



Abbots Bromley School

1.4 Whole School Behaviour and Discipline Policy

1Statutory Policies	1.4 Behaviour and Discipline
ISI	A1, A4, B3, E11
NMS (April 15)	12.1, 12.2
Author Led	Principal/SLT
Date of Review	June 17
Next Review	Summer 2018
Comment	Annual Review
Website	Yes

This policy applies to all pupils at Abbots Bromley School and College, including EYFS pupils and pupils who board. It has been written with reference to Department for Education Guidance, "Behaviour and Discipline in Schools, advice for Headteachers and school staff" February 2014. We acknowledge the school's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs.

Members of the school community do not use or threaten corporal punishment at any time. Where physical intervention takes place for the purposes of averting immediate danger of personal injury, or to manage a pupil's behaviour if absolutely necessary, a person will not be taken to have used corporal punishment. The school's **Physical Restraint Policy** will be followed. A record will be kept of any such occasions and parents/carers will be informed on the same day or as soon as reasonably practicable.

Aims.

We aim to create a safe, secure and happy environment, where expectations are clearly defined and explained. We believe that everyone has the right to be treated as an individual and with respect. We believe that everyone should be given an equal opportunity to achieve his/her full potential. We aim to act quickly, consistently and maintain an atmosphere of calm so that everyone can work without interruption.

Objectives.

- Pupils have the opportunity to develop self-discipline, respect and tolerance
- They learn to co-operate, work hard and fulfil their potential
- They understand that their achievements of every kind are valued - academic, artistic, sporting and any other personal achievements
- They are given many varied opportunities that promote enthusiasm and pleasure in their learning
- They are given clear boundaries for their behaviour and understand that there are expectations which they must fulfil

The overriding expectation is that everyone will act with courtesy and consideration towards each other at all times. Everyone has a choice - if they choose to follow the codes for behaviour and for learning they will receive praise and be rewarded. If they choose not to follow the codes for behaviour and for learning then a sanction will follow. Senior School pupils have the codes in their planners and sign a declaration to agree to follow them. Pupils in all years have copies of the codes displayed in their classrooms. If at any point it is deemed necessary to search a pupil or his/her belongings the school's **Search and Confiscation Policy** will be followed and a record of the search logged by the Head of ABIC. Pupils will be made aware that, when they are in the wider community, particularly when wearing school uniform, they can be identified as pupils of the school and are expected to behave in an appropriate manner. Any breaches of the code in the wider community, including school visits, will incur the same sanctions as a breach of the code within the school environment.

Staff will always work with other local agencies to assess the needs of pupils who may display continuous disruptive behaviour and will recognise that a pupil with particular needs made need extra support and consideration in following certain aspects of the codes. There is an independent school counsellor (from YESS, Youth Emotional Support Services) and pupils from Y5 and above have access to this support. Staff at Abbots Bromley school also have a **Staff Code of Conduct** which they are expected to follow at all times.

EYFS

Behaviour management of EYFS pupils is the responsibility of the Head of the Preparatory School. Members of the school community do not use or threaten corporal punishment at any time. Where physical intervention takes place for the purposes of averting immediate danger of personal injury, or to manage a child's behaviour if absolutely necessary, a person will not be taken to have used corporal punishment. A record will be kept of any such occasions and parents/carers will be informed on the same day or as soon as reasonably practicable.

EYFS pupils are introduced to the Preparatory Pupils' **Code of Conduct and Code for Learning** as they mature and develop and are, at all times, supported in their behaviour with strong home/school links.

Boarders

The management of the behaviour and discipline of boarders outside of the school day is the responsibility of the Head of Boarding and they will be kept informed of any difficulties that boarders may be facing by day staff. Boarders are particularly alerted to the 'PDA' (public displays of affection) code. Our boarding community is our boarders second home and sanctions are what may be expected in any loving family. Discussion about and recognition of poor behaviour is the first stage and boarders who experience difficulty will be monitored closely. Sanctions may include 'grounding' or a withdrawal of privilege if poor behaviour persists. Day staff will not necessarily be informed of misdemeanours in the boarding houses, just as parents may not necessarily inform school of their child's behaviour, but the Head of Boarding includes members of SLT in regular boarding reports and will alert staff to any relevant concerns about the students in their care. The Head of Boarding maintains good contact with boarders' parents and will always alert them to any difficulties that boarders may find themselves experiencing.

