



# Climate for Learning Policy

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DRAFT

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## 1. 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
- Introduce a behavioural approach to reinforce a culture where sexual harassment is not tolerated
- 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.

### **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 Headteacher 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.

- Introduction of specific and consistent Climate for Learning language focused on 'Chance, Choice, consequence'
- Introduction of streamlined Climate for Learning sanctions and rewards linked to class charts points; Choice = C2, Consequence = C3 additionally record in your son / daughters planner
- Introduction of a transformed 'Reflection Room' for pupils who are removed from their timetabled lessons due to disruptive behaviour (CR) following the provision of a 'Chance, Choice and Consequence' in the majority of cases.
- Introduction of a 'default' positive praise point for pupils who do not receive any C points per timetabled lesson
- Introduction of a transformed 'Rewards Process' linked to our established 'House System' with an increase in the regularity of rewards
- Reflection Room sanction increased to 5 timetabled periods plus break and lunchtime and an afterschool detention of 60 minutes (3.00 – 4.00pm), possibly crossing across two school days.
- Reflection Room work linked to the core subjects of English, mathematics and science and matched to the pupils' age and key stage.
- Reflection Room language focused on 'Chance, Choice and Consequence' with contact being made with parents and carers following the application of a consequence, to highlight the possibility of a Fixed Term Exclusion of one day being required.
- Imposition of a Fixed Term Exclusion of one day followed by a mandatory re-integration meeting with a senior member of staff, the pupil and their parent or carer, with repetition of the Reflection Room sanction as a condition of the pupils return to school if sanctioned under the disruption free learning process.

## 2. Legislation and statutory guidance

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.

## 3. 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
- Refer all incidents involving sexual harassment 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

**Curriculum Leaders will:**

- Ensure that their Curriculum area 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 curriculum area detentions if pupils fail to attend classroom teacher detention

**Pastoral Leaders 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/pupil 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.
- Use Classcharts to monitor, analyse and manage pupil behaviours.

#### Senior Leadership 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 pupil from a lesson
- Authorise the placing of pupils in the Reflection Room when there has been a serious behaviour concern or persistent poor behaviour (CR)
- 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.

#### Parents will:

- Adhere to the Parental Code of Conduct
- Adhere to the 'Climate for Learning Policy

#### 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.
- Have their planner out on the desk in their taught lessons
- 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.
- Offensive weapon protocol Guidance from the Local Authority awaiting adoption 2021 Sept.
- 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 are not permitted to make or throw snowballs 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 pupil is identifiable as a pupil of the academy

Or misbehaviour:

- That could have repercussions for the orderly running of the academy
- That poses a threat to another pupil 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 pupil on academy premises or elsewhere when the pupil is under the lawful control of a staff member.

Criminal behaviour will be referred to the appropriate authority. It is the schools aim not to criminalise you people.

#### **Incidents involving technology: - Mobile phone**

- Mobile phone use is not permitted on site with effect from September 2021

- Pupils are allowed to bring mobile phones and other electronic devices to school turned off, placed in a school bag. 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 at the end of the School day by a parent 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.
- The school adheres to the Computer Misuse Act 1999 – DfE Guidelines.

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

## 4. Definition

### 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 curriculum area and the Curriculum Leader / Second in the Curriculum Area 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), pupils will have been given a C (Chance), C2 (Choice) and C3 (Consequence) before being issued with a CR (Critical Removal).

**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 pupil at break / lunch is the most effective means of addressing an issue.

We operate a system of “**Critical Removal**” where pupils would be withdrawn from a lesson. This will result in a referral via class charts 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 importance 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 and these are recorded. 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:

- Default Positive Points system for classroom conduct professional learning (Appropriate Effort, All Equipment, On task etc)
- Post Cards Home
- Half termly and termly rewards
- Tutor Group
- Certificates
- Celebration Assemblies
- School Trips

## **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.

## **Disruption to Learning:**

Disruption to learning will not be tolerated. It threatens 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.

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

The following steps must be used by the class teacher moving up the hierarchy if the pupil does not amend their behaviour. These steps can be jumped when the pupils behaviour endangers the safety of other pupils and/or staff.

