



BEHAVIOUR POLICY

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WYVERN BEHAVIOUR POLICY

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Purpose and Rationale

The Education and Inspections' Act 2006 and the national safeguarding policy *Keeping Children Safe in Education* require 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. The college has separate, specific policies on the following behavioural issues: bullying, drugs, exclusion (suspension and permanent exclusion), safeguarding and uniform.

Vision of Think, Grow, Care

The college aspires to provide a holistic education which places equal value on academic success (think), personal development (grow) and social responsibility (care) as the sources of personal fulfilment and future success. The following vision statement defines the attitudes and behaviours that we aim to cultivate in our students:

Think deeply, read widely, discuss openly, listen intently. Learn with PRIDE, forever Prepared, Respectful, Involved and Dedicated.

Grow personally in confidence, wellbeing and individuality. Expand your interests and friendships. Develop a conscience and the moral courage to act on it.

Care passionately about people and causes. Appreciate the help of others. Help people through service, team work, kindness and leadership. Make this world a better place as an informed and influential citizen.

The college's behaviour management systems and processes seek to create the conditions in which students can successfully think, grow and care together.

Guiding Principles

Each school is required to have a set of published guiding principles regarding behaviour management. Wyvern's guiding principles are based on the values of Think, Grow, Care:

1. Students need calm, orderly classrooms in order to think deeply, read widely, discuss openly and listen intently. "Disruption-free learning" is every student's right. It is every teacher's responsibility and every student's responsibility to ensure classrooms are environments that are safe, secure and learning focused so that students can flourish academically.
2. Calm and orderly classrooms require clear standards of behaviour to be defined, communicated to students and parents and to be consistently maintained by all staff across subjects. The classroom PRIDE behaviours are used by all staff across all subjects. They are therefore the common point of reference for decisions made about behaviour. Where there is a culture of certainty, with guaranteed follow up – both positively and negatively – then students know and understand what is expected of them and this brings them a sense of security, which allows them to flourish.

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3. For students to grow in confidence, they need encouragement, praise and positive recognition of their efforts and work. Rewards and praise should be used to recognise and reinforce good behaviours, build confidence, build self-esteem and to create positive relationships.
4. For students to grow in confidence and individuality they need to feel a strong sense of belonging at college. The college should provide the circumstances for this to happen through the house system's events, a broad programme of extra- and super-curricular activities, cultural events; through positive staff-student relationships and positive student-student relationships. Students can only fit in and feel they belong if they actively participate in, and contribute to, these opportunities.
5. For students to develop a conscience, and understand the difference between right and wrong, they need to be taught the behaviour expectations and, when they do get things wrong, be given the opportunity to reflect on why what they did was wrong. Sanctions should therefore be reflective rather than punitive and serve the following purposes: to develop their sense of right and wrong; to develop empathy and respect for others; to understand the impact their actions have on others; to better understand why they acted as they did and how to stop themselves from behaving like this in future.
6. Boundaries and expectations are just as important to personal growth as encouragement and praise. Staff are preparing students for the world of work where the boundaries will likely be tighter and expectations will likely be higher than at home. Boundaries and expectations are not stifling or punitive but an important part of an aspirational culture which challenges students to become the finest versions of themselves.
7. Some students have circumstances which make it harder for them to successfully meet the PRIDE expectations. Teachers are given clear reasonable adjustments to put in place for students with SEND which anticipate and support in mitigating the causes of behaviour which disrupts teaching and other students' learning. They may need help and support to understand their emotions, to regulate their behaviour and to respond in a socially acceptable way to others. The aim of reasonable adjustments is to provide additional support to help students meet the PRIDE expectations.
8. All these aspects of behaviour management and the think grow vision itself requires parental support. Students benefit when they are given the same messages about their behaviour by both staff and parents/carers. When students see or hear their parent/carer challenge college expectations, rules or consequences, then the boundaries and expectations become unclear and the rules and sanctions appear optional. Invariably, this leads to students making poor behaviour choices. Parents should therefore discuss any concerns with staff privately from their child and resolve these, before agreeing with staff the common message both will give the child. They should do this in line with the parental code of conduct.
9. Leadership involves checking carefully that staff are consistently and fairly applying the behaviour management systems.

