



Abbey View School

Policy: Behaviour Policy

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1. Aims and Ethos

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**

Abbey View School deals with a wide spectrum of students in a variety of contexts. We believe that every student has the right to work hard in a positive and caring learning environment, in order to achieve their full potential.

This policy seeks to provide a practical guide for staff in managing behaviour whilst ensuring that practice is grounded in a philosophy that places the needs of the student at its centre. All staff have been involved in the development of this policy and all staff should be familiar with it.

Abbey View is committed to inclusive education and securing the greatest possible access to learning and achievement for each of its students. At the core is the belief that students' behaviour can be modified, managed and enhanced in order to enable them to engage with the learning process and consequently give them additional life choices.

At Abbey View School we believe that students can be encouraged and taught to control their behaviour and that staff can influence students' behaviour to create environments where learning can take place in a calm, purposeful atmosphere.

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
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online
- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy

This policy complies with our funding agreement and articles of association.

3. Definitions.

Misbehaviour is defined as:

- Disruption in lessons, between lessons, and at break and lunchtimes
- Non-completion of classwork
- Poor attitude
- Failure to follow staff instructions

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking
- Behaviour which results in the student being unsafe or puts others in an unsafe situation
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs

- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)
- Mobile phones, chewing gum, sweets, energy and sugary drinks and other items not allowed in school

4. Bullying

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

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4.1 Definition of bullying

- Bullying can be defined as behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally+ (DfE Preventing and Tackling Bullying+, July 2017)
- Bullying can include name calling, taunting, mocking, making offensive comments; kicking; hitting; taking belongings; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours.
- This includes the same unacceptable behaviours expressed online, sometimes called online or cyberbullying. This can include: sending offensive, upsetting and inappropriate messages by phone, text, instant messenger, through gaming, websites, social media sites and apps, and sending offensive or degrading photos or videos.
- Bullying is recognised by the school as being a form of peer on peer abuse. It can be emotionally abusive and can cause severe and adverse effects on children's emotional development.

4.2 Forms of bullying

- Bullying can happen to anyone. This policy covers all types and forms of bullying including: Bullying related to physical appearance
- Bullying of young carers, children in care or otherwise related to home circumstances
- Bullying related to physical/mental health conditions
- Physical bullying
- Emotional bullying
- Sexual bullying
- Bullying via technology, known as online or cyberbullying
- Prejudicial bullying (against people/pupils with protected characteristics): Bullying related to race, religion, faith and belief and for those without faith
- Bullying related to ethnicity, nationality or culture
- Bullying related to Special Educational Needs or Disability (SEND)
- Bullying related to sexual orientation (homophobic/biphobic bullying)
- Gender based bullying, including transphobic bullying
- Bullying against teenage parents (pregnancy and maternity under the Equality Act)

4.3 Abbey View School ethos

- Our community recognises that all forms of bullying, especially if left unaddressed, can have a devastating effect on individuals; it can create a barrier to learning and have serious consequences for mental wellbeing.
- By effectively preventing and tackling bullying our school can help to create a safe and disciplined environment, where pupils are able to learn and fulfil their potential.

Our Community:

- Monitors and reviews our anti-bullying policy and practice on a regular basis.
- Supports staff to promote positive relationships to help prevent bullying.
- Recognises that some members of our community may be more vulnerable to bullying and its impact than others; this may include children with SEND. Being aware of this will help us to develop effective strategies to prevent bullying from happening and provide appropriate support, if required.
- Will intervene by identifying and tackling bullying behaviour appropriately and promptly.

- Ensures our students are aware that bullying concerns will be dealt with sensitively and effectively; that everyone should feel safe to learn and abide by the anti-bullying policy.
- Requires all members of the community to work with the school to uphold the anti-bullying policy.
- Recognises the potential impact of bullying on the wider family of those affected so will work in partnership with parents/carers regarding all reported bullying concerns and will seek to keep them informed at all stages.
- Will deal promptly with grievances regarding the school response to bullying in line with our complaints policy
- Seeks to learn from good anti-bullying practice elsewhere.
- Utilises support from relevant organisations when appropriate.

4.4 Responding to bullying

The following steps may be taken when dealing with all incidents of bullying reported to the school:

If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached or witnessed the concern.

