



# Climate for Learning Policy

**Date Reviewed:** December 2017

**Date Ratified by Governors:** December 2017

**Date due for renewal:** December 2018

## CLIMATE FOR LEARNING POLICY

### **Legal Framework:**

DfE guidance, 'Behaviour and Discipline in Schools' (2016), has been taken into consideration when producing this policy. It outlines that:

- Teachers have power to discipline pupils for misbehaviour which occurs in school and, in some circumstances, outside of school.
- The power to discipline also applies to all paid staff (unless the head teacher says otherwise) with responsibility for pupils, such as teaching assistants.
- Head teachers, proprietors and governing bodies must ensure they have a strong behaviour policy to support staff in managing behaviour, including the use of rewards and sanctions.
- Governing bodies of maintained schools have a duty under section 175 of the Education Act 2002 requiring them to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children. The proprietors of Academies have a similar duty under paragraph 7 of Schedule 1 to the Education (Independent School Standards) (England) Regulations 2010. They must ensure that arrangements are made to safeguard and promote the welfare of pupils.

### **Teachers Discipline:**

Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006).

- The power also applies to all paid staff (unless the head teacher says otherwise) with responsibility for pupils, such as teaching assistants.
- Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits.
- Teachers can also discipline pupils in certain circumstances when a pupil's misbehaviour occurs outside of school.
- Teachers have a power to impose detention outside school hours.
- Teachers can confiscate pupils' property.

### **Climate for Learning Vision:**

Wyvern Academy seeks to promote positive behaviour with the vision to maximise learning in all areas and enable pupils to reach their full potential and give them the best opportunity to fulfil a meaningful role in society once they have left school. The Board of Directors and Governing Body fully endorse these principles and work closely with the Head teacher to ensure this occurs. If pupils are to achieve and enjoy their education, they need to feel safe and secure at school. Good behaviour and discipline is fundamental to achieving these aims.

To this end, a set of rights and responsibilities of pupils, together with the school's expectations are set out below. A clearly defined system of rewards and sanctions reinforces these expectations.

**Aims:**

This Climate for learning policy aims to:

- Clarify certain expectations for each of the stakeholders of the school
- Clarify the operation of the CfL System
- Clarify the school's approach to rewarding good behaviour
- Outline the sanctions that will be imposed when pupils behave inappropriately
- Seek to prevent bullying
- Ensure that pupils complete work assigned to them

The highest standards of behaviour are expected and maintained at Wyvern Academy. This is achieved through the co-operation of pupils, staff and parents in adhering to the school rules. Achievements are acknowledged, good work is praised and good behaviour rewarded.

**Expectations of all stakeholders:****Teaching and Support staff will:**

- Show unconditional respect for pupils
- Model the behaviour that they expect to see
- Praise and reward achievement and good behaviour
- Deal consistently with poor behaviour and always in the least intrusive way possible aiming to diffuse any confrontation
- Be positive and fair
- Ensure that pupils are listened to and supported according to individual need
- Use the CfL system consistently to record incidences of praise or poor behaviour
- Refer all bullying incidents or racist incidents in line with the appropriate policies
- Follow up any concerns with the tutor, Heads of Department and Pastoral Leader as appropriate
- Complete supervision duties as scheduled before school, at break, at lunch, after school and pupil detentions.

**In addition, classroom teachers will:**

- Have prime responsibility for behaviour management within the classroom
- Engage pupils by delivering well-planned, stimulating lessons with appropriate pace and challenge
- Plan for good behaviour
- Use the CfL system to record praise and reward pupils consistently within the lesson
- When appropriate, use the CfL systems to respond to inappropriate behaviours consistently within the lesson
- Implement with consistency the Wyvern Academy Classroom Expectations of pupils and where necessary take appropriate action
- Repair and rebuild working relationships with pupils as soon as is possible
- Take responsibility to follow up truancy and lateness to their lessons
- Liaise with tutors prior to contacting parents to discuss behaviour issues
- Be vigilant through talking and listening to pupils to identify suspected occurrences of non-accidental injury, bullying or child abuse, so that it can be picked up and reported to the designated teacher/tutor for further investigation.
- Log all contact with parent / guardians on the EDUKEY system.

**Form Tutor will:**

- Ensure registration time is used effectively and statutory duties are completed
- Check uniform and equipment daily
- Sign pupil planners weekly
- Monitor that tutee attendance is encouraged to be above national average
- Record behaviours, both positive and negative, on Class Charts
- Track behaviour of their tutees every day, both positive and negative, and discuss comments with pupils
- Place pupils on Tutor report if there are a range of subjects where their behaviour is not meeting expectations
- Use rewards and hierarchy of sanctions as outlined in the whole academy Behaviour Policy
- Discuss any concerns they have about their tutees with the relevant staff
- Contact parent to discuss behaviour and/or arrange meetings and plan actions to improve behaviour.

See appendix 1 – Role of the Tutor

**Subject Leaders will:**

- Ensure that their Department follows the agreed and adopted Climate for Learning system with regard to both rewards and sanctions and roles and responsibilities
- Support members of their department with behavioural issues with individual pupils or classes
- Contact, or meet with, parent/carer when necessary
- Organise departmental detentions if pupils fail to attend classroom teacher detention

**Pastoral Leaders and/or the SENDCo will:**

- Liaise with staff and Subject Leaders with regard to concerns about the behaviour of individual pupils or groups of pupils
- Monitor the attitude, effort and behaviour of individual pupils across the curriculum
- Place pupils on Pastoral Leader report
- Contact parent by planner, email, letter or phone
- Arrange meetings with parent/student to discuss actions to improve behaviour
- Make referrals to other agencies
- Provide pastoral support for pupils whose behaviour gives serious cause for concern including the involvement of outside multi-agency teams
- Provide support for class teachers where necessary by 'dropping in' to lessons
- Refer pupils in the Reflection Room when there has been a serious behaviour concern or persistent poor behaviour
- Discuss more serious incidents with the Pastoral Lead, Headteacher to decide on appropriate action.

