



# Abbey College Ramsey

## Behaviour Policy

This policy is informed by: [Behaviour and discipline in schools](#)  
[Advice for headteachers and school staff September 2022](#)

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# Abbey College Behaviour Policy

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# Abbey College Behaviour Policy

## Introduction

At Abbey College, we believe that promoting excellent behaviour in school is central to providing a good education. We have a culture of high expectations which leads to a calm, safe and supportive environment where all students can learn and thrive. Being taught how to behave well and appropriately within the context they are in is vital for all young people to succeed.

When students do misbehave, we will respond promptly, predictably and with confidence to maintain a calm, safe learning environment, and then consider how such behaviour can be prevented from recurring.

## Aims

1. To ensure high standards of student behaviour and attitude to learning.
2. To ensure all members of Abbey College feel ready to learn, respected, safe and valued
3. To facilitate outstanding teaching and learning within a safe, ordered and stimulating environment
4. To ensure equality of opportunity and the fulfilment of individual potential
5. To enable students to become responsible for their own behaviour and learning and develop self-esteem
6. to reduce the number of incidents of bullying, discrimination and other unacceptable behaviours

## When this policy applies

This policy applies to:

- students whilst they are at school or travelling to or from the school
- students taking part in any school-organised or school-related activity
- Students when wearing school uniform or in some other way identifiable as a student at the school
- To behaviour outside of school, including online, if there is a clear link between that behaviour and the maintenance of good behaviour and discipline among the school community as a whole, or where that outside behaviour affects the reputation and good name of the School.

## Implementation and Monitoring

The implementation of this policy is the responsibility of all adults employed at Abbey College. Staff with particular responsibilities in this area will be supported by the Senior Leadership Team and the monitoring of its effectiveness sits with the Local Governing Body.

## School Rules and Code of Conduct

We have three school rules that were devised by students, staff and parents which highlight our expectations of students:

**Ready:** At Abbey College we are ready because we are equipped, focused and prepared to engage in

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learning

**Respectful:** At Abbey College we are respectful because we act with care, consideration and tolerance.

**Responsible:** At Abbey College we are responsible because we take ownership of our learning and our actions. We act in a safe manner.

These expectations are detailed in the Student Code of Conduct (Appendix 1) and must be followed by students at all times at Abbey College, both inside and outside lessons.

## Banned Items

Students are not permitted to have any of the following items in school. If we have reasonable grounds to suspect that a student is in possession of one of these items then we will conduct a search in line with our search and confiscation policy:

- Energy Drinks
- Fizzy Drinks
- Chewing gum
- Cigarettes and associated items
- E-cigarettes and associated items
- Knives or weapons
- Alcohol
- Illegal drugs
- aerosol cans including deodorant
- Psychoactive substances aka “Legal Highs” - Nitrous Oxide or similar
- Stolen items
- 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, or damage to the property of, any person

## Rewards and Sanctions

### A How Good behaviour is encouraged

#### 1. Through praise and recognition

At Abbey College, our rewards system is based on the Abbey College Spirit which consists of three virtues: humility, intuition and passion. Spirit points are awarded to students when they demonstrate an element of one of these virtues during lesson time or in the wider school community. Students earn these points to work towards their bronze, silver and gold awards in Years 7-10 and their purple tie in Year 11. Staff are asked to award 5 points per lesson to ensure that spirit is explicitly recognised in every classroom.

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## Abbey College Spirit



			
<b>Monday</b>	We accept praise, praise others and apologise immediately.	We consider the impact of our actions on those around us.	We show focus and use positive language.
<b>Tuesday</b>	We use good manners, appropriate humour and don't interrupt others.	We actively listen and remember the detail.	We volunteer to go above and beyond.
<b>Wednesday</b>	We embrace working with a wide range of people and celebrate differences.	We maintain good eye contact and pay attention.	We are proactive and work hard to overcome obstacles.
<b>Thursday</b>	We take responsibility for our actions and our environment.	We give constructive feedback.	We use reasoning and organisation to solve problems.
<b>Friday</b>	We support each other in our learning and well-being.	We seek, reflect and act on feedback.	We show pride in our work, our school and our community.