The Code of Conduct

All pupils at Abbots Bromley School have clear indications of the behaviour expected. We have age-related Codes of Conduct which are clearly set out for pupils to understand.

For Preparatory pupils (Kindergarten to Y6), the Code of Conduct is;

- We treat everyone with kindness, courtesy and respect (*we help each other, we listen to each other and we do not mock others' opinions or actions*)
- We enjoy learning, encourage each other and follow the Code for Learning (*we are always attentive in lessons, we do not interrupt and we always attend lessons with the right equipment and on time.*)
- We like to use good manners in the way we act and speak (*we always speak with courtesy and do not use raised voices, we do not run inside the school building, we never forget to say please and thank you*)
- We look after our own and each others' belongings (*we always put our things away in the right place, hanging clothes on pegs or placing them in lockers. If we find lost property we return it to the person to whom it belongs or, if not named, place it in Lost Property. We do not leave our belongings lying around and we do not bring unnecessary things into school from home. Mobile phones and other electrical equipment should only be brought into school with permission and should be handed into the office on arrival and collected before leaving*)
- We are proud to wear our uniform and know that we can be identified as a pupil at Abbots Bromley when we wear it (*we always wear our uniform correctly and do not tie jumpers or cardigans around our waist. We wear our boards/panamas/caps for Chapel and for School Meetings. We keep our hair tied back if it is long. We do not wear jewellery, only a watch if we*

can tell the time or small stud earrings which have to be removed for games, we always show exemplary manners and behaviour in the wider community)

- *We care about our school environment (we use equipment sensibly and only for the purpose for which it is made. We do not pick growing flowers or break branches off trees. We do not spoil displays by touching or leaning on them and we keep the school tidy. We always put rubbish in the bins provided, especially paper towels. We clear up spills at break and lunch)*
- *We are confident enough to discuss our difficulties with an adult in the school (we know that honesty is very important and greater difficulties will be caused by being untruthful)*

For Senior School pupils (Y7 to Y13) the Code of Conduct is:

1. Treat everyone with kindness, courtesy and respect. Behave in a manner that allows everyone to learn, following the Code for Learning. If you are a boarder play your part in the boarding community.
2. Use appropriate language in your communication with each other, do not swear or use language which others will find offensive or hurtful. Follow the protocol for personal relationships (Public Displays of Affection protocol, Appendix 2)
3. Look after the school environment and do not take anyone else's property without permission or damage anything which belongs to another person or the school.
4. Be proud to wear your uniform. Dress appropriately for school, with neat clothes and appropriate hair styles. Make-up should not be worn. A watch and a small stud earring in each ear lobe are the only 'jewellery' to be worn, and they should be removed for PE, Dance, Equestrian and other physical activities. No visible tattoos should be displayed and boys should be clean-shaven. Be aware that you represent school within the wider community when wearing your uniform and always behave in an exemplary manner.
5. Walk quietly and sensibly around the school buildings, hold doors open for those who might be following, wait in an orderly fashion before entering a room and enter classrooms quietly and sensibly. Settle down quickly in preparation for the lesson.
6. Recognise that the procedures for signing in and out of school are important, follow them at all times. Never allow anyone else to use your key fob. Always be welcoming to visitors to school but remember that we do not let people into school unless you accompany them to the reception desk so that they may be signed in.
7. Remain within the school bounds at all times and use the pedestrian crossing when moving between the main school site and the ABIC site (ABIC, swimming pool, sports hall, sports fields). Acknowledge drivers who stop to allow us to cross the road with a polite wave.
8. Remember that food and drink should only be eaten in the dining room at break and lunchtime. Never take any food or drink into the library or bring chewing gum into school.
9. Remember to put litter into bins and keep the school environment tidy, including the boarding areas if you are a boarder.
10. Students in Y7 – Y10 are not able to bring a mobile phone to school unless using the bus service. The phone must be handed into Reception each morning and collected at the end of the day. Students in Y11 and above can carry a mobile phone during the school day but understand that it must be switched off during lessons. Never photograph or film anyone in school without permission and do not load photos or videos taken in school onto any social

networking site. Failure to conform to these rules will lead to phones being confiscated. This also includes boarders during the evenings and at weekends.