**Climate for Learning Team will:**

- Ensure the departments they line manage fulfil their roles and responsibilities and follow the Behaviour Policy
- Ensure there is a Walk around rota to support staff
- 'Walk the Academy' calling into lessons particularly those lessons which staff have identified as a behaviour 'hot spot' or where Climate for Learning team support has been requested including visiting lessons being covered
- Authorise the withdrawal of a student from a lesson
- Authorise the placing of pupils in the Reflection Room when there has been a serious behaviour concern or persistent poor behaviour
- Use Class Charts to monitor, analyse and manage pupils' behaviour;
- Discuss behaviour data, trends and action plans.

Whether inside or outside the classroom the first responsibility for dealing with an incident or problem must be that of the member of staff who is closest to hand. We should never ignore a disciplinary or welfare matter because “it is not my subject” or “I do not teach /know that pupil.” Inappropriate, **unsafe behaviour must be challenged by all members of staff.**

If we refer to someone else for action or support every time there is a problem we undermine our own authority with the pupils. Furthermore, if referral to the Pastoral Leaders and senior staff etc. is made without correct escalation, it ceases to have any special deterrent effect. It is far better if we all feel empowered to manage behaviour within a system which is consistent and where the pupils see that we present a united, and at the same time mutually supportive front.

However, there will be occasions when staff feel they wish to refer a matter or that they should refer the incident. The purpose of the notes below is to give staff guidelines on referral. Inevitably such referral is a matter of judgement and experience but the basic rule is that where there is any doubt it is usually sensible to discuss the matter with a senior colleague.

#### **Pupils will:**

- Follow the Wyvern Academy Expectations and codes of conduct outlined throughout this document
- Behave in a manner which is in keeping with the spirit of this policy, and which is conducive to learning
- Take notice of and adhere to our specific policies on drugs (including smoking) and alcohol, anti-bullying, the use of mobile phones and other electronic devices, and the appropriate use of ICT facilities.
- Arrive on time and with the correct equipment.
- Wear full school uniform and be tidy in appearance. Pupils must not have brightly coloured or shaved hair (see Uniform Policy).
- Be polite to everyone they meet, and show a caring attitude towards others.
- Listen to the person who is speaking.
- Work well, without disturbing others, and understand the consequences of poor behaviour.
- Record all homework and complete it on time.
- Treat other people as they would wish to be treated themselves.
- Use their planner for recording purposes

#### **When moving around school:**

- Pupils should conduct themselves in an orderly fashion in corridors
- Where possible, pupils should walk on the left and line up quietly at the beginning of lessons.

#### **For the safety and security of all:**

- Teachers will dismiss pupils at the end of the lesson.
- Pupils must not wear jewellery; one **pair** of plain studs may be worn.
- The possession of weapons, cigarettes, lighters, matches, laser pens or any other illegal or dangerous substances is forbidden.
- Expensive electronic equipment such as mobile phones are the responsibility of the pupil if brought into school.
- Ball games are not permitted indoors, in the quad or yard outside the Science block. These are permitted on the back yard by the swimming pool and on the MUGA. The field will be opened and supervised during dry conditions.
- Pupils will not snowball on the quad, the area outside the Science block and at the front of the school near the road. The only area this is permitted is on the back yard.

**For a clean and tidy school:**

- Chewing gum is forbidden.
- Lunches and other snacks should only be eaten in the dining hall or outside in the designated area, unless pupils are issued with lunch passes by departments.
- Litter should be placed in the bins provided.

See appendix 1 – Code of Conduct, Classroom Expectations

**Incidents beyond the Academy gates:**

Teacher may discipline pupils for:

- Misbehaviour on any academy organised or academy related activity
- Misbehaviour while travelling to and from the academy
- Misbehaviour when a student is identifiable as a student of the academy (e.g. wearing uniform).

Or misbehaviour:

- That could have repercussions for the orderly running of the academy
- That poses a threat to another student or a member of the public
- That could adversely affect the reputation of the academy

In response to **non-criminal** bad behaviour or bullying which occurs off site, witnessed by a staff member or reported to the school, the Academy will investigate the incident communicate with parents and discipline pupils accordingly.

In all cases, the teacher can only discipline the student on academy premises or elsewhere when the student is under the lawful control of a staff member.

**Incidents involving technology:**

- Pupils are allowed to bring mobile phones to school. This is entirely at their own risk.
- Misuse of phones in lessons or on Academy premises can result in a pupil's phone being confiscated.
- The phones can be returned to a pupil at the end of the School day or parents may be requested to collect the phone on behalf of their son/daughter.
- Staff have the right to examine any phone they suspect may have been misused within the school.

This includes incidents when the phone:

- May contain pornography.
- Has been used to film any member of Staff or pupil without their specific consent.
- Has been used to threaten or bully a pupil or member of staff.

The use of Phones, MP3 or other musical devices should only be used to enhance learning and their use should be qualified in IAPs or contextual information sheets.

**Parents will:**

- Have high expectations of their child
- Ensure that their child attends school regularly, on time and properly equipped
- Support the schools uniform policy, mobile phone policy and other behaviour related policies
- Inform the school about any absences

- Make the school aware of any issues, concerns or problems that might affect their child's work or behaviour
- Support the schools policies and guidelines on behaviour and anti-bullying
- Encourage their child to take responsibility for their own actions
- Attend parents evening, mentoring programs and discussions about their child's progress in line with the requirements of the school's policies in relation to assessment, recording and reporting of academic achievement

### **Climate for Learning at Wyvern Academy**

Central to ensuring positive behaviour for learning is the consistent implementation of the CfL System by all members of staff within the school. The school's basic expectations in terms of behaviour should always be enforced. We set high standards in terms of behaviour and by consistently insisting upon these, teachers support one another to ensure excellent learning in the classroom.

As a school, we recognise the intrinsic link between excellent learning and positive behaviour being demonstrated by pupils in the classroom. Key principles are:

The primary responsibility for behaviour in the classroom is that of the class teacher.

Teachers should expect and promote good behaviour and this would include:

- Planning lessons carefully to ensure appropriate pace and challenge
- Planning lessons to meet the needs of individual pupils
- Addressing inappropriate behaviours consistently and calmly, employing a wide range of intervention strategies
- Ensuring problems from one lesson have been addressed before the next whenever possible.

In the event of difficulties in the classroom, your colleagues in your department and the Head of Department / Second in Department are the first lines of support.

The CfL system that is used in lessons at Wyvern Academy is **one strategy** to support positive behaviour in lessons and is not a full methodology for addressing any issues. It can be used to promote and reward good behaviour, as well as challenging and modifying low to middle level lesson disruption.

