



'Excellence Together'



**Wyvern College
and
St Edmund's School
Behaviour
Policy and Procedure**

June 2018

Wyvern College and St Edmund's Girls' School

Behaviour Policy and Procedures 2018-19

1. Our Principles

Excellent behaviour is a fundamental aspect of learning and has a significant impact on standards and progress. Both Wyvern St Edmund's 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 knowing clearly 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, governors, non-teaching and teaching staff – feel involved, supported and cooperate with each other.

2. 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.

3. 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.

- 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
- 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
- Be seated quickly, on entering the classroom, according to the teacher's seating plan which is non-negotiable
- Ensure that mobile phones are switched off during the school day and kept out of sight at all times – any mobile phones seen will be confiscated by staff

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 lates to the school
- Encourage children to develop effective study habits at home
- 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
- Support the school's policies on behaviour including uniform and no mobile phone policies
- 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 3*).

4. Expectations

Classroom Expectations:

The 10 basic expectations below provide the basic ingredients of good classroom discipline at our school and all staff should insist on them at all times:

1. Students should aim for a 'Personal Best' in all work. Students' books will be treated with care and school books will be handled carefully and not defaced.
2. All necessary equipment is brought by students to the lesson.
3. Students are not permitted to use electronic devices throughout the school day. They can be used in lessons but only at the discretion of the teacher when it enhances learning.
4. Students do not 'shout out' or interrupt the teacher/other students, but will listen with respect.
5. Students who behave well consistently will receive praise.
6. Students wear uniform correctly. Outdoor clothing must not be worn within classrooms.
7. Students and teachers speak to each other politely throughout lessons.
8. Students should expect to be involved as active participants in lessons.

9. Students who misbehave, after being warned, must expect appropriate sanctions to be taken.
10. Students are expected to use the toilet at social times and between lessons, but not during lesson times. Students are not to eat or drink in lesson time, except water.

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's 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, don't 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 Hall.
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. If you are a victim of bullying, or see someone being bullied, you should talk to an adult as soon as you can.
6. 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.
7. Bringing or using harmful/illegal substances to or in school is forbidden and can be punished by exclusion except in exceptional circumstances.
8. For security and safety reasons, never bring valuable items to school e.g. laptops, iPods, computer games, large amounts of money. If mobile phones are brought onto school property they should be kept in bags and turned off.
9. 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.
10. 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 it is reported to the school by a member of the public, 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.

5. 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 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 senior leader with responsibility for pastoral systems meets at the end of every day with the senior pastoral managers and Heads of Year 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.

6. 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 Isolation Room:

This is the most commonly used sanction. The isolation 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’
- 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 isolation referrals:

- 1) Whole class instruction: The teacher will remind the class about the appropriate classroom expectation.
- 2) 1st 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.
- 3) Isolation referral: If a student disrupts learning a second time the teacher will send the student to the isolation room (Room AO.2). The student will then spend the equivalent of a full working day in isolation. This means four full lessons after arrival. Break and lunch time are the usual duration but will occur in the isolation room in silence. Students who purchase food from the Dining Hall will have the opportunity to collect food under supervision.
- 4) A member of staff will then text the parent/carer to inform them of the isolation referral and the follow up phone call will be made by the referring member of staff later that day to clarify reasons for the isolation referral.
- 5) Work will be given to the student that is relevant to their ability and age
- 6) The isolation referral is logged by the referring member of staff following the parental phone call.
- 7) Repeated referrals to isolation indicate that the student is struggling to access mainstream education and this will lead to a referral to the SENDCo for an assessment of needs to ensure that appropriate adjustments can be made to encourage inclusion in mainstream lessons. Heads of Year oversee SENDCo referrals and will ensure that communication is maintained throughout the process.

Whilst in isolation, students are expected to work hard and in silence. If a student fails to successfully complete a day of isolation due to further disruption or defiance in the isolation room, a fixed-term exclusion will be issued following a further period of isolation to ensure that the student has proven the effort required to return to mainstream lessons.

