



'Excellence Together'



Wyvern St Edmund's
Learning Campus

Behaviour Policy and Procedures

September 2020

Our Principles

Excellent behaviour is a fundamental aspect of learning and has a significant impact on standards and progress. Both Wyvern College and St Edmund's school are successful schools and much of this success comes from the very positive relationships that exist between staff and students. All staff work to create clear boundaries and rewards within a respectful, safe and supportive atmosphere.

We believe that students need and appreciate the security of clearly knowing what is expected of them and that school rules will be enforced in a consistent way. Therefore, the management of excellent behaviour is a vital part of our work and underpins all aspects of school life. We expect very high standards of behaviour and this is best achieved when all members of our school community – students, parents/carers, governors, non-teaching and teaching staff – feel involved, supported and cooperate with each other.

At Wyvern St Edmund's, our aim is that students become the best version of themselves that they can be. Every policy and procedure has our students' best interests at heart and is mindful of staff workload and wellbeing.

Our vision is enacted by way of every member of staff, whatever their role, working to safeguard the wellbeing of our students and to maximise their progress. Of equal importance for us is their personal growth, self-discipline and the self-discovery of their passions and God-given talents. Every member of our school is treated with dignity and respect and is shown care and consideration. The Christian values of love and compassion inspire our commitment to the promotion of 'life in all its fullness' and are at the heart of all decisions that we make.

Please see the [website/policy addendums](#) for any pertinent updates regarding COVID-19

Discipline

Teachers have statutory authority to discipline students whose behaviour is unacceptable, if they break the rules or if they fail to follow a reasonable instruction (Education Act 2006). Discipline is aimed at developing self-control and the capacity for cooperation. The purpose of discipline is to create the conditions necessary to enable excellent behaviour to thrive. Our disciplinary aims are:

- To develop in students a sense of responsibility for their own actions.
- To create conditions for an orderly community in which effective learning can take place, in which there is mutual respect between all members and where there is concern for the school environment.

Responsibilities

The *Governing Body* will support and uphold the high standards required by Wyvern St Edmund's of its students, in order to maintain good order and discipline to ensure a quality learning experience and positive relationships. The Governing Body will fulfil its statutory obligations to conduct disciplinary committees and appeal panels for exclusions.

The *Headteacher* will take responsibility for the good order and discipline of the schools, ensuring clear boundaries and expectations are established, resources are deployed appropriately. Exclusion will only be used as a last resort when other strategies to manage behavioural issues have been tried and the learning and or safety of other students has been compromised.

All *senior leaders* and other members of the wider *leadership team* will lead, manage and model appropriate behaviour management strategies within the school, implementing the standards of the policy with regard to repeated or serious infringements of the school rules. They will support the teams that they line manage to consistently apply the behaviour policy.

Middle leaders will lead, manage and model appropriate behaviour management strategies within their designated areas, supporting staff to become autonomous in their management of behaviour but also providing a point of referral if required.

Pastoral leaders will implement school policy on procedures and sanctions relating to discipline e.g. lesson checks, reports, take statements after incidents, detentions, exclusion processes and paperwork, ensure all student logs are kept up to date and that appropriate action is taken as and when required.

The *SENDCo* will ensure that suitable programmes are planned and developed which are appropriate to individual needs and entitlements for students with educational needs related to behaviour, and liaise accordingly with specialist external agencies.

All *teachers* will set high expectations for student behaviour, establishing and maintaining a good standard of discipline through well-focused teaching and through positive and productive relationships. Teachers will be positive role models for students and follow the procedures for behaviour management as laid out in this policy. Teachers will

- Promote engagement of students
- Provide every individual with the opportunity to 'shine'
- Enable students to understand the nature of learning
- Enable students to recognise and take responsibility for the development of their own learning through engaging with learning activities and reducing the chances of disrupting others

Please also refer to the Teaching and Learning policy.

Teaching Assistants will set high expectations for student behaviour and maintain discipline through focussed intervention and supporting teaching staff.

All *staff* have a responsibility to:

- Establish a positive relationship with students and parents/carers

- Demonstrate a level of care and respect for all students
- Act justly and fairly (and be seen to do so)
- Deal promptly and personally in matters which affect the quality of teaching and learning and the personal development of the individual
- Apply a consistent approach to all students
- To support and implement the Behaviour Policy, reward good behaviour and both challenge and sanction inappropriate or unacceptable student behaviours

All students will be expected to familiarise themselves with, and abide by, the classroom and site expectations at all times.

- Arrive promptly for the beginning of each lesson
- Arrive at the lesson with basic equipment including pens, pencils, a ruler and a calculator
- Wait outside the classroom in a quiet, orderly line, unless otherwise instructed by the teacher.
- Be seated quickly, on entering the classroom, according to the teacher's seating plan which is non-negotiable
- Mobile Phones - We recognise that many students have mobile phones. There are benefits such as students being able to let their parents know of their whereabouts at the end of school day. However, Wyvern St Edmunds follows the guidance below regarding phones. This is because we want students to spend their social times talking to each other. The rules are:
 - Any mobile device brought onto site needs to be switched off and kept in the student's bag at all times
 - A member of staff will confiscate the device if the device is out without permission. The device will be stored at student reception for collection at the end of the day
 - However, devices are allowed out for classwork with permission by the teacher
 - The school takes no responsibility for any mobile devices brought onto site

Families are expected to support the school in maintaining good order and discipline. All families have a responsibility to:

- Encourage children to develop good habits of diet, sleep and a healthy lifestyle
- Comply with the school's attendance requirements and promptly report and explain absences and lateness to the school
- Encourage children to develop effective study habits at home or through homework club
- Participate in parent/carer/teacher meetings to discuss attainment, progress and welfare
- Ensure that children are dressed as outlined in the Wyvern St Edmund's uniform list
- Discuss reports with their children and contact the school if necessary
- Bring to the attention of the school any potential problem that might affect their child's education or wellbeing
- Support the school's policies on behaviour including uniform, no mobile phone policies and advice about appropriate social media usage
- Keep the school up-to-date with home and emergency telephone numbers and other pertinent information

- Be responsible for the behaviour of children to and from the school
- Be familiar with the school's Behaviour Policy
- Complete the Home-School Agreement on entry to the school (*see Appendix 2*).

