

Abbot Beyne School

Policy:	Behaviour Policy and Statement of Behaviour Principles (with Ready to Learn)
Person Responsible:	Mrs H Scott
Governors' Committee:	Student and Personnel
Date Adopted:	January 2013 (significant changes 2018 and 2021)
Revised Date:	Spring 2026 (Amended Sept 2026 with change of SENDCo)
Next Review Date:	Spring 2027
Signature:	

Behaviour Policy and Statement of Behaviour Principles (with Ready to Learn)

1. Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

2. Legislation, statutory requirements and statutory guidance

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

- Behaviour in schools: advice for headteachers and school staff 2022
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping Children Safe in Education
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2023
- Use of reasonable force in schools
- Supporting pupils 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 pupils
- Sections 88 to 94 of the Education and Inspections Act 2006, which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- DfE guidance explaining that maintained schools must publish their behaviour policy online .

3. Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school rules

- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
- Sexual comments
- Sexual jokes or taunting
- Physical behaviour like interfering with clothes
- Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content ● Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour ● Possession of any prohibited items. These are:
- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- 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 pupil)

4. Bullying

Bullying is defined as the repetitive, intentional harming of 1 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
TYPE OF BULLYING	DEFINITION

Prejudice-based and discriminatory, including: ● Racial ● Faith-based ● Gendered (sexist) ● Homophobic/biphobic ● Transphobic ● Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer generated images that otherwise appear to be a photograph or video), 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 has a separate anti-bullying policy. Details of the school's approach to preventing and addressing bullying are set out in our anti-bullying policy found on the school website.

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)
- Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation

5.2 The headteacher

The headteacher is responsible for:

- Reviewing this policy in conjunction with the Student and Personnel Committee
- Giving due consideration to the school's statement of behaviour principles (appendix 1) ● Approving this policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy

- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

5.3 Teachers and staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly
- Challenging pupils to meet the school's expectations

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

5.4 Parents and carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

5.5 Pupils

Pupils will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy

  The school's key rules and routines

- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
- The pastoral support that is available to them to help them meet the behavioural standards

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

6. School behaviour curriculum

Pupils are expected to follow the behaviour expectations which are clearly established by our values: Respect, Responsible and Resilient.

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

6.1 Mobile phones

- Pupils are not allowed to use mobile phones on-site
- Mobiles can be stored at the school office
- There may be exceptions to the rules for medical reasons
- School are not liable in case of loss or damage

7. Responding to behaviour

7.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school. They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Develop a positive relationship with pupils, which includes:
    - Greeting pupils 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

7.2 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, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information. This can be found on the school website.

7.3 Responding to good behaviour

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture. Positive behaviour will be rewarded with:

- Verbal praise
- Communicating praise to parents via a phone call or written correspondence
- Certificates, or special assemblies
- Whole-class or year group rewards, such as a popular activity

7.4 Responding to misbehaviour

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

The school may use 1 or more of the following sanctions in response to unacceptable behaviour:

- Sending the pupil out of the class
- A verbal reprimand and reminder of the expectations of behaviour
- Setting of written tasks such as an account of their behaviour
- Expecting work to be completed at home, or at break or lunchtime
- Detention at break or lunchtime, or after school
- Loss of privileges – for instance, the loss of a prized responsibility
- School-based community service, such as tidying a classroom
- Referring the pupil to a senior member of staff

- Letter or phone call home to parents
- Agreeing a behaviour contract
- Putting a pupil 'on report'
- Removal of the pupil from the classroom
- Suspension
- Permanent exclusions, in the most serious of circumstances

Personal circumstances of the pupil will be taken into account when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

7.5 Reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force 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

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

7.6 Confiscation, searches, screening

Searching, screening and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

Confiscation

Any prohibited items (listed in section 3) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

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

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

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

- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

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

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

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

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

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

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the headteacher / designated safeguarding lead / pastoral lead to try and determine why the pupil is refusing to comply.

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

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules.

The authorised member of staff may use a metal detector to assist with the search.

