

PROMOTING POSITIVE BEHAVIOUR POLICY

The 'School' refers to all staff and students in Abbot's Hill School, which includes the Early Years/Foundation Stage (EYFS), the Pre-Prep, Prep and Senior School.

The term 'parent' refers to those who have a parental responsibility for a child.

MONITORING AND REVIEW

Person Responsible	Head of Senior School
Liaison with	Head, Prep School
Final Signatory	Head
Frequency of Review	Annually at Education Committee
Date of Last Review	September 2023
Date of Next Review	June 2024

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Promoting Positive Behaviour Policy

1. Introduction

At Abbot's Hill School, we are committed to establishing a safe and caring environment, in which each student can realise their full potential in every aspect of school life. All adults and pupils act with courtesy and consideration for others. The school rules which are encapsulated in our code of conduct are intended to encourage the development of the school ethos through our core values.

The School Values can be found at Appendix 1 and the Code of Conduct at Appendix 2.

This policy sets out the standards of behaviour required of students attending Abbot's Hill School and outlines both the rewards used to encourage good behaviour and the sanctions adopted in the event of misbehaviour.

The purpose of this policy is to support effective teaching and learning by providing a structure within which positive behaviour is encouraged and supported through:

1. The recognition and appreciation of achievement in all aspects of school life
2. The application of a fair and consistent system of sanctions which addresses the needs of the individual Abbot's Hill School student (including those with special educational needs or a disability) as well as those of the whole community

The School will make reasonable adjustments for managing behaviour which is related to a student's special educational needs or disabilities. Any religious requirements affecting a student will also be considered.

This document is available to all interested parties on our website and on request from the main school office and should be read in conjunction with the following policies:

- Attendance Policy
- Anti-Bullying Policy
- SEND and EAL Policy
- Equal Opportunities and Inclusive Practice Policy
- Online Safety Policy
- Safeguarding and Child Protection Policy
- Exclusion, Expulsion, Removal and Review
- Relationship and Sex Education Policy

2. Statutory Framework

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

- o Behaviour and discipline in schools: advice for headteachers and school staff, 2016
- o Behaviour in schools: advice for headteachers and school staff 2022
- o Searching, screening and confiscation at school 2018

- o Searching, screening and confiscation: advice for schools 2022
- o The Equality Act 2010
- o Keeping Children Safe in Education (KCSIE)
- o Exclusion from maintained schools, academies and pupil referral units in England 2017
- o Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022
- o Use of reasonable force in schools (2013)
- o Supporting pupils with medical conditions at school

It is also based on the Special Educational Needs and Disability (SEND) Code of Practice.

3. Guiding Principles

It is a privilege to be part of our community. In return its members have a duty to behave in a manner which does them and the school credit. Students should be polite, helpful and considerate; they should behave sensibly and with sensitivity towards others.

All students should show a full and proper commitment to their academic studies and co-curricular activities. Good behaviour in lessons is essential for students to learn successfully and behaviour that inhibits learning in lessons will not be tolerated. The very highest standards of conduct are expected and insisted upon, not only in the School building and during lessons, but also on the sports field and on trips and visits.

Good behaviour is promoted at Abbot's Hill School in several ways, and there is a strong pastoral ethos which encourages positive moral, social and spiritual attitudes.

A copy of our Values and Code of Conduct is on display in all classrooms. These values are embedded throughout assemblies, tutor times, the PDE programme and the curriculum.

Members of staff are expected to act as positive role models, as are Prefects and those students at the top of the Prep and Senior School. The good reputation of the school can only be maintained by regular reminders to students of our expectations of them. The standards of the school will be as high as the standards expected of the students by our staff.

4. Aims and Scope

The School takes the view that rewards are more effective than punishment in motivating students and is committed to promoting and rewarding good behaviour.

A system of rewards and sanctions applies across the entire range of students. It seeks to create and reinforce positive relationships between all members of the school community, and with the wider community it serves. It also endeavours to promote respect for personal and communal property.

All staff are encouraged to respond to all evidence of commitment, good work and positive behaviour (whether within the classroom or without) with praise and reward and, further, to share this with others. This policy is applied fairly so that:

- (a) all students are motivated to seek praise and reward,
- (b) sanctions are both consistent and proportionate, and
- (c) it is clearly understood and valued by staff, students and parents.

Our aim is to foster a culture within our student body of respect for both other students and staff, and for the school environment. We aim to instil a sense of personal and communal responsibility, both regarding academic work and life outside of the classroom, in accordance with the Code of Conduct.

Through the implementation of this policy, the Abbot's Hill School community should be able to recognise and understand what behaviour is expected and why. Rewarding positive conduct and work should always be the priority. Unacceptable behaviour should not be allowed to impact on the well-being of others.

