



*Creative
Education
Trust*

Behaviour for Learning Policy

This policy covers all Creative Education Trust academies and should be read in conjunction with the individual behaviour management procedures for each academy. These procedures Wrenn School are set out in Appendix One of this overarching policy.

Principles and Purpose

In order to achieve the aims of a Creative Education Trust Academy and to enable effective teaching and learning to take place so that pupils are able to achieve their potential, excellent attitudes to learning and good behaviour are essential.

The philosophy of Creative Education Trust is based on inclusive principles. Creative Education Trust recognises its duties under the Equality Act 2010. Its academies actively foster an ethos of discipline and mutual respect between pupils, between staff and pupils, and positive relationships with parents. They monitor actions taken to reward good behaviour and sanctions for unacceptable behaviour to help ensure that any prejudice is tackled.

Excellent attitudes to learning and good behaviour are dependent on strong leadership and high expectations from the Headteacher/Principal and all members of staff. Creative Education Trust expects a consistent approach to behaviour management from all adults in each of its academies.

This policy is compliant with the following DFE Guidance/Advice:

- 'Behaviour In Schools – Advice for Headteachers and school staff' (September 2022):
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101597/Behaviour_in_schools_guidance_sept_22.pdf
- Suspension and Permanent Exclusion Guidance (May 2023):
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1162401/Suspension_and_permanent_exclusion_guidance_May_2023.pdf
- Searching, Screening and Confiscation – Advice for Schools (July 2022):
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1091132/Searching_Screening_and_Confiscation_guidance_July_2022.pdf
- Use of Reasonable Force in Schools (July 2013):
<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>
- Keeping Children Safe in Education 2023:
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/

September 2023

The academy seeks to achieve good behaviour and discipline by:

- Promoting self-esteem, self-discipline, resilience, regard for authority, well-being and positive relationships based on mutual respect
- A consistent and fair approach to both positive and negative behaviour
- Ensuring clear expectations of behaviour
- Ensuring that behaviour consequences are understood and by the teaching of good behaviour
- Promoting early intervention
- Staff development and support through CPD and INSET days (behaviour management is part of the new teacher induction programme)
- Offering pupil support (peer mentors, study buddies)
- Liaising with parents and other agencies

Teaching and Learning

The teaching of good behaviour is done both explicitly and implicitly. Respect, politeness, punctuality, conflict resolution and conflict avoidance are implicitly taught and modelled on a daily basis. There are also aspects of behaviour that are taught through explicit curriculum areas.

Creative Education Trust fully understands that better teaching typically leads to better behaviour. Disruption in lessons is frequently the result of pupils not being properly engaged in purposeful learning. Dealing with behaviour problems is primarily the responsibility of teaching staff themselves.

Where intervention is necessary, each academy has its own staged approach to managing classroom behaviour, beginning with the classroom teacher and escalating to senior leadership as required (see Appendix One for details).

Behaviour Expectations

The Trust's academies will consistently promote high standards of behaviour and provide the necessary support to ensure all pupils can achieve and thrive both in and out of the classroom. The academies will consider how a whole-school approach meets the needs of all pupils in the school, including pupils with SEND, so that everyone can feel they belong to the school community and high expectations are maintained for all pupils. The aim of each academy is to encourage a positive behaviour culture that will create a calm and safe environment which will benefit pupils with SEND, enabling them to learn. Some behaviours are more likely to be associated with particular types of SEND.

Where appropriate, academies will consider poor behaviour in relation to a pupil's SEND and will take such steps as is reasonable to avoid any substantial disadvantage to a disabled pupil caused by the school's policies or practices. Patterns of challenging behaviour will be flagged to the SENCO for investigation.

Rewards

Creative Education Trust recognises that praise is more effective than punishment and that positive behaviour and good attendance are more likely to be fostered in a climate of rewards and encouragement. Positive recognition includes:

- a) praise (oral and written)
- b) individual rewards including team or house points
- c) note in planner/homework diary
- d) messages home by text, phone or in writing, such as praise postcards
- e) certificates
- f) displays of good work
- g) praise assemblies and prize draws.