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

Outer clothing includes:

- Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g. a jumper or jacket being worn over a t-shirt) ● Hats, scarves, gloves, shoes, boots

Searching pupils' possessions

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

- Lockers
- Bags A pupil's possessions can be searched for any item if the pupil agrees to the search.

If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the school rules.

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

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

Informing the designated safeguarding lead (DSL)

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

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school's safeguarding system.

Informing parents

Parents will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents as soon as is reasonably practicable:

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

Support after a search

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

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

Strip searches

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

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

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

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

Communication and record-keeping

Where reasonably possible and unless there is an immediate risk of harm, staff will contact at least 1 of the pupil's parents to inform them that the police are going to strip search the pupil before strip search takes place, and ask them if they would like to come into school to act as the pupil's appropriate adult. If the school can't get in touch with the parents, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for the role of the appropriate adult).

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

Who will be present

For any strip search that involves exposure of intimate body parts, there will be at least 2 people present other than the pupil, except in urgent cases where there is risk of serious harm to the pupil or others.

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

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

If this is the case, a record will be made of the pupil's decision and it will be signed by the appropriate adult. No more than 2 people other than the pupil and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

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

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

Care after a strip search

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

As with other searches, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search). Staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.

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

7.7 Off-site misbehaviour

Sanctions (including permanent exclusion) may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- Attending off site direction or alternative provision
- Involved in an incident outside of school where the conditions below may apply
- In any other way identifiable as a pupil of our school
- Threatening and abusive behaviour, including online

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

7.8 Online misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour (including permanent exclusion) when:

- It poses a threat or causes harm to another pupil or staff
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

7.9 Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the headteacher / member of the senior leadership team / pastoral lead will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

7.10 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
- Decided on a case-by-case basis

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 child protection and safeguarding policy for more information.

7.11 Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

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

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

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

8. Serious sanctions

8.1 Detention

Pupils can be issued with detentions during break, after school or on weekends during term time.

The school will decide whether it is necessary to inform the pupil's parents.

When imposing a detention, the school will consider whether doing so would:

- Compromise the pupil's safety
- Conflict with a medical appointment
- Prevent the pupil from getting home safely
- Interrupt the pupil's caring responsibilities

8.2 Removal from classrooms

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time.

Pupils who have been removed will continue to receive education under the supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Maintain the safety of all pupils
- Allow the disruptive pupil to continue their learning in a managed environment

- Allow the disruptive pupil to regain calm in a safe space

Pupils who have been removed from the classroom are supervised by the pastoral team .

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher.

Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents will be informed on the same day that their child is removed from the classroom.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as :

- Meetings with Heads of Year/Head of Key Stage
- Use of teaching assistants
- Short term behaviour report cards
- Long term behaviour plans
- Pupil support units
- Multi-agency assessment

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal, and any protected characteristics of the pupil in the behaviour log.This is recorded on the school MIS.

8.3 Suspension and permanent exclusions

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions.

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

Please refer to our exclusions policy for more information.

9. Responding to misbehaviour from pupils with SEND

9.1 Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned. We will try to identify triggers of misbehaviour and remove them when possible by:

- Short, planned movement breaks for a pupil with SEND who finds 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 has severe eczema ● Training for staff in understanding conditions such as autism

9.2 Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- Whether the pupil was unable to understand the rule or instruction?
- Whether the pupil was unable to act differently at the time as a result of their SEND?
- Whether the pupil is likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

9.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil 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 pupil, 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.

9.4 Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

10. Supporting pupils following a sanction

Following a sanction, the school will consider strategies to help pupils to understand how to improve their behaviour and meet the expectations of the school.

This could include measures like:

- Reintegration meetings
- Daily contact with the pastoral lead
- A report card with personalised behaviour goals
- Time in an alternative provision

11. Pupil transition

11.1 Inducting incoming pupils

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

11.2 Preparing outgoing pupils for transition

To ensure a smooth transition to the next year, pupils 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 pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

12. Training

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- The needs of the pupils at the school
- How SEND and mental health needs impact behaviour

Behaviour management will also form part of continuing professional development.

