



# BEHAVIOUR POLICY

**Version History:**

**Revised: January 2024**

**Ratified by Trustees: January 2024**

# WYVERN BEHAVIOUR POLICY

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## I. Purpose and Rationale

The Education and Inspections' Act 2006 requires all schools and colleges to have a behaviour policy which clearly sets out the measures its staff and Trustees will take to promote good behaviour, to prevent bullying, to ensure students complete work and to regulate the conduct of students. This policy has been written with this purpose. It sets out the behaviour that is expected of students at Wyvern, the college rules and disciplinary actions.

## II. Principles and Contents

### 1. Guiding Principles

Each school is required to have a set of published guiding principles regarding behaviour management. Wyvern's guiding principles are:

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1. The consequences of both good behaviour and poor behaviour should be known and understood by all students and parents. These consequences should be consistently applied by staff in a way that ensures students and parents know which rewards and sanctions will be used for which behaviours.
2. Students behave better when following a personalised curriculum and when engaged in lessons. The college will work hard to provide these things. However, students need to understand that the same PRIDE expectations and standards will apply in each subject and to every lesson, regardless of their opinion of how engaging it is. While teachers will take opportunities to engage students, they will sometimes need to teach more functional lessons. Students need to adhere to a core set of expectations, however engaging they believe the lesson or subject is.
3. "Disruption free learning" is every student's right. And it is every teacher's responsibility to ensure students learn in an environment that is both safe and secure. When sanctions are used with a student, decisions shouldn't just consider what's right for that student. They should consider what's right for the whole class. Disruption free learning also means that students are removed from the class for repeated low level disruption - to another classroom in the same department - or for any incident of high level disruption, using a system of on-call (a system of support delivered by trained staff so that disruptive students can be removed from a teacher's lesson to prevent further disruption to that teaching and the learning of other students).
4. Sanctions serve many different purposes: they exist to deter students from making poor choices; to protect or compensate those who have suffered the consequences of a student's poor choices; to support a student to make amends and put right what they've done wrong. Teachers should discuss serious incidents of poor behaviour with parents directly so that parents can support the college's decisions about the sanctions used and understand fully what's happened. Direct dialogue between teachers and parents improves the understanding both have of students' needs and how to respond to these. It seeks to prevent students becoming trapped in a revolving door of detentions.
5. Effective behaviour management is about building positive relationships with students, not putting them down or humiliating them. A sanctions-only approach escalates problems with a student, it never solves them and it further alienates that student. Staff need to ensure there is discipline with dignity by separating out the behaviours from the personalities of their students; extending opportunities for students to repair relationships damaged by poor behaviour; working with parents and students to identify the triggers of poor behaviour so these can be avoided.
6. Rewards and praise should be used to recognise and reinforce good behaviours, build confidence, build self-esteem and to create positive relationships. Rewards need to have currency with students and are therefore likely to be different for older students than younger ones. College systems should incentivise good behaviour by ensuring well behaved students have access to privileges and additional opportunities that go beyond the core entitlement that every student has a right to. For example, they might be invited to participate in additional trips as a reward for their efforts.
7. Teachers have a statutory responsibility to make "reasonable adjustment" for students with special educational needs (SEN). Where teaching and learning have been differentiated to meet the needs of SEN students, then the use of sanctions and rewards won't be adjusted. When tasks haven't been differentiated, the use of rewards and sanctions will need to be adjusted. Students with SEN may often talk or lose focus when they cannot access the work; many feel uncomfortable in asking for help. Sometimes for these students, it's appropriate to use positive redirection as our first response: "How are you getting on? Show me what you've done so far... please talk to me about what you think." This enables us to assess whether we need to provide further support and to ascertain whether the student is off task due to their particular needs or not.
8. The promotion and maintenance of good behaviour is the responsibility of students and college staff working in partnership with parents and other agencies (for example Youth Crime Prevention, Education Inclusion Service, Eastleigh Early Help Hub, Children's Services). Strong home-college links are essential

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in ensuring students conduct themselves to be the best they can be. Links with other agencies support us in meeting the individual needs of each student and enabling them to reach their full academic and personal potential.