Rewards

Wyvern St Edmunds will take every opportunity to reward students as a means of acknowledging an effort, achievement or action that is above and beyond the norm. This might be in the form of positive acknowledgment, praise or rewards:-

- **Reward Point** - A student may achieve a reward point for a good piece of class work or homework, independent learning, achieving 100% attendance for the term, demonstrating excellent attitude to learning or carrying out some community work. The points are added to our SIMS database as 'Achievement Points'. Reward points start at 0 for each new academic year
- **Certificates** are issued when a student reaches 25, 50 and 75 Reward Points.
- **A Head of Year Letter** is issued when a student reaches 100 Reward Points
- **Big Celebration Assembly (BCA)**- Year group assemblies take place three times a year, to celebrate the achievements of students in a variety of categories: attendance, reward points, attitude to learning scores, academic progress and character awards for embodying the school values
- **Contact home** - When a student has achieved beyond expectations for work or behaviour they may receive a praise letter, post card or phone call home from their class teacher or form tutor. Departments may run bespoke award systems alongside the whole school reward system
- **KS3 and KS4 Certificate Evenings**- Students who have highly achieved or have exceeded expectation are awarded subject prizes

Classroom Expectations:

The expectations below provide the basic ingredients of good classroom discipline at our school and all staff insist on them at all times:

1. Students must arrive promptly to classes.
2. Students must wear uniform correctly. Outdoor clothing must not be worn within classrooms. A uniform pass will have been issued by the Tutor or The Head of Year if there is a valid reason for a student not being in the correct uniform
3. Students will need to bring two x black ink pens, pencil, ruler, rubber and highlighter pen. They will also need specialist equipment such as calculators and a maths set.
4. Students should aim for a 'Personal Best' in all work. Students' books will be treated with care and not defaced.
5. Students are not permitted to use electronic devices throughout the school day. Mobile devices can be used in lessons but only at the discretion of the teacher when it enhances learning.
6. Students do not 'shout out' or interrupt the teacher/other students, but will listen with respect.
7. Students who behave well consistently will receive praise.
8. Students and teachers speak to each other politely throughout lessons.
9. Students should expect to be involved as active participants in lessons.
10. Students who misbehave, after being warned, must expect appropriate sanctions to be taken.
11. Students are expected to use the toilet at social times and between lessons (unless they have a toilet pass). They should not be using the toilets during lesson times. Students are not to eat or drink in lesson time, except water.
12. If a student needs to leave the lesson during lesson time then the teacher will issue them with their yellow lanyard.

Site Expectations:

When students are not in lessons they are expected to abide by the expectations below which staff should insist on at all times:

1. Be organised and on time – each day is unique, and it is the only chance you get to have it. If you are late, please report to reception before going to lessons.
2. Be proud of your school and yourself. Take pride in your uniform/appearance and your environment (for example, do not litter). The cost of repairing vandalism will be charged to the culprit(s) and a sanction will be put in place. Food is not to be eaten in the school building, except in the Dining Halls and Main Halls.
3. Respect every member of our school community – teachers, students, teaching assistants, support staff, caretakers, catering staff and visitors.
4. Respect other people's property and personal space. No rough play, unwanted physical contact or overly affectionate behaviour.
5. Bullying is behaviour towards other people that causes emotional, physical or psychological suffering and is totally unacceptable. Bullying, whether verbal or physical, will not be tolerated by the school. The school uses the acronym STOP (Several Times On Purpose) to help students to define bullying. If you are a victim of bullying, or see someone being bullied, you should talk to an adult as soon as you can.
6. Peer-on-peer abuse will also not be tolerated. It includes, but is not limited to:
 - physical and sexual abuse

- sexual harassment and violence
- emotional harm
- on and offline bullying
- teenage relationship

The school will take action to tackle peer-on-peer abuse, some of which may necessitate involvement of other agencies such as police and children's services.

7. Smoking is unhealthy and dangerous. You are not allowed to smoke in school or on the way to or from school, or when in uniform. This includes e-cigarettes and vapes.
8. Bringing or using harmful/illegal substances to or in school is forbidden and can be punished by exclusion except in exceptional circumstances.
9. For security and safety reasons, never bring valuable items to school e.g. laptops, iPods, computer games, large amounts of money.
10. For safety reasons, when moving around the school, please walk and never run. Keep to the left when using the corridors. Movement around corridors should be orderly and quiet, without shouting and discourteous words or gestures being used.
11. For security reasons, you are not allowed to leave the site without permission. If it is necessary for you to leave school during the day e.g. for a dental appointment, you must inform your tutor and also get permission to leave from Reception. This must be supported by a signed letter, or email from your parent or carer.

Trips and Off-site Expectations:

When on a school trip, students are expected to behave in an exemplary manner. They will also behave in the same way on journeys to and from school in order to maintain an excellent reputation for the school in the community. If staff witness misbehaviour on these occasions, or a member of the public reports it to the school, appropriate disciplinary action will be taken. The Headteacher also has authority to take disciplinary action if it is made known that a student of the school has behaved on any other occasion in a way that endangers a member of the public, property, another student, or threatens the reputation or running of the school. Such action will be informed by the school's safeguarding policy if appropriate, and if criminal, will involve referral to the police.

Daily Practice and Monitoring

Quality Assurance:

SLT and middle leaders will support staff in promoting learning and positive behaviour by regularly visiting lessons and by their presence in and around the school building. They will affirm and note good behaviour, lesson engagement and excellent work. They will strengthen staff management of poor behaviour and if necessary, escalate action to bring it under control.

