



Abbey College Ramsey

Behaviour Policy

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Contents

Purpose of this document	3
Aims and Objectives	4
Rights, roles and responsibilities	5
Individual Student Needs	6
Uniform and Appearance	6
Equipment	9
PE Kit and Expectations	9
Expectations and routines	9
Spirit Points and Recognition	13
School Rules and Code of Conduct	14
Detentions	16
Mobile Phones	17
Out of class during lessons	19
Report Card	20
Out of circulation	20
Early Intervention	21
Behaviour Process for students with SEND	23
Suspension/Permanent exclusion	23
Bullying	31
Searches, screening and confiscation	31
Use of reasonable force	33
Incidents outside of school	33
Communication of the policy	34
Home School Agreement	35

Purpose of this document

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

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

Aims

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

Statutory Framework

This behaviour policy is written in line with the following areas of legislation and guidance:

- Education Act 2002
- Education and Inspections Act 2006
- Equality Act 2010
- Education Act 2011
- Behaviour and Discipline in Schools – DfE Guidance 2017
- Alternative Provision – Guidance January 2013
- Behaviour in Schools: Advice for headteachers and school staff July 2022
- Mental Health and Behaviour 2016
- Keeping Children Safe in Education 2016
- Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement: Guidance for maintained schools, academies, and pupil referral units in England September 2023
- Searching, screening and confiscation: Advice for schools July 2022

Other Policies

The behaviour for learning policy should not be read in isolation. It should be viewed in the context of the aims of the school and reflect positively the core values implicit in those aims. It should be seen to relate directly to all areas of school life and in particular to:

- Anti-bullying policy
- Attendance policy
- Online safety policy
- Safeguarding policy
- SEND Policy

Aims and Objectives

This policy aims to:

- Reflect the purpose and values of the academy.
- Make clear the behaviour rules, processes and expectations for staff, parents/carers, students and the Governors.
- Set out the framework for rewarding good and responsible behaviour and the procedures to be followed and sanctions to be applied should behaviour fall short of these standards.

The objectives of this policy are to:

- Ensure that Abbey College is a safe and supportive environment for all staff and students.
- Ensure that all members of the Academy community are shown respect and show respect for others.
- Endeavour to ensure that all members of the Academy community feel safe and are not subject to physical or verbal abuse, aggression or harassment.
- Encourage a positive approach to behaviour by good example and praise and reward for good behaviour.
- Ensure that where behaviour falls short of accepted standards, procedures are followed and sanctions are applied fairly and consistently.

Our Shared Commitment to Respectful Behaviour

As a school community, we believe that everyone—students, staff, parents, carers, and visitors—plays a vital role in creating a safe, respectful, and supportive environment. This policy applies to behaviour both on and off the Academy site.

By modelling the values we wish to see in our children, we help them learn how to treat others with kindness, respect, and responsibility. Together, we set the standard for the positive behaviour we expect from all members of our community.

We also recognise that the success of the policy depends on the full support of parents/carers. The Home/School Agreement (Appendix 1) outlines the key responsibilities of parents/carers and the Academy in the support of this.

Rights, roles and responsibilities

Academy's Rights

- To make clear the Academy's statutory power to discipline students and communicate this to students and parents/carers.
- To enforce the behaviour policy – including rules and disciplinary measures.
- To expect students and parents/carers cooperation in maintaining an orderly and calm learning environment.
- To expect students to respect the rights of other students and adults in the school.

Student Rights

- To contribute to the development of the Academy's Behaviour policy.
- To be taught in environments that are safe, conducive to learning and free from disruption.
- To expect appropriate action from the school to tackle any incidents of violence, threatening behaviour, abuse, discrimination or harassment.

Roles and Responsibilities in Promoting Positive Behaviour

Governing Body

Our governors work closely with the Headteacher, staff, and parents/carers to shape and review the behaviour policy. They ensure it is fair, inclusive, and clearly communicated to everyone. Governors support the school in maintaining high standards and make sure all students are treated equally, regardless of background, ability, or identity. They also ensure that students' voices are heard and their concerns are taken seriously.

Headteacher

The Headteacher leads the implementation of the behaviour policy and ensures it is applied consistently across the school. They are responsible for making sure all students are treated fairly and respectfully, and that staff receive high-quality training to support positive behaviour. The Headteacher also ensures that students' concerns are listened to and addressed appropriately.

Staff (Teachers, Support Staff, and Student Teachers)

All staff are expected to follow the behaviour policy consistently and fairly. They work together to create a positive learning environment where students feel safe, respected, and supported to develop self-discipline and responsibility.

Parents and Carers

We ask parents and carers to support the school's approach to behaviour by encouraging their child to meet expectations both in and out of school. We value working in partnership with families and welcome any feedback or concerns about how the policy is working in practice.

Students

Students are expected to take responsibility for their own behaviour and understand the school's expectations. They are also encouraged to report any incidents of bullying, disruption, or harassment so that we can respond quickly and appropriately.

Individual Student Needs

Staff will take account of the individual needs and circumstances of students with special educational needs, disabilities or those at risk when applying the Behaviour Policy. The school will:

- avoid discriminating against the above groups in the application of this policy.
- monitor and assess the impact of the behaviour policy on students, staff and parents/carers of all learner groups.
- take appropriate account of cultural and /or religious need when developing or reviewing rules related to uniform and appearance.
- make reasonable adjustments in the application of the behaviour policy in respect of disabled students.
- make special education provision for those students with an Educational Health Care Plan where behaviour related learning difficulties require a graduated response to be made.
- be alert to the potentially disproportionate impact of the school's disciplinary framework on vulnerable students.

Uniform and Appearance Expectations

At Abbey College, we believe that wearing the school uniform with pride helps students feel part of our community and sets a positive tone for learning. A smart appearance supports a focused mindset and reflects our shared values.

Our Expectations

- All students in Years 7–11 are expected to wear the full Abbey College uniform correctly and with pride—both in school and on the way to and from school.
- We ask parents and carers to support us by ensuring their child has the correct uniform and appearance each day.

If There's a Uniform Issue

- If a student is unable to wear the correct uniform for a valid reason, parents/carers should provide a written note explaining the issue and how long it will take to resolve.
- Where possible, we will lend uniform items for the day without issuing a sanction.
- If a student refuses to wear the uniform provided, they will be supervised by a senior member of staff until the issue is resolved.
- In some cases, we may ask parents/carers to bring the correct uniform to school.

Medical Exceptions

- If a student cannot wear part of the uniform for medical reasons, we require a note from a GP or hospital explaining the reason and expected duration.
- These students will be issued a lanyard and must hand in their phone while out of uniform.

Appearance Standards

- Students must not wear excessive makeup, false nails or eyelashes, or have inappropriate hair colours.
- If a student cannot or will not correct their appearance, they will be supervised away from lessons until the issue is resolved.

Sanctions

Any student who is not meeting our uniform and appearance expectations (in terms of the way they are wearing the uniform or what accessories they are wearing) will be issued with a tell and will be expected to correct the issue (this will escalate to a sanction if they repeatedly breach the uniform and appearance expectations e.g repeatedly having their shirt untucked). Jewellery will be confiscated if seen during the school day.