Spirit is celebrated across the school in a wide range of ways:

- Spirits points
- Golden Tickets
- Spirit badges
- Headteacher's commendations
- Recognition in assembly
- Certificates
- Phone calls home
- Postcards home
- Flash rewards
- Film afternoons
- End of term celebrations
- End of Year bronze award afternoon

## 2. Through the behaviour curriculum

The characteristics of appropriate social behaviour that will help students and groups of students to learn effectively are taught through both the formal and informal curriculum. Thus:

- All teachers have the school's code of conduct poster on display to remind students of our school rules and expectations.
- The Year 6 transition programme includes an induction to our behaviour system, with extra intervention for students identified by the primary schools
- The Social Studies curriculum teaches patterns of behaviour that are appropriate in school and society. This curriculum area addresses such issues as name-calling, abusive language, peer on peer abuse, bullying, protected characteristic, discrimination and individual rights
- The form time programme has a weekly focus on emerging patterns across the school to highlight areas of behaviour to work on.
- Assemblies are a vehicle for the teaching of moral and ethical standpoints and are used to reinforce good behaviour. These include reset assemblies where students are reminded of the code of the conduct and the reasons behind the school rules
- There are opportunities for students to take positions of responsibility and act as role models

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to other students; for example: Student voice groups, prefects, sport's leaders, junior leadership teams.

### **3. By developing positive relationships across the school**

In keeping with their roles as professionals, teachers aim to foster appropriate and positive relationships with students. They deal with misbehaviour calmly, proportionately and in a non-confrontational manner, in line with our three virtues of humility, intuition and passion.

### **4. On-going staff training**

All staff are entitled to support and training to improve individual skills in behaviour management. This includes:

- All staff have training on our behaviour system as part of their new staff induction
- General guidance on the behaviour system and code of conduct is provided in the staff handbook
- Regular updates and training are given to staff through weekly ethos briefings and inset days
- Behaviour management forms part of the training programme for new teachers
- Bespoke training is offered to staff as required.

## **B How poor behaviour is discouraged**

### **1. Through the Ask, Tell, Remove behaviour system**

When a pupil contravenes the code of conduct the following three steps will be taken:

1. Ask - the pupil is asked to be ready, respectful and responsible ('I am asking you to...')
2. Tell - the pupil is told to be ready, respectful and responsible ('I am telling you to....')
3. Removal – if the student's poor behaviour persists, the staff member will press the alert button on sims to remove the pupil from the class, in order to avoid affecting the learning experience of other pupils. This is followed by a one-hour after school detention on the same day. Teachers are expected to speak to the student in the detention, or during the following form time to facilitate a positive reintegration into their lesson.

At each stage of the process, the staff member will give the student the opportunity to amend their behaviour, rather than escalate it.

### **2. Sanctions**

Sanctions will be issued when a student's behaviour is unacceptable/inappropriate in order to help them to develop a sense of right and wrong and operate as part of a successful learning community. The school will consider each behavioural incident individually and issue the appropriate sanction according to the behaviour policy unless poor behaviour is ongoing and a global view is necessary. The issuing of sanctions will be recorded and the consistent use of sanctions will be monitored by the Student Support Manager and the SLT behaviour lead in conjunction with SLT. Abbey college implements a graduating scale of sanctions (see appendix 2) which include the following:

- After school detention (one hour or two)

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- Reduced contact with peers through removal of social times
- Refocus (internal exclusion)
- Suspension
- Permanent exclusion

In order for a sanction to be lawful, the school will ensure that the decision to sanction is:

- made by a paid member of school staff, or a member of staff authorised to do so by the Headteacher
- made on the school premises or under the charge of a member of staff
- Is reasonable and does not breach any other legislation

Sanctions will:

- Relate to a specific task or action and will be applied clearly.
- Be issued consistently and fairly, ensuring that the recipient is clear about what they are being reprimanded for.
- Reinforce the school rules of being Ready, Responsible and Respectful.
- Not be given too easily or spread too widely.
- Not be collective sanctions

## **Detentions**

Although parental consent is not required for detentions issued in line with our behaviour policy; When detentions are issued outside of school hours, the school will ensure that the students' parents/carers are informed by text message by 2pm on the day of the detention.

