

Behaviour Policy

Local Arrangements

2025/26

EXCELLENCE AND EQUITY WITH INTEGRITY

Date of Approval:	
Approved by:	
Date of next Review:	



Consilium
Academies

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Introduction

As part of Consilium Academies, this school follows the Trust's overarching behaviour policy, which is in line with the Department for Education (DfE) guidelines on behaviour in schools.

These local arrangements provide further clarity on how the school will implement the Trust-wide policy, outlining the school's core values, behavioural expectations, praise systems, responses to poor behaviour, and strategies to address contributing factors such as Special Educational Needs and Disabilities (SEND).

Academy Culture and values

At Consilium Academies, we are fully committed to maintaining the highest standards of behaviour across all our schools. We are resolute in ensuring that no student's learning is ever hindered by the behaviour of others.

We strive for every student, regardless of their background, to become courageous, curious, and independent thinkers. Through an academically rigorous curriculum that balances a broad range of knowledge and skills with deeper understanding, we provide a rich educational experience that helps students grow, explore new interests, and develop their character. Ultimately, we aim to help them discover their unique potential and "find their remarkable."

Every student deserves the right to study in an environment that is calm, focused, and productive.

When students do not meet these expectations, we believe in applying both sanctions and support. Sanctions are an important way for students to understand when their behaviour has fallen short, and with our guidance, they can use these moments to make better decisions in the future.

Wyvern Academy seeks to promote positive behaviour with the vision to maximise learning in all areas and enable students 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 Principal to ensure this occurs. If students are to achieve and enjoy their education, they need to feel safe and secure at school. Good behaviour and discipline are fundamental to achieving these aims.

To this end, a set of rights and responsibilities of students, 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 'C1 C2, C3, CR Lesson, CR Department/Faculty'.
- Introduction of an added layers of CR Lesson to CR Department/Faculty, whereby students are removed from their timetabled lesson and placed with a head of department to complete work.
- Introduction of streamlined Climate for Learning sanctions and rewards linked to behaviour points.
- Introduction of a transformed 'Rewards Process' whereby students are publicly praised and celebrated and can also purchase items from our reward store with their positive behaviour points.

Our rewards process is also linked to our established 'House System' with an increase in the regularity of rewards.

Academy expectations

This policy outlines the expectations for student behaviour around the academy, including corridors, outdoor areas, common spaces, and during transition times. It supports our commitment to providing a safe, respectful, and inclusive learning environment.

Classroom expectations

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 this policy.

Each Lesson

Students must arrive on time, fully equipped and ready to learn for each lesson which includes, their planner (in hand on entry), pens, pencil and ruler in a pencil case. Outdoor coats should be removed on entry to the classroom.

- On entry, staff will meet and greet students on the door. They will complete the retrieval starter task that will be on the board ready.
- On leaving, students stand behind their chairs, the room is tidy and they are dismissed in an orderly fashion and go directly to their next lesson.

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.

Teaching and Support staff will:

- Show unconditional respect for students.
- 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 students 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 student. detentions.

In addition, classroom teachers will:

- Have prime responsibility for behaviour management within the classroom.
- Engage students by delivering well-planned, stimulating lessons with appropriate pace and challenge.
- Plan for good behaviour
- Use the Cfl system to record praise and reward students 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 students and where necessary take appropriate action
- Repair and rebuild working relationships with students as soon as are 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 students 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.
- Contact parents or carers if a student receives a CR lesson.
- 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.
- Monitor that tutee attendance is encouraged to be above national average.
- Record behaviours, both positive and negative, on our behaviour system
- Reward top 3 students for positive behaviour weekly on our behaviour system
- Track behaviour of their tutees every day, both positive and negative, and discuss comments with students.
- Place students on Tutor report if there are a range of subjects where their behaviour is not meeting expectations.
- Discuss any concerns they have about their tutees with the relevant staff. Eg HOY/SENDCo/Curriculum Leaders
- Contact parent to discuss behaviour and/or arrange meetings and plan actions to improve behaviour.
- Log all contact with parent / guardians on the EDUKEY system.

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 students or classes
- Contact, or meet with, parent/carer when necessary.
- Organise curriculum area detentions if students fail to attend classroom teacher detention.
- Contact parents or carers if a student receives a CR Department/Faculty
- Log all contact with parent / guardians on the EDUKEY system.

