

Abbeyfield  
School



# Abbeyfield School Attitudes for Learning Policy

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| <b>Author:</b>              | Deputy Headteacher             |
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I've come to a frightening conclusion that I am the decisive element in the classroom. It's my personal approach that creates the climate. It's my daily mood that makes the weather. As a teacher, I possess a tremendous power to make a child's life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or heal. In all situations, it is my response that decides whether a crisis will be escalated or de-escalated, and a child humanized or dehumanized." — **Haim Ginott**

## 1. Aims

### 1.1

This policy is designed to provide a consistent approach to all aspects of behaviour and attitudes at Abbeyfield School. Our focus is to maintain and uphold an atmosphere where students can fulfil their academic potential and develop fully as individuals. We recognise that there are occasions when behaviour falls below our high expectations and students' needs and difficulties are considered to safeguard their interests and that of others. The guidelines within this policy outline our processes when behaviour is unacceptable, impacts the learning environment and prevents staff from teaching and children from learning.

### 1.2

To ensure that we maintain excellent pastoral support for our learners and the Abbeyfield community, it is essential that all stakeholders work cohesively. Developing and maintaining strong links with the parents of our students is essential and having their support and understanding is crucial. The Form Tutor and Heads of Year (HoY) for each Key Stage, have responsibility on a day-to-day basis for the overall well-being of each student. We support students in developing secure and trusting relationships with members of staff and each other; teaching and modelling respect, resilience and responsibility.

## 2. Legislation and statutory requirements

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

- [Behaviour in school: advice for headteachers and school staff 2022](#)
- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Use of reasonable force in schools](#)
- [Exclusion from maintained schools, academies and pupil referral units in England 2017](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)
- [Supporting students with medical conditions at school](#)
- [special educational needs and disability \(SEND\) code of practice](#)
- [sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges](#)

In addition, this policy is based on:

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

### 3. Overview

We are aspirational in our vision of education at Abbeyfield School and have a culture of high standards and expectations for our students; expecting them to be responsible for their own behaviour. We expect our students to have positive behaviour for learning both in and out of the classroom. They should have respect for themselves, for others and the environment in which they work. Students must demonstrate the drive to be punctual, complete classwork to the highest standard, attempt and complete homework, be well organised, have good attendance and wear the uniform with pride. We endeavour to acknowledge and reward good behaviour and have a system of rewards for doing so.

### 4. Abbeyfield Principles and Expectations

#### 4.1 The Abbeyfield Learner - Principles of Positive Behaviour (see Appendix 1)

The intent of the Abbeyfield Learner is to ensure that our students understand our expectations and are fully absorbed into the beliefs and ethos of the essential traits that make an outstanding student leading to positive behaviour, attitudes to learning and positive outcomes for all. We want to ensure that all members of the Abbeyfield Community work together to create and uphold an environment in which all stakeholders can learn and exceed their potential. The principles will be implemented throughout all aspects of school life and the curriculum to enable all students to develop their character and work towards being great scholars.

We focus on the **Three R's**:

- **Respect**
- **Resilience**
- **Responsibility**

#### 4.2 The Abbeyfield Learner - Respect, Resilience and Responsibility

The expectation is for our students to not only be successful in their aspirations but to be prepared for the world beyond the school gate and to develop their character so that they are fully equipped for their next stage in life.

The Abbeyfield learner is an integral part of school life at Abbeyfield and one that should have an impact on all learners in some shape or form. All students will be expected and supported to work towards being an Abbeyfield Learner; the traits can be seen in the table below.

| <b>RESPONSIBILITY</b>                                     | <b>RESPECT</b>  | <b>RESILIENCE</b>  |
|---|---|--|
| Organisation<br>Productivity<br>Reflective<br>Independent | Communication<br>Polite / Well-mannered<br>Grateful<br>Empathetic | Determination<br>Willingness to Fail<br>Courageous<br>Aspirational |

In line with the Three Rs and the associated traits we do expect our students to:

- Have a positive attitude to learning
- Behave in an orderly and self-controlled way at all times
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Treat the school buildings and school property with respect
- Wear the correct uniform in the correct way at all times
- Accept sanctions when given demonstrating respect for the school community
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

### **4.3 Attendance and Punctuality**

Abbeyfield is required by law to keep a record of student attendance. It is essential that we have an accurate record of who is in school, for safeguarding of students. Good attendance and punctuality are essential for good progress and are skills for later life.

*(See Attendance Policy for further guidance)*

### **4.4 Homework**

Research demonstrates that home learning (or homework) significantly improves the chances of a student achieving their potential and therefore work should always be completed to the best of a student's ability and returned on or before the deadline set by the teacher. If a student has difficulty in completing a homework task, they should contact their teacher or tutor to discuss the issue.

*(See Home Learning Policy for further guidance)*

### **4.5 Uniform and Appearance**

All students are expected to wear correct school uniform as it plays an important part in establishing a community spirit and encourages students to take personal pride in their own appearance. They are expected to wear it on the way to and on the way from school each day. The school expects that the appearance of all students will reflect credit on the individual, the family, and the school itself.

A copy of the uniform list is available separately and includes expectations on the amount and type of jewellery that can be worn as well as items and hairstyles that are not permitted.

Students who fail to meet uniform expectations will be treated in line with school behaviour and disciplinary procedures and parents/carers will be contacted to support the school accordingly.

