



Abbot Beyne School

Policy:	Behaviour Policy and Statement of Behaviour Principles Appendix : Covid19 Addendum
Person Responsible:	Mrs F Airey
Governors' Committee:	Student and Personnel
Date Adopted:	January 2013 (significant changes 2018 and 2021)
Revised Date:	May 2021 (updated October 2021)
Next Review Date:	May 2022
Signature:	

Behaviour Policy & Statement of Behaviour Principles Including Covid-19 Addendum

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)

- [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
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online

3. Definitions

Misbehaviour is defined as:

- Non-completion of classwork or homework
- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Poor attitude
- Incorrect uniform or Incorrect/Incomplete equipment
- Mobile phone misuse
- Not following instructions and defiance

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism or theft
- Fighting or Physical assault
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol, Tobacco and cigarette papers
 - Illegal drugs/substances
 - Stolen items
 - 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)

Any student found to be under the influence of alcohol or drugs whilst on the premises, whilst representing the school on a trip or visit, or whilst wearing school uniform, is at risk of permanent exclusion.

Incidents of serious misbehaviour may result in a Fixed Term Exclusion or Permanent Exclusion.

4. Bullying

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
Prejudice-based and discriminatory, including: <ul style="list-style-type: none">● Racial● Faith-based● Gendered (sexist)	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)

<ul style="list-style-type: none"> ● Homophobic/biphobic ● Transphobic ● Disability-based 	
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

Abbot Beyne School has a separate Bullying Policy. Details of our school's approach to preventing and addressing bullying are set out in this policy.

5. Roles and responsibilities

5.1 The Governing Board

The Student and Personnel Committee is responsible for reviewing and approving the written statement of behaviour principles (Appendix 1). The Student and Personnel Committee will also review this behaviour policy in conjunction with the Headteacher and monitor the policy's effectiveness, holding the Headteacher to account for its implementation.

5.2 The Headteacher

The Headteacher is responsible for reviewing this behaviour policy in conjunction with the Student & Personnel Committee, giving due consideration to the school's statement of behaviour principles

The Headteacher 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.

5.3 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
- Sharing and recording details of behaviour incidents

The Student Support Team and the Senior Leadership Team will support staff in responding to behaviour incidents.

5.4 Parents/Carers

Parents/Carers are expected to:

- Support their child in adhering to the behaviour expectations
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the Student Support Team

5.5 Students

Students are expected to follow the behaviour expectations which are clearly established by Our values: Respectful, Responsible and Resilient.

6. Rewards and Sanctions

Our system of behaviour management is based on compassion, wellbeing and reward whilst employing the use of sanctions when necessary. Our non-confrontational approach to managing behaviour focuses on developing positive relationships. It focuses on tackling factors that are driving behaviours and helps us to prevent the consequences of more challenging behaviours.

6.1 Rewards

Students will be rewarded for displaying our values via behaviour points, certificates, postcards and other prizes for attendance and participation in school life. Points will be awarded when a student goes over and above expectations. These points will be rewarded for school and remote based learning. Positive points will also be awarded at the end of the 10 week block.

6.2 Sanctions

To maintain the learning environment for all, students who choose not to follow expectations will receive guidance and sanctions from staff. Key aspects of our procedures include:

1. Staff taking a non-judgemental, curious and holistic stance wherever possible when trying to make sense of the behaviour presented.
2. Relationships, responsibility and restoration are key to promote inclusion, connection and respect for all members of the school community.
3. Boundaries and expectations need to be clear and explicit for all.
4. Students are expected to make positive choices about their behaviour; they are encouraged and taught to do so. Where a choice is made which does not yield a positive outcome, students need to accept there are consequences to their actions. Consequences are proportionate and relevant to the behaviour.
5. School will work in partnership with parents / carers to strive for the development of good behaviours.

Framework: 10 week blocks

Positive behaviour points will run continuously throughout the year. Students will receive rewards for the number of positive points gained throughout the year. All behaviour points will be monitored closely by staff and can be seen by students and parents / carers on the Bromcom app. At the end of every 10 weeks a number of additional positive behaviour points will be allocated based on behaviours throughout the block.

Negative points will be given to students who do not comply with the behaviour expectations outlined by our school values. The school will apply a graduated approach to the number of points

accrued in a 10 week block (4 blocks in each academic year). The negative behaviour points will be reset at the start of each block, thus allowing for fresh starts for the student.