Obtaining Uniform

Our school uniform can be purchased from Chromasport (Peterborough) or PMG School Wear (online) Shirts, trousers, shoes etc. can be purchased from other suppliers or supermarkets.

Pre-loved Uniform Shop

The Academy has a preloved uniform shop. Details of dates for the pop-up shop can be found in the school newsletter and Facebook page.

Item	Guidelines
Blue blazer with the school logo	<ul style="list-style-type: none">• Must be worn at all times• When the weather is particularly hot, the Headteacher will let parents and students know that they do not have to wear their blazer outside of the classroom
White shirt	<ul style="list-style-type: none">• Must have a high collar suitable for wearing a tie• Must be tucked in at all times• Top button must be done up• No other visible tops should be seen under shirts
School tie	<ul style="list-style-type: none">• In year group colours
Full length plain black trousers	<ul style="list-style-type: none">• Leggings, skinny cut trousers and denim of any type are not permitted• Trousers must have an appropriate fastening (no elasticated waistband)• No patch pockets• Buttons and zips only for fastening, not for decoration• Belts must be discreet.• Must be worn with black socks
Tartan knee length skirt	<ul style="list-style-type: none">• Must be worn with opaque tights• Must not be rolled at the waist
Smart, black, leather shoes	<ul style="list-style-type: none">• Trainers, boots, canvas shoes and 'dolly style' slip on shoes are not acceptable• High heels must not be worn
School jumper (optional)	<ul style="list-style-type: none">• Must be worn under the blazer, not instead of it• Must not be tied, twisted or pinned at the back
Jewellery	<ul style="list-style-type: none">• No visible bangles, bracelets or necklaces.

	<ul style="list-style-type: none"> • One small plain ring per hand • No facial piercings (eyebrows, tongue, lip or chin) except a small discreet nose stud. • One small stud or hoop in each ear under ½ cm in size • Ear stretchers are not permitted
Make up	<ul style="list-style-type: none"> • Make-up must be discreet. • No nail varnish – coloured or clear • No acrylic or gel nails • False eyelashes must not be worn • Eyebrow slits are not permitted
Hair	<ul style="list-style-type: none"> • Must be one natural colour • No extreme haircuts
Coats	<ul style="list-style-type: none"> • No hooded tops, fleeces, tracksuit tops, brightly coloured jackets or heavily branded coats/jackets are to be worn as coats in the College. • A hat and scarf can be worn outside but must not be worn in any building or during lesson time • Hoods may only be worn on the school site if it is raining or extremely cold (less than 5 degrees) • Coats must not be worn in place of a school blazer

Labelling Uniform Items

To help us return lost items quickly, we strongly encourage all parents and carers to label their child's clothing clearly. Abbey College cannot take responsibility for lost uniform or personal items.

We recommend using iron-on name tags for all uniform items, as they are durable and easy to apply. This simple step makes it much easier to reunite students with their belongings if anything goes missing.

Coats and Jackets Policy

For safeguarding reasons, it is important we are able to identify our students.

Students are allowed to wear coats or jackets indoors; however, there are a few important expectations:

- **Hoods must not be worn** on the academy site or while in uniform, **unless students are outside** and:
 - It is raining,
 - The temperature is below 5°C,
 - Or it is very windy.

In these cases, students must **ask a member of staff for permission** before putting their hood up.
- **Coats and jackets must be removed upon entering the classroom.**
- Students **must wear their blazer** in order to wear a coat or jacket. If a student does not have their blazer, they are not permitted to wear a coat or jacket.

Equipment

All students must come to school prepared and ready to learn. This includes having the following equipment:

- Student timetable
- Black/blue pen
- Green pen
- Whiteboard pen
- Glue stick
- Pencil and rubber
- Ruler (15cm or bigger)
- Scientific calculator

Failure to show any of the above when instructed to do so will result in a tell.

PE Kit and Expectations

The Abbey College PE kit is designed to ensure all students are dressed appropriately to take part in physical activity.

- Navy Abbey College Polo shirt
- Abbey College shorts, skirt or tracksuit bottoms with Abbey College logo
- Football boots – moulded studs if possible
- Navy Rugby shirt
- White sport socks or AC football socks
- Trainers or astroturfs
- Recommended – shin pads, gumshield
- Optional – AC logo jumper

Expectations

- Failure to bring in the correct PE kit will result in a sanction for missing equipment/uniform.
- Students who are not participating due to illness or injury should still bring their PE kit unless physically unable to change.
- All jewellery must be removed before the lesson.
- If a student cannot remove a piercing, they must bring their own plaster to cover it.
- Failure to bring a plaster will result in a “tell” (a behaviour reminder).

Expectations and Routines at Abbey College

Pupil Expectations

Abbey College is determined that all students in our school go on to achieve their academic and personal potential.

The guiding virtues of Abbey College are humility, intuition and passion. We expect all members our school community students to strive to develop and display these virtues. Each classroom has the following display to remind students of our expectations.

SCHOOL CODE OF CONDUCT

'Conduct is the best proof of character.'

READY

- Am on-time every lesson, every day.
- Wear my school uniform correctly.
- Am equipped for all my lessons
- Complete homework to a good standard

RESPONSIBLE

- Am sensible and safe.
- Put in maximum effort and pride.
- Will not bring in banned items.
- No disruption in lessons.
- No visible mobile phones.

RESPECTFUL

- Accepting of others.
- Look after the school environment.
- Use appropriate language.
- Keep my hands and feet to myself.
- Follow instructions.
- Am kind.

'At Abbey College, we believe in helping all students to be challenged, in all aspects of their learning and to help them to be aspirational and recognise that they are capable of anything they put their mind to.'



Humility Intuition Passion

- We support each other.
- We consider the impact of our actions.
- We volunteer.
- We embrace and celebrate differences.
- We actively listen and remember.
- We show pride.
- We take responsibility for our actions.
- We pay attention.
- We are resilient.
- We use good manners.
- We give constructive feedback.
- We focus and use positive language.
- We accept praise, praise others and apologise immediately.
- We seek, reflect and act on feedback.
- We solve problems.

Abbey College Routines

We have a series of routines in place to ensure that each student knows and understands what is expected of them. This central part of our culture helps to maintain a calm and orderly environment which is conducive to learning.

Timings of the School Day

	Years 7, 8, 10, 12 and 13		Years 9 and 11	
Period	Start	Dismissal	Start	Dismissal
Form time	8:40	9:10	8:40	9:10
p1	9:10	10:10	9:10	10:10
p2	10:40	11:35	10:10	11:10
p3	11:40	12:40	11:40	12:40
p4	13:10	14:05	12:40	13:40
p5	14:10	15:10	14:10	15:10

Morning Arrival and Line-Up Procedures

To ensure a calm and focused start to the day, we have clear expectations for all students when arriving at school:

Arrival Times

- Students must arrive **before the student entrance closes at 8:35am**.
- **Phones must be switched off and placed in pouches** before crossing the blue line.

