



Abbey Gate College

POLICY: Behaviour	
Scope	Whole College
Responsibility	Deputy Head - Pastoral / Deputy Head of I&J
Review & Update	June 23
Governor Approval	Andrew Grime
Board Level Approval	Andrew Grime

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Policy Statement (1)

At Abbey Gate College we seek a whole school approach to the promotion of good behaviour, which is underpinned by self-discipline, mutual respect, tolerance and social responsibility. We aim to create a culture of positive attitudes, to ensure good behaviour and promote the development of confident and compassionate individuals; who can have an informed role in society, have developed values, and be able to interact with other people in a positive way.

Our policy towards the management of behaviour at Abbey Gate College is one that creates a learning community where everyone feels safe, secure and shares a commitment to be successful. We are committed to ensuring that every member of the College behaves in a responsible and acceptable manner which demonstrates:

- 1) Care, courtesy and respect for others - staff, students, friends and visitors
- 2) Care and respect for each other's property and belongings
- 3) Care and respect for the College environment

Individual pupils have and should ensure that others have:

- 1) The right to be safe and valued — free from disruptive behaviour, bullying and any form of harassment, including jokes or banter about a protected characteristic which are particularly hurtful and will be challenged
- 2) The right to be treated with kindness, respect and dignity – both offline and online
- 3) Awareness that aggressive, rowdy or anti-social behaviour will not be tolerated
- 4) The right to work and learn
- 5) The right to be seen as an individual

At Abbey Gate College we aim to promote good relationships and have high expectations; staff and pupils will aim to maintain the highest standard of behaviour at all times. To these ends, we are committed to ensure that the College has:

- 1) A set of clearly defined rules, code of conduct and procedures, where expectations are emphasised
- 2) A restorative approach to conflict resolution rather than punitive, focusing on positive relationships between students, and other members of our school community
- 3) A fair and structured approach to disciplinary matters, where the process and method in resolving an issue are equally as important as the sanction or consequence
- 4) An age-appropriate system of rewards and sanctions
- 5) Trained staff to identify and deal with discriminatory incidents (including microaggressions and low-level concerns) both among the staff community and among pupils'

Bullying is always taken seriously and will not be tolerated from any member of the College. Further details are in our *Anti-Bullying* policy.

All pupils have the responsibility to ensure that they understand the rules, behave appropriately by making sensible choices and fully understand the consequences and rewards resulting from the actions they take. All pupils are supported to understand the rules and

expected conduct. This policy supports a restorative approach to conflict management, enabling pupils to resolve conflict positively and proactively.

This policy has regard to the [Behaviour in Schools - Advice for headteachers and school staff \(July 2022\)](#) publication, the Children and Families Act 2014 and the Equality Act 2010.

We are committed to working in partnership with other schools, parents/guardians and, where necessary, wider Children's Services to ensure all members of the immediate and wider community have the support and guidance they need to develop appropriate and positive behaviour.

All staff are clear about expectations and procedures within this policy and how they should implement them. There is a separate policy for '*Positive Handling and Procedures*' and under no circumstances will corporal punishment be threatened or used at any level in the College.

Policy Statement (2)

- 1) This policy applies to all members of the Abbey Gate College community, including those in our EYFS setting.
- 2) Abbey Gate College implements this policy through adherence to the procedures set out in the rest of this document.
- 3) This policy is made available to relevant parties on the College website at www.abbeygatecollege.co.uk. This policy should be read in conjunction with the College's *Anti-Bullying, Discipline & Exclusions, Educational Visits, Mobile Devices for Pupils, Positive Handling, Safeguarding* and *SEND* policies.
- 4) Abbey Gate College is fully committed to ensuring that the application of this policy is non-discriminatory in line with the UK Equality Act (2010). Further details are available in the College's *EDI* policy document.
- 5) This policy is reviewed at least annually, or as events or legislation changes require, by the College Leadership Team and the Governing Body. The deadline for the next review is no later than 12 months after the most recent review date indicated above.
- 6) The most recent updates were made on Key Personnel changes.

Key Personnel

- 1) Craig Jenkinson: Head
- 2) Carole Houghton - Deputy Head (Pastoral) DSL
- 3) Marie Hickey: Head of Infant & Junior School
- 4) Corinna Travis: Deputy Head of Infant and Junior School
- 5) Vanessa Brodie: Chair of Pastoral & Wellbeing sub-committee
- 6) Andrew Grime: Chair of Governing Body

Provision (1) – Fundamental Principles

The following principles and rules will apply to help to promote a positive attitude to behaviour throughout the College, including EYFS.

