

Behaviour Procedures and Local Annex to the THAT Behaviour Policy

Document Management Information

Applicable to:	All staff and pupils at The Abbey School, Faversham
Dissemination:	The document will be available to staff via the Academy's Policy Centre on the shared area of the IT system. The document will also be published and shared electronically within the school.
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This document sets out The Abbey School's local behaviour procedures and operational arrangements. It should be read alongside, and is subject to, The Howard Academy Trust (THAT) Behaviour Policy, which provides the overarching Trust-wide policy framework.

Where this document sets out academy-specific routines, expectations, rewards, sanctions and procedures, these are implemented within the framework of the THAT Behaviour Policy, including its requirements relating to proportionality, special educational needs and/or disabilities, reasonable adjustments and safeguarding.

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.

1. 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 for every member of the community.
- 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, with due regard to the individual needs of each student.
- All students are provided with the opportunities to achieve their full potential.
- The school maintains effective, mutually respectful channels of communication with parents and carers.

2. Relationship with the THAT Behaviour Policy

These local procedures operate under the THAT Behaviour Policy and should be read alongside it. The Trust policy sets out the overarching statutory, legal and Trust-wide framework for behaviour, discipline, safeguarding, SEND, reasonable adjustments, searching and confiscation, restrictive interventions, suspensions and permanent exclusions.

The procedures in this document set out how those expectations are implemented operationally at The Abbey School. They should also be read alongside other relevant Trust and academy policies and procedures where applicable.

This policy should also be read alongside the Trust's Behaviour and Pupil Discipline Policy, Exclusions Policy and Child Protection Policy, and the school's Off-Site Support (OSS) and DTOP Operational Compliance Pack, which sets out the detailed statutory procedure for any off-site direction. This policy should not be taken as a complete or definitive statement of the law. Legal advice should be sought as appropriate.

3. A Policy Based on Relationships

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

- Use a clear structure and 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.

4. A Pre-Emptive Approach to Behaviour

At The Abbey School, all students are explicitly taught throughout the year the key routines, structures and behaviours that support our shared culture, enable students to be the best version of themselves and provide a clear 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 off-task behaviour, 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 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.'

5. 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.

The Abbey School recognises that some students may require additional support to meet our behaviour expectations. In applying these local procedures, staff will have regard to the overarching THAT Behaviour Policy and will consider individual circumstances, including SEND, disability, safeguarding needs and other relevant factors. Reasonable adjustments will be made where required.

Behaviour decisions and sanctions will be proportionate and will not be applied automatically without consideration of the individual circumstances of the student. Where appropriate, the school will work with the student, their family and relevant professionals to identify needs, provide support and help the student achieve the expected standards of behaviour.

Staff recognise that students have a wide range of needs, experiences and circumstances and will use their professional judgement when applying these procedures. The aim is to maintain consistently high expectations while building trust, belonging and genuine mutual respect. Kindness, compassion and appropriate support should accompany clear boundaries and consequences.

6. Behaviour, Attendance and Safeguarding

At The Abbey School, behaviour, attendance and safeguarding are closely connected. Changes in a student's behaviour, attendance, engagement or presentation may indicate an underlying need or safeguarding concern and should not be considered in isolation.

Staff should remain professionally curious and consider whether behaviour may be linked to wider circumstances, including safeguarding concerns, SEND, disability, emotional or pastoral needs. Where a concern is identified, staff must follow the school's safeguarding procedures and report concerns through the appropriate channels.

Where appropriate, relevant safeguarding, SEND and pastoral information will be considered when behaviour procedures and sanctions are applied. This does not remove the school's high expectations for behaviour but ensures that decisions are proportionate, appropriate and informed by the individual circumstances of the student.

7. Creating and Maintaining High Standards of Student Behaviour

'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 (2024) Behaviour in Schools Guidance, p.5

At The Abbey School, the THAT Behaviour Policy is implemented through clear routines, consistently high expectations and a shared approach from all staff. Our aim is to create a calm, safe and purposeful environment in which students understand what is expected of them and are supported to meet those expectations. We do this in a number of ways:

- Being clear about what good behaviour looks like.
- Being clear about the values, attitudes and beliefs we promote.
- Being clear about the social norms and routines that should be encouraged across the school community.
- Ensuring staff are trained and supported to respond consistently and fairly.
- Building strong relationships with students and families, particularly for those at risk of persistent or severe absence, in accordance with the Working Together to Improve School Attendance guidance.

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

8. Equalities, Inclusion and Diversity

The Abbey School is committed to applying its behaviour procedures fairly and consistently while recognising the individual needs and circumstances of students.

When applying these procedures, staff will consider relevant SEND, disability, safeguarding and pastoral needs and will make reasonable adjustments where required. Sanctions and interventions will be proportionate and will take account of individual circumstances in accordance with the THAT Behaviour Policy.

High expectations remain in place for all students; however, equality does not necessarily mean that every student will receive an identical response or sanction. Staff will use professional judgement, alongside appropriate advice from the SEND, safeguarding and pastoral teams, where necessary.