Pastoral Leaders will:

- Liaise with staff and Curriculum Leaders with regard to concerns about the behaviour of individual students or groups of students.
- Monitor the attitude, effort and behaviour of individual students across the curriculum.
- Place students on Pastoral Leader report
- Contact parent by our behaviour system announcements, email, letter or phone.
- Arrange meetings with parent/student to discuss actions to improve behaviour.
- Support students and parents by placing them on a Pastoral Support Plan
- Provide pastoral support for students 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 students in the Reflection Room when there has been a serious behaviour concern or persistent poor behaviour.
- Discuss more serious incidents with the Assistant Principal of Behaviour and Attitudes, Principal to decide on appropriate action.
- Use our behaviour system to monitor, analyse and manage student behaviours.
- Log all contact with parent / guardians on the EDUKEY system.

Senior Leadership Team will:

- Ensure the departments they line manage fulfil their roles and responsibilities and follow the Climate for Learning 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 spots' or where Climate for Learning team support has been requested including visiting lessons being covered.
- Authorise the withdrawal of a student from a lesson.
- Refer students to the Assistant Principal of Behaviour & Attitudes when there has been a serious behaviour concern or persistent poor behaviour (CR) for referral to the reflection room.
- Use our behaviour system to monitor, analyse and manage students' behaviour.
- Discuss behaviour data, trends and action plans.
- Log all contact with parent / guardians on the EDUKEY system.

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 student." 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 students. 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 students 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:

- Have high expectations of their child.
- Ensure that their child attends school regularly, on time and properly equipped.
- Support the school's 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.
- Adhere to the Parental Code of Conduct
- Adhere to the 'Climate for Learning Policy'
- Use our behaviour system to monitor their child's behaviour and attitude in school.

Students 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/vaping) 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.
- Students 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 full equipment; Pen, Pencil, Ruler, Rubber, Green Pen and Reading Book
- Use our behaviour system to monitor their own behaviour and attitude in school.

Around the academy expectations

All students are expected to:

- Be polite and show respect for other people - students, staff, visitors, and property.
- Wear the school uniform correctly at all times. If a shirt is not tucked in the student will be asked to correct their uniform.
- Blazer's should be worn at all times unless directed by staff.
- Outside coats must be removed at the threshold of the classroom door.
- Follow staff instructions promptly and without argument.
- Keep hands, feet, and objects to themselves (no physical contact, pushing, or throwing).
- Use respectful language and tone with everyone.
- Ensure mobile phones are switched off and not seen within the academy.
- Stay in designated areas and follow the timetable and movement rules.
- Keep the environment clean—no littering, vandalism, or graffiti. - All litter and rubbish must be put in the bins provided.
- Eat and drink in the right place at the right time. All food must only be eaten in designated areas such as: the Canteen or outside on the picnic tables. No food must be eaten on corridors at all times.
- Walk around the site sensibly & quietly. Running on the corridor will result in a consequence.
- Arrive for lessons on time, truancy will not be tolerated.

Specific Conduct Guidelines

Corridors and Shared Spaces

- Move around school using the highlighted one way system unless directed otherwise.
- Do not run, shout, or loiter.
- Respect displays and school property.

Outdoor Areas

- Use appropriate play and language.
- Stay within supervised and allowed areas.
- Use equipment safely and responsibly.

Toilets and Changing Areas

- Treat these spaces with respect and privacy.
- Report any damage or concerns immediately.

Dining Areas

- Queue in an orderly manner.
- Speak quietly and be polite to staff.
- Clear up after yourself.

Uniform

Our policy on school uniform is based on the notion that school uniform:

- Promotes a sense of pride in the academy.
- Engenders a sense of community and belonging towards the school.
- Is practical and smart.
- Identifies the student with the academy.
- Prevents students from coming to school in fashionable clothes that could be distracting in class.
- Makes children feel equal to their peers in terms of appearance.
- Is regarded as suitable wear for school and good value for money by most parents.
- Is designed with health and safety in mind.
- Most of our uniform is widely available and consists of:
 - Black straight leg school trousers which reach to below the ankle (no jeans or leggings) OR
 - Black, knee-length, pleated school skirt (not in jersey).
 - Shirt, plain white with proper collar (Polo Shirts are not permitted).
 - Black V-neck jumper.
 - Black tights or socks in black or white.
 - Black school logo blazer.