Support

In addition to applying sanctions (see below), academies provide support to enable pupils to improve their behaviour. Examples of support are outlined below though this list is not exhaustive.

- Targeted discussion with staff member
- Meeting with parents
- Restorative justice conversations
- Home visits
- Booster classes
- Movement breaks
- Adjustment to seating plans
- Staff mentoring
- Peer mentoring
- Counselling
- Positive report
- Use of alternative provision
- Pupil Referral Unit
- Encouraging volunteering within or outside of the community

Academies also work positively with external agencies and will seek support from them to ensure that the needs of all pupils are met.

The Trust recognises that changes in behaviour may be an indicator that a pupil needs help or protection. Academies will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, academies will follow Safeguarding and Child Protection procedures.

Sanctions

Teachers have a statutory right to discipline pupils whose behaviour is unacceptable, who break the academy rules or who fail to follow a reasonable instruction (Sections 90 and 91 of the Education and Inspections Act 2006). This power applies to all paid staff with responsibility for pupils. However, taking disciplinary action and providing appropriate support are not mutually exclusive actions. Where possible academies will facilitate them at the same time.

Teachers and other paid staff can discipline pupils at any time the pupil is in the academy or elsewhere under the charge of a teacher, including on academy visits.

Teachers can also discipline pupils, in line with this policy, when a pupil's misbehaviour occurs outside school when the pupil is:

- taking part in any school-organised or school-related activity
- travelling to or from school
- wearing school uniform
- in some way is identifiable as a pupil at the school

or at any time, regardless of whether the above conditions apply, when 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.

All punishments must be consistent, reasonable, proportionate and in accordance with the academy's duties under the Equality Act 2010. The pupil's age and any special educational needs or disability will be considered.

Allegations of bullying are dealt with under the anti-bullying policy.

Academy staff will consider each incident individually and recognise that a variety of responses will be necessary to deal with incidents. They will consider very carefully the implications of any action staff may take. In general, all staff are able to impose the sanctions detailed in this policy with the following exceptions.

- Only the Principal/Headteacher, (or someone acting as Principal/Headteacher), may exclude a pupil from the academy.
- Only the Principal/Headteacher or a delegated member of staff may remove a pupil from the classroom.

Whilst we promote a positive environment, sanctions are needed as consequences for inappropriate behaviour. When poor behaviour is identified, a fair investigation will take place and sanctions are to be implemented consistently and fairly in line with the policy.

Sanctions include:

- Warnings - oral and written
- Communication home
- Moved to another lesson
- After school detention
- Removal from classroom
- On report
- Community service
- Suspension
- Loss of privileges
- Permanent exclusion

For more information about suspensions and permanent exclusions, please see the Trust's Exclusion Policy.

Detentions

A detention is a commonly used sanction, often used as a deterrent against future misbehaviour. The headteacher can decide which members of staff can issue detentions. Please see Appendix One for details of these arrangements at Wrenn School.

Detentions may be set at the following times:

- Before or after official school start and finish times
- Any school day when the pupil does not have permission to be absent
- Teacher training days

Teachers may keep pupils in during their lunch break. Pupils will be allowed a reasonable time to eat, drink and use the toilet.

Academies will always endeavour to give parents notice of a detention on the day or the day before it is to take place. When setting detentions, teachers will always take into consideration whether or not a pupil has the means to return home safely and any special or medical needs which they may have. Notice will often not be given for a short conversation after school about behaviour or any other school- related issues. Please note that parental consent is not required for detentions to take place.

Removal from Classrooms

Removal is where a pupil, for serious disciplinary reasons, is required to spend a limited time out of the classroom at the instruction of a member of staff. When a pupil is removed from the classroom they are still able to work and learn under close supervision. Removal from the classroom should only be used when necessary and once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal. Parents should be informed on the same day if their child has been removed from the classroom. Appendix One sets out the details of the length of time that it is appropriate for a pupil to be in removal/'reset' for, and the process for reintegrating the pupil back into lessons.