## **Refocus (internal exclusion)**

Students will spend a period of time in the Refocus room for serious breaches of the code of conduct, persistent poor behaviour or for repeated failure to complete less serious sanctions. The Refocus room serves both as a sanction for poor behaviour and an intervention to support students to move forward positively. In the Refocus room students will

- Be supervised and provided with appropriate work for the duration of their time in Refocus
- Complete an appropriate reflection exercise
- Complete a restorative task to rebuild their relationship with the school community

Parents will be informed that the internal exclusion is taking place and the reasons why. Students will have their break and lunch in the Refocus room and will be able to use the bathroom as necessary. The Refocus room has an alternative timetable which runs from 8:40-4:10.

## **Suspension**

Suspensions will only be issued by the Headteacher or member of the Senior Leadership Team. They will be issued for serious breaches of the code of conduct or persistent poor behaviour. In the event

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of a suspension, parents/carers will be notified without delay and will be asked to attend a meeting during the period of suspension to support their child in a successful reintegration back to school. Students will be provided with work for the period of suspension to ensure continuity of the curriculum.

## 3. Partnership with parents/carers

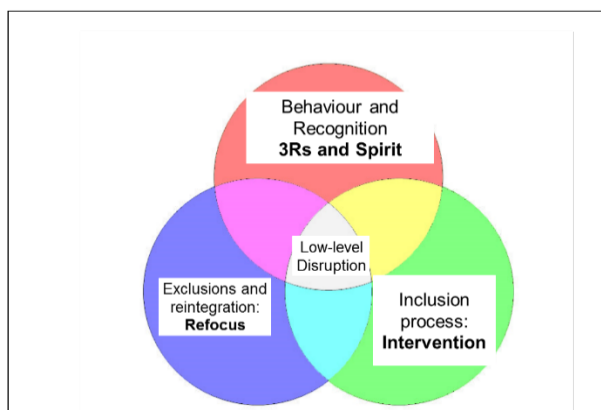
Parents/carers are expected to accept and support this policy when accepting a place for their child at Abbey College. The school will endeavour to communicate effectively with parents/carers where necessary regarding behaviour and expect parents to support the school's decision with regard to behavioural issues, share any concerns with their child's form tutor or the Student Support Manager and engage positively in discussion with the school regarding the best way forward for their child.

## 4. Consistent collective practice

We recognise that developing and maintaining good behaviour is a whole school issue and that students should be treated consistently. All members of staff are therefore responsible for ensuring this consistency of experience for students. This includes an expectation of punctuality and correct uniform, as well as classroom routines and appropriate behaviour.

## 5. Student support and pastoral interventions

There are three areas used to address and support students with behavior as shown below: Recognition and code of conduct (spirit), through pastoral interventions and the use of Refocus (exclusions)



Pastoral interventions are structured as follows and for steps 1 to 5 will be reset on a half-termly basis.