Although rewards are important in encouraging good behaviour there is also a need for sanctions to be applied in cases of unacceptable behaviour. We use a variety of rewards and sanctions to support our Behaviour Policy. If an incident is reported then the College undertakes to ensure that, where appropriate, a full and thorough investigation takes place. This may take time to complete and will be recorded on iSAMS.

The College will:

- 1) Be clear about why sanctions are being applied
- 2) Use a process of verbal and written warnings and restrictions
- 3) Will be clear about what changes the pupil will have to make to comply with the Behaviour Policy/Code of Conduct
- 4) Encourage pupils to take responsibility for their actions and apologise for their unacceptable behaviour verbally and/or in writing as is deemed appropriate
- 5) Initiate restorative justice measures as appropriate
- 6) If necessary, parents will be invited to attend discussions /meetings
- 7) In some cases of serious breach of College Behaviour Policy/Code of Conduct, the Head may need to suspend or permanently exclude a pupil (see separate policy).

Provision (2) – Code of Conduct

To ensure every member of the College is clear about expected behaviour in our environment and in different learning spaces, the whole College Code of Conduct (Appendix C) is displayed and/or printed in pupil planners.

Where pupils experience emotional problems or have communication difficulties, it is recognised that acceptable behaviours may have to be explicitly modelled and taught. In all cases every pupil should be made clear about what is appropriate behaviour for them but that the good of the College community as a whole is of paramount importance.

The College recognises that management of learning spaces (whether this is classroom, laboratory, sports field etc) and teaching methods play an important role in influencing behaviour. The learning environment offers a clear and visible message as to how pupil efforts are valued. The relationship between the teacher and pupil, strategies for encouraging good behaviour, arrangements of furniture, access to resources and wall displays all have a bearing on positive behaviour.

The College Rules are based on the premise that:

- 1) Pupils should not be prevented from learning by the distraction of individuals.
- 2) Staff should not be prevented from teaching by the inappropriate behaviour of pupils.
- 3) All activities, both in and out of the classroom, should be conducted with due care and attention being given to the safety of all members of the College.

Rules:

- 1) Pupils must not bring the name of the College into disrepute.
- 2) Bullying, insulting, intimidating or threatening behaviour of any sort, including: racial, religious, cultural, sexist, homophobic, biphobic, transphobic, disability, cyber will not be tolerated.
- 3) Acts of physical or sexual violence or harassment will not be tolerated.
- 4) Smoking and the possession of smoking materials, including e-cigarettes and vaping, is strictly forbidden within the College grounds, as is the possession or consumption of alcohol when a pupil is under College supervision or travelling to/from College.
- 5) The possession or taking of non-prescribed drugs, or items intended to resemble them, is forbidden.
- 6) Pupils must not sell anything to other students in or around the College site without authorisation.
- 7) Pupils must not use ICT inappropriately.
- 8) Pupils must not cause wilful damage.
- 9) Pupils must not take other people's belongings without their permission.
- 10) Pupils must be smart in appearance and wear full uniform as defined in the 'College Uniform List'.
- 11) Pupils must not leave the College site without authorisation.
- 12) Pupils must not chew gum.
- 13) Pupils must attend all timetabled lessons unless permission is obtained from an appropriate member of staff.
- 14) Mobile phones will be turned off and out of sight between 08.35 and 15.50.
- 15) Chewing gum, laser pens, liquid paper should not be brought into College
- 16) No offensive weapons - as defined in the Prevention of Crime Act 1953 as "any article made or adapted for causing injury to the person; or intended by the person having it with them for such use by them" should be brought into College. This includes, knives, disguised knives and firearms real or otherwise.
- 17) Other prohibited items such as chemicals, fireworks, imitation weapons, alcohol and smoking materials, including vape devices and electronic cigarettes, and any illegal or non-prescription drugs must not be brought into College.

Expectations:

Pupils should meet the following standards:

- 1) Undertake all work to the best of their ability.
- 2) Arrive at lessons on time and with all equipment.
- 3) Listen at all times and respect others in the classroom.
- 4) Strive to achieve House Points and Commendations.
- 5) Complete what is set neatly and hand it in on time in lessons and for homework.
- 6) Refer any difficulties to their teacher as soon as possible or report through the College's anonymised reporting system 'Whisper'.
- 7) Be polite and courteous to all pupils, staff and visitors.
- 8) Distinguish between right and wrong and respect the law.
- 9) Develop good and sensible relationships with all members of the College community.
- 10) Respect the fixture and fittings of the College buildings, grounds and gardens.