We aim to ensure a consistent approach to behaviour management and so this policy sets out, for pupils, parents and staff:

- The Values that we uphold as a community (Appendix 1)
- The School's Code of Conduct and school rules (Appendix 2)
- How the School and its staff will promote and **reward** positive behaviour and achievement (Appendix 3)
- How the School and its staff will act to **sanction** instances of poor behaviour (Appendix 4)
- How the school will act when it is necessary to **search** pupils and **confiscate** items
- How the school will use **reasonable force**
- What items are **prohibited** (Appendix 5)

This policy applies to all students when they are:

- On the school premises, or in the care of the school, or wearing school uniform, or are otherwise representing or associated with the school in any way, on journeys to and from school;
- On school trips or during school-related activities at any time;
- During online activities associated with the school;
- It includes conduct that may occur away from school that affects the welfare of a member or members of the school community, or which brings the school into disrepute.

5. Roles and Responsibilities

The **Governing Board** is responsible for monitoring this policy's effectiveness and holding the Head to account for its implementation. The **Head** has overall responsibility for Behaviour and Discipline. This responsibility is delegated to staff for day-to-day management of behaviour and discipline. All **staff and volunteers** (including teaching staff and support staff, governors, vetted volunteers and freelance workers where they are likely to be involved in teaching/supervision of students) are made aware of the Promoting Positive Behaviour Policy during their induction and through ongoing training and are expected to uphold this policy at all times in order to promote and maintain good order and discipline in the general course of their work.

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

Parents and carers who accept a place for their child at Abbot's Hill School undertake to uphold the school's policies when they sign the Parent Contract. They are expected to support the school with the implementation of this policy and the Code of Conduct and in matters such as attendance and punctuality, behaviour, uniform/dress and appearance, standards of academic work, extra-curricular activities and homework/private study.

The school believes strongly in the power of working in close co-operation with parents and families for the best outcome for every student. Therefore, we are keen for parents to be as actively involved as possible in the education of their child.

Contact with parents may include:

- Routine contact via the form tutor or class teacher during the academic year, via 'phone or email
- Meetings
- Early involvement through planning and discussions for academic or pastoral interventions
- Invitations to agency meetings

Parents/guardians are welcome to approach the school for informal or formal discussions about their daughter's education.

A parent education programme will be provided to support positive parenting and all Abbot's Hill families will have access to the TooledUp suite of resources.

Pupils will be made aware of the following during their induction into the school:

- The expected standard of behaviour they should be displaying at Abbot's Hill School
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standard, and the sanctions they will face if they don't meet the standard
- The pastoral support that is available to them to help them meet the behavioural standards

According to their age and stage, pupils will be supported to meet the behaviour standards and behavioural culture.

From time to time, pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy. This may be through School Council or an online survey.

Extra support and induction will be provided for pupils who are ad-hoc arrivals through the use of taster and induction days. It is recognised that pupils who have recently joined the school may require time to adapt to that transition. Appropriate guidance and support will be given to the pupil concerned.

6. Rewards – recognising and celebrating achievement.

At Abbot's Hill, we know that it is important that we recognise and applaud the work and positive outcomes of our students throughout every sphere of school life; students should perceive that our first instinct is to notice and applaud their achievements and that the school recognises the importance of praise and rewards in promoting good behaviour.

Appendix 3 sets out our current system of Rewards in the Prep and Senior School.

All members of staff are expected to lead by example in promoting good behaviour by fostering positive interactions between pupils, fellow staff and parents based on mutual respect, self-discipline, courtesy and good-humour.

Excellence is recognised most commonly with positive verbal comments to the pupil from the teachers, pastoral staff and support or peripetetic staff who work most closely with them.

Other forms of reward may include:

- Written comments on pupils' work
- Rewards
- Prizes
- Clan points and certificates
- Commendations
- Postcards home
- Notable achievements mentioned in the weekly newsletter or on the school website or social media
- Awarding of half and full Colours
- Promotion of pupils to positions of responsibility
- Academic and achievement prizes

In addition to verbal praise, the school operates a system of Achievement Points (APs) and Clan Points (CPs).

For daily rewards/awards, there are two systems: Achievement Points and Clan Points.

Clan Points (CPs)

These are physical tokens that are handed out by staff. Physical token boxes are housed in main house opposite library (by staircase) for the Senior school and outside the Head of Prep's office for the Prep school. At the end of term, tokens are counted and combined and the winning Clan announced.

CPs are awarded for:

Community spirit– kindness, friendliness, politeness, selflessness, helpfulness, teamwork etc. Given by staff when they witness community spirit (eg someone helping another pupil who has dropped their tray in the dining hall or showing real care and support to a friend in need).

Clan Events – a programme of clan events takes place throughout the year with both small-scale events that happen during lessons/lunch time and larger scale events like Clan Music and Sports Day.

Achievement points (APs)

These are in recognition of individual achievement and awarded and logged by staff on SchoolBase alongside sanctions. In the Prep school, these are initially logged on ClassDojo and may be referred to as Dojo Points and totals transferred to SchoolBase by the Class Teacher. These are monitored by HOYS and allow for regular recognition in year group assemblies, postcards home, positive phone calls etc.