### 2. Teaching and Learning

Wyvern College recognises that there are links between the content and delivery of the curriculum and the motivation and behaviour of students. As a college we aim to ensure:

- All students have a relevant and stimulating curriculum to meet their needs;
- Staff are aware of the individual needs of students and plan their lessons accordingly;
- Development of students' behaviour for learning is delivered through the tutor time programme, assembly programme and Religious & Personal Studies (RPS);
- All students develop resilience to their learning and gain a positive growth mindset approach to their learning;
- That students develop social and emotional skills through RPS and work within tutor time;
- Through RPS, Spiritual, Moral, Social & Cultural (SMSC) and fundamental British Values education, we promote values that enable our students to become independent, responsible, tolerant and respectful;

In addition, all staff also have the responsibility of promoting these skills through their lessons.

### 3. The Behaviour Curriculum

At Wyvern, our experience is that when students know what the rules are, understand why they exist and appreciate the effects of not having them, they readily comply with them. Students are taught what the rules and expectations are at Wyvern during their weekly "behaviour and attitudes" lesson in tutor time. As part of their induction to the college, year 7 students study what each of the PRIDE and RESPECT behaviours are, why we have them and what the consequences are for breaking them. They learn about the Four Point Plan sanctions and look in depth at bullying and how to prevent and report this. In other year groups, students will receive refresher sessions on PRIDE and RESPECT, as well as look in detail at other behaviours, such as anti-social behaviour in the community, vaping, peer pressure and fighting. They will also learn about behaviours which the college's behaviour data analysis shows need to be addressed. The behaviour curriculum looks at behaviours from different angles to help students understand the importance of behaving appropriately. For example, when looking at fighting, students study what the law says, the different crimes associated with physical aggression such as assault, ABH, GBH, harassment and incitement to violence; they study the effects that punching can have by looking at one-punch killers and learn about the consequences physical aggression will have on their education such as being moved classes and zoned at break times.

Students who join the college as in-year admissions (part way through the college) are provided with a tour and meeting with a senior leader where behaviour expectations are made explicit and exemplified in the lessons and break times that are part of the tour.

### 4. High Expectations

Wyvern College has a core set of expectations which are applied across the curriculum and which apply to "every student, every lesson, every day." By having one core set of expectations, students are conditioned into behaving appropriately and we avoid the situation of students being treated more strictly by some teachers than by others – this harms relationships. The PRIDE expectations are displayed in every classroom and referred to by teachers in any dialogue about rewards and sanctions:

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<u>P</u> repared	<u>R</u> espectful	<u>I</u> nvolved	<u>D</u> Eicated
<p>On time, correct seat</p> <p>Correct uniform</p> <p>Correct equipment</p> <p>Prepare the page</p>	<p>Follow instructions first time, every time</p> <p>Listen in silence</p> <p>Wait your turn</p> <p>Be polite and kind</p>	<p>Sit up, listen, focus</p> <p>Ask/answer questions</p> <p>Actively contribute</p> <p>Help each other</p>	<p>Stay work focused</p> <p>Neat presentation</p> <p>Persevere: keep trying</p> <p>Act on feedback</p>

Expectations of students' behaviour outside of lessons are defined by the RESPECT code:

R	<p><b>Relationships</b></p> <p>Treat others how you would want to be treated</p> <p>Follow instructions, first time, every time</p> <p>Don't pick on, touch or swear at anyone</p>
E	<p><b>Eating</b></p> <p>Eat only outdoors or designated wet break rooms</p> <p>Place rubbish in the bins to prevent litter</p> <p>No chewing gum, high sugar or caffeine drinks</p>
S	<p><b>Safety</b></p> <p>Stay in supervised areas, not out of bounds</p> <p>No pushing, throwing or rough play</p> <p>No tobacco, vapes, lighters, alcohol or drugs</p>
P	<p><b>Punctuality</b></p> <p>Arrive at college on time each morning</p> <p>Move directly to tutor and lessons without delay or distraction</p> <p>Don't use lesson time for things you should have done at break</p>
E	<p><b>Electronic Devices</b></p> <p>Keep phones switched off and in bags unless directed by staff</p> <p>Headphones out of sight at all times</p> <p>No other electronic devices in college</p>
C	<p><b>Corridors and Stairs</b></p> <p>Walk quietly using the one-way system at all times</p> <p>Single file without pushing</p> <p>No running inside the buildings</p>
T	<p><b>Toilets</b></p> <p>Aim for breaktime rather than lesson time</p> <p>Use facilities only for their intended purpose</p> <p>Flush the toilet, wash hands, towels in the bin</p>

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### 5. Praise and Rewards

Desired responsible behaviours and learning styles are best promoted and developed by positively drawing attention to and rewarding well behaved students showing the college's PRIDE expectations. Praise including verbal praise needs to be used appropriately, consistently, sincerely and link to tangible examples of a student's strengths. Praise is a key component of good teaching and to good staff/student relationships.