The CfL must be administered with absolute fairness – this means that it must be used consistently and calmly. In the vast majority of instances (although there may be rare exceptions and these are outlined later in the document), students will have been given a C1 and C2 warning before being issued with a C3 or CR.

**Please remember that there are many other behaviour management strategies available to you.**

Remember that there will still be many instances where a short conversation between the teacher and student at break / lunch is the most effective means of addressing an issue.

We operate a system of "**Critical Removal**" where students would be withdrawn from a lesson. In many instances, this would be internally within the department, but in the most **serious cases**, this may result in a call being made to the Reflection Room for external support to be sent to address a concern.

### **Praise and Rewards**

The CfL system is based on a system of praise and rewards and recognises the important of acknowledging positive behaviours if such behaviours are to be encouraged and recognised by others. Frequent use of encouraging language and gestures, both in lessons and around the Academy is to be encouraged, so that

positive behaviour is instantly recognised and positively rewarded. Praise and encouragement are far more motivational than sanctions and punishment. Praise should outweigh sanctions in any classroom! Always commend the positive behaviours you want to see.

The ClassCharts System categorises positive behaviours that are to be recorded on ClassCharts. Pupils and Parents can monitor their progress on ClassCharts, logins will be provided.

### **Celebration of Rewards**

Pupils are encouraged to accumulate as many praise points as possible during their time at Wyvern Academy. Year group rewards assemblies take place each half term and provide a range of opportunities for all pupils to receive recognition and reward.

Praise is a much more powerful tool than sanctions and is much more in keeping with the ethos of the Academy. Examples of rewards include:

- Positive Points for classroom conduct (Excellent Effort, All Equipment, On task etc)
- Post Cards Home
- Tutor Group = Star Pupil
- Tutor Group = Top 3 Pupils for positive points
- Top Tutor Group (Half termly reward of early break and free bacon bun)
- Lunch with the Head (Half Termly - Top student in each year group)
- Certificates
- Celebration Assemblies
- School Trips
- Star Badges:
  - 500 Positive Points = Bronze Pin Badge
  - 1500 Positive Points = Silver Pin Badge
  - 3000 Positive Points = Gold Pin Badge

### **Sanctions and Interventions - (Summarised in Appendix 3)**

Running alongside the Praise system for good behaviour is the Consequences system for inappropriate classroom behaviour. The consequences system is intended to be operated in a calm and consistent manner in order to remove emotion and confrontation to the way in which off-task behaviour is addressed.

The sanctions within the system and the process for operating them are designed to standardise sanctions and ensure equality. These are categorised on the Class Charts System.

### **Low Level Disruption:**

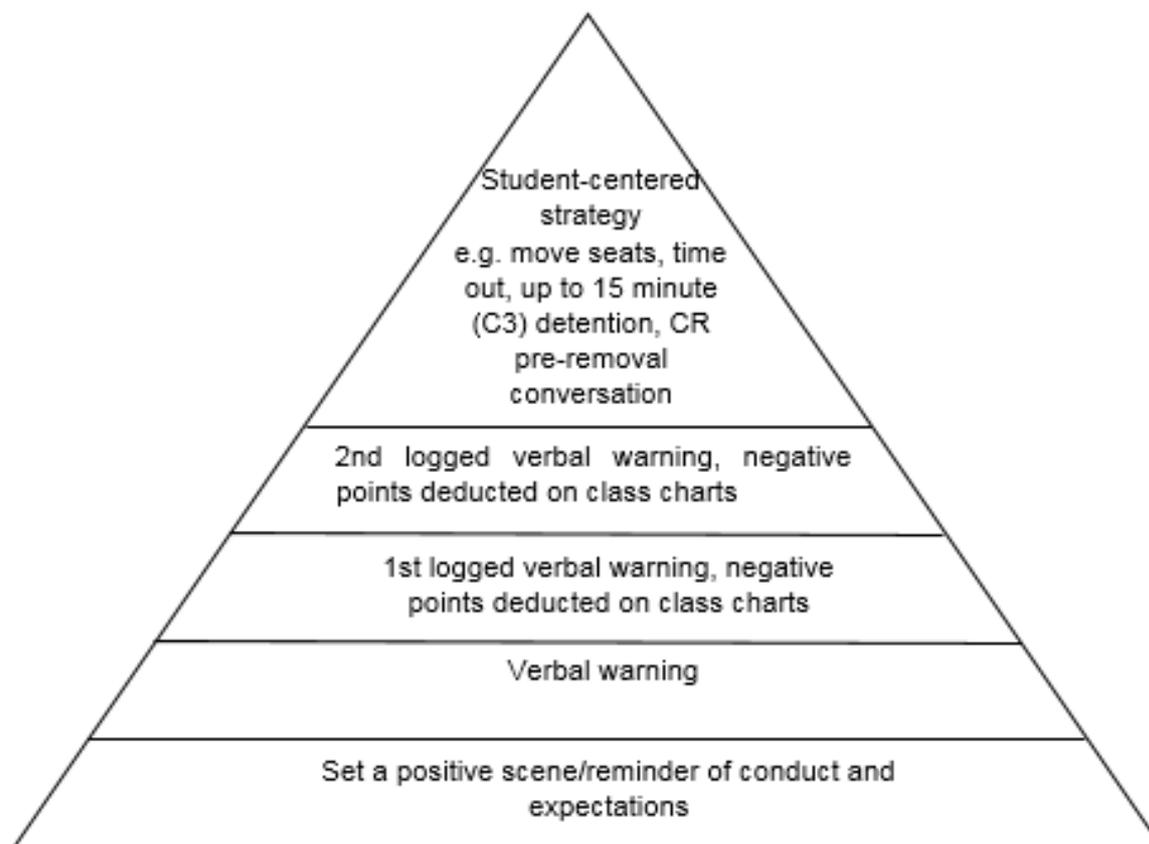
Low level disruption and inconsiderate behaviour threaten the rights of all pupils to receive an effective education. Wyvern Academy's Climate for Learning Policy encourages pupils to make positive choices and amend their behaviour.

Low level disruption is any behaviour that undermines the pupil's own learning and/or that of others. If unchecked this sort of behaviour disturbs the flow of the lesson and undermines the teacher.