*(See Uniform Policy for further guidance)*

### **4.6 Preparation for School and Organisation**

Planning for the following day is essential. Students must ensure homework is complete and necessary equipment is packed ready for the following days lessons. Students should be ready and prepared to learn from the start of the school day.

The Abbeyfield Learner is displayed in all classrooms with Tutors reminding all students of the expectations at the beginning of every school term, and when necessary.

*(See Teaching and Learning Policy for further information.)*

### **4.7 Electronic Devices**

The use of mobile telephones, tablets, electronic devices, headphones, ear pods are not permitted to be used during lessons unless requested by a member of staff. It may be that for safety reasons, students may require to have access to a phone on the way to or from school.

- Phones/Devices/Earphones must be kept away and out of sight during and in between lessons unless instructed otherwise by a member of staff
- Phones/Devices/Earphones – can be used in social spaces for leisure purposes at the following times:

*Break  
Lunch  
Before & After school*

- Any disruption to the learning environment or operation of the school with a phone/device/headphones will be dealt with by a first warning and told to put the item away
- If the device is used again the item will be confiscated for the remainder of the lesson or day depending on the severity of the disruption caused.

- Students who refuse to follow this guidance will result in further sanctions and their right to have a phone/device in school be removed

*(See the Electronic Device/Mobile Phone Policy.)*

#### **4.8 Student Support**

- We recognise that students will need support throughout their time at school and this is provided in the first instance by their tutor; with further support available through the pastoral system as and when it is needed. We are clear about our ethos, staff model positive behaviour and teach children what you can and cannot do in school.
- The school recognises its legal duty under the Equality Act 2010 to prevent students with a protected characteristic from being at a disadvantage and will endeavour to meet the needs of students with SEND (Children and Families Act 2014). Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the student.
- The schools' special educational needs co-ordinator will help to evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.
- Where necessary, support and advice will also be sought from specialist teachers, educational psychologist, medical practitioners and/or other professionals, to identify or support specific needs.
- When acute needs are identified in a student, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.
- If a student has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school will work with the local authority and other bodies. If the school has a concern about the behaviour of a student with an EHC plan, it will contact the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.
- As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.
- Abbeyfield has specific staff who are trained in the 'Thrive Approach' support strategy, which is designed to re-engage those children who face challenges with their emotions and behaviour in learning.

#### **4.9 Thrive Approach - Whole School Intervention**

Thrive is a systematic method of identifying gaps in children's emotional and social development, supporting them to re-engage with education and life.

The benefits are:

- Helping children and young people to regulate their own behaviour and learn about their emotions.
- Reduce all types of exclusion, improve attendance and achievement for all
- Strengthen links with parents and carers ensuring a joined-up approach to support children with their SEMH needs

#### **4.10 Student Transition**

- To ensure a smooth transition to the next year or phase of education, students have transition sessions and updates with their teachers and/or varying transition leads. This maybe in small groups, 1-1 meetings or in school parent information evenings/meetings.
- To ensure that the right support is in place, information related to a student's progress, behaviour and need will be transferred to the relevant staff at the start of the term or year. This Information will also be shared with new settings for those students transferring to other schools.

## 4.11 Sixth Form

We expect our sixth form students to be good ambassadors and model high standards of behaviour and conduct. All students within the sixth form are included within the terms of the Behaviour Policy, however it may be appropriate in some cases for different sanctions to be applied. Sixth form students are not expected to wear uniform but should dress for school in a manner that is considered as appropriate for a work environment. Students in the Sixth Form will be subject to the same processes should their behaviour or motivation fall below the high expectations of Abbeyfield School.

## 5. Rewards and Consequences

### 5.1 Rewards

When students successfully follow the school's guidelines and meet the school's expectations for positive behaviours, we endeavour to recognise this.

Our present rewards system includes, in no particular order:

- Verbal praise, either personal or public
- 'Pings' – via Class Charts reward System
- 3 Rs Card
- Positive comments in exercise books, and students' work
- Recognition in assembly
- Postcards Home
- End of term / year celebration assembly
- Good references for students when they leave the school
- Other ways that may not be defined above.

### 5.2 Consequences

*(See Appendix 2 Graduated Response)*

When behaviour does not meet our high expectations, we employ a range of support strategies to address this. These are noted below and again are in no particular order. The school's rationale for imposing consequences is to educate, correct behaviour and realign students' actions with the school ethos. The level of response will depend on the seriousness of the offence, whether or not it has happened before and the student's previous disciplinary record. If a student has not amended their behaviour, from a previously imposed consequence, a further significant consequence will be applied.

### 5.3 Definitions - Misbehaviour

Misbehaviour is defined as:

- Behaviour and attitudes that cause disruption to lessons, in corridors between lessons, at break and lunchtimes; on the way to and from school
- Non-completion of classwork or homework – including non-engagement in learning opportunities
- Poor attitude towards all aspects of school life
- Incorrect wearing of the school uniform
- Refusal to follow requests from staff

**Consequences include:**

- Verbal warning/reprimand - 'expectations reaffirmed'

- Detention at break time, lunchtime or after school
- Head of Year or Head of Department Intervention
- Placed on Behaviour or Academic Report for a period of time (10 behaviour points)
- Letter/Email or phone call home
- In school parental and professional meeting
- Removal of privileges
- Referral to Assistant or Deputy Headteacher
- Removal from lesson into the department Safety Net
- Supported Isolation – RESET Room
- Fixed term exclusion
- Permanent exclusion
- Educated in SWaS (School Within a School) – on site Alternative Provision
- Behaviour Agreements, Individual Behaviour Plans (IBP), Pastoral Support Plans (PSP) and referral to other agencies or working with a Common Assessment Form (CAF)
- Referral to the Quality of Education Committee Panel
- Managed Move to another School (Fresh Start)

Abbeyfield School would always acknowledge that equitable decisions are important, but also that every situation is different, history of behaviour is different and students' response to previous sanctions is different. This may equate to a different school response from one student to another.