- The school will provide appropriate support for the person being bullied . making sure they are not at risk of immediate harm and will involve them in any decision-making, as appropriate.
- The Principal or another member of staff will interview all parties involved.
- The DSL will be informed of all bullying issues where there are safeguarding concerns.
- The school will speak with and inform other staff members, where appropriate.
- The school will ensure parents/carers are kept informed about the concern and action taken, as appropriate and in line with child protection and confidentiality policies.
- Sanctions, as identified within this school behaviour policy, and support will be implemented in consultation with all parties concerned.
- If necessary, other agencies may be consulted or involved, such as the police, if a criminal offence has been committed, or other local services including early help or children's social care, if a child is felt to be at risk of significant harm.
- Where the bullying of or by students takes place off school site or outside of normal school hours (including cyberbullying), the school will ensure that the concern is fully investigated. If required, the principal will collaborate with other schools. Appropriate action will be taken, including providing support and implementing sanctions in school in accordance with this behaviour policy.
- A clear and precise account of bullying incidents will be recorded by the school in accordance with existing procedures. This will include recording appropriate details regarding decisions and action taken.

4.5 Cyberbullying

When responding to cyberbullying concerns, the school will:

- Act as soon as an incident has been reported or identified.
- Provide appropriate support for the person who has been cyberbullied and work with the person who has carried out the bullying to ensure that it does not happen again.
- Encourage the person being bullied to keep any evidence (screenshots) of the bullying activity to assist any investigation.
- Take all available steps where possible to identify the person responsible. This may include: looking at use of the school systems;
- Identifying and interviewing possible witnesses;
- Contacting the service provider and the police, if necessary.
- Work with the individuals and online service providers to prevent the incident from spreading and assist in removing offensive or upsetting material from circulation.

- Support reports to a service provider to remove content if those involved are unable to be identified or if those involved refuse to or are unable to delete content.
- Confiscating and searching students' electronic devices, such as mobile phones, in accordance with the law and the school searching and confiscation policy. (*Note: Schools should ensure they access the DfE Searching, screening and confiscation at school and Childnet cyberbullying guidance to ensure that the schools powers are used proportionately and lawfully*)
- Requesting the deletion of locally-held content and content posted online if they contravene school behavioural policies.
- Advising those targeted not to retaliate or reply;
- Providing advice on blocking or removing people from contact lists;
- Helping those involved to think carefully about what private information they may have in the public domain.
- Ensure that sanctions are applied to the person responsible for the cyberbullying; the school will take steps to change the attitude and behaviour of the bully, as well as ensuring access to any additional help that they may need.
- Inform the police if a criminal offence has been committed.
- Provide information to staff and students regarding steps they can take to protect themselves online.

4.6 Supporting students

Students who have been bullied will be supported by:

- Reassuring the student and providing continuous pastoral support.
- Offering an immediate opportunity to discuss the experience with a member of staff of their choice.
- Being advised to keep a record of the bullying as evidence and discuss how respond to concerns and build resilience as appropriate.
- Working towards restoring self-esteem and confidence.
- Providing ongoing support; this may include: working and speaking with staff, offering formal counselling, engaging with parents and carers.
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this could include support through Early Help or Specialist Children's Services.
- Students who have perpetrated bullying will be helped by:
 - Discussing what happened, establishing the concern and the need to change.
 - Informing parents/carers to help change the attitude and behaviour of the child.
 - Providing appropriate education and support regarding their behaviour or actions.
 - If online, requesting that content be removed and reporting accounts/content to service provider.
 - Sanctioning, in line with this policy.
 - Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this may include involvement from the Police or referrals to Early Help, Specialist Children's Services, or CYPS.

4.7 Supporting adults

Our school takes measures to prevent and tackle bullying among students; however, it is equally important to recognise that bullying of adults, including staff and parents, whether by students, parents or other staff members, is unacceptable.

- Adults who have been bullied or affected will be supported by:
 - Offering an immediate opportunity to discuss the concern with the Principal

- Advising them to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience, as appropriate.
- Where the bullying takes place off school site or outside of normal school hours (including online), the school will still investigate the concern and ensure that appropriate action is taken in accordance with the schools behaviour and discipline policy.
- Reporting offensive or upsetting content and/or accounts to the service provider, where the bullying has occurred online.
- Reassuring and offering appropriate support.
- Working with the wider community and local/national organisations to provide further or specialist advice and guidance.
- Adults who have perpetrated the bullying will be helped by:
 - Discussing what happened with the Principal to establish the concern.
 - Establishing whether a legitimate grievance or concern has been raised and signposting to the school's official complaints procedures.
 - If online, requesting that content be removed.
 - Instigating disciplinary, civil or legal action as appropriate or required.

