



THE WREN
NURTURE · CHALLENGE · INSPIRE

Behaviour Policy

2023

1. Principles

Our Behaviour Policy supports our journey to exceptional. It sets out the culture that we will have at The Wren, a culture rooted in our values of Kindness, Ambition and Respect. A culture that ensures every student receives disruption free learning, where every student can achieve and make exceptional progress, and where every student leaves at the end of their school journey with the skills, knowledge, and values to go on to a remarkable future.

This policy guides staff, students, and families on our approach to behaviour management, utilising trauma informed approaches, setting out how we teach students to be exceptional, expressing the standards we aspire to in all aspects of behaviour, and demonstrates the provision and purpose of the student support we offer.

At The Wren we believe in a culture where every student feels nurtured and safe, where they feel challenged to be the best version of themselves and inspired to achieve and succeed above and beyond their own expectations.

This is encompassed by our vision that *'Each child, regardless of background will receive a world-class education and be nurtured, challenged and inspired to aim high'*.

At The Wren we are committed to creating a school learning environment where exceptional behaviour is the ambition. Our expectation is that every member of our Wren community helps create a safe, respectful, disruption free environment where everyone is ready and able to be the best they can be, every single day.

We are committed to work in partnership with our students, families, and local community to ensure that every individual knows and understands what exceptional behaviour is and what it looks like at The Wren. This will be explicitly taught through our transition process, during line up, in assemblies and tutor times, and throughout all lessons.

Where exceptional behaviour is seen we will explicitly recognise, celebrate, and praise students and their actions. Where exceptional behaviour is not seen, we will remind students of how to be exceptional and use a range of research led supportive interventions that will enable students and staff to correct their behaviours. Alongside this we will issue appropriate consequences to support with students understanding of how to be exceptional and support them to fully access the curriculum and learning.

At The Wren students will know that they will be supported in demonstrating exceptional behaviour by always having consistent, clear, calm adult behaviour, where staff know students well.

2. Legislation and Statutory Requirements

This policy is based on advice from the Department for Education (DfE) on:

[Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)

[Behaviour in schools: advice for headteachers and school staff 2022](#)

[Searching, screening and confiscation: advice for schools 2022](#)

[The Equality Act 2010](#)

[Keeping Children Safe in Education](#)

[Suspension and permanent exclusion from maintained schools, academies and student referral units in England, including student movement - 2022](#)

[Use of reasonable force in schools](#)

[Supporting students with medical conditions at school](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#)

In addition, this policy is based on:

Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy.

[DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy.

This policy has evolved through consultation with a range of members of our school community, including staff, students, families, the Academy Committee (local governance board) and Excalibur Academies Trust.

3. Aims

This policy aims to:

- Provide a clear and consistent approach to behaviour management at The Wren.
- Outline how we teach students to behave and our ambition for what behaviour should look like. We define this as exceptional behaviour.
- Define what we consider behaviour that requires improvement.
- Summarise the roles and responsibilities of different people within the school community with regards to setting and establishing the school's culture and values, and in behaviour management and student support.
- Outline our systems of praise and consequences.

4. Our Ambition - How to be Exceptional

4.1. Students

We explicitly teach the behaviours that we expect to see to ensure all students are Kind, Ambitious and Respectful. These behaviours form the basis of everything we do and ensure that students know how to be

exceptional. This is reinforced through displays in every classroom and around the school, assemblies, culture lessons and regular conversations with staff.

See **Appendix A** for examples of our expected behaviours which are shared with students.

