

ABBEY
COLLEGE
CAMBRIDGE

Behaviour Policy

2020/2021

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This policy is reviewed on an annual basis

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This policy has been approved by SLT and adopted on behalf of the Governors, and is addressed to all members of staff and volunteers and is available on the school's portal. It is available to parents on request. It applies wherever staff or volunteers are working, including when this involves being away from the school.

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1. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

2. Legislation and statutory requirements

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

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school

It is also based on the special educational needs and disability (SEND) code of practice.

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property

3. Ethos

Abbey College Cambridge strives to uphold a relaxed, friendly and supportive environment in which both students and staff can achieve high standards while enjoying their working day. This supports the school vision 'A community energised by the love of learning and outstanding academic achievement for all.' Good behaviour in the classroom ensures the right atmosphere for learning to take place. A classroom or school environment where students exhibit poor behaviour is a safeguarding concern. From induction onwards we teach respect for: teachers, boarding staff, administration staff, hosts, fellow students, the fabric and grounds of the college and our neighbours.

4. Expectations

4.1. Classroom Expectations

These are displayed in every classroom and the teacher must review them with each of their classes in the first lesson and as required.

Ready, Respect, Respond

1. Students are ready to learn

- Come in, sit down, coats off, bags on floor
- Copy the title date and learning objective onto paper
- Equipment ready
- In the classroom speak English only
- Mobile phones turned off and placed into bags.
- On time every time.

2. Students respect the learning environment

- Hands raised to ask questions.
- Listen to the teacher and each other.
- Willing to work with anyone in the classroom.
- Taking notes while the teacher talks.
- Keep the classroom tidy.

3. Students respond positively

- Follow instructions immediately.
- Have a positive attitude to learning and the teacher.
- Ask interesting and intelligent questions.

- Write down key words and are active in lessons.
- Complete homework fully and on time.

4.2. Boarding House Expectations

Students are expected to treat all accommodation as an extension of the school and should treat all boarding and domestic staff with the same respect they would treat a teacher or member of school staff

- To register promptly in the mornings and after school
- Keep bedroom and communal spaces tidy
- To be respectful of roommate, neighbours, staff and the fabric of the building
- To sign in and out during free time
- To abide by the boarding rules as outlined in the student handbook
- To carry out any reasonable request made by the boarding team without delay

4.3 Staff approach

- Speak with warmth and authority
- Ensure expectations are visible and explicit
- Be fair, consistent and supportive
- Plan for positive behaviour
- Under no circumstances must staff act in a physically or verbally aggressive manner (Abbey College Cambridge rejects all forms of corporal punishment)
- Give kind, specific and helpful feedback

5. Defining Behaviour

Misbehaviour is defined as

- Late to class or curfew
- Food and drink in class, litter
- Messy room or common room
- Mobile phones
- Lack of concentration
- Poor attitude
- Non-completion of classwork/ homework
- Disruption in lessons, in corridors between lesson, at break and lunchtimes or after bedtime

- Persistently speaking a language to the exclusion of others

Serious misbehaviour is defined as:

- Safeguarding incidents
- Intentionally damaging school property
- Tampering with Health and Safety equipment
- Bullying/harassment/intimidation
- Assault including physical, verbal and sexual
- Extreme language
- Discrimination of any kind
- Theft
- Weapons
- Violence
- Alcohol consumption
- Illegal drug use or suspected illegal drug use
- Fighting
- Plagiarism
- Cheating
- Repeated breach of school rules

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

| Type of bullying | Definition |
|---------------------------|---|
| Emotional | Being unfriendly, excluding, tormenting |
| Physical | Hitting, kicking, pushing, taking another's belongings, any use of violence |
| Racial | Racial taunts, graffiti, gestures |
| Sexual | Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching |
| Direct or indirect verbal | Name-calling, sarcasm, spreading rumours, teasing |
| Cyber-bullying | Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites |
| Peer on Peer | <p>is abuse of any type between children.</p> <p>It can include:</p> <ul style="list-style-type: none"> Bullying, including cyber-bullying Physical abuse Sexting Initiation/hazing violence and rituals Sexual harassment, sexual violence 'Upskirting' (typically, taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification or cause the victim humiliation, distress or alarm; upskirting is now a criminal offence) |

Details of our school's approach to preventing and addressing bullying are set out in our Anti-bullying Policy.

6. Roles and responsibilities

6.1. The Governors

The Governors are responsible for monitoring this behaviour policy's effectiveness and holding the Principal to account for its implementation.

6.2. The Senior Leadership Team

The Principal/Senior Leadership Team is responsible for reviewing and approving this behaviour policy.

The Principal/ Senior Leadership Team will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

6.3. Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents on SIMs and if appropriate MyConcern.

Head of Department's/Housemasters/Heads of House and Senior Leadership Team, as appropriate, will support staff in responding to behaviour incidents.