11. If you make any malicious or false accusations against your peers or members of staff this will be treated as a serious breach of the Code of Conduct. Your parents will be informed and this may result in a fixed-term exclusion or result in you being asked to leave the school.
12. Never bring cigarettes, alcohol, recreational drugs, pornographic images or weapons into school. Understand that if you don't comply with this it may result in a fixed-term exclusion or result in you being asked to leave the school. In the case of illegal items or weapons, it will involve the police.

The Code of Behaviour for Learning

As a school we understand that good behaviour and discipline will result in effective learning and we set out a clear age-related Code of Behaviour for Learning for all pupils.

The Code of Behaviour for Learning for Preparatory Pupils (Kindergarten to Y6);

- We follow the Code of Conduct, which will help us to learn.
- We take responsibility for our own learning and try hard to work independently.
- We listen to our teachers and let them guide us through our learning.
- We contribute to activities and learning in lessons. We try every activity and do not give up.
- We are enthusiastic and positive learners.
- We focus on learning activities in lessons, and we are prepared to put effort into these activities.
- We are organised and come to lessons, on time, with the correct equipment for our learning activities.
- We always hand prep in on time. When this is not possible, we tell our teachers and then meet the new deadline always.
- If we need help we tell someone; and we are always supportive learners to our peers.

The Code of Behaviour for Learning for Senior Pupils (Y7 to Y13);

1. Follow the Code of Conduct, it will impact positively on your learning.
2. Take responsibility for your own learning and organisation and strive to become an independent, life-long learner.
3. See your teachers as 'critical guides' who are there to advise and help you through your learning.
4. Be resilient when things do not go as planned and remember that mistakes help us to learn.
5. Contribute to activities and learning in lessons. Endeavour to try all activities and do not give up.
6. Approach your learning with enthusiasm and a positive attitude.
7. Focus on learning activities in lessons, and be prepared to put effort into these activities.
8. Be organised and come to lessons, on time, with the correct equipment for your learning activities.

9. Meet deadlines and hand work in on time. When this is not possible, communicate this to your teachers and be prepared to negotiate a deadline which is mutually acceptable. Meet the new deadline always.
10. If you need help, tell someone; and always be a supportive learner to your peers.

Rewards for Preparatory Pupils (Kindergarten to Y6).

- House points are awarded
- Verbal praise and encouragement are given
- Positive remarks are written on work
- Opportunities will be given to show and share work with peers
- Other members of staff may give praise for particular endeavour
- Parents may be told or a note written in the planner

Pupils are allocated to one of four houses, Argyle, Benets, Dutton and Stretton. House points are awarded for personal or academic achievement and for helpful, considerate behaviour. House points are recorded in the planner (KS2) or on a 'House Points Card' (Foundation and KS1). House point stickers are put up on the House Board and individual house points are counted towards the House totals. A cup is awarded to the House which has achieved the most House points at the end of each term. In each form there is an increasing scale for reward. This will be set at the end of each term by the Head of The Preparatory School after the totals for each form have been submitted. This gives everyone a fair chance of reward. In the Michaelmas term Bronze, Silver and Gold certificates are awarded, in the Lent Term, Silver, Gold Certificates and Gold Pins are awarded and in the Summer Term Gold certificates, Gold Pins and Gold Merits are awarded.

Rewards for Senior Pupils (Y7 to Y11).

Pupils are allocated to one of four Houses, St. Mary, St. Anne, St. Chadwick and St. Gregory. We believe that sustained hard work and outstanding achievement should be rewarded.

We operate a merit system for all pupils.