Misbehaviour may include but is not limited to:

- Disruption in lessons, in corridors between lessons, before and after school and at break and lunch times
- Non-completion of classwork or homework
- Incorrect uniform (see Uniform Policy)

Serious misbehaviour may include but is not limited to:

- Repeated breaches of the taught behaviours
- Refusal to follow staff instructions
- Any form of bullying or intimidation (see our Anti-Bullying Commitment)
- Sexual violence, sexual assault, or intentional sexual touching without consent
- Sexual harassment, sexual comments, sexual jokes or taunting, physical behaviour such as interfering with clothes
- Online sexual harassment, sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Violence and/or threats of violence
- Smoking or vaping
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs or drug related paraphernalia
 - Stolen items
 - Tobacco and cigarette papers
 - Vapes and vaping related paraphernalia
 - Fireworks
 - Pornographic images
 - 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)

4.2. Staff

Staff are responsible for:

- Consistently and relentlessly implementing and following the Behaviour Policy
- Modelling calm, consistent, polite, and positive adult behaviours, building relationships through kindness
- Meeting and greeting students at their classroom door, and as they arrive and leave school
- Supporting and encouraging students to meet the expectations of The Wren through the values of Kindness, Ambition and Respect
- Visibly recognising good effort and praising all efforts over and above in line with our praise system
- Recording and logging behaviour incidents accurately and clearly
- Taking an active role in developing professional knowledge and skills around behaviour by seeking appropriate training.

All senior leaders will support all staff in responding to and managing behaviour incidents in school.

4.3. Principal and Senior Leaders

The Principal and the school Senior Leaders are responsible for reviewing and approving this policy in conjunction with the local Academy Committee and the Excalibur Academies Trust.

The Principal and the school Senior Leaders will ensure that the school environment encourages positive behaviour through:

- Being a daily visible presence at the gates, at events, in classrooms and at break times
- Celebrating staff and students whose effort goes above and beyond expectations (see 5.1 below)
- Monitoring how staff effectively deal with behaviour and how this policy is implemented
- Using associated data to target and assess school-wide behaviour policy, process, and practice
- Supporting and guiding staff through professional development to deal with behaviour effectively
- Supporting all staff in responding to and managing behaviour incidents in school
- Ensuring that expected behaviours are explicitly taught and demonstrated to all students throughout their time at school

4.4. Families

Families are expected to:

- Ensure their child upholds the school's teaching of behaviour
- Work with the school to support their child if not behaving as taught
- Sign, agree to and comply with the Family School Agreement, Appendix B
- Model behavioural expectations as written in our Family and Visitor Conduct document, Appendix C

- Inform the school of any changes in circumstances that may affect their child's engagement and/or behaviour.
- Discuss behavioural concerns with a member of staff promptly

5. Systems

5.1. Positive Praise System

Positive strategies will be used consistently by all adults in the school. They are designed to create clear, simple routines that teach students how to be Kind, Ambitious and Respectful, to be an exceptional student, motivated to always give their best. Praise is given to students whose efforts and standards are above and beyond, which creates a culture where there is no limit to their exceptional 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
- Tutor group celebrations
- Nominations for termly celebration assemblies and annual celebration events

5.2. Consequence System – Responding to Misbehaviour

Our consequence system is used to respond to misbehaviour and 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 students with the skills and knowledge to enable them to better meet the school's values and allow them to move on positively.

The school may use one or more of the following responses to unacceptable behaviour:

- A verbal reminder of how to be exceptional
- Removing a student to a different allocated classroom
- Calling for support or escalation using 'On Call'
- Issuing school-based community service
- Removal of social time at break and lunch
- Referring the student to a member of the student support team or school leader
- Contacting families
- Agreeing a behaviour contract
- Putting a student 'on report'
- Using a Wren Exceptional Plan (WEP) or a Wren Exceptional Plan Plus (WEP+)
- Setting of an appropriate consequence (see section 5.3)

- Issuing a suspension (see Suspension and Permanent Exclusion Policy)
- Issuing a permanent exclusion, in the most serious of circumstances (see Suspension and Permanent Exclusion Policy)

5.3. Consequence System – Consequences Used

All consequences will be communicated with families as soon as reasonably possible.

