Behaviour and Discipline Policy

The Abbey School, Reading

Reviewed by:	Assistant Heads Junior School Deputy Heads Senior School	October 2025
Ratified by:	Whole School Leadership Committee and Governor Audit	October 2025
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Aims and Ethos

The Abbey School aims to provide a nurturing, inclusive, safe and civilised environment in which each student is able to realise their full potential and Learn with Purpose, Lead with Confidence and Live with Joy.

Our Behaviour and Discipline Policy is based on positive relationships and can be summed up in one key word - **respect**: respect for oneself; respect for learning; respect for other people; respect for property and belongings; and respect for The Abbey School**.**

Values that can guide choices and behaviours are promoted and discussed in age-appropriate ways across the school and the root cause of any unwanted behaviours are identified, and support is put in place.

In all matters concerning behaviour we aim to:

- make explicit and model expectations.
- ensure students are safe
- ensure high standards of conduct
- ensure that the conduct of a student does not adversely affect others
- help to create a working environment in which all students are responsible for their actions and can thrive
- foster an environment in which poor behavioural choices can give the opportunity for development
- ensure that every student is given fair treatment
- encourage students to understand how their actions impact upon others and as a result to behave towards others with understanding, kindness, politeness and respect
- ensure the effective running of the school.

Students are encouraged to understand and reflect on their behaviours, understand how their actions impact upon others and, as a result, to behave towards others with understanding, kindness, politeness and respect.

Students are expected to follow routines agreed and set by school adults to support calm transitions, assemblies, lessons and dining.

For our youngest students at the Junior School there are three rules that underpin daily life: **Ready, Respectful and Safe**. Students are also encouraged to reflect on any unwanted behaviours and to engage with the **3Ws: What went wrong? Why? What could they do to make things better?**

Please note that The Abbey School does not under any circumstances use corporal punishment.

Above all, the School's ethos and culture are essential in maintaining a positive learning environment, which aims to cultivate in students an acceptance and recognition of responsibility for their own decisions and actions, and for the consequences. The School recognises the importance of developing students' own self-discipline and of giving them responsibility appropriate to their age and maturity; where students learn to think for themselves and appreciate the code of behaviour that characterises a caring and purposeful community, within which they can develop in integrity, self-confidence and consideration for others.

This policy should be read alongside other guidance, including Staff Handbooks on promoting good behaviour and rewards, and the Safeguarding and Child Protection, Anti-Bullying and Online Safety Policies. It also has reference to the DfE's non-statutory guidance: *Behaviour in schools – advice for headteachers and school staff (February 2024).*

Staff responsibilities

Every member of staff is responsible for ensuring orderly behaviour in lessons and around school and promoting the welfare of children. All staff share responsibility for exemplifying and maintaining the ethos of respect at the heart of this policy. Staff are trained on behaviour management as part of induction and receive regular updates from the pastoral and leadership teams about how to promote positive behaviour formally and informally.

Form teachers and tutors have a particular responsibility for reminding students of these underlying expectations, and they form an intrinsic part of the taught curriculum in lessons, assemblies and Skills for Life (PSHE). Ultimately, however, all members of the community across students, teaching and support staff share a common responsibility to demonstrate and exemplify positive behaviour.

In The Junior School, upon presentation of unwanted behaviour, all staff follow the following escalation procedure to ensure consistency for our youngest learners.

Step 1 - Students will be given two gentle reminders.

Step 2 - Students will be moved to another seat (if in the classroom) or space (if outside the classroom) to support them to re-set their emotions and start again.

Step 3 - Students will need to leave the class/activity to spend 5 minutes in another class (if in the classroom) or space (if outside the classroom) to reflect, re-set and complete the 3Ws.

- What went wrong?
- Why?
- What could they do to make things better.

If taught and dealt with by a specialist teacher, the student's form teacher must be made aware. It is at this point that the student's form and specialist teachers will both need to speak to the child at break or lunch to review their 3Ws and the student's form teacher will notify their parents upon collection or via phone at the end of the day.

The incident will need to be recorded on CPOMs and 3Ws form uploaded as an attachment.
In the unlikely event that this happens twice in one week, parents will be invited to attend a meeting to put a behaviour support plan in place with an agreed time to review.