- 11) Keep away from all vehicles parked on site.
- 12) Move quietly around the site keeping to the left of corridors, paths and stairs, holding doors open for other pupils, staff and visitors.
- 13) Place all litter in the bins provided.
- 14) Treat everyone with kindness, respect and dignity.
- 15) Participate fully in Abbey Gate College's co-curricular and sporting programmes.
- 16) Keep text books, planners, files and exercise books in good order and not deface them.
- 17) Eat food in designated areas only.
- 18) In the Infant and Junior School no personal electronic devices or mobile phones are permitted. Pupils who require a mobile phone for use outside of school hours must leave it at Reception and collect at the end of the day.

Note: All the above apply throughout the school and therefore include members of the Infant and Junior School, where appropriate. Some amendments to the above will be necessary in normal practice at the Infant and Junior site.

Provision (3) – Making the Right Choices

The importance of pupils making the right choices and understanding the consequences of their decisions is important. Where possible, where there are instances of inappropriate behaviour, pupils will always be warned about the consequences of their choices to either continue or take an alternative course of action (which may need to be clearly explained) to allow them to make an informed choice.

Provision (4) – Rewards & Praise

In all aspects of College life we want all pupils to succeed. The College adopts a number of ways in which pupils are praised and rewarded for work and behaviour that exceeds our expectations. This can include; verbal praise; letters of commendation; recognition in assembly; postcards; work displayed; additional responsibilities or House Points.

Positive House Points count towards an individual pupil's total which will be rewarded through the House System by means of certificates (see House Systems, Appendix A and Appendix B).

Sanctions

The College adopts a number of ways in which pupils are dealt with if they break the rules or fall short of our expectations. These can include; verbal warning; allocation of a staff or leadership sanction; and letter to parents. The purposes of these sanctions include deterrence (in a particular incident or a general deterrence), protection (to keep all students safe) and to encourage improvement in conduct and a realignment of shared values and expectations. Following the implementation of a sanction all pupils will be supported to understand how they can meet the expectations of the College going forward.

Extreme and/or unacceptable behaviour can lead to serious sanctions such as internal suspension, suspension and/or exclusion – (see *Discipline & Exclusion Policy*).

Examples of Rewards and Sanctions:

Rewards

Positive House points
Postcards home
Praise
Corridor Displays
Assemblies
Head's Commendations / Awards
Prizegiving

Sanctions

Detention (break, lunchtime)
Detention (after school: HoY, CLT)
Temporary confiscation of articles
Report cards
Isolation from lessons/Internal Suspension
Suspension of privileges
Exclusion (temporary or permanent)

Provision (5) – Search & Confiscation

This section explains to College staff when and how they are permitted to search pupils and their belongings, with or without consent. This provision applies to a teacher, or other authorised person who has lawful control or charge of pupils, on school premises or elsewhere, either in the UK or abroad e.g. on a field trip or other authorised activity. It is understood that any action of search or confiscation, beyond the contexts and parameters outlined in this policy, is not permissible.

The College's practice has regard for educational legislation and DfE advice, including:

- Education Act (1996)
- Education Act (Discipline)(2011)
- Education and Inspections Act (2006)
- The Schools Regulations (2012) – Specification and Disposal of Articles
- Screening, Searching and Confiscation (DfE Advice 2018)
- Behaviour in Schools – Advice for headteachers and school staff (July 2022)

Staff may search a pupil for any item, if the pupil agrees, although the ability to give consent may be influenced by the pupil's age or other factors. The Head, and staff authorised by the Head, may search pupils or their possessions, without consent, where there are reasonable grounds for suspecting that the pupil may have a prohibited item:

- a) Bladed objects, such as knives or weapons
- b) Alcohol
- c) Illegal drugs
- d) Stolen items
- e) Tobacco and cigarette papers or vaping equipment
- f) Fireworks
- g) Pornographic images
- h) Any article that a member of staff reasonably suspects has been, or is likely to be, used:
 - i. To commit an offence
 - ii. To cause personal injury to, or damage the property of, any person (including the pupil)
- i) Any other article, which is identified by the school rules as an item which may be searched for.