The school may use one or more of the following consequences:

- **30-minute same day consequence (after school from 2:50pm):** These will be issued for students who are late to school and for those who have not completed their homework as set out in the school's homework expectations. ***Parental consent is not required to set a same day consequence. Consequences set during or after period 5 will be held the following day to ensure communication with families is given.***
- **60-minute same day consequence (after school from 2:50pm):** These will be issued when a student's behaviour does not meet the schools' expectations. These will involve an opportunity for reflection and restorative practice to help students realise how their behaviour impacts others and themselves, explore what appropriate behaviours look like and equip the student with tools they can use to avoid a similar incident occurring in the future. ***Parental consent is not required to set a same day consequence. Consequences set during or after period 5 will be held the following day to ensure communication with families is given.***
- **Removal from classrooms to ReDirect:** In immediate response to serious or persistent breaches of this policy, the school may instruct a student to work in ReDirect. Students will be placed in ReDirect for a minimum of three periods. They will continue to receive education that is meaningful under the supervision of a member of staff, but it may differ from the mainstream curriculum. When a student completes the appropriate level of work and has corrected their behaviour, they will return to their planned lessons and their consequence will be completed. Students will remain in ReDirect if they do not reflect or correct their behaviour and do not complete the expected work. If a student repeatedly disrupts ReDirect or does not follow staff instructions, they will be removed from ReDirect and will be at risk of an escalated consequence which may include a ReFocus day, a Fixed Term Transfer, or a Suspension. ReDirect can also be used for a student to work whilst an incident is investigated. The school will communicate with families on the same day if their child has been placed in ReDirect. ***Parental consent is not required to send a student to Redirect.***
- **ReFocus Day:** This is a planned response which will be issued to a student where consequences and interventions are not having their desired impact or may be used following a serious incident where a school leader has decided that this is the most appropriate intervention. This may be for a single day, or period of days. ***Parental consent is not required to set a ReFocus day.***

ReFocus runs from 10:30am – 4.15pm, except on Fridays when it finishes at 4.00pm. Students cannot be on school site outside of these hours. Each day will involve sessions on school expectations, mentoring, a return to lessons meeting with a school leader and appropriate reintervention work. At the end of the allocated ReFocus days, if staff recognise that the student has processed, reflected on and is ready to return to the main school environment and not disrupt their, or the learning of others, then the student will return to lessons the following day. If not, then further days in ReFocus may be required.

- **Fixed Term Transfer (FTT):** This is used as an alternative to a fixed term suspension where the school believes that a fixed term suspension would not be in the best interests and / or welfare of the student. A student will be required to attend a partnered local school, where they will be supervised and work in an approved withdrawal space. This allows a student the space and time to reflect on their behaviours in a safe and structured environment before returning to school. **The timings of this day will vary dependent on the partnered schools' timings. On returning to school a reintegration meeting must take place with families, the student and a member of the student support team.**
- **Suspensions and Permanent Exclusions:** The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school consequences, support, and interventions.

The decision to suspend or exclude will be made by the Principal and only as a last resort.

For more information refer to our Suspension and Permanent Exclusion Policy.

5.4. Reintegration Planning

The school follows a clear reintegration plan and strategy to help all students return successfully to school life.

These strategies may be used when a student:

- Returns from a suspension period
- Returns from a fixed term transfer
- Returns from a significant period of time in ReFocus

The aim of all reintegration meetings is to make sure the student and families understand how to behave and how to improve when they return to lessons.

Within a reintegration meeting, clear targets will be set to measure student progress and engagement when they return, which are collaboratively set by the school, student, and their family. These targets, along with the agreed support from the school is then shared through a letter home.

6. Off Site Behaviour

Consequences will be applied where a student has not met the school's values and/or expectations off-site when representing the 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 student of our school

Consequences may also be applied where a student 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 student or member of the public
- Could adversely affect the reputation of the school

7. Approach to Sexual Harassment and Sexual Violence

The school sees all forms of sexual harassment and sexual violence as unacceptable; neither will be tolerated and we do not accept either as an inevitable part of growing up. The school will ensure that all incidents of sexual harassment and/or violence are fully investigated, met with a suitable response, and never ignored. In all cases consideration will be given regarding police involvement as outlined in section 12 of this policy.