Removal from lessons: LOLO system

Initially a student in a lesson will be redirected for displaying inappropriate behaviour, they will be warned and given guidance on how to modify their behaviour to get their learning back on track. This will be logged by the teacher as a “warning.” If such behaviour continues, then the student may be removed from the classroom (LOLO) for the remainder of the lesson. This will be logged by the teacher as a LOLO. For each LOLO there is a further sanction for the student, depending on their previous number of LOLOs in the block. LOLOs follow the same 10 week block structure as behaviour points. This is a graduated approach. For every LOLO there is a restorative conversation completed with the teaching staff, the LOLO is logged and the member of staff phones home.

6.3 Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how ‘small’ they feel it might be.

The school’s response will be proportionate, considered, supportive and decided on a case-by-case basis

Sanctions for sexual harassment and violence will be proportionate and may include:

- Detentions
- Seclusions
- Exclusion

The school has procedures in place to respond to any allegations or concerns regarding a child’s safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children’s social care
 - Report to the police

Please refer to our safeguarding policy for more information.

6.4 Off-site behaviour

Sanctions may be applied where a student has misbehaved off-site when representing the school, such as on a school trip or on the way to or from school. School will not investigate incidents that happen outside of school or beyond the journey to and from school. The exception to this is if behaviour relating to an incident comes into school. The school acknowledges that we have a duty of care to students and will endeavour to make investigations to bring about lasting resolve

6.5 Malicious allegations

Where a student makes an accusation against a member of staff and that accusation is shown to have been malicious, the Headteacher will discipline the student in accordance with this policy.

7 Behaviour Management

7.1 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
- 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

7.2 Confiscation

Any prohibited items (listed in section 3) found in students' possession will be confiscated. These items will not be returned to students. We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to students after discussion with senior leaders and parents, if appropriate.

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

7.3 Student support

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 student 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.

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

7.4 Safeguarding

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

8. Student Transition

To ensure a smooth transition to the next year, students have transition sessions with their new

teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to student behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those students transferring to other schools.

9. Training

Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process. Behaviour management and Behaviour for Learning will also form part of continuing professional development.

10. Monitoring Arrangements

This Behaviour Policy will be reviewed by the Headteacher and Student and Personnel Committee every year. At each review, the policy will be approved by the Headteacher.

The written statement of behaviour principles (Appendix 1) will be reviewed and approved by the Student and Personnel Committee every year.

11. Links with Other Policies

This behaviour policy is linked to the following policies (found on school website):

- Safeguarding Policy
- Anti-bullying Policy

Appendix 1: Written statement of behaviour principles

- Every student understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All students, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to students at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by students and staff
- Students are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and students' home life

The Governing Board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the Student and Personnel Committee every year.

Appendix 2



Abbot Beyne School

Respectful Responsible Resilient

Our values are held by all members of our school community.

Respectful	Responsible	Resilient
<ul style="list-style-type: none"> Showing respect towards all staff, being polite and following instructions first time. Showing respect towards each other, respecting our similarities, our differences and above all being kind to one another. Showing respect towards our environment, our school, our community and our planet. 	<ul style="list-style-type: none"> Taking responsibility for everyone's safety, including our own. Taking responsibility by doing our best and completing our work and homework to the highest possible standard. Taking responsibility by being on time for school and lessons with the correct uniform and equipment. 	<ul style="list-style-type: none"> Demonstrating resilience by attending school every day. Demonstrating resilience by not giving up, especially when things seem difficult. Demonstrating resilience by accepting mistakes, reflecting on them and improving next time.



Abbot Beyne School

Respectful Responsible Resilient

The sanctions for the number of negative points received in a 10 week block are shown below.

Number of negative points in a block	Sanctions
-20	20 minute after school detention.
-40	45 minute after school detention. Student on Head of Year report. Phone call home.
-60	1 day in seclusion. Meeting with Head of Year (withdrawn from rewards trip / prom).
-80	2 days in seclusion. Meeting with the Head of Key Stage. Monitoring report.
-100	2 days Fixed Term Exclusion. Reintegration with Assistant Headteacher. PSP / Behaviour contract. Monitoring report with Assistant Headteacher.
-140	4 days Fixed Term Exclusion. Reintegration with Headteacher. Revised PSP / Behaviour contract.
-180	8 days Fixed Term Exclusion. Meeting with a Governors' Panel.