Staff may seize any prohibited item found as a result of a search. Staff may also seize any item, however found, which they consider to be harmful or detrimental to school discipline. Under Article 8 of the European Convention on Human Rights, pupils have a right to respect for their private life, which means that, in the context of search and confiscation, pupils have a right to expect a reasonable level of personal privacy. However, this right is not absolute, but any interference with this right must be justified and proportionate, in accordance with the Education Act 1996.

Informing Parents & Keeping Records

- 1) The College is not required to inform parents before a search takes place or to seek consent to search their child.
- 2) Written records are kept by the Deputy Head (Pastoral) / Deputy Head of the Junior School of any incidents where search and confiscation are used, within the context defined above. Records of incidents include the following information:
 - a) the name(s) of the pupil(s) involved
 - b) when and where the search/confiscation took place
 - c) the name(s) of any staff or pupil witnesses
 - d) a description of the search/confiscation, including justifications
 - e) the outcome of the incident
- 3) The College will inform parents if a search has been carried out and alcohol, illegal drugs or potentially harmful substances have been found. In all other instances of search/confiscation, the College will inform parents if it is considered appropriate to do so.
- 4) These procedures do not include short-term confiscations of pupil property, such as mobile devices or footballs, for example, which represent minor breaches of school regulations.

Authorising Staff to Search & Confiscate

- 1) The Head or Head of Infant & Junior School decides which staff have authority to search/confiscate, and this authorisation does not need to be in writing. However, staff must have authorisation from the respective Head for any search/confiscation, as defined by this policy.
- 2) Staff, other than security staff, can refuse to undertake a search.
- 3) Staff can be authorised to search for some items but not others; for example, a member of staff could be authorised to search for stolen property, but not for weapons or knives.
- 4) When authorising a member of staff to conduct a search, the Head will consider whether additional training is required to enable them to carry out their responsibilities.

Searching with Consent

- 1) Unless the need for a search is considered urgent, staff should inform, as appropriate, the Deputy Head (Pastoral) /Deputy Head of the Junior School, who will then carry out the search.
- 2) Schools are not required to have formal written consent from the pupil; it is enough for a member of staff to ask the pupil to turn out their pockets, or if the member of staff may inspect a pupil's bag or locker, and for the pupil to agree.

- 3) If a pupil refuses to co-operate with such a search when instructed by a member of staff, the usual school sanctions will apply as they would for any instance when a pupil refuses to co-operate with a reasonable staff instruction.

Searching without Consent

- 1) The Head, or a member of staff with the Head's authorisation, may search for a prohibited item, as listed above, without consent.
- 2) The person conducting the search must be the same sex as the pupil being searched, and there must be a staff member witness, who should, if at all possible, be the same sex as the pupil.
- 3) The only exception to '2' above permits a search of a pupil without a witness and if the pupil is of different sex, only where it is reasonably believed that there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practical to summon another member of staff.

Searching Clothes, Possessions, Desks & Lockers

- 1) The member of staff conducting the search may not require the pupil to remove any clothing other than outer clothing. 'Outer clothing' means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear. 'Outer clothing' includes hats, shoes, boots, gloves and scarves.
- 2) Possessions refer to any goods over which the pupil has or appears to have control; this includes desks, lockers and bags.
- 3) A pupil's possessions can only be searched in the presence of the pupil and another member of staff; the only exception to this is stated above in 'Searching without Consent' section 3.
- 4) The authorisation to search without consent enables a personal search, involving removal of outer clothing and searching of pockets, but not an intimate search going further than that, which only a person with more extensive authority (eg. a police officer) can do.
- 5) The school is authorised to search a pupil's locker for any item, provided that the pupil agrees. If the pupil does not give their consent, the locker can still be searched, but only for those items listed as prohibited above.
- 6) Staff can use such force as is reasonable given the circumstances when conducting a search for prohibited items 'a' – 'h' above, but not for 'i'. Further guidance is available in the school's *Physical Restraint* policy.

Confiscation & Disposal of Items

- 1) A member of staff may confiscate, retain or dispose of a pupil's property as a disciplinary penalty, where reasonable to do so.
- 2) The member of staff can use their discretion to confiscate, retain and/or destroy any item found as a result of a 'with consent' search so long as it is reasonable in the circumstances. Where any article is thought to be a weapon it must be passed to the police.

