

Behaviour for Learning Policy and Procedures

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Behaviour for Learning Policy and Procedures

Aims

The aims of The Abbey School's Behaviour for Learning Policy and Procedures are to ensure that:

- The school is a safe and supportive environment
- All members of the school are courteous, respectful and polite
- Consistently high standards of behaviour are established in and out of the classroom
- Where behaviour falls short of accepted standards, policies and procedures are followed and sanctions are applied fairly and consistently according to the individual needs of the students
- All students are provided with the opportunities to achieve their full potential
- The school meets its statutory requirements in relation to behaviour and suspensions and recognises its legal duty under The Equality Act 2010 in respect of safeguarding and students with special educational needs (SEND), in addition to preventing students with a protected characteristic from being at a disadvantage
- The school maintains effective mutual channels of communication and respect with parents/carers

At The Abbey, we believe that, with access to a knowledge-rich curriculum, unwavering high expectations of conduct and behaviour, an excellent welfare system and the very best teaching, our students can be exceptional.

This policy will provide a fair, consistent and constructive framework for promoting positive behaviour and challenging negative behaviour.

Although this policy is written with the specific needs of The Abbey School's community in mind, it should be considered in parallel with the latest national guidelines and legislation¹².

A Policy Based on Relationships

We tell our students to 'Be The Best You Can Be' – this is our central mantra. We therefore want our children to learn what good, positive relationships look like from the moment that they join us in Year 7 to allow them to achieve this. To do this we:

- use a clear structure & framework.
- link our teaching to positive behaviour values.
- explicitly model what we mean so that students are supported.
- are positive, warm, calm and kind.
- take an active interest in getting to know our students.
- celebrate success.
- teach genuine mutual respect.
- use sanctions where necessary coupled with compassion and forgiveness

¹ [DfE \(2022\) Revised Behaviour in Schools Guidance and Suspension and Permanent Exclusion Guidance – Government Response to Consultation](#)

² [DfE \(2022\) Behaviour in Schools – Advice for Headteachers and School Staff](#)

A Pre-Emptive Approach to Behaviour

All students at The Abbey School are explicitly taught throughout the year on the key routines, structures and behaviours that support a strong shared culture and platform for learning. This is achieved through deliberate practice, lead lessons, and positive reinforcement throughout the school day from all staff.

This includes our entrance and exit routines, toilet routines, expectations, how students interact with peers and staff, how students act in the local community, and the importance of STAR, SHAPE and STEPS.

All teachers pre-empt any off-task behaviour in lessons, with the intention that all students are on task for every task in every lesson. Teachers use a common voice and common language in the classroom for instructions, explanations and discussions, and silence for reading, writing and practice. As soon as any slouching, daydreaming, non-tracking, not being the best version of themselves or distracting occurs, teachers swiftly use these pre-emptive reminders:

1. **Silent non-verbal:** hand signal, eye contact, facial expression, shake/nod of the head, direct pause or standing near the student.
2. **Unnamed:** 'STAR behaviour in 3, in 2, just waiting for 100%. We need one person ... and STAR in Thank you'
3. **Named:** 'David, we listen so we can learn. Thank you.'

Meeting Every Child's Needs

Whilst striving for high standards, clear routines and a strong culture of performance, our educational professionals understand that students:

- thrive when they feel safe and valued.
- need warmth, understanding and kindness.
- deserve positive role models around the school community.

As a school with significantly lower prior attainment than the national average, higher disadvantaged and a Specialist Resource Provision on site, we acutely recognise that there are students that may need additional support.

- We make reasonable adjustments where appropriate.
- We engage students, their families and other professionals.
- We celebrate when children make progress and improvement

Staff on our site are trained to understand that across our student population there is a wide range of neurodiversity, quality of mental health and lived experience. Our professionals make judgement calls around behaviour using their experience and knowledge of the students. The aim is always to support a positive, healthy culture of genuine mutual respect and aspiration.

We always challenge when needed to support strong standards across our school. At the same time, if a child is dysregulated or clearly requires previously unidentified additional support, we recognise that. We want to create a school environment where we are catching children 'in', building trust and a platform for success. Kindness and compassion should always be used.

Creating and Maintaining High Standards of Student Behaviour

Recent government guidance is particularly clear about the responsibility of school staff to build school culture pro-actively:

'Well-managed schools create cultures where pupils and staff flourish in safety and dignity. It is particularly important that headteachers lead the creation and reinforcement of this culture, ensuring it permeates through every aspect of school life. Staff should be trained to make sure that they collectively embody this school culture, upholding the school's behaviour policy at all times and responding to misbehaviour consistently and fairly.'

[DfE \(2022, p.5\) Behaviour in Schools Guidance](#)

That same guidance goes on to highlight that schools can create environments where positive behaviours are more likely by proactively supporting students to behave appropriately. We do this in a number of ways:

- Being clear about what good behaviour looks like.
- Being clear about what values, attitudes and beliefs we promote.
- Being clear about the social norms and routines that should be encouraged across the school community

The behaviour policy is the starting point for creating this culture, not the end point in and of itself.

Equalities, Inclusion and Diversity

Students at The Abbey School are taught from Year 7 the importance of collaboration and fairness, which includes understanding a wide range of backgrounds, experiences and views.

- Equality – We believe in equality of opportunity
- Diversity – We recognise everyone as an individual and believe that everyone has talent
- Inclusion – We value and support all, regardless of background or context

British Values

In 2014, the UK Government created five fundamental values to balance freedom of thought, expression and choice in a liberal society with the need to maintain a safe and secure society.

These are values that are routinely now taught in The Abbey School as part of our personal development of students, but also underpin our behaviour policy and procedures:

- **Democracy** – We have the opportunity to be elected to key roles such as house representatives or members of the local youth parliament. We discuss and consult.
- **Rule of Law** – The school has expectations that mirror wider society i.e. so we can work together in a fair and safe manner. There can be consequences where we don't.
- **Individual Liberty** – At The Abbey we are free to think as we like and have the ability to express our opinions through a variety of means. We recognise that we are accountable for our actions.
- **Mutual Respect** – Everyone is entitled to their own opinion so long as it does not promote extremist views. Everyone has a right to be heard and listened to but the language that our community uses towards each other should be kind and considerate.
- **Tolerance** – We learn about different faiths and beliefs allowing us to understand different cultures, religions and opinions.

Rewards

The rewards system is pivotal in providing a backbone for creating a positive school ethos. It aims to develop a community that values education by encouraging students to be willing participants in school life.

All members of staff are expected to participate fully within this system to ensure fairness to all students and a balanced ratio of rewards to sanctions.

“Catch them doing something right! We want to catch children in where possible, not catch them out.”