Abbot Beyne School

Respectful Responsible Resilient

Learn or lose out (LOLO) - For all LOLOs the teacher will hold a restorative conversation with the student and make a phone call home.

Number of LOLOs in a block	Sanctions
1	Teacher holds a restorative conversation and makes a phone call home.
2	Teacher holds a restorative conversation and makes a phone call home.
3	20 minute after school detention.
4	20 minute after school detention. Student placed on Head of Year report. Head of Year phones home.
5	1 hour after school detention.
6	1 hour after school detention. Meeting with the Head of Year.
7	1 day seclusion.
8	1 day seclusion. Meeting with the Head of Key Stage (withdrawn from rewards trip / prom).
9	2 days seclusion.
10	2 days seclusion. Meeting with Assistant Headteacher. PSP/Behaviour contract.
10+	2 days exclusion. Meeting with the Headteacher and / or a Governors' Panel.



Abbot Beyne School

Respectful Responsible Resilient

Positive points are allocated throughout the year by all staff in the school.

	Number of positive points	Award
Bronze	150	Certificate & Bronze pen
Silver	300	Certificate & Silver pen
Gold	450	Certificate & Gold pen
Platinum	600	Certificate & Football or Water bottle
Diamond	750	Certificate & Gift voucher
Ruby	1000	Certificate & "Do as you please time"

Behaviour policy:

Covid 19 addendum

Last reviewed on:	22nd February 2021
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Next review due by:	21 st December 2021
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1. Scope

This addendum applies until further notice.

Unless covered in this addendum, our normal behaviour policy continues to apply.

We may need to amend or add to this addendum as circumstances or official guidance changes. We will communicate any changes to staff, parents/carers and students.

2. Expectations for students in school

2.1 New rules

When students are in school, we expect them to follow all of the rules set out below to keep themselves and the rest of the school community safe.

Staff will be familiar with these rules and make sure they are followed consistently.

Parents/Carers should also read the rules and ensure that their children follow the new procedures that have been put in place. Parents/Carers should contact a member of the Student Support Team if they think their child might not be able to comply with some or all of the rules, so we can consider alternative arrangements with them.

In addition children and staff should:

- Respect the revised day to day expectations of the class/year 'bubbles' and wider school
- Students should adhere to the revised rules and expectations for entering and exiting the school site
- Students should only use their designated entrance and exits to the school building
- Students should stay in their own rooms unless directed otherwise
- Students should stay at their own desks unless directed otherwise
- Students should only interact with others in their own bubble throughout the school day including break and lunch times
- Students should obey social distancing rules at all times, in and out of the class bubble. This means staying at least 2 meters away from all adults and 1 meter plus from peers wherever possible.
- Students should follow hygiene rules, including washing hands when asked to throughout the day (on entering the building, at the end of break, when they change rooms and before and after eating)
- Stay within the designated zone for their bubble at all times, especially at break and lunch times.
- Hot food will be available to purchase but it will not require plates or cutlery to be used.
- The urban gym must not be used.

Be aware of and follow expected Self-care and Health needs

- Students should inform an adult if they feel they have any Covid-19 symptoms

- Students should use tissues when sneezing or coughing and dispose of in bins (“catch it, bin it, kill it”)
- Students should avoid touching their face
- Students should only go to the toilet areas one at a time and thoroughly (at least 20 seconds) wash their hands after use
- Students should only use their own resource packs, not interfering or touching any others resources or equipment
- All items used by any student should be sanitised / cleaned after each student’s use
- Students should only use their own water bottles and eat/drink their own food or food they have purchased from the school canteen.
- No sharing is allowed.
- Students must not cough or spit at or towards any other person.

Face coverings are to be used in recommended circumstances. In school face coverings should be worn by adults and students when moving around the premises, outside of classrooms, such as in corridors and communal areas where social distancing cannot easily be maintained. Face coverings do not need to be worn by students when outdoors on the premises. In addition, it is now also recommended that face coverings should be worn in classrooms or during activities unless social distancing can be maintained. This does not apply in situations where wearing a face covering would impact on the ability to take part in exercise or strenuous activity, for example in PE lessons.