Merits are given for:

- several pieces of shorter work of an exceptionally high standard
- an individual piece of longer work of an exceptionally high standard
- a sustained improvement in work
- sustained effort
- a particular act of kindness or service to the school

Merits are collected in the back of the pupil planners and collated each week for the totals to be displayed on the House board.

These are totalled up by form tutors at the end of each term and the House Merit Cup is awarded to the House achieving the most merits.

In addition, individual certificates are awarded at the end of the summer term.

BRONZE	40 merits		
SILVER	60 merits		
GOLD	80 merits	MERIT	100+ merits

Those students receiving a merit certificate will also receive a merit badge.

There is a school prize for the student who achieves the most merits in the academic year.

In Years 12-13 we operate a **commendation** system. At the end of each half term, subject staff will give commendations to those students who have produced a high standard of work over that half term.

These are totalled at the end of each term and count towards a Senior House Commendation Cup awarded to the House that achieves the most commendations.

The Principal will also give special commendations to pupils in any year group as an acknowledgement of a particular achievement.

Sanctions.

Pupils who are having difficulty in following the expected standards of behaviour are, initially, spoken to by the person observing the behaviour. This should normally be all that is required.

However, it may be necessary to put in place an appropriate, age-related sanction if the behaviour continues.

Sanctions for Preparatory Pupils (Kindergarten to Y6)

- 'time out' for **five minutes**, this could be sitting at an isolated table in the form room, or holding an adult's hand at break time (particularly appropriate for the youngest pupils)
- A withdrawal of a privilege
- A withdrawal of an activity (but not 'paid' activities)

There should also be an action from the following;

- An appropriate action to show remorse and restore the situation
- An apology and some form of 'community service'
- A letter or note to explain the behaviour and make amends

The adult should always make sure that the child understands why the behaviour was unacceptable and should give the child the opportunity to make amends. The form teacher should be informed. At break times, the incident sheet should be completed by the member of staff dealing with the situation. If a pattern of more persistently unwelcome behaviour emerges, this will result in consultation with the Head of the Preparatory School who will talk to the pupil and then contact the parents if necessary. A programme would then be agreed to support the child.

A record should be kept in the Pastoral File if any of the above sanctions are imposed. The sanction is signed by the adult issuing it and a reason recorded. Except in unusual circumstances, a sanction should **not** be imposed without prior warning, pupils should always be given the opportunity to change their behaviour and make amends after a warning. If a pattern of more persistently unwelcome behaviour emerges, this will result in consultation between the form teacher and the relevant staff who will then contact the parents. In the case of a pupil who boards the Head of Boarding will also be kept informed and may be asked to liaise with parents. A programme would then be agreed to support the child. The Principal will be informed.

If a serious incident occurs, with or without any prior indications of inappropriate behaviour, this will be referred directly to the Head of the Preparatory School. She will lead an investigation, logging the proceedings onto an incident form and keeping the Principal informed. Parents will be involved and a programme would be agreed to support the child. A short period of exclusion may be considered,

and if a child or adult has been physically harmed this would be a likely outcome. The school's Exclusions Policy will be followed.

The above system is not appropriate when a pupil is felt to be underachieving academically, although it is recognised that challenging behaviour may be an indicator of educational difficulties. Challenging behaviour may also impact upon learning and this must be considered in the case of a pupil who has ongoing difficulties.

If it is felt that not enough care has been put in to a piece of work, pupils will be given guidance so that they know the expectations required next time. If appropriate, an opportunity to repeat the work will be given in a 'returns' Prep. Targets will be set and, if a pattern of persistent underachievement is forming, a report card, on which teachers will comment at the end of a lesson, will be provided. Only older pupils will be asked to repeat work and only then if the members of staff involved are sure that there are no underlying difficulties. If a pattern of academic underachievement emerges, this will result in consultation with the Head of the Preparatory School, who will then contact parents and, in the case of a boarder, the Head of Boarding. A programme, which may involve the LESCO and outside agencies, would then be agreed to support the child.