House Points

House Points can be given at any time by any member of staff for good work or effort in lessons, for homework or demonstrating a positive and supportive attitude at any time. The house totals are used in competition in assemblies and are published on digital signage within school.

Awarding House Points:

- Staff can award House Points directly on to ARBOR.
- Students and parents can view their point totals on the Arbor Student Portal/app or My Child At School.

Tutor Time Awards

Tutors see their group each morning. The tutor records student uniform/attendance/equipment weekly – this in turn is rewarded by the tutor through the consistent distribution of house points. A weekly award of 5 HOUSE POINTS is given if a successful week is achieved.

Super Star Awards

Students may be awarded a Super Star Award as a reward for doing something special within the school and/or local community. This might be helping out at an Open Evening, supporting another student, acting responsibly within the community or helping a member of staff.

The award gives the student five house points and a certificate is given to the student by their Head of Year.

Academic Achievement Awards

Students may be awarded an Academic Achievement Award as a reward for completing outstanding work or making an outstanding contribution to a learning activity. The award gives the student five house points and the certificate is given to the student by their Head of Year in assembly.

Staff complete the Award Cards with the student's full name, tutor group, reason for award and signature. These are then handed into the main school office where the House Points will be uploaded. The card is given to the student via their Head of Year in due course so they can take it home to show parents.

Golden Tickets

Teachers are expected to give out one golden ticket per lesson every lesson for the most focused, hard-working student. The tickets are taken home and shared with parents whilst the teacher logs the achievement on Arbor so house points can be automatically awarded. The teacher places the ticket stub into the appropriate prize draw boxes in the staff room. Each term a name will be drawn from each year group box and a small reward given. As students reach certain milestones they receive certificates in assembly.

Certificates	House Points
Bronze	50
Silver	150
Gold	300
Platinum	400+

Once students reach 300 House Points, they receive a personalised award, which is presented by the Headteacher in House Assembly.

The School Fête

To give House Points more value to the students, the school runs a rewards fête where the students can use their points to take part in the activities or buy items from the stalls. With house points being the only form of 'currency' that can be used, this summer celebration highlights the successes of each house as well as each individual whilst also ensuring there is opportunity of fun for all.

Opportunities to Contribute to the School Community

Students are given opportunities to contribute to the school community to develop their self-esteem, leadership skills and give them an opportunity to express their views on school life. These include:

- KS5 Subject Ambassadors
- KS5 Leadership Team
- Peer Mentors (inc sixth form)
- House Council
- School Council
- Swale Youth Forum

The Curriculum

The curriculum plays a very important part in supporting this policy. A relevant and appropriate curriculum for each child that is both interesting and suitably challenging is vital to the engagement and motivation of our students.

Members of staff need to ensure that students focus on learning and make the maximum amount of progress in all areas. Students need to appreciate the importance of learning and progress and its relevance to their future lives.

Staff must ensure their lessons are well planned with a range of suitable and challenging learning experiences that engage the students and stimulate that natural love for learning that is inherent in young people.

Positive Behaviour Management in the Classroom

Home Partnership Agreement

This document is contained in the student planner and is signed each year by the Form Tutor, Parent/Carer and Student. It outlines each party's responsibilities and provides the framework for students' positive behaviour.

Students' Responsibilities

Positive attitudes enable teachers to teach and students to learn. We expect all students to:

- Arrive on time for school and lessons, dressed in full school uniform with everything they need to work
- Speak to staff and other students with respect
- Walk calmly around the school maintaining silence in corridors
- Follow instructions immediately and without argument
- Take responsibility for their own behaviour and learning making positive contributions to lessons and completing all homework set
- Work to the best of their ability

Staff Responsibilities

- Members of staff are responsible for the behaviour management in their classrooms and the use of STAR behaviours.
- Members of staff are responsible for addressing any poor behaviour that they witness or are informed of, using the language of corrections.
- Members of staff are responsible for rewarding positive behaviours, praising success and resilience whilst adopting a warm strict approach to all student interactions.
- They are expected to follow the school entry and exit procedures and use the school language of corrections to manage negative behaviours.
- They are responsible for taking a full and active part in CPD in regard to Behaviour Management and should seek out opportunities to develop their skills when necessary.

Core Classroom Routines

To maintain good order and a calm working atmosphere, staff will establish consistent classroom routines.

At the beginning of the lesson:

Classroom Entry Procedures

Entry 1: Silent line up and uniform check as they enter.

Entry 2: Enter the classroom when invited in, stand behind chairs, remove coats and place bags down, go into standing star. Whilst waiting for the rest of the class to arrive the teacher will begin their energiser activities relating to prior learning. Staff can also give permission for pupils to remove their blazers if they wish to. Pupils wishing to remove their blazer throughout the lesson should ask for permission.

Entry 3: Sit down, silently unpack books, stationery, planner and knowledge organiser ready for the lesson. Starting work. We would also like this to be the time that the register is taken.

At the end of the lesson:

Classroom Exit Procedures

Exit 1: Pass books along rows back into a pile at the end.

Exit 2: Stand behind chairs in silence, Golden Ticket awarded if this has not already happened.
Exit 3: Exit in rows/as directed, all counted down and completed within a time limit. Uniform will be checked and an orderly dismissal takes place. If the entry or exit procedures are not completed in silence, teachers can ask the individual students to complete the procedures alone.

In the lesson:

We expect **STAR** behaviours from all students.
Sit up straight and listen (pens down and arms folded)
Track the speaker or the text
Always address your teacher with hands straight up
Respect through silence

We work towards the lifelong skills of excellent and confident communication skills and good manners.

STEPS

Sir or Miss, every time. We call this The Abbey full stop.
Thank you, every time someone does something for us.
Excuse me, every time you need to enquire or get attention. Then we wait.
Please, every time that you request something.
Style, every time.*

SHAPE

At The Abbey School we speak in full **S**entences.
Our **H**ands are away from our faces when we speak.
We **A**rticulate. We never mumble.
We **P**roject. We speak clearly and audibly to the whole class.
We look at people, in the **E**ye to show confidence.

Between lessons:

- staff are expected to supervise the corridor near their teaching room to ensure silent, orderly movement around the school

At the end of the day:

- chairs to be put on the desks and windows are to be shut and cupboards closed or locked

A Note of Caution

The routines above are, of course, **simplified** to help all members of the community remember them. They are therefore to be used as a point-of-reference not as a guide for every situation. When applied, teacher professionalism and judgement is also used. This will typically include the context, the students' needs, and reasonable adjustments. For example, a student with SEND needs might not be able maintain eye contact.