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Teaching and Learning

- The college teaching and learning policy is based on the “big 6” principles, which promote PRIDE behaviours: active learning (which increases engagement), assessment for learning (making checks on student learning and adapting the pitch and pitch of the work), challenge (which increases engagement), adaptive teaching (which adjusts teaching and learning to meet the needs of individual students), modelling (ensuring students understand what their aiming for) and retrieval (helping students retain important prior learning).
- Staff know their students’ needs so they can plan accessible, engaging lessons accordingly. Through our Class Plans database, staff are made aware of the known needs of individual students and the recommended strategies for meeting these needs, so they can plan their lessons appropriately. This includes information about students’ SEND.
- Students can access the work they have been set, albeit with a level of challenge that does take them out of their comfort zone because this is where progress is secured.
- Students whose literacy or numeracy levels mean they might struggle to access the college curriculum are given bespoke catch-up support through our transition curriculum pathways at Key Stage 3 and the Core Premium pathway at Key Stage 4.
- Development of students’ behaviour for learning is delivered through the tutor time programme, assembly programme and Religious & Personal Studies (RPS).
- Students develop social and emotional skills through RPS and work within tutor time.

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.” These are not optional. At open evening and new parents’ induction evening, parents are made aware of these and informed that every child, without exception, will be held accountable to these expectations. Students in vulnerable groups are given additional and graduated support as necessary to meet these expectations.

By having one core set of expectations, students are supported into behaving appropriately and we avoid the situation of students being treated differently by some teachers than by others – this can harm relationships. The PRIDE expectations are displayed in every classroom and referred to by teachers in any dialogue about rewards and sanctions:

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

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

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

The Behaviour Curriculum

There are many different programmes of study which shape students' "think grow care" attitudes and behaviour.

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- New students to the college are inducted into the PRIDE and RESPECT behaviours through the year 7 tutor programme or in-year admission induction work. This programme also includes the preventative work on bullying.
- At Key Stage 3, students seek to achieve the STRIVE award. The programme, which is delivered during tutor time supports the “grow” curriculum. STRIVE develops six key personal attributes in students: strength of character, teamwork, responsibility, initiative, volunteering and enrichment. Students learn about each of the six attributes (one per half term), set themselves a personal challenge to demonstrate them and then undertake their challenge.
- House events and inter-form competitions cultivate students’ STRIVE skills further e.g. the annual kindness challenge.
- The assembly programme further explores the think, grow, care attitudes with students, with a particular emphasis on the “care” element.
- Students whose behaviour falls short of college expectations, receive additional units of the behaviour curriculum, in the form of highly structured reflection work, to be undertaken in detentions, isolation or suspension.
- Some students with SEND or in other vulnerable groups might need to receive more bespoke teaching to help them understand concepts like bullying, conflict, prejudice and defiance. The learning support team is trained to deliver these through social story comic strip activities.
- Through the college equalities statement, leaders map where and when the curriculum teaches students the British values, which includes mutual respect, tolerance and the rule of law.

Leaders’ regularly review the behaviour data will identify whether there is a need to adapt the behaviour curriculum for individual students or groups of students.

Inclusion and Reasonable Adjustments

We hold all students to high standards of conduct, while recognising some face barriers to meeting them. We identify barriers early and act to reduce them, looking the needs of students with SEND, those who are in care, those from disadvantaged backgrounds and those with other barriers. Although some forms of SEND make learning more challenging for students, these challenges can be anticipated and mitigated with reasonable adjustments and when they are, it reasonable to expect the same level of behaviour from these students. Schools have a statutory responsibility to make “reasonable adjustment” for students with special educational needs (SEND). These adjustments are defined in a child’s Educational Health Care Plan if they have one. The college works with students and parents to define the reasonable adjustments for students who do not have an EHCP. Wyvern operates a database of reasonable adjustments for students with SEND called Class Plans. From this one place, staff can find information about each child with SEND: their key challenges, their identified needs and the adjustments that should be made. These include adjustments to equipment, seating plans, resources, learning activities, levels of support, teaching approaches and the use of passes. As part of the plan-do-review process, the list of reasonable adjustments are communicated home twice a year and parents are

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invited to suggest amendments or additions. Where the recommended reasonable adjustments have been used, student breaches of the behaviour expectations are managed in the same way as for other students. When the recommended reasonable adjustments have not been put in place, then adjustments will be made to the way staff respond to any breaches of the behaviour expectations.

It is important that parents do not alone diagnose their child with SEND, such as ADHD or autism and then expect the college to manage them as if they have this diagnosis. College staff will want to explore with parents the many lifestyle deficits that can lead to ADHD behaviours such as: sleep hygiene, screen time, nutrition, hydration, exercise, as well as the possibility of any trauma.

The Head teacher, SENCO, DSL (safeguarding lead) and senior pastoral staff meet half termly to review the impact of behaviour systems on vulnerable groups of students, including those with SEND, those in receipt of PP, those in care and those who are young carers and to adjust the support offered to individuals or to groups of students, in the light of what the data shows. At these meetings, they also review how the changing circumstances of some students might require adjustments to the support they are offered.