9. Rewards

At The Abbey School, positive behaviour, effort, achievement and contribution to the school community are recognised and celebrated through a range of rewards. Our local rewards system supports the principles of the THAT Behaviour Policy and reinforces our expectation that students strive to “Be The Best You Can Be”.

'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 for 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.

- Staff can award House Points directly on Arbor.
- Students and parents can view their point totals on the Arbor Student or Parent Portal.

Tutor Time Awards

Tutors see their group each morning. The tutor monitors student records weekly - uniform, attendance and equipment - and rewards a successful week with 5 House Points.

Super Star Awards

Students may be awarded a Super Star Award for doing something special within the school and/or local community. This might include helping at an Open Evening, supporting another student or acting responsibly within the community. The award gives the student five house points and a certificate is presented by their Head of Year.

Academic Achievement Awards

Students may be awarded an Academic Achievement Award 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 presented by their Head of Year in assembly. Staff complete the Award Cards and hand them to the main school office; the card is given to the student via their Head of Year for them to take home.

Golden Tickets

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

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

Once students reach 300 House Points, they receive a personalised award presented by the Principal in House assembly.

The School Fête

To give House Points real currency, the school runs an annual rewards fête where students can use their points to take part in activities or buy items from the stalls. This summer celebration highlights the successes of each house and each individual whilst ensuring there is opportunity of fun for all.

10. Positive Behaviour Management in the Classroom

At The Abbey School, positive behaviour in the classroom is supported through clear, consistent routines and expectations. All staff are expected to explicitly teach, model and reinforce these routines so that students understand what is expected of them and lessons can take place in a calm, safe and purposeful environment.

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 behaviour management in their classrooms and the use of STAR behaviours.
- Members of staff are responsible for addressing any poor behaviour 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.

Classroom Entry Procedures

- Silent line up and uniform check as students enter.
- 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.
- Sit down, silently unpack books, stationery, planner and knowledge organiser ready for the lesson. The register is taken during this time.

Classroom Exit Procedures

- Pass books along rows back into a pile at the end.
- Stand behind chairs in silence. Golden Ticket awarded if this has not already happened.
- 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 individual students to complete the procedures alone.

STAR - Basic Classroom Expectations

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

STEPS - Expectations of Politeness and Courtesy

- 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 - good body language, facial expression, tone of voice and choice of words.

SHAPE - Expectations for Communication

At The Abbey School we speak in full:

- Sentences.
- Hands are away from our faces when we speak.
- Articulate. We never mumble.
- Project. We speak clearly and audibly to the whole class.
- Eye contact - we look at people to show confidence.

Between Lessons

Staff are expected to supervise the corridor near their teaching room to ensure calm, orderly movement around the school.

End of Day

Chairs are 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 to maintain eye contact.

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 remaining visible and vigilant. Staff 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.

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 students' learning. It is important that teachers and other classroom staff work collaboratively with colleagues who 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 Pastoral Assistant Principal for Key Stage 3 and Key Stage 4. Their main focus is to ensure students are demonstrating positive behaviours, are happy and feel supported with any wellbeing challenges so they are able to make outstanding progress in their lessons. The Special Needs Team 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 a teacher corrects a student, the student must know it is for their benefit - not to reinforce power. We are telling 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'. Such language subtly normalises compliance and creates a culture of mutual dignity.

We make use of immediate, unexpected and sincere praise. It is about purpose not power. We want 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. 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.

11. Managing Poor Behaviour in the Classroom

Good classroom behaviour is essential for maximising student progress. Where a student receives a third classroom correction, they will normally be removed from the lesson and directed to Reflection for the remainder of that lesson. This allows teaching and learning to continue while providing the student with an appropriate space to reflect and reset.

These corrections will be given clearly, including a brief explanation of what the correction is for, with 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 and receives a third correction, they will normally be sent to Reflection. Parents/Carers will be informed through Arbor. A C3 will normally result in a 30-minute same-day after-school detention, in accordance with the school's detention procedures. Homework, uniform and equipment detentions will be applied in accordance with the relevant procedures set out later in this document.

Students are escorted to their detentions. Failure to attend or successfully complete a detention will normally result in escalation in accordance with the school's behaviour procedures, which may include Internal Suspension. Individual circumstances, including relevant SEND, disability, safeguarding needs and reasonable adjustments, will be considered where appropriate. The school seeks to ensure that consequences are timely, proportionate and support students to understand the impact of their actions.

Serious incidents, including abusive behaviour towards staff, persistent refusal to follow instructions, significant disruption to the learning of others, harm to other students or reckless behaviour, may result in Internal Suspension or external suspension depending on the seriousness and circumstances of the incident. Any decision to suspend will be made in accordance with the THAT Behaviour Policy and relevant Trust procedures.

Students receiving a fixed-term (external) suspension will not be allowed in school for up to five days; on rare occasions this could be longer, in which case sixth-day alternative provision will be arranged in accordance with the July 2026 Suspension and Permanent Exclusion Guidance. Parents/carers/guardians will be notified without delay by the Head of Year or Suspensions Officer, with written confirmation of the reasons. Parents/carers/guardians will be required to attend a reintegration meeting with a senior member of staff before the student is re-admitted. Where a parent or carer cannot attend the reintegration meeting prior to the student's return, the student will be able to return and access their learning; the meeting must still take place and all efforts will be made to facilitate it.

