

Wrenn School: Behaviour Management Procedures

Rewards & Awarding of students at Wrenn

It is important that our students are recognised for their hard work and effort and for the fantastic contributions that they make to school. Our students can earn achievement points, and these link to each of the aspects within our Wrenn Ethos.

- **Working Hard** - For working hard in a lesson, within a project, or over a series of lessons.
- **Respecting Others** - For working within a group, listening well to others or for supporting others.
- **Enjoy Learning** - For completing additional tasks, going beyond in their home learning or for their contributions in extra-curricular clubs and school teams.
- **Never Giving Up** - For showing resilience in their learning, exams, assessments and for being persistent in a particular piece of work or aspect in their learning.
- **Navigate Your Future** - For working hard within a careers event, work experience, attending an interview, or for showing excellence in their attitudes towards assessments and exams.

Students can also earn awards, rewards and other ways of being recognised for their efforts both in and out of lessons. These are regularly celebrated in prize draws and assemblies by their year group Progress Leader towards the end of each half term.

REWARDS @ WRENN

REWARDS FOR MYSELF. REWARDS FOR MY HOUSE.

- 1 WRENN CHARACTER BADGES** 200 House Points per Badge
W Work Hard, R Respect Others, N Never Give Up, E Enjoy Learning
- 2 ACHIEVEMENT ASSEMBLIES** Every half term, you can win prizes and awards!
- 3 BE KIND@WRENN** Are you kind to others? Have you experienced kindness? Collect 5 Be Kind@Wrenn cards to earn a badge and 25 House Points!
- 4 GRADUATION** Year 9 only
The graduation celebration is a great opportunity to celebrate your year 9 achievements with friends and family. Get ready to wear your cap and gown and collect your prize!
- 5 REWARD TRIPS** Trips are an exciting way to reward your hard work throughout the year!
- 6 PRINCIPAL'S AWARD** This is a very special award, with very special prizes given to you by Mrs Parker.
- 7 ATTENDANCE** Excellent and improved attendance is rewarded throughout the year.
- 8 GOLDEN TICKETS** Can you make a member of staff go WOW? If so, you will earn a Golden Ticket. Every half term, there will be a new prize draw!
- 9 HOUSE CHALLENGES & EXTRA CURRICULAR CLUBS** Join in to win House Points!
- 10 POINTS MEAN PRIZES** Year 11 only - More information given in assembly.

REWARDS @ WRENN SIXTH FORM

REWARDS FOR MYSELF. REWARDS FOR MY HOUSE.

- 1 GIVE BACK AWARD** This award celebrates acts of kindness, generosity, and social responsibility, highlighting those who go above and beyond to help others without expecting anything in return.
- 2 ACHIEVEMENT ASSEMBLIES** Every half term, you can win prizes and awards!
- 3 BE KIND@WRENN** Are you kind to others? Have you experienced kindness? Collect 5 Be Kind@Wrenn cards to earn a badge and 25 House Points!
- 4 INDEPENDENCE AWARD** This award celebrates those who take initiative in their academic pursuits, managing their time and responsibilities effectively without the need for constant prompting or supervision.
- 5 REWARD TRIPS** Trips are an exciting way to reward your hard work throughout the year!
- 6 PRINCIPAL'S AWARD** This is a very special award, with very special prizes given to you by Mrs Parker.
- 7 ATTENDANCE** Excellent and improved attendance is rewarded throughout the year.
- 8 GOLDEN TICKETS** Can you make a member of staff go WOW? If so, you will earn a Golden Ticket. Every half term, there will be a new prize draw!

Sixth Form students tend to value different types of rewards, such as pizza parties, recognition in achievement assemblies, and trips. As a result, they have a tailored rewards system with a strong emphasis on supporting their journey towards future goals.

Behaviour For Learning at Wrenn

The school seeks to maintain a safe and structured environment which is based around our belief that 'we should set no limits and accept no excuses' and that all students can achieve great outcomes and success in their learning. At Wrenn School we work collaboratively with all stakeholders to establish a culture of high expectations, students are respectful, both in and out of lessons, and this is central to the school's philosophy and our school ethos.

It is the school's belief that the best way to bring about good classroom behaviour is for students:

- to be engaged in their learning
- to be set clear, firm boundaries
- to be challenged at a level appropriate to their ability
- to be taught in such a way as to stimulate their interest

Students are encouraged to respect, to support and to take the time to understand those around them. We have a strong culture of respect which is embedded in all areas of Wrenn School. Our high expectations permeate through everything that we do, we expect students to be able to develop and become the best version of themselves during their time at the school.