Wyvern understands that rewards can be more effective than sanctions in motivating students and aims to recognise positive behaviour wherever possible. Praise and encouragement should far outweigh the frequency of consequences. Positive behaviour for learning is encouraged, recognised and rewarded in many ways including:

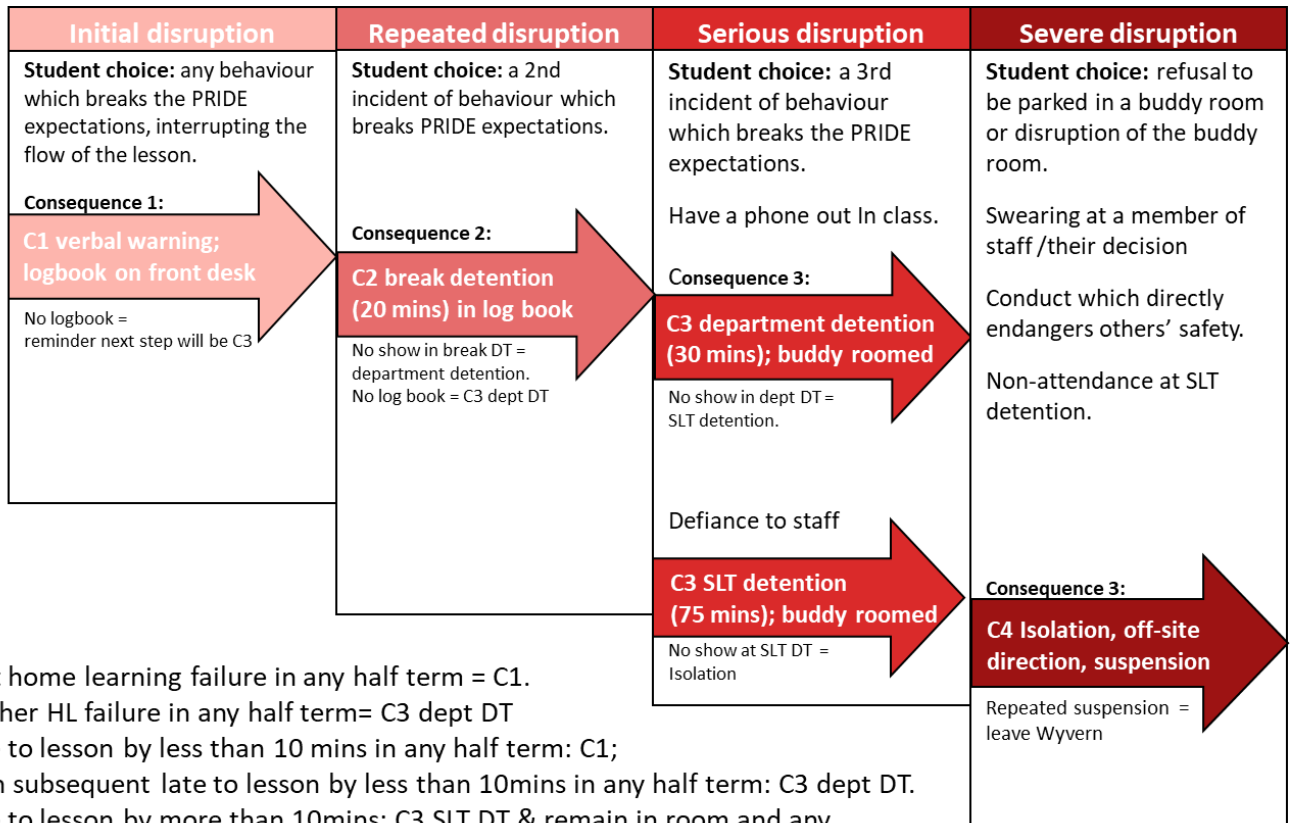
- Verbal praise
- Encouraging language and non-verbal cues
- Achievement points
- Telephone calls home
- Postcards home from departments, tutors and Pastoral Leaders
- Praise letters and emails
- Certificates
- Celebration assemblies
- Praise events