The table below lists examples of what might constitute 1, 2 or 3 APs:

1 AP	2AP	3AP
<ul style="list-style-type: none">• Positive attitude in lessons• Active learning (asking questions/getting involved)• Contributing effectively to class discussions• Taking pride in work presentation and organisation• Commitment to co-curricular club/ clinic	<ul style="list-style-type: none">• Showing leadership in lessons• Excellent piece of classwork/homework• Excellent effort in classwork/homework• Demonstrating excellent team work: listening well to others, making suggestions and driving the learning forward• Finding creative solutions to problems and being an independent thinker• Representing the school in a fixture/competition	<ul style="list-style-type: none">• Outstanding contribution – going above and beyond• Extended project work of an excellent standard• Helping to plan and deliver assemblies, events or workshops• Representing the school at County/ national competitions• Taking a role of responsibility within a subject (eg updating/ creating displays)

7. School Sanctions (consequences)

It is extremely important that poor behaviour is addressed, and at Abbot's Hill School we will not tolerate poor conduct or unkindness. The system for sanctions includes a staged approach through a warning, detentions at lunchtime or after school for example.

Following a sanction, the school will consider strategies to help pupils to understand how to improve their behaviour and meet the expectations of the school.

Support or advice may be sought from our Pastoral Support Assistant or Counsellor; or external support from a GP or another agency may be advised.

Internal support could include measures such as:

- Reintegration meetings following a suspension (after which all details will be confirmed in writing and shared with the parents, pupil and relevant staff).
- Daily contact with the Pastoral Support Assistant, HoY or SLT.

- A report card with personalised behaviour goals. This is intended as a short-term intervention to support students in their efforts to improve in areas such as organisation or punctuality and should not be viewed as a punishment.

Nature of sanctions

Every system of rewards must equally have a process for challenging poor conduct. Sanctions will be imposed for failing to meet our Code of Conduct. They will be fair, reasonable, and consistent with this policy. Sanctions should never be humiliating, degrading, inappropriate or disproportionate, nor should they compromise the health and safety of the student or others.

The system of sanctions is designed to improve student behaviour. Consequently, students in receipt of sanctions will be properly supported by the school's pastoral system.

All forms of corporal punishment are unlawful. Furthermore, any sanction imposed on a student will take account of any disability, special educational need or specific learning difficulty or religious belief.

Finally, where misbehaviour by a student raises concerns over a child's safety and welfare, such concerns will be dealt with in accordance with the School's Safeguarding Policy.

Sanctions – system

The Sanction grids at **Appendix 4** outlines the system for the awarding of sanctions in the Prep and Senior School.

It is important that appropriate use is made of Schoolbase and CPOMS as set out in the Sanction grids. This is so that if there are difficulties occurring in several areas this will quickly become apparent.

The usefulness of parental contact should never be underestimated and whenever a student is giving regular cause for concern this should be considered.

Where the misbehavior is exhibited by a student who is on the school's SEND register, the SENDCo will liaise with those staff concerned to ensure consistency and that sanctions are appropriate.

If the problem is one that spreads across several year groups, the Deputy Head and relevant Heads of Year/stage will coordinate the disciplinary process.

In the Senior School, after school detention will take place for one hour on a given day. Sufficient notice will be given to allow parents time to amend their child's travel arrangements if that should prove necessary (24 hours is the normal requirement).

8. Use of Personal Devices and Mobile Phones

school recognises that personal communication through mobile technologies is an accepted part of everyday life for pupils, staff and parents/carers, but technologies need to be used safely and appropriately within school.

All use of personal devices and mobile phones will take place in accordance with the law and other appropriate school policies, including, but not limited to:

- Anti-Bullying
- Safeguarding and Child Protection.
- Online Safety Policy
- ICT Acceptable Use Agreement

Electronic devices of any kind that are brought onto site are always the responsibility of the user. The school accepts no responsibilities for the loss, theft, damage or breach of security of such items on school premises.

Mobile phones and personal devices are not permitted to be used in specific areas within the school site such as changing rooms, toilets and the swimming pool.

Mobile phones should not be visible once pupils are on site and should be put in the appropriate safe place swiftly once pupils arrive at school. At the end of the school day, pupils may keep their mobile phone visible to check collection arrangements with parents if they are waiting for collection in Prep (study) in the Library after 4.45pm.

The sending of abusive or inappropriate messages/content via mobile phones or personal devices is forbidden by any member of the community; any breaches will be dealt according to this policy.

All members of the community are advised to ensure that their mobile phones and personal devices do not contain any content which may be offensive, derogatory or would otherwise contravene this or the Safeguarding and Child Protection policies.

Pupils' Use of Personal Devices and Mobile Phones (Years 7-11)¹

Pupils will be educated regarding the safe and appropriate use of personal devices and mobile phones and will be made aware of boundaries and consequences. Pupils' personal devices and mobile phones are expected to be kept in a secure place as directed by staff according to their year group.

If a pupil needs to contact his/her parents or carers they should go to the school office and ask for the call to be made by a member of the office team. Parents are advised to contact their child via the school office during school hours rather than via students' personal phones.

Mobile phones or personal devices will not be used by pupils during lessons or formal school time unless as part of an approved and directed curriculum-based activity with consent from a member of staff.

¹ Pupils in Year 6 may bring a mobile phone to school if they are walking to or from the school bus alone. Their phone must be handed to the Head of Prep's PA on arrival and collected at the end of the day.