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Step	Threshold		Lead	Possible Interventions/actions
1	5 points		Form Tutor	<ul style="list-style-type: none"> <li>Tutor discussion: To ensure the student knows about incidents logged and understand how to correct their behaviour</li> </ul>
2	15 points		Form Tutor	<ul style="list-style-type: none"> <li>Daily check in with tutor (review of lessons, equipment, homework)</li> <li>Tutor report: To monitor what is going well and discuss with the student about areas of concern.</li> <li>Parental contact: To ensure that parents understand the concerns around their child's behaviour and how they can support at home (phone/email/letter).</li> <li>Target Reward: To motivate student to work positively towards a specific target To identify barriers to learning. Behaviour intervention to understand cause of behaviour.</li> <li>RAG timetable: To identify areas of concern and put intervention and support in place to address these.</li> </ul>
3	25 points	1 Significant incident	Raising Standard Lead	<ul style="list-style-type: none"> <li>1 day Refocus</li> <li>RSL support To identify barriers to learning. Behaviour intervention to understand cause of behaviour, support student to correct behaviour &amp; understand impact.</li> <li>Collaboration with teachers: Guidance sent to all staff</li> <li>RAG timetable: To identify areas of concern and put intervention and support in place to address these.</li> </ul>
4	35 points	2 significant incidents	Raising Standard Lead	<ul style="list-style-type: none"> <li>2 days Refocus</li> <li>Change sides of year: To give a fresh start with positive peer influence</li> <li>Referral to SEND or Welfare to check for unidentified need.</li> <li>Daily check in: to monitor, praise and support</li> <li>Possible referral to Bridge workshop</li> <li>Any other support needed identified through discussion with student/ parent.</li> </ul>
5	45 points	3 significant incidents	SLT Year link	<ul style="list-style-type: none"> <li>3 days Refocus</li> <li>PSP completed by RSL and SLT: SMART targets set and regularly reviewed.</li> <li>Relevant support in place following discussion with student to identify concerns and ways to address.</li> <li>Referral to Welfare or Referral to Bridge workshops/ programme</li> <li>Daily check ins</li> </ul>

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				<ul style="list-style-type: none"> <li>EHA completion if relevant</li> </ul>
6	PSP targets not met or High level incident	Behaviour Lead AP Lead SENDCo	Continued support from	<ul style="list-style-type: none"> <li>Form tutor/ RSL/ SLT link</li> <li>Welfare support</li> <li>New Horizons staff</li> <li>Bridge referral</li> <li>External AP</li> <li>Managed move</li> </ul>

## Behaviour Process for Students with SEND

Abbey College has high expectations for all students, and we believe all students are capable of achieving to the best of their ability across the curriculum and in relation to their conduct around school. However, we recognise that some students with SEND may require reasonable adjustments to enable them to achieve our expectations. These might include:

- short, planned movement breaks for a pupil whose SEND means that they find it difficult to sit still for long
- adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- adjusting uniform requirements for a pupil with sensory issues or who have medical needs that require this
- using an out of class pass to have a brief period of time out from a lesson

If there is a behaviour incident involving a student with SEND, the following steps will take place:

- Where appropriate the Student Support team dealing with the incident will alert the SEND team
- Where appropriate, a member of the SEND team may support a student with helping the student to write their statement
- Any sanction needed will be decided through discussion between the student support team/SLT and the SEND team.
- Someone from the SEND team will attend any parental meeting that takes place
- The student will complete appropriate restorative work with the SEND team following any behaviour incidents that take place, which would be additional to any measures put in place by the pastoral team
- Through collaboration between pastoral staff and the SEND team we aim to ensure that we meet all students' needs whilst helping them to understand and accept the expectations of our school community.

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## Preventing child-on-child abuse and sexual harassment

Abbey College has a zero-tolerance approach to all forms of child-on-child abuse, including sexual harassment and sexual violence. The school's Child Protection and Safeguarding Policy outlines our stance on addressing child-on-child sexual abuse, and the procedures in place will be adhered to if any instances of sexual harassment or sexual violence be uncovered.

To prevent child-on-child abuse and address the wider societal factors that can influence behaviour, the school will educate pupils about abuse, its forms and the importance of discussing any concerns and respecting others through the curriculum, assemblies and PSHE lessons.

Students will be made aware of how to report concerns and how any reports will be handled.