### 6. Sanctions

All staff follow a staged approach when sanctioning student behaviour **in the classroom**. By employing a staged approach to behaviour, staff give students the opportunity to choose to comply and gain an understanding of the consequences of their actions and decisions. When students do not respond to gentle reminders and behaviour becomes unacceptable the staged sanctions will be applied to get the student 'back on track' as soon as possible. However, it is the responsibility of staff to de-escalate; to try to persuade students not to behave in a way which takes the sanctions to the next level. They should not try to actively move students through the stages. Above everything, common sense and a sense of proportion should prevail. If a student's undesirable behaviour is having a very minimal impact on learning, staff should use non-verbal cues or positive redirection strategies first rather than going straight for consequence 1.

Wyvern's staged approach to sanctioning behaviour in class is called the Four Point Plan for disruption-free learning:

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First home learning failure in any half term = C1.  
 Further HL failure in any half term= C3 dept DT  
 Late to lesson by less than 10 mins in any half term: C1;  
 Each subsequent late to lesson by less than 10mins in any half term: C3 dept DT.  
 Late to lesson by more than 10mins: C3 SLT DT & remain in room and any disruptive behaviour then begins at C1 towards additional sanctions.

After college detentions are used at stages 3 and 4 to sanction serious and severe disruption to lessons. Wyvern recognises that strong relationships between college and parents are vital to support improving behaviour. For after college detentions, we provide 24 hours' notice by contacting home through an email, text message or a phone call. Parents and students can also see information on detentions via the Edulink App which we encourage all parents and students to download to their mobile phones. Where appropriate and possible, parental approval may be gained by telephone to detain students earlier (e.g. on the same day). The college recognises that it does not legally require parental permission to keep students after college, however as we strongly value our relationships with our parents, we recognise the courtesy of 24 hours' notice to maintain these strong relationships. Where students travel using college transport (e.g. bus, taxi) parents are responsible for making alternative transport arrangements if students are required to stay after college.

Parents/carers are responsible for ensuring their child attends the after-college detention. If a student fails to attend their detention the sanction set will be escalated. The only exceptions to this will be if there is a family emergency or the child has a medical appointment. It is the responsibility of parents to notify the college in advance if their child cannot attend a detention and staff will not accept a verbal request from a student.

Students undertake additional work in detentions, rather than being allowed to do their homework. These activities require them to read short extracts and answer questions on these. These have been chosen to develop student's sense of responsibility, respect and empathy.

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### 7. Internal Exclusion

The college operates an Internal Exclusion Room (IER) for students who have severely disrupted lessons or whose behaviour has seriously broken the RESPECT code. Students are supervised by staff to work on the work their classmates are also working on so they do not lose their place in the sequence of learning. They have supervised breaks at different times to the rest of the college and also have an extended day until 4.00pm. Students' work rate and behaviour is closely monitored by staff and scored throughout the day and they can only return to lessons the next day if they earn sufficient points.

### 8. Suspension

The college will follow government guidance on suspensions and aims to operate within the principles of fairness and natural justice. Please see the college's Inclusion and Exclusions policy (policy no 6). In very serious cases, and in accordance with Local Authority and National policies, it may be necessary to suspend a child. The suspension will either be for a set period of time, or permanently, with parent's right of representation to the Trustees. Following a suspension and in keeping with our philosophy of inclusion, students will be reintegrated into mainstream college for all or part of their timetable as soon as appropriate following a successful reintegration meeting.

### 9. Alternative School Placement

The college uses its powers under the Education Act 2002 and the Department for Education statutory guidance document *Suspensions and Permanent Exclusion from Maintained Schools, Academies and PRUs* to direct students off site for short term placements to improve their behaviour. The college uses Alternative School Placements as a C4 sanction where students have repeatedly disrupted the IER during their day(s) of isolation or as an alternative to suspension. The college uses other local secondary schools to host alternative school placements.