Staff training is logged on the school MIS.

13. Monitoring arrangements

13.1 Monitoring and evaluating school behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusion and suspension
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed every Behaviour block by Heads of Year, Heads of Key Stage and Assistant headteacher.

The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle it.

13.2 Monitoring this policy

This behaviour policy will be reviewed by the headteacher and the Student and Personnel Committee at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1). 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 annually.

14. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Child protection and safeguarding policy
- Anti Bullying Policy

Appendix 1: written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils 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 pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' 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 annually.

Appendix 2: Ready to Learn

The purpose of this document is to clarify expectations for staff and students at Abbot Beyne School. The document is designed to ensure greater clarity and consistency for staff, students and parents. The aim is to remove any “grey areas” so everyone can be clear about what is expected of them. We do not apologise for having high standards, we hope this is the reason you as a child, parent or member of staff chose Abbot Beyne School. We believe that all of these expectations meet our shared values of being respectful, responsible and resilient.

- Punctuality to school and lessons
- Equipment
- Staying in lessons including going to the toilet
- Mobile phones / earphones / headphones
- Warnings and Removals
- Missing detentions
- Vapes
- Refusal to follow instructions
- Uniform and PE Kit
- Jewellery
- Homework and knowledge organisers
- Starts of lessons

Punctuality to school and lessons

Students are expected to be on time to school and all lessons. Students need to be in their classroom at 8.30am for Form Time, 10.20am for Period 2,11.55am for period 3 and 1.45pm for Period 4. A bell will go at each of these times. If students arrive in a classroom after the bell they will be marked late. At the end of Form Time, students are expected to go straight to Period 1 and not go to the toilet or anywhere else in between. A late to Form Time or a lesson will automatically result in a 30 minute after school detention. If a student is late on two separate occasions in one day this will result in a one hour after school detention (2 x 30 minutes). To support students with getting to lessons on time, there is a warning bell at 8.25am, 10.15am, 11.50am and 1.40pm. When this bell sounds students should begin to make their way to their lesson. Excuses not accepted are:

- I was travelling to the other site
- I was filling my water bottle / going to the toilet
- There was traffic (if all other students have made it to school on time)
- I was talking to a teacher (unless accompanied with a note or email from the teacher)
- I was lost - didn’t know my timetable etc (other than Year 7 at the start of the year)

Sixth Form do not receive a detention but are picked up by the Sixth Form Team.

We do this because one of the main aims of education is to prepare students for the rest of their lives and punctuality is a key skill that everyone needs to learn. Parents are messaged saying your child was late to school / a lesson and that their son / daughter will receive a 30 minute after school detention.

Correct equipment

Students are expected to have a charged iPad (at least 80%) and a pen every day. These are basic expectations and are preparing students for future life. Every time a student does not have a charged iPad (at least 80%) in Form Time they will be given a 30 minute after school detention. No student is allowed to use their phone instead of an iPad in lessons. In terms of a pen, if a student has forgotten a pen they can ask for one in Form Time and their Form Tutor will give them one with no sanction put in place. However, if they turn up at a lesson without a pen they receive a 30 minute after school detention. We would also like students to have a pencil, ruler and eraser, however at this time there will not be a sanction if students do not have this equipment. If a student does not have their iPad in Form Time or a lesson, please email ithelp.

Staying in lessons

Students are allowed to go to the toilet in lessons. However we strongly discourage any student going to the toilet in the first 30 minutes of lessons or the last 10 minutes. This is in part because they can go to the toilet at break and at lunchtime, however the main reason is because these are the key learning times in any lesson. There should be no other reason that a student needs to leave the room during a lesson or Form Time and if they do, the teacher should contact a member of the office, pastoral or IT team to support the request. We do not give students paracetamol. Except in extremely hot weather, students should not fill up their water bottle during lessons as they have the opportunity to do this at break and lunch. We recognise that some students have medical issues that will sit outside of this policy in terms of using the toilet and if we are aware of these we will be accommodating of these needs. All requests to go to the toilet are logged on Arbor so we can see the amount of lesson time students are missing. Students are expected to complete work they miss when going to the toilet.