**C = Chance**

**C2 = Choice**

**C3 = Consequence**

**CR = Removal from class is issued with a consequence**

Once the pupil has been issued with a Removal from class (CR)– there is no potential for the pupils to “backtrack” and take back their inappropriate behaviour.

**In the vast majority of instances, the C to C3 Consequence should be operated sequentially and pupils should move through each of the stages, having time to modify their behaviour each time.** Common language used by all Staff.

**The ClassCharts system must be integrated into the lesson. Pupils will be aware of the entries placed against their name during the lesson as this will be written in their Planners (C2&C3).** 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 Removal)** – these are recorded on the rare occasion where pupils would be withdrawn from a lesson to the Reflection Room.

Refer to the 'Climate for Learning Vision' paragraph on page 1.

- Risks a disruption to the learning of the individual pupil or other pupils within the class and all behaviour strategies have been employed by the teacher and staff present.
- Seriously endangers the safety of the pupil / other pupils / the member of staff

Teachers must attempt to repair and rebuild the relationship with the pupil during the time in the Reflection Room to avoid repercussions (3:00-4:00pm).

## Appendix 6.2 Staged Approach to Critical Removal Document 6.2

***What if pupil say their parents are unaware of a 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 pupil will be expected to do the detention.

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

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

## **Late Detentions**

Minutes late report will be produced each week and a weekly detention set (Wednesday).

## **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 pupils 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.

### **Pupil 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 CR 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, and a CR has been issued, via ClassCharts, the 'Walk Around' team will provide immediate back up for staff when a pupil's behaviour is disruptive to learning. It is expected that the 'Walk Around' team is contacted through the Class Charts Data during lesson times.

When the 'Walk Around' team is contacted

- The pupil who has been provided with a CR will be removed from the class and escorted to the reflection room for a period of 5 timetabled lessons, breaktime, lunchtime and afterschool between 3:00 and 4:00pm.

The Reflection Room lead will monitor CfL through ClassCharts live activity and initiate a CR which will be actioned by the 'Walk Around team'.

### **Reporting System**

A staged process is designed to tie in with Wyvern Academy's Climate for Learning system and the Staged Approach to Critical Removal Document 6.2

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.

1. Form Tutor Report
2. Pastoral Leader Report
3. Senior Leadership Team Report.

**Reflection Room** - See appendix 5 and 6 During Disruption free learning.

The Reflection Room purpose is to lower the incidents of persistent low level disruptions in class offering an immediate, short term provision to secure disruption free learning for all pupils. Reflection provides appropriate bespoke support. It is always our aim that the pupil is reintegrated back into main stream lessons as soon as it is appropriate to do so following the completion of the 5 timetabled periods, breaktime, lunchtime and afterschool (3:00pm – 4:00pm). Suitable work should be set in line with the NC, SMSC and appropriate alternative provisions may be put in place.

On occasion pupils may be placed in the Reflection Room for an extended period of reflection which reflects the severity of the offence. Pupils may be placed in to the Reflection Room for an identified timetable periods or

social times for a limited period of time, at the request of their pastoral Leader or Curriculum Leader 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.

## 5. 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 SENDCO and AHT (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 Area (Learning Support Area and Eden room) 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. All provisions have a structured time table for identified pupils by Pastoral and SEND Leads as needing interventions whilst maintaining the flexibility to support those pupils who may have been removed from lessons.

## 6. Exclusions

Please read [Consilium Exclusion policy](#)

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 Exclusion Procedure

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 received a Fixed Term exclusion must successfully complete have a reintegration meeting. This must be attended by the pupil, their parent/carer and a member of the pastoral team or the Senior Leadership Team.

A behaviour contract will be drawn up and agreed with all parties and a programme of re-integration through the Reflection Room may be offered. Where the pupils fixed term exclusion was as a result of their failure to comply with the requirements of their attendance within the Reflection Room, then a period of 5 periods, breaktime, lunchtime and afterschool (3.00pm – 4.00pm) in the Reflection Room will be required.

Permanent exclusions will only be considered by the Headteacher following consultation with members of the behaviour team, pastoral lead teachers and the Senior Leadership Team. Pupils for whom a permanent exclusion may be imminent will be considered at the 'Vulnerable Pupil Panel' (VPP).