It is our school policy that all students wear the school uniform when attending school, representing the school, or when participating in a school-organised event outside normal school hours. Uniform is compulsory and a condition of accepting a place at Wyvern Academy.

- All students to always wear blazers in school.
- No outdoor coats to be worn in the classroom or dining room.
- No makeup to be worn - Make-up, nail varnish, and false nails of any sort are not permitted.
- No facial/body piercings of any description.
- No jewellery to be worn- other than a wristwatch. No smartwatches allowed.
- No hats, hoodies, footless/patterned tights, or over the knee socks to be worn.
- The school does not permit students to have extreme haircuts (e.g. Mohican, skinhead, sculpting etc)
- No chewing gum

The role of the parent

We ask all parents/carers who send their child to our school to support the school uniform policy. We believe that parents/carers have a duty to send their child to school correctly dressed and ready for their daily schoolwork. One of the responsibilities of parents/carers is to ensure that their child has the correct uniform and that it is clean and in good repair.

Punctuality and lateness

Students are actively encouraged to arrive on time.

- Students must arrive **on time every day**.
- Morning registration begins at **9:00am** - All students must be in their form/classroom by this time.
- A student arriving after the register closes without a valid reason will be marked as **unauthorised late (code U)**.
- Persistent lateness is considered a **behavioural issue** and will be addressed accordingly.

Procedures

Before School

- School gates open at **8:45am**.
- Students should aim to arrive no later than **8:55am** to ensure they are ready to start the day on time.

Late Arrival

- Students arriving after the register time must report to the late door, if the arrival time is past **9:30am** then students must enter school via the **main reception or attendance office** to sign in.
- They must provide a reason for their lateness.
- A late mark will be recorded, and the time of arrival noted.

Late After the Register Closes

- If arrival is significantly late (e.g., more than 30 minutes after registration opens), it may be recorded as **unauthorised absence for the morning session** unless a valid reason is provided. This will impact your child's attendance record.
- In these cases, students should arrive to school via main reception.

Consequences of Lateness

- **Lateness:** Verbal reminder and discussion with the student followed by a 30minute afterschool detention.
- **Repeated Lateness:** Form tutor or class teacher speaks to the student and contacts home
- **Persistent lateness:** Referral to the attendance team and SLT link; formal meeting with parents/carers.

Support and Intervention

The academy recognises that there may be valid reasons for lateness, such as family emergencies or transport issues. In such cases, staff will work sensitively and collaboratively with families to find solutions.

Support may include:

- Referral to pastoral staff or wellbeing team.
- Daily punctuality check-ins.
- Travel planning support or adjusted timetables (in rare circumstances).

Responsibilities

- **Students** are responsible for arriving at school on time each day.
- **Parents/Carers** must ensure children leave home in time to arrive promptly and notify the school if lateness is unavoidable.
- **Staff** will consistently record and address lateness, following the outlined procedures.
- **Senior Leaders and Attendance Officers** will monitor punctuality data and take appropriate action.

Student planner

All students are expected to have their planner every day and visible in every lesson. This must be used to record all homework, attendance and behaviour along with their timetable.

If students lose their planner a replacement will be provided at a cost of £8.

CCTV

Consilium Academies at Wyvern Academy may use CCTV for the purpose of maintaining discipline and managing behaviour and safety

Mobile phones and electronic devices

At our academy, we follow a "see it, lose it" policy regarding mobile phones and electronic devices. Students are not allowed to use any electronic devices, including mobile phones and smartwatches, while on academy premises. If a student brings a device to school, it must be switched off before entering the school gates. Phones should remain off until the student has left the school grounds.

If a student fails to follow this policy, their device (including earphones) will be confiscated. In the first instance of any term, the item will be returned at the end of the school day. However, if there are further incidents of misuse, parents or carers will be required to collect the device in person.

Students who cooperate with staff when their devices are confiscated will receive their phone or device back at the end of the day. If a student does not comply with staff instructions, their device will be taken, and they will be sent to the reflection room.