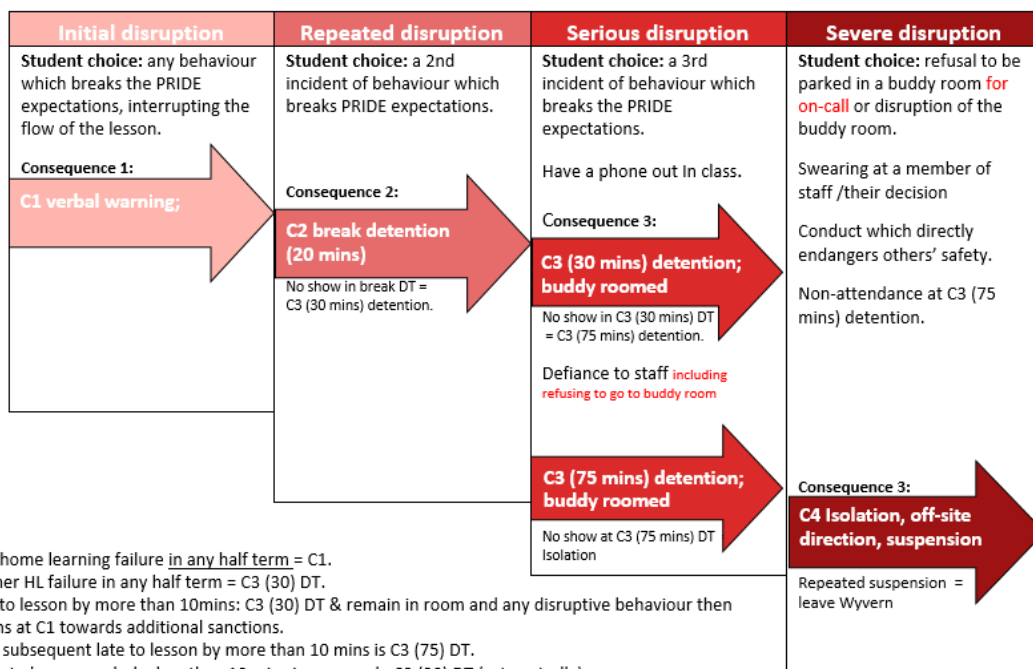
Praise and Rewards

Praise and rewards are used successfully to ensure that positive behaviour becomes socially acceptable and the norm. Students get a P1 achievement point for every lesson in which they successfully followed the PRIDE rules (ie when they meet expectations). P2 rewards are given when students have exceeded expectations and is worth 10 P1s. A P3 reward is worth 50 P1s and is for exceptional achievement. Students and parents can track the number of praise points they achieve in Edulink, Staff will additionally offer praise for students too. The praise points also count as house points and every day the screens in the college corridors project the total number of points each house has accrued. The Wyvern House Cup is awarded on Sports Day to the house that has cumulatively accrued the most points during the school year. Students successes are celebrated in special assemblies, breakfast events, praise trips and in our awards evenings. The college encourages parents to reward their child at home when they reach thresholds of achievement points to encourage their child to value and earn these at college.

Sanctions

All staff follow a graduated approach when sanctioning student behaviour **in the classroom**. This is called the Four Point Plan. It aims to provide a sense of proportion in the way staff respond to student behaviour which disrupts the flow of the lesson. For low level disruption, students are given a warning, and only when they persist in disrupting the lesson, do they get a sanction. This begins with a short break time detention where a restorative conversation can be had; but build to longer after-school detentions and removal from the classroom for further disruptions. The Four Point Plan ensures that higher level disruption, including defiance, the more serious sanctions and removal from the room, are given more quickly.

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First home learning failure in any half term = C1.
 Further HL failure in any half term = C3 (30) DT.
 Late to lesson by more than 10mins: C3 (30) DT & remain in room and any disruptive behaviour then begins at C1 towards additional sanctions.
 Each subsequent late to lesson by more than 10 mins is C3 (75) DT.
 3 late to lesson marks by less than 10 mins in any week: C3 (30) DT (set centrally);
 6 or more late to lesson marks by less than 10 mins in any week: C3 (75) DT (set centrally).

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 48 hours' notice by contacting home through an email or via the Edulink App. Where appropriate and possible, parental approval may be gained by telephone to action detentions earlier (e.g. on the same day). The college recognises that it does not legally require parental permission or approval to keep students after college for detentions, however as we strongly value our relationships with our parents, we recognise the courtesy of 48 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. We also make reasonable adjustments to detentions through our 'request for a regular exception to centralised detentions' process which parents can request.