***STEPS** – Smile has changed to Style and means using good:

Body language
Facial expression
Tone of voice
Choice of words

At all times school staff are conscious of the aim of creating a culture of shared standards, genuine mutual respect, trust and belonging. The intention is to create buy-in, maximise learning time and equip students with skills that will hold them in good stead for the future.

Positive Language and Inclusivity

All staff should be aware of the language they use in the classroom and around the school, remembering that they are modelling the behaviour expected of the students. We ask staff to be warm, welcoming and friendly, whilst recognising their need to also remain visible and vigilant. They should be aware of the spectrum of SEND students in their care and adapt their language accordingly, making reasonable adjustments where necessary. A non-confrontational, firm and consistently fair approach is very effective. It should be remembered that securing student buy-in through our core routines and collective participation in learning is as essential as application of consistent application of basic expectations.

The school recognises that growing up through the teenage years can present problems for many young people. Consequently, the school has many levels of support to minimise the impact of these problems on the students' learning. It is important that teachers and other classroom staff work collaboratively with colleagues that provide support to achieve the best outcome for students.

Our pastoral team is made up of Form Tutors, Pastoral Support Coordinators, a therapist, Heads of Year and a Director of Student Welfare and Conduct and a Deputy Director of Behaviour. Their main focus is to ensure students are making outstanding progress in their lessons. The Special Needs Team, including a Speech and Language Therapist, also has a large part to play in supporting students' learning, behavioural and emotional needs.

Promoting Genuine Mutual Respect

Our goal is for all students to learn and succeed; when I correct a student, they have to know it is for their benefit - not to reinforce my power as the ruler of the classroom. We are telling the students that the R in STAR stands for respect and that this goes both ways. We need to model our expectations, using 'please' and 'thank you'. If you say, 'Tracking me please, Kate' followed by a low 'thank you' when she complies, it subtly reminds everyone that she followed your direction. It normalises compliance. Just think about how you can frame positively 'Just a minute, class, some people seem to think they don't have to be silent for Exit 2.'

Such statements attribute ill intention to what could be distraction or lack of practice. Try to assume the best; 'Just a minute; a couple of us have forgotten to complete Exit 2 in silence. Let's try that again'

We also make use of immediate, unexpected and sincere praise. Doug Lemov talks about this in his techniques: Positive framing/ Warm strict. It's about purpose not power. It's about the difference between 'I care about you, but you will still have to complete the sanction for being late' and 'Because I care about you, you must complete the sanction for being late.' You need to be warm as well as strict – and often at the same time. We are the emotional constants. We want to catch children 'in', not 'out'. The former is essential for building buy-in, trust and community.

Supporting Students with the Small Things

We encourage our teachers to help students master some of the important aspects of being polite, courteous and respectful. Being kind manifests itself through our actions to one another, so it is important that we regularly remind students about this. This includes:

- thinking before we speak
- reciprocating when someone is nice to us
- taking an interest in others / greeting them
- showing gratitude and appreciation

- offering help to those in need
- showing good table manners at lunch time
- knocking on doors to rooms before walking in
- moving through the school site in a calm, well-ordered manner

Managing Poor Behaviour in the Classroom

Good classroom behaviour is essential for maximising student progress. Students not reaching our expectations for behaviour and learning will be instructed to leave the classroom following their third correction.

These corrections will be given clearly including a brief explanation about what the correction is for and the student's name written on the board. If a second correction is needed the student's name will have a tally mark added as a reminder and they may be asked to move seats.

If the student continues to disregard our expectations, they will then be sent to Reflection. Parents/Carers will be informed if their child has been sent to Reflection by e-mail and the pupil will be expected to complete an after school detention on that day.

Failure to complete the detention will result in a full day in Reflection the following day. We realise that some students have difficulty in understanding the impact that their actions have, not only on themselves but also on those around them. It is therefore important that actions have consequences and that sanctions are immediate.

Students who are abusive to staff, persistently fail to follow instructions, disrupt the learning of others, harm other students or behave recklessly will be suspended from school. An internal suspension will result in the student working in the Internal Suspension Unit for the day, until 4.00pm.

Students receiving a fixed-term suspension will not be allowed in school for up to 5 days, on rare occasions this could be longer in which case sixth day provision will be provided (see Appendix 7 Suspensions). Parents/carers/guardians will be notified of this by the Head of Year or Suspensions Officer giving the reasons for the suspension, and this will be confirmed in writing. Parents/carers/guardians will be required to attend a meeting with a senior member of staff at the end of the suspension before the student is re-admitted to school. If it is not possible for the parent/carer to attend the reintegration meeting prior to the student's return to school, the student will be able to return to school and access their learning. On the rare occasions this happens, the student must spend time with a senior member of staff prior to attending lessons. The meeting must still happen and all efforts will be made to ensure parents/carers are able to access this vital part of the suspension process.

Social Time

Students are regularly reminded on the behaviours that they are expected to model during social times. This includes the travel to school, lunch-time and the journey home. All students understand that they are ambassadors for the school when travelling off the school site, and that their actions reflect on the wider school. Behaviour that brings the school into disrepute may be sanctioned, even if off the school site. We work closely with the police, other schools and community residents to promote these standards.

At lunch time on the playground students will socialise or use the time for other recreation. The school has introduced a range of lunch-time activities and clubs around the school site that provide additional opportunity for students to engage in something that they might be interested in and therefore support positive behaviour.

A 'Running The Day' staff duties list is produced daily, based on the model used by Dixons Academy Trust. The Extended Leadership Team meet at 8.30 in the morning (or immediately after briefing) to look through the duties list together, manage staff absences and discuss any other extraordinary events that will need staffing. Included in this discussion is the staffing before school, after school and at lunch time.

Staff are trained to be visible, pre-empt potential issues and be assertive about what constitutes positive behaviour, whilst also remaining warm, approachable and friendly. Where necessary students may be asked to take 'time-out' away from the playground in the designated area.

In the canteen, we remind students daily about positive behaviours, to reinforce students' understanding and support them in using the time to have good conversations with their friends and understand what is appropriate in a dining setting. This provides a touchstone to children, many of whom may not ordinarily sit down around a table to eat outside of a school setting.

Correcting Behaviour

If a student fails to meet the high standards set by the school and its staff then they might be issued with any one of a range of sanctions. However, the aim is not to create a restrictive or oppressive culture in the school. In the first instance, and particularly for low-level behaviours, it is likely that a child will be given a correction. Individual corrections **do not** constitute a sanction, but are carefully narrated explanations to students that they are not behaving in the way that they should. Should a student receive three corrections in a lesson, then they will be asked to go to Reflection.

Staff are expected to use specific phrases to highlight to pupils when they are not meeting expected behaviour standards. In the first instance a pupil will be given a first correction as shown below:

What - what the correction is being given for?