- 3) A member of staff carrying out a search without consent can seize anything they have reasonable grounds for suspecting is a prohibited item (see list above) or is evidence in relation to an offence.
- 4) If a search finds alcohol, this may be retained or disposed of, as considered most appropriate. Alcohol is never returned to the pupil.
- 5) If a search finds controlled drugs, these must be delivered to the police as soon as possible but may be disposed of if the person thinks there is a good reason to do so.
- 6) If a search finds other substances, which are not believed to be controlled drugs, these can be confiscated where a member of staff believes them to be harmful or detrimental to good order and discipline. This would include, for example, some New Psychoactive substances (NPS) -so called 'legal highs'. Where staff suspect a substance may be controlled they should treat them as controlled drugs as outlined above.
- 7) If a search finds stolen items, these must be delivered to the police as soon as reasonably practicable, or returned to the owner.
- 8) If a search finds tobacco, cigarette papers, or vaping items they may retain or dispose of them, as considered most appropriate. These items are never returned to the pupil.
- 9) If a search finds fireworks, these may be retained or disposed of but should not be returned to the pupil.
- 10) If a member of staff finds a pornographic image, they may dispose of the image unless its possession constitutes a specified offence (i.e. it is extreme or child pornography) in which case it must be delivered to the police as soon as reasonably practicable. Images found on a mobile phone or other electronic device can be deleted unless it is necessary to pass them to the police.
- 11) Where an article that has been (or could be) used to commit an offence or to cause personal injury or damage to property is found, it may be delivered to the police or returned to the owner. It may also be retained or disposed of. In each such instance, the Head will decide the most appropriate course of action.
- 12) Where a member of staff finds an item which is banned under the school rules they should take into account all relevant circumstances and use their professional judgement to decide whether to return it to its owner, retain it or dispose of it.
- 13) Any weapons or items which are evidence of an offence must be passed to the police as soon as possible.

Disposing of Controlled Drugs & Stolen Items

- 1) The College may decide whether there is a good reason not to deliver stolen items or controlled drugs to the police. In determining what is a "good reason" for not delivering controlled drugs or stolen items to the police the school has regard to the following guidance issued by the Secretary of State (Section 550ZC (6) Education Act 1996):
 - **In determining what is a 'good reason' for not delivering controlled drugs or stolen items to the police, the member of staff should take into account all relevant circumstances and use their professional judgement to determine whether they can safely dispose of a seized article.**
- 2) Where staff are unsure as to the legal status of a substance and have reason to believe it may be a controlled drug they should treat it as such.

- 3) With regard to stolen items, it would not be reasonable or desirable to involve the police in dealing with low value items such as pencil cases. However, the College may judge it appropriate to contact the police if the items are valuable (iPods/laptops) or illegal (alcohol/fireworks).

Dealing with Electronic Devices

- 1) If a search finds an electronic device the authorised member of staff may examine any data or files on the device if they think there is a good reason to do so. Following an examination, if the member of staff has decided to return the device to the owner, or to retain or dispose of it, they may erase any data or files, if they think there is a good reason to do so.
- 2) The member of staff must have regard to the following guidance issued by the Secretary of State, when determining what is a “good reason” for examining or erasing the contents of an electronic device:
 - **In determining a ‘good reason’ to examine or erase the data or files the staff member must reasonably suspect that the data or file on the device in question has been, or could be, used to cause harm, to disrupt teaching or break the school rules.**
- 3) If inappropriate material is found on the device it is up to the school to decide whether to delete that material, retain it as evidence (of a criminal offence or a breach of school discipline) or whether the material is of such seriousness that it requires the involvement of the police.

Provision 6 – Monitoring and evaluating behaviour

Behaviour is monitored via the collection of data on ISAMS from the following sources:

- behaviour incident data;
- attendance, permanent exclusion and suspension data;
- incidents of searching, screening and confiscation; and
- anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture.

This data is analysed from multiple perspectives, for example pupil level or year group level to identify possible factors contributing to behaviour issues and to help inform behaviour policy going forward. Furthermore, this data is analysed by protected characteristics to inform policy and practice to ensure the College is meeting its duties under the Equality Act 2010.

Practice (1) – Staff Guidelines for Behaviour (Infant & Junior School, incl. EYFS)

Each classroom has a display of the Code of Conduct (Appendix C) and it is re-enforced in the following ways.