Line-Up Expectations (Years 7–11)

- **Years 7–10:** Students should be lined up in alphabetical order and in full uniform by **8:38am**.
- **Year 11:** Students should be seated in the hall in correct uniform by **8:38am**.
- Students must remain **silent** and raise their hands when directed.
- The **line-up leader** will:
 - Share the key virtue message for the day.
 - Conduct a **uniform and equipment check**.
 - Any student not meeting expectations will be withdrawn to resolve the issue before joining mainstream classes.
 - Withdraw students scheduled for the **Refocus Room** or **Out of Circulation**.

Movement to Lessons

- Students must walk in **single file and in silence** to form time or assembly, maintaining alphabetical order.

Sixth Form (Years 12–13)

- Students should go **straight to registration** and be in class by **8:40am**.

Learning from the Line Up:

- Students should move swiftly from one lesson to the next to ensure that they arrive on time
- Students are to raise their hands in silence and ensure they are in a straight line when directed to do so
- Students should listen carefully to the retrieval task that they are set by their teacher
- Students should enter the classroom in single file and in silence so that they can reflect on the retrieval task
- Students should get out their equipment, put their bags on the floor and their coat/jacket on the back of their chair
- Students should be seated when instructed by their teacher

In the classroom:

- Students should mirror S.L.A.N.T (Sit-up, Listen, Answer questions, Nothing in hands, Track the speaker) during whole class teaching and discussion.
- Students should not shout out; hands up to ask a question.
- Students should listen carefully and follow instructions.
- Students should concentrate fully and do their best at all times.
- Students should not disrupt the lesson in any way.
- Students should speak to all staff and peers in a calm, respectful and polite manner.

Learn as you Leave:

- Students should pack away quietly and efficiently.
- When directed, students stand behind their chairs in silence, ready to answer the teacher's questions
- Students will be dismissed a row at a time, in silence and thank their teacher as they leave.

Around the Academy:

- Students should respect each other, their environment and members of staff.
- Students should not physically touch anyone.
- Students should move around the building calmly and quietly but with a purpose e.g. no loitering/walking slowly.
- Students should not shout.
- Students should use appropriate language at all times.
- Students should use break and lunchtime to go to the bathroom - not during lesson time.
- Students should use the bins provided for litter.
- Students should wear the correct uniform at all times.

Moving Between Lessons: Expectations

At Abbey College, we expect students to show **urgency and purpose** when moving between lessons. This helps ensure a calm, focused learning environment for everyone.

What this means:

- Walk **promptly and directly** to your next lesson.
- Always **keep to the left** in corridors and on stairs.
- Avoid walking slowly, lingering, or heading in the wrong direction.

Poor transitions—such as moving slowly, not keeping left, or delaying—will be followed up as part of our behaviour expectations.

At lunch/break time:

- Students should only eat in the canteen and designated outdoor areas.
- Students should line up in a calm and orderly manner when waiting at the canteen.
- Students should line up for their lunch at the designated time.
- Students should return their own trays and clear any mess before leaving.
- Students should only play ball games on the hard court or astro turf.
- Students should be silent and raise their hands within 3 seconds of the teacher's hand up.

At the end of the day:

- Students should leave the Academy site within 10 minutes of the end of the day unless they have been given permission to remain on site.
- Students should go directly home without loitering around the area or visiting local shops.
- Students should represent the Academy well in public, whether they are in or out of school uniform.
- Students should complete their homework to the best of their ability.

Staff expectations

In recognition of the fact that not only students but also teachers have responsibilities in their relationship with each other, a Staff Code of Conduct has also been drawn up and is published in the Staff Handbook.

Some key staff expectations:

- Staff should be at the line up ready to meet and greet students at the start of every lesson.
- Staff should complete their registers within 10 minutes of the lesson beginning.
- Staff should recognise positive contributions and administer spirit points when appropriate.
- Staff should sanction any student who arrives late (unless they have a legitimate note) and update the register.
- Staff should challenge all unsatisfactory behaviour, consistently and adhering to school policy.
- Staff should follow all Academy routines and procedures consistently.
- Staff should not allow students to leave class unless they have a pass which enables them to do so or in the event of exceptional circumstances.
- Staff should attend all duties and be punctual.

Spirit Points and Recognition

We use a **Spirit Points system** to encourage and celebrate these values. Students earn Spirit Points for showing positive attitudes, effort, and behaviour in and out of the classroom.

In addition to Spirit Points, we celebrate student success in a variety of ways, including:

- Verbal praise and encouragement
- Written praise in books or planners
- Phone calls home
- Letters or postcards sent home
- Displaying excellent work
- Certificates and recognition in assemblies
- Headteacher's Commendations
- Flash Rewards for outstanding contributions

These rewards help build confidence, motivation, and a strong sense of belonging in our school community.

Event	Description	Points
Spirit point (humility, intuition or passion)	Demonstrating the weekly virtue to a high standard	1
Golden Ticket	Consistent demonstration of our virtues	5
Headteacher's Commendation	Nominated weekly for outstanding contribution to school life	10
Good Attendance	No unauthorised absence in the previous week	1

Excellent Attendance	100% attendance in the previous week	1
Perfect Attendance	100% attendance for the half term	5

Spirit Award Thresholds

Award	Threshold
Bronze	300 Spirit Points + 9:1 ratio of Spirit points to behaviour points
Silver	600 Spirit Points + 9:1 ratio of Spirit points to behaviour points
Gold	1000 Spirit Points + 9:1 ratio of Spirit points to behaviour points

School Rules and Code of Conduct

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

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

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

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

These expectations are detailed in the Student Code of Conduct below and must be followed by students at all times, both inside and outside of the classroom.

Standalone incidents:		
Category	Incident	Staff Actions
Ready	Incorrect uniform/equipment or incomplete kit	Tell
	Poor standard of homework	
	Poor transition to lesson (moving slowly, walking in the wrong direction etc)	
	Late to Morning Message	Immediate sanction
	Late to school/lesson	
	Full missing kit (PE, drama, CCF)	
	Failure to hand in homework	
Respectful	Unkind*	Ask, tell, removal
	Inappropriate physical contact	

	Disrespect to staff	
	Talking during a 'hands up'	
	Disregard to the environment or property	Immediate sanction
	Inappropriate language	
Responsible	Lack of effort	Ask, tell, removal
	Disruption	
	Banned item: Chewing gum/energy drink/fizzy drink/aerosols	Immediate sanction
	Extreme or unsafe behaviour	
	Out of bounds	
	Making a false accusation or withholding information required for an investigation	
Sanction = confiscation of banned item + removal where appropriate + 1hr detention *unkind incidents will be investigated as potential bullying		

Applying behaviour point system in class

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

1. Ask - the pupil is asked to be ready, respectful and responsible ('I am asking you to...')
2. Tell - the pupil is told to be ready, respectful and responsible ('I am telling you to...'). The tell is logged on Bromcom after the lesson.
3. If a student's behaviour does not improve after being given clear warnings (Ask and Tell), the next step is **Removal**:
 - The staff member will use the alert function on Bromcom to notify the Student Support Officer (SSO) team.
 - When the SSO arrives, the teacher will provide a brief explanation of the incident on a post-it note, outlining the steps taken (Ask, Tell, Remove). This helps ensure the incident is logged clearly and consistently.
 - The student will receive a one-hour after-school detention on the same day.
 - Where possible, to support a positive return to learning the teacher will have a restorative conversation with the student. This conversation helps rebuild the relationship and prepare the student for a successful reintegration into the classroom.