Removal can be used for the following reasons:

- a) to maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption;
- b) to enable disruptive pupils to be taken to a place where education can be continued in a managed environment; and
- c) to allow the pupil to regain calm in a safe space.

Staff must allow a reasonable time for pupils who have been removed to eat, drink and go to the toilet.

Use of mobile phones

Headteachers and principals have discretion as to whether, and in what circumstances, mobile phones can be used during the school day. Allowing access to mobiles in school introduces complexity and risks, including distraction, disruption, bullying and abuse, and can be a detriment to learning. Headteachers and principals should consider restricting or prohibiting mobile phones to reduce these risks. Appendix One sets out the academy's approach to mobile phones.

Use of social media

Provisions of this policy apply to all forms of social media and they apply to the use of social media for both school purposes and personal use that may affect the school, pupils or staff in any way.

The use of social media is prohibited in the following circumstances:

- damage is caused to the school or its reputation even indirectly;
- use that may defame school staff or any third party;
- use that may harass, bully or unlawfully discriminate against staff, other pupils or third parties;
- false or misleading statements;
- use that impersonates staff, other pupils or third parties;
- expressing opinions on the school's behalf;
- using school logos or trademarks.

Misuse of social media should be reported to Daniel Needham and will result in disciplinary sanctions.

In line with government guidance relating to the Prevent Duty, children must be kept safe from terrorist and extremist material and suitable filtering within school will be in place.

Drugs

The Trust operates a zero-tolerance policy on drugs for the health and safety of all staff, pupils and visitors. The policy on drugs applies to all academies and academy related activities whether on or off site. This includes the journey to and from school. The word 'drugs' used in this policy does not just mean illegal drugs. It extends to alcohol, tobacco products, volatile substances and legal highs.

Academies will monitor and deal with any drugs issues promptly and be proactive in trying to prevent any future drugs incidents. Pupils will receive drugs education as part of the PSHE programme and academies will also involve outside agencies such as drugs education charities. Any incidents will be reported to the governors for their consideration.

Any pupil found to be involved in a drugs-related incident will be disciplined in accordance with this policy. The sanction is likely to include suspension or permanent exclusion from school. Dealing with illegal drugs will, except in exceptional circumstances, lead to permanent exclusion. Using illegal drugs will, except in exceptional circumstances, lead to exclusion, which may be permanent. Sometimes, it will also be necessary to involve the police.

Any drugs found will be confiscated by staff who will dispose of them in accordance with guidance issued by the DfE. Similarly, any drugs related paraphernalia such as needles will be disposed of in a prudent manner.

Usually the academy will inform parents/carers when their child has been found to be involved in drugs. However, where there are potential child protection issues the academy must act in the best interests of the child which may mean a decision not to inform parents. Such a decision will be taken very seriously and usually with the benefit of legal advice.

Search and Confiscation

All Trust academies follow the DfE guidance: Searching, screening and confiscation – advice for

headteachers, staff and governing bodies. The Trust recognises that a teacher has the right to search without consent for 'prohibited items' (section 94 of the Education and Inspections act 2006). Prohibited items are:

- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that the member of staff 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 pupil).

Headteachers/principals and authorised staff can also search for any item banned by the school rules. These additional items are:

- Vapes

When a search is thought to be necessary there will be an assessment of how urgently it needs to be carried out considering any risk to pupils and staff. The pupil to be searched will be told why they are being searched and informed as to how and where the search will take place. The pupil will be given an opportunity to ask questions. Where a search takes place with consent, the member of staff conducting the search should ensure that the pupil understands the reason for the search and how it will be conducted so that their agreement is informed.

A pupil's possessions can only be searched in the presence of the pupil and another member of staff, except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable for another member of staff to be present and/or the member of staff is of the opposite sex. The academy will always endeavour to have a member of staff who is of the same sex as the pupil present and an additional member of staff present as a witness to the search for safeguarding purposes.

