

Abbeyfield
School



Promotion of Positive Behaviour Policy

Status:	Approved
Governing Committee:	Full Governing Board
Author:	Assistant Headteacher

Relevant Legislation: The Equality Act/The Disability Discrimination Act

Related policies:

Single Equality Policy
Home School
Agreement Charging
and Remittance Policy
Special Educational
Needs Policy Anti-
Bullying Policy
Health and Safety Policy
Safeguarding and Child Protection Policy
E-Safety Policy
Acceptable Usage Policy

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1. Aims & General Information.

1.1 Our promoting Behaviour Policy is designed in such a way that it follows the principles set out in our Home School Agreement and School Rules. Whilst we aim to foster an atmosphere in which students may reach their academic potential and also develop fully as individuals, we recognise that there may be occasions when behaviour falls below the high level we are trying to achieve. Students' particular needs and difficulties are taken into account to safeguard their interests. Therefore, clear guidelines for what may happen if behaviour is unacceptable are essential.

1.2 Abbeyfield School will not be successful if it works in isolation. We must maintain strong links with the parents of our students. The support of parents and their understanding of any sanction which may be implemented for unacceptable behaviour is crucial. The Form Tutor, Senior House Tutors and Raising Standards Leaders (RSL) for each year group, working with other staff, have a responsibility on a day-to-day basis for the overall well-being of each student. Each student should be able to develop secure and trusting relationships with members of staff and with each other.

1.3 The scope of this Policy extends as is recommended by DfE guidelines to

- i) On the school site
- ii) Outside school on school business (e.g. trips, visits)
- iii) Section 89(5) of the Education and Inspections Act 2006 also gives teacher the authority to discipline students outside the school gates where the school feels it is appropriate and reasonable to do in accordance with the 2006 Act. 'One example of this would be travelling to and from school.

2. Overview

2.1 Abbeyfield students are expected to be responsible for their own behaviour. They should have respect for themselves, respect for others and also for the environment in which they work. This extends to effort in classroom, punctuality, classwork, homework, organisation, attendance and uniform. We endeavour to acknowledge behaviour that is of a high standard and have a system of rewards for doing so.

2.2 A high standard of behavior is maintained by considering three aspects:

2.3

Respect for oneself

This is shown by a positive and active involvement in classwork and school life. Inside the classroom this means that lessons are able to progress without disruption. Each student should ensure that they arrive for all lessons with the correct books and equipment, wearing the right uniform correctly and with an expectation that they will contribute in a positive way to the success of the lesson.

Respect for others and their culture

All members of the school community should be treated with respect. This is shown by the way that we speak to each other and by being courteous, well-mannered and by showing regard for the feelings of others and difficulties they face. Discrimination will not be tolerated.

Respect for the environment

We all benefit from working in a clean and tidy environment that is well-resourced and safe. To maintain this all members of the school community should not drop litter or use chewing gum. It is also important to respect other people's property and work displayed around the school, and to report any theft or damage to the nearest member of staff.

2.4 There are many aspects of the daily life of the school that can have an effect on behaviour and student progress. These are listed in the following paragraphs with details of our expectations for each. They are followed by the rewards and sanctions that are available to the school in responding to good or bad behaviour. It is not possible in this document to cover every situation that might arise so an element of common sense and a desire to do the best for the student and the school is required in responding to something not covered here.

2.5 To support students in school we have a strong pastoral care structure. The key player in this for an individual student is the form tutor as they have daily contact with the students. There are also Senior House Tutors and RSL's. A number of other staff are also available as necessary, including an Assistant Headteacher (Pastoral Care and Inclusion), Safeguarding (Child Protection) Officers. The Tutors and Raising Standards Leaders also have an overview of academic performance which we believe is linked to behaviour and motivation in school.