Great students at Wrenn do...



Work Hard- Great students work to the best of their ability and take pride in the work they do, in every lesson.

Respect Others- Great students respect their classmates, teachers and staff, and themselves. Being polite, kind and understanding at all times.

Enjoy Learning- Great students take an active part in their lesson, they listen well, give answers and show excellence in what they do and the way they present it.

Never Give Up- Great students work hard through 'healthy struggle' to make sure they are the best version of themselves and are resilient.

Navigate your Future- Great students ensure that they create opportunities for themselves to be successful by carrying out all of the other Wrenn values and striving to achieve.

Every young person who attends Wrenn School has the right to expect and experience a disruption free learning environment. To make sure that no learning time is lost, we have put in place a clear structure to empower our teachers to manage behaviour for learning both in and outside of lessons.

Any unacceptable behaviour will result in staff/teachers using the following system:

- An official verbal warning – This will include the students' name and the area of the school ethos which the child has not met.
- Students who do not adjust their behaviour following the verbal warning will be 'On Called' from the lesson – This means that the student is removed from the lesson and placed in our Reset room.
- When a student enters the Reset room, they are expected to complete a reflection sheet and complete a discussion with a staff member regarding this. Once this is completed, students will spend the remainder of this lesson, their next lesson and either break or lunch in Reset.
- Any further On Calls in the same term will result in the student spending the next 5 lessons working in Reset on work that is set by the school. Restorative conversations will take place to support student reflection. The Reset room day ends at 3.50pm for all students.
- Reasonable adjustments may be made to support students with additional needs.
- All students must complete the work set – failure to do so may result in further sanctions.
- During the student's time in Reset, they will be asked to work from an online platform that mirrors their classroom learning as closely as possible to ensure students do not miss key learning before their return to mainstream classrooms.

Support for students to achieve the Wrenn behaviour for learning expectation

It is important that students are supported to ensure that they are able to regulate and manage their own behaviours as they move through adolescence. Wrenn offers an extensive range of support interventions that can be employed to guide students towards positive behaviours and outcomes. These support interventions can be categorised in academic support, SEND support, behavioural support, therapeutic support, and the use of external organisations to support where more specialised professional support is identified as being needed. Examples of this support may include: one to one mentoring; tutoring in specific subjects; referral to external agencies/services; therapeutic thinking interventions; adapted curriculum offer; referral to SEND support; zones of regulation work; time out interventions; in- school counselling.

The aim of all of these support interventions is to help students to be able to make clearer choices about their own future and ensure that they are able to uphold the values and ethos of the school, that will in turn develop their own character.

At parent meetings and readmission meetings these support interventions will be discussed with the family and student about any relevant support that may be used or offered.

SEND Support for students to achieve the Wrenn behaviour for learning expectation

At Wrenn school it is acknowledged that those students with an identified additional need may find elements of self-regulation challenging. For this reason, our behaviour for learning policy and expectation allows for reasonable adjustment for identified students. This means that when there is a behaviour incident involving a student, there will always be input from our SEND department, reasonable adjustment may then be made to any consequence where the additional need has impacted upon the situation, and additional support will be put in place to support students following the incident.

Behaviour for learning in the curriculum

It is the school's belief that good behaviour routines need to be taught and modelled to students. It is through the 'taught, caught and sought' ethos that we look to develop students' character. This means that we teach students about the standards and expectations of them through a variety of methods and influences, ranging from the character assemblies taught by progress leaders, through tutor time information, PSHE lessons, and following incidents a structured education process related specifically to that incident. One of the most important elements of teaching our students positive behaviour routines is modelling these through our standard operating procedures. These mean that students are given a clear understanding of the expectation of every point of the lessons they attend and their conduct outside of the classroom. Students have been shown clear instructional videos and assemblies related to lesson entry and the standard expected, the 'track me, 3,2,1' process to gain student attention, how verbal warnings and on-calls will be issued, each section of learning in a lesson and how they should interact to be successful, how they should exit classrooms and how they should conduct themselves in corridors and around the school site.