Wyvern Academy's Climate for Learning Policy is used to monitor and address low level disruption in classrooms and around the academy site.

The following steps are examples of strategies that may be used by the class teacher moving up the hierarchy if the student does not amend their behaviour. These examples of strategies are by no means exhaustive.

**Low level disruption: Classroom sanction: see appendix 4**



**C1 Warning** – This is the initial warning that is logged on the CfL Class Charts system so that it is clear to the student that they are failing to meet the classroom expectations. It may be the case that other strategies have been applied before its use.

**C2 Warning** – This is a second warning that is logged on the CfL Class Charts system so that it is clear to the pupils that they are continuing to fail to meet the classroom expectations. Again, additional intervention strategies may have been used before the C2 is issued. Whenever possible, time should have been given to the student to allow them to modify their behaviour after the C1 Warning. If a pupil is issued level 2 misconduct the classroom teacher will issue a teacher sanction. This may take the form of a break time detention (5 minutes), phone call home or a letter to parents/carer.

**C3 Detention** – This results in an automatic school detention being set by the class teacher, (15 minutes) who should emphasise the need to attend the detention and the consequences failing attendance. Teachers will be expected to record the incident on Class Charts to provide additional information for the tutor and Year Leader.

Once the student has been issued with the C3 detention this will stand – there is no potential for the pupils to “backtrack” and take back their inappropriate behaviour.

**In the vast majority of instances, the C1 to C3 Consequence should be operated sequentially and pupils should move through each of the stages, having time to modify their behaviour each time. However, there**

may be **rare** instances when it is necessary for a student to straight to a C3 due to one instance of inappropriate behaviour making it necessary that a detention be set.

**The ClassCharts system must be integrated into the lesson. Pupils where appropriate should be aware of the entries placed against their name during the lesson.** This process will support the majority of pupils in taking responsibility for their behaviour and making the necessary adjustments as outlined by staff.

**CR Critical incidents** – these are recorded on the rare occasion where pupils would be withdrawn from a lesson. In many incidents, this would be internally within the department, but in the most **serious cases**, this may result in a call being made to the Reflection Room for external support to be sent to address a concern. A serious case that would necessitate a request for support being sent to the Reflection Room would involve behaviour listed on ClassCharts:

- Risks the total failure of the lesson for all pupils and all behaviour strategies have been employed by the teacher and staff present (Head of Department/Second in Department is not available and other department members are unable to assist)
- Seriously endangers the safety of the pupil / other pupils / the member of staff
- Behaviour is consistent with those corresponding to recognised listings on Class Charts and cannot be resolved by recognised behaviour strategies

When a pupil reaches a C2 or C3 a member of the CfL team will be alerted to this through Class Charts and will report to the classroom in an attempt to de-escalate the situation. If a pupil is subsequently removed from a class, a member of the pastoral team will visit the pupils before next lesson. This is to prevent escalation of similar behaviours in other classrooms or areas of the school.

### **The Detention Process**

When a pupil is issued with a C3, a detention should be issued by the classroom teacher as soon as possible. This should ideally be a 15 minute break or lunch time detention. Although it is not a legal requirement to inform parents of detentions after school (Behaviour and Attendance in Schools 2016; section 31) parents should be informed of the detention as a courtesy measure and to ensure parents are aware of negative behaviours.

Teachers should attempt to repair and rebuild the relationship with the pupil during the detention to avoid repercussions.

#### ***What if the pupil does not attend the detention?***

- The non attendance is logged by the teachers supervising the detention
- The teacher will see the pupil/contact home to inform them of the non-completion and re-arrange
- If the pupil fails for a second time the detention will be up scaled to a Head of Department detention for a minimum of 30 minutes after school. Classroom teacher is expected to attend to conduct a restorative conversation.
- Parent will be made aware via a phone call and via ClassCharts
- If the pupil is absent they will be expected to complete it on the next school day.

#### ***What if the pupil does not attend the Head of Department after school detention?***

- If the pupil fails to attend this detention, this will be the third instance of noncompliance relating to the initial incident. The detention will be up scaled to pastoral leader detention and a meeting with parents will be arranged.

***What if the student doesn't behave appropriately in their C3 detention?***

- The teacher will see the student / contact home to inform them of the noncompliance and rearrange the detention.
- If the student fails to complete the school detention correctly, they will then be issued with a Head of Department detention as above.

***What if students say their parents are unaware of the detention?***

- In accordance with Government White Paper: School Discipline and Procedures 3<sup>rd</sup> April 2016 "Schools don't have to give parents notice of after-school detentions or tell them why a detention has been given" and the student will be expected to do the detention.

***What if parents / students say that they don't do after school detentions?***

- All of our students are subject to after school detentions. School will always attempt to give parents 24 hours notice although this is not necessary.
- If the students and parents are non-compliant, students will then be issued with a one day Reflection Room referral.

**Recording incidents**

Wyvern Academy operates a ClassCharts tracking system to record all behaviour incidents.

**Class Charts**

The CfL at Wyvern Academy is monitored through Class Charts. Class Charts is a user-friendly online system, which allows us to more effectively monitor and report on achievements, consequences and detentions of our pupils. We believe in working closely with parents and one of the key benefits of using Class Charts is that we are able to securely share pupil achievement and behaviour report with parents which will keep them up to date with their child's behavior in real-time.

Class Charts can be accessed via the VLE and the teacher shared area and should be used to log all praise and misconducts. It should be visible to students throughout the lesson and incidents should be recorded immediately to discourage escalation. A guide on how to use Class Charts is available in the shared area.

- The climate for learning coordinator will monitor pupil conduct and will issue reward or sanction as appropriate.
- A report will be generated by the Climate for Learning Coordinator every week listing all CR misconducts and issued to Pastoral Leaders and Curriculum Leaders.

**Student Profiles on Class Charts:**

Linked Pupil Profiles are available on Class Charts from Edukey to assist classroom teacher in dealing with more challenging behaviours. Profiles provide teachers with strategies that can be employed relating directly to the pupil.

**EDUKEY**

Should a pupil reaches a C3 or above Parental contact is required. Following this contact a summary of the conversation must be added to the EDUKEY system. It is important that staff complete this in detail and forward the information to the form tutor and Year Leader.

**Walk Around**

When CfL procedures in the classroom have proved ineffective, the CfL team and Year Leader Support will provide immediate back up for staff when a pupil's behaviour is so disruptive that it is seriously affecting the work of the rest of the group.