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

Recording Incidents of Poor Behaviour

All incidents of poor behaviour should be logged onto Bromcom as soon as possible after the incident. Incidents should be logged by the teacher who witnessed or dealt with the original incident. Additional statements will also be collected where necessary. Students may then be subject to interventions or support to prevent any future repeat negative behaviour.

After School Detentions

At Abbey College, we use after-school detentions as part of our Behaviour Policy to help students reflect on their choices and reset for success.

Key Points for Parents/Carers

- Schools are legally allowed to issue detentions without parental permission, even if a parent/carer disagrees.
- We will always inform parents/carers via text message when a detention has been issued.
- Same-day detentions are usually set when issued before 2:00pm.
 - Detentions issued after 2:00pm will take place the following day to allow time for communication.

Detention Procedure

- Students on the detention list are collected by the Student Support Team during Period 5.
- They are expected to move quickly and quietly to the detention location.
- Students must line up in silence outside the South Hall and remain silent throughout the detention, except when answering the register.
- Where possible a restorative conversation between the member of staff and the student will be facilitated by the department. The purpose of this conversation is to ensure a successful return to lesson.
- Staff will follow the Ask, Tell, Remove process for any student not meeting expectations.
- If a student is removed from detention, they will spend the next day out of circulation with a senior member of staff and will be required to resit the detention.
- If a parent/carer refuses to allow the student to complete the detention (unless for a medical appointment) the student will remain out of circulation with a senior member of staff until the detention has been successfully completed.
- If a student refuses to complete the detention, they will spend a period of time in the Refocus Room.

Exceptions

- The only reason a detention will be rescheduled is for a medical appointment, which must be communicated to the school on the day with proof of the appointment.

Persistent Non-Compliance

- Students who repeatedly miss or fail detentions may face suspension.
- Continued failure to follow the Academy's rules may result in permanent exclusion.

Lunchtime Detentions: For 3 tells

If a student receives three "tells" in one week, they will be placed on break and lunchtime detentions in an IT room for the following week. This is designed to help them reflect on their behaviour and make positive changes.

How It Works

- **Days 1 & 2:**
 - Students must remain in the IT room for the entire break and lunchtime.
 - They are expected to sit at a computer, log on, and work silently.
- **Days 3 to 5:**
 - Students must attend the IT room to have their behaviour report signed.
 - If their behaviour points have increased, they will stay in the room.

- If their behaviour points have remained the same, they will have their report signed and be allowed to leave.
- If a student forgets their report, they will not be released.

Expectations

- Students must arrive at the IT room within 5 minutes of break starting.
- They must work quietly and respectfully.
- A staff member will let students know when they may use the canteen or bathroom.

Consequences for Non-Attendance

- Missing a lunchtime detention will result in an after-school detention.
- Repeated failure to attend may lead to time in the Refocus Room.

Mobile Phones - 'See it, hear it, lose it'

The following mobile phone policy is in place from September 2025:

	Year 7-10	Year 11
Where can phones be used?	Phones must not be seen, heard or used on school site. The only exception to this is if directed by the teacher in art or music.	
Where should the phone be stored throughout the school day?	The phone must be off and placed in the provided Hush pouch before students cross the blue line in the morning. The pouch must be out of sight and placed in the student's bag.	Phones must be switched off and placed in the student's bag before crossing the blue line at the entrance to the school.
What happens if the phone is confiscated? Reasons for this will be: 1. It is seen/heard 2. It is ever 'on' 3. It is ever found outside the provided wallet	<p>If a student breaches the school's mobile phone policy:</p> <ul style="list-style-type: none"> • The student will be placed in the Refocus Room for a minimum of 3 days. • The phone will be confiscated and returned to the student once they have successfully completed their time in the Refocus Room. <p>Early Collection by Parents/Carers</p> <ul style="list-style-type: none"> • If there are genuine safety concerns, parents/carers may request an appointment with the SSO team to collect the phone earlier. • Under no circumstances will the phone be returned directly to the student until they have completed their time in the Refocus Room. 	

Mobile Phone Checks and Compliance

To support the effective implementation of our mobile phone policy, random checks will take place throughout the year. These checks ensure that:

- Phones are switched off and
- Securely stored in the designated pouch.

Non-Compliance

- If a student refuses to hand over their phone, the time in the Refocus Room will be extended.
- Repeated refusal to follow instructions may result in a suspension.

Lost or Damaged Pouches

- If a student loses or damages their phone pouch, they will be expected to pay £15 for a replacement.
- Until a new pouch is arranged, the student must hand in their phone daily to the Student Support Hub.

Behaviour for Learning in class: Shared Responsibility

At Abbey College, we believe that good behaviour for learning is a shared responsibility between teachers and students. A calm, focused classroom helps everyone succeed.

What We Expect

- Teachers and students should arrive to lessons on time, with the correct equipment, and in full uniform.
- Everyone should be ready to learn and contribute positively to the classroom environment.

Teacher Role

- Teachers are responsible for:
 - Rewarding positive behaviour
 - Addressing poor behaviour fairly and consistently
- The Ask, Tell, Remove (A/T/R) system is used at the teacher’s discretion to prevent disruption and maintain a productive learning space.

Student Opportunity to Reflect

- When a student receives an Ask or a Tell, they are given time to reflect and change their behaviour before further action is taken.
- This approach gives students the chance to make the right choices and remain in class.

Teachers do not write A/T/R on the board, as we focus on promoting positive behaviour rather than highlighting negative actions.

Sanction type	Code of Conduct
Detention (1 hour)	<ul style="list-style-type: none"> • Removal • Immediate sanction • 3 tells in a week
SLT Detention (1 hour + 1 hour restoration activity)	<ul style="list-style-type: none"> • More than one removal in a day • Failing to attend a 1 hr detention • Failing to meet detention criteria • Failing a lesson removal • Truancy within school