Why - the impact their actions are having.

Outcome - 1st, 2nd or 3rd correction.

'John you are talking whilst I am which means that you are disrupting the learning of the class. This is your first correction.'

If a pupil continues to misbehave i.e. does not respond to the correction, they are given a second correction.

'John you are being rude to me which is stopping learning taking place, this is your second correction.'

If a pupil continues to be disruptive they will then be issued with a third correction and sent to Reflection with a slip detailing what the corrections have been given for.

'John I have asked for STAR behaviours but you are still not focused and are not tracking me that means I don't know if you are learning this is your third correction.'

There are also rare stand-alone incidents where a student can be sent straight to Reflection such as rudeness to staff, swearing and truancy (this is not an exhaustive list but gives some examples). When a pupil is sent to Reflection it is recorded on the school's system as a C3, with the details of the corrections included.

The same note of caution around the procedure for giving a correction is needed as that given earlier for core classroom routines. The example provided is a simplification. Application requires careful staff training, understanding of context and the needs of the students.

Making Referrals

Referrals are made through the school's management information systems, Arbor. The member of staff will detail the behaviours exhibited by the student and list the action they have taken at the time. The referral will be directed to the Form Tutor and, where applicable, to the person monitoring the student 'On Report'. Any further action will be added by the relevant member of staff.

The list of referrals makes up a Behaviour Profile Log that is kept on the student's record for the time they are in school and nine years thereafter.

The Behaviour Log provides information for members of staff supporting students, parents and disciplinary meetings.

Staff should ensure that referrals:

- are grammatically correct and free from spelling errors
- do not contain names of other students
- contain staff initials not names
- do not make unprofessional comments about the student

Pastoral Support Systems

Sanctions

There are a number of effective sanctions that are used to support a child's behaviour:

- Warning
- Verbal Reprimand
- Referral
- Meeting with Student
- Community Service
- After School Detention
- Reconciliation Meeting with Head of Learning/Subject or Head of Year
- On Report
- Internal Suspension
- External (Fixed Term) Suspension
- Twilight School / Part-Time Timetable
- Governors' Disciplinary Panel
- Permanent Exclusion

On Report

Students are placed on report following a range of referrals in different subject areas. The On Report system serves as a way of monitoring a student's behaviour more closely whilst giving the student a high level of counselling from experienced members of staff at different levels.

Students may be placed 'On Report' for the following reasons:

- To help the student to manage their own behaviour and attitude to work during registration and lessons.
- To support the student after they have received an Internal/External Suspension.
- To identify specific Behaviour and/or Learning Targets. These are modified to suit each individual student and support the target/s written in the planner.
- To monitor Attendance and Punctuality

The school uses two types of report – Learning and Behaviour – and the most appropriate report is chosen by the member of staff in considering the student's needs.

If a student is exhibiting poor behaviour in a single subject area, they may be placed on subject report by the Head of Learning/Subject Leader who will liaise with parents/carers and the Head of Year.

Behaviour Report

The behaviour report uses a clear five step scale to give an indication of the student's behaviour in each lesson. The language is designed to match the 'Consequences of Negative Behaviour' chart.

The Behaviour should be graded follows -	
✓	: STAR behaviour /Well Behaved
C1	: First Narrated Correction
C2	: Second Narrated Correction
C3	: Third Narrated Correction (Sent to Reflection)

Learning Report

This report focuses on the student making a positive contribution to the lesson with regards to learning. Students are scored using U S A as to their success in meeting the learning objective for the lesson (Under; Satisfactory; Above). If behaviour is poor, a referral is made the teacher also circles 'R'.

Focusing students on their learning will ensure there is little opportunity for poor behaviour. It demonstrates to students that the overriding intention of a teacher is to teach so that they learn to the best of their ability.

The Reporting Procedure

The reporting procedure has three levels of escalation. The lowest level is a Tutor Report (Green), which might then escalate to a Senior Report (Amber). In extreme cases a student may then be escalated to a Red Case Report, where they will have a member of senior staff meeting with them daily, supporting the child and liaising with their family.

Type of Report	Summary	Explanation
Report Level 1 Tutor Report (Green)	Tutor monitors student's referrals and takes decision to support with Green Report. Tutor may seek advice from HOY . Tutor notifies Parents and logs the event and contact on ARBOR. Persistent failure on Green Report, students may move to Senior Report on decision of HOY following discussion with Tutor .	Tutor monitors report during Registration Periods. After successful period of time, usually 2-4 weeks, Student comes off report and Tutor contacts Parents and logs the event and contact on ARBOR
Report Level 2	HOY may place any student directly on Amber Report at their discretion.	Students report to appointed person in the Pastoral Team at the arranged

Senior Report (Amber)	<p>Parents are involved at the outset.</p> <p>HOY logs event and note of contact on ARBOR. An Amber Case File is made up.</p>	<p>time each day.</p> <p>After successful period of time, usually 2-4 weeks, Student comes off report or moves back to Tutor Report. HOY contacts Parents and logs the event and contact on ARBOR</p>
Report Level 3 Red Case Report	<p>Persistent failure on Amber Report, students may be assigned a Red Caseworker on decision of Behaviour Management Panel following In-School Review.</p> <p>Parents are involved at outset. Red Caseworker logs events and notes any contact in their case file. Contents of Amber Case File are passed on to the Red Caseworker.</p>	<p>Red Case Students follow the same procedure as above, but report to their Red Caseworker at least three times a week.</p> <p>After successful period of time, Student is discussed at In-School Review and moves back to Tutor or HOY Report. Red Caseworker contacts Parents and logs the event and contact on ARBOR. Contents of Red Case File are passed back to Pastoral Office to be placed in Amber Case File for future reference.</p>

Red Case Workers

Regularly throughout the term the Behaviour Management Leadership Group will meet to discuss students causing concern. At these meetings the various levels of support for students will be identified, discussed and implemented.

Appropriate students may be allocated a red caseworker.

The red caseworker will:

- monitor the student's behaviour and progress in lessons
- keep a Red Case File which contains all of the relevant paperwork appertaining to that individual
- be the number one point of contact for parents
- liaise with staff to provide support
- attend any meetings relating to the student

Red Case Files might contain:

- Student Personal Information
- Basic Assessment Data
- Other Staff Involved
- Other Agencies Involved
- Intervention Summary Sheet
- Parental Contact Notes
- Back to School Interviews
- LAC/Statement/CHIN Reviews
- SEND Intervention Information
- Notes from In-School Reviews
- Copies of Investigations and witness statements

The main focus for a red caseworker will be to deal with the student as an individual and offer mentoring and coaching in order to help the student to improve his/her behaviour.