It is expected that the CfL team and Year Leader Support will be contacted through the Class Charts Data during lesson times if a serious situation arises and the Curriculum Leader is unable to offer assistance.

When the CfL team and Year Leader Support is contacted, it is expected that:

- The child has reached C3 and Curriculum Leader intervention strategies will have already been employed to try to persuade the pupil to behave in an acceptable manner, but she/he continues to refuse to co-operate
- A serious situation has rapidly developed and the teacher needs support to diffuse it immediately.

The CfL team and Year Leader Support will monitor CfL through Class Charts live activity and will endeavour to attend classes when a minimum of a C2 is reached to prevent further escalation of poor behaviour.

### **Daily Reporting System**

A three stage process is designed to tie in with Wyvern Academy's Climate for Learning system. These stages will allow pupils to know where they are in the sanctions referral, the standards expected of them and the consequences that will occur if they do not meet these standards. It provides a staged system that ultimately could result in exclusion for persistent offenders who have not modified their behaviour despite the interventions made.

Daily reports are issued on colour-coded card:

### **Orange Report Form Tutor**

Issued by the form tutor as a result of information received regarding pupil's behaviour/performance via Class Charts. The orange report should be monitored by the form tutor each registration

#### *Success/failure criteria* Set by Tutor

If successful after one full week then signed off and the report is given to the Pastoral Leader and placed in the pupil's file. Rewards may be awarded by the form tutor.

If not successful, i.e. any scores of 0 or regularly below target per day, then a second week on orange report is given. The limit is two attempts to run the orange report correctly then move to next level of report. Other sanctions may be introduced by the tutor.

### **Red Report Pastoral**

Issued by Pastoral Leader for failure on Orange report or if pupils obtain 2 CRs in one day or 3 in one week. The report is monitored by the pastoral Leader at specified times during the school day. Pastoral Leaders make contact with home by telephone or invite parents in to discuss strategies for success.

*Success criteria* – At least 2 pertinent targets are set and pupils must meet those target in each lesson. It is the discretion of the Pastoral Leader in consultation with the classroom teachers to determine success or failure. If pupils fail on this report then a period of isolation with the Year leader will follow.

For all reports, it is important that parents are engaging with school to encourage good behaviour and should sign reports at the end of each day. The report system is designed to encourage positive behaviour and staff are encouraged to reward pupils for their successes.

## **Subject Report**

Issued by curriculum leaders if there are concerns within a specific subject area. Issued by Curriculum leaders and monitored by them (inform Pastoral leaders) when in subject.

### *Success/failure criteria*

Two week meeting target score

There are 1- 5 scores for Behaviour and 1-5 scores for Work – 1 being poor and 5 being excellent.

Targets can be raised on a weekly basis to encourage good behaviour and work. If successful after one full week then signed off and the report is given to the Pastoral Leader and placed in the pupil's file.

## **Reflection Room - See appendix 5**

The Reflection room purpose is to lower the incidents of persistent low level disruptions in class offering an immediate, short term provision to allow the learning of others to continue uninterrupted. Reflection provides appropriate bespoke support for some of our vulnerable and more challenging pupils. It is always our aim that the pupil is reintegrated back into main stream lessons as soon as it is appropriate to do so. Suitable work should be set in line with the NC, SMSC and appropriate alternative provisions may be put in place.

The period of time spent in reflection will reflect the severity of the offence. Pupils may be isolated from individual subject lessons, for a limited period of time, at the request of their College Pastoral Leader or Head of Department and in consultation with the CfL team.

Reflection may be used for things such as:

- Serious incidents of poor behaviour;
- Refusal to accept the instructions of a walk around member of staff;
- Refusal to accept the instructions of a member of the Leadership Team;
- As a consequence of persistently failing to meet our expectation of behaviours within lessons or around the academy site;
- When other strategies and sanctions have been exhausted;
- To help avoid a potentially explosive situation such as a fight between pupils.

## **Conclusions**

The guidelines above have attempted to cover the most likely situations.

Nevertheless, there will always be incidents / problems that do not fit neatly into a prescribed course of action. In such cases a common sense approach is necessary, working on the principles of:

- Care and concern for the pupils
- If in doubt as to what to do seek advice by referring the incident as soon as possible.

All pupils are expected to exhibit the highest standards of behaviour. However, as an inclusive school if a pupil requires additional support or requires specific support (Equality Act 2010) the AHT responsible for SEN and Behaviour and Safeguarding should be contacted.

At Wyvern Academy we believe fixed term and permanent exclusions should only be used as a last resort. In school we use Behaviour for Learning, pastoral support and SEND support to address the needs of pupils displaying challenging behaviour.

The SEND Support Centre, ARK and Reflection Room are multi-purpose provisions providing support for pupils who for whatever reason are struggling in certain lessons or generally with the school day. This may be

due to social and emotional difficulties which is affecting their ability to concentrate or behave in line with school policy. The support provided by these provisions may be for one lesson, a number of subjects or the whole day. The Ark Room has a structured time table for some pupils who have been identified by the *Pastoral Lead Teacher* as needing long term intervention whilst maintaining the flexibility to support those pupils who may have been removed from lessons.

## **Exclusions**

Wyvern Academy is a member of the Darlington Behaviour and Attendance Partnership.

In agreement with the Partnership, Fixed term exclusions will only be used as a final action. Fixed term exclusions may be considered for:-

1. Threatening behaviour towards a pupil or member of staff.
2. Bringing an offensive weapon into school with the intent to harm.
3. Being in possession of illegal drugs on the School Premises.
4. Extreme cases of persistent disruptive behaviour.
5. Behaviour of a serious verbal nature.

## **Fixed Term Exclusion Procedure** see appendix 6

Once the decision to exclude a pupil has been made by the Head teacher the following will happen:

- Every effort will be made to contact parents / carers about the incident, length of exclusion and return procedures.
- Pupil is to be collected from school or has safe passage home. In the event that the pupil needs to remain on site until the end of that school day the protocols for supervision with an internal exclusion will be followed.
- Before leaving the site the pupil will be issued with work or parents / carers will be informed of when and how work is to be accessed whilst at home.
- A formal letter detailing the exclusion, its duration and reason will be sent in the post to parents / carers. This letter will also include a date and time for a reintegration meeting for the pupil. This date and time can be altered through dialogue with both parties. For exclusions lasting longer than 5 days our exclusion partner school will be named in the formal letter.