	<ul style="list-style-type: none"> • Extreme unsafe behaviour
Loss of Social Time	<ul style="list-style-type: none"> • Repeated poor behaviour during social time
Refocus programme	<ul style="list-style-type: none"> • Detention Refusal • Student reaches step 4 or beyond of the escalation process • Misuse of Mobile Phone Pouch • Any Truancy outside of school • Persistent refusal to comply with a member of staff including walking away • Bringing the Academy into disrepute • Physical altercation • Bullying • Racism • Homophobia, transphobia or any other prejudice-related behaviour • Extremist language • Possession of banned item including vapes • Obstructing an investigation by withholding information
Suspension 1-5 days	<ul style="list-style-type: none"> • Failure to meet the expectations of the Refocus Room • Behaviours staff consider extreme in nature
Off site direction	<ul style="list-style-type: none"> • Persistent poor behaviour for which other interventions have not been successful
Permanent Exclusion	<ul style="list-style-type: none"> • Persistent unacceptable behaviour which has previously been reported and for which Academy sanctions and other interventions have not been successful in modifying the student's behaviour. • Persistent Bullying <p>One off serious breaches of the code of conduct</p> <ul style="list-style-type: none"> • Actions which put the student or others in danger. • Verbal abuse to staff or students • Physical abuse to/attack on staff or students • Breach of E-Safety policy • Wilful damage to property • Use of, possession of, banned substances • Theft • Serious actual or threatened violence against another student or a member of staff • Sexual abuse or assault • Supplying a banned substance • Carrying an offensive weapon. • Arson

Out of Class During Lesson

No student is permitted to be outside of class during lesson time unless in extreme circumstances and permission has been granted by their teacher. Students must use their free time to speak with staff, find lost belongings, use the toilets or fill up their water bottles. If a student is given permission to leave the classroom, they must be provided with a written note by their class teacher. Any student who is found outside of the classroom without a note at any time will be issued with a tell. It is the student's responsibility to ensure they ask for a note.

First Aid

If students require first aid during lesson time, their class teacher must send an alert to the SSO team via Bromcom. Students are not permitted to go to first aid during lesson time.

Report Cards: Supporting Positive Behaviour

At Abbey College, **we use report cards as a** supportive tool to help students reflect on their behaviour and make positive changes.

Pastoral Report

A student may be placed on a pastoral report if:

- Their behaviour is a concern across multiple subjects, or
- They have received a high number of behaviour points related to classroom conduct.

Key features:

- The report includes up to three personalised targets based on the student's needs.
- The aim is to help students focus on small, achievable goals and celebrate their progress.
- Parents/carers will be informed and may be invited to a meeting to discuss the report.

Duration and Review:

- Reports usually last 1–2 weeks, depending on progress.
- At the end of the report, a review will determine whether:
 - The student has made clear improvements and can come off report,
 - More time is needed to reinforce progress, or
 - The report has not had the desired impact and further support is needed.

Student Responsibilities:

- Students must get their report signed by each teacher after every lesson.
- They must also check in with the staff member overseeing their report at the start or end of each day.
- Parents/carers should read and sign the report daily.
- If a student loses or fails to get their report signed, the behaviour policy will apply.

Subject Report

If concerns are specific to one subject, a student may be placed on a subject report, usually initiated by the class teacher or Head of Department. Parents/carers and year teams will be informed.

Out of Circulation: When and Why It Happens

At Abbey College, there are times when a student may need to be temporarily removed from the main school environment. This is known as being “out of circulation” and is always managed by a senior member of staff.

When This Might Happen

A student may be taken out of circulation for reasons such as:

- Refusing to correct their uniform or appearance after support has been offered.
- While a significant incident is being investigated.

- While waiting for a parent/carer meeting to discuss behaviour concerns and next steps.

What Parents/Carers Need to Know

- The Student Support Team will notify parents/carers if their child is taken out of circulation.
- Wherever possible, this contact will be made by 2:00pm on the same day.
- Students will be provided with appropriate work to complete.
- They will also have the opportunity to order a cold lunch from the canteen.

Early Intervention

Abbey College seeks to support those students who are struggling to meet the behavioural expectations of the school and will apply every resource available to identify and meet the needs of each student, including those who are vulnerable and those who have social, emotional and behavioural needs. We aim to respond to the unique circumstances of every young person in our care and support them through what can be challenging periods in their life. It is important to recognise that any individual needs, met or unmet, will not be an excuse for poor behaviour.

The following includes example of the interventions that may be used at each stage of the behaviour process:

Step	Threshold		Lead	Possible Interventions/actions
1	5 points		Form Tutor	<ul style="list-style-type: none"> Tutor discussion: To ensure the student knows about incidents logged and understand how to correct their behaviour
2	15 points		Form Tutor	<ul style="list-style-type: none"> Daily check in with tutor (review of lessons, equipment, homework) Tutor report: To monitor what is going well and discuss with the student about areas of concern. Parental contact: To ensure that parents understand the concerns around their child's behaviour and how they can support at home (phone/email/letter). Target Reward: To motivate student to work positively towards a specific target To identify barriers to learning. Behaviour intervention to understand cause of behaviour. RAG timetable: To identify areas of concern and put intervention and support in place to address these.
3	20 points		Raising Standard Lead	<ul style="list-style-type: none"> RSL support To identify barriers to learning. Behaviour intervention to understand cause of behaviour, support student to correct behaviour & understand impact. Teacher Feedback (round robin) Collaboration with teachers: Guidance sent to all staff RAG timetable: To identify areas of concern and put intervention and support in place to address these.
4	30 points	1 significant incidents	Raising Standard Lead	<ul style="list-style-type: none"> 3 days Refocus Change sides of year: To give a fresh start with positive peer influence Referral to SEND or Welfare to check for unidentified need. Daily check in: to monitor, praise and support Possible referral to Bridge workshop Any other support needed identified through discussion with student/ parent.
5	40 points	2 significant incidents	SLT Year link	<ul style="list-style-type: none"> 5 days Refocus PSP completed by RSL and SLT: SMART targets set and regularly reviewed. Relevant support in place following discussion with student to identify concerns and ways to address. Referral to Welfare or Referral to Bridge workshops/ programme Daily check ins EHA completion if relevant
6	PSP targets not met or High level incident		Behaviour Lead AP Lead SENDCo	Continued support from <ul style="list-style-type: none"> Form tutor/ RSL/ SLT link Welfare support New Horizons staff Bridge referral External AP Managed move

Interventions can be implemented at any time and will be based upon: 1) number of behaviour points, 2) number of significant incidents and 3) number of suspensions. Year teams use a centralised tracker to monitor every student's attendance, behaviour and achievement, and implement a tiered approach to ensure early intervention takes place.

Pastoral Support Plan (PSP's)

PSP's are a structured and coordinated 16-week school intervention designed to support students at risk of permanent exclusion. They are used for students who have received a set number of negative behaviour points or suspensions and are not responding to other forms of intervention.

PSP's are created with the involvement of key staff, usually the Raising Standard's Lead and Senior Leader for the year group, parents/carers, the student and any other relevant professionals. Targets are set for a student, using information obtained from their teachers, and are reviewed every 4 weeks.

The support given for a student on a PSP is entwined with the Academy's other forms of intervention, but they provide a more tailored and structured form of intervention which is regularly reviewed so progress can be checked and changes can be made.

Behaviour Process for Students with SEND

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

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

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

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

Suspension Policy at Abbey College

At Abbey College, we are committed to maintaining a safe, respectful, and inclusive learning environment for all students. In some cases, a suspension may be necessary to uphold these standards.

Legal Framework

All suspensions are carried out in line with the statutory guidance:

Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (August 2024)

Only the Headteacher (or Acting Headteacher) has the authority to suspend a student, and this must be:

- On disciplinary grounds,
- Lawful, reasonable, and fair.