In every case, the Headteacher will establish the facts on the balance of probabilities. The student's views will be taken into account in light of their age and understanding. The headteacher will take account of any contributing factors and ensure that the school's legal duty of care is observed.

12. Social Time

Students are regularly reminded of the behaviours they are expected to demonstrate during social times, including before and after school, at lunchtime and when travelling to and from school. Students are expected to behave responsibly and respectfully and to recognise that they represent The Abbey School within the wider community. Behaviour outside the school site may be addressed by the school where it is appropriate to do so in accordance with the THAT Behaviour Policy. The school works with parents/carers,

other schools, the police and members of the local community where appropriate to support these expectations.

At lunchtime on the playground, students will socialise or use the time for other recreational activities. The school has introduced a range of lunchtime activities and clubs around the school site that provide additional opportunity for students to engage in activities of interest 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 meets at 8.30am (or immediately after briefing) to look through the duties list, manage staff absences and discuss any extraordinary events that will need staffing, including before school, after school and at lunchtime.

Staff are trained to be visible, pre-empt potential issues and be assertive about what constitutes positive behaviour, whilst 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 and appropriate conduct in a dining setting. This provides an important touchstone for students, many of whom may not ordinarily sit down around a table to eat outside of a school setting.

13. Correcting Behaviour and Making Referrals

Correcting Behaviour

If a student does not meet the standards expected by the school, staff will normally use the correction system in the first instance, particularly for low-level behaviour. Individual corrections are not in themselves a sanction; they are clear, narrated reminders that identify the behaviour that needs to change and reinforce the expected standard. Where a student receives three corrections within a lesson, they will normally be directed to Reflection for the remainder of that lesson.

Staff use specific phrases to highlight when students are not meeting expected behaviour standards. Each correction names What the correction is for, Why it matters, and the Outcome:

'John, you are talking whilst I am, which means that you are disrupting the learning of the class. This is your first correction.' 'John, you are being rude to me, which is stopping learning from taking place. This is your second correction.' '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 may also be stand-alone incidents where it is appropriate for a student to be directed straight to Reflection without progressing through the correction system, for example rudeness to staff, swearing or truancy. The response will take account of the circumstances of the incident and any relevant individual needs or reasonable adjustments. When a student is sent to Reflection, this will be recorded on Arbor as a C3, with appropriate details of the incident or preceding corrections included.

The same note of caution around the procedure for giving a correction is needed as that given 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 Arbor. The member of staff will detail the behaviours exhibited and list the action they have taken. 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 the names of other students
- contain staff initials, not names
- do not make unprofessional comments about the student

14. Pastoral Support Systems and On Report

Sanctions

Depending on the circumstances, the following sanctions and interventions may be used as part of The Abbey School's local behaviour procedures. Their use will be proportionate and will take account of individual circumstances and any relevant reasonable adjustments:

- 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
- Off site support
- External (Fixed Term) Suspension
- Twilight School / Part-Time Timetable
- Governors' Disciplinary Panel
- Permanent Exclusion (last resort only, in accordance with the July 2026 Suspension Guidance)

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 providing a high level of support from experienced members of staff.

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

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

The school uses two types of report - Learning and Behaviour - and the most appropriate is chosen according to 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: 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 (Under), S (Satisfactory) or A (Above) in relation to success in meeting the learning objective. If behaviour is poor during the lesson, the teacher also circles 'R'.

The Reporting Procedure

The reporting procedure has three levels of escalation. The lowest level is a Tutor Report (Green), which may escalate to a Head of Year Report (Amber). In extreme cases, a student may be escalated to a Red Case Report, where a member of senior staff meets with them daily.

Type of Report	Summary	Explanation
Report Level 1 - Tutor Report (Green)	Tutor monitors referrals and takes decision to support with Green Report. May seek HOY advice. Notifies parents and logs on Arbor.	Tutor monitors during registration. After 2-4 successful weeks student comes off report; tutor contacts parents and logs on Arbor.

Report Level 2 - Head of Year Report (Amber)	HOY may place any student directly on Amber Report. Parents involved at the outset. HOY logs event and contact on Arbor.	Student reports to appointed pastoral team member daily. After 2-4 successful weeks student moves back to Tutor Report or is removed. HOY contacts parents and logs on Arbor.
Report Level 3 - Red Case Report	Persistent failure on Amber Report. Parents involved. Red Caseworker logs events and contacts. Amber Case File content passed to Red Caseworker.	Red Case student reports to their Red Caseworker - this should occur daily but must occur at least three times a week. After successful period, reviewed at In-School Review and moved back to Tutor or HOY Report.

15. Red Caseworkers

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

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.

16. Our 'Red Lines' – Non-Negotiables

For our behaviour procedures to be effective, students, staff and parents/carers need to have a clear understanding of the aspects of The Abbey School's culture and expectations that are regarded as non-negotiable. We refer to these as our 'Red Lines'. These local expectations operate within the overarching THAT Behaviour Policy.