Sanctions for Senior Pupils (Y7 to Y13)

Pupils who are having difficulty in following the expected standards of behaviour are, initially, spoken to by the person observing that behaviour. This should normally be all that is required. However, it may be necessary to put in place an appropriate sanction if the behaviour continues, such as;

- 'time out' or an appropriate length of time, such as remaining behind in a classroom under supervision, reporting to the teacher imposing the sanction at an arranged time during lunchtime
- A withdrawal of a privilege
- A withdrawal of an activity

There should also be an action from the following

- An appropriate action to show remorse and to restore the situation
- An apology and some sort of agreed 'community service'

Sanctions are recorded in the Sanctions File, which is held by the Assistant Head (Staff and Student Support). If there remain any concerns about the behaviour of a pupil then they will be asked to see the Key Stage Co-ordinator who may also involve the Assistant Head (Staff and Student Support). In the case of a boarder, the Heads of Boarding (boys or girls) should also be kept informed. At this point it may be advisable to put the pupil 'on report' for a negotiated period of time (usually a week). **(See Appendix 4, a separate document)**. This should be tailored for each pupil individually. It might be for a particular subject, or time of day (e.g assemblies or Chapel) and the pupil's report should be carried with them and signed at appropriate times. This report should then be returned to the Assistant Head (Staff and Student Support) for filing. Please see appendix 3 for an example of a report card.

In extreme cases of unacceptable behaviour an exclusion may be imposed, either fixed term or permanent, according to the school's Exclusion Policy.

The above system is not appropriate when a pupil is felt to be underachieving academically, although it is recognised that challenging behaviour may be an indicator of educational difficulties.

Challenging behaviour may also impact upon learning and this must be considered in the case of a pupil who has on-going difficulties.

If it is felt that not enough care has been put in to a piece of work, pupils will be given guidance so that they know the expectations required next time. An opportunity to repeat the work will be given and a deadline for the completion of this work will be negotiated. Targets will be set and, if a pattern of persistent under-achievement is forming, a report card, on which teachers will comment at the end of a lesson, will be provided. If a pattern of academic underachievement emerges, this will result in consultation with the Key Stage Co-ordinator, Head of House and the Director of Academic Studies who will then contact parents and, in the case of boarders, the Heads of Boarding. A programme, which may involve the LESCO and outside agencies, would then be agreed to support the pupil.

Senior pupils have clear guidelines for what happens if they do not follow the code of conduct and code of behaviour for learning.

What happens if you don't follow the Code of Conduct?

1. You will be spoken to by the teacher observing your behaviour and you will be given an opportunity to discuss your behaviour and given strategies and support to help you to follow the Code of Conduct.
2. You may be given 'time out' for an appropriate length of time, such as remaining behind in a classroom under supervision, reporting to the teacher imposing the sanction at an arranged time during lunchtime, or sent to work under supervision elsewhere if your behaviour is disrupting a lesson. If you have been using your phone at inappropriate times it will be confiscated for the rest of the day, or longer if it is used inappropriately or repeatedly.
3. There might be a withdrawal of a privilege, such as being with friends in House Rooms, or not being allowed to have your phone in school for an agreed length of time.
4. There might be a withdrawal of an activity such as not attending a certain (free) enrichment activity.
5. If your breach of the code is persistent you will be asked to discuss your behaviour with your Key Stage Co-ordinator and/or the Assistant Head (Staff and Student Support). You will be given strategies and support to help you change your behaviour and you will be put "on report" for a negotiated period of time. You will carry this report with you for the agreed length of time and it will be reviewed by your Key Stage Coordinator or the Assistant Head. Your parents will be kept informed. If you are a boarder then the Head of Boarding will also be informed,
6. If your breach of the code of conduct is serious you will discuss your behaviour with the Head of School or Head of ABIC, and your parents. You could face a fixed-term exclusion according to the school's policy on Exclusions, particularly if your breach of the code concerns on-going systematic bullying (including mis-use of social networking sites), fighting of any sort, theft of property, or being in possession of any illegal item or weapon. The Principal will be involved at this point.
7. You would face permanent exclusion only as a last resort and the School will consider other alternatives first, including fixed term exclusions. A decision to permanently exclude you will be made by the Principal (or in the Head's absence the Head of School or the Head of ABIC). The Principal will usually only make a decision to permanently exclude you after discussion with your parent(s) and/or guardian.