Vandalism and damage to property

The school maintains a strict zero-tolerance policy towards vandalism and trespassing on school property or any school-related premises. Any intentional damage, defacement, or destruction of school property, including buildings, furniture, equipment, or grounds, will be considered a serious breach of conduct and may result in disciplinary action up to suspension or permanent exclusion.

Similarly, unauthorized entry into restricted areas or off-limits parts of the school grounds is strictly prohibited. These behaviours not only compromise the safety and well-being of the school community but also disrupt the learning environment.

Students found engaging in vandalism or trespassing will be held accountable and charged for damage where appropriate.

Bullying and anti-social behaviour

Bullying is taken extremely seriously, will not be tolerated, and must be addressed both pro-actively and responsively when it occurs. It has negative life-long implications for perpetrators and victims. Please refer to the academy AntiBullying Policy. Incidents of anti-social behaviour and bullying should always be prioritised and dealt with as swiftly as possible

We will always deal with incidents of anti-social behaviour and bullying swiftly. Anti-social behaviour and bullying may include verbal, physical, sexual or cyber bullying. Appropriate staff will deal with all incidents in a swift and robust manner. We will regularly promote students speaking out and create a culture where students are encouraged to talk to a member of staff if they are concerned or worried about such incidents.

We promote and instil the fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs in all its forms through our curriculum. We make use of our curriculum and assemblies to reiterate clear anti-bullying messages. Direct sanctions can range from a formal warning to detentions or exclusions. Suspension and restorative approaches are used to serve as a clear message that we will not tolerate any form of bullying.

As appropriate, we will encourage students to:

- tell an adult whenever they have concerns
- walk confidently away from confrontation
- surround themselves with supportive friends
- be vigilant, keep watch and be supportive of one another
- report any incidents of bullying
- delete or block any unwanted messages or friends who leave inappropriate comments on social media
- never respond to harassing or rude texts, emails, blogs
- use privacy settings properly.

Behaviour beyond the school gate

Students at Wyvern Academy are expected to represent our values and uphold the high standards of behaviour both on their way to and from school, and while wearing our school uniform. We believe that our expectations extend beyond the school gates, and we expect students to conduct themselves with the same respect and responsibility in the wider community as they do within the school.

If a student's behaviour falls short of these expectations, the same behaviour procedures outlined in our policy will be followed.

Teacher may discipline students 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.

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 students 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.

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

Incidents involving technology: - Mobile phone.

- Students 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 student's phone being confiscated. The phones can be returned at the end of the school day by a parent or carer 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 student without their specific consent.
- Has been used to threaten or bully a student or member of staff.

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

Weapons and banned items

The academy has determined that, in addition to legislative guidance, any knife (irrespective of length) constitutes an offensive weapon and should not be brought into the academy. In addition to knives, axes, BB guns, air guns, catapults, slings, will also be deemed to be offensive weapons. Other types of offensive weapons will include lengths of pipe, bats, other blunt instruments, or items judged to be carried with the intention to inflict injury on another individual, for instance blades removed from pencil sharpeners.

Banned items

Banned items include:

- Aerosol or other 'atomising' sprays
- Chewing Gum
- Cigarettes, e-cigarettes, vapes, matches and lighters
- Energy drinks
- Large bottles of fizzy drink
- Marker pens or indelible markers
- Laser pens
- Mobile phones and smartwatches if seen, heard or used on academy premises (during academy hours) and should be switched off and out of sight
- Electronic equipment
- Any device or media that is reasonably suspected of being used to access pornographic images

Any item brought into the academy with the intention of being sold or passed on to other students which, in the principal's opinion, will cause disruption or be detrimental to students' safety, wellbeing, the learning environment or the running and operating of the academy.

This list is not exhaustive, and the academy reserves the right to ban other items over time.

In addition to the above list, the DfE gives Principals the statutory power to search students or their possessions, without consent, where they have reasonable grounds for suspecting that the student may have a prohibited item.

"Prohibited items", which may also be searched for and confiscated, may include:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco, vapes and cigarette papers
- fireworks
- pornographic images (also see Child Protection Safeguarding policy here)
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- any item banned by the academy rules which has been identified in the rules as an item which may be searched for (i.e. 'banned items' above).