### **Permanent Exclusion**

Please view the following DfE document alongside this policy statement.

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

## **7. 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.

## 8. Pupils Conduct outside the Academy

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.

## 9. 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.

## 10. Use of Reasonable Force

### INTRODUCTION

*All members of school staff have a legal power to use reasonable force (Section 93, Education and Inspections Act 2006). This power applies to any member of staff at the school.*

*Force is usually used to either control or restrain. 'Reasonable in the circumstances' means using no more force than is needed. Control means either passive physical contact, such as standing between students or blocking a student's path, or active physical contact such as leading a student by the arm out of a classroom. Restraint means to hold back physically or to bring a student under control, for example, when two students are fighting. Staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the student. (DfE 'Use of reasonable force' guidance, July 2013).*

### THE USE OF RESTRAINT

In Consilium Academies, the use of force to restrain pupils should only be undertaken as a last resort when a student has lost control and is in danger of hurting themselves or another person. In such a situation, members of staff may need to use non-violent physical intervention. Before intervening physically, a member of staff should, **wherever possible**:

- tell the student to stop what they are doing
- explain what will happen if he or she does not
- continue to communicate with the pupil throughout
- not give the impression that they have lost their temper
- make it clear that physical contact will stop as soon as it ceases to be necessary.

There are times when a member of staff should not intervene in an incident without help, unless it is an emergency. Such times may be when the incident involves a group of pupils or when the adult considers he or she may be at risk of injury. In those circumstances the member of staff should move away other students who may be at risk and summon assistance from a colleague. Until assistance arrives, the member of staff should continue to attempt to calm the situation orally.

### WHERE RESTRAINT IS NECESSARY

Staff should always try to deal with a situation through other strategies before using restraint. In all situations, **restraint should only be used when other methods have failed and only where there is a significant risk of injury to the student, other students or anyone else.** Also, it should be undertaken as an act of care and control, not as a punishment.

Where restraint is considered necessary, physical intervention may include a member of staff:

- interposing themselves between students
- blocking a student's path
- holding
- pulling
- pushing
- leading a student by the arm or hand
- shepherding a student away by placing a hand in the centre of the back.

In exceptional circumstances, where there is a real risk of injury, a member of staff may need to take any necessary action that is consistent with the concept of 'reasonable force'. Such circumstances may include the need to prevent a student running onto a busy road, or to prevent a student hitting someone or throwing something.

Staff should not act in a way that might reasonably be expected to cause serious injury, for example by:

- slapping, punching or kicking a student
- holding a student around the neck or in any other way that might restrict the student's ability to breathe
- tripping up a student
- holding a student by the hair or ear
- holding a student face down on the ground.

Members of staff should also avoid touching or holding a student in a way that might be considered indecent.

Any use of reasonable force acknowledges the legal duty to make reasonable adjustments for students with disabilities and students with special education needs.

### **RECORDING AN INCIDENT INVOLVING RESTRAINT**

1. There must be a detailed written report of any occasion where restraint is used. It may help prevent any misunderstanding or misrepresentation of the incident and it will be helpful if there is a complaint. The school will keep a record of all such incidents.

2. Immediately following any such incident, the member of staff concerned should inform the Headteacher or a member of the Leadership Team. This should be followed as soon as possible by a written statement. This statement should include:

- the name(s) of the pupil(s) involved and when and where the incident took place
  - the names of any other member of staff or students who witnessed the incident
  - the reason that restraint was necessary (for example, to prevent injury to the student, another student or a member of staff)
  - how the incident began and progressed, including details of the student's behaviour, what was said by those involved, the steps taken to calm the situation, the degree of force used, how that was applied and for how long
  - the student's response and the outcome of the incident
  - details of any injury suffered by the student, another student, or a member of staff and of any damage to property.
- The member of staff may wish to seek advice from a member of the Leadership Team when compiling this report. They should also keep a copy of the report.

3. The Headteacher, or Deputy Headteacher, will inform the parent(s) or carer/s of the student(s) involved by the end of the day where possible, either orally or in writing. They may be invited to the school to discuss the incident.

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.