Students are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be, or how 'normalised' they perceive it.

The school's response will be;

- Proportionate and considered
- With the support and knowledge of the target
- In order to understand the context of and educate the perpetrator
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a student's safety or wellbeing, which include carrying out risk assessments, where appropriate, and referrals to suitable professionals. Please refer to our Safeguarding and Child Protection Policy and our Anti-Bullying Commitment for more information.

8. Malicious Allegations

Where a student makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will issue a consequence to the student in accordance with this policy as outlined in section 5.2.

Where a student makes an allegation of sexual violence or sexual harassment against another student and that allegation is shown to have been deliberately invented or malicious, the school will issue a consequence to the student in accordance with this policy as outlined in section 5.2.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the Local Authority Designated Officer, where relevant) will consider whether the student who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and students accused of misconduct.

Please refer to our Safeguarding and Child Protection Policy for more information on responding to allegations of abuse against staff or other students.

9. Student Support

Every member of staff has a role to play in the implementation of this policy and in ensuring our students are supported on their journey to exceptional. Regular professional development is offered to staff and is a vital tool to support staff in the school maintaining and exceeding these behaviours. The school employs a large student support team to support staff.

The school also uses a range of supportive interventions which enable students to reflect on their behaviours and work with staff to develop strategies to help avoid negative behaviours affecting learning in the future.

To pre-empt escalating behavioural concerns we track and monitor students closely. Our support and intervention phases list possible support options and interventions that may be used with students on an individual basis.

If concerns are identified, then a behaviour intervention process will start to support the student to better meet the school's values.

Phase 1: A student is causing concern in a specific situation, subject or class.

Phase 2: A student is causing concern in more than one situation, subject or class.

Phase 3: A student's behaviour is having a significant impact on their learning and/or the learning and engagement of others.

Phase 4: In school support and interventions are having limited or no impact.

Phase 5: A student is at risk of permanent exclusion.

Students and their families are involved in every phase of support and intervention.

The school recognises its legal duty under the Equality Act 2010 to prevent students with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the student.

The school's student support team, which includes our Inclusion and SEND teams, will evaluate a student who exhibits challenging behaviours to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a student, we will liaise with external agencies and plan support programs for that individual. We will work with families to create the plan and review it on a regular basis.

The school recognises that changes in behaviour may be an indicator that a student is in need of help or protection. We will consider whether a student's behaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our Safeguarding and Child Protection Policy.

When a student has received a high level of support and intervention, phase 3 and above, the student will be placed on a Wren Exceptional Plan (WEP). If a student does not respond to this plan, they will have moved up to phase 4 and will be placed on a Wren Exceptional Plan Plus (WEP+). The panel, for a WEP+, will be made up of one or more Local Academy Committee members and at least one school leader. The student and their family will be informed of the school's concerns, the interventions and consequences already tried and in place, and any further intervention that is available. The student's behaviour will be monitored and reviewed: if no improvements are made the student will likely be considered at risk of permanent exclusion which is phase 5.

10. Reasonable Force and Physical Restraint

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 by the school and reported to the student's family and the Principal

11. Confiscation, Searches, Screening

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

11.1. Searching

Searching a student

Searches will only be carried out by the Principal or a Designated Safeguarding Lead / Officer. All searches must be authorised by the Principal or Vice Principal.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the student, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the student can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the student; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness, they should immediately report this to another member of staff and ensure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the Principal, Designated Safeguarding Lead (or Deputy) or Student Support member of staff who may have more information about the student. During this time the student will be supervised and kept away from other students.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the student is in possession of a prohibited item, or any item identified in the school rules as banned (see section 11.3).