Through the culture of the school and the ethos and values that are consistently reinforced students are able to see positive behaviours and choices modelled by all peers and adults that they interact with, this is the 'caught' element. Whilst in the school community students will regularly see those around them embodying the Wrenn values of working hard, respecting others, enjoying their learning, never giving up and navigating their future. Where there are incidents that these values are not being upheld, students will see staff challenging and educating students to uphold the value that was not seen, in every aspect of school life.

Finally, 'sought', where students are given the opportunities to excel and develop themselves through a wide range of opportunities to succeed and lead. These opportunities are constantly being reviewed and expanded. Currently, there is an extensive extra-curricular programme that changes throughout the academic year and allows a wide range of clubs to promote success and enjoyment in an area of interest for students, a range of leadership opportunities to help shape the school, and a house system that develops and celebrates both character and personal abilities.

Wrenn students in the community

The school is proud of its good reputation throughout the local community, and realises that good behaviour from its students, in and out of school, is instrumental in maintaining this. For these reasons it may be necessary to sanction poor behaviour that impacts on the reputation of our local community. Incidents may include, but are not limited to, physical incidents such as fighting, verbal abuse or bullying behaviours, shoplifting, vaping or smoking or poor conduct whilst on a school trip or with members of the public.

Finally, the ability to manage one's own behaviour is an important life skill, and it is one of the school's main tasks, in partnership with parents and carers, to promote this. We work closely with students and over their time in Wrenn we help them to reflect on their behaviour for learning, to develop their ability to self-regulate and to be accountable for their own behaviour choices.

Uniform Expectations at Wrenn

Students at Wrenn School take pride in their school and their uniform and all students are required to always wear the appropriate uniform. We ask parents to contact the Year Team Manager or Progress Leader if they require support or have any concerns about uniform.

The uniform for Years 7 – 11 is:

- Black Wrenn School Blazer, sleeves rolled down (with school badge)
- White shirt, neatly tucked in, top button fastened
- Smart black tailored style trousers, (Jeans and tight-fitting leggings are not appropriate)
- Year 7 students must wear the new school skirt; this is optional for other year groups as the new skirt will be phased in.
- Students in years 8-11 may wear black tailored skirts if they wish, but this should be at least close to the knee in length.
- Students may wear black tailored shorts if they wish, but should be at least close to the knee in length (this policy is related to summer term only and at the discretion of the Principal)
- Smart black leather/leather look shoes (no trainers)
- Wrenn School Tie
- A plain black jumper may also be worn under the blazer.
- Hair types/styles and headwear that is associated with religion are accepted, there should be no 'shaved patterns' cut into the hair.

Please ensure that all items of uniform are clearly marked with the student's name.



The following items of clothing and accessories are ***not permitted*** at Wrenn School:

- Trainers/trainer-type footwear; examples include but not limited to, Nike, Adidas, Converse, Reebok
- All canvas/fabric type footwear
- Skin-tight/stretchy trousers, jeans and chinos
- Skin-tight/stretchy skirts or any that are patterned or textured
- Hair styles incorporating shaved patterns
- Facial piercings can include one small nose stud only (no rings) which must be removed for PE
- Ear jewellery – if worn, spherical studs in ear lobes (no rings)
- Please ensure that piercings are done at the start of a holiday in readiness for the removal during P.E lessons.

- Hoodies, branded jumpers and baseball caps (confiscated if seen and returned at the end of the day)
- False nails must be short in length, so they do not pose a health and safety risk or interfere with learning (in particular in PE). False nails should be no more than 3mm above the tip of the finger when the palm of the hand is facing upwards.

The wearing of trainers will only be permitted during PE lessons.

Notes from parents/carers, requesting alternative footwear, must be supported in writing by a medical professional for consideration and state specifically, the make and type of footwear that is recommended.

Flagrant breaches such as multiple piercings will be actioned via the Wrenn School's behaviour for learning protocol.

Please see below full Uniform Guidance

Uniform Guidance

Examples of acceptable styles of footwear:

(Plain black, formal, leather/leather-look styles that can be polished and worn with a suit)

Styles similar to those shown below can be purchased at very competitive prices, from stores such as Shoe Zone, Asda and Tesco.

A



B



C



D



E



F



G



H



I



J



K



L



M



N



Examples of styles of footwear not permitted:

Many high-street shops market their range as “Back to School.” Many of the styles marketed are not permitted. When purchasing footwear please ensure that they are not those shown below and **do not look similar** to those displayed below.