The headteacher/principal will ensure that there are sufficient staff who are trained in how to lawfully search a pupil. The DSL will be informed of any searching incidents where a member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item and all searches will be recorded. If a search revealed a safeguarding risk, the DSL will be involved without delay.

Only staff members authorised by the headteacher/principal may carry out searches without consent.

The person conducting the search may not require the pupil to remove any clothing other than outer clothing. 'Outer clothing' means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear but 'outer clothing' includes hats; shoes; boots; gloves and scarves.

Where an item prohibited by this policy is seized as the result of a search and it is an electronic device such

as a mobile telephone, the member of staff who seized the item may inspect the data on it, if they think that there is a good reason to do so. For this purpose, the member of staff has a good reason if they reasonably suspect that the data or file on the device in question has been or could be used to cause harm, to disrupt teaching or break the school rules. In cases where staff are advised, or suspect, that the mobile device contains youth-produced sexual imagery, they must follow the advice in this regard issued by CET's Director of Safeguarding/the Designated Safeguarding Lead.

School staff can seize any prohibited item found as a result of a search. They can also seize any item, which they consider harmful or detrimental to school discipline, even if it is not found as a result of a search.

Members of staff can use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. Such force cannot be used to search for items banned under the school rules. Weapons, knives and extreme or child pornography must always be handed over to the police. Otherwise, it is for the academy to decide if and when to return a confiscated item. Please note that staff have an obligation to inform the police of any illegal item brought into school.

Police searches/questioning and the requirement for an appropriate adult to be present

The Designated Safeguarding Lead (and deputy) are aware of the requirement for children to have an appropriate adult when in contact with police officers who suspect them of an offence.

PACE states that anyone who appears to be under 18, shall, in the absence of clear evidence that they are older, be treated as a child for the purposes

PACE also states that If at any time an officer has any reason to suspect that a person of any age may be vulnerable, then that person is entitled to be accompanied by an appropriate adult at any point.

The Designated Safeguarding Lead (or deputy) will communicate any vulnerabilities known by the school to any police officer who wishes to speak to a pupil about an offence they may suspect. This communication will be recorded on CPOMS.

If having been informed of the vulnerabilities, the Designated Safeguarding Lead (or deputy) does not feel that the officer is acting in accordance with PACE, they should ask to speak with a supervisor or contact 101 to escalate their concerns.

A person whom there are grounds to suspect of an offence must be cautioned¹ before being questioned about an offence², or asked further questions if the answers they give provide the grounds for suspicion, or when put to them the suspect's answers or silence, (i.e. failure or refusal to answer or answer satisfactorily) may be given in evidence to a court in a prosecution.

A police officer must not caution a juvenile or a vulnerable person unless the appropriate adult is present. If a child or a vulnerable person is cautioned in the absence of the appropriate adult, the caution must be

¹ The police caution is: *"You do not have to say anything. But it may harm your defence if you do not mention when questioned something which you later rely on in Court. Anything you do say may be given in evidence."*

² A person need not be cautioned if questions are for other necessary purposes, e.g.: (a) solely to establish their identity or ownership of any vehicle; to obtain information in accordance with any relevant statutory requirement; in furtherance of the proper and effective conduct of a search, e.g. to determine the need to search in the exercise of powers of stop and search or to seek co-operation while carrying out a search; or to seek verification of a written record.

repeated in the appropriate adult's presence.

The appropriate adult' means, in the case of a child:

1. the parent, guardian or, if the juvenile is in the care of a local authority or voluntary organisation, a person representing that authority or organisation.
2. a social worker of a local authority
3. failing these, some other responsible adult aged 18 or over who is not:
 - a. a police officer;
 - b. employed by the police;
 - c. under the direction or control of the chief officer of a police force; or
 - d. a person who provides services under contractual arrangements (but without being employed by the chief officer of a police force), to assist that force in relation to the discharge of its chief officer's functions,

Further information can be found in the Statutory guidance - [PACE Code C 2019](#).