Mobile Phones

Mobile phones are not allowed to be used or seen during the school day. They must be switched off and placed in a phone pouch inside the student's school bag (not in blazer or trouser pockets) during line up (or form time on the rare occasions line up is cancelled due to inclement weather).

Phone pouches are magnetically locked and may only be opened by a member of staff using the school's designated unlocking device; students must not attempt to open, tamper with or force open a pouch. Form tutors will check that pouches are correctly secured and locked during registration.

If a student chooses to break the rules and is seen with a mobile phone or uses their phone for any purpose during the school day, the phone will be confiscated. If this happens the student will be sent to Reflection and a 30 minute detention issued, although if a student refuses or repeatedly fails to follow the rules this will escalate.

Mobile phones that have to be removed from students will be held securely at main reception and may only be collected at the end of the day. An email alert to the relevant parent/carer, confirming the incident and the sanction will be sent as soon as practicable.

Deliberate attempts to circumvent the school's mobile phone arrangements will be treated as a serious breach of the school's behaviour procedures. This includes refusing to use a phone pouch; placing a second, dummy or alternative phone in the pouch instead of the phone being carried or used; falsely claiming that a phone has been secured; opening or attempting to open their own or another student's pouch; using an unauthorised magnet, device or other method to release a pouch; deliberately forcing or damaging a pouch; or refusing to hand over a phone when requested by a member of staff. Such behaviour will normally result in escalation, which may include Internal Suspension and an additional detention. Individual circumstances and any relevant reasonable adjustments will be considered where appropriate.

Where a phone pouch is deliberately damaged, the school may seek the cost of a replacement from parents/carers, up to the cost of the replacement pouch. An appropriate behaviour consequence will also be applied. Until a replacement pouch is available, the student will be required to hand their mobile phone in at Reception at the beginning of each school day and collect it at the end of the day.

If a phone is confiscated after 2.30pm, the detention will be served the following day; the student will still be able to take their phone home that night.

A student will have their mobile phone returned to them on successful completion of the detention at the end of the day. If a student has their mobile phone confiscated on multiple occasions (three or more) during any term then they will serve one day in Internal Suspension with an extended finish of 30 minutes beyond the normal leaving time, on the day after the phone is confiscated.

Caveats:

- Students who refuse to hand over their mobile phone upon request will be sent immediately to Internal Suspension (ISU) for the remainder of the school day, as set out above, and a detention will be set.
- Internal Suspension will not replace the need to hand over the mobile phone or use a pouch; the initial sanction will still need to be carried out.
- Smart watches are currently still permitted for **telling the time only**. They must not be used to communicate with a linked phone. Students caught using smart watches inappropriately will be subject to the same sanctions as a student using a mobile phone. The use of smart watches will be reviewed during the 2026-27 academic year.
- Sixth Form students have permission to access their phones (and electronic devices) whilst in the Sixth Form Centre. Outside the Sixth Form Centre, the same whole-school sanctions apply. Headphones are included in this.

Every member of staff can confiscate a phone - in fact it is an expectation. Students will comply with this request irrespective of which member of staff makes it. The school will always be consistent in the language used and the action taken.

Recording, videoing or manipulation of staff images, including through artificial intelligence (AI) or digital editing, is strictly prohibited and will result in serious sanctions in line with the Trust Behaviour and Pupil Discipline Policy.

Searching for Mobile Phones and Prohibited Items

Any search, screening, confiscation or seizure relating to mobile phones or other personal electronic devices will be undertaken in accordance with the THAT Behaviour Policy and the school's safeguarding procedures.

Reset Cards

Reset cards will be provided for students at the discretion of the year group and SEND teams and will be issued for a designated time period with a clear review date - no longer than a six-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, reset cards will be limited to up to five minutes directly outside of the classroom.
- Misuse of a reset card may result in it being revoked with immediate effect, including abuse of the specified time limit.

Toilet Passes

Toilet passes may be issued to students who have:

- A medical condition or SEND needs requiring frequent access to bathroom facilities.
- A menstrual health need - notes will be provided in planners by a senior member of staff on receiving communication from the parent/carer.

We ask that students requiring 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. Passes will usually carry a time limit of four minutes including travel time, although staff are sensitive to individual needs. Misuse of a toilet pass may result in it being revoked. Passes change colour each term and students must ensure they have the most up-to-date version.

Uniform, Jewellery and Make-Up

The Abbey School expects students to wear the correct school uniform and to maintain the standards of appearance set out in the school's published uniform expectations. Uniform must be worn correctly both on the school site and when students are representing the school in the community. Blazers must be worn as required, shirts must be tucked in and ties must cover the top button with the school logo visible below the knot. School skirts must reach the knee and must not be rolled, shortened or otherwise altered. Tailored black trousers and black, polishable school shoes must meet the school's published uniform requirements.

- Hoodies, gilets and sports tops are not permitted on the school site and will be confiscated. In the first instance they can be collected at the end of the school day.
- Students who arrive at school wearing incorrect uniform will not take part in mainstream lessons until it is rectified, unless the student has a medical condition preventing them from wearing the normal uniform (a dated medical note must be provided).
- The school will aim to provide 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.
- Uniform must not be adapted, altered or worn incorrectly. This includes, but is not limited to:
 - shirts being worn untucked;
 - school skirts being rolled, shortened or altered and/or not reaching the knee;
 - trousers, shorts or blazer sleeves being rolled;
 - jumpers being tied or tightened using bands or clips

This is not an exhaustive list and applies equally to all students and items of uniform. Persistent or deliberate breaches may result in Reflection and a 30-minute detention, taking account of individual circumstances and any relevant reasonable adjustments.