## Appendix 1: Student Code of Conduct

As a READY Abbey College student:	As a RESPECTFUL Abbey College student:	As a RESPONSIBLE Abbey College student:
<input type="checkbox"/> I am on-time every lesson, every day	<input type="checkbox"/> I am kind	<input type="checkbox"/> I put in maximum effort and pride into my lessons
<input type="checkbox"/> I wear my full school uniform correctly	<input type="checkbox"/> I use appropriate language	<input type="checkbox"/> I allow everyone to learn free from disruption
<input type="checkbox"/> I am equipped for all my lessons	<input type="checkbox"/> I keep my hands and feet to myself	<input type="checkbox"/> I am sensible and safe
<input type="checkbox"/> I complete homework to a good standard	<input type="checkbox"/> I treat the school and local environment with care	<input type="checkbox"/> I will not bring banned items into school
	<input type="checkbox"/> I follow the instructions of all adults and Prefects	<input type="checkbox"/> I keep my mobile phone off and in my bag during the school day
	<input type="checkbox"/> I accept people's beliefs, sexuality, differences and cultures	

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## Appendix 2: Code of Conduct thresholds

Standalone incidents		
Category	Incident	Staff Actions
Ready	Incorrect uniform or equipment inc partial kit	Tell
	Poor standard of homework	
	Late to school/lesson	Immediate sanction
	Full missing kit ( PE, drama, CCF)	
	Failure to hand in homework	
Respectful	Unkind*	Ask, tell, removal
	Disregard for the environment or property	
	Inappropriate physical contact	
	Disrespect to staff	
	Talking during a ‘hands up’	
	Inappropriate language	Immediate sanction
Responsible	Lack of effort	Ask, tell, removal
	Disruption	
	Chewing gum/energy drink/fizzy drink/aerosols	Immediate sanction
	Extreme or unsafe behaviour	
	Mobile phone seen or heard	
	Incorrect toilet/year group area	
Sanction = confiscation of banned item + removal where appropriate + 1hr detention		
*unkind incidents will be investigated as potential bullying		

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## Significant Sanctions

Sanction type	Code of Conduct
<b>Detention</b>	<ul style="list-style-type: none"> <li>• Removal</li> <li>• Immediate sanction</li> <li>• 3xtell</li> </ul>
<b>SLT Detention</b>	<ul style="list-style-type: none"> <li>• More than one removal in a day</li> <li>• Failing to attend a 1 hr detention</li> <li>• Failing to meet detention criteria</li> <li>• Failing a lesson removal</li> </ul>
<b>Loss of Social Time</b>	<ul style="list-style-type: none"> <li>• Repeated poor behaviour during social time</li> </ul>
<b>Refocus 1-5 days</b>	<ul style="list-style-type: none"> <li>• Student reaches step 3 or beyond of the escalation process</li> <li>• Any Truancy</li> <li>• Persistent refusal to comply with a member of staff including walking away</li> <li>• Bringing the Academy into disrepute</li> <li>• Physical altercation</li> <li>• Bullying</li> <li>• Racism</li> <li>• Homophobia, transphobia or any other prejudice-related behaviour</li> <li>• Extremist language</li> <li>• Possession of banned item including vapes</li> </ul>
<b>Suspension 1-5 days</b>	<ul style="list-style-type: none"> <li>• Failure to meet the expectations of the Refocus Room</li> <li>• Behaviours considered extreme in their nature</li> </ul>
<b>Off site direction</b>	<ul style="list-style-type: none"> <li>• Persistent poor behaviour for which other interventions have not been successful</li> </ul>
<b>Permanent Exclusion</b>	<ul style="list-style-type: none"> <li>• Persistent unacceptable behaviour which has previously been reported and for which Academy sanctions and other interventions have not been successful in modifying the student's behaviour.</li> <li>• Persistent Bullying</li> </ul> <p><b>One off serious breaches of the code of conduct</b></p> <ul style="list-style-type: none"> <li>• Actions which put the student or others in danger.</li> <li>• Verbal abuse to staff or students</li> <li>• Physical abuse to/attack on staff or students</li> <li>• Breach of E-Safety policy</li> <li>• Wilful damage to property</li> <li>• Use of, possession of, banned substances</li> <li>• Theft</li> <li>• Serious actual or threatened violence against another student or a member of staff</li> <li>• Sexual abuse or assault</li> <li>• Supplying a banned substance</li> <li>• Carrying an offensive weapon.</li> <li>• Arson</li> </ul>

### Appendix 3. Suspension and Exclusion Guidance (Also see Exclusion Guidance Policy)

Suspensions, supported transfer via managed move protocol and permanent exclusion form the higher echelons of the Abbey College hierarchy of sanctions as outlined in the Academy's

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Behaviour policy.