Use of reasonable force

Detailed guidance about the use of reasonable force is included within CET's Physical Restraint Policy. Members of staff have the power to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. Whenever a member of staff uses force, this must be recorded in the academy's behaviour record and the parent must be informed.

Malicious allegations against staff

The Trust takes every allegation against staff members seriously. In the event that a pupil makes a malicious accusation against any member of staff, teaching or non-teaching, and which following investigation is proven to be unfounded, the headteacher/principal will apply relevant sanctions and/or support in line with the policy and the Trust's Exclusion Policy. As a minimum, the parents will be invited into the academy to discuss the matter. The pupil will be referred to the SENCO who will assess if he/she may need support in terms of safeguarding and mental health.

Roles and Responsibilities

Parents/Carers

The Trust values the support of parents to maintain good behaviour and excellent attitudes to learning. Academy staff will be proactive in communicating with parents about pupils' behaviour. The role of parents is crucial in helping schools develop and maintain good behaviour. They will be encouraged to work in partnership with the academies to assist in maintaining high standards of behaviour and in supporting this policy.

Pupils

Pupils are taught that they have a duty to follow the school behaviour policy and uphold the school rules and should contribute to the school culture. Pupils will be expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedures and expectations. Pupils also have a responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported.

The Trust recognises that some children will need additional support. Children with special educational needs will be identified through the academy's SEND screening system. The academy follows the SEND Code of Practice and has a staged intervention process.

The designated safeguarding lead will maintain a list of pupils whom the academy has identified to be at potential risk and ensure that relevant staff are made aware of these pupils and that they are monitored closely. Many of these children will be looked after children (LAC) or have special educational needs or disabilities (SEND).

Staff

All staff are responsible for developing a calm and safe environment for pupils, establishing clear boundaries of acceptable pupil behaviour and ensuring that the policy and procedures are followed consistently. All staff have responsibility for creating a high-quality learning environment, teaching good behaviour and implementing the agreed policy and procedures consistently.

The majority of unacceptable behaviour will be dealt with quickly by teachers or support staff in the classroom or around the academy. There will be occasions when staff will need a greater level of support.

When this is the case, staff will enlist the support of pastoral and senior staff as appropriate.

All staff will be introduced to the academy's behaviour management processes as part of their induction and provided with on-going training and support as part of the academy's professional development programme.

Governors/Trustees

Governors/Trustees establish this policy for the promotion of good behaviour and it will remain under review. Governors/Trustees will ensure that it is communicated to pupils and parents, is non-discriminatory and the expectations are clear.

Headteachers/Principals

Headteachers/principals will be responsible for the implementation and day-to-day management of the policy and procedures. This will include ensuring arrangements are made for the induction of pupils into the behaviour system, and the making known of rules, routines, sanctions and rewards. The headteacher/principal will also ensure that appropriate arrangements are made for the re-integration of pupils further to periods of suspension.

Headteachers/principals will take appropriate measures to prevent child-on-child abuse and to respond to it when it does occur, having regard to the CET anti-bullying policy. The headteacher/principal will make all staff aware of the statutory guidance contained or alluded to within, Part 5 of *Keeping Children Safe in Education*, so that they can adequately safeguard pupils when responding to allegations of child-on-child abuse involving sexual harassment or sexual violence, or when pupils report bullying via the non-consensual sharing of youth-produced sexual imagery.

Support for staff faced with challenging behaviour is also an important responsibility of the headteacher/principal and staff will be provided with regular training.

Monitoring and evaluation

Every Trust academy keeps written records of all significant behaviour incidents and these are reported at each Academy Council or Academy Improvement Board meeting as part of the academy report. Academy Council/Academy Improvement Board members evaluate behaviour at every meeting, providing challenge and support to the academy's senior leaders to help them achieve consistent good behaviour and excellent attitudes to learning.