### 10. Suspected criminal behaviour

Before investigating a behaviour incident, the college will consider whether a criminal offence may have been committed and should be reported to the Police. College staff will carry out the minimum investigation required to be able to establish this, and before making a decision, will consider its duty to safeguard students (including any victims or alleged perpetrators) by assessing and balancing the risk of reporting the matter to the police on the mental health and wellbeing of the pupil and others, as well as the risk of not making a report to the Police. Where a report is made to the Police, the college will not act in a way which could prejudice a criminal investigation, or tip off anyone who may be involved. The college will keep in mind that any records created (including witness statements) may be requested by the Police, Crown Prosecution or Defence Solicitors for use within criminal proceedings, with disclosure to other parties. Depending on the individual circumstances of the case, and usually having liaised with the Police, the college may decide to continue its investigation and impose sanctions. The college will follow its safeguarding policy and procedures at all times, and when making a report to the Police it may also be appropriate to make a report to Children's Social Care Services, usually led by the DSL.

#### Safeguarding and child-on-child abuse

Some behaviour by a student towards another may be of such a nature that safeguarding concerns are raised. The college will adopt a zero-tolerance approach to abuse in order to prevent harm to pupils. Safeguarding issues can manifest themselves via child-on-child abuse. This includes, but is not limited to: bullying, physical abuse, sexual harassment and abuse, the sharing of nudes and initiation or hazing type activities. The college's policy and procedures with regard to child-on-child abuse are set out in its Safeguarding Policy. If behaviour matters give rise to a safeguarding concern, either in relation to the alleged victim(s) or perpetrator(s) or, more widely, in relation to ensuring the safety and welfare of pupils and / or staff, a member of the safeguarding team should take a leading role in decision making and the procedures in the Safeguarding policy will take priority.



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### 11. Support Systems

**Staff:** support must be available for staff who feel they need it. Initially this should be provided by the Curriculum Leader. More serious incidents will involve the Pastoral Leader or member of the Senior Leadership Team. Ways to support staff experiencing difficulties with students should be discussed by Curriculum Leaders with their Line Manager. Regular CPD on behaviour is provided, particularly to new staff who are appointed to the college, so that consistency is maintained. An on-call system of support exists so that disruptive students can be removed from a teacher's lesson to prevent further disruption to that teaching and the learning of other students.

**Students:** leaders carefully monitor behaviour data to identify those students at risk of suspension or permanent exclusion. Identified students are placed on a behaviour support plan. This document is for teachers and identifies the underlying issues which might explain the behaviour pattern, together with the behavioural strategies and the teaching/learning strategies that should be used to best manage the student's behaviour. The teachers of any student on a behaviour support plan meet every three weeks purely to discuss that student. Inclusion meetings are led by a senior leader, who also mentors that student, oversees their report card and either meets or speaks with parents every three weeks.

Leaders can also refer students for additional support within College via the Wyvern Hub. This will be bespoke to the student and based on their needs but might include them working on wellbeing, anger management, conflict resolution, self-esteem, communication skills or self-regulation. The on-call team also provide personalised and individual support to students on a behaviour support plan (or at the request of a Pastoral or Senior Leader). This support may include a weekly mentoring session, anger management, self-esteem, communication skills or self-regulation.

### 12. CCTV

For the safety of staff and students, Wyvern College has CCTV operational in several key areas of the site. The CCTV system can also record audio in some places, as well as video in key areas. CCTV footage can be used to identify incidents of poor behaviour, damage to school property or unsafe behaviour on the college site.

### 13. Screening and searching

Wyvern College searches students in line with the "Searching, Screening and confiscation – Advice for Headteachers, College staff and Governing Bodies" (DfE – January 2018).

**Informed consent:** The college staff may search a student with their consent for any item. The ability to give consent may be influenced by the student's age or other factors. If a member of staff suspects that a student has a banned item in his / her possession, they can instruct the student to turn out his or her pockets or bag. If the student refuses, parents will be contacted immediately.

**Searches without consent:** In relation to prohibited items, as defined below, the Headteacher, and staff authorised by the Headteacher, may search a student or a student's possessions, without their consent, where they have reasonable grounds for suspecting that a student has a prohibited item in their possession.