At least one member of staff: usually senior/middle leadership will be visiting lessons during every lesson of the school day. These 'Quality Assurance' (QA) walks are timetabled to ensure consistency and to support staff.

Daily Review:

The Deputy Head with responsibility for pastoral systems meets at the end of every day with the Heads of Year and Senior Pastoral Colleagues to review significant recorded incidents on a case-by-case basis to ensure that appropriate levels of intervention, sanction or support will be in place as required. The schools aim for a consistent application of the Behaviour Policy. The Daily Review and Quality Assurance helps us to maintain a high level of consistency.

Recording of incidents:

In order to quantify and subsequently analyse behaviour, the school tracks both good and poor patterns of behaviour using the School Information Management System (SIMS) database. This data is used to identify and respond to behavioural patterns of individuals and groups and to support effective intervention. Staff must log all behaviour incidents and complete the action taken drop down box for all behaviours that reach the sanction stage of the policy.

Sanctions

Sanction Principles:

Students are more likely to accept the schools' *Classroom and Site Expectations* if they are clearly understood, consistently and justly applied and shown to be reasonable, sensitive and effective. Younger students especially are confused by too much variety of attitude and expectation. They need to see that rewards and sanctions are used consistently and fairly.

It is the responsibility of each member of staff to foster positive relationships with the students and to ensure that the atmosphere both in lessons and in school generally is conducive to good order and learning. Students are encouraged to take responsibility for their own behaviour.

The Reflection Room:

This is the most commonly used sanction. The Reflection Room is used for:

- Defiance- defined as 'repeated failure to follow simple, reasonable instructions'
- Disruption to learning- defined as 'behaviour that interrupts learning or prevents a teacher from carrying out their duties'
- Persistent uniform infringement- defined as 'an avoidable, deliberate and repetitive breach of the uniform policy'
- Disrespectful behaviour towards others.
- Failure to attend the Deputies' Detention
- Truancy
- Bullying- exclusions may be actioned following investigations made by staff

The school does not tolerate disruption to learning or defiance because these behaviours can compromise the learning of other students or compromise the safety of students and staff. Students therefore have a responsibility to ensure that they conduct themselves in a safe and compliant manner that allows themselves and others to learn.

Procedure for Reflection Room referrals:

- 1) Warning: The teacher will caution the student verbally, place the student's name on the board and ensure that the student is reminded of expectations.
- 2) Reflection Room referral: If a student disrupts learning a second time the teacher will send the student to the Reflection Room. The member of staff will send a student runner, with the yellow lanyard, to student reception to inform that a student has been sent to the Reflection Room. The receptionist will phone the Reflection Room to confirm the student has arrived. The student will then spend the equivalent of four lessons in the Reflection Room. This could mean up to four full lessons after arrival. Break and lunch time are the usual duration but will occur in the room in silence. Students who purchase food from the Dining Hall will have the opportunity to collect food under supervision.
- 3) A follow up phone call will be made by the referring member of staff later that day to clarify reasons for the Reflection Room referral.
- 4) Work will be given to the student that is relevant to their ability and age
- 5) The referring member of staff following the parental phone call logs the Reflection Room referral on SIMS.

- 6) If a student is sent to the reflection room three times in a half term then the parents/carers will be invited in for a meeting with the Head of Year. Should the student reach 6 sessions in the isolation room then this will trigger a Pastoral Support Plan (PSP). The PSP will last for 9 weeks and will involve the following members of staff working with the student and parents/carers – a member of SLT, Head of Year and SENDCo. Other members of staff may be invited to the process on a case-by-case basis.

Whilst in the Reflection Room, students are expected to work hard and in silence. If a student fails to successfully complete their time due to further disruption or defiance in the Reflection Room, a fixed-term exclusion will be issued.

Site Sanctions:

During non-teaching time, minor incidents should be dealt with by the member of staff involved and where appropriate referred to the Head of Year. Swearing will result in a Friday Deputies' Detention.

Detentions:

Detentions are used as a key disciplinary tool and consequence for inappropriate behaviour. This is because young people need to learn from their mistakes. We expect all students to complete all detentions so as to maintain consistency and fairness.

The school does not, in law, have to give parents/carers notice of after-school detentions or tell them why a detention has been given. However at Wyvern College and St Edmund's we want to work in partnership with our parents/carers and will give 24 hours' notice regarding detaining a student after school. This will be in the form of a phone call to parents/carers. For a Deputy Headteacher detention, parents/carers will also receive a text message reminder on the day of the detention.

Break/lunch Detentions – These are used, for example, where a student fails on a regular basis to bring the necessary items of equipment to a lesson or does not complete work to the required standard. The subject teacher/Head of Department will supervise these. The subject teacher will log the incident on SIMS.

Afterschool Detentions - These are for offences such as failing to complete homework, failing to present a daily report card to nominated staff and persistent lateness. The member of staff who issued the sanction supervises these detentions. These will last from 2.50 – 3.50 p.m. Parents/carers will be informed by that member of staff and a referral logged on SIMS.

Deputy Headteacher Friday Afterschool Detentions (45-90 minutes) - These are more serious and are supervised on a rota by Deputy Headteachers and senior staff. Offences include failing to attend an after-school detention, swearing, being regularly late, littering and un-safe behaviour. Deputies' Detentions take place in the Reflection Room. Heads of Year typically inform parents and a reminder text is sent to parents on the Friday morning. Students are expected to bring homework to complete in silence.

The Senior Leadership Team will also hold detentions at other times during the week as required.

Late Detentions - If a student arrives after registration, they report to main reception where they are registered. The Attendance Team will monitor students that frequently arrive late. Students who are late on three occasions will receive a Deputy Headteacher Afterschool Detention and, where necessary, a School Attendance Meeting to address the issue with parents/carers.

