



BEHAVIOUR POLICY

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WYVERN BEHAVIOUR POLICY

CONTENTS

Purpose and Rationale.....	1
Guiding Principles	2
Teaching and Learning	4
The Behaviour Curriculum	4
High Expectations	4
Students Out of Lessons.....	6
Uniform.....	9
Praise and Rewards.....	9
Sanctions.....	10
Consequences Pathways.....	11
Internal Exclusion (Isolation)	11
Suspension	12
Alternative School Placement	12
Suspected Criminal Behaviour.....	13
Safeguarding and Child-On-Child Abuse.....	13
Support Systems.....	13
CCTV.....	14
Screening and Searching.....	14
Confiscation of Property	15
Use of Reasonable Force	15
Behaviour Related to a Disability	16
Behaviour Outside of the College Grounds and/or Outside of the College Day	16
Bullying.....	17
Child-on-Child Abuse	17
Responsibility for Implementation	18
Accountability	19
Supporting Documents.....	19

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 expulsion), safeguarding and uniform.

Guiding Principles

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

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. 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. Students need clearly defined boundaries and expectations, with consistent consequences. Therefore, the full set of behaviour expectations and rules apply to all students and are not conditional on individual parents' approval of them to be applied to their child.
2. The college places positive recognition at the heart of its behaviour management work. Rewards and praise should be used to recognise and reinforce good behaviours, build confidence, build self-esteem and to create positive relationships. College systems aspires to ensure that every effort, every achievement and every improvement is recognised and rewarded. Staff 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.
3. Students behave better when they feel a strong sense of belonging at college. The college can provide the circumstances for this to happen through the house system, the extra- and super-curricular activity programme, cultural events; through positive staff-student relationships and student-student relationships. However, in order to fit in and feel that sense of belonging, students need to actively participate in, and contribute to, these opportunities.
4. 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.
5. "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- 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).
6. 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

WYVERN BEHAVIOUR POLICY

uphold and defend important rules which exist to protect teaching, learning, student wellbeing and safeguarding; to support a student to make amends and put right what they've done wrong. Staff should communicate serious incidents of poor behaviour with parents so that parents can support the college's decisions about the sanctions used and understand fully what's happened.

7. Effective behaviour management is about building positive relationships with students, not putting them down or humiliating them. A punitive-only approach often does not resolve the issue. 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. We aspire that sanctions do not consist of punitive tasks, but reflective ones instead, which provide students with information and questions that enable them to do any of the following: 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.

Teachers have a statutory responsibility to make "reasonable adjustment" for students with special educational needs (SEND). Where teaching and learning have been differentiated to meet the needs of SEND 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. Although some forms of SEND make learning more challenging for students, these challenges can be mitigated with reasonable adjustments and then they are, it reasonable to expect the same level of behaviour from these students. These adjustments are either defined in a child's Educational Health Care Plan or, for those without an EHCP, by the guidance added to the college's class plan database. It is important that parents do not 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.

8. The promotion and maintenance of good behaviour is the responsibility of students and college staff working in partnership with parents/carers and other agencies. 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. Effective behaviour management relies on staff accurately recording behaviour incidents and leaders analysing this data to identify trends and patterns in the behaviour of groups of students and the whole college. It is not possible for leaders to regularly track the data of every student but they will track data for those above certain thresholds. By tracking behaviour data, leaders can draw conclusions about staff consistency, emerging trends in behaviour and students who might need additional support.

Teaching and Learning

As a college we aim to ensure:

- 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.

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, the large majority readily comply with them. Students are taught what the rules and expectations are in tutor time and through assemblies. 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. They will also learn about behaviours which the college's behaviour data analysis shows need to be addressed. 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.

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 given an induction booklet to complete before they start. This includes the key information for students about our behaviour expectations and systems.

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 rules. Parents have choice over which school they send their child- by choosing Wyvern parents are making a deliberate decision to fully support our behaviour systems.

WYVERN BEHAVIOUR POLICY

By having one core set of expectations, students are conditioned 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>edicated
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

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

WYVERN BEHAVIOUR POLICY

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

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 exceptional circumstances (e.g. contacting parents if the school closes early). 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 content and interactions as part of their safeguarding role.

WYVERN BEHAVIOUR POLICY

Cyberbullying or harmful use of phones outside of school hours should be reported to the police. The college will not sanction behaviour that occurs out of hours, but parents are encouraged 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 'escorting list' of students who can only leave when accompanied by a member of the Behaviour Support Team.

Students who misuse passes will have them revoked.

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:

Category	Definition	Sanction
T1 Late to Lesson (10+ minutes)	Arrives to a lesson more than 10 minutes late without permission or a valid reason	30-minute detention

WYVERN BEHAVIOUR POLICY

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
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)
T4 Out of Our Care and Control (OOCC) / Off-site Truancy	Student refuses all reasonable instructions after graduated interventions (OOCC) and/or truants off-site	Truancy Consequences Pathway (suspension and/or Alternative School Placement)

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 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 is because:

- Safeguarding: staff cannot vouch for the child's welfare if they are not under our supervision. The student may encounter unsafe areas or unsupervised interactions as we do not know their whereabouts, including whether they are still on site.