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. There are clearly defined exceptions to this, for example 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 on the day of the detention.

Students undertake reflection work in detentions, rather than being allowed to do their homework. In 30-minute detentions, students undertake general reflection work which is designed to develop their sense of right and wrong; their empathy and their respect for others. In 75-minute detention, students undertake work more specific to the behaviours that led to them getting a detention: to understand the impact their actions have on others; to better understand why they acted as they did and how to stop themselves from behaving like this in future.

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If students fail to attend their 30-minute detention, this is escalated to a 75-minute detention. If they fail to attend a 75-minute detention, this is escalated to a day of isolation (day in IER + 75 minute after school detention). Poor student behaviour in detentions, will result in the same escalation.

Graduated Consequences Pathways

Senior leaders review the college behaviour data every 3-4 weeks and track the number of behaviour points that students get for different behaviours. To prevent situations where students are caught in a revolving door of sanctions for similar behaviours, leaders identify students who would benefit from being placed on a reflective consequences pathway. There are three pathways: disruption & defiance; truancy and bullying. This plan/do/review process aims to identify and address unmet needs.

Where a student demonstrates a pattern of frequent disruption and/or defiance which results in a high proportion of detentions being set, the student will be placed on the disruption and defiance consequences pathway. This is a structured process of support and accountability for the student which consists of different stages or levels; students can progress up or down the levels, depending on how they respond to the support and accountability provided. At each stage, students undertake a sanction and reflection work, their parents/carers are invited to undertake reflection work too; there is a plan/do/review-based meeting to review the behaviour, its causes and possible ways of tackling it. At the first stage of the process, a behaviour improvement plan is written and it is updated at each subsequent stage. This plan identifies the behaviours which need to change and the actions that staff, parents/carers and students can each take to secure these improvements. The ideas generated by the students and parent/carer reflections are incorporated into the plan. The college has a substantial list of support provisions which will be drawn on when creating the behaviour improvement plan which is essentially a problem-solving process.

The same structure is used for those on the truancy pathway or the bullying pathway. The early steps of the consequences pathways are owned by the pastoral leader with later ones progressing to the senior leader line manager and then to the head teacher, with SENCO involvement where needed.

Mobile Phones and Electronic Devices

Students must keep their mobile phone switched off and in their bag from the moment they arrive on the college site until 2.55pm. Phones may only be used once students are off the site after 2.55pm.

This rule protects a disruption-free learning environment. It provides students with a daily digital detox, promoting mental health and balance in screen use. It supports age-appropriate development. Many apps have minimum age requirements to reflect the maturity, resilience, and coping skills young people need before engaging with them. It helps reduce the risk of bullying and online abuse during the school day. Students may only use their phone on site if they have been given explicit permission by a member of staff. Teachers may occasionally ask students to use their phones in lessons for learning activities, or the college may authorise phone use in response to students' personal circumstances but this will

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be with staff permission for each call. Outside these directed uses, phones must remain switched off and put away in students' bag.

Any student found using their phone in breach of these rules will have it confiscated until the end of the day. Repeated misuse or misuse during a lesson will lead to further sanctions. Refusal to hand over a phone after misuse will result in a minimum 75-minute after school detention.

Parents are expected to put in place appropriate restrictions on their child's phone, including blocking underage access to apps. Parents should regularly check their child's phone, monitoring usage levels, content and interactions as part of their safeguarding role.

Cyberbullying or harmful use of phones outside of school hours should be reported to the platforms they occur on and where appropriate, to the police. The college will not usually sanction behaviour that occurs out of hours but will do so if it is a continuation of incidents in college or the prompt or trigger for incidents in college. The college recognises its safeguarding role and encourages parents to share concerns with us so that we can risk assess the likelihood of issues spilling over into school and act accordingly. The college regularly shares safeguarding updates, including risks linked to mobile phone use. Parents are expected to read these carefully to remain informed about emerging threats.

Students Out of Lessons

The college expectation is that students arrive to lessons (including tutor time) on time and remain in the classroom for the full duration of the lesson. Students should not leave the classroom except in an emergency. Some students have underlying medical or learning support needs which means they are able to leave lessons, but all other students need to prioritise both their learning and their need to use the toilet by going to the toilet in break time. Students who regularly use the excuse of needing the toilet, overuse welfare or other reasons to leave lessons will be either:

- told they are not allowed to leave lessons for toilet/welfare/other breaks (and staff will be informed not to release them). This will be actioned if parents are supportive of this approach
- placed on the 'supervised lesson exit list' of students who can only leave when accompanied by a member of the Behaviour Support Team.