Report Cards:

Students failing to respond to staff requests or follow school policy may be issued with an electronic report card on SIMS:

- Stage 1: reporting to their Form Tutor
- Stage 2: reporting to their Head of Year
- Stage 3: reporting daily to a senior member of staff

Parents/carers will be informed and involved in reviewing and signing the report card daily to implement rewards and sanctions at home to support the actions being taken by the school. Students will face further disciplinary action if they do not respond to the targets detailed on their report card.

It is the student's responsibility to ensure that the card is signed every lesson without fail. Failure to ensure that the card is signed every lesson will result in the student being in the Reflection Room the next day and the report being raised to the next level.

Sanctions for Serious/Persistent Behaviour

Fixed-Term Exclusion:

Exclusion is the ultimate sanction that the school can use. Exclusion will only be used in response to a serious breach of the behaviour policy or if it is believed that allowing the student to remain in the school would seriously harm the education of the student or others in the school.

Only the Headteacher can sign for a fixed-term exclusion (The Head teacher can, however, delegate the decision making responsibility to the Deputy Headteacher responsible for Pastoral). The Headteacher/Deputy Headteacher will consider all exclusions in line with current DfE regulations. Where exclusions are issued, a telephone call and a letter will inform parents/carers of the nature of the incident, the length of the exclusion and the date and time of the re-integration meeting prior to the student being re-admitted into school. During days one to five of an exclusion parents/carers are responsible for their child's whereabouts, with the possibility of a penalty notice if the child is found in a public place during school hours without reasonable justification. Schools will provide work for students who are excluded, usually by sending it to the student's email address.

A fixed-term exclusion can be set at anything between one and five days. Any exclusion longer than five days requires the school to provide additional educational provision from day six.

Students may be excluded for:

- Failing to attend the Reflection Room on time. Students are given 5 minutes to arrive at the Reflection Room once sent
- Any incident that compromises the physical or emotional well-being of any of the school staff, students or visitors
- Persistently disrupting the learning of others
- Failing to meet the criteria detailed in a Behaviour Contract
- Persistent defiance and disregard of the school rules
- Damaging school property or the property of others: in these cases, the cost of any damage will be placed with the parent/carer and the police may be informed
- Theft
- Possession of illegal or controlled items
- Persistent disruption or defiance in the Reflection Room

Students returning from a fixed-term exclusion will receive a reintegration meeting with their Head of Year and/or SLT member plus parents/carers. This restorative and constructive process enables discussion about the nature of the exclusion and any other contributory factors as well as any additional support that may be beneficial from home, the school or external agencies in order to prevent further exclusions.

Alternative Provision

Students who are consistently showing behaviours that hinder their learning and the learning of others will follow the steps as laid out in the Behaviour policy. Should there be no evidence of a change in a student's ability to manage within a mainstream classroom, Alternative Provision will be considered. This provision will take place on site and is solely for Wyvern St Edmund's students. It will be tailored to meet the needs of an individual. Students will continue to have firm boundaries and will be expected to learn in an environment, which has been specifically adapted to meet their needs. A team around the student will work to ensure that the best opportunities both academic and therapeutic are in place to enable the student to succeed. Students will be encouraged to return to mainstream lessons as and when they are ready and able to adhere to the classroom expectations as stated on the Behaviour policy.

Managed Move to another school/Alternative Provision at another educational establishment

These sanctions will be used in extreme situations where the school no longer feels that it can meet the needs of the student.

A Managed Move involves placing a student in another local school following a meeting of Headteachers at the Fair Access Panel (FAP) Meeting. FAP Meetings take place at least once per half term.

In situations where a Managed Move is not successful, the student will be placed in Alternative Provision. This may be in Wyvern St Edmunds Alternative Provision or with a local specialist provider such as the WASP Centre.

Mitigation

We recognise that this behaviour policy and the practice it supports needs to be responsive to individual needs. The school believes that our response to children who have additional needs relating to a disability must take into account the legislation of the Disability Discrimination Act 2001 and the 2005 amendment. Schools must not discriminate against disabled students and consequently may be required to make reasonable adjustments to ensure their educational and social experiences at our school are as positive and inclusive as possible. For children who display inappropriate behaviour for reasons related to a disability, for example: autism, Asperger's Syndrome and Tourette's Syndrome, the school response may need to be differentiated in recognition of the additional difficulties these children may have in managing their actions.

We firmly believe, however, that it is our responsibility to support and help such students to behave in a socially acceptable manner and that affecting positive behavioural change is always possible. However, the methods of achieving this may vary depending on the individual circumstances of the pupil concerned.

The school will ensure all staff are aware of individual needs regarding Social, Emotional and Mental Health (SEMH). Individual guidance will be circulated to every teacher about how they may most effectively manage the behaviour of individual children with these difficulties.

Whilst recognising that some children will require a differentiated approach in relation to their behaviour, we cannot condone, nor will we accept violent or abusive behaviour towards staff or other students and any such incidents will be the subject of scrutiny. In very rare cases, we may be unable to impact positively on behaviour where violence and abuse are major concerns. If such students have an EHCP then a review of their provision will be held to determine if it is still appropriate to name Wyvern College or St Edmund's School as their school. If no EHCP exists then the process for an SEN assessment will be undertaken. However we envisage such circumstances to be very rare and would never be undertaken this lightly or without due consultation with parents/carers, Governors and the child. With regard to sanctions, staff follow DfE guidance with regard to equality mitigating circumstances.

Banned Items

The following items are not permitted on the school site: chewing gum, stink-bombs, lighters, cigarettes, smoking paraphernalia, fizzy drinks, energy drinks, pornography, laser pens, flags and electronic cigarettes. This list is not exhaustive and the school maintains the right to confiscate any item considered dangerous, offensive or inappropriate or that may compromise safety.

The following items are considered dangerous and are banned: fireworks, illegal drugs, banned substances, solvents, knives, blades, pointed items, alcohol, guns (including plastic toys or replicas).