WYVERN BEHAVIOUR POLICY

- Disruption: students significantly disrupt the education of other students when they are OOC: lessons are disrupted, peers lose learning time and staff who are scheduled or meet with other students to help them pastorally have to delay or move these meetings to respond to a student who is OOC. For every incident of OOC, other students will not get the pastoral support they need that day. Unchecked, OOC Behaviour encourages others to behave in a similar way.
- Government guidance lists persistent defiance of this nature as a “serious breach” that can justify a fixed-period suspension once alternatives are exhausted.

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.

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.

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.

Praise and Rewards

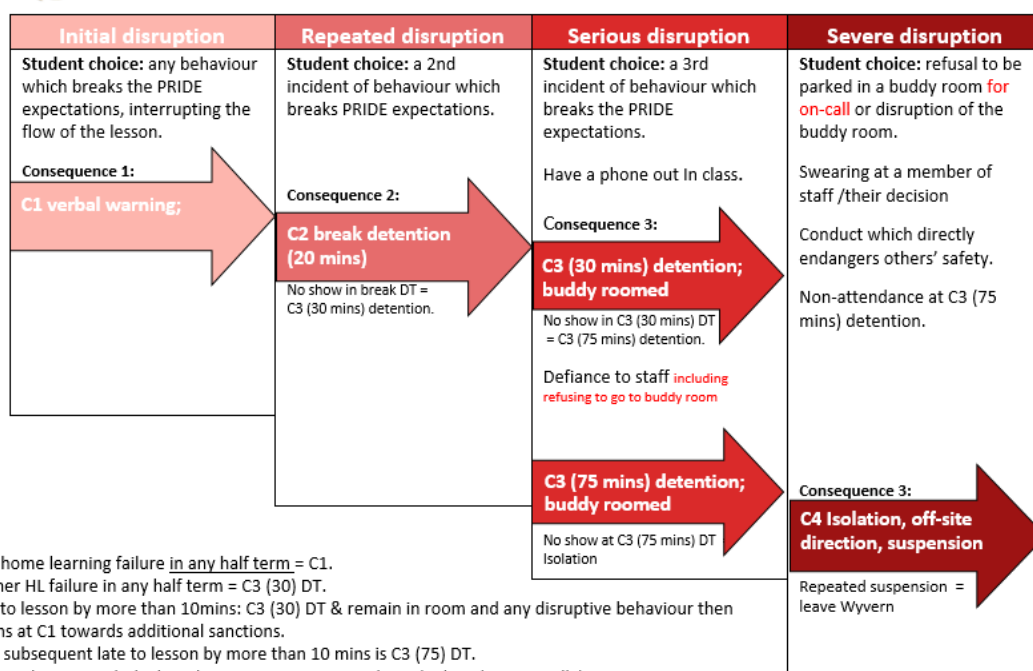
Praise and rewards are used successfully to ensure that positive behaviour becomes socially acceptable and the norm. Students get a P1 achievement point for every lesson in which they successfully followed the PRIDE rules (ie when they meet expectations). P2 rewards are given when students have exceeded 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,

WYVERN BEHAVIOUR POLICY

breakfast events 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 the same staged 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.



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 detain students 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.

WYVERN BEHAVIOUR POLICY

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 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.

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.

Consequences Pathways

The college will track the number of C3 detentions and behaviour points that students get for disrupting lessons and for refusing to do what staff ask them to. 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 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.

Similarly structured pathways also exist for bullying (for students who have intentionally said or done things to make others feel upset, unsafe or uncomfortable) and for truancy (disrupting the college and defying staff when skipping lessons).

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:

WYVERN BEHAVIOUR POLICY

- 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.
- 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. Students who refuse to do their day of isolation are given a day of alternative school provision which if they fail to do, will result in suspension.

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), 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 permanently (expulsion). 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 which must include their parent, carer or another responsible adult to attend as well as the student. The student must attend the meeting in correct school uniform and having completed the set work fully otherwise they will be resuspended again and readmission rearranged for a further date where those expectations need to be met.

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 (ASP) as a C4 sanction, including where students have disrupted the IER during their day(s) of isolation or as an alternative to suspension. The college uses other local secondary schools to host ASPs. The

WYVERN BEHAVIOUR POLICY

school's ability to use ASPs depends on the capacity of other local schools that we have a partnership with to accommodate one or more of our students on any day. If no ASP placements are available locally the school will use suspension instead.

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 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 Designates Safeguarding Lead (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 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 regarding child-on-child abuse are set out in its Safeguarding and Prevent Bullying policies. 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.

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

WYVERN BEHAVIOUR POLICY

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 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

WYVERN BEHAVIOUR POLICY

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 will 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 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.

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,

WYVERN BEHAVIOUR POLICY

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 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 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.

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 expulsion. These circumstances include:

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

WYVERN BEHAVIOUR POLICY

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.
- **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.

WYVERN BEHAVIOUR POLICY

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 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 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
- Managed move to another school
- Off-site direction (Alternative School Placement)

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 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.

WYVERN BEHAVIOUR POLICY

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 – January 2018)

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

Safeguarding policy

Teaching & Learning Policy

SEND policy

Prevent Bullying Policy

WYVERN BEHAVIOUR POLICY

Inclusion and Exclusion of Students policy

Physical restraint management guidance document (July 2020)7

Uniform Policy

Equalities Statement

Appendix 1: Parental Code of Conduct

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.

WYVERN BEHAVIOUR POLICY

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>

WYVERN BEHAVIOUR POLICY

Consequences, Sanctions 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 offence, 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.