

The Wren School

Behaviour Policy

1. Purpose

The purpose of this policy is to guide staff, students and all stakeholders on The Wren School's therapeutic approach to behaviour management. This will allow create a culture where every student feels nurtured, inspired and challenged to achieve their potential.

The Wren School is committed to creating an environment where excellent behaviour is at the heart of everything that we do. Our expectation is that every member of The Wren School community, every day creates a safe, respectful environment where everyone is ready to be the best they can be. We work in partnership with all stakeholders to celebrate excellent behaviour while managing poor conduct and dynamic interventions that support staff and learners. Consistency, and clear, calm adult behaviour underpins this.

2. Aims

- To create a culture of excellent behaviour: for learning, for community, for life;
- To outline our expectations of students and how these will be reinforced through our behaviour systems and processes;
- To give staff the tools to enable them to support and equip students with strategies to manage their behaviour and build positive relationships with others;
- To build a community which values kindness, integrity and respect.

3. Foundations of our Behaviour Policy

- High expectations;
- Consistent, kind adult behaviour and routines;
- Simple, clear systems;
- Restorative practice;
- Praise for over and above efforts and standards;
- Scripted intervention;
- Supportive intervention.

4. Expectations

We have three clear and simple expectations for every member of our community to uphold:

Be Ready: Be punctual, equipped, wear your uniform with pride and give your best effort all day.

Be Respectful: Respect yourself and others, everyone's learning and the school environment.

Be Safe: Create a calm and positive environment where no one will be made to feel uncomfortable.

These expectations are displayed in every classroom (see Appendix 1).

4.1. Expectations of every member of staff:

We have high expectations of all staff to be consistently follow the school policy with kindness. There are a clear set of expectations that we ask and expect every member of staff will follow. These being;

- Meet and greet students at their door at the start of every lesson with kindness.
- Support and encourage students to follow the 7 steps to being ready to start every lesson (see Appendix 2).
- Always redirect students by referring to 'Be Ready, Be Respectful and Be Safe' (see Appendix 3).
- Never walk past or ignore students who are failing to meet expectations.
- Model positive behaviours and build relationships through kindness and building emotional currency.
- Plan lessons using the Inspirational Classrooms guidance (see Appendix 4) that engage, challenge and meet the needs of all learners.
- Visibly recognise good effort and praise all efforts over and above in line with our praise system (see Appendix 5).
- Be calm and use the De-escalation Script (see appendix 6) for 30 second interventions when expectations are not being met.
- To use 2 behaviour interventions in a lesson before a student is removed on the third occasion. Staff must give students 'take up time' following intervention. Prevent before sanctions.
- Follow up every time a consequence has been set with a restorative meeting. Use the restorative questions and proforma (see Appendix 7) to help students process, reflect and move on.
- Log every incident accurately and factually, without emotion on Class Charts.
- Carry out any level 1 behaviour interventions directed by the Student support team.
- Take an active role in directed professional development opportunities. Further develop professional knowledge and skills by seeking appropriate training relevant to the role.

4.2. Expectations of Subject Leaders

- Be a visible presence in the Department area and classes to encourage and promote students to meet expectations.
- Support staff in returning students to learning by supporting restorative meetings and supporting staff in conversations.
- Regularly share good practice.
- Encourage and quality assure the use of positive praise by team members.
- Quality assure standards of behaviour processes to:
 - Regularly celebrate staff and students whose efforts go above and beyond expectations;
 - Ensure team training needs are identified and met.
- Carry out any level 2 behaviour interventions directed by the student support team.

4.3. Expectations of Progress Leaders

- Meet and greet students at the beginning of the day in the designated year group areas.
- Be a visible presence around school to encourage and promote students to meet expectations.
- Regularly share good practice.
- Use behaviour data to assess, target and direct behaviour interventions.
- Support staff in returning students to learning by supporting restorative meetings and supporting staff in conversations.
- Carry out any level 2 and 3 whole school behaviour interventions.

4.4. Expectations of Senior Leaders

- Meet and greet students and family members at the start of the day.
- Be a daily visible presence around corridors and the site, particularly at times of mass movement.
- Celebrate staff, leaders and students whose effort goes above and beyond expectations.
- Support the Student Support Team with more complex behavioural needs and any student who begins level 4 behaviour interventions.
- Regularly conduct climate walks to focus on behaviour and from this ensure staff training needs are identified and targeted.
- Use behaviour data to target and assess school wide behaviour policy and practice.
- Support and guide Subject Leaders and Progress Leaders with behaviour in their teams.