When considering a behavioural sanction for a pupil with SEND, the school will consider:

- Whether the student was unable to understand the rule or instruction?
- Whether the student was unable to act differently at the time as a result of their SEND?
- Whether the student is likely to behave aggressively due to their particular SEND?

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction. 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.

Students who return from suspension will be supported back into school by meeting with school staff to discuss any concerns and to plan support to ensure the student remains on track.

- Student/s will be placed in RESET on their return from exclusion
- Student/s will be on report to track and manage targets and improvements
- Student/s will have staff who mentor and support them

## 5.4 Detentions

A detention is a significant consequence for any student and should be considered a point at which a student needs to reflect on their approach and behaviour.

- Detentions are issued as a last resort and will be used consequently to give time to reflect on poor behaviour, have restorative conversations or to complete homework. Students may be detained during break or lunch times, or after school.
- Parents/carers must ensure they have access to Class Charts as all communication for afterschool detentions will be sent with twenty-four hours' notice. It is essential that students attend detentions to avoid a further and more serious sanction.



## 5.5 Internal Exclusion and RESET Room

In response to serious or persistent breaches of this policy, the school may remove the student/s from the classroom for a limited time.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove students from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the student is being unreasonably disruptive
- Maintain the safety of all pupils
- Allow the disruptive student to continue their learning in a managed environment
- Allow the disruptive student to regain calm in a safe space

Students who have been withdrawn from a classroom or the school community are placed in RESET. This is a specially designated intervention for students whose behaviour has been unacceptable and has fallen below our expectations. The intervention is designed to allow students time to reflect on the behaviour or conduct that has led to the consequence and to carry out tasks that support students re-entering the learning environment.

- They are expected to work quietly and are given relevant work to complete. Students are supported throughout the day, and the room operates between 8.30am and 3.30pm.
- Students who do not follow the reasonable requests of staff and follow the procedures will face further consequences and could be subject to further exclusion until the issue/concerns are resolved.

Staff will monitor and record all incidents of withdrawal from the classroom along with details of the incident that led to the withdrawal, and any protected characteristics of the pupil in the behaviour log.

## 5.6 Serious Misbehaviour

Is defined as:

- Repeated breaches of the school rules, refusing to follow reasonable requests from staff (DHT/HT)
- Any form Bullying/Peer on Peer abuse such as: racism, sexism & sexual harassment (see 5.7) homophobia, discriminatory behaviour of any sort/type
- 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
- Setting off a fire alarm – (hoax)
- Vandalism
- Theft
- Fighting
- Smoking – repeated/on the way to and from school or being with students who are smoking
- Use of verbally abusive language towards or about staff or within hearing range of staff
- Direct refusal to follow instructions

- **Possession of any prohibited items, these are:**
  - Knives or Weapons
  - Alcohol
  - Illegal drugs and any harmful substances or drug related paraphernalia
  - Stolen items
  - Tobacco, E Cigarette/Vape and any other smoking related paraphernalia
  - Fireworks
  - Pornographic or Exploitation/Sexually Explicit images
  - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person

## **5.7 Racism, Sexism & Sexual Harassment**

We want everybody at Abbeyfield to feel included, respected, and safe in our school. We will not tolerate verbal abuse, which includes name-calling, racism and sexist comments.

**Racial discrimination or racism** is when someone is treated differently because of their race, ethnicity, nationality or colour (*NSPCC.org.uk*).

### **Types of Racism**

Racism, racial discrimination and racial bullying can take many forms and children and young people may experience more than one type of racism.

- Discrimination
- Harassment
- Victimisation
- Overt Racism
- Covert Racism

**Sexist comments** are those which discriminate based on sex, particularly against women.

**Sexism** also includes behaviour or attitudes that create stereotypes of social roles based on sex.

At Abbeyfield we have an inclusive community and one in which we support and encourage all students to speak out about any cases, forms, or incidents of sexual abuse even those that are deemed low level should not be ignored.

We will do the following:

- Take their safety and wellbeing seriously
- Listen to their concerns
- Act upon their concerns
- Not tolerate or accept abuse

By reporting and raising the profile of such incidents this will benefit not only the victim but the community as a whole and will help:

- The victim(s), by stopping the problem and getting the help and support they need
- Other people, by preventing it happening to someone else
- The alleged perpetrator(s), catching problematic behaviour early can help them avoid criminal offences later in life

All staff and pupils are encouraged to call out and/or report this behaviour. If pupils make these comments, we will:

- Ask them to apologise to anyone the comment was directed at
- Support and educate them to improve their behaviour
- Monitor their behaviour for any recurrence
- Escalate the consequences in proportion to the offence to and involve parents/carers if the pupil refuses to apologise in the first instance

As well as focusing on what's inappropriate, our PSHE curriculum will cover learning about race, racism and privilege, what healthy respectful relationships towards one another looks like to support pupils to understand what good and healthy sexual behaviour means.

