Behaviour, Discipline and Exclusion Policy

2024-2025

SLT Responsible for this Policy

- Carolyn Dunn, Vice Principal (Pastoral),

Telephone: 01223 578280

Email: Carolyn.Dunn@abbeycambridge.co.uk

This policy is reviewed on an annual basis		
Annual Policy reviewed by:	Carolyn Dunn	**June 2024**
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Next Review:		**June 2025**

This policy has been approved by SLT and adopted on behalf of the Governors, and is addressed to all members of staff and volunteers and is available on the school's portal. It is available to parents on request. It applies wherever staff or volunteers are working, including when this involves being away from the school.

Contents

1. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management

- **Define** what we consider to be unacceptable behaviour, including bullying

- Outline **how students are expected to behave**

- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management

- Outline our system of **rewards and sanctions**

2. Legislation and statutory requirements

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

- Behaviour and discipline in schools

- Searching, screening and confiscation at school

- The Equality Act 2010

- 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:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its students

- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate students' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate students' property

- Human Rights Act 1998 (HRA) which states that it is unlawful for schools and colleges to act in a way that is incompatible with the European Convention on Human Rights

3. Ethos

Abbey College Cambridge strives to uphold a relaxed, friendly and supportive safe environment in which both students and staff can achieve high standards while enjoying their time at Abbey College Cambridge. This supports the school vision 'A community energised by the love of learning and outstanding academic achievement for all.' Good behaviour in the classroom is built on trust and ensures the right atmosphere for learning to take place. A classroom or school environment where students exhibit poor behaviour is a safeguarding concern. From induction onwards we teach respect for: teachers, boarding staff, administration staff, fellow students, the fabric and grounds of the college and our local community.

4. Expectations

4.1. Classroom Expectations

These are displayed in every classroom and the teacher must review them with each of their classes in the first lesson and as required.

Ready, Respect, Respond

1. **Students are ready to learn**
   - Come in, sit down, coats off, bags on floor
   - Equipment ready
   - In the classroom speak English only
   - Mobile phones turned off and placed into bags.
   - On time every time.

2. **Students respect the learning environment**
   - Hands raised to ask questions.
   - Listen to the teacher and each other.
   - Willing to work with anyone in the classroom.
   - Taking notes while the teacher talks.
   - Keep the classroom tidy.

3. **Students respond positively**
   - Follow instructions immediately.
   - Have a positive attitude to learning and the teacher.
   - Ask interesting and intelligent questions.
   - Write down key words and are active in lessons.

- Complete homework fully and on time.

4.2. Boarding House Expectations

Students are expected to treat all accommodation as an extension of the school and should treat all boarding and domestic staff with the same respect they would treat a teacher or member of school staff. Students are expected to:

- To register promptly in the mornings and after school
- Keep bedroom and communal spaces tidy
- To be respectful of roommate, neighbours, staff and the fabric of the building
- To sign in and out during free time
- To abide by the boarding rules as outlined in the student handbook
- To carry out any reasonable request made by the boarding team without delay

4.3 Staff approach

- Speak with warmth and authority
- Give kind, specific and helpful feedback
- Ensure expectations are visible and explicit
- Be fair, consistent and supportive
- Plan for positive behaviour
- Under no circumstances must staff act in a physically or verbally aggressive manner (Abbey College Cambridge rejects all forms of corporal punishment)
- Making clear that sexual violence and sexual harassment is not accepted, will never be tolerated and is not an inevitable part of growing up
- Not tolerating or dismissing sexual violence or sexual harassment as 'banter', 'part of growing up', 'just having a laugh' or 'boys being boys'

5. Defining Behaviour

Misbehaviour is defined as

- Late to class or curfew
- Not wearing ID lanyard and badge in school
- Not following signing in and out procedures
- Food and drink in class, litter
- Messy room or common room
- Mobile phone misuse
- Poor attitude or rudeness
- Non-completion of classwork/ homework

- Disruption in lessons, in corridors between lesson, at break and lunchtimes or after bedtime
- Persistently speaking a language to the exclusion of others
- Excluding other students from using communal facilities

Serious misbehaviour is defined as:

- Safeguarding incidents
- Smoking/vaping on site including the boarding accommodation, Purbeck Road and Harrison Drive
- Intentionally damaging school property
- Tampering with Health and Safety equipment
- Bullying/harassment/intimidation
- Assault including physical, verbal and sexual
- Misuse of IT and AI
- Extreme language
- Discrimination of any kind
- Theft
- Weapons
- Violence
- Alcohol consumption off site by any students under the age of 18
- Alcohol misuse, drunkenness or storing or drinking alcohol by any student on site.
- Illegal drug use or suspected illegal drug use
- Fighting
- Plagiarism
- Cheating
- Repeated breach of school rules
- Absconding
- Bringing the school into disrepute

Or inciting any of the above.

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites
Child on Child	is abuse of any type between children. It can include: Bullying, including cyber-bullying Physical abuse Sexting Initiation/hazing violence and rituals Sexual harassment, sexual violence 'Upskirting' (typically, taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification or cause the victim humiliation, distress or alarm; upskirting is now a criminal offence

Details of our school's approach to preventing and addressing bullying are set out in our Anti-bullying Policy.

6. Roles and responsibilities

6.1. The Governors

The Governors are responsible for monitoring this behaviour policy's effectiveness and holding the Principal to account for its implementation.

6.2. The Senior Leadership Team

The Principal/Senior Leadership Team is responsible for reviewing and approving this behaviour policy.

The Principal/ Senior Leadership Team will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

6.3. Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular students
- Recording behaviour incidents on SIMs and CPOMS
- Utilising sanctions as a last resort.

Head of Department's/Housemasters/Heads of House and Senior Leadership Team, as appropriate, will support staff in responding to behaviour incidents.

6.4. Parents

Parents are expected to:

- Support their child in adhering to the student code of conduct.
- Inform the school of any changes in circumstances that may affect their child's behaviour.
- Communicate with the tutor/Housemaster promptly regarding any behavioural concerns or the House Parents / Head of House if the issue arises in Boarding

7. Celebrating success

7.1. Rewards

Good behaviour is encouraged through recognition and reward. It is important that all staff consistently recognise the academic and behavioural achievements of students.

Positive behaviour will be rewarded through:

- Verbal praise
- Achievement points
- Postcards/Certificates
- Email home to parents
- Student of the week
- Boarder of the month
- Principal's Commendation
- Special responsibilities, activities or privileges
- Celebration assemblies

7.2 Sanctions

The school may use one or more of the following sanctions in response to unacceptable behaviour.

- A verbal reprimand
- Sending the student out of the class
- Expecting work to be completed at 'home', or at break or lunchtime.
- Detention at break or lunchtime, or after school
- Community service; completing tasks around the boarding house for example tidying the bookshelves.
- Awareness courses (specifically courses providing further education with regard to the dangers of alcohol / smoking / fire)
- Referring the student to their Housemaster or Head of House
- Letters, email or phone call home to parents from tutor/huddle leader, Housemaster or Head of House
- Agreeing a behaviour contract
- Putting a student 'on report'
- Weekly monitoring by the tutor and huddle leader
- Weekly monitoring meetings with HSM and/or HoH
- Internal exclusion

- External exclusion
- Permanent exclusion

8. Behaviour Management

8.1. Classroom management

Teaching staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Ensure that all students register at the start of the lesson and that their register is accurate.
- Create and maintain a stimulating environment that encourages students to be engaged and take an active part in the lesson.
- Plan lessons that are differentiated and meet the needs of all learners.
- Display the Classroom Expectations in their classroom.
- Ensure that students where their lanyards in lessons unless unsafe to do so
- Develop a positive relationship with students which may include:
  - Greeting students in the morning/at the start of lessons
  - Establishing clear routines
  - Communicating expectations of behaviour in ways other than verbally
  - Highlighting and promoting good behaviour
  - Concluding the day positively and starting the next day afresh
  - Having a plan for dealing with low-level disruption
  - Using positive reinforcement

8.2. Student support

The Housemaster/tutor will liaise with the Head of Department and teacher to discuss strategies for improving student behaviour and will work with the student on improving their behaviour. The Housemaster/tutor will be the contact home to parents and agents as appropriate.