4.5. Expectations of Families

- Ensure their child upholds the school's expectations of behaviour and work with the school to support their child when expectations are not being met;
- Inform the school of any changes in circumstances that may affect their child's behaviour;
- Discuss any behavioural concerns with the class teacher, Form Leader or Progress Leader promptly.

5. Systems

5.1. Positive Praise System

Positive strategies will be used consistently by all adults in the school. They are designed to ensure 'first attention goes to best conduct' and to create clear, simple routines and expectations that make students feel valued members of our community and motivated to always give their best effort. Praise is only given to students whose efforts and standards are above and beyond, this creates a culture where there is no limit to their excellent behaviour. Positive Praise that staff will use include:

- Immediate Verbal Feedback;
- Positive postcards given to the students;
- Positive emails or phone calls to families;

- Excellent student work being displayed;
- Form group celebrations;
- Nominations for termly celebration assemblies and annual celebration evenings.

See Appendix 5 for a full range of positive strategies that will be used by all staff.

5.2. Consequence system

Our consequence system is used to give students what they need to succeed by providing timely intervention which allows them to process and reflect on what has happened. The consequence will then focus on equipping them with the skills and values to enable them to better meet the school's expectations and allow them to move on positively from the incident.

See Appendix 8 for details of the consequence system.

All consequences will be communicated with families on Class Charts once they have been decided.

Consequences used will be:

30-minute same day consequence: These will involve a restorative meeting to help the student realise how their behaviour impacts others and themselves, teach what appropriate behaviour looks like and equip the student with tools they can use to avoid a similar incident occurring in the future. A restorative meeting sheet with set questions will be used for this meeting (see Appendix 7).

40-minute consequence: This will be issued to students who refused to attend the 30-minute same day consequence or to engage positively with the restorative conversation. It will involve a restorative conversation.

Re-Focus Day: This will be issued to a student who has failed to attend a 40-minute consequence or may be used following a serious incident where a school leader has decided that this is the most appropriate intervention. The day runs from 9.45am – 3.25pm. The day will involve a session on expectations, a mentoring session, a reintegration meeting with a school leader and English, Maths and Science work. If staff feel that the student has processed, reflected on and is ready to move on from the incident, then the student will return to lessons the following day. If not, then the day will be repeated.

Fixed Term Exclusion: The decision to exclude will be taken only:

- In response to serious or persistent breaches of the school's behaviour expectations, **and**
- If allowing the pupil to remain in school would seriously harm the education or welfare of others.

Parents/ carers will be informed of the fixed term exclusion by a phone call and a letter. Students who have been excluded from school for a fixed time period will return to lessons following a successful reintegration meeting with a school leader. The school's expectation is that this is attended by the student, in full school uniform, and an adult family member. During a fixed term exclusion, students must be in the home under the direct supervision of the parents/carers during the hours of 8.30am to 2.55pm every day. Excluded students must not be on or near the school site. The school will make arrangements for work to be provided for the excluded student to complete at home online. The completed work must be brought into school or sent to their teacher on the first day back.

Permanent Exclusion: The decision to permanently exclude a student is at the discretion of the Principal, in conjunction with Excalibur Academies Trust and the local Governing Board. A permanent exclusion will be taken as a last resort.

Before a student is permanently excluded, as many possible interventions and consequences as is practicable will have been tried. However, the most important thing for the school is the uninterrupted education and safety of the student and staff body and consequently there will be times when permanent exclusion is the only solution.

Further information regarding school exclusions can be found in our 'Exclusions Procedures for Governors' policy.

5.3. Off Site Expectations:

Consequences may be applied where a student has not met the school expectations off-site when representing the school, such as on a school trip or on the journey to or from school. This means misbehaviour when the student is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Consequences may also be applied where a pupil has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school

Consequences will only be given out on school premises or elsewhere when the pupil is under the lawful control of the staff member (e.g. on a school-organised trip).