Site Sanctions:

At social 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 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 and will give 24 hours' notice regarding detaining a student after school. This will be in the form of a text message being sent home.

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 doesn't complete work to the required standard. A referral will be logged on SIMS by the subject teacher.

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. These detentions are supervised by the member of staff who issued the sanction. These will last from 2.50 – 3.50 p.m. Parents will be informed and a referral logged on SIMS.

Deputy Headteacher Friday Afterschool Detentions (60-90 minute) - These are more serious and are supervised by the Deputy Headteachers. Offences include failing to attend an after-school detention, swearing, being regularly late and un-safe behaviour. Deputies' Detentions take place in the Isolation Room (Room AO.2). 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 Manager will issue a break detention for the same day. Regular lateness will result in an after-school detention with SLT and a School Attendance meeting to address the issue with parents.

Report Cards:

Students failing to respond to staff requests or follow school policy may be issued with a report card:

- 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 an isolation being set the following day and the report being raised to the next level.

7. 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 agree a fixed-term exclusion (or Deputy Headteacher in the Headteacher's absence). The 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 isolation on time. Students are given 5 minutes to arrive at the Isolation 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.

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 is a restorative and constructive process that 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.

Permanent Exclusion/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 with a local specialist provider such as the WASP Centre.

8. 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 close 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 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, Governors and the child. With regard to sanctions, staff follow DfE guidance with regard to equality mitigating circumstances.

9. Banned Items

The following items are not permitted on the school site: chewing gum, stink-bombs, lighters, cigarettes, smoking paraphernalia, carbonated/energy drinks, pornography, laser pens and

electronic cigarettes. This list is not exhaustive and the school maintains the right to confiscate any item considered dangerous, offensive, inappropriate or that may compromise safety.

The following items are considered dangerous and are also 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 isolated/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 E-safety and appropriate IT use.

10. 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:

- i) To commit an offence,
- ii) 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.

SLT and senior pastoral managers 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.

11. 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 restrain a student must be recorded in the Restraint Log.

12. Communication

For moderate and high-level incidents parents 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 should be informed if any incident has required removal from a lesson or isolation. In addition, parents will be informed via text message regarding any behaviour that has led to a detention being set as a sanction.

Attitude to Learning 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 attitude to learning. Our reporting system rewards students who are outstanding and highlights students who require additional support to take ownership for their learning.

Parents will receive Attitude to Learning grades from all subject teachers three times a year via the termly report.

13. Rewards

Whenever possible, students should be rewarded 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. At Wyvern St Edmund's, we value all forms of success and we like to celebrate achievements in a variety of ways:-

House Point - A student may achieve a House 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. Points are added to our SIMS database.

House Point Post-card- When a student has acquired more than 25 Positive House Points they will be sent a postcard from the school in recognition of their efforts.

Bronze Award- If a student is awarded more than 50 Positive House Points they will receive a Bronze medallion for their efforts.

Silver Award- Students awarded more than 75 Positive House Points will receive a Silver medallion for their efforts.

Gold Award- Exceptional students who receive more than 100 House Points in a year will receive the prestigious Gold medallion.

Big Celebration Assembly (BCA)- Three times a year, a whole school assembly takes place to celebrate the achievements of students in a variety of categories: attendance, house points, attitude to learning scores, academic progress and character awards for embodying the school values. Over 100 awards are presented at the BCAs.

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.

KS3 and KS4 Certificate Evenings- Students who have highly achieved or have exceeded expectation are awarded subject prizes.

KS3 Reward Afternoons- Three times a year, students who have consistently demonstrated an outstanding attitude to learning will benefit from an afternoon of reward time.

14. 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/Head of Key Stage can provide further support such as meetings with parents, incentive schemes and a Report Card (see Appendix 3).

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.