In PSHE we will cover important areas such as:

- Race, racism and privilege
- Consent
- What respectful behaviour looks like
- Body confidence and self-esteem
- Healthy relationships

### **Zero-tolerance approach to Racism, sexual harassment and sexual violence**

The school will ensure that all incidents of racism, sexual harassment and/or violence are met with a suitable response, and never ignored.

Students are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's Zero-Tolerance response will be:

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

Sanctions for racism, sexual harassment and violence may include:

- A verbal warning
- Keeping the pupil behind after class to apologise to their peer
- A letter or phone call to parents
- Detention
- Community service, for example litter picking
- Fixed-term (length dependent on incident) or permanent exclusion

At Abbeyfield if there are any allegations or concerns regarding a child's safety or wellbeing we will respond in a timely manner and in accordance with the schools Safeguarding Policy and Procedures which may include some of the processes below.

### **The school's response to a report/allegation**

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 individual school safeguarding policies and procedures for more information

## Consequences

The response to each incident will be proportionate and will be addressed in a range of ways. We will also balance the importance of safeguarding other pupils with the need to support, educate and protect the alleged perpetrator(s). The school will apply consequences that are in line with the considerations in the list below

We will consider:

- The age and developmental stage of the alleged perpetrator(s)
- The nature and frequency of the alleged incident(s)
- How to balance the sanction alongside education and safeguarding support (if necessary, these will take place at the same time)

### 5.8 Suspensions *(See Appendix 3 - Pastoral Support Pathway)*

Any suspension from school is reserved for serious offences or persistent misbehaviour and therefore:

- suspensions are applied to emphasise the gravity of the offence
- recognise that a period of reflection is appropriate
- could be internal (RESET), for a fixed time or permanent
- could lead to students moving into alternative provision on a temporary or permanent basis

**Exceptional Circumstances** could be the following 'One Off' offences:

- Serious actual or threatened violence against another student or a member of staff
- Sexual abuse or assault
- Possession or supply of an illegal substance on the school site
- Bringing an illegal substance onto the school site
- Carrying an offensive weapon

These instances are by no means exhaustive but indicate the severity of such offences and the fact that such behaviour can affect the discipline and well-being of the school community.

In addition, the Headteacher may suspend a student permanently for persistent and defiant misbehaviour including bullying (which would include racist or homophobic bullying).

In cases where a student has been permanently excluded for any of the above 'one off' reasons, the Governors' Quality of education Committee or an Independent Appeal Panel would not be expected to reinstate the student.

*(See Exclusion Policy for further guidance)*

### 5.9 Off-site Behaviour

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

### 5.10 Malicious allegations

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

Please refer to our Safeguarding Policy and Statement of Procedures for dealing with allegations of abuse against staff for more information on responding to allegations of abuse. The headteacher will also consider the pastoral needs of staff accused of misconduct.

## 6. Bullying

All members of Abbeyfield School community have the right to feel safe. Any form of bullying is treated seriously and followed up as a matter of priority with all incidents of bullying logged securely.

### 6.1 Bullying is defined as:

"Any physical, verbal or indirect abuse which is deliberately and repeatedly hurtful causing distress to an individual or group where the relationships involves an imbalance of power". This includes cyber bullying.

We use the principles of STOP to help identify bullying –

- Several
- Times
- On
- Purpose

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

## 7. Roles and Responsibilities

### 7.1 The Quality of Education Committee

The Abbeyfield School Quality of Education Committee is responsible for reviewing and approving the written statement of behaviour principles.

They will review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

### 7.2 The Headteacher

The Headteacher is responsible for reviewing and approving this behaviour policy in conjunction with the Abbeyfield Quality of Education Committee, giving due consideration to the school's statement of behaviour principles.

The Headteacher will ensure that:

- the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.
- new staff receive clear induction into the schools behavioural culture, ensuring they understand the ethos and how best to support the student body.
- appropriate training in behaviour management, and the impact of special educational needs, disabilities (SEND) and mental health needs on have behaviour, to any staff who require it, so they can fulfil their duties set out in this policy.
- this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- data from the behaviour log is reviewed regularly, to ensure that no groups of pupils are being disproportionately impacted by this policy

## 7.3 Staff

### Classroom Management

Teaching and support staff are responsible for creating an environment for all students to learn and a culture for all to aspire to be the best that they can be. Setting the tone and context for positive behaviour within the classroom is essential.

They will:

- Create and maintain a calm and stimulating environment that encourages students to be engaged
- Display the Abbeyfield Learner and In-Class graduated response in their classroom
- Develop a positive working relationship with students, which will include:
  - Implementing the behaviour policy consistently
  - Model positive behaviour and apply positive behaviour strategies for all students
  - Greeting students in the morning and at the start of lessons
  - Establishing clear and consistent routines that are in line with the whole school expectations
  - Communicating expectations of behaviour in ways other than verbally
  - Highlighting and promoting good behaviour – catching students being good
  - Concluding the end of lessons or day positively and starting the next day afresh
  - Understanding the needs of all students and having a plan for dealing with low-level disruption
  - Using positive reinforcement and unconditional positive self-regard
  - Providing a personalised approach to the specific behavioural needs of students with additional needs
- Record all behaviour incidents using Class Charts and/or CPoMs
- Liaise with parents/carers as and when necessary and as their role or responsibility dictates
- Staff will be supported as necessary when managing behaviour related incidents that fall in line with the schools graduated response. Tutors play a key role in supporting students and are the first point of contact. Heads of Year oversee all aspects of Behaviour, Attendance and Rewards for their Year group/s. Several other staff are also available as and when necessary, including Pastoral managers, Designated Safeguarding Leads, Assistant and Deputy Headteachers.
- The Deputy Headteacher has oversight of 'Positive Attitudes to Learning' and is responsible for all related matters at an operational and strategic level. The Deputy Headteacher is responsible for reporting the impact of the policy to the Senior Leadership Team and Quality of Education Committee on all related matters.