Students found in possession of 'banned' items will have them confiscated and may be placed in the Reflection Room/excluded from school. In relation to dangerous items, it is likely the school will involve the Police. The school have the authority to 'dispose' of banned items.

Please also refer to the Wyvern St Edmund's ICT policies regarding On-line Safety and appropriate IT use.

Searching, Screening and Confiscation

The school has powers to search and screen for prohibited items and to confiscate these as necessary if they reasonably believe that students are in possession of any of the items listed above, or any article that a member of staff reasonably suspects has been, or is going to be used:

- To commit an offence,
- To cause personal injury to, or damage to the property of, any person (including the student themselves).

The school take very seriously the issue of drug use and knife crime and the dangers surrounding these. It is our policy that any student found on the school premises with drugs, a knife; blade or item of a similar nature is immediately excluded from school and removed from the premises either by parents/carers or police as appropriate. This is followed by a thorough investigation. The sanction for this offence could be permanent exclusion/managed move or alternative provision. The school retains the right to search and confiscate such items as outlined above and as described in law. The school will make 999 calls if there is any perceived risk to staff or students.

The Senior Leadership Team Senior Pastoral Manager are designated with the authority by the Headteacher to search students if they believe they may have possession of drugs or weapons. There will always be two members of staff present, at least one of whom will be the same sex as the student.

Physical Restraint

Part 7 of the Education and Inspection Act 2006, Chapter 1, Section 86 (1) outlines the powers of members of school staff to use force. The Act states that:

"Staff may use such force as is reasonable in the circumstances for the purpose of preventing a pupil from doing (or continuing to do) any of the following, namely –

- a) Committing an offence.*
- b) Causing personal injury to, or damage to the property of any person (including the pupil himself/herself), or*

c) Prejudicing the maintenance of good order and discipline at the schools or among any students receiving education at the school, whether during a teaching session or otherwise.”

At Wyvern St Edmund’s, reasonable force will only be used if no alternative can be sought. Members of staff should be aware of their own personal safety at all times. Staff are reminded that they have an ongoing duty of care and a collective responsibility for maintaining good order and health and safety and should always work to diffuse rather than escalate a situation.

“Some examples of situations where reasonable force might be used are:

- To prevent a pupil from attacking a member of staff, or another pupil, or to stop a fight between two or more students;*
- To prevent a pupil causing deliberate damage to property;*
- To prevent a pupil causing injury or damage by accident, by rough play, or by misuse of dangerous materials or object;*
- To ensure that a pupil leaves a classroom where the pupil persistently refuses to follow an instruction to do so;*
- To prevent a pupil behaving in a way that seriously disrupts a lesson; or*
- To prevent a pupil behaving in a way that seriously disrupts a school sporting event or school visit”*

From “Use of force to control or Restrain Students – A Summary of the new DCSF guidance – REF No. DCFS-00368-2010”

Any incidents where a member of staff is required to use reasonable force must be recorded in the Restraint Log.

Communication

For moderate and high-level incidents, parents/carers should be included in any communication. All incidents requiring intervention beyond a warning should be logged on our behavioural database- SIMS. All teaching staff need to be familiar with how to log referrals and to read referrals via training from their respective Head of Department and Head of Year.

Appropriate logging of behaviour means that we can track trends and respond to issues in a timely manner. Parents/carers should be informed if any incident has required removal from a lesson or the student being sent to the Reflection Room. In addition, parents/carers will be informed via text message regarding any behaviour that has led to a detention being set as a sanction.

Personal Development Reporting

Discipline provides the platform from which students can excel. When students have learnt self-control and are supported in a classroom where there is an outstanding climate for learning, they can develop the skills and attributes needed to excel in life-long learning. Consequently, at Wyvern St Edmund’s we challenge all of our students to excel

in their Personal Development. Our reporting system rewards students who are outstanding and highlights students who require additional support to take ownership for their learning.

Parents/carers will receive Personal Development grades from all subject teachers three times a year via the termly report.

Support for students

If a student is receiving referrals on a regular basis, the pastoral team will provide support to help change a pattern of negative behaviour. Initially support will be provided by the Form Tutor who will provide mentoring and advocate for the student where necessary. If this proves to be ineffective, the Head of Year can provide further support such as meetings with parents/carers, incentive schemes and a Report Card.

In most instances, no further intervention is required beyond the level of the Head of Year. However, when this does occur, specialist support is requested from the SENDCo to establish whether there is a SEMH (Social, Emotional or Mental Health Needs) affecting behaviour or other learning difficulties. The SENDCo can instigate a range of additional support strategies such as social skills teaching, additional adult support or bespoke learning programmes and in extreme circumstances begin statutory assessment for an EHCP (Educational Health and Care Plan) where there is not already an EHCP in place. The SENDCo also attends all reintegration meetings where a student with SEND needs has been excluded to ensure that appropriate amendments to provision are made.

Pastoral interventions can be escalated if the tutor and Head of Year strategies have little or no impact. A referral can be made to the Pastoral Support team to initiate additional support.

Monitoring

An analysis of behaviour trends will take place 6 times a year with a focus on these key areas:

- Year group differences. We look at the year group trends such as
 - the number of reward points given in each year
 - the number of behaviour points
 - the proportion of low, moderate and high level behaviour.
- Vulnerable group trends. We look at how vulnerable groups such as disadvantaged students or students with special educational needs compare with other students.
- Subject analysis. We look at which subject areas reward students the most and subjects that record the most behaviour points. This helps us to intervene and support colleagues.
- Behaviour type analysis. This involves looking at the most prevalent type of behaviour incident that we see across the school and the variance throughout the year.

- Exclusion and Reflection Room data. We look at the number of fixed-term exclusions and students attending the Reflection Room each term and the number of repeat offenders in order to track trends.
- In addition, the support provided by the Pastoral and SEND teams will be evaluated to assess the efficiency of the full range of support programmes.