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 special educational needs co-ordinator will evaluate a who exhibits challenging behaviour 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.

Behavioural issues can range in their frequency and severity. All staff must use their professional judgement when deciding on action to take and communicate concerns to the tutor who will inform the Housemaster. All behaviour incidents should be recorded on CPOMs.

At Abbey College Cambridge there are various interventions to support the student and help them to understand how good behaviour can improve their own learning outcomes and creates a trusting and safe community.

Where behavioural issues require escalating the Housemaster will meet with the student, this is done so with warmth, authority, and with respect. The Housemaster will model positive communication at all times and the student will be sanctioned in accordance with the behaviour ladder (Appendix 1)

8.3 Physical restraint

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

- Causing disorder
- Committing a criminal offence (or juvenile equivalent)
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

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

Where physical restraint may be required:

- Control: Passive physical contact is standing between students or blocking a student's path
- Control: Active physical control is leading a student by the arm out a situation

- Restraint is to hold back physically or to bring a student under control. This should only be used in extreme circumstances.

9. Training and support

Staff are provided with training on managing behaviour as part of their induction process.

Behaviour management will also form part of continuing professional development.

The Head of Department will discuss strategies with the individual teacher to help build better behaviours in the classroom. They will come to the lesson and provide kind, helpful and specific feedback to help with behaviour management strategies.

The Housemaster/Head of House will discuss strategies with the individual student to help build better behaviours in the classroom, boarding and around the college. They will monitor the student in lessons, boarding and around the college and provide kind, helpful and specific feedback to help with behaviour management strategies. The Housemaster/Head of House or tutor /huddle leader will contact parents as appropriate.

The Head of House will discuss strategies with the individual houseparent to help build better behaviours in boarding. They will monitor the house parents practice and provide kind, helpful and specific feedback to help with behaviour management strategies.

10. Links to other Documents

- Safeguarding Policy
- Attendance policy
- SEND policy
- Anti-bullying Policy
- Equal Opportunities Act 2010
- Keeping Children Safe in Education 2024

11.   Appendices

Appendix 1
Behaviour Escalation Flowchart

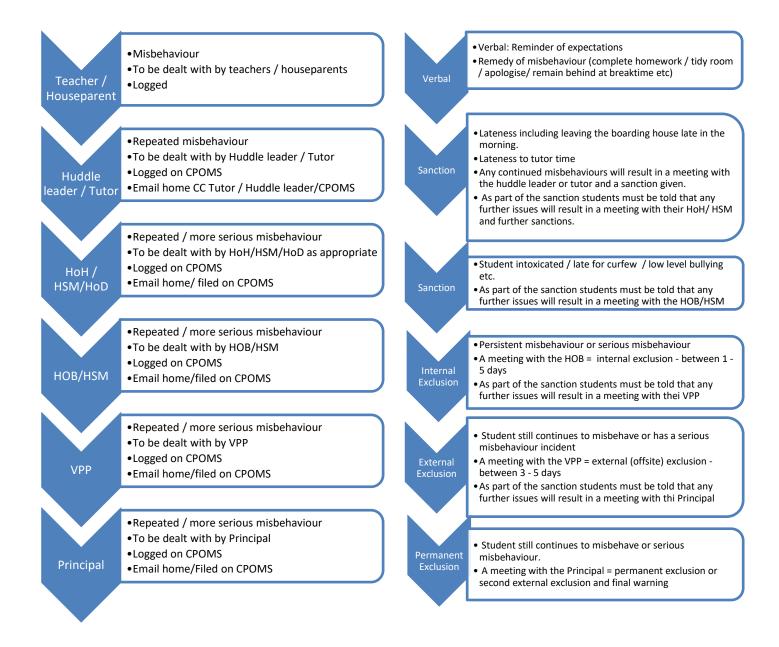| Stage	Actions		Sanction Level	Details
Teacher / Houseparent	• Misbehaviour • To be dealt with by teachers / houseparents • Logged		**Verbal**	• Verbal: Reminder of expectations • Remedy of misbehaviour (complete homework / tidy room / apologise/ remain behind at breaktime etc)
Huddle leader / Tutor	• Repeated misbehaviour • To be dealt with by Huddle leader / Tutor • Logged on CPOMS • Email home CC Tutor / Huddle leader/CPOMS		**Sanction**	• Lateness including leaving the boarding house late in the morning. • Lateness to tutor time • Any continued misbehaviours will result in a meeting with the huddle leader or tutor and a sanction given. • As part of the sanction students must be told that any further issues will result in a meeting with their HoH/ HSM and further sanctions.
HoH / HSM/HoD	• Repeated / more serious misbehaviour • To be dealt with by HoH/HSM/HoD as appropriate • Logged on CPOMS • Email home/ filed on CPOMS		**Sanction**	• Student intoxicated / late for curfew / low level bullying etc. • As part of the sanction students must be told that any further issues will result in a meeting with the HOB/HSM
HOB/HSM	• Repeated / more serious misbehaviour • To be dealt with by HOB/HSM • Logged on CPOMS • Email home/filed on CPOMS		**Internal Exclusion**	• Persistent misbehaviour or serious misbehaviour • A meeting with the HOB = internal exclusion - between 1 - 5 days • As part of the sanction students must be told that any further issues will result in a meeting with thei VPP
VPP	• Repeated / more serious misbehaviour • To be dealt with by VPP • Logged on CPOMS • Email home/filed on CPOMS		**External Exclusion**	• Student still continues to misbehave or has a serious misbehaviour incident • A meeting with the VPP = external (offsite) exclusion - between 3 - 5 days • As part of the sanction students must be told that any further issues will result in a meeting with thi Principal
Principal	• Repeated / more serious misbehaviour • To be dealt with by Principal • Logged on CPOMS • Email home/Filed on CPOMS		**Permanent Exclusion**	• Student still continues to misbehave or serious misbehaviour. • A meeting with the Principal = permanent exclusion or second external exclusion and final warning