1



2



3



4



Examples of acceptable styles of trouser/skirt:

- Trousers - Black, regular fit, formal trousers that are **not tight fitting, not jeans, not chinos**
- Skirts – Black, formal skirts that **are not tight, stretchy, patterned, tube or short**, (worn one inch above the knee). Year 7 students **MUST** wear the new patterned skirt (see page 6).

A



B



C



D



E (Y7 Skirt)



F



G



H



Examples of trouser and skirt styles that are not permitted:

- Trousers - Any style of trouser that is tight fitting, stretchy and/or short at the ankle
- Skirt – Any style that is tight fitting, stretchy, patterned or short

1**2****3****4**

On those rare occasions where there are issues with uniform students can borrow uniform from our school uniform stores which are located on both school sites. We ask that our parents and students work together with us to address any concerns as quickly as possible. It is expected that this uniform is returned to RESET at the end of the day. If the item of uniform is not returned, parents/carers will be informed and may be asked to reimburse the school for the cost of the item of uniform.

If a child refuses to follow our school uniform expectations, refuses to accept support to resolve concerns, or persistently breaches our uniform policy, we will reserve the right to put in place school sanctions and work with parents to address concerns.

Uniform Donation- Parents can donate second-hand uniform that they have no further need for and bring this into either the Doddington Road or London Road Reception. This will then be offered at no cost to our parents and families who may be struggling to purchase uniform. Parents should contact the Year Team Manager for their child's year group in the first instance if they have questions or require any assistance regarding uniform.

Our students' voices are important to us, and we regularly conduct student voice meetings regarding our policies and their application. This allows us to review and implement the most effective strategies that support students and maintain high expectations of students at Wrenn school, whilst having our students shape and develop their school and education.

Mobile Phones

We have a 'see it, hear it, lose it' policy within school in relation to mobile phones. Students are not allowed to use their mobile phone in school during the school day unless they have specific permission from a teacher.

- Personal use of mobile phones is banned for all students.
- This starts from when students enter the gates in the morning until 3.10pm and their exit through the school gates.
- This also includes break and lunch time.
- In very exceptional circumstances students may be given permission by staff to check or use their phone whilst being monitored.

If staff see a student with their phone out or is using their phone it will be confiscated and taken to reception. Students will then be able to collect their phones from reception at the end of the school day and a parent or carer will be notified that it had been removed before the end of that week. A second instance of phone confiscation in a term will result in a parent or carer needing to collect their child's phone from reception at their convenience. A third confiscation will result in a student

spending a day in Reset, finishing at 3.50pm, and parents/guardians being contacted to organise a meeting with the year team manager about a plan regarding how or if the phone will be in school.

Punctuality

We pride ourselves on our commitment to ensure our students can access a high-quality education and leave school prepared for adult life. Key elements of learning occur at the very beginning of lessons, these episodes help consolidate knowledge. For these reasons, we regularly monitor students' punctuality to lessons and tutor time. When student lateness becomes a concern, it may be necessary to put consequences in place to improve this. When this occurs parents and carers will be notified of the consequence and the arranged time to complete this consequence. Consequences may include detentions, or time completing work after school, or internal exclusion in the RESET room.

Reset Spaces

We have a Reset space located on Doddington Road and London Road. These are internal exclusion spaces which are used for some students whose behaviour warrants a serious sanction which should exclude them from the normal activity and social interactions of the school.

Students will be expected to:

- Hand their mobile device to the supervising member of staff, and this will be placed in a secure location within the room.
- Sit at the allocated desk from the supervising staff.
- Complete the work provided by class teachers and the supervising staff, without causing any disruption to other learners.

RESET Behaviour system



Mobile phone will be handed in on entry

Work silently, raise your hand for help

2 warnings will be given for poor behaviour, phone call home at 2nd warning. Your 3rd warning will mean risk of suspension

1st on call this half term....
2 lessons and break/ lunch

2nd on call this half term....
5 lessons and finish 3.50pm same day

These spaces enable time for reflection for students, time for restorative conversations between students and staff and time for them to work and learn under close supervision. Students may be placed in our reset space for the following reasons, although this is not an exhaustive list:

- To keep a pupil out of circulation while an incident is investigated, pending a decision about an appropriate action.
- In response to persistent poor behaviour within a lesson or number of lessons which may have caused disruption to the learning for others within the class.
- For failure to comply with the school behaviour expectations and policy within or outside of lessons. For displaying unacceptable behaviour to another student outside of school or for bringing the school into disrepute because of unacceptable behaviour beyond the school gates.
- For an infringement of uniform rules where support to resolve the concern is refused and or in response to persistent infringements of the school uniform rules.
- Failure to hand in their mobile device to a staff member when asked to do so.
- Time in the Reset room may be extended if there is continued poor behaviour, refusal to complete the work provided or refusal to follow any school policies.