Exemptions: Some individuals are exempt from wearing face coverings. This applies to those who:

- cannot put on, wear or remove a face covering because of a physical impairment or disability, illness or mental health difficulties
- speak to or provide help to someone who relies on lip reading, clear sound or facial expression to communicate

2.2 Rewards and sanctions for following rules

Rewards

To help encourage students to follow the above rules, we will:

Continue to reward in line with our rewards system i.e. house points/praise postcards.

Sanctions

If students fail to follow these rules, we will:

Deal with rule-breaking under our sanctions system. If pupils fail to follow any school rules, whether in the behaviour policy or in the addendum, we will consider the reasons for non-compliance, to determine whether it was accidental or purposeful (purposeful rule breaking will be dealt with more severely than accidental rule breaking) and then apply the most appropriate sanction(s) from the following:

- Verbal reminder - clear, explicit reminders of appropriate choices.
- Verbal warning - clear, explicit warnings of appropriate choices. If, following this, behaviours do not improve, the student may be removed from the lesson.
- Parental contact via phone call/email/text
- Internal isolation, with the pupil removed from the classroom environment, to work independently, under the supervision of an appropriate member of staff. **Note - when students are in school they are expected to be in lessons, there will greatly reduced capacity to manage students not in a lesson and this may result in them being deemed a health & safety risk.**
- Fixed term exclusion
- Permanent exclusion. The normal arrangements and procedures that must follow a decision to exclude on disciplinary grounds are described in the 2017 statutory guidance ‘Exclusion from maintained schools, academies and pupil referral units in England’. In

addition, the latest advice to be regarded during the coronavirus outbreak can be found here: <https://www.gov.uk/government/publications/school-exclusion/changes-to-the-school-exclusion-process-during-the-coronavirus-outbreak>

In the event that there are incidents which pose a risk to students and staff, parents will be contacted, and students collected from school to ensure the safety of themselves and others. If any adverse behaviours take place that could affect the health or safety of individual students or staff, then an individual risk assessment may be completed to review the safety of that student in school site during the pandemic restrictions. (Eg spitting, physical attacks, refusal to comply with H&S/ social distancing requirements that could heighten the risk of harm to others)

2.3 Changed rules

As long as this addendum applies, we will alter the following school rules.

For years 7,9 and 11 school will not open until 8.20am Please do not allow your son/daughter to arrive before this time as there is no capacity to supervise them safely. For years 8 and 10 school will be open from 8.40am.

- **Parents/carers need to be contactable during the school day.** This is a safeguarding requirement. It is vital that school can contact someone to report if a child becomes ill during the school day. Arrangements will be needed to collect the child from school immediately.
- Expectations for attendance – the [latest government guidance](#) says that from 5 January 2021 until half term, only the children of critical workers and vulnerable pupils should attend school, with remote learning offered to all others. Attendance is not mandatory during periods of lockdown. Students are expected to stay at home unless it is not safe for them to do so or at times when the parent/carer is a critical worker and is at work. Please apply to the school for further details if required.

[Attendance from March 8th 2021 is mandatory for all students.](#)

3. Expectations for students at home

3.1 Remote learning rules

If students are not in school, we expect them to follow all of the rules set out below.

Parents should also read the rules and ensure their children follow them. Parents should contact the Student Support Team if they think their child might not be able to comply with some or all of the rules, so we can consider alternative arrangements with them.

Parents/carers need to:

- Be contactable during the school day
- Follow their usual school timetable and complete the work on Showbie to the deadline set by teachers
- Seek help if they need it, from teachers
- Alert teachers if they're not able to complete work
- Use proper online conduct, such as using appropriate language in messages.

3.2 Dealing with problems

If there are any problems with pupils adhering to rules around remote learning, including if they don't engage with the remote learning set for them, we will:

-offer support to students to complete work

-make regular contact with the students via phone calls home/home visits.

4. Monitoring arrangements

We will review this policy as guidance from the local authority or Department for Education is updated, and as a minimum every 6 months by Fiona Airey - Assistant Headteacher. At every review, it will be approved by the Chair of Governors.

5. Links with other policies

This policy links to the following policies and procedures:

- Safeguarding policy
- Health and safety policy
- Behaviour policy
- Attendance Policy
- Uniform Policy