The school believes that an individualised approach, which is consistently administered, will enable the student to form a positive working relationship with a senior member of staff and be encouraged to improve his/her attitude and behaviour in lessons and around the school in general.

It is anticipated that some students might be with a red caseworker throughout their entire school career whilst others, having improved their behaviour, will no longer need this high level of support.

Clarity and our 'Red Lines'

For any school-wide policy to be effective it must be understood including all those aspects of school culture that are regarded as being non-negotiable. We call these non-negotiable features of our behaviour policy our 'Red Lines'.

Mobile Phones

Mobile phones are not allowed to be used or seen during the school day. They are to be switched off and put in the bottom of their school bags, and not trouser pockets or blazer pockets. If a student is seen with a mobile phone or uses their phone for any purpose during the school day it will be confiscated on sight. Mobile phones that have been removed from students will be held securely at the main reception and only may be picked up at the end of the day.

If there is a need for a mobile phone to be collected, a school leader or senior member of the administration staff will be called and they will collect the mobile phone. Once it has been collected our management information system (ARBOR) will record the event and send out an email alert to the relevant parent/ carer. This email will confirm what has happened and the fact that a 30 minute detention will be served that same day.

If the phone is confiscated after 2.30pm, then the detention will be served the following day. If this is the case then students will still be able to take their phone home that night but will be expected to hand it into main reception the following day.

A student will have their mobile phone returned to them on successful completion of the detention.

If a student has their mobile phone confiscated for a second time during any term then they will serve 1 day in internal suspension with an extended finish of 30 mins beyond the normal leaving time for their year group, on the day after the phone is confiscated. The phone will be handed in at the start of the internal suspension and returned on successful completion of the internal suspension.

The sanction for a second offence is escalated because the student hasn't obviously learned from a previous mis-judgement and taken on board the advice and guidance that was previously offered.

Caveats:

- Students who refuse to hand over their mobile phones upon request will be sent to reflection until they make the correct decision to hand it in. Once handed in, they will complete one day of internal suspension for failing to follow a reasonable request.
- Internal suspension will not replace the need to hand over the mobile phone and the initial sanction will still need to be carried out.
- Smart watches are allowed in school, however, they must be used for telling time only. They cannot be used to communicate with the phone they are linked with, for example reading emails or sending messages. Students caught using these inappropriately will be subject to the same sanctions as a student using a mobile phone in school. The school will always be consistent in terms of the language and the action needed to be taken, irrespective of the member of staff speaking to the student/ parent. Every member of staff can confiscate a phone - in fact it is an expectation of them. Students will follow this request, irrespective of who asked.

- Sixth Form students have permission to access their phones (and electronic devices) whilst in the Sixth Form Centre. Outside of the Sixth Form Centre, the same whole school sanctions will apply, including headphones. Detentions will be served in line with the lower school protocols and procedures.

Time-Out Passes and Reset Cards

Time out passes and Reset cards will be provided for students at the discretion of the year group and SEND teams. Time out passes will be issued for a designated time period with a clear review date – no longer than a 6 week half term period. After this time the need for the pass will be reviewed and a conversation will take place with the student.

- Unless specified otherwise, time out passes will be limited to up to five minutes directly outside of the classroom or at an identified location; whilst reset cards will always require the student to remain outside of their classroom.
- Misuse of a time out or reset pass may result in it being revoked with immediate effect. This includes and is not limited to abuse of the specified time limit on the pass.

Toilet Passes

Toilet passes may be issued to students that have:

- medical condition or SEND needs that require frequent access to bathroom facilities
- for students who are menstruating.

We ask that students that require a pass for medical or SEND reasons provide up to date evidence of this at the beginning of each academic year to the relevant year group team. If a student requires a toilet pass during their period, then we ask that a parent or carer emails the relevant year group team and writes this into their child's planner each time it is required. The team will then approve the permission for up to seven days. Toilet passes will usually have a time limit of four minutes which includes travel time to the toilet although staff are sensitive to individual needs in relation to this given these passes are issued for medical reasons.

Misuse of a toilet pass may result in it being revoked with immediate effect. To counter any misuse and to support the process, passes will change colour every year and it is down to students to ensure that they have the most up to date version.

Uniform, Jewellery and Make-Up

Uniform will be worn perfectly by students both in the community and on school site. This includes wearing a blazer at all times, with sleeves unrolled. Shirts must be tucked in and the tie must cover the top button and should be worn with 6 full visible stripes and, for the new ties, the school logo below the knot. Appropriate trousers/school skirts and black, polishable shoes must be worn. If a student is seen with a skirt rolled up, for example, and it is after registration, they will be corrected and sent to Reflection for that session and will result in a 30 minute detention being set.

The school's decision on what is deemed as appropriate and correct school uniform is final.

- Hoodies, gilets and sports tops are not permitted to be worn on the school site. Students wearing such items on the school site will have them confiscated. In the first instance they can be collected by students at the end of the school day. Corrections regarding uniform will result in a 30 minute detention being set.
- Students who arrive at school wearing the incorrect uniform will not take part in mainstream lessons until such time that it is rectified, regardless of the reason why. The only exception to this rule would be if a student has a medical condition that prevents them from wearing the

normal uniform. A dated medical note must be provided for students to be exempt from wearing any item of the school uniform.

- The school will aim to provide any spare uniform (including shoes) to wear until parents can resolve the issue. Any student refusing to borrow an item of uniform will work in Reflection until the situation is resolved to the satisfaction of the school.
- Skirts should never be rolled-up. This will result in being sent to Reflection for the session and a 30 minute detention.
- Students are only allowed a single plain earring in each ear lobe. No other piercings are acceptable. Other permitted pieces of jewellery are a single plain ring and jewellery that is worn for religious and/or faith purposes. Necklaces and bracelets are not permitted unless medi alerts.
- We would expect parents to get any piercings that are not permitted in school to be done during the summer holiday. This will allow sufficient time for the piercing to heal, allowing students to remove the piercing during school hours. Students who refuse to remove non-permitted piercings will be held in internal suspension until they make the correct choice. Corrections regarding uniform will result in a 30 minute detention being set. This is non-negotiable.
- Covering of a non-permitted piercing or wearing a clear stud is not acceptable. Students will have to remove the item and it will be confiscated. Items of jewellery that have been removed from students will be held securely at student reception until it can be collected at the end of the day. Watches are permitted.
- Obvious and visible makeup will not be allowed, including coloured nail varnish, lipstick, false eyelashes of any type, heavy fake tan, eyeshadow and false nails of any type. Students who do not follow this will be sent to pastoral hub to remove all unauthorised make-up. For safety reasons, nails must be the appropriate length and they should not be visible when the palm is facing upwards.
- Hair colour should be natural and the style should not be extreme. Although the list is not exhaustive and the final decision rests with the Headteacher, examples of extreme styles include: tram lines, logos or patterns being shaved into the hair, hair shaved lower than a 1 grade and hair being dyed multiple colours (even if those colours are natural). Male and female students with long hair must tie it back for safety reasons when in P.E, Technology and during Science practicals. The braiding of hair is allowed but any hair accessory of any description should be plain in colour and of muted shades matching hair or uniform colour.
- The term 'repeated corrections' is determined by SLT when it comes to setting a detention for a student who persistently breaks the rules when it comes to jewellery, make up and uniform.
- Sixth form students will follow the guidelines set out to them at the start of the year with regards to appropriate dress for them.