- Students are allowed a single plain earring in each ear lobe. No other piercings are acceptable. Other permitted jewellery: a single plain ring; jewellery worn for religious/fait h purposes. Necklaces and bracelets are not permitted unless medi-alerts. Watches are permitted.
- Non-permitted piercings: students are expected to have these done during the summer holiday to allow them to heal in time for removal during school hours. Students who refuse to remove a non-permitted piercing will be held in Internal Suspension until they make the correct choice. Covering a non-permitted piercing or wearing a clear stud is not acceptable.
- Students in Years 7-11 must not wear make-up to school. This includes, but is not limited to, foundation, concealer, mascara, eyeliner, lipstick or other cosmetic products. False nails and false eyelashes of any type are also not permitted. Students wearing unauthorised make-up, false nails or false eyelashes will be required to remove them. Where necessary, students will be directed to the Pastoral Hub to do so.
- Hair colour should be natural and the style should not be extreme. Examples of extreme styles include: tram lines, logos or patterns shaved into the hair, hair shaved lower than a grade 1, and hair dyed multiple colours. Long hair must be tied back for safety reasons in PE, Technology and during Science practicals.
- The school's decision on what is deemed appropriate uniform and appearance is final. The term 'repeated corrections' is determined by SLT when setting a detention for persistent breaches.
- Sixth form students will follow the dress guidelines set out for them at the start of the year.

Food and Drink

Food should only be eaten in designated areas and at the appropriate break or lunchtime. Students must not eat food during lessons or while moving around the school site unless permission has been given by a member of staff.

Students may drink plain water during lessons from an appropriate bottle, unless there is a specific health and safety reason why this is not permitted, for example during certain practical activities. Other drinks should not normally be consumed during lessons. Reasonable adjustments and exceptions will be made where a student has an identified medical, SEND or other individual need which requires them to eat or drink at particular times or in particular locations. Relevant staff should be made aware of agreed arrangements so that these can be applied consistently and sensitively.

17. Consequences for Poor Behaviour

The following sections set out The Abbey School's local procedures for responding to poor behaviour. These procedures sit alongside the school's emphasis on positive relationships, praise, recognition and rewards and should be read within the framework of the THAT Behaviour Policy.

Consequences may be necessary to reinforce expectations, protect the learning and wellbeing of others and support students to take responsibility for their behaviour. Before reaching a decision, the school will consider the available evidence and relevant circumstances. Where an incident is disputed, decisions will be made on the balance of probabilities, meaning that it is more likely than not that an event occurred. Decisions will be proportionate and will take account of the individual circumstances of the student:

- The student's views will be sought and considered, having regard to their age and understanding.
- Any contributing factors identified after an incident will be taken into account.
- SEND needs, disability and protected characteristics will be considered in all behaviour decisions.

Where it is not possible to seek the student's views before a sanction is imposed - for example where a student is dysregulated, has left the premises or is being abusive - the sanction may be confirmed on the available evidence. The student's account will be sought as soon as it is practicable to do so and will be considered in any review of the sanction.

18. Reflection

During the course of a lesson, a student may need to be corrected where their behaviour falls below the standards expected. Where a student receives two corrections and subsequently requires a third correction within the same lesson, they will normally be directed to Reflection for the remainder of that lesson.

In all cases, staff must be satisfied that removal from the lesson is a proportionate response in the circumstances, having regard to what they know about the individual student including any SEND needs, disability or other special circumstances.

- The incident will be logged by the teacher, and an email sent informing the Reflection team and attendance. The student is expected to report directly to the Reflection room within the allotted four-minute travel time.
- If a student is sent to Reflection they will be asked to complete previously set work or work from their knowledge organiser. They will remain in the Reflection room until the end of that lesson and then return to mainstream lessons. They will then serve a 30-minute detention that same

evening (unless sent to Reflection after 2.30pm, in which case it will be served the following evening).

- In rare cases, a student may be told to go to Reflection before they have received three corrections. Significant breaches of lesson protocol can result in immediate escalation.
- A student will be dealt with directly by their HOY or a member of the Senior Leadership Team for a serious breach of behaviour outside the classroom.
- Being removed from the lesson and serving a detention is not a double consequence for a single offence. Removal is to ensure the student can no longer disrupt the learning of others; the detention is the consequence for being corrected three times in one lesson.

Where a student is directed to Reflection twice or more in one school day, this will normally result in a one-hour detention that same evening. Where the second Reflection occurs after 2.30pm, the parent/carer will be contacted by email and/or telephone regarding the extended detention arrangements. Individual circumstances and any relevant reasonable adjustments will be considered where appropriate.

19. Detentions

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.