Behaviour Chart – Infant and Junior School including EYFS

The objective of the Behaviour Chart shown below is to help pupils to take responsibility for their own behaviour – a valuable and important life skill. Therefore, positive behaviour choices are praised and negative behaviour choices identified and sanctions carried out. This creates

clear boundaries for the children to work together within and helps foster security, self-esteem and confidence.

Each pupil begins the day in the 'Ready to Be Our Best' zone and should aim to progress up the chart throughout day.

Should a pupil break the Code of Conduct, a warning is given and the pupil moves their name to the warning zone. If the behaviour continues or warrants immediate sanction, the pupil moves their name into one of the other zones which results in a sanction.

A whole school record is kept electronically for serious sanctions, date and time and staff involved recorded and parents are informed as appropriate.

The pupil must be able to verbalise why they have moved their name into a Sanction Zone and acknowledge why it was wrong and what they should have done instead. They may complete a 'Behaviour think sheet' as part of their sanction to reflect on their behaviour and how it made others feel.

This is beneficial for the following reasons:

- 1) The pupil is able to reflect on their behaviour and to recognise what action they should have taken
- 2) The teacher is able to clarify their reasons with the pupil, without losing valuable lesson time
- 3) Other pupils are not disrupted from learning

Children who are regularly moved into Sanction Zones require behaviour modification support. This can be in the form of regular meetings with parents, behaviour charts or short-term goals.

All staff in school, including Senior School staff who teach Infant and Junior pupils, support this discipline system and use it within their classrooms and around the school/playground. Communication between staff is regular and effective. This helps us provide a consistent approach to helping our pupils get the most from their education at school.

The Behaviour Chart

<p>Phenomenal!</p>	<p>I have had the best day I could possibly achieve. My behaviour, work ethic and positive choices has far exceeded expectations.</p> <p>I have been outstanding in all I have done.</p>
<p>Amazing!</p>	<p>I am really achieving today. I am demonstrating excellent choices in all I do and am stretching and challenging myself to achieve with work. My behaviour is kind, thoughtful and I am an excellent listener today.</p>
<p>Going Beyond!</p>	<p>I am showing thoughtful behaviour and have an enthusiastic attitude.</p> <p>I am making great choices and pushing myself to achieve all I can with my work.</p>
<p>Ready to Be Our Best</p>	<p>I am ready for a great day of learning and friendship. I am ready to make good choices today.</p>
<p>Stop and think!</p>	<p>I have used some inappropriate behaviour or have not followed the Code of Conduct. My teacher has spoken to me about this, and I am going to change my behaviour choices and show I can follow the Code of Conduct.</p>

<p>Not acceptable!</p> <p>Play time sanction (miss set time of play)</p> <p>Behaviour Think Sheet completed - sent home to parents and/or kept in teacher file.</p> <p>Discussion with class teacher about why things are going wrong and how we can put things right.</p> <p>For more serious or repeated incidents, discussion with Deputy Head</p> <p>For very serious or regularly repeated incidents, discussion with Head</p> <p>Parents to be kept informed of incidents and meetings called with Deputy and/or Head as required.</p>	<p>I have not been making the right choices with my behaviour or actions.</p> <p>My behaviour has been persistently poor, or my actions are not in line with school Code of Conduct.</p> <p>My teacher has spoken to me, but I have not changed my choices.</p>
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Practice (2) – Staff Guidelines for Behaviour (Senior School)

Students are encouraged to behave appropriately at all times, in line with the Code of Conduct.

Positive Behaviour Choices should be rewarded with verbal praise, positive house points and, where appropriate, other rewards and acknowledgements.

Inappropriate Behaviour Choices: Unless in exceptional circumstances (when a student will be escorted directly to a member of the College Leadership Team), the following process should be followed.

Behaviour Charts:

Inappropriate Behaviour/Appearance During Lessons	
Step 1	Subject Teacher gives reminder of expectations and opportunity for self-correction. Reminder of Sanction
Step 2	Sanction issued – Recorded on iSAMS. Subject Teacher intervention/detention (10 minutes). Discussion of behaviour choices and realignment of shared values and expectations.