This policy is based on the following guidance:

- [Department for Education Behaviour in Schools – advice for Headteachers and School Staff July 22](#)
- [Department of Education statutory guidance: Suspension and Permanent Exclusion](#)

Suspension/Exclusion may be appropriate if a student

- Commits a serious breach of the Academy's Behaviour and Inclusion Policy as outlined in that policy,
- Repeatedly fails to follow the expectations required of students at Abbey College as published in the Academy's Behaviour and Inclusion Policy,
- Repeatedly fails to follow sanctions imposed as a consequence of the student's chosen behaviour, thereby putting themselves beyond the care and control of the Academy, or
- Repeatedly fails to follow reasonable requests made of them by staff at the Academy, working in line with Academy policies, thereby putting themselves beyond the care and control of the academy.

Exclusion will not be used in the following circumstances:

- Minor incidents such as failure to do homework
- Lateness or poor attendance
- Punishing students for behaviour of parents/carers

## Responsibilities

The Academy will provide parents/carers and the local authority with written confirmation of any suspension and will supply suitable work for students. If a student is in care or has a social worker, the school will notify the social worker and/or Virtual School Head where applicable. In all possible cases, a re-integration meeting should precede the student's return to the academy. Parents/Carers are asked to support their child and the Academy by attending this meeting to agree support strategies for the student.

## Exclusion stages

Students who misbehave may be placed upon any of the following stages depending on the nature of their behaviour.

Continued poor behaviour will result in the student progressing through the exclusion stage system.

Exclusion Stage	Examples of student behaviour that might place them at this stage	How the Academy might support students at this stage
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<b>Stage One</b> <i>Internal exclusion (Refocusing)</i>	<ul style="list-style-type: none"> <li>• Responsible – Any Truancy</li> <li>• Responsible – Failing a detention / failing lesson removal</li> <li>• Respectful – Refusing to comply with a member of staff</li> <li>• Respectful – Bringing the Academy into disrepute</li> <li>• Respectful – Bullying</li> <li>• Respectful – Racism</li> <li>• Respectful - Homophobic language</li> <li>• Respectful - Extremist language</li> </ul>	<ul style="list-style-type: none"> <li>• Raising Standards Leader (RSL)/SLT meeting with parent/carers</li> <li>• Meeting with student and RSL or member of senior leadership team</li> <li>• Behaviour Contract</li> <li>• Pupil Passport students with SEND</li> </ul>
<b>Stage Two</b>  Suspension  <i>May result in Governors' Discipline Committee hearing</i>	<ul style="list-style-type: none"> <li>• Suspension will be considered for behaviours considered extreme in their nature or if they significantly challenge our school rules</li> </ul>	<ul style="list-style-type: none"> <li>• Raising Standards Leader (RSL) meeting with parent/carers</li> <li>• Behaviour Contract</li> <li>• Pupil Passport students with SEND</li> <li>• Alternative Provision for some aspects of the students timetable</li> </ul>
<b>Stage Three</b> <i>Permanent exclusion</i>	<ul style="list-style-type: none"> <li>• Persistent and/or malicious disruptive behaviour</li> <li>• Supplying of illegal drugs</li> <li>• Where it is proven that students have made malicious allegations against members of staff, the Academy will permanently exclude that student.</li> </ul>	<ul style="list-style-type: none"> <li>• Referral to, and co-operation with, the Education and Inclusion Welfare Officer for Cambridge County Council</li> </ul>

The Academy also has an agreement with members of the local community. This includes the local police and the courts. As part of this partnership the Academy will attempt to manage any bail conditions set for students who commit offences. If the student fails to adhere to these conditions it will lead to permanent exclusion.

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The Headteacher retains the right to exclude a student, either for a fixed term or permanently, at their discretion.