Lunchtime Detentions

Lunchtime detentions (also known as 'Time Outs') are rare, as we believe students need this time to be with their friends, enjoy the fresh air and have time to exercise. When needed, they are logged on the system; parents will not necessarily be notified because they happen during the course of a normal working day. Lunchtime detentions last for up to 20 minutes and fall into one of two categories:

- A behaviour incident occurs during recreation time, warranting an immediate sanction.
- A planned sanction given by the HOY that requires a student to be removed from their peers in order to reflect on their behaviour and actions.

All lunchtime detentions will be served in a central location. Students will complete work from their knowledge organiser. Failure to complete work to a satisfactory standard or misbehaviour during the detention will result in an additional sanction.

After-School Detentions

After-school detentions fall into a number of categories depending on the incident, but share common features:

- Served in a central location, overseen by a member of the leadership team.
- Students must join the line when called by the lead staff member at the end of day line-up and make themselves known to the staff member in the room.
- Students will work from their knowledge organiser or complete homework. Failure to complete work to a satisfactory standard will result in an additional sanction.

- Parents/carers will be notified via email. Phone calls will only be made if there is written communication confirming this need prior to the detention being set.
- Refusal or deliberate failure to attend a detention will normally result in an escalated sanction, which may include Internal Suspension. The response will take account of the circumstances and the level of defiance involved.

All after-school detentions will be served the same day. The only exceptions are:

- The normal expectation is that after-school detentions will be served on the same day so that consequences are timely and clearly connected to the behaviour. Where there are exceptional or significant circumstances that make a same-day detention unreasonable or impracticable, an appropriate alternative arrangement may be agreed. This may include a pre-booked medical appointment, relevant caring or religious responsibilities, significant travel or safety considerations, or other individual circumstances that the school considers appropriate.
- Where an incident occurs after 2.30pm, the detention will normally be served on the following school day. Where this is the student's second Reflection of the day, the arrangements set out in the Reflection procedure will apply.

30-Minute and 60-Minute Detentions

A detention of 30 minutes will be set for C3 referrals, uniform breaches, lateness and lack of equipment. A detention of 60 minutes will be set for homework failures and failing to attend a shorter detention session ('Red Lines'). All detentions are served in a central location immediately after school.

- C3 / Uniform / Lateness / Equipment detentions: 30 minutes.
- Homework detentions: 60 minutes (Years 9& 10); 30 minutes (Years 7-8).
- Failure to attend will result in escalation to a full day in Reflection or Internal Suspension.

Lateness

- A 30-minute after-school detention will be served for any student who is late for school or arrives to lesson outside the allotted four-minute travel time.
- The four-minute travel time is a strict deadline adhered to across all areas of the school from the moment students arrive.
- Failure to attend the detention will result in an additional sanction.

Lack of Equipment

- A 30-minute after-school detention will be served for any student who arrives at school with incorrect or incomplete equipment.
- Any student arriving without the correct equipment will be supplied with the necessary items (if available) via the pastoral office. Students collecting equipment before 8.40am will not receive a sanction.
- Failure to attend the detention will result in an additional sanction.

Year 11 Detentions

- Year 11 students issued with any form of detention Monday - Friday will complete a 30 minute sanction during the second half of their lunchtime in the LRC. This is to facilitate attendance to period 6 and allow exam year students to use their time effectively for revision or homework.

Failure to attend the detention will result in an additional sanction

- If a student chooses or refuses to attend detention they will complete the next day in ISU until 4pm.

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 or Dance teacher. Students will not be expected to physically participate but will still be expected to have their kit with them and will be given an alternative role within the lesson.

PE Kit

Under exceptional circumstances a non-Abbey School PE kit can be worn (for example if their Abbey School kit is wet or dirty); a note explaining this is required and students must attend school in uniform and change for their PE lesson.

Failure to bring a PE kit:

- First instance: sent to Reflection and a one-hour after-school detention will be set.
- Repeat: sent to Reflection during the lesson (no Reflection detention) and then one day in Internal Suspension the following day.

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

Dance Kit

Dance kit must not be worn for PE lessons (including dance jumpers) and vice versa. Students are not permitted to wear dance kit to school - they will always change.

20. Internal Suspension

Internal Suspension may be used in response to serious misbehaviour, persistent disruption or other significant breaches of the school's behaviour expectations. It may also be used as an alternative to external suspension where this is considered appropriate. Behaviour outside the school site may result in Internal Suspension where the school considers it appropriate to address the behaviour in accordance with the THAT Behaviour Policy. Internal Suspension runs from 8.40am to 4.00pm for at least one day. Students will spend all day in the Internal Suspension room, have lunch separately from their peers and lose 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 is at the Principal's discretion.

Reasons for being placed in Internal Suspension may include (this list is not exhaustive):

- 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 or defiance towards a member of staff, including saying 'no' or walking away whilst 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 or screwing up a direction to Reflection, or failing to arrive within the allotted time.
- Swearing - verbal or in writing, including being overheard by another teacher.
- Any form of misconduct whilst travelling to and from school.

Where a student does not successfully complete an Internal Suspension, the circumstances will be reviewed and an appropriate further response determined. This may include external suspension where the threshold for suspension is met. Where appropriate, the student may also be required to complete the outstanding period of Internal Suspension following their return.