4.8 Preventing bullying

- The whole school community will:
 - Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others, which will be upheld by all.
 - Recognise that bullying can be perpetrated or experienced by any member of the community, including adults and children (peer on peer abuse).
 - Recognises the potential for children with SEN and disabilities to be disproportionately impacted by bullying and will implement additional pastoral support as required.
 - Openly discuss differences between people that could motivate bullying, such as: children with different family situations, such as looked after children or those with caring responsibilities, religion, ethnicity, disability, gender, sexuality or appearance related difference.
 - Challenge practice and language (including banter) which does not uphold the school values of tolerance, non-discrimination and respect towards others.
 - Be encouraged to use technology, especially mobile phones and social media, positively and responsibly.
 - Work with staff, the wider community and outside agencies to prevent and tackle concerns including all forms of prejudice-driven bullying.
 - Actively create safe spaces for all students.
 - Celebrate success and achievements to promote and build a positive school ethos.

5. Roles and responsibilities

5.1 The governing board

The Principal is responsible for reviewing and approving the written statement of behaviour principles

The governing body will also review this behaviour policy in conjunction with the Principal and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the Principal to account for its implementation.

5.2 The Principal

The Principal is responsible for reviewing this behaviour policy in conjunction with the governing body, giving due consideration to the school's statement of behaviour principles (appendix 1).

The Principal 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.

5.3 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 scholarpack

5.4 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
- Discuss any behavioural concerns with the Principal promptly

6. Student code of conduct

Students are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all students to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school
- Behave in a way that keeps themselves and others safe
- Follow all instructions given to them by members of staff

7. Rewards and sanctions

7.1 List of rewards and sanctions

Positive behaviour will be rewarded with:

- Praise
- Merit marks
- Letters or phone calls home to parents
- Special responsibilities/privileges

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 break or lunchtime
- Referring the pupil to a senior member of staff
- Letters or phone calls home to parents
- Agreeing a behaviour contract
- Putting a student on report
- Putting the student in a classroom by themselves for a given length of time

7.2 Off-site behaviour

Sanctions may be applied where a student has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

7.3 Malicious allegations

Where a student makes an accusation against a member of staff and that accusation is shown to have been malicious, the Principal will discipline the student in accordance with this policy.

Please refer to our safeguarding policy for more information on responding to allegations of abuse.

The Principal (and the governing body in the case of the accusation being made against the Principal) will also consider the pastoral needs of staff accused of misconduct.

8. Behaviour management

8.1 Classroom management

Teaching and support 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 students to be engaged
- Develop a positive relationship with students, which may include:
 - Greeting students 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 Physical restraint

In some circumstances, staff may use reasonable force to restrain a student 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

8.3 Confiscation

Any prohibited items (listed in section 3) found in student's possession will be confiscated. These items will not be returned to students

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to students after discussion with the Principal and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

8.4 Student support

The school recognises its legal duty under the Equality Act 2010 to prevent students 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 Principal will evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

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

When acute needs are identified in a student, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

9. Fixed term exclusions or removal of place

Fixed Term Exclusions

A decision to exclude a student for a fixed term will be taken only:

- In response to serious or persistent breaches of the school's behaviour policy, **and**
- If allowing the student to remain in school would seriously harm the education or welfare of others

If a student is subject to an exclusion they will remain on site until parents have been informed. If their behaviour is deemed to put themselves or others at risk, the police will be contacted.

Before deciding whether to exclude a student for a fixed period, the Principal will:

- Consider all the relevant facts and evidence, including whether the incident(s) leading to the exclusion were provoked
- Allow the student to give their version of events where possible.
- Consider if the student has special educational needs (SEN)

Removal of Place

All students at Abbey View School are dual registered with their commissioning school. If it is felt that Abbey View School cannot meet the needs of an individual student then we reserve the right to withdraw their place. If the commissioning school wishes a formal meeting will be arranged to discuss the issue. This meeting must take place within 10 working days at Abbey View School. If after the meeting the commissioning school disagrees with the decision they will have the opportunity to appeal to a panel of 3 governors. This will happen within 10 working days. The panel has the same powers as an exclusion panel. Whilst this appeal is taking place the student will remain at Abbey View although may be subject to a fixed term exclusion.

10. Training

Our staff are provided with training on managing behaviour and dealing with the emotional and social needs of our students on a regular basis this includes training on de-escalation and restraining.

11. Monitoring arrangements

This behaviour policy will be reviewed by the Principal and governing body every 2 years. :

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the governing body every 2 years

12. Links with other policies

This behaviour policy is linked to the following policies:

- Safeguarding policy
- Staff code of conduct policy
- Early Help Offer
- SEN policy

Appendix 1: written statement of behaviour principles

- Every student understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All students, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to students at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by students and staff
- Students are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and studentsqhome life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