All Physical Restraints of pupils must be logged in the bound book held in the Head teachers PA office. CPOMS Category Allocated.

### **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 pupils

<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/a0\\_064570/the-equality-act-2010](http://www.education.gov.uk/aboutdfe/policiesandprocedures/equalityanddiversity/a0_064570/the-equality-act-2010)

## Appendix 1: Being a form tutor at Wyvern Academy

The role of a form teacher is arguably one of the influential roles within the school. Ultimately, the role is to support pupil's welfare and to encourage them to be learning ready. As a form teacher, you will have responsibility for a form group, which you will follow throughout the 5 years at Wyvern Academy.

Form time begins at 8.45 am until 9.00 am and is an integral part of the learning journey. There is a timetable for tutor time, which **must** be adhered to. This follows a weekly cycle. Year Leaders will support and monitor activities at form time. Any resources for PSHE activities will be provided by Year Leaders. Other data required throughout the year and advice on report writing will be provided by the relevant staff.

Your role includes:

- First point of contact for pupils
- Ensure the class register is taken accurately and relay messages to the pupils
- Focus pupils' minds on achievement through learning
- A point of contact with parents and staff – facilitating a positive home/school relationship
- Insisting on high expectations of – punctuality, attendance, uniform and safety
- Instigate and monitor tutor reports, as appropriate using Class Charts data (data provided by pastoral and behaviour teams)
- One to One meetings with pupils in relation to attendance, progress and behaviour
- Be a good role model and encourage mutual respect
- Be consistent and fair, and act as a mediator for the pupils in the group
- Listen to the pupils
- Discuss current affairs and address pupil issues i.e. bullying
- Encourage reading for pleasure and to enhance study skills
- Academic reviews and tutoring
- PSHE, British Values.
- Report writing and parents' evenings
- Attending assemblies
- Supporting pupils' endeavours e.g. concerts, events, productions
- Ensure school policies, Health and Safety and Fire Drill rules are explained and upheld
- Supporting future plans in relation to Work related Learning and Upward Transition
- 

## Appendix 2: Code of Conduct

### CODE OF CONDUCT

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 CFL 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.

### Classroom Expectations

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

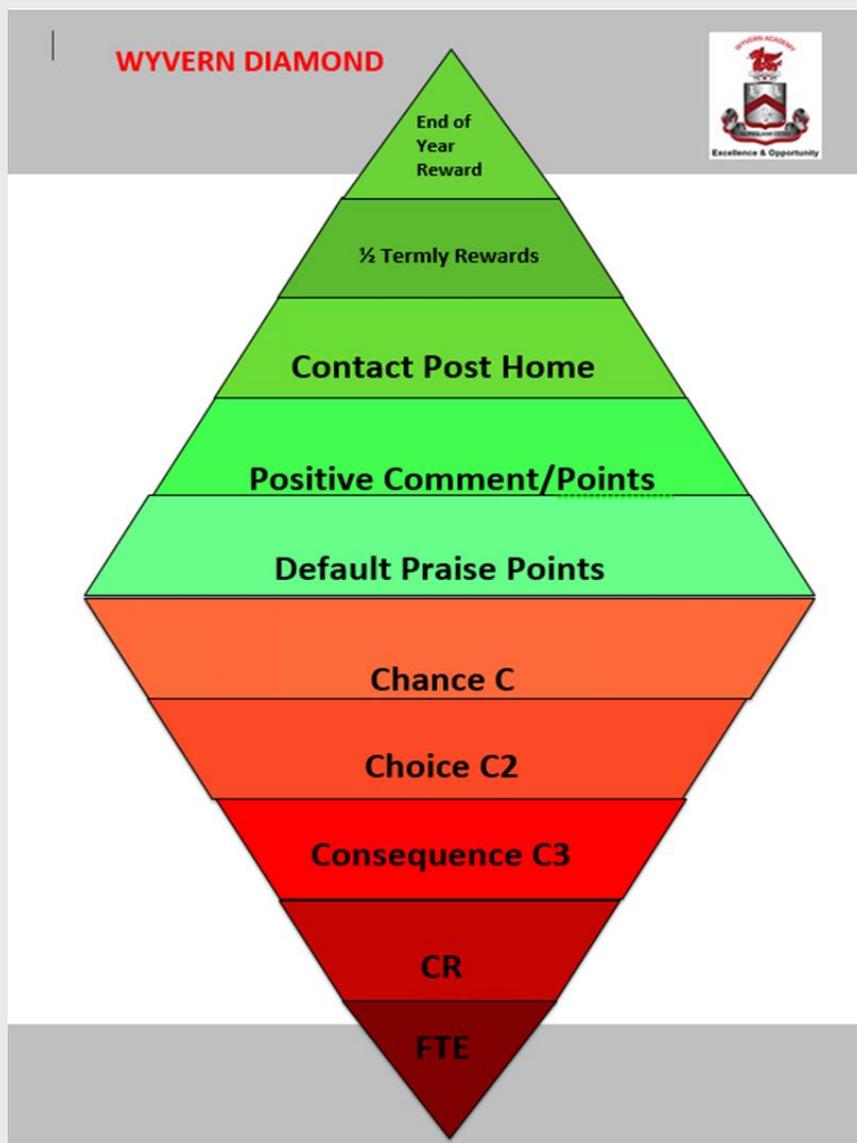
1. Arriving at lessons on time and being properly equipped.
2. Entering a room calmly ready for work.
3. Listening to staff and following instructions first time.
4. Raising your hand and asking for help politely.
5. Keeping hands, feet, objects and negative comments to yourself.