An appropriate location for the search will be found. Where possible, this will be away from other students. The search will only take place on the school premises or where the member of staff has lawful control or charge of the student, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other students or staff at risk
- Consider whether the search would pose a safeguarding risk to the student
- Explain to the student why they are being searched
- Explain to the student what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf
- Explain how and where the search will be carried out
- Give the student the opportunity to ask questions
- Seek the student's co-operation

If the student refuses to cooperate in a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact an appropriate senior member of staff, to try and determine why the student is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the student. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the student harming themselves or others, damaging property or from causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified below, but not to search for banned items.

An authorised member of staff may search a student's outer clothing, pockets, possessions, desks or lockers.

Outer clothing includes:

- Coat, blazer, jumper
- Hats, scarves, gloves, shoes, boots

Searching students' possessions

Possessions means any items that the student has or appears to have control of, including:

- Desks
- Lockers
- Bags

A student's possessions can be searched for any item if the student agrees to the search. If the student does not agree to the search, staff can still carry out a search for prohibited or banned items (listed in 11.3 below).

An authorised member of staff can search a student's possessions when the student and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing a Designated Safeguarding Lead (DSL)

The staff member who carried out the search should inform a DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a student was in possession of a prohibited item as listed in section 11.3 below
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed below), including incidents where no items were found, will be recorded in the school's safeguarding system.

Informing parents

Parents will always be informed of any search for a prohibited item (listed below). A member of staff will tell the parents as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the student may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's Safeguarding and Child Protection Policy and speak to a Designated Safeguarding Lead (DSL). A DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

Strip searches

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the [Police and Criminal Evidence Act 1984 \(PACE\) Code C](#).

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the student's mental and physical wellbeing and the risk of not recovering the suspected item.

Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the student(s) involved. Staff retain a duty of care to the student involved and should advocate for student wellbeing at all times.

Communication and record-keeping

Where reasonably possible and unless there is an immediate risk of harm, staff will contact at least one of the student's parents to inform them that the police are going to strip search the student before strip search takes place and ask them if they would like to come into school to act as the student's appropriate adult. If the school can't get in touch with the parents, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for the role of the appropriate adult).

The student's parents will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises and monitor them for any trends that emerge.

Who will be present

For any strip search that involves exposure of intimate body parts, there will be at least two people present other than the student, except in urgent cases where there is risk of serious harm to the student or others.

One of these must be the appropriate adult, except if:

- The student explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, **and**
- The appropriate adult agrees

If this is the case, a record will be made of the student's decision, and it will be signed by the appropriate adult.

No more than two people other than the student and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

- Act to safeguard the rights, entitlement and welfare of the student
- Not be a police officer or otherwise associated with the police
- Not be the Principal
- Be of the same sex as the student, unless the student specifically requests an adult who is not of the same sex

Except for an appropriate adult of a different sex if the student specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the student could be seen by anyone else.

A student will be given the opportunity to be able to express a preference as to whom the appropriate adult is.

Care after a strip search

After any strip search, the student will be given appropriate support, irrespective of whether any suspected item is found. The student will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, the school will consider whether the student may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

Staff will follow the school's Safeguarding and Child Protection Policy and speak to a Designated Safeguarding Lead (DSL). A DSL will consider if, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.

Any student(s) who have been strip searched more than once and/or groups of students who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

11.2. Screening

Screening is not routinely in use at The Wren.

11.3. Confiscation

Any prohibited items found in students' possession will be confiscated. These items will not be returned to students. Any incidents involving weapons, knives, illegal drugs, extreme or child pornography material will always be handed to the police.

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 is able to collect them.