Mobile phones and personal devices including smart watches must not be taken into examinations. Pupils found in possession of a mobile phone or personal device during an exam will be reported to the appropriate examining body. This may result in the pupil's grade in that examination or all examinations being nullified.

If a pupil breaches the school policy, the phone or device will be confiscated and will be held in a secure place.

Searches for and of mobile phone or personal devices will only be carried out in accordance with the relevant government guidance. Schools are not required to inform parents before a search takes place or to gain consent for a search for a prohibited item, or item which a member of staff reasonably suspects has been or is likely to be used to commit an offence or to cause personal injury or damage to the property of any person.

A search without consent will only be conducted by a member of staff of the same sex as the pupil being searched and authorised by the Head. There will also be a member of staff acting as a witness.

See *Searching, screening and confiscation* Section 17 below.

Where the person conducting the search finds an electronic device that is prohibited by the school rules or that they reasonably suspect has been, or is likely to be, used to commit an offence or cause personal injury or damage to property, they may examine any data or files on the device where there is a good reason to do so. They may also delete data or files if they think there is a good reason to do so, unless they are going to give the device to the police.

However, if there is a concern that the device contains evidence in relation to an offence, e.g. pornographic image of a child or an extreme pornographic image, staff must not view any images/content, must turn it off and confiscate the device, then liaise with Head/Head of Prep to give the device to the police as soon as possible. In this event, a safeguarding concern would be raised and the DSL informed.

If there is a suspicion that material on a pupil's personal device or mobile phone may be illegal or may provide evidence relating to a criminal offence, the device will be handed over to the police for further investigation.

The confiscation and searching of a phone or other digital device will normally be carried out in consultation with a member of Exec.

Parents will be contacted in all cases of concern over prohibited items or inappropriate use of technology, unless doing so may put the child at risk of harm.

Advice from other agencies may also be sought.

9. Misbehaviour - definitions

For clarity, the following definitions are used throughout this policy:

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of child-on-child abuse
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour like interfering with clothes
 - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are detailed in **Appendix 5**

10. Child-on-Child abuse

Abbot's Hill School does not tolerate bullying, physical threats, discrimination, abuse or intimidation of any kind. Such incidents are dealt with quickly and effectively. Further details of the school's approach are in the school's Anti-bullying Policy.

11. Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored. Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report

- Carrying out risk assessments, where appropriate, to help determine whether to:
- Manage the incident internally
- Refer to early help
- Refer to children's social care
- Report to the police

Please refer to our Safeguarding and Child Protection Policy for more information.

12. Tobacco, e-cigarette, alcohol or drug related incidents

Abbot's Hill School has regard to the DfE guidance in Searching, screening and confiscation (September 2022). Accordingly, possession of alcohol, illegal drugs, tobacco, e-cigarettes and cigarette papers by pupils is prohibited **on school premises and while pupils are under school control (including on trips or fixtures, while they are travelling to and from school or wearing school uniform).**

If the school becomes aware of the buying, selling (or taking) of illegal drugs outside of school or via social media, the school may act on a case-by-case basis, considering the impact on pupil or peer group and the reputation of the school.

The Head/Head of Prep will decide on the seriousness of any tobacco, alcohol or drug-related incident and whether it can be managed internally by the school or if the police should be informed or consulted, and if the name of the pupil should be withheld or divulged. The school has no legal obligation to report the incident. However, the school has a good relationship with the police and could discuss the case with them and would contact the police should any illegal drugs need disposal.

Anyone involved in **buying, selling, possessing or using drugs** (except under medical advice) may forfeit the right to remain at the school.

The normal punishments are as follows:

- Exclusion in the case of someone found to be in possession of and/or using drugs in school.
- Exclusion in the case of someone found selling drugs to others.
- Suspension in the case of someone found using drugs outside of school, pending a decision about her future as a pupil of Abbot's Hill School.

13. Investigations into incidents

Should a student's behaviour require an investigation, speed and confidentiality are of the essence. It is school policy that, save in the most exceptional circumstances, parents are not present at investigatory interviews whilst these are at an initial enquiry stage. However, if possible, another adult will be present during a student interview. If the conclusion of an investigation at the enquiry stage is that permanent exclusion may need to be considered, parents will be invited to be present at a further interview. In the intervening period a student may be suspended and sent home.

14. Suspension and Exclusion from school

In the most serious incidents, the Head and / or the Head of Senior School and / or Head of Prep teachers may use the following sanctions:

- Internal suspension (also known as internal exclusion)
- Suspension from School (also known as Temporary Exclusion)
- Expulsion (also known as Permanent Exclusion)

A decision to exclude a child for a fixed period or permanently will be taken only for instance when:

- There has been a serious breach, or serious breaches, of the school's promoting positive behaviour policy and/or any related policies such as the Code of Conduct, Acceptable Use Agreement, Anti-Bullying policy, Alcohol and Drugs policy for example.
- There has been a build-up of incidents over time, which, in the professional judgement of the Head constitutes a concerted flouting of the school's rules and regulations. Whilst generally exclusion is not an appropriate sanction for minor incidents, in such cases of repeated breach, a fixed period exclusion may be given, and any subsequent failure to abide by the school's rules and regulations could give rise to permanent exclusion; or
- If allowing the student to remain in school will seriously harm the education or welfare of other students in the school or the welfare of staff.