What happens if you don't follow the Code of Behaviour for Learning?

1. If a piece of work is still outstanding after a new deadline has been negotiated you will complete the work under supervision in the Library at a set time.
2. If this happens too frequently you might be put on 'report'. This will involve having a teacher's comment and signature to confirm that you have worked well in lessons or handed prep in on time. This might be for one subject, for a few subjects or for all subjects.
3. Your subject teacher, or maybe your Form Tutor, will talk to you, to try to find out if there is a reason why you are finding things difficult. If a reason is discovered, you will be given help and strategies to try to put things right. You will be monitored and supported.
4. If a few teachers feel that you are not achieving well, your Key Stage Co-ordinator will discuss your difficulties with you initially and then your parents so that more support can be put into place. We may ask the LES Coordinator to discuss your learning with you as she can often identify specific difficulties which can then be managed and supported.
5. Your learning will be reviewed regularly so that you continue to achieve of your very best.

Home School Communication

At Abbots Bromley School and International College we value the partnership that we have with both parents and pupils. We will always aim to keep parents informed about their child's behaviour and highlight any difficulties at an early stage so that intervention can be swift and effective. The Senior pupils' codes are published in their planners (Appendix 1), with a declaration for both parents and pupils to sign. The PDA guidelines are in Appendix 2. This policy is published on the school website and updated annually. All parents are asked to sign a policy receipt form each year when the policy is updated (Appendix 3).

Appendix 1

Senior School Pupils Guides for Discipline and Behaviour

At Abbots Bromley School and International College we expect exemplary behaviour at all times. The following pages set out our expectations of you and what may happen if you are not able to follow the Code of Conduct and the Code of Behaviour for Learning.

The Code of Conduct;

1. Treat everyone with kindness, courtesy and respect. Behave in a manner that allows everyone to learn, following the Code for Learning. If you are a boarder play your part in the boarding community.
2. Use appropriate language in your communication with each other, do not swear or use language which others will find offensive or hurtful. Follow the protocol for personal relationships (**Public Displays of Affection** protocol, Appendix 2)
3. Look after the school environment and do not take anyone else's property without permission or damage anything which belongs to another person or the school.
4. Be proud to wear your uniform. Dress appropriately for school, with neat clothes and an appropriate hair style. Make-up should not be worn. A watch and a small stud earring in each ear lobe are the only jewellery to be worn, and they should be removed for PE, Dance, Equestrian and other physical activities. Visible tattoos should not be displayed and boys should be clean shaven. Be aware that you represent school within the wider community when wearing your uniform and always behave in an exemplary manner.
5. Walk quietly and sensibly around the school buildings, hold doors open for those who might be following, wait in an orderly fashion before entering a room and enter classrooms quietly and sensibly. Settle down quickly in preparation for the lesson.
6. Recognise that the procedures for signing in and out of school are important, follow them at all times. Never allow anyone else to use your key fob. Always be welcoming to visitors to school but remember that we do not let people into school unless you accompany them to the reception desk so that they may be signed in.
7. Remain within the school bounds at all times and use the pedestrian crossing when moving between the main school site and ABIC site (ABIC, swimming pool, sports hall, sports fields). Acknowledge drivers who stop to allow us to cross the road with a polite wave.
8. Remember that food and drink should only be eaten in the dining room at break and lunchtime. Never take any food or drink into the library or bring chewing gum into school.
9. Remember to put litter into bins and keep the school environment tidy, including the boarding areas if you are a boarder.
10. Students in Y7 – Y10 are not able to bring a mobile phone to school unless using the bus service. The phone must be handed into Reception each morning and collected at the end of the day. Students in Y11 and above can carry a mobile phone during the school day but understand that it must be switched off during lessons. Never photograph or film anyone in school without permission and do not load photos or videos taken in

school onto any social networking site. Failure to conform to these rules will lead to phones being confiscated. This also includes boarders during the evenings and at weekends.