Prohibited items

Prohibited items include, but are not exclusive to:

- Knives or weapons (including plastic, toys, blades, pointed items)
- Illegal drugs and/or paraphernalia linked to the use or distribution of illegal drugs
- Stolen items
- Fireworks
- Alcohol
- Cigarettes, cigarette papers and tobacco
- Vapes and vaping paraphernalia
- Pornographic material or images
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property

Banned items

The following items are specifically banned by the school rules and can be searched for:

- Chewing gum
- Sweets including lollipops

- Fizzy drinks
- Energy drinks
- Aerosol cans
- Mobile phones and Ear/Headphones (see separate Mobile Phone Policy)
- Lighters, matches or any device which creates a flame
- Clothing and Jewellery that is not listed as allowed in the school Uniform Policy

12. Contacting the Police

Where there are incidents that have occurred on school site where students have potentially committed a crime or where our students have been representing the school and a crime has potentially been committed, the school will consider whether to contact the police. Many incidents can be dealt with and resolved internally, however the school has agreed to follow the advice and guidance and flow charts as set out in the [National Police Chiefs Council document 'When to call the Police. Guidance for schools and colleges.'](#)

Management of the policy

School:	This policy is managed by the Principal
Excalibur Academies Trust:	The Trust Board has delegated approval of this policy to the Principal, in consultation with the Academy Committee
Approval:	September 2023
Next review due:	July 2024

Associated policies

Anti-bullying Commitment
Excalibur Academies Trust Health & Safety Policy
Excalibur Academies Trust Safeguarding Statement
Mobile Phone Policy
Safeguarding and Child Protection Policy
Suspension and Permanent Exclusion Policy
Uniform Policy

Appendix A: How to be Exceptional

The following are examples of the behaviours we expect to see to ensure all students are Kind, Ambitious and Respectful.

- Ask for help independently, by raising your hand to signal to the teacher that you need help.
- At breaks, have fun, get some exercise but no physical contact.
- Avoid distracting others during lesson by remaining focused.
- Be welcoming to a new student to the school.
- Bring in the correct equipment for learning and have it out and ready to use at the start of your lesson.
- Bring in your PE kit for Dance and PE.
- Create an after school routine to make time for homework and complete it to the best of your ability.
- Demonstrate a flexible mindset by responding to feedback.
- Do not eat in the corridors or classrooms.
- Enter your assembly in silence, in alphabetical order, listen carefully and remain in silence until you leave.
- Follow all staff instructions first time.
- Go straight to your next lesson; take the quickest route and be ready to learn.
- Greet staff by saying “Hello, how are you?”.
- Hand over any prohibited or banned items first time.
- Hand over your mobile phone or ear/headphones, if asked, first time.
- Hold the door open for a member of staff or other students.
- Keep our site clean and put your litter in the bin.
- Leave the learning environment the way you found it.
- Line up in silence, in alphabetical order, with your key equipment and student planner out. Remain silent and walk in a straight line to your tutor room.
- Look out for someone who looks like they are having a bad day and inform a member of staff.
- Put in maximum effort to go above and beyond what the teacher is asking you to do.
- Put resources back where you found them in the same condition.
- Queue patiently and wait your turn if you are buying food or drink.
- Respect other people’s values, beliefs and opinions.
- Say thank you, excuse me, please and sorry at the appropriate times.
- Show resilience by seeing a setback as an opportunity to grow.
- Sign up to be an ambassador, prefect or join the school council to make your voice heard.
- Start tasks promptly.
- Take your outside clothing off before entering the school buildings.
- Thank the teacher for the lesson when it finishes.
- Toilet cubicles are for one person only; always leave the area clean.
- Turn off your mobile phone and put it away in your bag, with your ear/headphones, before going through the school gates.
- Walk on the left-hand side of the corridors and stairs; be mindful of those around you.
- We expect all students to be polite and speak kindly to each other, regardless of how they are feeling.
- Wear the correct Wren uniform with pride.
- When people are talking to you, look, listen, and wait for your turn to respond.