### 7.4. Training

Staff are provided with up-to-date positive behaviour management training that meets the needs of all learners at Abbeyfield School and beyond. This forms part of an induction process and on-going professional development at regular intervals throughout the academic year.

### 7.5 Parents

Parents are expected to:

- Support the school by ensuring that their child adheres to the student code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Attend in school meetings to support both academic and behaviour related progress of their child
- Log in and use Edulink/Class Charts to monitor their child's daily/weekly progress

- Take part in the life of the school and its culture

## 7.6 Students

Students will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standard, and the consequences 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
- Students will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.
- Students will be supported to develop an understanding of the school's behaviour policy and wider culture.
- Students will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.
- Extra support and induction will be provided for pupils who are mid-year arrivals.

## 8. Behaviour Management

### 8.1 Confiscation

**Any prohibited items (listed in section 5.6) found in students' possession will be confiscated.** These items will not be returned to students.

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

### 8.2 Searching and Screening

Searching and Screening students is conducted in line with:

*DfE's Searching Screening & Confiscation Advice (September 2022).*

The Department for Education advice links this aspect to the following legislation:

- Education Act 1996
- Education and Inspections Act 2006
- The Schools (Specification and Disposal of Articles) Regulations 2012
- The School Behaviour (Determination and Publicising of Measures in Academies) Regulations 2012
- Health and Safety at Work etc. Act 1974

### 8.3 Searching a Student

Headteachers and staff authorised by them have a statutory power to search students or their possessions, without consent, where they have reasonable grounds for suspecting that the student may have a prohibited item.

School staff can seize any prohibited item found because of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline.

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the student, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the student can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the student; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness they should immediately report this to another member of staff, and ensure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the student. During this time the student will be supervised and kept away from other students.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the student is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the student has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other students. The search will only take place on the school premises or where the member of staff has lawful control or charge of the student, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other students or staff at risk
- Consider whether the search would pose a safeguarding risk to the student
- Explain to the student why they are being searched
- Explain to the student what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf
- Explain how and where the search will be carried out
- Give the student the opportunity to ask questions
- Seek the student's co-operation
- View CCTV footage to support decision-making as to whether to conduct a search for an item.

If the student refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the headteacher / designated safeguarding lead or deputy headteacher, to try and determine why the student is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the student. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the student harming themselves or others, damaging property or from causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 5.6, but not to search for items that are only identified in the school rules.

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a student's outer clothing, pockets, possessions, desks or lockers.

Outer clothing includes:



- Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes, boots

### **Searching pupils' possessions**

Possessions means any items that the pupil has or appears to have control of, including:

- Desks
- Lockers
- Bags

A student's possessions can be searched for any item if the student agrees to the search. If the student does not agree to the search, staff can still carry out a search for prohibited items (listed in section 5.6) and items identified in the school rules.

An authorised member of staff can search a student's possessions when the student and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

### **Informing the designated safeguarding lead (DSL)**

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a student was in possession of a prohibited item as listed in section 5.6
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 5.6), including incidents where no items were found, will be recorded in the school's safeguarding system.

### **Informing parents**

Parents will be informed of any search for a prohibited item (listed in section 5.6). A member of staff will tell the parents as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child
- Concerns about searching should be dealt with through the normal school complaints procedure

### **Support after a search**

Irrespective of whether any items are found as the result of any search, the school will consider whether the student may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

## **8.4 Use of Reasonable Force**

*The Education and Inspections Act 2006* explains the legal provisions on school discipline and provides the staff with the power to use reasonable force to prevent students committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

- The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with students.
- Force is usually used either to control or restrain. This can range from guiding a student to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.

- 'Reasonable in the circumstances' means using no more force than is needed.
- As mentioned above, schools generally use force to control students and to restrain them. Control means either passive physical contact, such as standing between students or blocking a student's path, or active physical contact such as leading a student by the arm out of a classroom.
- Restraint means to hold back physically or to bring a student under control. It is typically used in more extreme circumstances, for example when two students are fighting and refuse to separate without physical intervention.
- All members of school staff have a legal power to use reasonable force.
- Where the use of reasonable force has been identified as part of a student's care plan, individual behaviour plans are implemented to ensure that its use is undertaken appropriately, only when necessary and safely.

## 8.5 Physical restraint

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

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents
- In line with *DfE Use of Reasonable Force (July 2013)*.

Where a student has been restrained, a record will be completed, kept securely, and signed by the members of staff involved. The Headteacher or another member of SLT (in the Headteachers absence) will also sign off each record.

## 8.6 Abbeyfield working with other Professional Agencies

The school has formed strong working relationships with a range of professional agencies which include Children's Services and the Police. There are occasions when professionals attend school to meet with staff and students. In particular, the Police/PCSO may chat to students at break, lunch time and after school on an informal basis.

There are occasions when the Police and PCSO's will need to speak with a student/s. This may be for interview or words of advice. If this is the case, parents/carers will be informed prior to this and can then advise or decide on the next step for their child.