Pastoral interventions can be escalated if the tutor strategies have little or no impact. The Behaviour Support- Waves of Intervention Model along with the Report Card Escalation Guidance can be found in Appendix 2.

15. Monitoring

An analysis of behaviour trends will take place 3 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 house points given in each year; the number of behaviour points; and the proportion of low, moderate and high level behaviour.
- Vulnerable group trends. We look at how vulnerable groups such as disadvantaged students, students with special educational needs and students with English as an additional language perform compared 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 data. We look at the number of fixed-term exclusions each term and the number of repeat offenders 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- St Edmund's

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

- Year 11 Skirt: Navy blue. No shorter than 2 inches above the knee. The skirt must not be rolled up.
- Blouse: Tailored, sky blue blouse with ¾ 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:

- Year 7,8,9 & 10 Skirt: St Edmund's Tartan. No shorter than 2 inches 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.
- 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, smart and fit for purpose. No denim or leather jackets. No hooded sweatshirts will be permitted.

PE KS3 Students Years 7-9

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 sleepers or 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.

Visible body piercing should be undertaken at a time when wearing sleepers will not compromise the Governors' standards, please note that there will be no exceptions made.

Hair

- Long hair should be tied back for health and safety reasons in practical lessons.
- No extremes of hair style or fashion are acceptable, including the beading of hair and 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 college 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 1b: School Uniform- Wyvern

The following items must only be purchased from the school uniform supplier, SWI Schoolwear: <https://www.swidtp.co.uk/>

- Wyvern tie
- Black V neck jumper with Wyvern logo

The following items can be purchased from any provider:

- Black school trousers (not jeans, not chinos, not tight fit)
- 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
- All coats should be plain and with a zip or button fastening at the front, no hoodies, denim, leather or large logos.

Prefects:

Prefects will be identified with a different design tie and prefect badge. These will be awarded by the Headteacher.

PE Kit:

The following items must only be purchased from the school uniform supplier, SWI Schoolwear: <https://www.swidtp.co.uk/>

- 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.

Jewellery

- Students may wear a watch, a cross or St Christopher on a fine chain (or another religious symbol), and one pair of small sleepers or 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.

Hair

- Long hair should be tied back for health and safety reasons in practical lessons.
- No extremes of hair style or fashion are acceptable, including the beading of hair and 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 school 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 college 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: Behaviour Support- Waves of Intervention

Wave 1	<ul style="list-style-type: none"> • On Report to Tutor • Phone calls home to express concern • Emailing staff with specific advice tailored for individual students • 'Cold hard facts' discussion with student • Individual rewards system to focus on areas of concern • Safe haven provided at free times
Wave 2	<ul style="list-style-type: none"> • On Report to Head of Year/Non-Teaching Pastoral Staff • Referral to SENDCo for additional testing/provision discussion • Meeting with member of staff and Head of Year to sort out issues • 1:1 meetings with student for mentoring support • Meeting with students and parents to set pastoral targets • Lunchtime bespoke arrangements if issue is free time • Displacement used strategically • Referral to external agencies if required • Referral to School Counsellor if required
Wave 3	<ul style="list-style-type: none"> • On report to Senior Pastoral Manager/SLT • Fortnightly monitoring meetings • Team around the child meetings with other educational professionals such as the Educational Psychologist • Internal exclusion for longer amount of time • Internal exclusion at other setting • Investigate the possibility of Alternative Provision or Managed Move

Appendix 3: HOME / SCHOOL AGREEMENT 2018-19

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 and 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 on the first day of unknown absence;
- contact parents of children who regularly arrive late for school;
- detain your son/daughter until 3.50 p.m. where necessary;
- refer to Education Welfare where attendance is a concern;
- search students for prohibited items when necessary.

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

Signature of Headteacher: 

We ask that parents and 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;
- 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' 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 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 school's review cycle.

Policy author: Bruce Burley

Policy reviewed: June 2018

Documents linked to this policy:

Teaching and Learning

Special Educational Needs

Equality information and objectives