These actions are taken to ensure that all students take pride in their appearance and that all students are treated fairly. It is unfair when a small minority of students fail to keep to the dress code and look and act in a way that clearly demonstrates that they are not proud of their school.

Any student who fails to adhere to the school expectations in regards to uniform, jewellery, make up or hair, will not take part in lessons until the issue is rectified and the school's decision on the appropriateness of dress/uniform is final.

Consequences for Poor Behaviour

Much of the remainder of this policy and procedures document covers the consequences for poor behaviour, to provide clarity for our school community. It should not, however, be interpreted that this is the dominant mode for promoting high standards in our school. Praise, celebrations, awards, prizes, house points and golden tickets are the currency that all staff members prefer to be discussing.

Consequences for poor behaviour are sometimes necessary in order to teach students to take personal responsibility. When looking into incidents of poor behaviour, the school will do whatever it can to ensure that all relevant information is sourced and looked at carefully before reaching a final decision. However, it can sometimes be the case that issues are not always clear cut and as a result the school will work on reaching an outcome based on the balance of probability and staff interpretation of events will always carry more weight when reaching a conclusion. In addition, staff will not waste unnecessary time investigating incidents when it is deemed that additional time looking into an issue will not materially change the outcome.

Reflection

During the course of a lesson a student may need to be corrected by a teacher because their behaviour falls below the high standards expected of all students. This may include a student failing to follow STAR, SHAPE or STEPS, disrupting the learning of others, failing to follow a reasonable request or not being the best version of themselves. If a student is given two corrections in class, then any subsequent correction in that same lesson will result in an immediate reflection.

- The incident will be logged by the teacher, and an email sent, informing the reflection team and attendance that a student has been sent there. However, it is the student's sole responsibility to ensure that they arrive at the reflection room within the allotted 4 minute travel time.
- If a student is sent to reflection they may be asked to complete previously set work, or read their fiction book, before a member of reflection staff will set them some appropriate independent learning. They will remain in the reflection room until the end of that lesson and then return to mainstream lessons. They will then serve a 1 hour detention that same evening (unless they are sent to reflection after 2.30pm in which case it will be served the following evening).
- During a reflection session and / or after school detention, students will complete work set by the reflection staff.
- In rare cases, a student may be told to go to reflection before they have received 3 corrections. Significant breaches of lesson protocol can result in an immediate escalation to reflection.
- A student will be dealt with directly by a member of the Senior Leadership Team for a serious breach of behaviour that takes place outside of the classroom. These situations are rare and will be dealt with on an individual basis.
- Being removed from the lesson and serving a detention is not a double consequence for a single offence. Removal from the lesson is to ensure that the student can no longer disrupt the learning of others. The detention between 3.30pm-4.30pm is the consequence for being corrected 3 times in one lesson.

If a student is in reflection twice in any one school day then they will serve a detention that same evening that lasts for 1hr. If the second reflection happens after 2.30pm then a follow up email and/or phone call will be made informing the parent/ carer that their child will be staying for an extended period of time.

The Purpose of Detentions

Detentions serve the following purposes:

- To demonstrate to a student that they have crossed a line.
- To give the student the opportunity to complete their work to the required standard.
- To create the opportunity to repair the relationship.
- To re-establish positive classroom habits and routines, that may have been a cause of the original incident

Lunch-Time Detentions

Lunchtime detentions are rare as we believe students need this time to be with their friends, enjoy the fresh air and have time to exercise. However, when needed, they are logged on the system although parents will not necessarily be notified because it happens during the course of a normal working day.

Lunchtime detentions (also known as 'Time Outs') last for up to 20 mins and fall into one of two categories.

- Firstly, a behaviour incident occurs in which a student is not being the best version of themselves during recreation time and warrants an immediate sanction
- Secondly, a planned sanction given by the HoY that requires a student to be removed from their peers in order for them to reflect on their behaviour and actions. These detentions will be set by the relevant HoY and they will monitor attendance and escort the student to the detention room, if it is deemed appropriate

All lunchtime detentions will be served in a central location.

- If a student is isolated during their lunchtime period then they will serve the period of detention in the designated room. During lunchtime detentions students will complete work that is provided for them.
- Failure to complete work set to a satisfactory standard or misbehaviour during the detention will result in an additional sanction being set.

After-School Detentions

After school detentions fall into a number of categories, depending on the incident. However, there are many similarities in terms of how they are served, where they are served and the expectations. For example:

- They will be served in a central location.
- They will be overseen and run by a member of the leadership team.
- Any student who has an after-school detention will be expected to make their way to the central location and **make themselves known** to the staff member in the room.
- During an after-school detention, students will complete an appropriate piece of work set by the member of staff running the detention. Failure to complete any work set to a satisfactory standard will result in an additional sanction being set.
- Parents/carers will be notified via email and/or the parent app. Phone calls will only be made if there is written communication confirming this need prior to the detention being set.
- Refusing to attend a detention will result in either a day in Internal Suspension or a period of Fixed Term Suspension, depending on how the student acted and level of defiance shown.

All after school detentions will be served the same day. The only exceptions to this are as follows:

- There is a medical appointment that can be proven (written or electronic appointment evidence) and has been booked prior to the detention being set.
- The incident occurs after 2.30pm unless it is the second reflection of the day, in which case an immediate extension of 30 minutes will be added and the detention will be 1 hour beyond the normal finish time for the student.

If a student receives an after school detention then it is critical that they serve it. They need to understand that their actions have consequences. In addition, they need to own their errors and accept personal responsibility. Finally, the importance of serving a detention the same day cannot

be overstated. This means that incidents are not carried over to the next day, there is closure, meaning the following day is a fresh start. Therefore, the following will not be allowed/ permitted.