- On rare occasions a school may be instructed by the Police to not make contact with the parent/carers; as this may jeopardise a Police investigation.
- There are also cases when police will need to act with urgency and immediacy to protect student and staff welfare or to preserve evidence. In cases like this, parents will be notified when deemed appropriate by the school.

## 9. Complaints Procedure

Abbeyfield School wishes to resolve all complaints at the earliest opportunity. However, where this is not possible, please refer to the complaints policy.

*(See Parental Complaints Policy for further guidance)*

## 10. Monitoring arrangements

This behaviour for learning policy will be reviewed by the Headteacher and Abbeyfield School Quality of Education Committee every academic year. At each review the effectiveness and impact of the policy will be monitored through a range of evidence bases.

This will include:

- Achievement and Attainment Data
- Learning Walks and Lesson Observations
- Attendance and Punctuality data
- Class Charts Behaviour Log data
- Exclusion's data
- Internal Exclusion Room data
- Student and Staff Voice

Line Management meetings will support the monitoring of the policy and procedures; and will allow relevant staff to evaluate the effectiveness of in school interventions such as:

- Fixed Term Exclusions and Internal Exclusions
- RESET Room
- Personal Development, Character, Behaviour & Welfare

The day-to-day procedures that ensure the smooth operational practice may be changed at the discretion of the Deputy Headteacher and Headteacher and reported to Governors retrospectively. The Governors will review and approve the policy and procedures.

## 11. Linked Documentation for Staff

- The Abbeyfield Learner – Principles & Expectations
- Behaviour for Learning Graduated Response
- PSP (Pastoral Support Pathway) Stages of Support Overview

## 12. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusion policy
- Safeguarding policy
- Attendance policy
- Single Equality Policy
- Agreement & Recharging Policy
- SEND Policy
- Antibullying policy
- Health & Safety policy
- Safeguarding and Child Protection Policy
- E Safety Policy

- Acceptable Usage Policy

## **13. Appendices**

Appendix 1 – The Abbeyfield Learner - Principles and Expectations

Appendix 2 – Abbeyfield Graduated Response

Appendix 3 – Abbeyfield Pastoral Support Pathway

## Appendix 1: The Abbeyfield Learner – Principles & Expectations



# ABBEYFIELD LEARNER Character Development

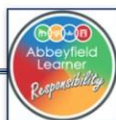


### RESPONSIBILITY

**How you approach your life and learning.**

*Taking responsibility for your own actions. Your rights are balanced with your responsibilities.*

*Focus: Term 1 & Term 4*

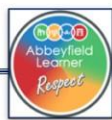


### RESPECT

**How you treat yourself, others and the school environment.**

*Behave in a courteous manner that brings respect and pride to yourself, the school and the wider community.*

*Focus: Term 2 & Term 5*

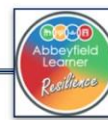


### RESILIENCE

**How you cope with what life throws at you.**

*Understand that you have the ability to learn and do things differently in the future.*

*Focus: Term 3 & Term 6*



## ABBEYFIELD LEARNER



### RESPONSIBILITY

#### **Organisation**

Be punctual to school and lessons and be ready to learn

#### **Productivity**

Engage in lessons, conduct yourself in a safe and positive manner

#### **Reflective**

Think about your approach to school life, be the best version of yourself you can be

#### **Independent**

Complete all work to the best of your ability, allowing others to learn without disruption

### RESPECT

#### **Communication**

Be a good listener and be respectful when any adult or other student/s are talking

#### **Polite / Well-mannered**

Be a good ambassador for our school demonstrating respect at all times

#### **Grateful**

Make Abbeyfield School a safe place and remember to take pride in the school environment

#### **Empathetic**

Treat others as you wish to be treated yourself and respect other's opinions and cultures

### RESILIENCE

#### **Determination**

There is only one way to succeed in anything, that is to give it a go

#### **Willingness to Fail**

Be prepared to fail and use your failures as feedback to succeed

#### **Courageous**

Believe in yourself, as you are braver than you think and more talented than you know

#### **Aspirational**

Remember your past has forgotten you and your future is waiting for you

## Appendix 2: Graduated Response

### Abbeyfield Behaviour Standards and Expectations Graduated Response

At Abbeyfield School we believe that everyone has a right to learn in a safe and secure environment and in a community where people feel free to be themselves. Behaviour which challenges and impacts the learning environment will result in consequences.

All staff have a responsibility to maintain a calm atmosphere around the school at all times. Below is the graduated response for lessons, staff will use this model as a framework to support students' engagement and behaviour.

| <b>Abbeyfield School Graduated Response</b> |                                |
|---|--------------------------------|
| <b>Stage</b>                                | <b>Outcome</b>                 |
| <b>1</b>                                    | <b>First Warning</b>           |
| <b>2</b>                                    | <b>Final Warning</b>           |
| <b>3</b>                                    | <b>Departmental Safety Net</b> |
| <b>4</b>                                    | <b>On-Call</b>                 |
| <b>5</b>                                    | <b>RESET</b>                   |