5.4. Interventions to support the consequence system

The student support team will monitor student's behaviour and look for any trends or patterns where students are persistently not meeting the school's expectations. If this is the case then a behaviour intervention process will start to support the student to better meet the school's expectations.

Students will receive a range of different support at each behaviour intervention level:

Level 1: The student is causing concern in one or more subjects.

Level 2: The student's behaviour is having a significant impact on their and other's learning/experiences in school.

Level 3: In school strategies and interventions are having limited impact and external support will be provided.

Level 4: The student is at risk of permanent exclusion.

Level 5: The student is moved to a more appropriate educational setting.

6. Role of the Local Governing Board

When a student has received a high level of intervention which may include several fixed term exclusions and improvements are not being made, the student may be invited to attend Governors' behaviour meeting. The committee will be made up of 1 or more governors and a school leader. The student and their family will be informed of the issues that the student is presenting, the interventions and consequences already tried and any further intervention that will be put in place. The student's behaviour will be monitored and reviewed, if no improvements are made the student may be at risk of permanent exclusion.

In the event of a permanent exclusion, or fixed term exclusions of more than 15 days in one term the Local Governing Board will form a Governors Disciplinary Panel. For a fixed term exclusion of over 5 consecutive days in one term, the family can request a Governors Disciplinary Panel. See Appendix 10 for further details.

7. Reasonable Force

In some circumstances, staff may use reasonable force to restrain a student to prevent them:

- Causing disorder;
- Hurting themselves or others;
- Damaging property.

Incidents of physical restraint must:

- Always be used as a last resort;
- Be applied using the minimum amount of force and for the minimum amount of time possible;
- Be used in a way that maintains the safety and dignity of all concerned;
- Never be used as a form of punishment;
- Be recorded and reported to the student's family and the Principal.

8. Confiscation of banned items

Any prohibited items (see Appendix 11) found in students' possession will be confiscated. These items will not be returned to students. We will also confiscate any item which is harmful or detrimental to school safety and standards. Where appropriate confiscated items will be kept in the school safe until an adult family member are able to collect them.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

Management of the policy

School: This policy is managed by the Principal and the Assistant Vice Principal (Attitudes and Engagement)

Governing Body: The local Governing Board has delegated management of this policy to the Principal

Approval: Updated September 2021

Next review due: October 2022

Associated policies

Anti-bullying Policy

Exclusions Policy

Excalibur Academies Trust Health & Safety Policy

Excalibur Academies Trust Safeguarding Statement

Learning and Teaching Policy

Safeguarding and Child Protection Policy

School Trips Policy

Special Educational Needs Policy



Wren Expectations

Every day we will create a safe, respectful environment where everyone is ready to be the best they can be.



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Wren Expectations



Every day we will create a safe, respectful environment where everyone is ready to be the best they can be.

Be ready to start every lesson

- 1 • Be ontime
- 2 • Uniform worn correctly
- 3 • Calm entry
- 4 • Sit in seat
- 5 • Equipment out
- 6 • Begin starter
- 7 • My best effort

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Expectations @TWS

This document outlines the three expectations that every student should show every day. Every behaviour shown, positive or negative, should be linked to one of these expectations. Staff should familiarise themselves with the behaviours that are expected and refer to these when talking to students about positive and negative behaviours.

Every day we will create a safe, respectful environment where everyone is ready to be the best they can be.



How a member of staff should link these expectations to behaviour:

Be Ready	Be Respectful	Be Safe
<p>Every member of the school will be ready for the day and will:</p> <ul style="list-style-type: none"> •Be punctual; •Be equipped; •Wear uniform with pride; •Begin learning promptly at the start of lessons/tasks; •Give their best effort all the time; •Help others. 	<p>Every member the school shows and feel respected and will:</p> <ul style="list-style-type: none"> •Be polite and kind with actions and language; •Actively listen; •Respect our environment by looking after equipment and resources and keeping it clean and tidy; •Follow adult instructions at all times; •Respect other's values, opinions and beliefs; •Respect the learning environment in lessons. 	<p>A safe and positive environment is created by every member of the school, who will:</p> <ul style="list-style-type: none"> •Move around the school calmly and quietly; •Never use physical contact in any circumstance (either intentionally or in play); •Care for the safety and welfare of others; •Be safe when using technology and creating a mobile phone free environment; •Report anything that risks the safety or wellbeing of others; •Follow Covid-19 rules to minimise the risk of viral spread.