6.4. Parents

Parents are expected to:

- Support their child in adhering to the student code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Communicate with the tutor/Housemaster promptly regarding any behavioural concerns or the House Parents / Head of House if the issue arises in Boarding

7. Celebrating success

7.1. Rewards

Good behaviour is encouraged through recognition and reward. It is important that all staff consistently recognise the academic and behavioural achievements of students.

Positive behaviour will be rewarded with:

- Verbal praise
- House points
- Postcards
- Email home to parents
- Student of the week
- Boarder of the week
- Principal's Commendation
- Special responsibilities, activities or privileges
- Celebration assemblies

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

- A verbal reprimand
- Sending the student out of the class
- Expecting work to be completed at 'home', or at break or lunchtime
- Detention at break or lunchtime, or after school
- Community service; completing tasks around the boarding house for example tidying the book shelves
- Awareness courses (specifically courses providing further education with regard to the dangers of alcohol / smoking / fire)
- Referring the student to their Housemaster or Head of House
- Letters, email or phone call home to parents
- Agreeing a behaviour contract
- Putting a student 'on report'
- Issuing a formal warning

A student may be placed in internal exclusion in response to serious or persistent breaches of this policy. Whilst in internal exclusion they will be expected to complete the same work as they would in class.

8. Behaviour Management

8.1. Classroom management

Teaching staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Plan lessons that are differentiated and meet the needs of all learners
- Display the Classroom Expectations in their classroom room
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

8.2. Pupil support

The housemaster and tutor will deal with poor behaviour from a student both inside and outside the classroom. The House master/tutor will liaise with the Head of Department and teacher to discuss strategies for improving student behaviour and will work with the student on improving their behaviour. The Housemaster/tutor will be the contact home to parents.

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the student

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

Behavioural issues can range in their frequency and severity. All staff must use their professional judgement when deciding on action to take and seek guidance where needed from their Head of Department.

At Abbey College Cambridge there are various interventions to support the student and help them to understand how better behaviour can improve learning outcomes and relationships with others.

Where behavioural issues require escalating the Housemaster will meet with the student, this is done so with warmth, authority, and with respect. The Housemaster will model positive communication at all times.

8.3 Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

9. Training and support

Staff are provided with training on managing behaviour as part of their induction process.

Behaviour management will also form part of continuing professional development.

The Head of Department will discuss strategies with the individual teacher to help build better behaviours in the classroom. They will come to the lesson and provide kind, helpful and specific feedback to help with behaviour management strategies.

The Housemaster will discuss strategies with the individual student to help build better behaviours in the classroom and around the college. They will monitor the student in lessons and around the college and provide kind, helpful and specific feedback to help with behaviour management strategies.

The Head of House will discuss strategies with the individual houseparent to help build better behaviours in boarding. They will monitor the houseparents practice and provide kind, helpful and specific feedback to help with behaviour management strategies.

10. Links to other Documents

- Safeguarding Policy
- Attendance policy
- SEND policy
- Anti-bullying Policy
- Equal Opportunities Act 2010
- Keeping Children Safe in Education 2020

11. Appendices

Appendix 1

Dealing with persistent misbehaviour

Team around the child meeting (TAC)

Where students continue to exhibit behaviour that is inappropriate for a classroom, and where the strategies put in place have been exhausted, a meeting will take place led by the Designated Safeguarding Lead. Where a student has had a serious behavioural issue a TAC meeting will be called immediately.

Attendees to the meeting:

DSL – Chair

VPP/VPA

HOUSEMASTER – Secretary (writes, circulates and files minutes)

As required:

Tutor

Matron

Boarding staff

Teachers

Outline of the TAC meeting:

- Review SIMS log
- Review strategies implemented and their successes/failures
- Review contact home and parental support
- Review Admissions file and previous school history, and reference checks from home
- Review possible SEND evaluation
- Review mental health/health reports
- Review DSL information

Outcomes of the TAC meeting:

- To decide on any additional academic support required
- To decide on possible behaviour for learning or behavioural agreements
- To decide on a change to academic options
- To decide on SEND/psychological/health assessments
- To decide on academic mentoring/counselling
- To decide on preventative strategies such as PALS
- To decide on contact home
- To decide on whether the student should receive Formal Disciplinary Action

Appendix 2 Formal Disciplinary Action

Parental interventions

The school may request for the parents of a student to attend a meeting in school where a face-to-face discussion can take place about suitable interventions for the student. The parents are expected to attend this meeting within at least 48 hours of the request if the situation is deemed important, or the first available flight if deemed urgent. Parents can request a named Guardian (see the Guardian Policy) to represent them at the meeting, in the agreement that the Guardian is able to communicate freely in English, and can take full parental responsibility of the student if required, regardless of the age of the student.