Family and School Agreement @ TWS

At The Wren we believe that a strong partnership between the school, students, and families is essential for providing a nurturing, challenging and inspiring environment which enables all students to be exceptional. This agreement between school and our families outlines a shared commitment to promote and foster the values of Kindness, Ambition, and Respect, both within the school and throughout our wider community. Together, we can create a positive and supportive educational journey for all students.

Kindness	Ambition	Respect	On behalf of The Wren:
<p>As a school, we commit to: Promoting a nurturing, welcoming and inclusive culture where all students are well known, feel safe, valued, and supported, and where families feel welcomed into their school community.</p> <p>We will do this by:</p> <ul style="list-style-type: none"> Encouraging positive and inclusive behaviour, fostering a sense of empathy towards others. Providing a safe and respectful learning environment that is free from bullying, discrimination, and harassment. Offering support and guidance to help students develop their emotional intelligence and interpersonal skills. <p>As families, we commit to: Encourage our child to treat others with kindness and understand the importance of empathy.</p> <p>We will do this by:</p> <ul style="list-style-type: none"> Fostering a supportive and caring home environment that complements the values and expectations taught at school. Working collaboratively with the school to address any concerns related to our child's wellbeing. Supporting our healthy eating stance by not providing banned items such as fizzy drinks, sweets and chewing gum. Communicating politely with all staff in school. Being available to attend school meetings and events when needed. 	<p>As a school, we commit to: Provide a stimulating and challenging curriculum that inspires curiosity and a thirst for knowledge, whilst supporting individuals to make exceptional progress through personalised support.</p> <p>We will do this by:</p> <ul style="list-style-type: none"> Supporting student's individual needs, aspirations and potential. Communicating student progress and behaviour regularly through progress reports and meetings. Offering opportunities for personal development, creativity, and the pursuit of excellence. Celebrating achievements and efforts, encouraging a sense of pride in academic and extracurricular success. <p>As families, we commit to: Collaborate with the school to identify, support, and nurture our child's talents and strengths.</p> <p>We will do this by:</p> <ul style="list-style-type: none"> Engaging with progress reports and attending all progress meetings. Encouraging our child to work hard towards achieving personal goals. Supporting our child's passions and interests, motivating them to get involved in enrichment opportunities across the school. Instilling a strong work ethic and perseverance, ensuring our child completes all homework to help in preparing them for future challenges. Ensuring our child arrives at school before school starts at 8.30am, with the correct equipment and mindset to be ready to learn. Contacting the school when my child will be absent. 	<p>As a school, we commit to: Cultivate an environment where mutual respect is always upheld.</p> <p>We will do this by:</p> <ul style="list-style-type: none"> Promoting understanding and appreciation for cultural diversity, beliefs, and values. Encouraging regular, open, and constructive communication between students, teachers, and families. Responding to all communications within 48 hours during the school week. Upholding the values of respect, honesty and integrity in all aspects of school life. <p>As families, we commit to: Demonstrate respect and courtesy in our interactions with school staff, students, and other members of our community.</p> <p>We will do this by:</p> <ul style="list-style-type: none"> Considering how we talk about and discuss this school in public forums, including social media. Encouraging our child to respect school rules and expectations, to wear the correct uniform, and to follow the school's Behaviour Policy. Supporting and adhering to the school's consequences processes and policies, and to maintain a safe and respectful environment. Supporting the school's no mobile phone expectation and agreeing to collect confiscated items when needed. Addressing any concerns you may have in a constructive manner following our Family and Visitor Conduct document. Ensuring that contact details are accurate and up to date. 	<p>Signed: _____</p> <p>Date: _____</p> <p>Position at the school: _____</p>
<p>As students, we will: Treat our peers, teachers, and all staff with respect and kindness.</p> <p>We will do this by:</p> <ul style="list-style-type: none"> Standing up against bullying and unkind behaviour, reporting concerns whenever this is seen. Embracing diversity and show empathy towards others' experiences and perspectives. Being a positive role model and promoting a culture of kindness within the school community. 	<p>As students, we promise to: Take ownership of our learning and make the most of the opportunities provided by the school.</p> <p>We will do this by:</p> <ul style="list-style-type: none"> Arriving ready for school before 8.30am. Setting ambitious academic and personal goals and actively work towards achieving them. Engaging with homework and reflecting on feedback. Embracing challenges and viewing failures as learning opportunities, demonstrating resilience. Participating enthusiastically in school enrichment opportunities and activities. Contributing positively to the school community. 	<p>As students, we promise to: Show respect to all members of the school community, regardless of differences.</p> <p>We will do this by:</p> <ul style="list-style-type: none"> Seeking to become exceptional, understanding our importance in maintaining a respectful environment. Wearing our uniform with pride. Keeping my phone and ear/headphones away whilst on school life. Communicating openly and respectfully with teachers and peers, resolving conflicts peacefully. Taking responsibility for our actions, attending consequences on the day it is issued and apologise when we make mistakes that affect others. 	<p>I understand that in attending The Wren I agree to abide by the Family and School Agreement.</p> <p>Signed: _____</p> <p>Date: _____</p> <p>Student's name: _____</p>