Step 4) The Junior Leadership Team will need to be informed and will attend the classroom (if in the classroom) or space (if outside the classroom) to ensure that the student receives the support they need to re-set and that learning is not disrupted. Form teachers will invite parents to attend a meeting to put a behaviour support plan in place, or review this if there is one already in place with an agreed time to review again.

Step 5) The Junior Leadership Team will meet with families to explore and agree how best to support the student.

Where students have additional needs (possibly relating to Special Educational Needs or Pastoral Needs), the team supporting them will be fully involved in determining the right course of action to promote positive behaviour and address unwanted behaviour. Inclusion is at the heart of positive behaviour: all students must feel that they belong and have a role to play to ensure that feeling is shared by all members of the community.

The Junior Leadership and Senior School Management Teams (JLT and SMT) are responsible for overseeing the aims of this policy and the processes deployed to support positive and

respectful behaviour. All members of the teams visibly and demonstrably engage with students to support the ethos outlined in this policy.

In the Senior School, to prepare students for life beyond school, staff members will have their own approaches and every incident of unwanted behaviour is handled in an individual way, but underlying this is a clear sense of the consideration and kindness all members of the community are expected to show in their day-today lives, from the way they move around the site to the way they interact.

Where a Senior School student cannot behave in an appropriate manner, despite guidance and support from staff members, a warning will be issued, followed by the issuing of an 'infraction' recorded on ISAMS.

Issued infractions can be seen by parents on My School Portal and the Section Directors/Assistant Directors and Heads of Department will be given a weekly summary of infractions issued within their section/department. Directors/Assistant Directors will look for patterns in classes or for individual students and request that the form tutors address the matter with the student if required. Heads of Department will be able to identify if there are any lessons/colleagues that may need extra support with individual classes and students and offer this accordingly.

Should poor behaviours persist, and more infractions are accrued, Directors/Assistant Directors of Section will intervene, advising further interventions or working directly with students and their families themselves.

Where an escalation has occurred and parents contacted, summaries of conversations or emails sent/received will be recorded on CPOMS under the Behaviour category.

All serious behaviour incidents will be reported to the Governors by the schools' DSLs in the half-termly Safeguarding Report. Behaviour incident trends/numbers will be reported in the DSLs' Termly Safeguarding Reports, using data from CPOMS to support observations on termly/yearly improvements/challenges.

The policy is subject to governor oversight and to direct involvement by governors in the event of appeals in cases of long-term temporary or permanent exclusion. Governors also form part of the team supporting positive behaviour through regular formal and informal visits.

The policy applies to students over the age of 18 years. The rules and expectations laid out in the policy apply to all students regardless of whether a behaviour is legally permissible by virtue of their age,

Rewards

Whilst the aim will always be to support students to internalise the desire to make the right choices regarding their behaviour, rewards are an important mechanism to encourage and recognise students making the right choices.

In The Junior School, to encourage and recognise children meeting the schools expectations of 'Ready-Respectful-Safe' the following rewards will be awarded:

- House points and House point badges
- Merits
- Gold star stickers
- Headteacher breakfast/tea invitations

In the Senior School, whilst the expectation is that all students will behave appropriately, potentially negating the need for rewards on this front, ROSAa (Records of Significant Achievement) will be issued in certain circumstances:

- Older students modelling excellent behaviour with younger Senior School or Junior School students
- Students being 'upstanding' rather than bystanding when their peers are behaving poorly, helping them to make better decisions
- When making significant progress in their own behaviour, having previously been struggling to make appropriate decisions
- Self-reporting and seeking assistance from a staff member following poor behaviour decision-making

Student and family responsibilities

Students share responsibility for positive behaviour across the school. All students are given guidance on expectations and routines by form teachers (Junior School) and form tutors (Senior School), who support them as they settle into positive patterns of behaviour and are the first point of call when minor behavioural issues need to be addressed.

In issues of behaviour, the close relationship between student, school and home is of particular importance. Information about behaviour is shared with parents, and parents are involved as appropriate in responses to misbehaviour and in the subsequent pastoral support.