In some cases, these sanctions will be evoked sequentially. However, a single breach of school discipline of a major kind may justify permanent exclusion without any previous Head's sanction having been invoked.

The Head of Senior School and/or Head of Prep issue suspensions. Before deciding to suspend a student, they will:

- Ensure that an appropriate investigation has been conducted
- Ensure that all the relevant evidence has been considered
- Give the student an opportunity to be heard
- Consult with the Head and other relevant staff

Exclusions may be internal (where the student is excluded from lessons and works under the supervision of a member of SLT or the Pastoral Team) or, for more serious offences, exclusion from school.

Serious disciplinary incidents and the sanctions imposed are recorded and stored with the Head.

For acts of aggression or behaviour which potentially threatens the health and safety of others, the school reserves the right to involve the police.

Equally, if the school considers that the behaviour might be linked to a young person suffering, or being likely to suffer, significant harm, safeguarding procedures will be applied as appropriate.

In all cases of Fixed Period or Permanent Exclusion full fees will remain payable for the term in which it occurs. Work will generally be set for a student to do at home during the period when they are suspended. In addition, consideration will be given to any relevant problems of the suspended student and how they might be addressed in the interim together with reintegration post-suspension.

The Head of Senior School or Head of Prep will inform parents without delay by telephone, followed up by a letter stating the length of suspension, and the reasons.

Expulsion (Permanent Exclusion)

For full details please refer to the separate policy on Fixed and Permanent Exclusion from School. Only the Head can expel a student. Before doing so, the Head will follow the same procedure as for suspension/fixed term exclusion.

Permanent exclusion can follow from a range of offences including any matter pertaining to a serious breach of the school rules. Such reasons may include (but are not limited to) the possession, use or distribution of alcohol, tobacco, illegal substances, and recreational drugs (including “legal highs”); anti-social behaviour (including cyber bullying); bringing the school into disrepute (including verbally, in print or online); gambling; stealing.

Repeat offences are particularly likely to give rise to a temporary or permanent exclusion. In making decisions about exclusion the Head will consider any special educational needs, disabilities, gender, and cultural differences that may be relevant to the case.

15. School records

Records of all detentions are retained and monitored by pastoral staff using CPOMS and Schoolbase. The Head keeps a record of serious disciplinary sanctions and reports serious disciplinary cases to the Governing Board.

16. Reasonable adjustments

The school recognises its duties under the Equality Act 2010.

We believe that all staff in our school need to take account of the individual needs and circumstances of the students when implementing behaviour policies.

We expect staff to make reasonable adjustments in the application of our behaviour policy for students with special educational needs and/or disabilities. All staff will be provided with regularly updated information regarding students who have special educational needs and/or disabilities. It is expected that staff will use this information wisely when implementing the school Promoting Positive Behaviour Policy.

17. Confiscation, searches, screening

1. Informed consent

The School staff may search a student with their consent for any item. If a member of staff suspects that a student has a banned item in their possession, they should ensure the pupil understands the reason for the search and how it will be conducted so that their agreement is informed. If the student refuses, the staff member will need to consider the urgency of the search and whether it should be undertaken without consent.

2. Searches without consent

In relation to prohibited items, the Head, and staff authorised by the Head, may search a student or a student's possessions, without their consent, where they have reasonable grounds for suspecting that a student has a prohibited item in their possession such as those listed in Appendix 6.

Such action will be taken in accordance with the DfE guidance 'Screening, searching and confiscation: advice for schools' (September 2022).

18. Use of Reasonable Force

Abbot's Hill School has regard to the DfE guidance on the Use of Reasonable Force (July 2013). All members of school staff have a legal power to use reasonable force. It covers a broad range of actions that involve a degree of physical contact with pupils.

Force is usually used to either control or restrain. 'Reasonable' means using no more force than is needed to achieve the desired result and staff where possible should attempt to avoid causing injury to the pupil.

Force is used for two main purposes

- To control pupils e.g. Passive physical contact (standing between pupils) or active physical contact such as leading a pupil by the arm out of the classroom if they have refused to do so.
- To restrain them e.g. To hold back physically or to bring under control, if they are behaving in a disruptive manner, potentially causing a risk to their own safety or that of others. This can range from guiding a pupil to safety by the arm, to more extreme circumstances such as breaking up a fight or where a pupil needs to be restrained to prevent violence or injury.

The decision on whether to physically intervene is down to the professional judgement of a member of staff and should always depend on individual circumstances.

19. Malicious allegations

The school recognises that there may be occasions when a student justifiably needs to raise issues about the actions of a member of staff and has procedures for dealing with such concerns.

However, where the allegation is clearly one of malicious intent or fabrication, the school will give due regard to the most appropriate disciplinary sanction to be taken which may include temporary or permanent exclusion, as well as referral to the police if there are grounds for believing a criminal offence may have been committed.