2.6 Sixth Form Students

We expect our sixth form students to set a good example to younger students and we have high expectations of their behaviour and conduct. All students within the school are included within the terms of the Behaviour Policy, however it may be appropriate in some cases for different sanctions to be applied. Sixth form students are not expected to wear uniform but should dress for school in a manner that is considered as smart business clothing. Students in the Sixth Form will be subject to the same processes should their behaviour or motivation fall below the high expectations of Abbeyfield School.

3. Attendance and Punctuality

3.1 Abbeyfield is required by law to keep a record of student attendance. It is essential that we have an accurate record of who is in school, for safeguarding of students. Good attendance and punctuality are essential for good learning. They are also essential skills for later life. Punctuality and attendance are monitored by the Tutor, RSL and the Assistant Headteacher. All students with attendance below 95% are closely monitored and problems are followed up with the support of the Educational Welfare Officer

See Attendance Policy for further guidance

4. Home Work

4.1 Research clearly shows that home learning (or homework) does improve the chances of a student achieving his or her potential and, as such, work should always be completed to the best of a student's ability and returned on or before the deadline set by the teacher.

See Home Learning Policy for further guidance

5. Uniform and Appearance

5.1 All students are expected to wear correct school uniform as it plays an important part in establishing a community spirit and also encourages students to take a personal pride in their own appearance. They are expected to wear it on the way to and on the way from school each day. The school expects that the appearance of all students will reflect credit on the individual, the family and the school itself.

5.2 A copy of the uniform list is available separately and includes limits on the amount of jewellery that may be worn as well as comments on hoodies, hair styles and other issues that arise from time to time; it is reviewed annually for the school prospectus. Students who fail to meet uniform expectations may receive a sanction based on the fact they have not followed a reasonable instruction.

5.3 The school prospectus lists the current uniform of the school and a parent/carer can consult the school website or contact the school for further guidance.

5.4 Facial piercings and excessively designed earrings are not permitted and students will be asked to remove them.

See Uniform Policy for further guidance

6. Independence and Effort

6.1 Students should make every effort to complete work and contribute in class to the best of their ability. Abbeyfield has a system for commending Independence as well as achievement and the reports sent to parents 3 times a year comment on this along with an effort grade.

See the Teaching and Learning (B4L policy) for further information.

7. Lesson preparation and organisation

7.1 It helps to plan ahead and to ensure that homework is done. Timetables should be checked at night to see which lessons take place the following day. The necessary equipment and books should be put in the student's bag for the next morning. Students should be ready and prepared to work from the moment they enter the classroom or teaching area.

7.2 Classroom Expectations are displayed in all classrooms and Tutors remind all students at the beginning of every year.

7.3 Behaving in a way that disrupts the lesson and the learning of others is treated as inappropriate. Students can expect a sanction if they do not meet the expectations of a member of staff.

8. Electronic Devices

8.1 The use of mobile telephones/tablets is not permitted in class unless requested by the member of staff. It is appreciated that, for safety reasons, students may require to have access to a phone on the way to or from school. However, whilst at school, they must be both turned off and kept out of sight. Staff will confiscate mobile telephones if they are seen during the school day (08:40 – 15:00) and hand them into Main Reception. Students can then collect them at the end of the day. In the case of repeated confiscation parents will be asked to discuss with the school appropriate arrangements to ensure the student does not need to have the phone in school on their person during normal school hours. Use of a mobile phone during a lesson will be deemed a serious offence unless advised by the Teacher.

8.2 Personal music players and other electronic devices/tablets may be brought into school. They can only be used before and after school. As with mobile phones, they are not covered by any school insurance and the school would not be liable if they were lost or damaged. Any loss would be the students' responsibility. Use of an electronic device during a lesson (unless permitted by the teacher) will be deemed a serious offence.

8.3 The recording and photographing of staff (and publishing of these) will be considered a serious offence.

9. Chewing Gum

9.1 One of the biggest problems in keeping the school clean has been the damage done to carpets and furniture by chewing gum. For this reason we do not allow chewing gum in school.