- Lunchtime detentions cannot be used instead of serving an after-school detention.
- Domestic arrangements cannot be used as an excuse for not serving an after-school detention - i.e. picking up a younger sibling from another school/ leaving The Abbey with another sibling.
- Enrichment clubs, sporting fixtures, school rehearsals will not be seen as suitable reasons to postpone or cancel an after-school detention.
- Distance from school, travelling after the normal school finish time or using the time of year will not be seen as suitable reasons to postpone or cancel an after-school detention. If this is likely to cause issues, or be a problem then the school will look at providing transport and travel home.

30 Minute Detentions and 1 Hour Detentions

A detention of up to 1 hour will be set for failing to adhere to any of the school's non-negotiables ('Red Lines'). These detentions will run immediately after school every day.

- All detentions will be served in a central location.
- Any student who has an after-school detention will be expected to make their way to the central location and make themselves known to the staff member in the room.
- During an after-school detention, students will complete an appropriate piece of work set by the member of staff running the detention. Failure to complete any work set to a satisfactory standard will result in an additional sanction being set.
- Failure to complete any work set to a satisfactory standard or any type of misbehaviour will result in an additional sanction being set.
- Failure to attend the detention will result in an additional sanction being set.
- The length of the detention will be dependent on the context and seriousness of the incident.

Lateness

- An after-school detention will be served for any student who is late for school or who arrives to lesson outside of the allotted travel time of 4 minutes. These detentions will last 30 minutes.
- 4 minute travel time is a strict deadline that is adhered to across all areas of the school, starting from when students arrive at school.
- Any student who has an after-school detention will be expected to make their way to the central location and make themselves known to the staff member in the room.
- During an after-school detention, students will complete an appropriate piece of work set by the member of staff running the detention. Failure to complete any work set to a satisfactory standard will result in an additional sanction being set.
- Failure to attend the detention will result in an additional sanction being set.

Lack of Equipment

- An after-school detention will be served for any student who arrives for school with incorrect/ incomplete equipment
- These detentions will last 30 minutes.
- Any student arriving to school without the correct equipment will be supplied with the necessary item(s), if available, via the pastoral office.
- Any student who has an after-school detention will be expected to make their way to the central location and **make themselves known** to the staff member in the room.
- During an after-school detention, students will complete an appropriate piece of work set by the member of staff running the detention. Failure to complete any work set to a satisfactory standard will result in an additional sanction being set.
- Failure to attend the detention will result in an additional sanction being set.

Dance and PE Expectations

If a student is ill or injured, a note should be provided from their Parent/Carer to excuse them and handed to the PE teacher. Students will not be expected to physically participate, however, they will still either wear to school or bring their PE kit and change for the lesson. Students will then be given an alternative role within the lesson, which will enable them to remain involved in the learning process.

Under exceptional circumstances a non-Abbey School PE kit can be worn (for example if their Abbey School kit is wet / dirty), A note explaining this is required.

Failure to bring a PE kit will result in the following procedures being implemented.

- 1st offence - They will be issued with a 30 min detention
- 2nd offence - Students will be sent to reflection for the lesson and will sit a 1hr after school detention
- 3rd offence - Students will be sent to reflection during the lesson, but will not sit a reflection detention, They will then serve 1 day in Internal suspension the following day

PE and dance are treated as two different subjects and offences are reset at the start of each new half term.

Internal Suspension

This sanction will be applied when students engage in serious misbehaviour or persistently disrupt the learning of others in the classroom that would otherwise lead to an external suspension. Behaviours and actions outside of school grounds can also result in a period of internal suspension needing to be served.

Internal suspension is from 8.50am-4.00pm and is for at least 1 day. Students will spend all day in the internal suspension room, have lunch separate from the rest of their peers and lose out on their recreation time. They will be supervised by the internal suspension manager and the quality and quantity of work monitored closely.

The number of days spent in internal suspension is at the Headteacher's discretion, but reasons for being placed in suspension may include:

- Antisocial behaviour in the community
- Leaving a lesson without permission
- Persistent truancy (both internal and external)
- Misuse of school IT
- Bullying another student - in person and online
- Filming or photographing another person without their permission
- Possession of any forbidden items
- Kissing teeth, rolling eyes or tutting in front of a member of staff with a view to undermine them
- Repeated disrespectful behaviour and or defiance towards a member of staff, including saying 'no', or walking away while they are being spoken to
- Failure to follow any reasonable request after being given opportunity to rectify an initial negative reaction
- 'Play fighting' or inciting others to fight
- Receiving or failing multiple Reflection days during the course of a term
- Ripping up/ screwing up a direction to Reflection or failing to arrive in the allotted time
- Swearing - verbal or in writing, including being overheard by another teacher
- Any form of misconduct/ misbehaviour while travelling to and from school

A student failing to complete their internal suspension successfully will be externally suspended (previously known as a Fixed Term Exclusion) and on their return to school will be expected to complete their original time in internal suspension.

External Suspension

When a student is beyond the care and control of the school or has persistently failed to follow the school rules then the only course of action is to fix term suspend the student for a period of time.

The severity of an External Suspension (also known as a Fixed Term Suspension) cannot be overstated and it will result in a permanent record being placed on the student's file, the Local Authority needing to be informed and any future educational setting being notified if the student were to leave The Abbey School

Depending on the incident, this form of suspension can be for a minimum of 1 day and up to a total of 45 days during the course of the academic year. The process of a Fixed Term Suspension is as follows:

- KCC are informed via an online system called the 'front door'
- Parents/ carers are notified verbally and in writing
- A date for a formal reintegration meeting will be set by the school. If a parent/carers cannot make the scheduled meeting, it will only be changed at the discretion of the school. (Younger siblings will not be allowed to attend because this often distracts from the severity and importance of the situation)
- The reintegration meeting will be held with a member of SLT or Pastoral Leads and part of the process will include the student being on report for a period of time in order to help support with the reintegration back into mainstream lessons

An External (Fixed Term) Suspension is at the discretion of the Headteacher and can include but is not limited to the following:

- Bullying - the premeditated and malicious behaviour of an individual conducted against another individual over a period of time - in person and online
- Failure to successfully complete a period of time in Internal suspension
- Failure to adhere to a school 'non-negotiable'
- Fighting/Threatening behaviour
- Explicit swearing at staff
- Smoking or vaping on school site
- Bringing any form of Alcohol, Drugs, Weapons or Pornography onto school site
- Assaulting a member of staff
- Refusal to accept an internal suspension or other sanction
- Wilfully and knowingly sharing/ distributing anything that falls under the definition of 'Youth involved sexual imagery'
- Persistent attitudes or behaviour which are inconsistent with the ethos of the school
- Inappropriate use of social media and/or technology
- Failure to leave a classroom when a student has been sent to Reflection
- Damage to any property through vandalism and/ or graffiti
- Extreme defiance or rudeness of any type
- Cheating, including plagiarism
- Theft
- Peer on peer abuse

Sexualised Behaviour

The June 2021 Ofsted review on sexual abuse in schools and colleges highlighted the increasing problem of child-on-child sexual abuse in schools, and the growing concern of a culture developing amongst young people whereby sexual abuse and harassment are to be expected as a part of growing up.