The school will also take seriously inappropriate use of technologies including mobile and social networking sites which are targeted at members of staff.

This Policy is intended to apply both on and outside school premises to the extent that the behaviour has an impact on the school or wider community or any member thereof.

In accordance with Part 4 of the DfE's current guidance Keeping children safe in education (KCSIE), the school will consider a malicious allegation to be one where there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive.

Please refer to our [Safeguarding and Child Protection Policy](#) for more information on responding to allegations of abuse against staff or other pupils.

20. Monitoring arrangements

Monitoring and evaluating school behaviour

The school will collect termly data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusion and suspension
- Use of time out cards and the pastoral hub
- Incidents of searching, screening and confiscation

The data will be analysed every term by the senior leadership team and reported to the Education Committee and Full Board every term.

The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By location in the school
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle it.

Monitoring this policy

This behaviour policy will be reviewed by the Head of Senior School with the Head of Prep and approved by the Head prior to ratification by Education Committee who will recommend it to the Full Board. This process will take place at least annually, or more frequently, if needed.

Issue Date: September 2023

Review Date: June 2024

A handwritten signature in black ink, appearing to read 'K. Gorman', with a stylized flourish at the end.

Mrs Kathryn Gorman
HEAD

Appendix 1: Whole School Values



CODE OF CONDUCT

There is one rule for all of us at Abbot's Hill: adults and pupils
act with courtesy and consideration for others.
We support our school values in the following ways:-

**Be kind**

**Be authentic**

**Be involved**

**Be Curious**

**Be challengers**

Appendix 2: Code of Conduct

Code of Conduct



There is one rule for all of us at Abbot's Hill: adults and pupils act with courtesy and consideration for others.

We support our school values in the following ways:-

Be kind

- We are respectful and inclusive to all and celebrate the diversity of our community
- We show humility at all times
- We empower others: always trying our best to encourage and enable one another to succeed
- We care about each other and are considerate of other people's feelings
- We respect ourselves, others and our environment

Be authentic

- We are unique. Proud of ourselves and our individuality.
- We are sincere in the way we interact with others and show integrity in the way we behave in all aspects of life
- We are true to our feelings and beliefs in the way we reflect on our actions and learn from them
- We take pride in our responsibilities

Be involved

- We work hard as part of the school and contribute to the community beyond Abbot's Hill
- We are proud of the school, its history and tradition
- We always give our best and embrace opportunities
- We celebrate other people's successes and achievements
- We are positive role models

Be curious

- We love to learn, create and use our imagination
- We are inquisitive: we explore new opportunities
- We ask questions about the world around us
- We embrace calculated risk and seek adventure

Be challengers

- We persevere in the face of challenge: we are resilient
- We are self-motivated, ambitious and determined to develop and improve through work and play now and into the future
- We prioritise our physical and mental wellbeing
- We have the freedom to speak out and to voice our own ideas
- We have the courage to test our ideas, to fail and to adapt as we prepare for life beyond school
- We have fun

Appendix 3 – Rewards and Prizes

Summary of Rewards and Prizes Prep School

Type of award	Awarded by	Awarded How	Recorded	What for
Achievement Point	Teaching Staff	Verbally and physically (but recorded online)	On ClassDojo and transferred to SchoolBase	Individual and Academic achievement (see table below)
Achievement Point certificates	Class teacher	Physically in celebration assembly	On SchoolBase	Bronze: 50 APs Silver: 100 APs Gold: 150 APs Platinum: 200 APs
Clan Points	All staff	Physical tokens given or digital tokens online	Physical tokens in containers or digital tokens on School Intranet	Community spirit: friendliness, kindness, politeness, inclusion, helpfulness
Postcards home	Teaching Staff	Sent in post	On SchoolBase	Particularly impressive work, notable improvement or effort, wider contributions
Subject prizes	Head/ Deputy Head	Physically in Celebration assemblies. Badge and certificate	On SchoolBase	Impressive academic performance, attitude or involvement in subject lessons
Values Prizes	Head/ Deputy Head	Physically in Celebration assemblies. Badge and certificate	On SchoolBase	Consistently displaying attributes of one or more of the school values
Class Teacher Award	Class Teacher	Physically in end of term Celebration Assembly	On SchoolBase	Excellent contribution to the class
Head's Award	Head	Physically in end of term Celebration Assembly	On SchoolBase	Outstanding contribution and/or achievement in school life