Upon their return all pupils who have a Fixed Term exclusion have a reintegration meeting. This is attended by the pupil, parent/carer and a member of the pastoral team.

Behaviour contracts will be drawn up and agreed with all parties and a programme of re-integration through the ARK offered.

Permanent exclusions will only be considered after consultation with members of the behaviour team, pastoral lead teacher and the Head teacher. Pupils facing possible permanent exclusion will be considered at the Secondary Behaviour and Attendance Partnership Panel (SBAPPS) meeting before a final decision is made. Permanent exclusions may be considered for:

- Threatening behaviour or actual harm to pupil or member of staff.
- Use of an offensive weapon.
- Dealing / supplying on School Premises of Illegal drugs

The final decision regarding fixed term and permanent exclusions rests with the Head teacher.

### **Permanent Exclusion**

Please view the following DfE document alongside this policy statement.

<http://www.education.gov.uk/aboutdfe/advice/f0076803/behaviour-and-discipline-in-schools-a-guide-for-headteachers-and-school-staff>

### **Permanent Exclusion Procedure**

- a) School incident
- b) Full investigation. All parties need to be interviewed and statements taken.
- c) Decision to permanently exclude.
  - Contact parents / carers this must **BE DONE ON THE SAME DAY OF THE DECISION TO EXCLUDE.**
  - School letter sent to parents / carers and LA sent and arrangements for work made with parents / carers. (School must make work available to parents / carers but they are not obliged to send work home. It is the parents / carers responsibility to collect work and return it for marking, **however school must set a date for the return of the work) THIS MUST BE DONE BY DAY 1 POST EXCLUSION DECISION.**
  - Permanent Exclusion response must be completed and e-mailed with a copy to the Local Authority Inclusion Officer within 24 hours of the decision to permanently exclude.
  - Pupil file placed in chronological order and up to date event log included where appropriate.
  - Exclusion papers completed.
  - Pupil passport referral form for post 6 day education into partner school. **THIS MUST BE DONE BY DAY 3 POST EXCLUSION.**
  - School to arrange pupil discipline committee meeting. Prior to this meeting official exclusion papers must be circulated to all attending parties. **THIS MUST BE DONE BY DAY 8 POST EXCLUSION DECISION.**
  - Discipline committee meeting held. **THIS MUST BE DONE BY DAY 15 POST EXCLUSION DECISION.**
  - A letter detailing the decision of the pupil discipline committee will be forwarded to parent /carers within 24 hours of the meeting.
  - Following a decision by the Governing Body to uphold a permanent exclusion the parents have the right to lodge an appeal against the decision. This must be done within 15 school days of the decision. The appeal will be heard by an independent appeals panel. (see below).

### **Excluding Pupils with Special Educational Needs.**

The behaviour policy also applies to pupils with SEN and they may be excluded from school both permanently or on a fixed –term basis.

Wyvern Academy recognises its duty not to discriminate against pupils because of their disability. Prior to deciding upon exclusion the Headteacher will ensure that all appropriate reasonable adjustments have been made and that the exclusion is justified in accordance with our Disability Access Strategy, Equality Scheme and Discipline Policy.

### **Appeals against exclusion decisions**

Following the decision to permanently exclude a pupil and the Governing Body's decision to uphold the exclusion, parents have the right to appeal against the decision to an Independent Appeal Panel.

Independent Appeal Panels have either 3 or 5 members and

- One (or 2) members must be, or have been within the previous five years, a Head teacher
- One (or 2) members must be, or have been, a governor of a school, provided that they have served as a governor for at least twelve consecutive months within the last six years, and they have not been teachers or Headteachers in the last five years.

- One member must be a lay person, that is, someone without personal experience in the management of any school or the provision of education in any school (disregarding any such experience as a school governor or in any other voluntary capacity).

An appeal panel must meet to consider an appeal no later than the 15th school day after the day on which the appeal was lodged.

The following are entitled to make written representations, appear and make oral representations, and be represented (including legally)

- The parents (or, if aged over 18, the pupil)
- The Headteacher
- The governing body; and
- The local authority

The appeal panel will decide how to conduct the proceedings which should be reasonably informal. The chair of the panel will open the appeal hearing and outline the procedure to be followed and explain that the panel is independent of the school and the LA. The chair will explain that the panel needs to have regard to legislation and DFE guidance in its conduct in reaching its decision.

The appeal panel may uphold the decision to exclude; direct immediate reinstatement or reinstatement at a future date; or may decide that because of exceptional circumstances or other reasons it is not practical to give a direction requiring reinstatement, but that it would otherwise have been appropriate to give such a direction. The panel is independent; its decision is binding on the parent, the governing body, the Headteacher and the LA. The panel cannot revisit its decision once made. The panel must let all parties know its decision by the end of the second working day after the hearing.

<http://www.education.gov.uk/schools/studentssupport/behaviour/exclusion/a007648/exclusion-guidance> Sections 4 and 5.

### **Pupil Screening, Searching and Confiscation**

The following advice relates to:-

2011 Education Bill, Education Act 1996, Education and Inspections Act 2006 and Health and Safety Act 1974.

School staff can search a pupil for any item banned under School rules.

These items include:-

1. Weapons of any sort.
2. Alcohol.
3. Cigarettes and other tobacco products.
4. Lighters/matches.
5. Drugs both legal and illegal.
6. Stolen items.
7. Fireworks.
8. Pornography.

Only designated staff may carry out a search. These include the Head teacher and any member of the SLT, or visit leader on an educational visit.

School is not required to have consent from parents for a search to be carried out. There is no legal requirement for a designated member of staff to be trained before undertaking a search.

- If a member of designated staff suspects a pupil has a banned item on his/her possession they can instruct the pupil to turn out pockets and bag. They can be asked to remove shoes and socks.
- If a pupil refuses to co-operate with such a search the School may involve the police.
- Searches must be carried out by designated staff of the same sex as the pupil.

Members of the opposite sex may be present when the search occurs.