Screening, searching and confiscation

Please refer to the DFE guidance Searching, Screening and Confiscation Advice for schools

Ensuring academy staff and students feel safe and secure is vital to establishing calm and supportive environments conducive to learning. Using searching, screening and confiscation powers appropriately is an important way to ensure student and staff welfare is protected and helps academies establish an environment where everyone is safe.

Principals and staff, they authorise have a statutory power to search a student or their possessions where they have reasonable grounds to suspect that the student may have a prohibited item listed in paragraph 31 of the guidance or any other item that the academy rules identify as an item which may be searched for. This may include but is not exhaustive of; Any item brought into the Academy with the intention of the item being sold or passed on to other students which, in the principal's opinion will cause disruption to the Academy or be detrimental to Academy practice or the day to day running of the academy day.

Confiscation

Academy staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to Academy discipline.

The Academy's general power to discipline, as set out in Section 91 of the Education and Inspections Act 2006, enables a member of staff to confiscate, retain or dispose of a student's property as a disciplinary penalty, where reasonable to do so.

Staff should hand the confiscated item to the relevant member of support staff, reception, etc., as soon as possible and complete the necessary information to identify the item, the date it was confiscated, the name of the student and the member of staff's name.

Staff must not give the confiscated item to another student to hand in and must not leave the item in an unsecure area at any time.

Any item which staff consider to be dangerous or criminal i.e. drugs must be brought to the attention of a senior member of staff immediately.

In addition to the practice identified in the DfE guidance, Wyvern Academy also bans the following items and as a result is able to search students to check for:

- Any item brought into the academy with the intention of the item being sold or passed on to other students which in the academy staff's opinion will cause disruption to the academy or be detrimental to academy practice.
- Food and drink brought into the academy must be for the consumption of one student only e.g. multiple bottles
- Academy staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to learning.
- Any confiscated food or drink will not be returned to the students and will be destroyed or asked to be collected by parents.
- Items confiscated by the academy such as jewellery and mobile phones will be securely locked away in the safe and can be collected by students at the end of the day in the first instance in a half term. In the second instance, parents/carers will be expected to collect them except where the academy has chosen to dispose of the confiscated items for example, cigarettes, vapes, alcohol or lighters.
- If at the end of the academic year items have not been reclaimed, the academy reserves the right to destroy the item.
- Where the academy finds controlled drugs, these will be delivered to the police as soon as possible but may be disposed of if the principal believes there is a good reason to do so.
- Where a member of staff finds tobacco, cigarette papers, vapes or alcohol they will dispose of them.

Modified timetables

In exceptional cases, where it is in the best interest of a student, a temporary part-time timetable may be implemented to address their specific needs. This might be necessary, for instance, if a medical condition prevents a student from attending full-time education, and a part-time timetable is part of their reintegration plan.

Any modified timetable will be reviewed every two weeks or in line with any reintegration package to ensure it remains appropriate. The aim is for these arrangements to be in place only for the shortest time possible, and they should not be considered a long-term solution.

Promoting positive behaviour

Praise and Rewards

The behaviour 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 behaviour system categorises positive behaviours and these are recorded. Students and Parents can monitor their progress on the system, logins will be provided.

Celebration of Rewards

Students 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 students 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 logged on class charts – Points = Prizes via our reward store whereby students can 'spend' their well earned points.
- Class teacher positive phone call home.
- Post Cards Home
- Pastoral leader positive phone call home
- SLT positive phone call home
- Weekly rewards for top 10 students who receive the most positive points whole school.
- Weekly house system promotion
- Social media posts highlighting the positive behaviour and attitudes of students.
- Half termly and termly rewards.
- Certificates
- Celebration Assemblies
- School Trips

Responding to poor behaviour

Sanctions and Interventions

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 behaviour system.

Disruption to Learning:

Disruption to learning will not be tolerated. It threatens the rights of all students to receive an effective education. Wyvern Academy's Climate or Learning Policy encourages students 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 student does not amend their behaviour. These steps can be jumped when the student's behaviour endangers the safety of other students and/or staff.

- C1
- C2
- C3

In the vast majority of instances, the C1,C2,C3 should be operated sequentially, and students should move through each of the stages, having time to modify their behaviour each time.