APPENDIX ONE

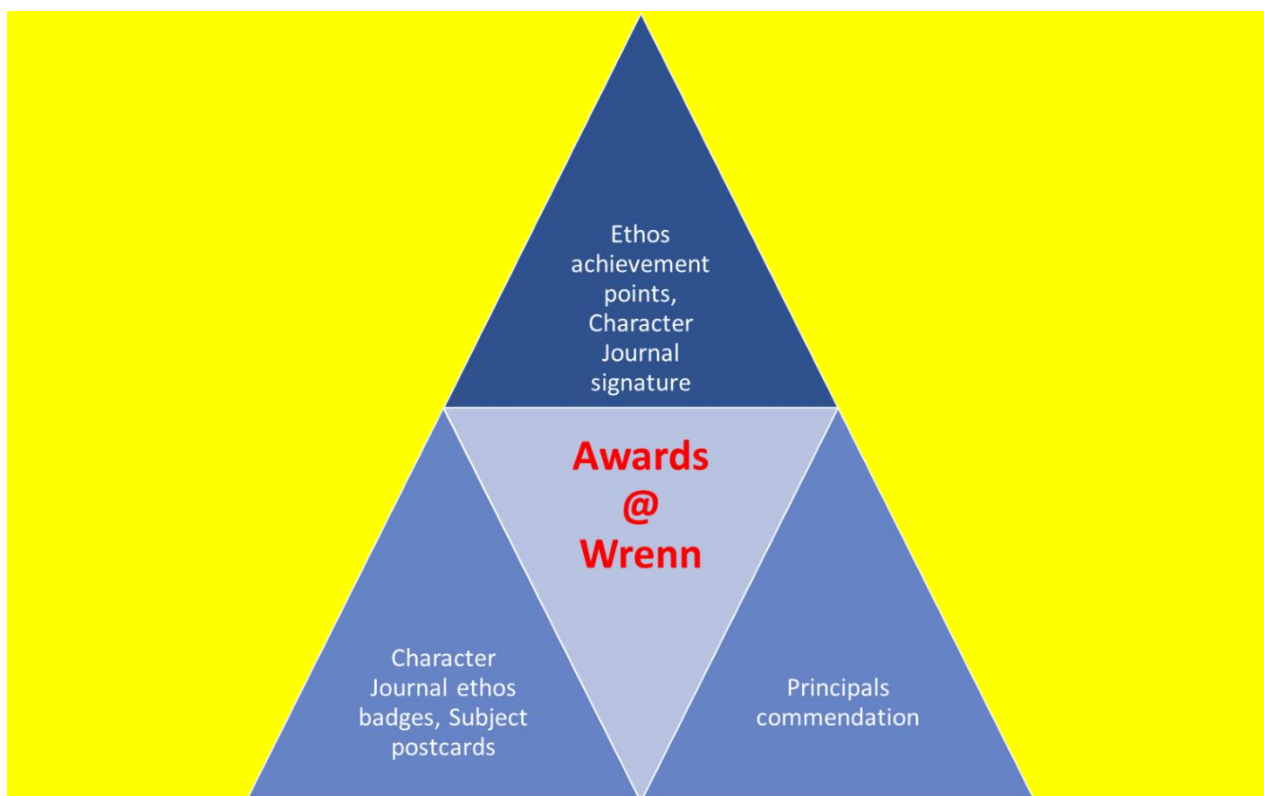
Wrenn School: Behaviour Management Procedures (2023-24)

Rewards & Awarding of students at Wrenn School

It is important that our students are recognised for their hard work and effort and for the fantastic contributions that they make in 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 and record these in their journals to achieve certificates and badges. Students can also be nominated by their tutors for Principal and Progress Leader Commendations.



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 fully 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.

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. 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 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 4.10pm for all students.
- Reasonable adjustments will 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, their teacher, Year Team Manager will visit them to discuss what happened and set a target ready for the next lesson.

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.

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, 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.