	HoD and Form Tutor informed automatically through iSAMS and communication home through Parent Portal on pupil profile page
Step 3	On the 3 rd subject-based sanction in one subject in a term, where this is a subject specific concern, not a general concern, the Subject Teacher informs their HoD. HoD holds the detention and discussion (30 minutes) and phone call home is made by the Subject Teacher or the HoD. Form tutor and HoY informed.
Step 4	If Steps 1-3 are repeated across 3 (or more) subjects in a term, the Form Tutor will inform the HoY who will contact parents for a conversation (by phone call or in person) and decide on actions needed to create the realignment of shared values and expectations. HoY will hold an after-school detention (1 hour) with student to discuss said actions.
Step 5	If Step 4 has not resulted in significant improvement, then the Deputy Head – Pastoral will meet with parents and student to discuss further actions needed to realign values. A CLT detention may be issued at this step.

Inappropriate Behaviour/Appearance Outside Lessons	
Step 1	Teacher gives reminder of expectations and opportunity for self-correction
Step 2	Sanction issued – Recorded on iSAMS. Form Tutor intervention/detention (10 minutes). Discussion of behaviour choices and realignment of shared values and expectations. HoY informed automatically through iSAMS and communication home through Parent Portal on pupil profile page
Step 3	On the 3 rd 'outside lesson' sanction issued in one term, Form Tutor makes a phone call home to inform parents of issues arising and informs HoY. HoY detention (30 minutes) to discuss actions needed to create the realignment of shared values and expectations.
Step 4	If 5 sanctions outside lessons are accrued in a term, HoY contacts parents for a conversation (by phone call or in person) to discuss further actions needed to create the realignment of shared values and expectations. HoY after-school detention (1 hour) to discuss with student said actions.
Step 5	If Step 4 has not resulted in significant improvement, then the Deputy Head – Pastoral will meet with parents and student to discuss further actions needed to realign values. A CLT detention may be issued at this step.

Teaching endeavours to resolve behaviour issues as promptly as possible; Step 1 is intended to resolve matters and teachers should use Step 2 when behavioural issues have not been resolved. Step 2 is also an alert to parents, Form Tutors and Heads of Year that there is an unresolved issue and further intervention is necessary. This will prompt a 10 minute Subject Teacher or Form Tutor detention.

All sanctions should be entered onto iSAMS with detailed notes to report the problem and action taken.

Form Tutors and Subject Teachers will monitor sanctions and contact parents and other members of staff as per the chart above.

Practice (3) – Behaviour Off-Site

Our policy on behaviour also sets expectations for positive behaviour off-site, where pupils' choices of words, actions, and means of presentation may influence the public reputation of the College. This includes behaviour on activities arranged by the College, which are a very important aspect of the educational experience at Abbey Gate College. These include, for example:

- work-experience placements, educational visits, DoE Expeditions and sporting events
- behaviour on the way to and from Abbey Gate College
- behaviour when wearing uniform in a public place
- conduct on school buses or public transport

Possible criteria for regulating off-site behaviour

The College will act reasonably both in relation to expectations of behaviour, and in relation to any measures determined for regulating behaviour, when off-site and not under the lawful control or charge of a College staff member. The College will decide what to take into account in deciding whether a rule or sanction in a particular case is reasonable. The following factors will be taken into account (which may not all apply to every incident):

- 1) The severity of the misbehaviour
- 2) The extent to which the reputation of Abbey Gate College has been affected
- 3) Related to this, whether the pupil(s) in question was wearing uniform or was otherwise readily identifiable as a member of the College
- 4) The extent to which the behaviour in question would have repercussions for the orderly running of Abbey Gate College, and/or might pose a threat to another pupil or member of staff (e.g. bullying another student or discourtesy towards a member of the staff)
- 5) Whether the misbehaviour in question was on the way to or from the College, outside the gates, or otherwise in close proximity to the site
- 6) Whether the action was on work experience, taking part in a course as part of a College programme, or participating in a sports event with another school (i.e. when the pupil might be expected to act as an ambassador for the College), which might affect the chance of opportunities being offered to others in the future
- 7) Inappropriate use of social networking sites, use of ICT, texting etc., using the name of Abbey Gate College (or apparently similar) or making defamatory remarks about staff or other pupils

Objectives for regulating off-site behaviour

- 1) to maintain good order on transport, educational visits or other placements such as work experience
- 2) to secure behaviour which does not threaten the health or safety of pupils, staff or members of the public
- 3) to provide reassurance to members of the public about our approach to the care and management of our pupils and thus protect the reputation of Abbey Gate College
- 4) to provide protection to individual staff from harmful conduct by pupils of the College when not on site
- 5) to preserve the good reputation of the College

Many extended school activities take place on College premises. Behaviour during such activities may be dealt with in the same way as for any other on-site activity.