When Suspension May Be Used

Suspension is a serious measure and is only used when:

- A student's behaviour poses a significant disruption or risk,
- Other strategies have not been successful,
- Or an incident requires immediate action to maintain safety and order.

Investigation Process

Before a suspension is issued:

- A thorough investigation will take place.
- The student will be given the opportunity to share their version of events.
- Witness statements may be collected if needed.
- The Headteacher will apply the civil standard of proof—deciding based on whether it is more likely than not that the incident occurred.

Communication with Parents/Carers

- Parents/carers will be informed promptly of the suspension.
- A formal letter will be sent outlining:
 - The reason for the suspension,
 - The length of the suspension,
 - The right to appeal the decision.

Record Keeping

- All suspensions are formally recorded.
- Previous suspensions may be considered when deciding the length of future suspensions.
- These records may also contribute to decisions around permanent exclusion, if necessary.

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

Types of Suspension

Internal Suspension: The Refocus Room

The Refocus Room is Abbey College's internal suspension space, used when a student has not met the expectations of our behaviour policy. It is designed to be a supportive and structured environment where students can reflect, reset, and continue learning.

Purpose

- The Refocus Room **is not a punishment space, but** a place for students to:
 - Continue accessing the curriculum,
 - Reflect on their behaviour,
 - Make positive changes before further sanctions are considered.

Expectations

- Students must:
 - Work independently and in silence,
 - Complete all tasks set within the allocated time,
 - Follow instructions from the Refocus Room Manager or senior staff.

Placement Criteria

Students may be placed in the Refocus Room for:

- A significant behaviour incident, or
- Reaching Step 4 or 5 of the school's behaviour system.

Duration

- The minimum placement is three days.
- This may be extended if behaviour or work during the placement does not meet expectations.

Summary of main rules in the Refocus Room

- Students are in the Refocus Room from 8.40am until 3.10pm. Whilst in the room they are expected to be silent at all times, unless being spoken to by a staff member.
- Students will be allocated one day where they will finish at 4:10 so that they can participate in a 'giving back' activity.
- Students may bring a packed lunch to the Refocus Room or order a cold lunch from the canteen.
- Students have access to a computer so that they can complete their timetabled lessons.
- Students complete a workbook during their time in the Refocus Room. This gives them the opportunity to reflect on the reasons why they are in the Refocus Room and supports them in modifying their behaviour. Their exit from the room is dependent on this being completed to a high standard.
- Students are limited to three toilet/water breaks a day, unless mitigating factors are identified.
- Staff follow the ask, tell, remove system within the Refocus Room. If a student fails a session, they may be expected to repeat their day. Repeated failure will result in external suspension.
- If a student refuses to enter the Refocus Room then they will be at risk of external suspension.
- Any student who is suspended as a result of refusing to enter the Refocus Room will be expected to complete five days in the refocus Room when they return to school.

Communication with Parents/carers

When a student is due to be in the Refocus Room, we aim to contact parents/carers the day before when possible, so the student will be prepared for this when they arrive in school. This will often be via phone-call, explaining why the student is being placed in the Refocus Room and what the outcomes may be if their child does not meet the behaviour expectations when in the room.

Should contact not be made the day before, the school will always try to (but may not always be able to) inform the parent/carer on the day.

Absence from School

If a student is absent from school on a day they are due to be in the Refocus Room, they will be expected to complete their day once they are back in school, regardless of how long they have been absent for.

Off-Site Provision

Section 29 of the Education Act 2002 allows schools to direct a pupil to an off-site provision in order to improve their behaviour. A student may be placed in the Refocus room (or equivalent) of a partner school where they will be required to attend daily for the duration of the placement. This sanction is often implemented as an alternative to suspension, enabling the student to remain supervised in an educational provision, and may be imposed on a student whose behaviour warrants a suspension from school.

Off-site provision is organised by the Refocus Room Manager and overseen by the Assistant Headteacher for Behaviour. The provision is chosen based upon the student's home address and the availability of space within the school's facility. The students must attend the off-site provision for the required number of days, report to the partner schools isolation unit and remain there until dismissed.

- The student must attend provision arrangements on time and complete work set by the school, as well as any appropriate work set by the designated school.
- The Refocus Room Manager will confirm the student's attendance and make any necessary parent/carer/guardian contact.
- The student must complete the off-site placement successfully, with no reports of negative behaviour, attendance and punctuality issues.
- Failure to complete the placement successfully may result in a suspension and additional time in the school Refocus room.
- The student may be required to attend a reintegration meeting upon returning to the Academy. This will be held by the relevant staff member and will require parent/carer involvement.

Note: if a student misses a day through absence they must complete any missed days before reintegrating back into the Academy.

Suspensions

This sanction is imposed on students whose behaviour in or out of the classroom has surpassed the Refocus room and/or off-site provision. Suspensions are issued for serious breaches of the behaviour policy, with the behaviour chart providing guidance on what constitutes a 'serious breach' (it should be noted the list is not exhaustive), or repeat breaches of the behaviour policy. Students are not allowed on or near the school site during a suspension and must be at home during school hours, completing the work provided by the school.

The Headteacher may suspend a student for one or more fixed periods which do not exceed a total of 45 school days in any one school year. During a suspension of 5 or fewer days, work will be set by the Academy for the student to complete at home. This work should be returned completed at the end of the suspension. Failure to return completed work will result in additional days in the Refocus room upon return from suspension. During the first five days of any suspension, the parents/carers of a suspended student must ensure that their child is not present in a public place during normal school hours without reasonable justification, whether with or without a parent/carer.

For suspensions which result in the student being suspended for more than 5 school days the Academy must arrange full-time educational provision from the sixth day of suspension (this should be provided by the local authority in cases of permanent exclusion).

For any suspension, regardless of the length of time, the local authority must be notified, alongside the social worker and/or virtual school if relevant. Any suspension which may result in a student missing a public examination or is over 5 days must be reported to the Governors.

Procedure - In the event of a suspension the following procedures must be followed:

- A member of staff, most likely the Student Support Manager or Assistant Principal for Behaviour, will phone home to inform the parent/carer/carer of the decision and the arrangements which will follow.
- The suspension letter will be sent to parents/carers via post, and email where possible, and will include the following: length of the suspension, reason for it and date the student returns to school; including details of the reintegration meeting.
- The suspension will be logged on Bromcom.

Communication

If the decision has been made to suspend a student from school, the suspension letter will also be sent to:

- The Chair of Governors (if the suspension results in the student being suspended for a total of more than five days in a term);
- Local Authority representatives; and
- If relevant, the social worker and virtual school head.

Reintegration Meetings at Abbey College

When a student returns to school following a suspension, we hold a Reintegration Meeting to support a positive and successful return to learning.

Purpose of the Meeting

The meeting is designed to:

- Offer the student a fresh start.
- Help them understand the impact of their behaviour on themselves and others.
- Reinforce the high expectations of behaviour at Abbey College.
- Rebuild a sense of belonging within the school community.
- Re-engage the student with their learning and progress.