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Appendix 4: Inspirational Classrooms



Inspirational Classrooms

An expectation of good or better lessons



<p>Every lesson will include:</p> <ol style="list-style-type: none"> Meet & Greet: <ul style="list-style-type: none"> Where the teacher is in the corridor checking and challenging standards of uniform; footwear; jewellery and nails Students have responsibility of roles which allow a smooth lesson start Students know their seat. Starter: <ul style="list-style-type: none"> The starter is on display on entry (or a paper form is handed to them) The starter must include some element of retrieval to allow students access to the start of the lesson independently During this time the teacher must take the register The starter should be <i>timed and concise</i> A learning objective will be shared before moving on, which aims to teach to the top. Main activity which includes 3 elements: <ul style="list-style-type: none"> Knowledge: the teacher teaches the required facts/knowledge for learning to occur. <i>This could be cold task, fact giving, research from a source or much more</i> Modelling: the teacher shows students what excellent work looks like. <i>This could be through show casing student work, "I do, we do, you do" etc.</i> This is an opportunity to develop skills Silent Solo: the students do. The should always have a period of independent and silent work to demonstrate their knowledge gained and skills; to learn to work to time and practise skills for later learning (<i>exam conditions, personal thinking etc</i>). This is an opportunity to develop skills <ul style="list-style-type: none"> ❖ <i>Consideration that this may look different in practical areas, but concept of students do applies.</i> Plenary: <p>A rigid plenary is not always essential if learning has been checked throughout; however</p> <ul style="list-style-type: none"> The teacher must understand the level of progress made to inform planning <i>This could be warm tasks; in lesson retrieval; exam questions; quizzing etc</i> The class should be dismissed in a calm manner. 	<p>Highest Expectations in every lesson are:</p> <ol style="list-style-type: none"> Use a range of behaviour management strategies outlined in the positive behaviour management booklet, including praise, actions & consequences Teachers to follow what, why, how process for in class behaviour ISP(+) strategies to be consistently followed To expect students to SLANT (Sit up, Listen, Ask & answer questions, Never interrupt, Track the speaker) Homework will be set in line with departmental/whole school guidance. 	
<p>Every day a Wren classroom will be left with:</p> <ul style="list-style-type: none"> ➤ A clean whiteboard ➤ All windows closed ➤ A tidy teacher desk ➤ All books and equipment stored neatly. <p>Also: All display boards should be up to date and inspiring.</p>	<p>All books at the Wren school will:</p> <ul style="list-style-type: none"> ✓ Have a target sticker on the front ✓ Have a literacy codes sticker on the front ✓ Demonstrate that presentation is emphasised and checked ✓ Have an underlined title & date on each lesson ✓ Include one teacher WIN per team in green pen, with a purple pen student response. 	<p>An inclusive environment will occur because:</p> <p>One size does not fit all, therefore:</p> <ul style="list-style-type: none"> ✓ There will be evidence of scaffolding ✓ Key vocabulary will be provided, taught or warmed up ✓ Oral instructions will be clear, 'chunked' and backed up by visuals ✓ Success criteria will be clear and differentiated ✓ The seating plan will consider working relationships between students ✓ Classroom routines and consistency will be evident ✓ The literacy demands of texts will match the reading abilities of students ✓ Group work will be democratic (see group work resource).
		<p>Learning will be checked throughout:</p> <ul style="list-style-type: none"> ✓ No hands up/random questioning ✓ A range of lower-higher order questioning ✓ A range of questioning strategies ✓ Frequent verbal feedback to groups/individuals ✓ <i>Knowledge of students is critical to student confidence & development.</i>



Positive Praise @TWS

Staff should use positive praise for efforts and standards that are 'over and above'. By only praising excellence this raises expectations of all students. Below are the options and methods staff can use to positively praise students.