CR Lesson (Critical Removal from lesson)

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

CR Department/Faculty

Once the student has been issued with a Removal from class (CR Lesson) they will then be placed with the Head of Department. Within this move a student has one last chance to correct their behaviour – there is no potential for the students to “backtrack” and take back their inappropriate behaviour. If needing to be removed from the head of department this will be logged as CR Department/Faculty on students will be taken to the Reflection Room.

Reflection Room

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 students. Reflection provides appropriate bespoke support. It is always our aim that the student is reintegrated back into mainstream lessons as soon as it is appropriate to do so following the completion of the 5 timetabled periods, breaktime, lunchtime and afterschool (3:00 – 3:30pm) Suitable work should be set in line with the NC, SMSC and appropriate alternative provisions may be put in place.

On occasion students may be placed in the Reflection Room for an extended period of reflection which reflects the severity of the offence. Students may be placed into the Reflection Room for identified timetable periods or social times for a limited period of time with the agreement of the Assistant Principal of Behaviour and Attitudes.

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.
- As a consequence of persistently failing to meet our expectation of behaviours within lessons or around the academy site.
- Truancy from lessons

- When other strategies and sanctions have been exhausted.
- To help avoid a potentially explosive situation such as a fight between students.

Persistently poor behaviour:

Where a student's behaviour continues to be poor and either disrupts the teaching and learning within the classroom or puts the welfare and safety of staff and students at risk the following may be put in place:

- Pastoral Support Programme in place
- Part time timetable
- Alternation Education provision (long term placement as a suitable placement)
- Multi-agency support triggered (if required)
- Managed Move to another school.

Suspension and Permanent Exclusion

We follow the guidance from the Department for Education (DfE) on school suspensions and permanent exclusions.

All students are entitled to an education where they are protected from disruption and can learn in a calm, safe and supportive environment. Principals can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-academy sanctions, support and interventions.

Suspensions and permanent exclusions will only be used as a last resort, and:

- in response to a serious breach or persistent breaches of the Trust's behaviour policy, and
- where allowing the student to remain in school would seriously harm the education or welfare of the student or others such as staff or students in the school

Any decision to suspend or permanently exclude a student will be made when it would be lawful, reasonable and procedurally fair.

When establishing the facts in relation to a suspension or permanent exclusion decision the principal must apply the civil standard of proof ('on the balance of probabilities it is more likely than not that a fact is true'), rather than the criminal standard of 'beyond reasonable doubt.'

This means that the principal should accept that something happened if it is more likely that it happened than that it did not happen.

Wherever possible, we will ensure the student's potential unmet educational and other needs have been explored and will actively avoid policies and practices that discriminate against students by unfairly increasing their risk of suspension.

If a principal suspends or permanently excludes a student in social care or a looked after child (LAC), they will, without delay, notify the social worker and the virtual school head, if a student has one. These individuals should also be invited to attend any panel review meetings.

Suspensions

The maximum number of suspension days per academic year is 45.

A suspension cannot be extended or converted into a permanent exclusion.

However, in exceptional cases (for example, if new evidence comes to light), a new suspension (or, if appropriate, based on the evidence, a permanent exclusion) can start at the end of the preceding suspension.

If a student is suspended for part of the academy day (for example, at lunch time) this will be recorded as half a day's suspension.

Where students have multiple suspensions, or the 45-day limit is being approached, it could be that the sanction of suspension is not effective in helping a student to behave well. In these cases, we will explore different ways of supporting a student to behave well.

Whilst a suspension may still be an appropriate sanction, the principal should take account of any contributing factors or mitigating circumstances that are identified after an incident of poor behaviour has occurred. For example, where it comes to light that the student has suffered bereavement, mental health issues or has been subject to bullying or provocation.

Work should be set for students. We will take all reasonable steps to provide work in the first five days of a suspension using our high-quality virtual learning platform and resources.

The principal may also consider other alternatives to a suspension

The Academy recognises the need to keep suspensions short wherever possible. It is therefore anticipated that suspensions would not exceed 5 days fixed term

Permanent Exclusion

A decision to exclude a student permanently should only be taken:

- in response to serious or persistent breaches of the Behaviour Policy; and
- where allowing the student to remain in the school would seriously harm the education or welfare of the students or others in the school

The principal will make the judgement, in exceptional circumstances, where it is appropriate to permanently exclude a child for a first or 'one-off' offence.