Off-Site Support Provision

The Abbey School may use temporary off-site direction or other appropriate off-site support where this is considered necessary to support an improvement in a student's behaviour and is consistent with the THAT Behaviour Policy and relevant statutory requirements. Off-site direction is an intervention intended to support future improvement in behaviour and will not be used as a punishment for past behaviour or as an informal or disguised suspension.

Any off-site direction will be planned and managed in accordance with the school's current DTOP/Off-Site Support operational procedures. These arrangements include appropriate consultation and communication with the student, parents/carers, the receiving setting and other relevant parties; consideration of the student's individual needs and circumstances; appropriate information sharing; statutory notification and review requirements; and arrangements for the student's reintegration.

The school will ensure that any off-site direction is lawful, proportionate, properly recorded and kept under review. It will not be used to off-roll a student or to place undue pressure on a parent/carer to remove their child from the school.

21. External (Fixed Term) Suspension

External suspension may be considered where there has been a serious breach or persistent breaches of the school's behaviour expectations and where suspension is considered an appropriate and proportionate response. Decisions to suspend will be made by the Principal in accordance with the THAT Behaviour Policy and the Trust's procedures for suspension and permanent exclusion.

Behaviour that may lead to consideration of external suspension includes, but is not limited to:

- Bullying - the premeditated and malicious behaviour of an individual conducted against another individual over a period of time, in person or online.
- Serious or persistent refusal to engage with, or comply with, the requirements of an Internal Suspension.
- Failure to adhere to a school non-negotiable.
- Fighting or 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 making, sharing or distributing nude or semi-nude images or videos of a child, including AI-generated or 'deepfake' images (KCSIE 2026 terminology).
- Persistent attitudes or behaviour inconsistent with the ethos of the school.
- Inappropriate use of social media and/or technology.
- Failure to leave a classroom when 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.

22 . Sexualised Behaviour and Child-on-Child Abuse

The Abbey School takes all concerns relating to sexualised behaviour, sexual harassment, sexual violence and other forms of child-on-child abuse seriously. Such behaviour will not be dismissed as 'banter' or an inevitable part of growing up.

Any concern that may constitute a safeguarding issue will be reported and managed in accordance with the school's safeguarding procedures and the THAT Child Protection and Safeguarding Policy. A Designated Safeguarding Lead (DSL) will be involved as appropriate, including consideration of any support required for the students involved and whether referral to external agencies is necessary.

Where a behaviour response or sanction is appropriate, this will be determined according to the nature and circumstances of the incident and in accordance with the THAT Behaviour Policy and these local procedures. Responses may include Internal Suspension, external suspension, parental meetings, restrictions or additional supervision, pastoral intervention and work with relevant external agencies.

Each case will be considered individually, taking account of safeguarding needs, the available evidence, the views and needs of the students involved, any relevant SEND or disability, and the need to provide appropriate support and protection.

23. Discriminatory Language or Actions

The Abbey School is committed to providing an environment in which all students feel safe, respected and able to raise concerns. Discriminatory language, actions or abuse will be taken seriously and addressed appropriately.

Discriminatory behaviour relating to characteristics such as gender, sexual orientation, race, cultural heritage, faith, religion or personal beliefs is not acceptable. Language or behaviour described as 'banter' or claimed to have been intended as a joke may still cause harm and will be addressed accordingly. Each incident will be considered in its individual context, including the nature and seriousness of the behaviour, its impact and any relevant individual circumstances. Where a safeguarding concern is identified, the school's safeguarding procedures will be followed and a Designated Safeguarding Lead involved as appropriate.

Depending on the circumstances, response may include:

- A period of Internal Suspension.
- A period of External (Fixed Term) Suspension.
- Parental meetings.
- A redirection away from The Abbey School.
- A loss of personal time during the school day.
- Restrictions on where the student can go and who they can be with.
- Being placed on report to SLT.
- Moving classes, bands or 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 or sessions.

24. Additional Provision and Pupil Movement

Personal Education Centre (PEC)

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 is to provide a safe, secure environment in which students are supported to adapt their behaviour to enable them to be more successful learners. It aims to remove excuses and barriers to learning, improve attitude, self-belief, attainment and attendance, heal pupil/school and parent/school relationships, and communicate transparently and effectively with all stakeholders.

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

Students can follow three paths within the PEC:

- Reset - support to enable successful reintegration into mainstream lessons.
- Reframe - partial reintegration with a bespoke timetable and targeted interventions.
- Refocus - further support, resulting in partial reintegration or a managed move/twilight provision.

Consideration of appropriate additional provision or pupil movement arrangements

Pupil Movement and Alternative Provision

Where appropriate, The Abbey School may consider additional provision or a change of setting as part of the support available to improve a student's behaviour, engagement or educational outcomes. This may include off-site direction or, where all relevant parties agree that a permanent transfer is appropriate, a managed move.

Off-site direction and managed moves are separate arrangements and will be planned and implemented in accordance with the THAT Behaviour Policy, relevant Trust procedures and the school's current DTOP/Off-Site Support operational guidance. A managed move will not be used as a 'trial' placement, and an off-site direction will not automatically lead to a permanent transfer.