Withdrawal

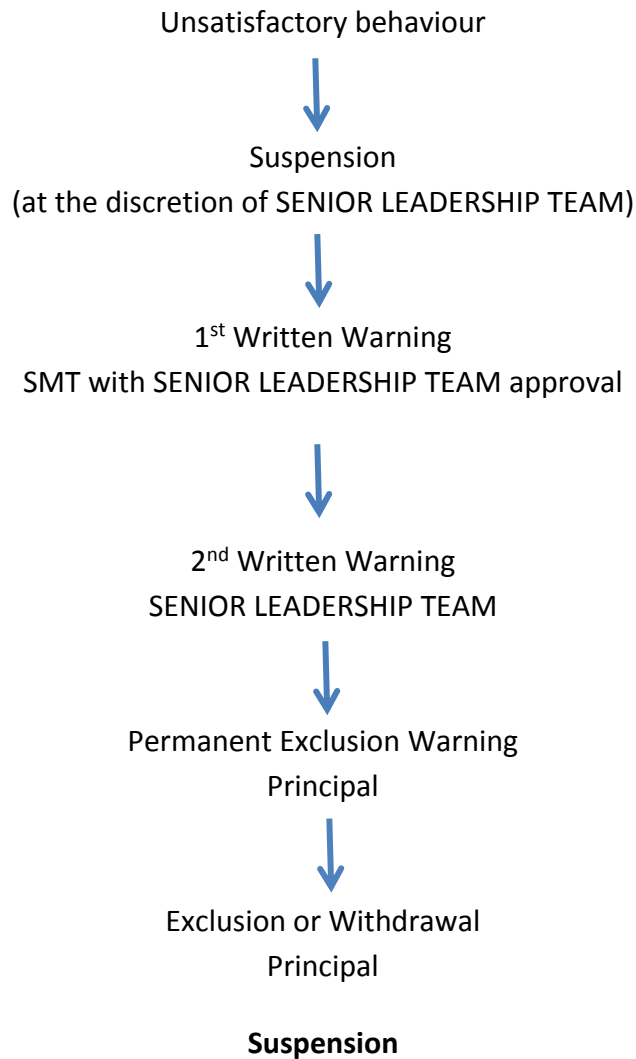
In the event of the school leadership team having serious general concerns about a student, the school reserves the right to require the parents to attend a meeting in the school to discuss the concerns. It may be that in the best interests of the student, to be withdrawn from the school in agreement with parents and school. This intervention takes place where students would be better placed in an alternative educational establishment for grounds such as:

- Emotional or behavioural needs require a different educational environment
- Relationships with peers are concerning and a fresh start is required in a new educational environment
- The course is not suitable for the student and this was not identified during the Admissions process
- The level of English of the student is below the expectation of the school following on from the Admissions process
- Parental involvement hinders the progression of the student, or parents are not supportive of the school, or non-communicative with the school when required to be so
- An undisclosed need that was not declared during the Admissions process:
 - SEND issues that prevent a student's pastoral or academic progression
 - Psychological issues that prevent a student's pastoral or academic progression
 - Behavioural concerns such as previous exclusions or undisclosed criminal activities
 - Gaps in education which prevent a student's pastoral or academic progression
 - A historic resistant attitude to learning or attending school
 - Previous mental health crises including self-harm, suicidal thoughts, mental health break-downs

The school reserves the right to withdraw students for these reasons, or other reasons that are in the best interests of the student as deemed acceptable by the Senior Leadership Team of the school.

Appendix 3
Formal Disciplinary Procedure Overview

The procedure is as follows, however the school reserves the right to suspend a student or exclude them permanently at the discretion of the Principal and SENIOR LEADERSHIP TEAM. We expect parents to support the school and attend meetings at the school as required.



Students may be suspended from lessons for unacceptable behaviour. For serious offences students may be suspended immediately. Suspension is also expected for non-payment of school fees. Students who are suspended will remain in school with a member of senior staff and work will be provided and marked by teachers. Suspension may follow or precede formal warnings.

First Written Warning

Issued in a face-to-face meeting by a member of the Senior Pastoral Team, tutor and student for unacceptable behaviour. This written warning is given to the student and their parent or guardian and a copy will be placed on the student's file. Appropriate changes may be made to the student's accommodation or academic options.

Second Formal Written Warning

Issued in a meeting by a member of Senior Leadership Team for unacceptable behaviour following the First Written Warning. This written warning is given to the student and their parent or guardian and a copy will be placed on the student's file. Appropriate changes may be made to the student's accommodation or academic options.

Permanent Exclusion Warning

For serious offences a student may be given a Permanent Exclusion Warning immediately, or following previous warnings.

Exclusion or Withdrawal

At the discretion of the Principal, a student is permanently excluded by the school or withdrawn by the parents.