All students must feel safe at school and be able to talk openly and honestly about any issues they face. The school has a moral and legal obligation to take every single claim seriously, fully investigate any allegation and ensure that swift and unequivocal action is taken against any perpetrator. In addition, the school must ensure that victims and their families are fully supported throughout the process and kept informed and involved at all times.

The school has a zero tolerance approach to all forms of sexualised behaviour, unhealthy relationships, intimidation and unwanted attention, both in person and online. Each case that arises will be treated on its own merits and be dealt with personally by a Designated Safeguarding Lead (DSL). Because no two cases will ever be the same it is difficult to lay out a clear path of consequence for any wrongdoing (type and length of sanction) and as result the final decision will be made at the Headteacher's discretion. However, the options open to them will include:

- A period of time in Internal Suspension
- A period of time serving an External (Fixed Term) Suspension
- Parental meetings
- A redirection away from The Abbey School to another school
- A loss of personal time during the school day
- Restrictions being placed on where they can go and who they can be with
- Being placed on report to SLT
- Moving classes, bands, option choices
- Being escorted to and from lessons
- Having a different school day from other students
- Working with external agencies and bodies of authority to attend rehabilitation courses/sessions to support change

Discriminatory Language or Actions

All students must feel safe at school and be able to talk openly and honestly about any issues they face. The school has a moral and legal obligation to take every single claim seriously, fully investigate any allegation and ensure that swift and unequivocal action is taken against any perpetrator. In addition, the school must ensure that victims and their families are fully supported throughout the process and kept informed and involved at all times.

The school has a zero tolerance approach to all forms of discriminatory language, actions or abuse that is targeted at an individual due to their gender, sexuality, race, cultural heritage, faith, religion or personal beliefs. Hiding behind the defence of ignorance and claiming 'it was just banter', 'we were just having a laugh' or 'I didn't mean anything by it' is simply inexcusable. Students will be held accountable for everything they say, watch, write and share. Each case that arises will be treated on its own merits and be dealt with personally by a Designated Safeguarding Lead (DSL). Because no two cases will ever be the same, it is difficult to lay out a clear path of consequence for any wrongdoing (type and length of sanction) and as a result the final decision will be made at the Headteacher's discretion. However, the options open to them will include:

- A period of time in Internal Suspension
- A period of time serving a Fixed Term suspension
- Parental meetings
- A redirection away from The Abbey to another school

- A loss of personal time during the school day
- Restrictions being placed on where they can go and who they can be with
- Being placed on report to SLT
- Moving classes, bands, option choices
- Being escorted to and from lessons
- Having a different school day from other students
- Working with external agencies and bodies of authority to attend rehabilitation courses/sessions to support change

Additional Options Open to School

Personal Education Centre

Students who are consistently getting it wrong despite numerous opportunities to change their behaviour may be directed to spend a fixed period of time in our PEC.

The aim of the PEC in supporting these students is to provide a safe, secure environment for them to be supported in adapting their behaviour to enable them to be more successful learners. The PEC aims to remove excuses and barriers to learning, to improve attitude, self-belief, attainment, attendance, heal pupil/school parent/school relationships whilst being consistent, firm and true to our whole school values and ethos. The unit aims to communicate transparently and effectively with all stakeholders.

The mission of the PEC is not to remove students permanently from mainstream lessons but to be a supportive structure to ensure that The Abbey School is fully inclusive.

Students can follow three paths within the PEC; Reset, Reframe, Refocus

Reset

All students beginning in the PEC will have support which will enable them to be successfully reintegrated into mainstream lessons. If students are not deemed suitable for the Reset path they will be transferred to the Reframe approach.

Reframe

The Reframe pathway will enable students to be partially reintegrated into mainstream lessons with a bespoke timetable where they will be offered interventions as part of their bespoke program. Students that are not deemed appropriate for the Reframe approach will be transferred to the Refocus approach

Refocus

The refocus approach is a further period of support which will either result in students being partially reintegrated as per the reframe approach or whom will be placed on a managed move or twilight provision

Redirection away from The Abbey School

In some circumstances, it may be appropriate for a student to transfer from one school to another for a fixed period, whilst remaining on the roll of the first school, as an opportunity for a fresh start. Such arrangements require the full knowledge of all the parties involved, including parents, students, both schools and the LA, and should proceed in accordance with locally agreed practices. If the redirection is successful, the child is transferred to the roll of the new school at the end of the fixed period.

Redirection depends on local arrangements and will be determined by collaborations of Headteachers in their localities. Redirection is recognised as best practice and panels need to take into account the wider implications for schools when considering student placements under the Fair Access Protocol. General principles that guide our practice in this area:

- We avoid redirection for Year 7 until Easter term.
- The direction off site or managed move transfer period should not extend into Year 11.
- The direction off site / managed move period is no more than 12 school weeks and must include a formal review. The aspiration is that after the 12 weeks, the student will stay on roll of new school.

Permanent Exclusion (Protocol for Reference)

When the Headteacher has made the decision to permanently exclude a student, the parents have the right to appeal to the governors and beyond them to the LA appeal panel. The letter telling parents about the permanent suspension should make it clear how the parents can make representation and the time scale for the appeal.

The Headteacher must inform the governors and the LA immediately. The Trustees should meet within 15 school days of the suspension. They can decide to reinstate a student, though DfE Circular 10/99 Annex D states that an appeal should not normally directly lead to reinstatement where a Headteacher has excluded a student in accordance with clearly stated provisions in the school's published policy.

In order to avoid permanent exclusion managed moves and directed placements off-site are processes that can be used pre-emptively; therefore avoiding the permanent exclusion process.

A managed move is used to initiate a process which leads to the transfer of a pupil to another mainstream school permanently. If a temporary move needs to be used to improve a pupil's behaviour, then off-site direction (as described in paras 33 to 42 of the DfE's 2022 suspension and permanent exclusion guidance) should be used. Managed moves should only occur when it is in the pupil's best interests.

Government guidance on suspension and permanent exclusion from schools can be found [here](#).

Behaviour and SEND

The Abbey School acknowledges its legal duties under the Equality Act 2010 and in respect of students with SEND. All incidents are investigated, and reasonable adjustments made for students on the SEND register.

Discretion

No behaviour policy can cover all eventualities. The Headteacher reserves the right to use his discretion to help students at The Abbey School make better choices and to ensure that all students' rights to a high quality education are not compromised