10. Bullying

10.1 All members of Abbeyfield School community have the right to feel safe. Any form of bullying is treated seriously and followed up as a matter of priority. Bullying is defined as "any physical, verbal or indirect abuse which is deliberately hurtful and causes distress, or which an individual perceives to be bullying in nature". This includes cyber bullying.

See Anti Bullying Policy for further guidance

11. Serious Offences

11.1 To ensure an ordered and safe environment for all who work at Abbeyfield School there are some rules to which all must adhere and, if broken, will be treated as very serious matters.

11.2 This includes the following:

- behaviour which places the student or others in danger
- setting off the fire alarm other than in an emergency
- any form of physical, or verbal abuse, including gathering in a large group intending to intimidate others.
- bringing into school any harmful or illegal substances, including alcohol, tobacco, matches and lighters, e-cigarettes and associated accessories.

- repeated smoking on the premises, or on the way to and from school, or being with students who are smoking.
- bringing onto the school premises any type of weapon, including any type of knife/penknife including toy guns and replicas. This also applies to travel to and from school.
- Using foul language at or about staff, or within the hearing of staff.
- Direct refusal to follow a reasonable instruction.

11.3 Unforeseen situations may also be included in this category. This means any act not listed above which is perceived to be against the common good of the school community.

12. Responding to behaviour

12.1 Rewards

When students successfully follow the guidelines outlined above and meet the school's expectations for good behaviour, we endeavour to recognise this. Our present rewards system includes, in no particular order:

- verbal praise, either personal or public
- 'Pings' – via Classcharts reward System
- positive comments in exercise books, and students' work
- recognition in assembly
- end of term / year celebration assembly
- good references for students when they leave the school
- other ways that may not be defined above.

12.2 Sanctions

When behaviour does not meet expectations we employ a range of strategies to address the situation. These are noted below and are again not in any particular order. The school's rationale for imposing a sanction is to correct behaviour and realign students' actions with the school ethos. The level of response will depend on the seriousness of the offence, whether or not it has happened before and the student's previous disciplinary record. Clearly, if a student has not corrected their behaviour, from a previously imposed sanction, this makes the matter more serious and a more significant sanction might apply than would otherwise have been the case. Sanctions include:

- verbal reprimand-'expectations reaffirmed'
- letter or phone call home
- detention at break time, lunchtime or after school (see below)
- involvement of pastoral staff
- being placed On Report for a period of time
- meeting with parents
- removal of privileges
- referral to a more senior member of staff
- removal from lesson into the department Safety Net
- Supported Isolation (SIR)
- fixed term exclusion (see below)
- permanent exclusion (see below)
- Behaviour Agreements, Individual Behaviour Plans (IBP), Pastoral Support Plans (PSP) and referral to other agencies or working with a Common Assessment Form (CAF)
- referral to Governors

When a student does not meet the expectation of a member of staff a log is made on Abbeyfield's Information System (SIMS) and these are monitored by the Tutor who will,

along with the RSL, monitor the behaviour across the school. A sanction may well then be imposed in direct response. A build up of behaviour logs over a period will trigger student interviews with designated staff. This may be the Tutor in the first instance; in more serious cases, staff leading areas of the school.

12.3 If poor behaviour has resulted in damage to the school or property the student would be expected to remedy the situation and this may include payment for repair or replacement. A record of poor behaviour is maintained through SIMS. Any previous record is taken into account when responding to issues.

12.4 There may be occasions where it may be perceived that inconsistency of approach is taken. Abbeyfield School would always acknowledge that equitable decisions are important, but also that every situation is different, history of behaviour is different and students' response to previous sanctions is different. This may equate to a different school response from one student to another.

12.5 Detentions

Students may be detained during break or lunch times, or after school. Parents/carers will be informed via email with behavioral detentions in most cases, being given twenty-four hours' notice.

Homework detentions will be set for the next school day until the work is completed or for up to 1 hr. Parents will be informed via email. Students are given the opportunity to complete the work during their break or lunchtime to avoid the afterschool detention.