It is possible that behavioural issues may represent a form of child-on-child abuse. The school's approach to preventing and responding to incidents of child-on-child abuse is laid out in the Safeguarding and Child Protection Policy.

Responses to unacceptable behaviour

Our primary aim is for the student to recognise where they have made a mistake, to apologise to anyone else who has been affected and to learn from the experience so that the same mistake is not made again. Unacceptable behaviour may occur in or outside school, for example when taking part in school excursions or trips, when travelling to and from school, when wearing school uniform, and when interacting online or using a mobile phone on the school site that breaches school policy.

The first priority is already the safety of students and staff and the restoration of a calm and positive environment. Staff will always respond in a consistent, fair and proportionate manner so that students know concerns will be addressed and dealt with impartially.

- Minor offences are usually dealt with by the adult working with the child (Junior School) or teacher/form tutor (Senior School)
- At The Junior School, upon presentation of unwanted behaviour all staff follow the above escalation procedure.
- At The Senior School, offences may be communicated to form tutors by colleagues in person, via email, via CPOMS notifications, through recorded lesson infractions, via other students, or through contact from external parties (e.g. parents, bus drivers, external staff on trips, etc).
- Unacceptable behaviour is predominantly addressed through individual and group discussion, circle time and assemblies – as appropriate to the age of the students concerned. Form teachers or the Director/Assistant Director/Head of Phase may gather a whole year group or section of the school to discuss the matter of concern.

- All children, including those in the Nursery and Reception, should feel safe and will not be threatened with corporal punishment in response to negative behaviour. Physical intervention by a staff member will only occur in instances where a student is in immediate danger of physical injury. Any intervention by a staff member will then be recorded and shared with the parent on the same day or as soon as is reasonably practical.
- Depending on the nature and severity of the incident, the member of the School Leadership Team responsible for that phase of the school would speak to the student or students concerned. In the Senior School, the Director of Lower or Upper School or Assistant Head Director of Sixth Form may become involved.
- When one student behaves inappropriately towards another, each student is given the opportunity to talk through their peers' perspective and then brought together to bring closure to the incident, to work out strategies for the future and to make a new start.
- Where appropriate a verbal or written apology may be required from the student.
- Parents are kept informed as appropriate.
- In The Senior School, to support a student with their behaviour, they may be given a report card which records all positive and negative behaviours, to inform daily conversations about their progress with their form teacher/tutor or Director/Assistant Director and sometimes parents
- In the event of a more persistent problem, the Senior School Deputy Heads/Junior School Assistant Heads or Head of The Junior School will become involved using a similar approach. Intervention is vital in such situations to help students manage their behaviour and do all possible to avoid a cycle of negative behaviours that may lead to escalating consequences.
- The School will always take into account any Special Educational Needs and/or Disability (SEND) in managing behavioural issues. It will never be assumed that any SEND has affected behaviour but if a student's SEND may have been a contributory factor this will be considered on a case-by-case basis

Occasionally, in the Senior School, consequences may be applied to support this aim as appropriate:

- Department catch up in lunchtime or after school for lack of homework
- Community service where appropriate, as decided by the Section Director
- Detention for repeated failure to behave well, complete work, or comply with uniform rules
- Very occasionally – Deputy Head's detention

Consideration will always be given to whether misbehavior suggests that the student responsible may be suffering or may be likely to suffer harm. Where such concerns exist, the provisions outlined in the Safeguarding and Child Protection Policy will be followed.

Serious Disciplinary Offences

In the event of a persistent serious disciplinary matter the Senior School Deputy Heads / Junior School Assistant Heads/Head of the Junior School would be involved, as may the Head.

Such serious disciplinary offences might include:

- repeated inappropriate/unwanted behaviour, of the same or different types, when lesser consequences have not led to significant improvement

- repeated refusal to follow reasonable instructions given by a staff member
- a single act of seriously inappropriate/unwanted behaviour
- repeated acts of unkindness to other members of the school community which may constitute bullying, including by technological means and outside school premises
- the use of aggressive behaviour or inappropriate language on school premises
- fighting or physical assault
- bringing the School into disrepute
- theft, willful damage or gross negligence that leads to loss or damage to property
- repeated truancy
- fraud or any other offence committed against or outside the school that constitutes a breach of the law
- deliberate misuse of confidential data
- substance abuse of any kind
- academic dishonesty, taking other students' work and passing it off as their own; any form of cheating

In The Junior School, the escalation procedure detailed above outlines the approach all staff will take. There may be rare circumstances where this progresses towards a written warning, suspension or permanent exclusion.