- Staff need to be sensitive when carrying out searches. If possible they should be conducted away from other pupils. (“Feminine” items should not be displayed).
- Searches can be carried out on School premises, or if a pupil is on a School trip both in England and abroad where the member of staff has lawful control of the pupil.
- Under Section 91 of the Education and Inspection Act 2006 members of staff are able to confiscate, retain or dispose of a pupil’s property. Staff must make available to the police:-  
Controlled drugs or suspected items.
- Weapons or items which are evident as an offensive weapon.
- Alcohol must never be returned to pupils but should be disposed of by the school.
- Stolen items can be returned to their original owners.
- Schools are not required to inform parents before a search takes place or to seek their consent to search their child.
- However, school will inform parents or guardians where alcohol, illegal drugs, weapons or stolen items are found.
- There is no legal requirement to keep a record of a search but it should be recorded on School SIMs System.
- Complaints about searching should be dealt with through the normal School Complaints procedure.
- Staff have a defence to any complaint or action brought against them. The law protects staff from liability in any proceedings brought against them for loss or damage to any item confiscated provided they acted lawfully.

### **Pupils’ Conduct outside the School**

A pupil can be disciplined when:

- Taking part in any School organised or School related activity including School educational visits and all sporting activities.
- Travelling to and from School.
- Whilst wearing School uniform.
- In some other way identifiable as a pupil at Wyvern Academy including on Facebook, Twitter and other forms of social media.
- Their behaviour could have repercussions for the orderly running of the School.
- Their behaviour poses a threat to another pupil or member of the public. In such cases the School will involve the police.
- Their behaviour could adversely affect the reputation of the School.

Discipline measures may include:-

- A period of time in the Inclusion Centre.
- Detention (Year Leaders/ Heads of House).
- Pupils being banned from representing the School i.e. Sporting activities.

### **Educational Visits**

In addition to the above sanctions incidents of a serious nature may result in a pupil not being allowed to take part in an educational visit off site. This is at the discretion of the Head teacher or Assistant Head teacher (Pastoral Support) only.

### **Physical Contact**

Wyvern Academy does not have a 'No Contact' policy. It is not illegal to touch a pupil. There might be physical contact with a pupil when:

- Comforting a pupil.
- Congratulating or praising a pupil.
- Demonstrating how to use a musical instrument or exercise in PE.
- Giving first aid.

All members of School staff have the legal power to use reasonable force.

Term	Definition
Reasonable	No more force than is needed in a given circumstances
Control	Either passive physical contact such as blocking a pupils path or more active physical contact such as leading a pupil by the arm
Restraint	To hold back physically eg during a fight

If a member of staff does restrain a pupil the matter should be reported to the Head teacher. The event will be recorded on Wyvern Academy Restraint form and placed in the pupil school record. Parents will be informed where restraint has been used.

When a complaint is made the emphasis is on the person making the complaint to prove that the allegations are true and not for the member of staff to show he/she acted reasonably.

It should be noted that in all cases physical restraint should be used as a last resort. All staff are trained in de-escalation techniques which should be applied in all cases before the use of physical restraint.

### **Associated Policies**

1. Anti-Bullying Policy
2. ICT and E-Safety Acceptable Use Policy
3. Uniform Policy
4. Educational Visits
5. Use of Force to Control or Restrain Pupils

**Associated Resources**

<http://media.education.gov.uk/assets/files/pdf/b/statutory%20guidance%20exclusion%20from%20september202012.pdf>

<http://media.education.gov.uk/assets/files/pdf/sthe%20school%20discipline%20pupil%20exclusions%20and%20reviewsengland%20regulations%202012.pdf>

Working together to safeguard students

<https://www.education.gov.uk/publications/eOrderingDownload/00305-2010DOMEN.pdf>

Use of reasonable force in school <http://www.education.gov.uk/aboutdfe/advice/f0077153/use-of-reasonable-force--advice-for-school-leaders-staff-and-governing-bodies/what-is-reasonable-force>

Link to the Department's advice on the Equality Act 2010:

<http://www.education.gov.uk/aboutdfe/policiesandprocedures/equalityanddiversity/a0064570/the-equality-act-2010>

## **Role of the Tutor**

## **Appendix 1**

A Tutor's role at Wyvern Academy is central in both caring for pupils and, crucially, monitoring their progress both academically and socially; encouraging involvement, commitment, and high standards of work and behaviour. The Tutor should be active in looking after the interests of the "whole child" and should:

- The Thought for the Day should be shared with pupils. Set the "tone" for the day, by creating a positive ethos, establishing good relations.
- Promote, maintain and monitor the official records of attendance and punctuality. Ensure notes are received concerning any absence and report and alert Year Leaders to any patterns of, or suspicious, absences. Use attendance reports and the rewards system to further encourage attendance.
- Monitor and review their tutees' current progress across the curriculum. Encourage high standards of achievement by sharing attainment data after data collections and conduct regular planner and equipment checks.
- Follow through concerns and issues about learning and effort when necessary with subject areas and parents, in consultation with the Year Leaders.
- Encourage high standards of behaviour by sharing BFL data; look to reward achievements positively and implement, where necessary, appropriate sanctions liaising with Year Leaders over referred behaviour problems
- Encourage high standards of dress by performing regular uniform checks.
- Actively supervise students in Assemblies and assist with the organisation where necessary.
- Deliver PSHE in accordance with national requirements and participate in its development, evaluation and production of resources.
- Be aware of social and personal factors relevant to the student within and outside of school. Be aware of friendship patterns, family structures, leisure interests, contents of student records, social development, problems at home/school and relationships with other students and staff.
- Keep parents fully involved regarding students' progress, including curriculum related or behavioural concerns.
- Assist the Year Leaders in distributing letters/notices and participate in Parents' Evenings and report writing. Liaise with pastoral staff to ensure pastoral records are kept up to date.
- Ensure school policies, Health & Safety and Fire Drill rules are explained and upheld.
- Supporting future plans in relation to Work Related Learning and Upward Transition

### **Main Duties and responsibilities of the Tutor**

1. To encourage and monitor good attendance and punctuality
2. To be a good role model.
3. To provide a positive relationship with an authority figure and encourage mutual respect.
4. To be consistent and fair, and act as a mediator for the students in the group.
5. To listen.
6. To have very high expectations of the individual Tutor Group members.
7. To focus students' minds on achievement through learning.
8. To discuss current affairs, address student issues (such as bullying).
9. To encourage reading for pleasure, the paired reading system and good study skills
10. Supporting pupils in relation to WRL and Upward Transition

## **Weekly Routine**

- Thought for the Day - daily
- Uniform, Equipment and planner checks daily where possible
- Assembly with House Leader in accordance with assembly rota
- Whole School Assembly on Friday
- Paired Reading in accordance with rota Access Current Affairs through newspapers and news channels

## **CODE OF CONDUCT**

### **Appendix 2**

Behaviour for Learning is the responsibility of all members of Wyvern Academy staff. In order for this system to work, we all need to follow the same procedures at all times both in the classroom and around school in accordance with the BFL Policy.