Family and Visitor Conduct @ TWS

At The Wren we believe in and value mutually positive, kind and respectful relationships with all families, visitors and the wider Wren community. We believe it is important to work in partnerships with families to support in their child's learning, growth and development. We work to create and sustain a safe, respectful and inclusive environment for all staff, students, their families and the wider Wren community, and model appropriate behaviours to our students at all times.

All members of the Wren school community have the right to work or be in school without the fear of aggression or abuse from families, visitors and colleagues. This code of conduct aims to help the school to work together with families and visitors by setting clear expectations and guidelines on appropriate behaviours.

We expect all families and visitors to:

- Respect the ethos, vision and values of our school
- Work together with staff in the best interests of our students
- Treat all members of the Wren school community with respect
- Set a good example with the language they use, the communication they send and the behaviours they display
- Seek a peaceful solution to all issues, being mindful of others thoughts and opinions, through open and constructive dialogue
- Correct their own child's behaviour, or those in their care, particularly in public, where it could lead to conflict, aggression or unsafe conduct
- Approach, in the correct manner, the right member of school staff to help resolve any issues of concern, recognising that staff have a wide range of responsibilities and may not be available to meet without an appointment, and may not be able to respond to written communications with an immediate response

At The Wren we will not tolerate unacceptable behaviours. The following is not an exhaustive list of the behaviours that we deem unacceptable but provide an illustration of such behaviours.

- Disrupting, or threatening to disrupt, schools' operations and events
- Swearing, or using any language which causes offence
- Displaying a temper, or shouting at members of staff, pupils or other families
- Threatening behaviours towards any member of the Wren community
- Sending or sharing abusive messages to another member of the Wren community
- Posting defamatory, offensive or derogatory comments about the school, its staff or any member of its community on any public platform or social media
- Any kind of physical abuse
- Any aggressive behaviour
- Damaging or destroying school or an individuals property

If we, as the school, suspect or become aware that any individual has breached this code of conduct, we will gather information from those involved and speak to the families or visitor about the incident/s.

Depending on the nature of the incident the Principal, or appropriate senior member of staff will consider a response. This may include:

- Sending a warning letter to the individual
- Inviting the individual into the school to meet with the Principal or relevant senior member of staff
- Contact the appropriate authorities, in cases of criminal behaviours or urgent safeguarding concerns
- Seek further legal, local authority or Trust advice regarding further action
- Impose conditions on further visits to the school site
- Ban the parent from the school site

The school will always respond to an incident in a reasonable and proportional way, evidencing their actions.

In all situations outlined in this code of conduct we expect all members of The Wren School staff to behave professionally, attempting to calm, deescalate and defuse situations where possible and seeking support from colleagues as appropriate.