When a student is removed from a lesson this is taken extremely seriously. Please see the escalation and intervention process for the On-Calls below:

On Call interventions (Monitored Half Termly)

Number of On Calls	Actions following On Call	Intervention	Actions
1	Remainder of lesson plus break/lunch. (Maximum of two lessons in RESET)	Discussion with a member of the school Behaviour Team.	Email to Parents
2	1 full day to be completed in Reset until 4.10pm.	Discussion with a member of the school Behaviour Team.	Email to Parents
3-4	1 full day to be completed in Reset until 4.10pm.	Student is placed on Tutor report	Phone call/ communication home from Tutor
5-6	1 full day to be completed in Reset until 4.10pm.	Support provided by the Year Manager/ Progress Leader. Extend Student report to the Year Manager. Refer for internal interventions.	Year Team Manager/ Progress Leader to arrange face to face meeting with parents.

7 or more on-calls	1 full day to be completed in Reset until 4.10pm.	Students will be placed on report to a member of the SLT team. Review of interventions conducted.	A meeting to be arranged with the parents, SLT link and Progress Leader. Face to face meeting with SLT link.
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Out of Lesson Behaviour

Minor Infringements- such as refusal, silly behaviour, non-uniform compliance, play fighting inside the building.	Result in a Break, Lunch or Afterschool Detention until 4.10pm
Serious Infringements- such as fighting, defiance and or rudeness to staff, dangerous behaviour or breaches to the school behaviour policy.	May result in a RESET sanction, Suspension and or exclusion from the school.
Poor Behaviour in the community impacting on the reputation of the school.	May result any of the sanctions above.

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 academy 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)
- Girls may wear black tailored skirts if they wish, but should be at least to the knee in length
- Black socks
- Smart black leather shoes (No trainers or sports branded footwear)
- Academy tie
- A plain black V-neck jumper may also be worn under the blazer
- No unnatural hair styles and colours
- The wearing of jewellery, other than a watch, is restricted to a single stud in each ear
- No false nails or eyelashes that look unnatural. (Nail colour needs to be neutral)
- No facial piercings of any sort are allowed in school (Unless clear retainers can be worn)
- No unnatural coloured makeup

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.

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.

Mobile Phones

We have a '**see it, hear it, lose it**' 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 or unless it is related to a learning activity within a lesson.

- Personal use of mobile phones is banned for all students.
- This starts from when students enter the gates in the morning until 3.10pm.
- This includes break and lunch time.
- They can only be used as part of a lesson however this must be on staff instruction.

If staff see a student with their phone out, 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.

A second phone confiscated will result in a student spending the day in Reset, students will hand their phone to the member of staff in Reset, and this will be given to them at 4.10pm.

A third confiscation will result in a student spending the day in Reset and parents/guardians being contacted to collect the phone from reception.

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 complete the work provided by class teachers and the supervising staff. 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. 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:

- 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/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.
- Students must hand in their mobile device when entering the Reset room.

Conduct outside of the School Premises (Including conduct online)

The school will follow and apply the behaviour management sanctions and procedures to address the poor behaviour and bullying conduct which occurs off the school premises or on-line. The same standards of behaviour are expected online as apply offline, and that everyone should be treated with kindness, respect and dignity. The school might sanction pupils for conduct, which is either witnessed by a member of staff or reported to the school.

Students may receive sanctions for the following reasons although this is not an exhaustive list:

- when taking part in any school-organised or school-related activity;
- when travelling to or from school;
- when wearing school uniform;
- when in some other way identifiable as a pupil at the school;
- that could have repercussions for the orderly running of the school;
- that poses a threat to another pupil; or
- that could adversely affect the reputation of the 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 includes, although this is not an exhaustive list:

- Violence, whether expressed in actions or threats, towards other people on the premises or beyond the school gates.
- Actions or words to 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.
- Offensive written material which is judged to have the effect of undermining the authority of a member of staff.
- Persistent misbehaviour which prevents other pupils from learning.
- Bringing items into school or handling items likely to endanger or harm other people, such as weapons or dangerous/illegal substances.
- 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.
- Being in persistent or serious breach of a previously drawn-up contract of behaviour.

All suspensions, whether fixed-term or permanent, are put into effect strictly within the terms set out in current educational law.