Mobile phones / earphones / headphones

Mobile phones, earphones, airpods and smart watches are not to be used during the school day, including during lessons, in the time between lessons, at breaktimes and at lunchtimes. They must not be seen from the time a student enters the school grounds. If they are seen they will be confiscated. The same applies to earphones, headphones and smart watches. If a student refuses to hand over their mobile phone, earphones, headphones or smart watch then this will be classed as defiance and further sanctions may apply (see below).

1st time - item confiscated and returned at the end of the school day. 30 minute detention issued.
2nd time - item confiscated and returned to a parent. 30 minute detention issued.
3rd time - item confiscated and returned to parent in meeting with Head of Year. 60 minute detention issued. A discussion will then happen about not having the phone in school or handing it to the school office every day.

Sixth Form students should not be seen during the school day in the Linnell or Evershed building with a mobile phone or headphones / earphones / smart watch. Sixth Form students will be able to use their phones on the ground floor of Woodlands at break and lunch time. Sixth Formers should not have their phones out in any lesson or Form Time as they all have another device. Any issues regarding the misuse of mobile phones by Sixth Form students should be passed to the Sixth Form Team.

Exemptions are made for students with medical conditions eg diabetic

Warnings and Removals

This is the most difficult area of the school to keep consistent with students in different classrooms with different teachers but we want to try and do this as much as possible. Students will be expected to follow staff instructions, not disturb the learning of others and complete all work to the best of their ability. Failure to follow any of these expectations will result in a warning and should any of them continue, a removal will be put in place. As a school we have a responsibility to the students who do want to learn in lessons and we will ensure they have the correct environment in which to do so.

Missing detentions

Students who do not attend detentions will have their detentions repeated the following day and the length of time will be extended (30 minutes will become 45 minutes, 45 minutes will become 1 hour). However, for a student who is explicitly told they have a detention and they choose not to attend, further sanctions will apply up to and including a suspension.

Vapes or smoking

Vapes and smoking are not allowed on the school site. If a student is caught with a vape or are caught in a toilet cubicle with more than one child (the assumption will be that they are vaping) the following sanctions will apply:

1st time - 1 hour after school detention
2nd time - Suspension

If a student is caught vaping, this will result in a suspension.If a Sixth Form student is caught with a vape or caught vaping, the matter should be passed to the Sixth Form Team and may also lead to a suspension.

Refusal to follow instructions

Students will always be allowed a reasonable amount of response time to follow instructions. However, should students refuse to follow instructions an increasing level of sanctions should be issued. This will progress from detention to longer detentions to suspension for students who continue to refuse to follow instructions. Each time it will be explicitly clear:

E.g. “I need you to hand your phone in. I know you know what is the right decision. If you refuse to do this, you are leaving me with no choice but to give you a half an hour after school detention.”

or

“I have given a reasonable amount of time for you to follow my instruction and you have still chosen not to follow that instruction. You know what the right decision was. You have therefore left me with no choice but to issue you with an hour long after school detention. I still need you to hand that phone in. If you continue to refuse to do this you are leaving me with no choice and you may end up receiving a suspension.”

Uniform

The items required are

- Blazer
- Shirt and tie
- Suitable trousers, tailored shorts or skirt
- Plain black footwear

Before students enter the school building at 8.25am, they should be dressed appropriately and Ready to Learn. This means students will have a blazer and tie on, their shirt tucked in, suitable trousers, tailored shorts or a skirt and plain black footwear. Students can be wearing a coat at this point but must open their coat to show their blazer and tie. At certain times of the year (winter) students can wear a plain black jumper under their blazer but not a hoodie or a jumper with logos or writing on or a jumper instead of a blazer.