Governors will regularly scrutinise the effectiveness of the Behaviour Policy.

Appendix 1a: School Uniform at Wyvern St Edmund's

Wyvern St Edmund's new uniform is compulsory for students in Year 7 starting in September 2020 and for year 11 prefects in 2020.

The schools are mindful of the cost of uniform for families, therefore the new uniform is optional for students in years 8, 9, 10 and 11, who may continue to wear the old uniform (see St Edmund's uniform for years 8-11). Items from the old and new uniforms cannot be worn together. Students in years 8 to 11 must wear either the new uniform or old uniform in its entirety.

It is acceptable for students in years 8 to 11 to wear the new school uniform and old P.E./Dance kit or to wear the old school uniform and new P.E./Dance kit.

The new Wyvern St Edmund's uniform consists of:

- a black blazer with the Wyvern St Edmund's logo on the top left pocket
- a charcoal (dark) grey, wide-pleated skirt (no thin pleats please) or tailored trousers. Skirts must be of a reasonable length, just above the knee. The skirt must not be rolled up. Trousers must be smart and tailored, not jeans, not chinos, not tight fit, must be full length. Trousers cannot be made from Lycra or stretch fabric.
- a white collared shirt. Long or short sleeved shirts are acceptable. All white collared shirts must have a top button and be capable of being worn with the school tie, therefore blouse-style open necked shirts and polo shirts cannot be worn.
- a Wyvern St Edmund's striped tie.
- Socks: Should be plain black or dark grey if wearing trousers. White socks can be worn with a skirt or shorts (in the summer term).
- Tights: Must be plain black or natural skin colour. No legging or footless tights please.
- Shoes: Must be black only, smart and must be polishable. Maximum heel height 2" for health and safety reasons. Sandals, dolly-style shoes, canvas shoes, trainers, trainer-style shoes or shoes with logos are not acceptable. No boots, including ankle boots, are allowed except in severe weather conditions.
- Outerwear: Coats or jackets must be plain, without large logos, smart and fit for purpose. No denim or leather jackets. Hooded sweatshirts/sweatshirts are not permitted.

Optional uniform items include:

- charcoal grey v-neck jumper worn under the blazer (not excessively long or short, no cable, large knit or other pattern, or any logos),
- for the summer term, charcoal grey tailored shorts.
- any belts should be unobtrusive and plain black

The following items must only be purchased from the school uniform supplier, Price & Buckland (<https://www.pbuniform-online.co.uk/wyvernschool/>):

- Wyvern St Edmund's tie
- Wyvern St Edmund's blazer OR Wyvern St Edmund's sew on badge (which can be sewn on to the top left breast pocket of a black blazer purchased elsewhere with black thread only)

Our online uniform stockist offers blazers, skirts, trousers, shirts and shorts, however these are also available to buy from a range of shops and supermarkets.

The year 11 prefect (prefect status is awarded by the Headteacher) uniform is:

- a black blazer with blue trim and the Wyvern St Edmund's logo on the top pocket (from uniform supplier Price & Buckland)
- a charcoal grey pleated skirt/tailored trousers,
- a white collared shirt (long or short sleeved),
- the new Wyvern St Edmund's striped tie.

Blazers

The Wyvern St Edmund's blazer is part of the school uniform and must be worn at all times when in school. During lessons students may ask the teacher's permission to remove their blazer. At break time and lunch time blazers should be worn, but may be removed for sporting/play activities e.g. football.

In the summer term, if the weather becomes hot, there will be an official announcement of a 'summer blazer off option' from when students may be in a shirt and blazer or just shirt. Ties must still be worn. Wearing a shirt and jumper without a blazer is not an option. In extreme hot weather conditions, an official 'tie off option' may also be announced.

Appearance

Jewellery

- Students may wear a watch, a cross or St Christopher on a fine chain (or another religious symbol), and one pair of small studs for pierced ears - in lobes only.
- Nose studs, eyebrow studs, tongue studs, studs in the top of the ear or any other facial or body piercing jewellery are not allowed. Plastic retainers are also prohibited. All such body jewellery must be removed; covering them with plasters is not acceptable.
- No rings are permitted.

Careful consideration should be given to the timing of getting piercings due to the fact that plastic retainers are prohibited.

Hair

- Long hair should be tied back for health and safety reasons in practical lessons.
- No extremes of hair style or fashion are acceptable, nor cutting below a number 2 grade.
- If hair is dyed, it must be dyed a natural hair colour.

Make-up

- The discreet use of make-up is allowed in Years 10 and 11 (no coloured eyeshadow or lipstick/gloss, no heavy eyeliner or eyebrow makeup.)
- The wearing of coloured nail varnish or acrylic nails is not allowed.

Accessories

Baseball caps, hats and hoods are not allowed and must be removed upon entry indoor spaces.

P.E. / Dance Kit

<p>Compulsory item that must only be purchased from the school uniform supplier, SWI School Wear: https://www.swischoolwear.co.uk/</p>	<p>Sky blue polo shirt with the Wyvern St Edmund's logo</p>
<p>Compulsory items, which can be sourced from any retailer or can be purchased directly from our P.E. kit stockist: https://www.swischoolwear.co.uk/</p>	<ul style="list-style-type: none"> • Navy SPORTS leggings OR plain navy tracksuit bottoms No big logos or writing down the leg please. A small logo e.g. a Nike tick, Adidas stripes or Puma logo is ok) – if wearing leggings, they must be sports leggings please • Navy football socks • White trainer socks for indoor/outdoor use. • Navy skort or navy plain sports shorts – cycling-style tight shorts, including, Nike pro shorts are not allowed • Lace-up trainers (any colour) • Football boots (any colour) • Plain navy fleece (no hood) full zip or ¼ zip <p>Please note no hooded jumpers or round neck jumpers are allowed.</p>
<p>Optional items (but very useful/essential in cold weather when PE will still be taken outside)</p>	<ul style="list-style-type: none"> -Plain navy thermal bottoms -Plain navy or white base layer top -Plain navy waterproof sport jacket or waterproof pac-a-mac for P.E. in the rain

Liability

The Schools cannot accept any liability for clothing and possessions, including mobile telephones and other electronic devices, including occasions where they are stowed in lockers or locked rooms. The schools will only accept responsibility for items where it has agreed to do so, such as if items are handed into the PE staff for safekeeping during the lesson. Please make sure all uniform and PE kit is labelled clearly.