### 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. Respecting and preserving the displays around the school

## 6. Appendix 3: Wyvern Diamond



## Appendix 4: Class Charts

### Positives Points:

#### Points x1

- Creative
- Positive Attitude

#### Points x2

- Mentoring

#### Points x3:

- Excellent Presentation
- Good Leadership

- Using Initiative
- Good Manners
- Towards Target

**Points x5:**

- Professional Learner
- Excellent Effort
- Helping/caring
- Positive Community
- Top 3 in tutor (Tutor Only)
- Team Work
- Perseverance
- Consistently Good Attendance
- Extra Curricular Activities]
- Star Student
- Meeting Target

**Points x10:**

- School Council
- Representing School
- Sustained Improvement in Behaviour
- House Competition
- Pupil Leadership
- Sustained Improvement in Attendance

**Positives:**

- TA Support Given
- Recall Learning
- Eden Provision

**Negatives**

- C Chance
- C2: Choice
- C3: Consequence
- CR: Critical Removal Safeguarding Absence

## Appendix 5: Reflection Room

Reflection can be used for part of a lesson if teacher or CL is unable to resolve situation or manage pupil in the department.  
Other incidents to be dealt with on a sliding scale of offence, 1, 2 or 3 days.

### Structure of the day

Lesson 1 -5 - Curriculum lesson followed

Break and Lunchtime within Reflection Room

Comfort breaks allocated during the school day

3pm to 4pm – Restorative meeting with staff

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

## Appendix 6: Disruption Free Learning Reflection Room

Pupils will be seated accordingly.

Reflection Room Lead will facilitate any changes needed to seating plan

Pupils will be given appropriate work linked to pupil data and current curriculum will be set

Same rules will be applied in reflection room as they would in the classroom.

Break and Lunch – DHA will facilitate pupils going to the toilet

Lunch order will be completed at 11:45am the Walk Around team will take order to dining hall (Cold sliced Sandwich, Biscuit& Water). Lunches ready at 12 o'clock. WA will collect and bring diners lunches (Plus 5 extra) over to reflection room. Lunches ready WA will collect and bring lunches (Plus 5 extra) over to reflection room.