Students who misuse passes seriously, and/or regularly will have them revoked and alternative strategies offered if possible.

Internal Truancy and Students Outside of Our Care and Control (OCCC)

Internal Truancy is the term used to describe the situation when students are in college but choose not to go to lessons. There are different forms of internal truancy, which will receive different levels of response:

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| Category | Definition | Response |
|---|--|--|
| T1 Late to Lesson (10+ minutes) | Arrives to a lesson more than 10 minutes late without permission or a valid reason | 30-minute detention |
| T2 Truancy (first-contact compliance or whole-lesson no-contact) | Either (i) student is out of lesson and complies at the first on-call contact and is escorted back to class; or (ii) no on-call contact is made and the whole lesson is truanted | 75-minute detention with reflection work |
| T3 Truancy (complied after escalation); Out-of-Bounds (on-site) | Either (i) student did not comply at first contact but did comply after additional support (e.g., Pastoral/Trusted Adult/Learning Support/SLT); or (ii) truancy in out-of-bounds areas on site | IER (including 75-minute detention) with reflection work |
| T4 Out of Our Care and Control (OOCC) / Off-site Truancy | Student repeatedly refuses all reasonable instructions after graduated interventions (OOCC) and/or truants off-site | Truancy Consequences Pathway (may include suspension and/or a planned directed off-site placement to improve future behaviour) |

A student is deemed Outside of Our Care and Control (OOCC) when:

1. They are outside staff direct supervision without permission and...
2. Having received a graduated series of interventions, they continue to reject multiple staff's reasonable instruction to return to class, a buddy room or another designated safe space.

The college response to OOCC is a graduated one. Students will be asked to return to class by a member of staff; if they refuse then colleagues who know the student well will be called upon to assist in getting them back to lessons. This could be a member of the behaviour support team, pastoral team or leadership team and it does depend on staff availability. They will offer to problem solve with the student if there are reasons for their truancy but if the student refuses to comply, then parents will be contacted to tell their child to attend lessons. Where interventions fail, a fixed-period suspension will normally follow, in line with the Truancy Consequences Pathway. Repeated OOCC incidents or

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aggravating factors will result in escalated support and sanctions. If these are not effective the headteacher will make a decision on next steps for the student's education beyond mainstream provision at Wyvern.

The college uses suspension for students who are outside of staff care and control because although truancy alone is not a reason to suspend students, truancy which involves repeated refusal to follow instructions or significant disruption to teaching and learning, is a reason to suspend. In other words, where truancy is combined with behaviour that is defined as a serious breach to the college behaviour systems (defiance, refusal to follow instructions, safeguarding risk or aggression to others), suspension may be used as part of the college response.

Re-engagement focus – to prevent a recurrence, suspension is followed by a structured readmission meeting, completion of a Reflection Booklet and a fortnight of monitoring to restore PRIDE expectations.

Uniform

The college's uniform policy details what students can and cannot wear for college and the reasons why. The college sets and seeks to maintain very high standards of uniform and there are consequences for those who persistently breach the rules. These uniform rules and consequences, are designed to protect students from the peer pressure, bullying and feeling of inadequacy that can arise when a minority of students set fashion trends and to protect them from visible displays of wealth which can highlight their own personal circumstances of disadvantage or deprivation.

Each time a member of staff sees a student wearing the uniform incorrectly, they log a POW (Pride of Wyvern) mark for the student. For every three POW marks a student receives, they are set a detention. This means that students will not be sanctioned for inadvertently getting something wrong once or twice but will be sanctioned for patterns of getting it wrong. Students will have items of banned jewellery confiscated until the end of the half term. If students wear banned items like jewellery hoodies, inappropriate trousers or other banned items, they will be asked to correct these, and the college often has a ready supply of spare uniform to lend to them (stock fluctuates). If a student refuses to correct their uniform when asked, they will be placed out of circulation, in the IER, until the issue has been corrected. The expectation here is that learning continues and resolution/reintegration is prompt. Where an issue is related to difficult personal circumstances such as financial hardship, students will not be placed in isolation but issued with a uniform pass until the issue can be resolved with college assistance.

Internal Exclusion (Isolation)

The college operates a Behaviour Support Hub, which includes an isolation room called the (Internal Exclusion Room) IER. Sometimes students will be required to work in isolation here:

- If they have failed to attend a 75-minute detention or comply with the expectations in it.
- If they have disrupted both a lesson and the buddy room they were moved to.
- If they have seriously or repeatedly breached the RESPECT code for social time behaviour.