Students arriving in incorrect uniform

There are a number of different scenarios that can happen here

- Student genuinely forgotten one piece of uniform and borrows one for the day

This will be the most frequent occurrence and can be simply solved. Please allow the student to borrow the item for the rest of the day and issue a 30 minute after school detention. If a student has a note from the parent, or it is the first time, the detention can be cancelled. If the student has lost their tie, students should be encouraged to buy one from reception by contacting their parents.

- Student genuinely forgotten piece of uniform and refuses to borrow one for the day

Students will not be allowed in lessons. They should be taken to their Head of Year and remain there until they agree to borrow a piece of correct uniform or one is brought to school. Students will be issued a 45 minute after school detention.

- Student not wearing school uniform

On occasion there may be more than one item missing or students have not attended in school uniform. On these occasions students can be sent home to change with parental permission.

Students spotted out of uniform during the rest of the day

When students are walking around the school at any other point in the day they should have their blazer and tie on and shirt tucked in. There should be no excuse for this as they should not have been allowed into lessons if they do not have the correct uniform. In lessons, teachers may allow students to take off their blazers if they wish. Hoodies should not be seen after 8.25am and should be confiscated if they are seen. Coats are not to be worn in classrooms.

PE Kit

We will continue to allow students to wear their PE Kit to school on the days they have PE. This can be the new or the old PE Kit. However, this needs to be the full school PE Kit and no longer a hybrid or their own interpretation of the school PE Kit. The same method in terms of checking students at the door and sanctions will apply as above with normal school uniform. Students attending extra curricular clubs must change into PE kit at the end of the school day

Jewellery

Our first consideration is for the safety of our students and therefore jewellery is discouraged. One plain, small ear stud in each ear is permitted. Two small nose studs, skin coloured are permitted. No other facial or body jewellery is allowed. Form Tutors will check all students in Form Time and ensure students have no jewellery. At any point after this, jewellery should be confiscated. Please contact the pastoral team to come and collect the jewellery. Teachers will also check for jewellery at the start of lessons and should be confiscated and the pastoral team called to collect the items. The following sanctions are now in place

1st time - item confiscated and returned at the end of the school day.
2nd time - item confiscated and returned to a parent when the parent can collect the item. 30 minute detention issued.
3rd time - item confiscated and returned to parent in meeting with Head of Year. 60 minute detention.

Non-completion of homework

The non-completion of homework or not completing homework to a satisfactory standard will usually lead to a detention. Whilst we recognise in some cases there will be extenuating circumstances for the non-completion of homework, these should be rare and few and far between. We would always ask that parents contact the school if there is a genuine reason for non-completion of homework. Academic research shows the importance of homework and the emphasis it has on raising achievement. As part of our iPad strategy, all work from lessons and all homework is on Showbie. In line with government policy and reducing lost learning, we would expect all students when they are absent to keep up to date with their school work, including homework. Therefore we ask all students who are in a lesson to ensure that they have completed their homework by the due date, even if they are absent after this lesson or on the day the homework is set for. We would also aim for students who are absent from a lesson when homework is set to complete the homework, however we recognise that sometimes this will not be possible. However, all resources are on Showbie for the lesson to ensure students do not fall behind if they are absent from school and we would request they keep up to date with their learning. Please see the separate homework policy on lengths of detentions for missing homeworks, but all will be at least a 30 minute after school detention.

Start of lessons

The school recognises the need for a smooth, crisp start to lessons. As with all of the Ready to Learn programme, greater consistency will improve outcomes in the long run. All lessons will start with

- The teacher is standing at the door, ready to welcome students. Students should be greeted by their name. The Teacher checks at this point uniform and jewellery. Jewellery must be confiscated and shirts tucked in.
- Students are silent once they enter the room. They move to their desk and get out all the

equipment for the lesson.

- The “Do Now” task is set up on the iPad so that students can enter the classroom and start work straight away - this should not need any instructions from the teacher to complete and students should not need reminding to do this. This must be called “Do Now” and pinned to the top of the page in Showbie.

Warnings will be given for

- Not putting correct equipment on the desk
- Talking during the “Do Now” part of the lesson.
- Not completing the “Do Now” activity or needing reminding to get on with the “Do Now” activity.