Communicating the rules on behaviour out of school

The College will liaise with bus companies to agree how behaviour on public or contract transport should be addressed. Clear statements about rewards and consequences (including loss of access to transport) can improve behaviour. Expectations can be made clear through a 'safe travel' lesson as part of induction to the school. Pupils will be reminded about conduct on transport in Assemblies and Tutor time.

The College's *Educational Visits Policy* standard procedure sets clear statements to parents and pupils about behaviour standards and processes.

APPENDIX A: House System – Infant & Junior School

The House System works alongside the Behaviour Chart and is designed to help foster community spirit and encourage competition. There are three Houses at Infant and Junior School: Abbott, Talbot and Douglas.

All pupils are allocated to a House, with siblings being placed in the same House unless specific requests are made to not do so.

House Points

As part of our Reward system, pupils are encouraged to earn House Points. House points are noted by pupils and authorised by teaching staff in Prep Diaries. ~~House and Vice House Captains collect the total number of House points from each class on a weekly basis.~~ They are also recorded on iSAMS which is communicated to parents through the VLE. The weekly totals are announced by House Captains in a Celebration Assembly. Individual targets are set and when these are achieved, certificates are awarded in assembly.

Pupils record their house points in their Prep Diaries and are recorded by teachers on iSAMS. They receive certificates for reaching the following milestones:

- 50 HP
- 100 HP
- 200 HP
- 300 HP

Taken out – weekly award. The pupils with the most House points collected in their House at the end of the year are rewarded at Prize Giving with a certificate. The pupil with the most House points in the whole school at the end of the year wins the Rawlinson-Smith House Point Cup at Prize Giving.

The members of the House with the most House points at the end of each half term are rewarded with a small treat agreed with the house, e.g. non-uniform afternoon, trikes, bikes and scooters session, film treat. The House with the most House points for the year are awarded the House Cup at Prize Giving in July.

To encourage teamwork and to support pupil strengths in a range of areas, competitions are held throughout the year in which the children compete as Houses. These competitions can vary each year and include events such as Cross Country, Quiz, Music Festival and Sports Day.

Reasons for which House points are awarded can be found on the Classroom Behaviour Chart as outlined above.

Class Awards

Class Awards encourage class co-operation. They are awarded to classes when all the children in the class are wearing their uniform correctly, behaving well, lining up well or keeping their classroom tidy. Every week, the class with the most class awards receives a small class prize.

Other Rewards

Pupils are praised regularly and alongside the House Point and Class Awards system through the use of stickers, certificates, special privileges and eco-cards. Excellent work and behaviour are recognised in a Celebration Assembly.

APPENDIX B: House System – Senior School

Allocation - All pupils are allocated to a House. The House System is designed to help foster community spirit and encourage competition, vertically across year groups. Funds for charity are raised through the Houses and all pupils are involved in this important aspect of College community life.

Students - House Captains and Form Prefects will be chosen from the Sixth Form and Year 11.

Staff - All members of teaching staff will be allocated to a House.

Heads of House:

Hastings	-	Mrs L Poyser
Marmion	-	Mr G Darbey
Ripley	-	Dr S Ball

House Assembly - A rota of House Assemblies will be published termly.

House Points - As part of the College's Reward System pupils are encouraged to earn positive house points which are accrued over a full academic year. House points are noted and authorised by teaching staff in iSAMS.

Positive house points may be awarded for:

- Exceptional acts of kindness, courtesy and respect
- Effort over and above expectations on given tasks
- Achievement over and above expectations on a given task
- Being helpful and considerate
- College tour
- Form activity
- Sporting achievement
- Sustained hard work/effort

Whenever a pupil hits the following totals of House Points in addition to a Certificate they will receive a reward as follows:

KS3	KS4
20 Bronze Award	10 Bronze Award
30 Silver Award	20 Silver Award
50 Gold Award	40 Gold Award

After achieving Gold Award pupils will be working towards the highest number of House Points in their year group:



Abbey Gate College

CODE OF CONDUCT

We always aim to:

-  Care for our own Wellbeing
-  Give of our best in learning, perseverance and participation
-  Uphold our high standards of appearance, behaviour and manners
-  Be kind, friendly and respectful to all people
-  Make a positive difference to the lives of others
-  Respect what belongs to others and care for the environment we all share

Learning with Courage and Compassion

 SELF

 SERVICE

 SUSTAINABILITY