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- As part of the behaviour pathways for bullying, truancy, prejudicial behaviour, physical aggression or repeated C3 detentions for disrupting lessons.
- To protect their or another student's safety whilst a pastoral investigation is ongoing.
- For other reasons at the discretion of college staff.

Students are placed in isolation for highly visible breaches of the college uniform expectations, until these are resolved.

Students who are working in isolation undertake reflection work, to help them address their behaviour. They also undertake subject-specific work.

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. If a student refuses to comply with internal exclusion expectations and we cannot maintain a safe, purposeful learning environment, leaders will consider a suspension in line with the Inclusion and Exclusion Policy. Directed off-site placements (Alternative School Placements) are planned, time-limited interventions to improve future behaviour and support reintegration; they are not used as a punishment for refusing internal exclusion.

Suspension

Governance arrangements for suspensions, including trustee review thresholds (including 16+ school days in a term), are set out in the Inclusion and Exclusion Policy. 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), which explains how the college applies this guidance. 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 permanent exclusion. Following a suspension and in keeping with our philosophy of inclusion, students will be reintegrated into mainstream college on the agreed date with a scheduled reintegration meeting. We believe that integration works best when parents, students and staff manage it together and parental attendance at reintegration meetings is strongly expected. A student will return on the agreed date even if a parent/carer cannot/does not attend; the meeting will be rearranged. The student is expected to return in the correct uniform and having completed the set work fully; without this, they will be placed in isolation until these issues can be corrected- this way the issues are dealt with in-school and do not delay the return of the student to school.

Alternative School Placement and Referrals to Education Centres

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 temporary placements to improve their behaviour. This can take two forms. Firstly, the college can make referrals to an Education Centre to provide a placement for students whose social, emotional and mental health needs need to be better assessed and understood before they can return to mainstream education. Secondly, the college uses Alternative School Placements

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(ASP), which are a form of off-site direction. Off-site direction (including ASP) is used only to improve future behaviour and must not be used as a sanction or punishment for past misconduct. ASPs are time-limited, planned placements intended to improve future behaviour and support a successful reintegration. They may be used where targeted interventions have not been successful in improving behaviour, and where leaders judge that a short, structured placement away from established peer dynamics will best help the student to reset and re-engage.

Section 29A Education Act 2002 states the following, “The governing body of a maintained school in England may require any registered student to attend any place outside the school premises for the purpose of receiving educational provision which is intended to improve the behaviour of the student”. Paragraph 36 of the DfE statutory guidance document Suspensions and Permanent Exclusion from Maintained Schools, Academies and PRUs states that, “where interventions or targeted support have not been successful in improving a student’s behaviour, off-site direction should be used to arrange time limited placement at an alternative provision or another school”. Alternative School Placement is a form of off-site direction. Parental consent is not required in order for a school to direct a student off-site; however, we will notify parents/carers and work with them wherever possible, so the placement is effective. For each ASP, Wyvern will record the rationale and intended outcomes, confirm safeguarding arrangements and educational provision, set a clear review date, and agree a reintegration plan with the host school, the parent/carer and the student.

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 student 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 always follow its safeguarding policy and procedures, 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 Designated Safeguarding Lead (DSL). Where conduct may constitute a criminal offence, the Headteacher will consider suspension among other responses, taking account of safeguarding advice, police guidance (where relevant), proportionality, and the needs of all students involved. Students who are being criminally exploited, for example, will be treated as victims and given a multi-agency approach of support.

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Support Systems

Staff: The Department for Education's annual surveys on behaviour show that teachers spend around a quarter of curriculum/lesson time managing behaviour and that poor student behaviour contributes to stress, illness and staff leaving the profession. 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 referred to the most appropriate consequences pathway or a behaviour intervention. The college has an extensive list of support measures to help students with their behaviour which can be used by leaders after assessing the causes of poor behaviour.

Leaders can also refer students for additional support within College via the Wyvern Gateway. 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 and is delivered by the Behaviour Support Team and ELSA. This support may include a weekly mentoring session, anger management, self-esteem, communication skills or self-regulation or other support.

CCTV

For the safety of staff and students, Wyvern College has CCTV operational in most 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. Parents are not permitted to view the college's CCTV footage for data protection (GDPR) and child protection reasons.

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

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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- this can include the Headteacher or DSL making the decision in the moment based on the grounds they believe it is in the safety of the student themselves or other students and staff in the college.

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
- 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. If a student refuses to be searched then staff will notify parents of this and ask for their assistance in completing a search. If, as a result of the student's refusal, no search is conducted, then the staff investigation will proceed without the findings that a search would have given; staff need to conclude what was most likely "in the balance of probability"; in assessing this staff will clearly need to consider that the student has been seen with a banned item in their possession and has then refused a search.