11. If you make any malicious or false accusations against your peers or members of staff this will be treated as a serious breach of the Code of Conduct. Your parents will be informed with this it may result in a fixed-term exclusion or result in you being asked to leave the school.
12. Never bring cigarettes, alcohol, recreational drugs, pornographic images or weapons into school. Understand that if you don't comply with this it may result in a fixed-term exclusion or result in you being asked to leave the school. In the case of illegal items or weapons, it will involve the police.

What happens if you don't follow the Code of Conduct?

1. You will be spoken to by the teacher observing your behaviour and you will be given an opportunity to discuss your behaviour and given strategies and support to help you to follow the Code of Conduct.
2. You may be given 'time out' for an appropriate length of time, such as remaining behind in a classroom under supervision, reporting to the teacher imposing the sanction at an arranged time during lunchtime, or sent to work under supervision elsewhere if your behaviour is disrupting a lesson. If you have been using your phone at inappropriate times it will be confiscated for the rest of the day, or longer if it is used inappropriately or repeatedly.
3. There might be a withdrawal of a privilege, such as being with friends in House Rooms, or not being allowed to have your phone in school for an agreed length of time.
4. There might be a withdrawal of an activity such as not attending a certain (free) enrichment activity.
5. If your breach of the code is persistent you will be asked to discuss your behaviour with your Key Stage Co-ordinator, Head of House and/or the Assistant Head. You will be given strategies and support to help you change your behaviour and you will be put "on report" for a negotiated period of time. You will carry this report with you for the agreed length of time and it will be reviewed by your Key Stage Coordinator, Head of House or the Assistant Head. Your parents will be kept informed. If you are a boarder then the Head of Boarding will also be informed.
6. If your breach of the code of conduct is serious you will discuss your behaviour with the Head of School, or the Head of ABIC, and your parents. You could face a fixed-term exclusion according to the school's policy on Exclusions, particularly if your breach of the code concerns on-going systematic bullying (including misuse of social networking sites), fighting of any sort, theft of property, or being in possession of any illegal item or weapon.
7. You would face permanent exclusion only as a last resort and the School will consider other alternatives first, including fixed term exclusions. A decision to permanently exclude you will be made by the Principal (or in the Head's absence the Head of School

or the Head of ABIC). The Principal will usually only make a decision to permanently exclude you after discussion with your parent(s) and/or guardian.

The Code of Behaviour for Learning;

1. Follow the Code of Conduct, it will impact positively on your learning.
2. Take responsibility for your own learning and organisation and strive to become an independent, life-long learner.
3. See your teachers as 'critical guides' who are there to advise and help you through your learning.
4. Be resilient when things do not go as planned and remember that mistakes help you to learn.
5. Contribute to activities and learning in lessons. Endeavour to try all activities and do not give up.
6. Approach your learning with enthusiasm and a positive attitude.
7. Focus on learning activities in lessons, and be prepared to put effort into these activities.
8. Be organised and come to lessons, on time, with the correct equipment for your learning activities.
9. Meet deadlines and hand work in on time. When this is not possible, communicate this to your teachers and be prepared to negotiate a deadline which is mutually acceptable. Meet the new deadline always.
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3. Your subject teacher, or maybe your Form Tutor, will talk to you, to try to find out if there is a reason why you are finding things difficult. If a reason is discovered, you will be given help and strategies to try to put things right. You will be monitored and supported.
4. If a few teachers feel that you are not achieving well, your Key Stage Co-ordinator will discuss your difficulties with you initially and then your parents so that more support can be put into place. We may ask the LES Coordinator to discuss your learning with you as she can often identify specific difficulties which can then be managed and supported.
5. Your learning will be reviewed regularly so that you continue to achieve of your very best.

Rewards

You will be allocated to one of four Houses, St. Mary, St. Anne, St. Gregory and St. Chadwick. We believe that sustained hard work and outstanding achievement should be rewarded.