These offences might include:

- serious actual or threatened physical assault against another student or a member of staff; 13 Behaviour Policy 2025 • sexual abuse or assault;
- sexual harassment, sexual violence or sexual misconduct;
- supplying an illegal drug or medicines;
- possession of an illegal drug with intent to supply;
- carrying an offensive weapon and / or weapon of offence*
- bringing onto academy premises or being found in possession of anything that constitutes an offensive weapon, banned item or illegal substance;
- making a malicious serious false allegation against a member of staff;
- potentially placing members of the academy community or wider public in significant danger or at risk of significant harm.

- Repeated or serious misuse of the Academy computers by hacking or other activities that compromise the integrity of the computer network or do harm to others
- Persistent disruption and defiance such as repeated verbal abuse of staff
- Deliberate activation of the fire alarm without good intent

This list is not exhaustive but indicates the severity of such offences and the fact that such behaviour can affect the discipline and well-being of the academy community.

* In addition to legislative guidance, any knife, irrespective of length, constitutes an offensive weapon and / or weapon of offence and should not be brought into the Academy. In addition to knives, axes, BB guns, air guns, GATT guns, catapults, slings, etc., will also be deemed to be offensive weapons and / or weapons of offence. Other types of offensive weapons or weapons of offence will include lengths of pipe, bats, other blunt instruments, or any items judged to be carried with the intention to do harm to others or inflict injury on another individual – this would include blades removed from pencil sharpeners, etc. But it is not exhaustive.

In cases where a principal has permanently excluded a student for:

- one of the above offences; or
- persistent disruption and defiance including bullying (which could include racist or homophobic bullying but is not exhaustive of, or repeated possession and/or use of an illegal drug or drug paraphernalia on Academy premises.

The decision on whether to exclude is for the principal to take. Where practical, the principal should give the student the opportunity to present their case before making the decision to exclude.

Walk Around

- When Cfl procedures in the classroom have proved ineffective, and a CR Lesson has been issued, via our behaviour system, the 'Walk Around' team will provide immediate back up for staff when a student's behaviour is disruptive to learning. It is expected that the 'Walk Around' team is contacted through the behaviour system during lesson times.
- When the 'Walk Around' team is contacted the student who has been provided with a CR Lesson will be removed from the class and escorted to the Head of Department
- If a CR Department/Faculty is given, the walk around team will remove the student from the class and escort them to the reflection room for a period of 5 timetabled lessons, breaktime, lunchtime and afterschool (3:00-3.30pm)

The Reflection Room lead will monitor Cfl through our behaviour system 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. These stages will allow students to know where they are in the sanction's 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. Classroom Teacher
2. Department Report
3. Form Tutor Report
4. Pastoral Leader Report
5. Senior Leadership Team Report.
6. Pastoral Support Programme

Any student who arrives to lesson more than 10 minutes late will be logged on our behaviour system as a truancy and will complete a 30 minute detention the same day.

If a student refuses to attend lesson they will be placed in the reflection room and parents will be contacted.

Reasonable adjustments and SEND

At Consilium Academies, we recognise that some students with Special Educational Needs and Disabilities (SEND) may face unique challenges that can impact their behaviour.

In line with our commitment to inclusivity and equality, we are dedicated to making reasonable adjustments to support these students in managing their behaviour effectively. This may include tailored strategies, additional support, or modifications to the environment that help students overcome barriers and engage more positively with the school community.

We work closely with SEND teams, parents, and external professionals to ensure that adjustments are appropriate and that every student is given the opportunity to succeed and thrive within the school setting.

Academy contacts for behaviour

<i>Principal</i>	<i>Ms Nadia Robinson</i>	Send to FAO: wva.enquiries@consilium-at.com 01325 351 377 (main switchboard)
<i>Senior leader responsible for behaviour</i>	<i>Mrs Lauren Mitchell</i>	
<i>Designated Safeguarding Lead</i>	<i>Mrs Lauren Mitchell</i>	
<i>SENDCo</i>	<i>Mrs K Marley/Mrs C O'Keeffe</i>	
<i>Designated Mental Health Lead</i>	<i>Mrs K Marley</i>	