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

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 later, 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

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notified. The college will not return vapes, tobacco products, sharp objects, drugs or items associated with drug use to either parents or students but will ensure they are disposed of appropriately.

In accordance with section 94 of the Education and Inspections Act (2006) and DfE guidance 'Searching, Screening and Confiscation: Advice for Schools' (July 2022), where an item is lawfully confiscated as a disciplinary penalty the College and its staff are not liable for any loss of, or damage to, that item. The College will take reasonable care of any item it confiscates, but cannot accept responsibility for loss of, or damage to, items brought into College

Use of Reasonable Force

On occasions it may be appropriate for a member of staff to use reasonable force in order to protect students from harming themselves or from harming others. 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 consider any knowledge they have at that time of the student's disability or Special Educational Need. 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.

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.

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 sanctions, including suspension or permanent exclusion. These circumstances include:

- Students representing the academy or attending an even organised by the academy off site or out of college hours.
- Academy organised trips.

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- Undertaking academy work remotely
- Where behaviour is a clear continuation or extension of behaviour that started in college
- Where the out of college behaviour poses a significant safeguarding risk to students in college.

The college will liaise with the Police and other relevant agencies, if appropriate, before reaching a decision regarding a suspension.

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.

The college's Prevent Bullying policy details the college's strategy for preventing bullying and its systems and processes for managing bullying when it does happen.

Prejudicial Behaviour

The college takes its public sector equality duty very seriously. This duty requires staff to eliminate unlawful discrimination, harassment, victimisation against those with a protected characteristic, which includes disability, gender, race, religious belief and sexual orientation. The college's Equality Statement details how staff will apply the equality duty in full. For the purposes of this behaviour policy, the college will investigate all incidents of perceived prejudicial behaviour. In doing so, staff will decide consequences depending on how consciously and intentionally prejudice was used. To ensure these decisions are made fairly and consistently, staff will use the Prejudicial Matrix included as appendix 2 of this document. This includes prejudicial behaviour, where the processes and sanctions are different than for bullying.

Child-on-Child 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.

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- **Sexual violence** means rape, assault by penetration, or sexual assault (intentional sexual touching).

Incidents of peer-on-peer abuse will 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. 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. Whilst Wyvern College will not tolerate the behaviour, we will support and listen to all 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 appropriate to the 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 perpetrator/s, the nature and frequency of the alleged incident/s and how to balance the sanction alongside education and safeguarding support.

Possible responses 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
- Managed move to another school
- Off-site direction (Alternative School Placement) (where appropriate as a time-limited intervention to improve future behaviour)

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.

Responsibility for Implementation

The Trustees establish, in consultation with all stakeholders, the policy for promoting good behaviour. They ensure the expectations are clear and non-discriminatory. Trustees support the aim of maintaining high standards of behaviour. Trustees monitor college data on behaviour each term; they review behaviour when in college through observation and discussion with students and staff; they formally

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scrutinise leaders' decisions to expel a student or to suspend a student which results in that student being absent from college for more than 15 days in any one term.

The Headteacher and Senior Leadership Team are responsible for ensuring that procedures are followed and consistently applied by pastoral, curriculum and support staff; that behaviour is regularly reviewed in the college and processes adapted to meet emerging trends. Leaders are responsible for ensuring that staff are suitably trained and guided in applying the behaviour policy consistently. They will regularly review behaviour data, identify trends and put in place/adjust the support that individuals or groups of students need.

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. This includes reading college correspondence, such as the weekly newsletter to remain up to date on behaviour related issues and decisions; to attend requested meetings and reply to college communications; to help their child's behaviour by adhering to social media age limits, checking their child's devices, using parental controls on these and reinforcing college boundaries, expectations and consequences.

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.

The college's Safeguarding policy details the college's strategy for preventing child-on-child abuse and its systems and processes for managing bullying when it does happen.

Accountability

The Trustees are responsible for approving this policy.

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

Supporting Documents

"Searching, Screening and confiscation – Advice for Headteachers, College staff and Governing Bodies" (DfE – July 2022)

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“Use of Reasonable Force: Advice for Headteachers, Staff and Governing Bodies” (DfE- April 2026)

Safeguarding policy

Teaching & Learning Policy

SEND policy

Prevent Bullying Policy

Exclusion policy

Uniform Policy

Equalities Statement

Appendix 1: Parental Code of Conduct

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Code of Conduct for Parental Communication with College

Please do...