Lost property is handed to reception where we will make every effort to reunite it with its owner.

1b: School Uniform - St Edmund's

This 'old' uniform is optional for St Edmund's students in years 8, 9, 10 and 11 in 2020-21. Please note year 11 prefects are required to wear the new Wyvern St Edmund's uniform. Where stocks of the old uniform are no longer available from suppliers, students should then wear the new uniform in its entirety.

The following items must only be purchased from the school uniform supplier, Price & Buckland: <http://www.pbuniformonline.com/>

- Blouse: Tailored, sky blue blouse with $\frac{3}{4}$ sleeves and school logo.
- Polo Shirt (optional, to be worn in Terms 5 & 6 only): Sky blue, short sleeved, with school logo.

The following item must only be purchased from the school uniform supplier, Scholars:

- Skirt: St Edmund's Tartan. Of a reasonable length, just above the knee. The skirt must not be rolled up.

The following items can be purchased from any provider:

- Trousers: Smart, navy blue tailored trousers. Trousers cannot be made from Lycra or stretch fabric.
- Black tailored shorts: can be worn in terms 5 and 6 only. They are optional kit and must be knee length.
- Jumper/Cardigan: Navy blue V neck jumper or cardigan (not excessively long or short). Jumpers and cardigans must be plain knit (no cable, large knit or other pattern, or any logos).
- Socks: Must be plain white, navy or black.
- Tights: Must be plain navy or black (opaque) or natural. No leggings.
- Shoes: Must be black only, smart and must be polishable. Maximum heel height 2". No sandals. Canvas shoes, trainers, trainer-style shoes or shoes with logos are not acceptable. No boots are allowed except in severe weather conditions.
- Outerwear: Coats or jackets must be plain, without large logos, smart and fit for purpose. No denim or leather jackets. No hooded sweatshirts/sweatshirts will be permitted.

PE KS3 Students Years 8-9

Compulsory:

- PE Polo shirt: navy blue with house colours and school logo (purchased from Price & Buckland)
- Either Skort or Shorts: Navy blue mesh Skort (purchased from Price & Buckland) or navy blue plain shorts
- Either Tracksuit bottoms or Leggings: Navy blue Tracksuit bottoms, plain in design, no large writing down the side, or Black plain Leggings (no large writing down the side)
- PE Sweatshirt: Royal Blue PE sweatshirt with school logo (purchased from Price & Buckland)
- Thermal Base: Plain navy/white or black thermal base layer
- Socks: Navy blue football/hockey socks or white sports socks
- Trainers: Laced up trainers (any colour)
- Shin-pads

Optional dance kit:

Dance All Years: Black leggings (same as PE), Plain black t shirt.

Highly recommended additional items:

- Waterproof jacket: Plain navy, fleece lined zip jacket for wet or cold weather (purchased from Price & Buckland)
- Plain navy fleece
- Navy waterproof jacket

KS4 Students Years 10 & 11

The same as above with the exception of:

- KS4 can wear colour/patterned leggings
- Not compulsory to have a skirt or shorts

Appearance

Jewellery

- Students may wear a watch, a cross or St Christopher on a fine chain (or another religious symbol), and one pair of small studs for pierced ears - in lobes only.
- Nose studs, eyebrow studs, tongue studs, studs in the top of the ear or any other facial or body piercing jewellery are not allowed. Plastic retainers are also prohibited. All such body jewellery must be removed; covering them with plasters is not acceptable.
- No rings are permitted.

Careful consideration should be given to the timing of getting piercings due to the fact that plastic retainers are prohibited.

Hair

- Long hair should be tied back for health and safety reasons in practical lessons.
- No extremes of hair style or fashion are acceptable, nor cutting below a number 2 grade.
- If hair is dyed, it must be dyed a natural hair colour.

Make-up

- The discreet use of make-up is allowed in Years 10 and 11 (no coloured eyeshadow or lipstick/gloss, no heavy eyeliner or eyebrow makeup.)
- The wearing of coloured nail varnish or acrylic nails is not allowed.

Accessories

Baseball caps, hats and hoods are not allowed and must be removed upon entry indoor spaces.

Liability

The Schools cannot accept any liability for clothing and possessions, including mobile telephones and other electronic devices, including occasions where they are stowed in lockers or locked rooms. The schools will only accept responsibility for items where it has agreed to do so, such as if items are handed into the PE staff for safekeeping during the lesson. Please make sure all uniform and PE kit is labelled clearly.

Lost property is handed to reception where we will make every effort to reunite it with its owner.

Appendix 1c: School Uniform- Wyvern

This 'old' uniform is optional for Wyvern College students in years 8, 9, 10 and 11 in 2020-21. Please note year 11 prefects are required to wear the new Wyvern St Edmund's uniform. Stocks of the 'old' uniform are no longer available from suppliers, but limited items are available to buy from the school. When stocks of the old uniform are no longer available, students should then wear the new uniform in its entirety.

The following items must only be purchased from the school:

- Wyvern tie
- Black V neck jumper with Wyvern logo
- Polo Shirt (optional, to be worn in Terms 5 & 6 only): white, short sleeved, with school logo.