Any arrangement will take account of the student's individual needs and circumstances and will involve appropriate communication with the student, parents/carers, receiving setting, local authority and other relevant professionals where required. The school will ensure that pupil movement is lawful, transparent and properly recorded and will not use these arrangements to off-roll a student or place undue pressure on a parent/carer to remove their child from the school.

Permanent Exclusion

Permanent exclusion is a serious decision and will only be considered in accordance with the THAT Behaviour Policy and the Trust's procedures for suspension and permanent exclusion. Any decision to permanently exclude a student may only be made by the Principal and will be subject to the applicable statutory and Trust requirements.

The Abbey School will consider appropriate support, intervention and alternative strategies where relevant before permanent exclusion. However, there may be circumstances in which the seriousness of a single incident means that permanent exclusion is considered without those interventions having previously been used.

25. Attendance

The Abbey School recognises the close relationship between behaviour, attendance, safeguarding and student wellbeing. A calm, safe and supportive school environment, strong relationships and consistently high expectations all contribute to good attendance.

Where concerns about behaviour and attendance overlap, staff will consider whether there are underlying barriers or individual circumstances that require additional support. Relevant pastoral, safeguarding and SEND information will be considered where appropriate, and the school will work with students, parents/carers and other professionals to support improved engagement and attendance.

Detailed expectations, procedures and statutory arrangements relating to attendance are set out in the school's separate Attendance Policy.

26. Behaviour and SEND

The Abbey School recognises that SEND, disability and other individual needs may affect a student's behaviour and their ability to meet particular expectations. High expectations remain in place for all students, but the support, intervention or response required may differ according to individual circumstances.

When applying these procedures, staff will consider whether SEND, disability or unmet needs may have contributed to the behaviour and whether reasonable adjustments are required. Where appropriate, advice will be sought from the SEND team and relevant information from the student, parents/carers and other professionals will inform decisions and support planning.

Sanctions will be proportionate and will not be applied automatically without consideration of relevant individual circumstances. Significant behaviour decisions involving students with SEND or disabilities will be made in accordance with the THAT Behaviour Policy and the school's wider SEND and safeguarding responsibilities.

27. Governance and Oversight

The THAT Behaviour Policy provides the overarching Trust-wide policy framework and is approved through the Trust's governance arrangements. The Abbey School Local Academy Board (LAB) provides local scrutiny and challenge in relation to the implementation and impact of behaviour arrangements at the academy.

The LAB will receive appropriate information to support its oversight of behaviour, attendance, inclusion and safeguarding. This may include information relating to suspensions, attendance, SEND and vulnerable groups, pupil movement and alternative provision, discriminatory incidents and permanent exclusions, together with relevant patterns, trends and outcomes.

Through its scrutiny role, the LAB will provide challenge and support to academy leaders and consider whether local behaviour arrangements are being implemented effectively, fairly and consistently, including their impact on different groups of students.

The LAB does not approve the overarching THAT Behaviour Policy. These local procedures may be reviewed and adjusted by academy leaders, in consultation with the Trust where appropriate, to reflect operational needs, changes to Trust requirements or identified areas for improvement.

28. Discretion

No behaviour policy or set of procedures can anticipate every circumstance. The Principal may exercise appropriate professional discretion when responding to individual situations, provided that any decision is consistent with the THAT Behaviour Policy, these local procedures and the school's wider statutory and safeguarding responsibilities.

These local procedures will be made available to students, parents/carers and staff and will be reviewed as necessary to ensure that they remain consistent with the THAT Behaviour Policy and reflect The Abbey School's current operational arrangements.

29. Parent and Carer Conduct

The Abbey School is committed to working in partnership with parents and carers to support every student's progress and wellbeing. The vast majority of parents and carers engage with the school in a constructive and respectful manner, and this is greatly valued.

The school has a duty to ensure the safety and wellbeing of its staff, students and visitors. Behaviour by parents, carers or other visitors that is abusive, threatening, intimidating or harassing - whether on school premises, in written or electronic communication, or via social media - is unacceptable and will not be tolerated.

This includes but is not limited to:

- Threatening, abusive or offensive language directed at staff, students or other parents, whether in person, by telephone, in writing or online.
- Conduct on school premises that causes a nuisance, disturbance or risk to the safety of others.
- Harassment of staff or students, including persistent unwanted contact or communication.

- The recording of staff or students on school premises without consent.
- The posting of material online that is defamatory, offensive or designed to cause distress to members of the school community.

Where a parent or carer's conduct falls below the standard the school has a right to expect, the Principal may take one or more of the following steps:

- Issue a formal written warning.
- Restrict the parent or carer's access to the school site.
- Impose a site ban under section 547 of the Education Act 1996, which makes it a criminal offence for a person to cause a nuisance or disturbance on school premises.
- Refer the matter to the police where conduct may constitute a criminal offence, including under the Protection from Harassment Act 1997.
- Restrict communication to a specified channel or nominated member of staff.

A site ban or communication restriction does not affect the school's obligations to the student, who will continue to receive full support and provision. The school will always seek to resolve difficulties with parents and carers constructively and will only take formal steps where other approaches have been exhausted or where the safety of staff or students requires immediate action.