In the interests of safety a student's circumstances (e.g. travelling arrangements) will be taken into consideration.

12.6 Please note that parents' permission is not required for a teacher to detain a student; we inform parents so they can be aware that it is happening. No student will be detained past 5.00pm.

12.7 Exclusions

Exclusion from school is usually reserved for serious offences or persistent misbehaviour. Exclusions are applied to emphasise the gravity of the offence and to recognise that a period of reflection is appropriate. They may be permanent, for a fixed time or an internal exclusion (SIR).

12.8 Permanent exclusion is rare, but may be appropriate in some cases. There will be exceptional circumstances where, in the headteacher's judgment, it is appropriate to exclude a child permanently for a first or 'one off' offence. (See Appendix A) In cases where the Headteacher has permanently excluded a student for one of the offences listed in Appendix A the governors' discipline committee would not reinstate the student.

See Exclusion Policy for further guidance

13. Search and Confiscation

13.1 The Department for Education advice links this aspect to the following legislation - Education Act 1996; Education and Inspections Act 2006; The Schools (Specification and Disposal of Articles) Regulations 2012; The School Behaviour (Determination and Publicising of Measures in Academies) Regulations 2012; and Health and Safety at Work etc. Act 1974

- School staff can search a pupil for any item if the pupil agrees'

- Headteachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items are:
 - knives or weapons
 - alcohol
 - illegal drugs
 - stolen items
 - tobacco and cigarette papers
 - e-cigarettes and associated accessories.
 - fireworks
 - pornographic images
 - any article that the member of staff reasonably suspects has been, or is likely to be used to commit an offence or to cause personal injury to, or damage to the property of, any person (including the pupil)

- Headteachers and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for.

- School staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline.

14. Use of Reasonable Force

14.1 The Education and Inspections Act 2006 explains the legal provisions on school discipline and provides the staff with the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

- The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
- Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
- 'Reasonable in the circumstances' means using no more force than is needed.
- As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
- Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
- All members of school staff have a legal power to use reasonable force.
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- Where the use of reasonable force has been identified as part of a student's care plan, individual behavior plans are implemented to ensure that its use is undertaken appropriately, only when necessary and safely.

14.2 The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

Abbeyfield School can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground
- restrain a pupil at risk of harming themselves through physical outbursts.

Where a student has been restrained then a record will be completed in the school's Physical Intervention book and signed by the members of staff involved. The Headteacher or another member of SLT (in the Headteachers absence) will also sign off each record.

15. Complaints Procedure

15.1 Parents or guardians who have a complaint concerning the application of the promoting Positive Behaviour Policy are normally directed in the first instance towards the Raising Standards Leader. If the RSL is unable to resolve the issue, or if the Parent still has a grievance, the Assistant Headteacher (Pastoral Care and Inclusion) will become involved. Should the matter still be unresolved the Parents/Guardians may contact the Head Teacher. In a situation where the school is unable to resolve the problem to the parent's/guardian's satisfaction this should then be referred to the Chair of Governors, Local Authority and finally to the Secretary of State for Education.

See Parental Complaints Policy for further guidance

APPENDIX A

Exceptional circumstances where, in the headteacher's judgment, it is appropriate to exclude a child permanently from being educated within school for a first or 'one off' offence:

- Serious actual or threatened violence against another student or a member of staff
- Sexual abuse or assault
- Possession or supply of an illegal substance on the school site
- Bringing an illegal substance onto the school site
- Carrying an offensive weapon

These instances are by no means exhaustive, but indicate the severity of such offences and the fact that such behaviour can affect the discipline and well-being of the school community.

In addition the Headteacher may exclude a student permanently for persistent and defiant misbehaviour including bullying (which would include racist or homophobic bullying).

Where a student has been excluded for any of the above reasons, the governors' discipline committee or an independent appeal panel would not be expected to reinstate the student.