The following items can be purchased from any provider:

- Black school trousers (not jeans, not chinos, not tight fit, must be full length)
- Black tailored shorts: can be worn in terms 5 and 6 only. They are optional kit and must be knee length.
- White shirt
- White, navy or black socks
- Shoes must be black only, smart and must be polishable. Maximum heel height 2". No sandals. Canvas shoes, trainers, trainer-style shoes or shoes with logos are not acceptable. No boots are allowed except in severe weather conditions.
- Belts should be unobtrusive and plain black
- Outerwear: Coats or jackets must be plain, without large logos, smart and fit for purpose. No denim or leather jackets. No hooded sweatshirts/sweatshirts will be permitted.

P.E. and Dance Kit:

The following items must only be purchased from the school:

- Reversible rugby shirt (black and gold or plain black)
- Football shorts (black)
- Polo shirt (black with logo)
- Football socks (black/gold with Wyvern lettering)

The following items can be purchased from any provider

- Football or rugby boots
- Trainers for indoor lessons
- Students may wear the optional rain jacket for outdoor lessons.
- All jewellery must be removed for PE lessons.

Appearance

Jewellery

- Students may wear a watch, a cross or St Christopher on a fine chain (or another religious symbol), and one pair of small studs for pierced ears - in lobes only.
- Nose studs, eyebrow studs, tongue studs, studs in the top of the ear or any other facial or body piercing jewellery are not allowed. Plastic retainers are also prohibited. All such body jewellery must be removed; covering them with plasters is not acceptable.
- No rings are permitted.

Careful consideration should be given to the timing of getting piercings due to the fact that plastic retainers are prohibited

Hair

- Long hair should be tied back for health and safety reasons in practical lessons.
- No extremes of hair style or fashion are acceptable, nor cutting below a number 2 grade.
- If hair is dyed, it must be dyed a natural hair colour.

Make-up

- The discreet use of make-up is allowed in Years 10 and 11 (no coloured eyeshadow or lipstick/gloss, no heavy eyeliner or eyebrow makeup.)
- The wearing of coloured nail varnish or acrylic nails is not allowed.

Accessories

Baseball caps, hats and hoods are not allowed and must be removed upon entry indoor spaces.

Liability:

The schools cannot accept any liability for clothing and possessions, including mobile telephones and other electronic devices, including occasions where they are stowed in lockers or locked rooms. The schools will only accept responsibility for items where it has agreed to do so, such as if items are handed into the PE staff for safekeeping during the lesson. Please make sure all uniform and PE kit is labelled clearly.

Lost property is handed to reception where we will make every effort to reunite it with its owner.

Appendix 2: HOME / SCHOOL AGREEMENT 2020-21

Our aim is that every student is happy at school and reaches his/her potential not only academically but in every way, thus equipping him/her for future life. This can only be achieved through partnership with parents/carers, and by students also taking responsibility.

Wyvern/St Edmund's School undertakes to:

- care for your son's/daughter's safety and happiness;
- ensure that your son/daughter achieves his/her full potential as a valued member of the school community;
- provide a broad and balanced curriculum and meet the individual needs of your son/daughter;
- ensure high standards of work and behaviour through building good relationships and developing a sense of responsibility;
- use regular assessment to track student progress and keep you informed about your son's/daughter's progress and general school matters;
- be open and welcoming at all times and offer opportunities for you to become involved in the daily life of the school;
- enable your son/daughter to make decisions based on Christian values;
- communicate effectively regarding expectations and goals regarding home learning;
- consistently implement the behaviour policy sanctions and rewards;
- contact parents/carers on the first day of unknown absence;
- contact parents/carers of children who regularly arrive late for school;
- detain your son/daughter until 4.20 p.m. where necessary;
- refer to Education Welfare where attendance is a concern;
- search students for prohibited items when necessary.

We know that parents/carers will be equally keen to help their children achieve.

Signature of Headteacher: 

We ask that parents/carers:

- support the school's philosophy of high expectations for all;
- make every effort to ensure that their son/daughter will attend school every day and on time;
- make sure their son/daughter wears the correct uniform every day and support the school's policies and guidelines for behaviour and uniform. Ensure that mobile usage in outside school monitored closely ;
- take an interest in what their son/daughter is learning;
- avoid taking their son/daughter on holiday during term time;
- inform the school as soon as reasonably possible of any unforeseen absence;
- make the school aware of any concerns or problems that might affect their son's/daughter's learning or behaviour;
- work with the school to find solutions in cases of unacceptable behaviour;
- support their son/daughter in home learning and other opportunities for learning at home;
- attend parents/carers' meetings and discussions about their son's/daughter's progress;
- get to know about their son's/daughter's life at school and respond to communications;
- raise concerns promptly and directly with the school;
- encourage their son/daughter to participate in the extracurricular opportunities offered by the school;
- give praise at home for good behaviour and attitude at school.

Signature of Parent/Carer: Date:

Students are expected to:

- attend school and be punctual;
- be an ambassador for Wyvern/St Edmund's School – polite to others in school and in the wider community;
- bring all the equipment they need every day;
- be wearing the correct school uniform when at school and when travelling to and from school;
- do all their classwork and home learning as well as they can and on time;
- be polite and helpful to others and follow the school's code of conduct;
- take part in extra-curricular activities offered by the school;
- make sure that all information to and from school is personally delivered;
- understand that you may be searched for banned or prohibited items where necessary;
- talk with parents/carers and teachers about any worries in school.

Signature of Student: Date:

Communication

If you have any concerns or queries once your child has started at the Wyvern St Edmund's Learning Campus their tutor is your first point of contact. A note or an email to the tutor is the easiest method of communication. Your child's tutor will see them twice daily and will be the staff member who will know your child and their needs better than anyone.

Evaluation and development of policy

The policy is developed through consultation with staff, students and governors.

Review cycle of policy

This policy will be reviewed by the Local Governing Board every year in accordance with the schools' review cycle.

Policy author: Bruce Burley

Policy reviewed: July 2020

Documents linked to this policy:

Teaching and Learning
Special Educational Needs
Equality information and objectives
Online Safety
Attendance