Meeting Details

- Parents/carers are strongly encouraged to attend. However, a student will not be prevented from returning if a parent/carer is unable or unwilling to attend.
- The meeting is usually led by the Assistant Headteacher for Behaviour and the Senior Leader for the Year Group.
- A member of the SEND team may also attend if appropriate.

What Will Be Discussed

- The incident that led to the suspension and how it breached the behaviour policy.
- The student's behaviour log, attendance, and recent academic data may be reviewed.

- A Reintegration Plan will be agreed, which may include a short period in the Refocus Room to support the transition back into lessons.
- A review meeting may be scheduled within 2–4 weeks to assess progress and adjust support if needed.

Short-Term Respite

Students at serious risk of suspension may be referred to undertake a respite programme in an identified alternative provision. The school invites the parents/carers of the student to discuss recent behaviour, and to discuss why the student will benefit from the programme. During this respite, the student will complete classwork and have an opportunity to reflect on the behaviour.

New Horizons

New Horizons is an alternative curriculum for a small number of students who require intensive support in order to learn the skills necessary to regulate their behaviour and be able to access mainstream lessons. Referrals and withdrawals are made by the Assistant Principal for Behaviour. It is not considered a punishment, but a place where provision can be adapted more easily to meet their needs; where barriers to learning can be identified and they can receive more personalised attention.

The length of the placement may vary for each student, but they will often spend one half-term in New Horizons. This is for the purpose of assessing their needs and giving them time to change their habits so they can make better choices when returning to the mainstream lessons. As students build up the skills necessary, they may be reintegrated gradually back to mainstream lessons and spend part of their time in New Horizons. The aim is to have a successful reintegration, so that when students leave their placement they will not need to return. Students who have spent a long period in New Horizons will have a personalised support plan that is shared with their mainstream teachers, so staff are aware of their needs and able to identify what targets they are working towards.

Alternative Provision

When a student is at serious risk of permanent exclusion or consistently failing to engage with the Academy, alternative provision is considered. This may be in the form of an alternative education provider or a college placement. This may be a flexible part-time provision or a full-time one depending on the needs of the student. Where possible, this will be done with the support of parents, but under the DFE Alternative Provision Guidance 2013, the Academy may send a student without parental agreement, where it is in the best interests of the student.

Managed Move

Students who are failing to alter their behaviour following suspensions and interventions may be referred for a managed move to another school. Managed moves are designed to give students who are at risk of permanent exclusion an opportunity for a fresh start in a new environment, where they have the opportunity to 'reset' and start again.

The student will be dual registered for a probationary period, usually 15 weeks, and only officially accepted by the new school if they have met the targets and contract requirements. There will be an initial meeting to discuss the reasons why a student has been referred for a managed move, and regular review meetings during the trial period to ensure the student has every opportunity to be successful.

Permanent Exclusion

The decision to permanently exclude a student is a serious one and is for the Headteacher to take. The decision to permanently exclude should only be taken:

- in response to a serious breach, or persistent breaches, of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education of others in the school.

Permanent exclusion is usually a last resort and other options to avoid permanent exclusion will often be considered such as alternate provision or a managed move. However, the Headteacher can decide if a permanent exclusion is justified based on the circumstances of the individual case.

One-off offences that put other members of the school at risk such as serious violence, supplying illegal substances, carrying a knife or other offensive weapon, carrying fireworks and violence or threats of violence towards staff are likely to result in permanent exclusion.

The decision to exclude for persistent breaches of the behaviour policy is for the Headteacher to take based on the circumstances and when other sanctions and strategies have been exhausted. If a pupil receives two suspensions in a year, the Headteacher will consider permanent exclusion for persistent breaches of the behaviour policy. If a student has a suspension(s) on record prior to the start of the academic year, these may be considered along with the nature of the suspensions, which may result in a permanent exclusion. This is not prescriptive and the Headteacher may decide to permanently exclude at any time if he believes it is justified, likewise the Headteacher may also allow a pupil to remain in school if he or she has reached these thresholds in exceptional circumstances.

If the decision for permanent exclusion has been made, the Headteacher will inform the parents/carers of a permanent exclusion immediately by letter and, if possible, by telephone. A copy of this letter will be sent to:

- The Chair of Governors
- Local Authority representatives
- Clerk to the governors
- If relevant, the social worker and virtual school head

The Headteacher will make arrangements for a hearing before the Governors' Discipline Committee to take place within fifteen days of the date of the permanent exclusion. Normally, three members of the Discipline Committee will hear the case. No Governor who has any prior knowledge of the case will participate in the hearing.

The procedure followed at the hearing will normally follow the format set out below:

1. The committee will meet jointly with the Headteacher and the parent/carer and/or the student.
2. The Governors will invite the Headteacher to give his/her reasons for recommending permanent exclusion.
3. The parents/carers will be invited to ask questions of the Headteacher.
4. The parents/carers will be given the opportunity to explain why they think permanent exclusion is inappropriate.
5. The Headteacher will have an opportunity to ask questions of the parents/carers.
6. The Headteacher and the parents/carers will be given an opportunity to sum up and to ask further questions of the Governors. The Governors may wish to ask further questions of either the head teacher or the parents/carers.
7. The Headteacher and the parents/carers and student will then withdraw from the meeting and allow the Governors to consider the case on their own.

The Governors will decide to either:

- Confirm the permanent exclusion; or
- To order the immediate reinstatement of the student.

The decision of the Governors' Discipline Committee will be communicated to the parents/carers by letter without delay. If the Governors have decided to confirm the permanent exclusion, the letter will inform parents/carers of their right of appeal to an Independent Review Panel.

Bullying

Bullying takes many forms and all of them are our concern. No student should suffer in silence; nor should they be afraid to report bullying for fear of reprisal. Staff are trained to be sensitive to disclosures of bullying and should ensure that victims of bullying are always supported.

See anti-bullying policy for more information.

Searches, Screening and Confiscation of Banned Items

All searches, screening and confiscation will be carried out in line with the statutory guidance: "Searching, screening and confiscation: Advice for schools, July 2022".

The Headteacher, and staff they authorise, have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item listed below or any other item that the school rules identify as an item which may be searched for.

List 1 - prohibited items (taken from the statutory guidance):

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- 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 property of; any person (including the pupil).
- an article specified in regulations: tobacco and cigarette papers; fireworks; and pornographic images.

List 2 - other items banned from the Academy:

- E-Cigarettes and/or vapes
- Stink bombs, water bombs or water pistols
- Lighters and matches
- Mobile phones that are heard or visible
- iPods or MP3 players and headphones that are visible
- Aerosols and perfumes/aftershaves
- Banned items of clothing identified in the Academy uniform policy
- Chewing gum
- Fizzy/sugary drinks
- Sweets/other unhealthy items
- Large packs of unhealthy foods i.e. multipacks of chocolate, family sized bags of crisps.