## Abbeyfield Graduated Response

|                | First Warning  | Consequences  | Actions  |
|----------------|--|---|--|
| <b>Stage 1</b> | <p>Any type of <b>persistent</b> behaviour that causes disruption to the learning environment that prevents students from learning and staff from teaching.</p> <p>This could be for a broad range of demeanours such as:</p> <ul style="list-style-type: none"> <li>• <i>Off task repeated talking</i></li> <li>• <i>Repeatedly shouting out</i></li> <li>• <i>Repeatedly leaving your seat</i></li> <li>• <i>Persistently failing to follow instructions/reasonable requests</i></li> <li>• <i>Repeatedly distracting another student/s causing them to be off task</i></li> </ul> <p style="text-align: center;"><b>One Off Incident</b></p> <ul style="list-style-type: none"> <li>• <i>Refusing to sit according to the seating plan</i></li> <li>• <i>Un-authorised use of mobile phone or electronic device</i></li> <li>• <i>Inappropriate or Offensive language towards others</i></li> </ul> | <p><b>First Warning</b></p> <p>Issued to student/s</p> <p>Logged on Class charts.</p> | <ul style="list-style-type: none"> <li>• Staff to warn student/s any further disruption will lead to 2<sup>nd</sup> Warning which will be recorded.             <ul style="list-style-type: none"> <li>○ Give all students opportunity and time to amend their behaviour.</li> <li>○ Move the student</li> <li>○ Speak to the student outside.</li> <li>○ Speak to the student at the end of the lesson.</li> </ul> </li> </ul> <p><i>(Staff discretion can be used at all points in this process)</i></p> |

|                | Final Warning  | Consequences   | Actions   |
|----------------|--|--|---|
| <b>Stage 2</b> | <p>Repeat of any First Warning or a breach of any offence which leads to the disruption of the learning environment for all and prevents a member of staff from teaching.</p> <p>The student/s should already have had a verbal reminder and a First Warning prior to this intervention.</p> | <p><b>Final Warning</b></p> <p>Issued to student/s</p> <p>Logged on Class charts</p> | <ul style="list-style-type: none"> <li>• Class teacher to record on Class Charts and set social time detention (at their discretion) for that day or the next.</li> <li>• Staff to be clear and warn student/s any further disruption or infringement will lead to removal from lesson and Departmental Safety Net</li> </ul> |

|                | Department Safety Net   | Consequences   | Actions   |
|----------------|---|--|---|
| <b>Stage 3</b> | <p>Further and final repeat of poor behaviour</p> <p style="text-align: center;"><b>and /or</b></p> <p>An incident in which the student needs to leave the teaching room due to uncooperative, unsafe behaviour that disrupts the learning environment.</p> <ul style="list-style-type: none"> <li>• Student/s to be sent to Department Safety Net</li> <li>• HoD to follow up with student/s at the end of the lesson or when possible.</li> </ul> | <p><b>Afterschool Detention</b> to be issued supported by contact home.</p> <p><b>Additional Support</b><br/>Departmental IBP (Individual Behaviour Plan) for repeat offenders</p> | <ul style="list-style-type: none"> <li>• Staff to warn student/s that failure to follow instructions at this stage will lead to a minimum of one day internal exclusion (Reset Room).</li> <li>• Staff to inform HoD of the incident.</li> <li>• HoD to discuss incident with student/s and staff member.</li> <li>• Consequence - Departmental Afterschool Detention (class teacher to set on Class Charts).</li> <li>• Follow up with contact home or in school meeting.</li> </ul> |

|                | On-Call (Withdrawal to Reset)  | Consequences  | Actions   |
|----------------|--|---|---|
| <b>Stage 4</b> | <p><b>On - Call</b> = Student has caused a significant disruption to the learning environment</p> <p style="text-align: center;"><b>and/or</b></p> <ul style="list-style-type: none"> <li>• refuses to comply with staff requests of moving to HoD (Departmental Safety Net)</li> </ul> <p style="text-align: center;"><b>or</b></p> <ul style="list-style-type: none"> <li>• refuses to follow reasonable requests of HoD when safety netted</li> </ul> | <p>Student moved to Reset Room for the following five lessons.</p> <p>This could be extended to a further day in isolation depending on the severity of the incident.</p> | <ul style="list-style-type: none"> <li>• HoD or On-Call to inform DHT/AHT/HoY of the removal and discuss.</li> <li>• HoY &amp;/or HoD to contact home to discuss incident and actions beyond the internal exclusion.</li> </ul> |



| Stage 5 | Reset Room (Internal Exclusion)  | Consequences  | Actions   |
|---------|--|---|---|
|         | <p>Student withdrawn to Reset due to causing significant disruption and refusal to follow the reasonable requests of staff.</p> <p style="text-align: center;"><b>and/or</b></p> <p>Dangerous behaviour to that of themselves or other students.</p> <ul style="list-style-type: none"> <li>Students who do not amend their behaviour in RESET could repeat a further day until they meet the expectations of the school.</li> <li>HT/DHT/AHT to confirm</li> <li>Students who have been Safety Netted more than once in a day will be sent to RESET</li> <li>Students who return from any Fixed Term Exclusion will spend their first day in RESET</li> </ul> | <p>Student will be in the Reset room for a minimum of 5 lessons from the point of entry.</p> <p>This could/will be extended to the following day depending upon the severity of the incident or circumstance.</p> | <ul style="list-style-type: none"> <li>HoY/HoD to inform parents/carer of referral to Reset Room.</li> <li>HoY/HoD to meet or liaise with parents prior to return to lessons.</li> <li>HoY to place student on a 5-day conduct report following return to lessons.</li> </ul> |
|         |  | <b>5 separate or consecutive days in RESET may result in 1-day FTE</b>  | <b>Student placed on Level 1 of Abbeyfield Pastoral Support Pathway</b>   |