Summary of Awards and Prizes Senior School

Type of award	Awarded by	Awarded How	Recorded	What for
Achievement Point	Teaching Staff	Verbally and physically (but recorded online)	On SchoolBase	Individual and Academic achievement (see table below)
Achievement Point certificates	HOY	Physically in HoY assembly	On SchoolBase	Bronze: 50 APs Silver: 100 APs Gold: 150 APs Platinum: 200 APs
Clan Points	All staff	Physically and online	Physical tokens in containers or digital tokens on School Intranet	Community spirit: friendliness, kindness, politeness, inclusion, helpfulness
Postcards home	Teaching Staff	Physically	On SchoolBase	Particularly impressive work, notable improvement or effort, wider contributions
Subject Commendations	HOD (In discussion with departments)	Physically in HoY assemblies	On SchoolBase	Nominations for academic performance, attitude or involvement in departmental matters
Individual subject prizes	HODs	Physically in Mark Reading	On SchoolBase	Impressive academic performance, attitude or involvement in departmental matters
Academic Prizes	SLT	Physically in Commem	On SchoolBase	Multiple nominations or recipient of subject commendations or prizes
Values Prizes	SLT	Physically in Commem	On SchoolBase	Consistently displaying attributes of one or more of the school values
CC/HoD/HoY Commendations	Clan Coordinators/ HoYs	Physically in HoY assemblies	On SchoolBase	Impressive attitude and involvement in Clan or year group matters
Colours	Directors of Sport, Music and Drama	Physically in Mark Reading	On SchoolBase	Sustained and/or significant involvement and/or achievement in Sport, Music or Drama. See Colours for criteria

Head's Award	Head	Physically in Commem	On SchoolBase	Outstanding contribution and/or achievement in school life
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Appendix 4: Table of Sanctions

What to do when pupil behaviour falls short of expectations

High standards of behaviour pervade all aspects of school life. Our aim is to create a calm, safe and supportive environment that limits disruption. Staff model the expected standards in their own day-to-day interactions with pupils.


Staff deal proactively with minor breaches of the code of conduct as they occur e.g. rudeness or bad language, even when heard accidentally. As part of instilling high expectations, these types of behaviours should not be tolerated.

Our aim is to prevent misbehaviour rather than sanction poor behaviour after it has occurred. This means that we strive to build excellent relationships with our pupils, understanding their needs and how to meet them and seeking advice and guidance where necessary. Staff must ensure that they raise and discuss concerns in behaviour, organisation or lateness, where necessary speaking to the Head of Year, SENDCo or pastoral team to better understand the pupil's context and needs. If issuing any sanction at Level 2 or above, this wider picture should be sought to ensure fairness and that reasonable adjustments for particular personal circumstances have been made where necessary.

From time to time and despite the best efforts of staff, behaviours may fall below the expected standard. The table below sets out how to issue sanctions, who is responsible for issuing sanctions, how they should be recorded and at what stage parents should be involved.

All sanctions must be applied consistently and fairly by all staff, including volunteers.


Senior School – Sanction table 1

Sanction	Given by	Examples	Consequences could include	Recorded	Parents
WARNING		<p>For a first, minor offence, admonishment or brief conversation to correct behaviour will suffice with no need for further action.</p> <p>Remind the pupil immediately of our classroom expectations and school values.</p> 		No	No
Level 1 Minor behavioural issue	All Staff	<p>Low-level disruption, phone visible (excluding during Prep) late, incorrect uniform.</p> <p>Failure to complete homework</p> <p>Incorrect equipment</p> <p>Incorrect PE Kit</p>	<p>5 x L1 in a half term. = Level 2 (lunchtime detention) Form Teacher to coordinate</p> <p>2 failed homework submissions from one subject in any half term = Level 2 (lunchtime detention)</p>	SB	Email via SB Form Tutor or Class teacher

		Confiscation of Jewellery	Give to Pastoral Support Assistant Collected 1 week from the day of confiscation.		
Level 2 Repeated or more serious behavioural issues.	All Staff	Failure to correct behaviour	Lunchtime detention Misbehaviour is addressed by Form Tutor. HoY may be involved. Targets set and recorded on CPOMS	SB	Email via SB Form Tutor or Class teacher Phone call home if appropriate
		Deliberate, unkind behaviour.	One-off, more serious unkind behaviour = lunchtime detention immediately. Tutor/HOY to sanction. Apology letter if appropriate.	SB	Pastoral Support
		Device misuse (eg. Emailing or incorrect use during lessons, use of phone around school, or in possession of phone after registration)	Lunch detention – focused task. Pastoral Support Assistant to set Confiscate to Pastoral Support Assistant	SB	

Level 3 Serious behavioural issue	HOY SLT	<p>Abuse of technology. Eg Photos, Videos, inappropriate websites.</p> <p>Behaviour is dangerous, disrespectful or unkind</p> <p>Rude or inappropriate language.</p> <p>Repeated/sustained poor approach to learning and standards. E.g. 2 detentions in a half-term.</p> <p>Behaviour has resulted in removal from lesson.</p> <p>Level 2 behaviour has not changed or corrected.</p>	<p>After school HoY detention – apology letter.</p> <p>Removal from Lesson by SLT</p> <p>Misbehaviour addressed by HoY. On report. Behaviour support plan implemented.</p>	CPOMS	<p>Phone Call home</p> <p>Parent meeting where appropriate</p>
Level 4 Very serious behavioural issue	SLT	<p>Serious breach of school rules.</p> <p>Bullying or abuse, including verbal, physical or online.</p> <p>Prohibited items brought onto site.</p>	<p>Friday SLT detention. Internal suspension may be imposed.</p> <p>Apology letter.</p> <p>Misbehaviour addressed by SLT On report - SLT</p> <p>Behaviour support plan implemented.</p> <p>Parent meeting in school.</p>	CPOMS	Parent Meeting
Level 5	KG	<p>Major breach of school rules or continuation of level 4 behaviours.</p>	<p>Longer-term external suspension or permanent exclusion or required to withdraw.</p>	CPOMS	Parent Meeting