Immediate Verbal Praise	<ul style="list-style-type: none"> Given immediately for a student who is displaying excellence in one of our school expectations
Positive postcard given to the student	<ul style="list-style-type: none"> Postcard written and given to a student for excellence in one of the school expectations during or out of a lesson Best practice is to give it to the student during the lesson or interaction
Positive email home once a week	<ul style="list-style-type: none"> An email sent to parents for excellence in one of the school's expectations. Each member of staff will write an e-card/email a parent at the start of every Wednesday's meeting. For quality assurance purposes Department representative will be Bcc'd into the message.
Positive phone call or email home	<ul style="list-style-type: none"> Staff to make these to parents for excellence in one of the school's expectations. Staff to feedback to departmental representative who these have been made to and the response.
Department Recognition Boards	<ul style="list-style-type: none"> Excellent work displayed in every department's corridor with the student's name Work to be renewed at least every 2 terms (3 times per year)
Positive Form Group celebrations	<ul style="list-style-type: none"> Bi-Weekly Form Group challenges within each year group Challenges are led and championed by PSHE coordinator Reward breakfasts received To begin in term 2
Termly celebration assemblies	<ul style="list-style-type: none"> Organised by Progress Leaders to reward groups and individuals for whole school and subject specific achievements
Annual Celebration Evening	<ul style="list-style-type: none"> Whole school awards Subject specific awards Parents and students invited

Triangulate Praise

Share praise with other staff - more than one teacher speaking to a student about them going above and beyond is such a powerful tool! If you praise a student for going over and above, write this on the 'Praise board' in the staff room so staff can reinforce this praise with the student.

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De-Escalation Script: To use when a student is not meeting expectations

The Wren Intervention Script

- Use a calm, gentle, and monotone voice;
- De-personalise statements and remove judgements on identity;
- Ensure statements are shifted to the past tense.

ENGAGE

I	noticed	<identify behaviour>		
	saw			
	heard			
		That is not the behaviour of a	safe respectful ready	student.

WARN

This is	the first	time you've been spoken to about school expectations. (on second occasion make it clear that the next occasion will result in a consequence)		
	the second			
now a consequence.				
Collect your belongings and your work, and		go quickly and quietly to the	safe room.	
			hub.	
wait here while I notify On Call to collect you.				

REMEDY

Where remedy is required:	Pick up the <identify item>,	Thank you.
	That <identify device> needs to go to student reception, <small>[HOLD OUT HAND FOR CONFISCATION]</small>	

WITHDRAW

I know you can and have previously done brilliantly <refer to work or behaviour>. I'd like you to see this in the future.
Thank you.

RE-FOCUS

Where student argues, shifts blame, or attempts to divert:

I	i. Calmly, gently repeat the interrupted line;
	ii. Use a refocussing line & repeat (as above).
	understand.
hear what you are saying.	

OUT-LINE

Where conversation becomes unproductive:

I am going to walk away/stop, but I am happy to discuss this further <state a time>

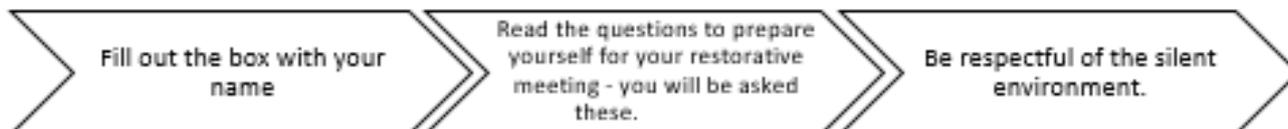
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Restorative Meeting Sheet



Name: _____ Tutor Group: _____ Date: _____
 Subject: _____ Teacher: _____

Process	<ul style="list-style-type: none"> • Can you tell me what happened? <i>Talk about: What were you doing? What were you asked to do?</i>
Reflect	<ul style="list-style-type: none"> • How has this affected you and others? <i>Talk about: Who did this affect? How did this make them feel?</i>
Move on	<ul style="list-style-type: none"> • How will it be different next time? <i>Talk about: What needs to happen to make sure this does not happen again?</i>

The section below is to be completed with your teacher

As a **student** my actions are:

1) _____

2) _____

3) _____

As a **teacher** my actions are (applicable for in class incident):

1) _____

2) _____

3) _____

Signed: _____

Signed: _____

Class teacher to complete and file with Subject Leader

Note:

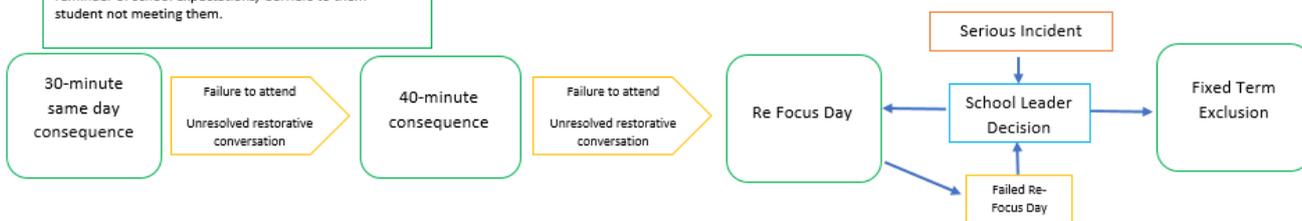
- Restorative meeting number: One Two Three
 Home contacted
 Department/Pastoral Report
 Parental Meeting

- Two restoratives: Contact home.
 Three restorative: Department/Pastoral report
 When escalating, attach all restorative-meeting sheets together.

Consequences @TWS

Students not meeting the school's expectation of 'Be Ready, Be Respectful and Be Safe' will receive a consequence in line with our behaviour system:

<p style="text-align: center;">30 minute consequence Restorative conversation takes place</p> <p><i>Issued in class when student:</i></p> <ul style="list-style-type: none"> Removed to safe room for not being ready/respectful/safe. The student has been given 2 clear chances to improve behaviour before removal Late to lesson (over 5 minutes) Uniform/jewellery issues and refusal to correct <p><i>Issued out of class when student:</i></p> <ul style="list-style-type: none"> Refusal to follow instructions Not respectful/rude to staff Lateness to school Uniform/jewellery and refusal to correct <p>Some consequences will not need a full restorative meeting with a proforma, e.g. when a student is late or when the incident was out of class and didn't involve refusal or rudeness. In these instances, staff should visit the student during the restorative consequence for a brief reminder of school expectations/ barriers to them student not meeting them.</p>	<p style="text-align: center;">Serious Incident</p> <p><i>Behaviour requiring IMMEDIATE referral to a school leader:</i></p> <ul style="list-style-type: none"> On call required because refusal to leave lesson Verbal/threatening abuse Discriminatory language or attitude; Biphobic, Homophobic, Racist, Transphobic Any form of sexual harassment (physical or verbal) Bullying and intimidation Physical assault of a student or adult Dangerous behaviour Damage to or theft of personal or school property Persistent disruptive behaviour Truancy of a whole lesson 	<p style="text-align: center;">Students with an Individual support plan plus</p> <ul style="list-style-type: none"> If removed from class by the teacher they do not return 2 consequences during a day: works in hub until end of day Consequences and to be set and attended as per other students Time out cards given to selected students who can take themselves to the support hub <p style="text-align: center;">Escalation process for repeat offenders</p> <ul style="list-style-type: none"> Students at risk of receiving multiple consequences in a day are identified by the student support team. If one of these students received a consequence then intervention put in place for student before returning to lessons. Students receiving a second consequence in a day will receive intervention from the student support team and spend the remainder of the day out of lessons. They will then attend their restorative consequences. Late to school is not counted in this. Behaviour trends and patterns will be identified daily by the student support team and an intervention process will begin with identified students.
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The local governing board will:

- Establish a Governors' Disciplinary Panel (GDP) of 3-5 members and ensure that they receive training to fulfil their role. The principal will not be a member of this panel;
- The panel will have regard to any guidance given by the Secretary of State;
- For permanent exclusions and fixed-period exclusions of more than 15 school days in any one term, the panel will meet no earlier than the 6th school day and no later than the 15th school day after receiving notice of the exclusion;
- For fixed-period exclusions of more than five school days in any one term up to and including 15 school days, the panel will meet no earlier than the 6th school day and no later than the 50th school day, if requested to do so by parents/carers;
- The minimum time limit will not apply to any exclusion which would result in a student losing an opportunity to take a public examination. In such cases, the panel will try to meet before the date of the examination;
- If the GDP decides that a student should be reinstated, they will give the appropriate direction to the principal (who is under a duty to comply with it) and inform the parent of their decision;
- If they decide that a student should not be reinstated, they will inform the parent and the principal of their decision as well as the student's home local authority. In the case of a permanent exclusion, they will notify the parent in writing of their decision and the reasons for it within one day. The letter will advise the parent of his or her right to appeal against their decision, whom they should contact to lodge an appeal, the final date for this, and that the notice of appeal should set out the grounds of appeal.