Team around the child meeting (TAC)

Where students continue to exhibit behaviour that is inappropriate for a classroom, and where the strategies put in place have been exhausted, a meeting will take place led by the Designated Safeguarding Lead. Where a student has had a serious behavioural issue a TAC meeting will be called immediately.

Attendees to the meeting:

DSL – Chair

VPP/VPA /HoB

Housemaster– Secretary (writes, circulates and files minutes)

As required:

Tutor

Matron/House Matron

Huddle leader

Head of House

Teachers

Outline of the TAC meeting:

- Review SIMS log/CPOMs
- Review strategies implemented and their successes/failures
- Review contact home and parental support
- Review admissions file and previous school history, and reference checks from home
- Review possible SEND evaluation
- Review mental health/health reports
- Review DSL information

Outcomes of the TAC meeting:

- To decide on any additional academic support required
- To decide on possible behaviour for learning or behavioural agreements
- To decide on a change to academic options
- To decide on SEND/psychological/health assessments
- To decide on academic mentoring/counselling
- To decide on preventative strategies such as PALS
- To decide on contact home

Appendix 2
Formal Disciplinary Action

Parental interventions

The school may request for the parents of a student to attend a meeting in school where a face-to-face discussion can take place about suitable interventions for the student. The parents are expected to attend this meeting within 48 hours of the request if the situation is deemed important, or the first available flight if deemed urgent. Parents can request a named Guardian (see the Guardian Policy) to represent them at the meeting, in the agreement that the Guardian is able to communicate freely in English, and can take full parental responsibility of the student if required, regardless of the age of the student.

Withdrawal/Permanent Exclusion – behavioural concerns

In the event of the school leadership team having serious behavioural concerns about a student, the school reserves the right to require the parents to attend a meeting in the school to discuss the concerns. It may be that the student is permanently withdrawn from the school.

- Behavioural needs require a different educational environment
- Serious behavioural incident – See section 5
- Persistent misbehaviour – Section 5
- Relationships with peers are concerning and a fresh start is required in a new educational environment
- Parental involvement hinders the progression of the student, or parents are not supportive of the school, or non-communicative with the school when required to be so
- Behavioural concerns such as previous exclusions or undisclosed criminal activities
- A resistant attitude to learning or attending school