**Prohibited items:** knives or weapons, alcohol, illegal drugs, drug paraphernalia, tobacco / cigarettes / cigarette papers, matches / lighters and e-cigarettes / any form of vapes, fireworks, pornographic images, stolen items and any other items as defined as such from time to time or that may cause injury to or a person or college property. This list may be amended to include additional items without prior notice.

**Searches generally:** if staff believe a student is in possession of a prohibited item, it may be appropriate for a member of staff to carry out one or more of the following:

- A search of outer clothing

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- A search of college property, e.g. students' lockers
- A search of personal property e.g. bag or pencil case

Searches will be conducted in line with Article 8 of the European Convention on Human Rights, so that they are in such a manner as to minimise embarrassment or distress. Any search of a student or their possessions will be carried out in the presence of the student and another member of staff.

Where the staff find anything which they have reasonable grounds for suspecting is a prohibited item, they may seize, retain and dispose of that item as appropriate in accordance with the DfE guidance Screening, Searching and Confiscation (DfE-00056-2011). Where there is a repeated allegation of concerns raised about a student's possession of a prohibited item depending upon the severity, the police may be called and their assistance requested.

Where staff have found a student to possess prohibited items, they will undertake random follow-up searches of that student's property throughout that academic year.

### 14. Confiscation of Property

Wyvern College will confiscate student property (in line with legal guidance) if it is felt the property is harmful, it contravenes a college policy or is detrimental to college discipline or is inappropriate for college. Property will either be returned to the student at a later date, returned to parents or disposed of following discussion with either the parent or student.

If the property is illegal in any way, then the police will be involved.

### 15. Use of reasonable force

On occasions it may be appropriate for a member of staff to use reasonable force. Any use of force by staff will be reasonable, proportionate and lawful. This means using no more force that is needed and the use of force may involve passive physical contact or active physical contact. Reasonable force will be used in accordance with the DfE guidance "Use of Reasonable Force: advice for Headteachers, Staff and Governing Bodies" (DfE- 00060-2011) and only when immediately necessary and for the minimum time necessary to prevent a student from doing or continuing to do any of the following:

- Committing a (criminal) offence
- Injuring themselves or others
- Causing damage to property, including their own
- Engaging in any behaviour prejudicial to good order and discipline at the college or among any of its students, whether that behaviour occurs in a classroom or elsewhere

Where restraint is used, staff would take into account any disability or Special Educational Need of the student. Individual behaviour plans and other forms of proactive behaviour support are used to reduce the need for reasonable force. The restraint is recorded in writing and the student's parents will be informed.

### 16. Behaviour related to a disability

The college will make reasonable adjustments for managing behaviour which is related to a student's disability. Where suspension needs to be considered, the college will ensure that a student with disabilities is able to present his or her case fully where the disability might hinder this.

### 17. Behaviour outside of the college grounds and/or outside of the college day

Sanctions may be applied where a student has misbehaved off-site when representing the college, such as on a trip, or on the bus on the way to or from college or walking or riding their bicycle to and from college.

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Behaviour outside of the college grounds and/or outside of the college day which brings the college into disrepute may, in some circumstances, result in suspension. The college will liaise with the Police and other relevant agencies before reaching a decision regarding a suspension.

### 18. Bullying

At Wyvern College, we are committed to providing a supportive, caring, friendly and safe environment for all our students to appreciate the value of individuality, respect diversity, show tolerance and empathy towards others and promote equality of opportunity. All stakeholders (parents, students, staff, Trustees) share an agreed understanding of what bullying is and that bullying of any kind is unacceptable.

Wyvern College uses the Diana Award definition of bullying:

“Repeated negative behaviour that is intended to make others feel upset, uncomfortable or unsafe.”

The Diana Award defines bullying in three ways: verbal, indirect, physical and Wyvern College recognises there are other forms of bullying or bullying behaviour which may include cyberbullying, prejudice-based and discriminatory bullying (linked to gender, sexuality, gender identity, disability and SEN needs and other protected characteristics) and sexual harassment.

All reported incidents of bullying will be dealt with swiftly by the relevant pastoral office and in line with the college’s sanctions policy, which may include the use of a suspension.