Prep School – Sanction table 2

	<u>Behaviour</u>	<u>Examples</u>	<u>Outcome</u>
<u>Gentle Reminder</u> (for low-level unsatisfactory behaviour)	Pupil does not follow classroom expectations or school values	<ul style="list-style-type: none"> Shouts out Distracts others Interrupts a teacher or another child when they are talking Gets up and walks around the classroom without asking Walks into the room without knocking Off task Does not share Does not work proactively in the team Leaves table a mess / chair not tucked in Not following a teacher's instruction Not working to their best 	<ul style="list-style-type: none"> Remind the pupil immediately of our classroom expectations and school values. 
<u>Warning</u>	Child continues to not follow classroom expectations or school values	<ul style="list-style-type: none"> Continues low-level unsatisfactory behaviour Speaks disrespectfully to a member of staff Behaves disrespectfully to a member of staff, e.g. eyerolling Uses unkind words Moving around the School without due care for others <i>*Incorrect uniform</i> 	<ul style="list-style-type: none"> Adult to have a one-to-one conversation with the pupil (as soon as possible) Adult to ask the pupil to explain their behaviour, give supportive advice and warn pupil about the next stage and consequences Pupil to apologise to the relevant person Adult to share incident with Class Teacher and discuss at phase meetings (add to minutes). <p><i>*Teacher to speak to parent to remind them about uniform (ask for HOY support if needed)</i></p>
	Repeated unsatisfactory behaviour	<ul style="list-style-type: none"> Continues low-level unsatisfactory behaviour 	<ul style="list-style-type: none"> Adult to have a one-to-one conversation with

	<u>Behaviour</u>	<u>Examples</u>	<u>Outcome</u>
<u>Level 1 Sanction</u>			<p>the pupil (as soon as possible)</p> <ul style="list-style-type: none"> Ask the pupil to explain their behaviour, give supportive advice and inform pupil about the consequences - apology, missed break Class Teacher phones home to parents Class Teacher logs incident on CPOMs and relevant staff alerted Discussed at Phase Meetings and staff to monitor pupil behaviour. <p><i>NB: If poor behaviour continues the next stage involved the HOY who will meet with the child and inform parents.</i></p>
	One-off, moderately serious behaviour	<ul style="list-style-type: none"> iPad/device misuse (this may be Level 2 if more serious) Unfriendly group behaviours Intentionally unkind to someone Being inappropriately physical Being argumentative Shouting inappropriately around the School Loitering in unsupervised areas Inappropriate use of language 	
<u>Level 2 Sanction</u>	Repeated unsatisfactory behaviour	<ul style="list-style-type: none"> Continues low-level unsatisfactory behaviour 	<ul style="list-style-type: none"> Adult to have a one-to-one conversation with the pupil (as soon as possible). Class Teacher informed. Pupil explains their behaviour, class teacher to give supportive advice and inform pupil about the consequences ... HOY (Y3/4 or Y5/6) to meet with child and calls home to parents HOY to decide consequences: apology letter, missed break / lunch, possible removal of privileges and targets set and closely monitored by Class Teacher and HOY. HOY logs incident on CPOMs and relevant staff alerted/shared with staff at Staff Meeting.
	A one-off serious behaviour	<ul style="list-style-type: none"> Very unfriendly group behaviours Intentionally very unkind to someone Being very inappropriately physical Very disrespectful Dangerous behaviour Refusal to work in class in spite of support already in place 	
	Repeated unsatisfactory behaviour	<ul style="list-style-type: none"> Continues low-level unsatisfactory behaviour 	<ul style="list-style-type: none"> Adult to have a one-to-one conversation with the pupil (as soon as possible).

	<u>Behaviour</u>	<u>Examples</u>	<u>Outcome</u>
<u>Level 3 Sanction</u>			<ul style="list-style-type: none"> • Class Teacher and HOY informed. Pupil explains their behaviour, class teacher to give supportive advice and inform pupil about the consequences ... • SLT to meet with child. SLT calls parents to inform of the incident and arranges a meeting with them in-person, at School. • SLT to decide consequences: internal suspension, removal of privileges, targets set, and child plan put into place. • SLT logs incident on CPOMs and relevant staff alerted/shared with staff at Staff Meeting • SLT has a follow up meeting with child at sets a date for review. <p><i>NB: Head of Prep may need to attend parent meeting.</i></p> <p><i>Level 4s automatically to Head of Prep and move to Sanction table 1 above.</i></p>
	A one-off, very serious behaviour	<ul style="list-style-type: none"> • Physical bullying • Verbal bullying • Online bullying • Stealing • Vandalism • Serious iPad/device misuse 	

Appendix 5: Prohibited Items

Prohibited items include:

- weapons
- alcohol
- illegal drugs
- stolen goods
- tobacco products (including e-cigarettes)
- pornographic images
- fireworks
- anything that has been, or is likely to be, used to cause injury or commit an offence