| Stage 6 | Fixed Term Exclusion  | Consequences  | Actions   |
|---------|---|---|---|
|         | <p>Student/s excluded from school for a fixed term due to a significant/serious breach of the behaviour code.</p> <p style="text-align: center;"><b>and/or</b></p> <p>Persistent Disruptive Behaviour and significant refusal to follow school codes of conduct and reasonable requests to amend attitude and approach that fall below school expectations.</p> | <p><b>FTE</b> (Reason and Time scale to be agreed)</p> <p>RESET Room for 1 day on return to school</p>  | <ul style="list-style-type: none"> <li>HT/s decision to exclude.</li> <li>HOY/AHT/DHT to call parent/carer, provide work to be completed at home. Logged on SIMs.</li> <li>HOY/AHT/DHT to arrange a formal reintegration meeting</li> </ul> |
|         |   | <b>5-10 Internal Exclusions<br/>3-5 Fixed Term Exclusions<br/>5 days and/or 5-10 of FTE will lead to Governors Disciplinary Panel Meeting (GDP)</b> | <b>Student placed on Level 2 of Abbeyfield Pastoral Support Pathway</b>   |

### Appendix 3: Pastoral Support Pathway –

|       | Consequence/Concern  | Actions   | Intervention   |
|-------|--|---|--|
| PSP 1 | <p><b>Combination of Internal Exclusions</b><br/>Student has attained up to 5 Internal Exclusions (RESET Room)</p> <p><b>and/or</b></p> <p>1 Fixed Term Exclusion/Suspension</p> | <ul style="list-style-type: none"> <li>In school parent/carer meeting to discuss concerns</li> <li>Report Response                             <ul style="list-style-type: none"> <li>&gt; 1-2 referrals = Tutor</li> <li>&gt; 3-5 referrals = Head of Year</li> </ul> </li> <li>Upon return to school the student will serve a day in the RESET room prior to returning to lessons.</li> </ul> | <ul style="list-style-type: none"> <li>Teacher/SENCo to consider intervention or support.</li> <li>Student reporting to Tutor/AHoY/HoY or HoD.</li> </ul>  |
|       |  |   | <ul style="list-style-type: none"> <li><b>No further internal exclusions for 1 full term moves student/s from the Pastoral Support Pathway.</b></li> </ul> |

|       | Consequence/Concern   | Actions   | Intervention  |
|-------|---|---|---|
| PSP 2 | <p>5-10 days in RESET<br/><b>and/or</b><br/>Accumulated up to 5 days of Fixed Term Exclusions<br/><b>and/or</b><br/>3 Fixed Term Exclusions</p> | <ul style="list-style-type: none"> <li>Student and parent/carer to attend <b>Governors Disciplinary Panel (GDP)</b>.</li> <li>GDP – Consider Students Place/Future at Abbeyfield School.</li> </ul> | <ul style="list-style-type: none"> <li>Student reporting to HoY/HoD on Report</li> <li>SENCo to implement intervention and/or support.</li> </ul>                         |
|       |   |   | <ul style="list-style-type: none"> <li><b>No further internal/fixed term exclusions for 1 full term to move from Level 2 to 1 on Pastoral Support Pathway.</b></li> </ul> |

|       | Consequence/Concern  | Actions   | Intervention  |
|-------|--|---|---|
| PSP 3 | <p>10 or more RESET referrals<br/><b>and/or</b><br/>4th Fixed Term Exclusion<br/><b>and/or</b><br/>accumulation of 5+ days Fixed Term Exclusions</p> | <ul style="list-style-type: none"> <li>Student to re-attend Governors Disciplinary Panel (GDP).</li> </ul>                | <ul style="list-style-type: none"> <li>Student reporting to AHT/DHT</li> <li>SENCo to consider any further investigations or support</li> <li>Investigate Alternative Provision.</li> </ul>                           |
|       |  | <ul style="list-style-type: none"> <li>Student/s referral to SWaS (School within a School) part time basis.</li> </ul>    | <ul style="list-style-type: none"> <li>HT/DHT to investigate suitable school and begin Fresh Start process.</li> </ul>  |
|       |  | <ul style="list-style-type: none"> <li>School to investigate Fresh Start to another Mainstream School (PSP-4).</li> </ul> | <ul style="list-style-type: none"> <li><b>No further internal or fixed term exclusions for 1 full term.</b></li> <li><b>To fully engage with SWaS to move down to Level 2 on Pastoral Support Pathway.</b></li> </ul> |

|       | Consequence/Concern  | Actions   | Intervention/Outcome   |
|-------|--|---|--|
| PSP 4 | Further Internal & Fixed Term Exclusions   | <ul style="list-style-type: none"> <li>• Successful placement – student moves onto new school roll</li> </ul>                                       | <ul style="list-style-type: none"> <li>• Student supported in transitioning to AP or new placement/school</li> </ul>   |
|       | <p style="text-align: center;">and/or</p> <p style="text-align: center;">Fresh Start<br/>(12-14week or Two School Terms placement)</p> | <ul style="list-style-type: none"> <li>• Failed Fresh Start – student returns to Abbeyfield</li> <li>• Alternative Provision implemented</li> </ul> | <ul style="list-style-type: none"> <li>• <b>Student will either:</b> <ul style="list-style-type: none"> <li>➤ Return to SWaS as a short-term placement whilst Alternative Provision is sought</li> <li>➤ Return to SWaS on a long-term placement with a combined Core and Alternative Curriculum.</li> </ul> </li> </ul> |