Appendix 10: Items banned from the school site

The following items are banned from the school site and will be taken and confiscated indefinitely if a student has them:	The following must be kept in bags during the school day. If they are seen during the school day, they will be taken and confiscated:
<p>Chewing Gum</p> <p>Unhealthy food, sugary drinks and sweets (E.g. any sweets, chocolate, fizzy drinks, sports drinks, energy drinks)</p> <p>Glass bottles</p> <p>Knives or weapons or any imitation of a weapon, this includes water pistols</p> <p>Fireworks or any explosive device including fun snaps</p> <p>Water balloons</p> <p>Vaping equipment</p> <p>Cigarettes and tobacco including rolling papers</p> <p>Lighters, matches or any item that lights a flame</p> <p>Alcohol</p> <p>Aerosol cans</p> <p>Illegal Drugs</p> <p>Pornographic images</p> <p>Stolen Items</p> <p>Hoodies</p> <p>Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student)</p>	<p>Mobile phones</p> <p>Earphones</p> <p>Any Headwear not worn for religious reasons</p>

Appendix 11:

COVID 19 Behaviour Policy Addendum (Students attending school)

At The Wren School we aim to maintain a secure, caring and stimulating environment in which students are encouraged to have respect for themselves and each other. Whilst expectations in our Behaviour Policy remain pertinent, it is necessary, in light of the Covid-19 pandemic, to make some adjustments for the safety of all pupils and staff. It is to be used in conjunction with, and read alongside, the Behaviour Policy.

Arrivals, Departures and Moving round the school.

- Students will enter the site and be restricted to outdoor and indoor space in accordance with their bubble.
- Students will enter the building through a specific entrance at the agreed time and go straight to their designated classroom or area to be registered.
- Students will follow a one way system through the school when going to and leaving their classrooms and exiting the school. This means movement around the school will be limited.
- Students will need to keep 2m away from staff and anyone in a different bubble at all times.
- Queuing will be avoided at all times. Student should be met at their class and let in straight away.
- Assemblies will take place remotely with students in their classrooms.
- Children will be expected to tell a member of staff if they are unwell and are exhibiting signs of Coronavirus.
- Students must wear face masks in all communal areas. These are corridors, the restaurant and café.

Hand washing and Hygiene

Students will be expected to follow all hand washing and hygiene routines while in school. Students will wash hands /use antibacterial gel before entering school, after returning from the outside, before and after eating and at regular intervals during the day. We ask students to follow the catch it, bin it, kill it, mantra when in school. If they need to cough or sneeze, they should use a tissue or crook of their arm. Any sneezing or coughing in people's direction or spitting is strictly prohibited.

Students will be reminded not to touch their face, mouth, nose or eyes while at school.

Social Distancing

Students will be expected to socially distance from staff and if they pass anyone in a different bubble. Students will be encouraged to socially distance in their bubbles where possible. Students will have their own designated desk in their class according to a seating plan. Students should go straight to this desk and nowhere else in the classroom. Staff should remind students when necessary of social distancing rules. Staff will remain 2 meters from students for the majority of the lesson. If a student needs support and a 2 metre gap is not possible the teacher should limit the time they are not within 2 meters of the student. Students with an ISP Plus must be seated in a space that will be easy for the teacher to talk to them one on one without breaking the social distancing guidance. This can include at the front of the class, the back of the class or near the door.

Break times

Students will have specific areas they can use during break and lunch times according to their bubble. Students will be expected to remain socially distant from staff at all times and peers when possible.

Equipment

Students should bring in their own equipment, including a pen, pencil and planner. Equipment will not be loaned out to students; however, pens will be given to students who do not have one. Students should not share any of their equipment during the school day, this includes drinking bottles and any food that they bring to school.

Face masks

Face masks must be worn by all students and staff in communal areas. Students should be instructed by staff to put their face masks on before leaving lessons and when entering the school in the morning and after break and lunch. If a student does not have a face mask, they should be sent to student reception where they will be issued one. If a student refuses to wear a face mask or to get one, the Year Leader should be informed. For repeat offenders, the Year Leader will contact parents to ensure this rule is followed. If this rule is not adhered to following this process the student's lessons and movement times will be reviewed by SLT as well as if they should be in school.