*Other items may not be permitted, at the discretion of the Headteacher

Only the Headteacher or a member of school staff officially authorised by the Headteacher, can undertake the search of a pupil, and there must be a witness (also a staff member). There is a limited exception to this rule only where the Headteacher or designated member of staff reasonably believes there is a risk that serious harm will be caused to the person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

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

Consent

Before any search is undertaken consent will be sought from students. If consent is refused, the pupil will be asked to say why she/he has refused. Refusal to allow a search will be taken as refusal to follow teacher instructions and depending on the circumstances will warrant a sanction. A student may also be placed in the Refocus Room upon refusal of being searched.

Where there is suspicion that a child is in possession of any items listed in list 1 – prohibited items, the pupil may be searched without their consent, and the member of staff can use such force as is reasonable given the circumstances when conducting the search. Before a member of staff can conduct a search without consent, the member of staff must reasonably suspect that the pupil has the prohibited items in his/her possession. Only staff members authorised by the Headteacher can carry out searches without consent and such force can only be used to search for items in list 1.

School staff have the power to search a pupil for any item if the pupil agrees. The member of staff should ensure the pupil understands the reason for the search and how it will be conducted.

Extent of Search

When being searched, students cannot be required to remove their socks or tights, shirts, trousers or skirt; they may only be required to remove "outer clothing" such as coats, bags, hats and jumpers. Searching the pupil's possessions includes searching a pupil's goods over which she/he has or appears to have control such as desks, lockers and bags.

A pupil's possessions can only be searched in the presence of the pupil and another member of staff, except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

Searches will be conducted in such a manner as to minimise embarrassment or distress.

Recording Searches

Any search by a member of staff for a prohibited item in list 1 should be recorded in the school's safeguarding reporting system, including whether or not an item is found. This will allow the designated safeguarding lead (or deputy) to identify possible risks and initiate a safeguarding response if required. Schools are encouraged to include in the record of each search:

- The date, time and location of the search
- Which pupil was searched
- Who conducted the search and any other adults or pupils present
- What was being searched for
- The reason for searching
- What items, if any, were found; and
- What follow-up action was taken as a consequence of the search.

Electronic Devices

Where an item prohibited in the behaviour policy is seized as the result of a search and it is an electronic device such as a mobile phone, the member of staff who seized the item may inspect the data on it, if he/she thinks that there is a good reason to do so. For this purpose, the member of staff has a good reason if he/she reasonably suspects that the data or file on the device in question has been or could be used to cause harm, to disrupt teaching or break the school rules. The

school also reserves the right to inspect data on any electronic device which is confiscated by a member of staff. The school is entitled to retain the device if it contains material which has been or could be used to cause harm to disrupt teaching or break the school rules.

If the member of staff conducting the search suspects they may find an indecent image of a child (sometimes known as nude or semi-nude images), the member of staff should never intentionally view the image, and must never copy, print, share, store or save such images. When an incident might involve an indecent image of a child and/or video, the member of staff should confiscate the device, avoid looking at the device and refer the incident to the designated safeguarding lead (or deputy) as the most appropriate person to advise on the school's response.

Confiscation

School staff can confiscate, retain or dispose of any prohibited item found as a result of a search and can also seize any item, however found, which they consider harmful or detrimental to school discipline. When deciding what to do with a prohibited item, the school will act in line with statutory guidance issued by the Department for Education.

Use of Reasonable Force

Reasonable force can be used to prevent students from hurting themselves or others, from damaging property or from causing disorder. (The following information is taken from the DfE document 'Use of reasonable force - Advice for head teachers, staff and local school board').

Force may be used for two main purposes – to control students or to restrain them. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances. The following list provides some examples of situations where reasonable force can be used:

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

Reasonable force must not be used as a punishment.

Authorised staff can use such force as is reasonable given the circumstances to conduct a search for the following 'prohibited items': knives and weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images, any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

Force cannot be used to search for items banned under the school rules.

Incidents Outside of the School

Under the (Education and Inspections Act 2006) schools have the statutory power to discipline students for misbehaving outside the school premises. The school will respond to any incidents of students misbehaving outside the school in the same manner and procedures as unacceptable behaviour within the school.

Examples of unacceptable behaviour outside the school may include when a student is:

- taking part in any school organised or school related activity
- travelling to and from school
- wearing school uniform

Further examples also include where:

- in extreme cases (such as cyber bullying) this would also include misbehaviour at any time that could have repercussions for the orderly running of the school
- pose a threat to another student or member of the public
- could adversely affect the reputation of the school
- criminal or alleged criminal behaviour that demonstrates risk to other students and/or staff and/or the good order of the school

Communication of the Policy

The Academy is committed to the continuous reinforcement of the behaviour policy in all that we do to ensure that standards of behaviour are maintained and improved over time. In particular, the policy is reinforced in the following ways:

- **Staff Training:** all staff are trained in implementing the behaviour policy in a consistent and fair manner. There are frequent refresher sessions including for new staff to ensure that the message remains the same and that standards are maintained.
- **Standardised display:** all classrooms display consistent posters to ensure that students are constantly reminded of what is expected.
- **Assemblies:** these are used as an opportunity to constantly reinforce high expectations of behaviour to students and to react to any particular issues that may arise.
- **Home-school agreement:** This reinforces to students and parents/carers key messages about standards of behaviour at Abbey College.



Abbey College <=> Home School Agreement

Together (families, students and staff) will:						
<ul style="list-style-type: none"> Provide a safe and secure environment where young people can enjoy learning, achieving their full potential. Encourage all our young people to value, respect and tolerate people's differences. Celebrate success. Establish open and respectful communication to enhance young people's learning and well-being. 						
Abbey College will:						
<ul style="list-style-type: none"> Plan and deliver effective lessons in accordance with the National Curriculum and good practice. Use data and knowledge about the individual to set appropriate targets for students. Help students organise their studies to alleviate stress and worry. Not tolerate bullying or disruption of learning. Maintain and develop an atmosphere of caring with good relationships, promoting hard work. Reward students for their successes. Liaise with families regularly. Promote a Healthy lifestyle for all students and staff. Encourage students to take part in a variety of activities outside the school day. Provide learning opportunities outside the school day. 						
Families will:						
<ul style="list-style-type: none"> Ensure their child attends College punctually, only being absent when they are genuinely ill. Support all policies, particularly the Attendance, Safeguarding, Uniform, Learning and Behaviour policies. Work with staff to celebrate successes, addressing and overcoming any difficulties in a positive way. Notify the College if there are any changes in your child's circumstances which may affect learning and relationships. Support your child to complete homework. Make the school aware if any contact details change, such as address, phone number, emergency contact information. 						
Students will:						
<ul style="list-style-type: none"> Ensure they attend every lesson, every day unless they are genuinely ill, wearing the College uniform correctly. Respect others and their environment, being polite and courteous to everyone they meet and work with. Make the best possible use of the opportunities offered to them, both in and out of lessons. Accept responsibility for their actions. Share and celebrate their successes, learning and rectifying any mistakes made. Choose work that challenges them to extend their learning. Demonstrate active listening in every lesson and form time. Complete homework to the best of their ability and ask for help when needed. 						
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