When a student is removed from a lesson this is taken extremely seriously. Once removed the teacher will notify the behaviour team so they can ensure the correct work is completed by students in the Reset room. A generic email will then be sent to parents and carers informing them that a lesson removal has been necessary. Within 48 hours the teacher that had to remove a student from their lesson will make contact home to explain the reasonings behind the 'on-call'.

RESTART

RESTART runs from 9.30 until 4.30pm and is based on Doddington Road. It is another internal exclusion space used for those students whose behaviour warrants a particularly serious sanction but is an alternative to external suspension and another way to keep students in school and learning. RESTART is also used for students who fail to work and meet the expectations of Reset and need some further input to help change their behaviours. RESTART is a programme that will help students to make the correct choices before going back into class; it utilises Therapeutic Thinking practices and has specialist staffing.

Success Unit

The Success Unit is a bespoke area based in the House at London Road where students who are particularly struggling with mainstream lessons can go to receive focused tutoring and support for a period of up to 6 weeks. Here they will learn coping strategies in an attempt to get them prepared for a return to the classroom. Students in the Success Unit may be those who have received an external suspension and require further work outside of the main classroom in order to make good choices and be successful in school. They may also be students who just need time away from their normal peers where a pattern of poor behaviour is emerging. Work in the Success Unit is targeted on reintegrating students back into mainstream school.

Suspension or Permanent Exclusion from the school

The school will follow the procedures laid down in DfE guidance regarding good practice in relation to permanent exclusions/suspensions. Pupils are only suspended when the pupil's behaviour constitutes such a serious challenge to the good order of the school, that other sanctions are not sufficient. Behaviour that may lead to suspension or permanent exclusion includes, although this is not an exhaustive list:

- Violence, whether expressed in actions or threats, towards students, staff or members of the wider community beyond the school gates. This may include 'fighting', punching, hitting, slapping, kicking, hitting of any kind, spitting, pushing, pulling, headlocks or holds or hair pulling, including threats of these.
- Actions or words to or about a member of staff, or in the presence/hearing of a member of staff, which are judged to have the effect of seriously undermining their authority. This may include direct or indirect verbal comments, or actions that mean that the staff member is submitted to behaviours that would not be accepted in society.
- Offensive written material which is judged to have the effect of undermining the authority of a member of staff.
- Persistent misbehaviour which prevents themselves and/or other pupils from learning. This may include actions that stop the learning of others or the staff member from completing their normal daily duties or failure to heed warnings in RESET.
- Bringing items into school, and or handling items likely to endanger or harm other people, such as weapons or dangerous/illegal substances. This may include weapons, or items that could be used as such, illegal drugs, alcohol, vapes or cigarettes.
- Attending the school under the influence of alcohol, illegal drugs, or volatile substances.
- Causing intentional or malicious damage to property or the school environment.
- Actions likely to cause significant disruption to the orderly running of the school. This may include truancy on or off site, repeated refusal to follow staff instructions, hiding or running from staff whilst on site, or disruption to classrooms whilst learning is occurring.
- Any incidents that may have impact on the reputation of the school and could bring the school into disrepute. This can include actions inside and outside of the school.
- Being in persistent or serious breach of a previously drawn-up contract of behaviour.
- Any incident of peer-on-peer abuse that is deemed unacceptable. This may include, but is not limited to, harmful sexual behaviour, bullying behaviours, physical, verbal or online abuse. Support and/or consequences will be in line with our most current safeguarding policy.

When it has been necessary to issue a suspension, it is vital that a readmission meeting occurs following this. There is an expectation of parents and carers to attend these in order to reduce the risk of reoccurrence of the behaviours that led to the suspension and to ensure that both home and school, work in collaboration in the interests of the student and the safe and orderly running of the school.

All suspensions and permanent exclusions are put into effect strictly within the terms set out in current educational law.