Rewards

Teachers and Teaching Assistants welcome opportunities to praise individuals for good work, attitude or good behaviour, and show recognition, if these are brought to their attention. Above all praise and encouragement should be used as much as possible. This will continue to be recorded on Class Charts. Teachers will respond and praise online work and exemplar work will be acknowledged by teachers and/or in the student bulletin.

Behaviour consequences in school

Punitive punishments will be avoided at all times unless there is absolutely no other option.

If a child's behaviour is not in line with the normal school behaviour expectations as outlined in the policy or is deemed high risk relating to Covid-19 adjustments, for example, refusing to adhere to safety measures, such as, hand washing, social distancing, wearing a mask, remaining in their seat or deliberate behaviours that put themselves or others at risk, such as spitting or deliberately coughing at people, then the following actions will be taken:

- Conversation(s) with student(s) which could include a verbal warning and a reminder given of the expectations of social distancing and the impact of not following this. Move seats if logistically possible and other behaviour management strategies in line with our current behaviour policy.
- Contact with parents/carers.
- Incident logged on Class Charts as an in-class incident or out of class incident.
- Consequences should be set as normal by the class room teacher. Refer to the Behaviour Policy and systems for this.
- Onsite SLT/Pastoral Leaders to be informed.
- Decision can then be made to restrict the student's movement in school further/to restrict their break time movement.
- Consequences will be put in place if there are serious breaches of the behaviour policy, an example of this may be deliberately coughing or spitting in someone's direction. If staff feel that there has been a serious breach of the behaviour policy, this should be logged as a serious incident on class charts and removed from the classroom. This incident will be dealt with in accordance to the behaviour policy and procedures as per any serious incident. An appropriate consequence will be decided and put in place in line with the school behaviour policy.

Flexibility with the consequence system

The consequence system will apply as per guidance and policy. Teachers expectations of behaviour should remain high. Behaviour that does not meet expectations will be treated in line with the consequence flow.

If a student is removed from a lesson, they must go to a safe room organised within the same department in the same bubble where possible. If this is not possible departments must arrange an alternative safe room in the same bubble, but with an alternative department. If a student has an ISP Plus they must be sent to the correct Student Support Hub.

Restorative meetings and subsequent consequences must be arranged between the teacher and the student at time that both staff and students can attend with the staggered finishes to lessons. This may require a student to wait at an agreed point for the teacher to return, or indeed done outside the building if needed. Teachers should be aware of lesson dismissal times for that student and when they will finish their lesson and work around this. During this period, it is imperative that the time and location is clearly written in the student planner to save any confusion.

If the consequence escalates to a Subject Leader/Key stage Leader level or above, there may be instances where students from different bubbles are scheduled to be in the same room. In these instances, a 2m distance must be ensured within the classroom.

Pupils with Special Educational Needs

School acknowledges that students will have had a range of different experiences during the lockdown period which may have an impact on their behaviour presentation upon return to school. Some may present with frustration as a result of being isolated from friends or having missed a significant event or experience. Others may have experienced bereavement or loss or another, real or perceived, traumatic episode. For many, the process of re-engagement with learning and the school community, under unusual circumstances, may require some additional input and encouragement. As a result of these varied experiences children may present with behaviour that is not usual, this may include;

- Anxiety; lack of confidence
- Challenging behaviour; fight or flight response
- Anger; shouting, crying
- Hyperactivity and difficulties maintaining attention

For some students, including those with attachment concerns or SEND, and especially those with autism, the change in routines and lack of familiarity will require additional adjustment. School recognises that behaviour could be a sign that for some individual children there is an unfulfilled need and that the behaviour is communicating that there is a problem. The school will undertake an individual risk assessment for the child and use reasonable endeavours to make the necessary adjustments to reduce the stimulus that may be triggering the challenging response. Students with SEND are recognised as being particularly vulnerable and therefore have an urgent need to be re-integrated back into school as soon as reasonably possible. School will work closely with parents to implement supportive strategies that will inform an appropriate response. If necessary school will seek external support from other agencies such as Educational Psychologists or Early Help.