C1 – Chance

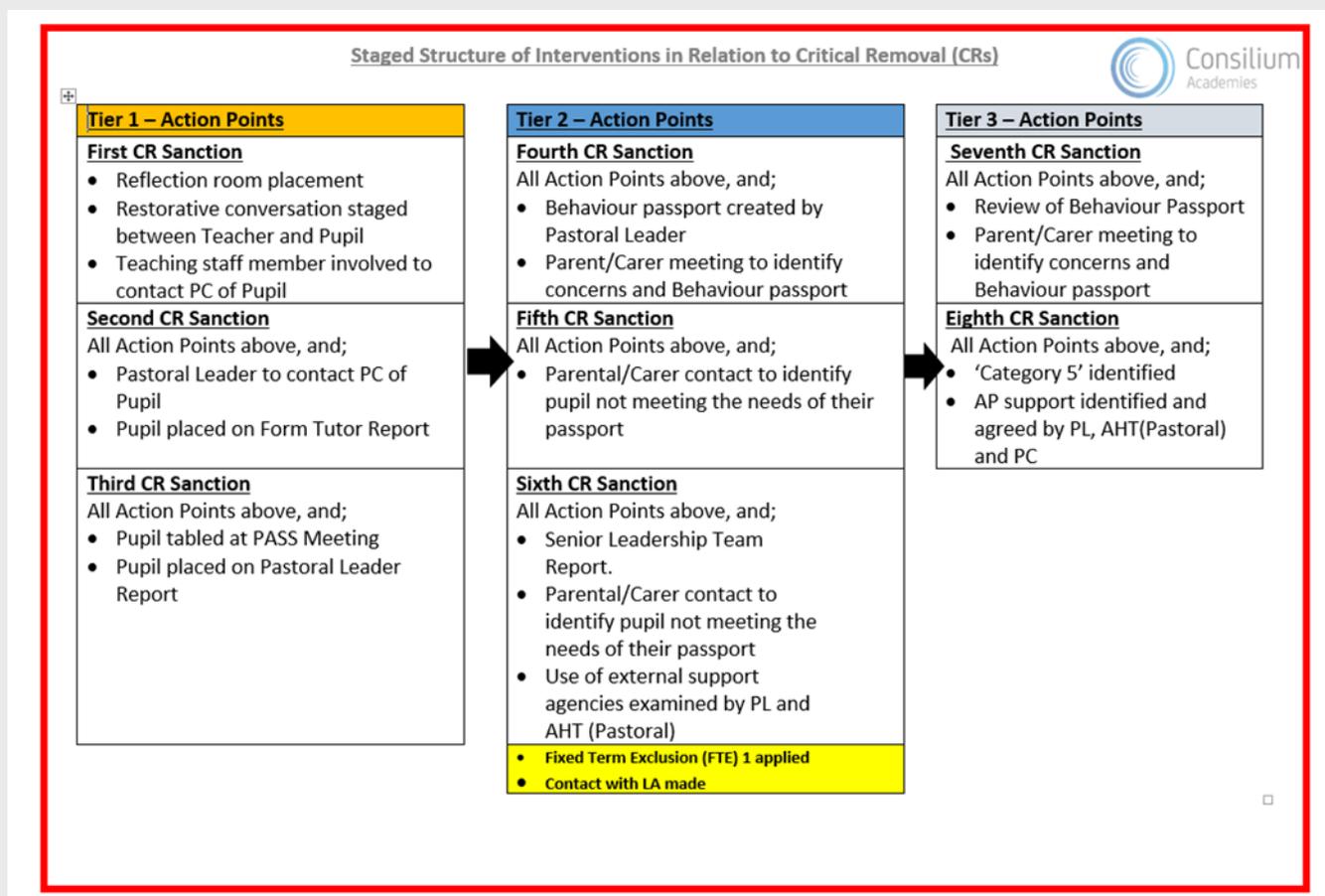
C2 – Choice – Phone call home warning of possible exclusion

C3 – Consequence

CR – Fixed Term Exclusion – Phone call to parents explaining that pupil has been excluded and need picking up.

Pupils may wait in reflection or with Pastoral Lead once they are issued with a fixed term exclusion (1 Day) when waiting for parents to pick up their child

## Appendix 6.1: Staged Approach to Critical Learning Document



## Appendix 7: FIXED TERM EXCLUSION ISSUED FOR OTHER OFFENCES OUTSIDE OF DISRUPTION FREE LEARNING

Sliding scale of offences and escalation of term from previous exclusion

Reintegration meeting with pupil and parent, completed work returned.

Log into class charts to discuss - **Senior Leader/Pastoral Leader**

During first day back:

- Reintegration behaviour plan completed on Edukey - **Pastoral Leader**
- One to one discussion - **Pastoral Leader**