We operate a merit system for all pupils.

Merits are given for:

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- a particular act of kindness or service to the school

Merits are collected in the back of the pupil planners and collated each week for the totals to be displayed on the House board.

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In addition, individual certificates are awarded at the end of the summer term.

BRONZE	40 merits
SILVER	60 merits
GOLD	80 merits
MERIT	100+ merits

Those pupils receiving a merit certificate will also receive a merit badge.

There is a school prize for the pupil who achieves the most merits in the academic year.

In Years 12-13 we operate a **commendation** system. At the end of each half term, subject staff will give commendations to those pupils who have produced a high standard of work over that half term. These are totalled at the end of each term and count towards a Senior House Commendation Cup awarded to the House that achieves the most commendations.

The Principal will also give special commendations to pupils in any year group as an acknowledgement of a particular achievement.

In summary, a breach of common sense is a breach of the Code of Conduct or the Code of Behaviour for Learning.

I _____ (*name of pupil in capital letters*) agree that I have read, understand and will follow the Pupil Code of Conduct and the Code of Behaviour for Learning. I understand that actions lead to consequences and that if I breach the Code of Conduct or the Code of Behaviour for Learning, my parents may be informed.

Pupil signature: _____ Date: _____

Tutor signature: _____ Date: _____

Parent signature: _____ Date: _____

Appendix 2

Personal Relationships - within the Code of Behaviour for both Day and Boarding Students – a protocol.

It is perfectly normal and appropriate that students at Abbots Bromley School and International College will form close relationships with either members of the opposite or same sex. The PDA Policy will apply throughout the course of the teaching day. **No PDA.**

P = Public

D = Displays of

A = Affection

Students of course may embrace fellow students or shake their hand in congratulation and or greeting, however romantic displays of affection are not acceptable during the working day of Abbots Bromley School and International College and are considered mutually exclusive. Abbots Bromley School and International College is place of learning and should be treated as such.

The PDA Policy is also helpful for students when reminding them to keep their working relationships formal at Abbots Bromley School and International College .

P = Polite

D = Distance

A = Apart

For boarders, flexi boarders and those students staying in Abbots Bromley School and International College beyond the constraints of the school day, the following format is easy to follow

- a) Should boarding students wish to walk around the site during recreation time (after school hours i.e. 5pm) and hold hands and **discreetly** communicate romantically, that would be deemed acceptable by the staff and similarly in communal areas of the boarding facilities, provided it is not making other students feel uncomfortable. *This with usual permissions from Head of Boarding.*
- b) As the school is 'in loco parentis' the usual Sex Education Policy will be adhered to and students who need any advice or support in this regard should visit the Med Centre and speak with the Nurses on duty. The advice the Nurses offer will be strictly confidential and not shared with any of the teaching or boarding staff.
- c) Students engaging in sexual relationships should conduct their relationships off site of Abbots Bromley School and International College where they fall under the responsibility of their parents and guardians.
- d) Staff will be tolerant of young people and their relationship needs and discretion by all parties is required when making judgements.

It is important that students understand we are here for students' welfare and safety and therefore may adopt a different and therefore, more formal approach to their parents.

Accessing of dorms on either the male or female side of the houses will result in immediate exclusion. These are single sex only zones.

Appendix 3

Parental Receipt of the Behaviour and Discipline Policy for Abbots Bromley School.

This policy, last updated in April 2016, is a whole school policy and strives to give pupils, parents and staff clear guidelines on behaviour and discipline for all pupils at our school. We value the home school partnership and believe that everyone has a part to play in supporting our pupils of all ages.

We will aim to create a safe, secure and happy environment, where expectations are clearly defined and explained. We believe that everyone has the right to be treated as an individual and with respect. We believe that everyone should be given an equal opportunity to achieve his/her full potential. We aim to act quickly, consistently and maintain an atmosphere of calm so that everyone can work without interruption.



Signed on behalf of the staff

Mrs Maggie Shackleton

Principal

Parents/Carers/Guardians signatures _____

Parents/Carers/Guardians of _____

Date _____