### 19. Peer-on-Peer Abuse

Wyvern college is committed to the principle of inclusion, and we want everyone to feel included, respected and safe in our college. The college has a culture where harmful sexual behaviours such as sexual harassment, online sexual abuse and sexual violence (including sexualised language) are unacceptable and are not tolerated.

Unacceptable, harmful sexual behaviours include:

- **Sexist comments** (including name-calling) are those which discriminate based on sex, particularly against women.
- **Sexism** also includes behaviour or attitudes that create stereotypes of social roles based on sex.
- **Sexual harassment** means unwanted conduct of a sexual nature – such as sexual comments, sexual jokes or taunting, comments about sexual identity and sexuality, physical behaviour like interfering with clothes, or online harassment such as sexting and the sending of unwanted sexual images.
- **Sexual violence** means rape, assault by penetration, or sexual assault (intentional sexual touching).

Incidents of peer-on-peer abuse are likely to be referred to the designated safeguarding lead (DSL) or deputy designated safeguarding lead (DDSL) to investigate and follow up with all parties involved, including parents of both the perpetrator/s and the victim/s. Where a DSL or DDSL is not involved, in investigating incidents, a member of the pastoral team will be. Each incident will include a risk assessment which will inform whether the college needs to manage the incident internally, refer to early help, refer to children’s social care or report to the police.

In every case, the college’s response will be proportionate, considered, supportive and decided on a case-by-case basis. Whilst Wyvern College will not tolerate the behaviour, we will support and listen to all of the students involved and offer support to both the victim/s and the alleged perpetrator/s so that they can change their behaviour.

The college will apply sanctions which will be appropriate for different ‘levels’ of sexual harassment and sexist comments. The context and intent in each case will impact how the college manages each incident (and sanctions accordingly) and staff will consider the age and developmental stage of the alleged

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perpetrator/s, the nature and frequency of the alleged incident/s and how to balance the sanction alongside education and safeguarding support.

Sanctions may include (this is not an exhaustive list):

- A verbal warning
- Verbal or written apology
- Restorative conversation
- Moving tutor or teaching groups
- Senior Leadership Team detention
- Internal exclusion (length dependent on incident)
- Suspension (length dependent on incident) or permanent exclusion

In all instances, the parents of both the perpetrator/s and victim/s will be contacted.

Wyvern staff will always listen to the victim/s and that their wishes regarding the sanctions for incidents of peer-on-peer abuse, and whilst this will inform the college's response, the final decision rests with senior pastoral and safeguarding leaders.

### 20. Responsibility for Implementation

**The Trustees** establish, in consultation with all stakeholders, the policy for promoting good behaviour. It ensures the expectations are clear and non-discriminatory. Trustees support the aim of maintaining high standards of behaviour.

**The Headteacher and Senior Leadership Team** are responsible for ensuring that procedures are followed and consistently applied by pastoral, curriculum and support staff.

**Curriculum, Pastoral and Team leaders** are responsible for ensuring the behaviour policy is consistently applied within their teams.

**All teaching, non-teaching and support staff** are responsible for ensuring their practices reflect the policy and that procedures are followed and consistently applied on a day-to-day basis. Mutual support amongst all staff in the implementation of the policy is expected.

**Parents and carers** share responsibility for the behaviour of their child both inside and outside of College. They are encouraged to work in partnership with staff and assist the College in maintaining high standards of behaviour.

**Students** are expected to take responsibility for their own behaviour and to be made fully aware of the College policy, procedures and expectations as outlined in the logbook. All students, especially those who have a responsibility such as prefects, are expected to ensure that incidents of disruption, violence, harassment or bullying are reported.

### 21. Accountability

The Trustees are responsible for approving this policy.

The SCP Committee is responsible for ensuring this policy is monitored effectively.

### 22. Supporting Documents

"Searching, Screening and confiscation – Advice for Headteachers, College staff and Governing Bodies" (DfE – January 2018)

"Use of Reasonable Force: Advice for Headteachers, Staff and Governing Bodies" (DfE- 00060-2011)

Safeguarding policy

Teaching & Learning Policy

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SEND policy

Prevent Bullying Policy

Inclusion and Exclusion of Students policy

Physical restraint management guidance document (July 2020)