### **Each lesson**

- Staff must be at the door of the classroom at the start and end of lessons so that corridors can be supervised at lesson changes.
- Lessons start when pupils have removed coats and taken out equipment and planners.
- A settled start and end is essential for each lesson.
- At the end of the lesson, pupils should be standing behind their chairs and ready to be dismissed by the member of staff.

Rules and Consequences should be displayed in all classrooms and the pupils reminded of them frequently.

### **Classroom Expectations**

:-

**Always show respect for others, yourself and your environment by:**

1. Arriving at lessons on time and being properly equipped.
2. Entering a room calmly ready for work.
3. Listening to staff and following instructions first time.
4. Raising your hand and asking for help politely.
5. Keeping hands, feet, objects and negative comments to yourself.

### **Corridor and Yard Rules**

**Always show respect for the safety of others, yourself and respect your environment by:**

1. Walking on the left of the corridors
2. Using the litter bins provided
3. Only consuming food in the designated areas of the school: canteen and enclosed seating area, science and English quad.
4. Not running or pushing in the corridors
5. Preserving the displays around the school

**Appendix 4**

**Positives:**

**Points x1**

- All Equipment
  - On Task
  - Positive Attitude
- } Class Teacher

**Out of Lesson**

- Out of Lesson (P1)
  - Out of lesson (P2) Any
  - Out of lesson (P3)
- } Staff

**Points x3:**

- Completing homework
  - Using initiative
  - Answering question
- } Class Teacher

**Points x5:**

- Good work
  - Helping others
  - Team work
  - Excellent Effort
  - Contributing to lesson
  - Working independently
  - Good Manners
  - Caring
  - Thinking skills
  - Self motivation
  - Perseverance
  - Towards Target
  - Problem solver
  - Peer Feedback
- } Class Teacher

**Points x10:**

- Post Home
  - Independent study
  - Meeting target in assessment
  - Extra curricular activities
  - Star Student
- } Class Teacher

**Points x15:**

- Sporting Representation
  - House Competitions
  - Musical Performance
  - Representing School
  - School Council
  - Good Attendance
- } All Staff

**Tutor Positives:**

- Attendance and Punctuation
  - Star Student
- } Tutor

**Pastoral Lead**

- Tutor Group of the week
  - PL Positive
- } Pastoral Leader

**Negative:**

**C1:**

- Off task
- Late to lesson
- No PE kit
- Lack of Equipment
- Failure to follow instruction
- Disrespectful
- Failure to make an effort
- Computer Misuse
- Planner not signed
- Failure to complete homework

Class Teacher

**Out of Lesson**

- Out of lesson (-1)
- Out of lesson (-2)
- Out of lesson (-3)

Any Staff

**C2: (Escalation of C1)**

- Off task
- Late to lesson (More than 5 mins)
- Failure to borrow PE kit
- Failure to follow instruction
- Disrespectful
- Failure to complete task
- Computer Misuse

Class Teacher

**C3: (Escalation of C2)**

- Off task
- Late to lesson (More than 10 mins)
- Failure to get changed for PE
- Failure to follow instruction
- Disrespectful
- Failure to complete task
- Verbal abuse – Staff
- Verbal abuse – Student
- Failure to complete homework

Class Teacher

**CR**

- Safeguarding – Student
- Safeguarding – Teacher team or duty
- Safeguarding – School Property
- Safeguarding - Walked out
- Persistent Disruption Support Needed

Class Teacher = Student **MUST** stay in class until CfL team arrive to pick up student

CR relocation = Curriculum leader or head of faculty

**CfL Team and Duty Team MUST be the staff who relocate**

**Other Incidents:**

- Bullying = -15
- Racist comment = -15
- Homophobic comment = -15
- Reflection (RR Staff Only) = -15
- Exclusion -15

Pastoral Leader

**REFLECTION**

Reflection can be used for part of a lesson if teacher or CL is unable to resolve situation or manage student in the department.

If in Reflection for a full day or more - student to be interviewed by **Pastoral Leader** at end of stay (see below)

Other incidents to be dealt with on a sliding scale of offence, 1, 2 or 3 days.

**Structure of the day**

- |           |   |   |                              |
|-----------|---|---|------------------------------|
| Lesson 1  | - | Short reflection on incident and completing reflection essay<br>Reading/analysing school behaviour policy<br>Completing self esteem assessment document |                              |
| Lesson 2  | - | Building maths skills   | } Work provided by Ark staff |
| Lesson 3  | - | Building English skills   |                              |
| Lesson 4  | - | Completing appropriate reflection booklet from Detention<br>Paper resources   |                              |
| Lesson 5/ | - | One to one interview with Pastoral Lead discussing incident<br>and contents of reflection booklet. Preparation for<br>return to class.                  |                              |

**Any persistent refusal to comply results in added time in reflection and parents called in for meeting with Pastoral Lead.**

**Could lead to fixed term exclusion**

FIXED TERM EXCLUSION

Work always provided and sent home to be completed

Sliding scale of offences and escalation of term from previous exclusion

Reintegration meeting with student and parent, completed work returned.  
Log into class charts to discuss -

Pastoral Leader

During first morning back:

- Reintegration plan completed along with letters of apology

Pastoral Leader

- One to one discussion using completed booklet.

Pastoral Leader

If discussion goes well and responsibility accepted - back to lessons

**If any of the above breaks down - a period in reflection before another discussion**

- Parental contact to either celebrate or discuss sanctions in the home.

Pastoral Leader

- On lesson by lesson report for one week to monitor behaviour

Pastoral Leader

**IF THERE IS A RE-OFFENCE OF THE SAME PROBLEM LOOK AT INTERNAL/EXTERNAL INTERVENTIONS**