1. Contact us if you have a question, concern, query or complaint. We want to know if you feel unhappy about a situation or incident; we are keen to resolve these.
2. Tell us what you understand has happened and how this has made you or your child feel.
3. Help us to resolve the situation efficiently by addressing your concern to the person who is best placed to deal with it which will be the person most heavily involved in the issue or incident. Please be guided by the summary flow chart on who to communicate with.
4. Recognise that there could be different perspectives or additional information that need to be understood before you have a complete picture of what has happened. In other words, approach incidents "seeking first to understand before seeking to be understood."
5. Address concerns to staff at college during the working week (and not at weekends), rather than through social media or out of college.
6. Expect a reply within 2 working days. A same day response may well not be possible and should not be expected. Concerns around child safety and child protection will be prioritised. Some of our staff are part-time and so 2 working days may not equate to two actual days of a standard working week.
7. Speak to members of staff politely and courteously.

Please don't...

1. Arrive at reception without an appointment, expecting an immediate meeting.
2. Use sarcasm or aggressive words and phrases to try to make staff feel guilty, ashamed or stupid e.g. appalling, pathetic, disgraceful, ridiculous, disgusting.
3. Use legal terms without legal advice or use them outside their correct legal context in order to add weight to arguments e.g. harassment, negligence, discrimination.
4. Threaten staff either through physical intimidation, aggressive hand gestures, swearing or with the threat to involve Ofsted, the press, the Department for Education, the police, governors, solicitors or the local authority.
5. Make complaints personal by calling into question staff's motives, competency, professionalism, integrity or honesty.
6. Post derogatory comments online about staff: the college takes legal and police advice if comments amount to defamation or cyber-bullying.
8. Demand to speak to the Headteacher: by not getting involved immediately, he can review your concern objectively if you feel college staff have not handled it appropriately.

Please be aware that...

1. The college will return unanswered any correspondence that doesn't conform to these expectations with a request for it to be amended and re-sent in order for it to be answered.
2. Staff will similarly, end phone calls and meetings for the same reasons.
3. The college will restrict access to the campus site and/or to the staff for those who seriously or persistently breach the code of conduct.

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| Low Intent | High Intent |
|---|---|
| <p>Behaviour Examples</p> <p>Using a term or stereotype without knowing its origin or offensive nature.</p> <p>Repeating jokes or phrases involving biased language in a casual way, not directed at a specific person.</p> <p>Making offhand remarks that reveal unconscious bias (e.g., comments about someone’s background or ability based on stereotypes), with no conscious desire to discriminate.</p> <p>Any of these Key Characteristics</p> <p>The student’s behaviour is not driven by hostility or explicit prejudice.</p> <p>The harm is still real for anyone affected, but it remains more contained (for example, a small circle of students becomes aware).</p> <p>The student often shows surprise or lack of understanding when the prejudicial nature of the behaviour is explained.</p> <p>Typically an isolated or first-time occurrence with no established pattern of prejudice.</p> <p>Has not yet had assemblies or RPS lessons on this issue so might not know any difference.</p> <p>Clearly shows remorse and shock at the impact their actions or words have had or at the meaning of what they have said when it is explained to them.</p> <p>Said in self defence against a student who has used prejudicial language against them first.</p> | <p>Behaviour Examples</p> <p>Deliberate use of slurs, insults, or demeaning language reflecting a biased attitude.</p> <p>Directed jokes or comments about a protected characteristic intended to mock or offend.</p> <p>Social media posts or direct messages explicitly referencing hateful or stereotypical content.</p> <p>Any of these Key Characteristics</p> <p>The behaviour clearly demonstrates a conscious or intentional use of prejudice.</p> <p>The immediate effect is serious for those who are directly targeted and can cause distress.</p> <p>The student’s words or actions suggest a desire to denigrate or single out others based on identity.</p> <p>There may be signs of repeated bias or prejudice.</p> <p>Leading role in a group action.</p> <p>Have been given assembly'/ RPS lessons on this issue so cannot argue ignorance.</p> <p>Repeated or sustained</p> <p>High risk of a further, repeated attack.</p> <p>High levels of victimisation - targeted personally at students</p> |

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Consequences and Follow Up

Low intent – IER plus reflection work - students should complete the reflection booklet on the prejudice they have demonstrated: homophobia, misogyny, racism, ablism.

For the second incident, suspension and students should be referred to the behaviour support team to undertake an intervention programme on prejudice.

For the third incident, longer, multiple day suspension; parents and students will meet with the head teacher for a review the sanctions and support in place.

The victim and the victim's parent should each be given the opportunity to write an impact statement for the perpetrator and their parents to read.

Where appropriate, mediation should be offered to students to resolve issues if ongoing conflict.