In The Senior School, the level and type of consequence depends upon circumstances and the offence and the following are usual examples, not an exhaustive list and not necessarily in progressive order:

- A written warning (not usually considered sufficient but sometimes appropriate for a first major offence or where the student seems truly to have realised the implications of their actions). This would often be combined with another sanction eg Head's/Deputy Head's detention or in-school tasks.
- Final or 'first and final' written warning (quite a likely sanction, warning that further repetitions of the same or related offence(s) will render the student liable to exclusion. This would often be combined with another sanction).
- Suspension for a defined period of time. This may mean temporary exclusion from the school premises or 'internal suspension' where a student is removed from their classes and supervised elsewhere in the building. A variation may be attendance at lessons but separate supervision during non-teaching time including break and lunch time or special supervision during a public or internal examination period. Meaningful work will be provided for the student to complete throughout the duration of any internal suspension.
- A Home-School Contract - binding rules of behaviour and work ethic drawn up by the school for each individual and signed by both the student and their parents. It includes a clause specifying that failure to adhere to it may lead to permanent exclusion.
- Permanent exclusion - the student will be removed from the school register following due process and requirements and will not be permitted to return to school.

Appeals Procedure

In the case of permanent exclusion or temporary exclusion longer than one continuous week off school premises, the parents have the right of appeal by making written representation to the Chair of Governors within 15 working days when the school is in session of the date of receipt of the formal written notice of the disciplinary action from the Head. The notice of appeal should set out the reasons for the appeal. The Chair of Governors will constitute a panel from among the Governing Council to hear the appeal as soon as is practically possible. The outcome of the appeal will be communicated in writing within 10 working days while the school is in session. This outcome is final.

Use of Force to Control or Restrain Students

Detailed guidance is provided by the Department for Education on the use of reasonable force in schools. Members of staff have 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 at the school or among pupils. This power does not permit the use of corporal punishment, which is illegal in all circumstances, nor does it permit the use of inappropriate force.

Appendix 1: principles governing search and confiscation

In very rare cases it may be necessary to conduct a search, for example for a missing item that may have been taken as a prank, or for an item contrary to school rules such as e-cigarettes and vapes. Were a prohibited item suspected, a search might also be undertaken. Prohibited items include:

- knives and weapons;
- alcohol;
- drugs;
- stolen items;
- all tobacco products;
- vapes/e-cigarettes;
- energy drinks;
- fireworks; and
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be used:
  - to commit an offence, or
  - to cause personal injury to, or damage to property of any person (including the student).

Any search will be limited to bags and lockers. It is extremely unlikely that clothing would be searched but if this were the case, only outer clothing would be searched.

Students are always advised and informed about how and why any search will take place. If students object to a search, staff will give the reasons consideration and consult with the DSL or Head. In almost all circumstances, any such case would also be discussed with parents. Parents will always be informed of any search for a prohibited item and would generally be informed of any search of possessions.

Further guidance on searches in education settings is provided in *Searching, Screening and Confiscation: Guidance for Schools*, DfE, 2023. The provisions in this appendix follow that guidance and it will also apply in all circumstances beyond the scope of this appendix. In complex and sensitive areas of practice, such as search where the consensual or non-consensual sharing of nudes or semi-nudes is suspected, staff should always pay due regard to specific sections of the guidance as appropriate.

Confiscation

It may be necessary to confiscate prohibited items or items being used inappropriately by students from time to time. Any confiscation will conform with DfE guidance and requirements.

Mobile phones will be confiscated from students if ‘seen, heard or used’ at inappropriate times/locations. The School’s Mobile Phone Policy includes details of the protocol for these confiscations. Staff will not search or access material on these confiscated mobile phones unless part of a wider investigation, in which case the DfE guidance will again be followed.