

Behaviour Management Procedures: The Abbeyfield Way

A Document for Parents

Expected practice for creating a positive climate for learning.

This document should be read in conjunction with the following policies:

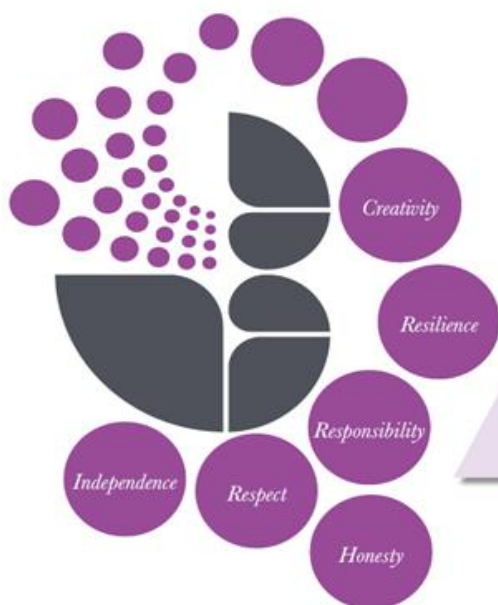
- Behaviour for Learning
- Anti-Bullying
- Supporting Pupils with Medical Conditions
- Smoking and Vaping
- Attendance
- PE Kit

Rationale:

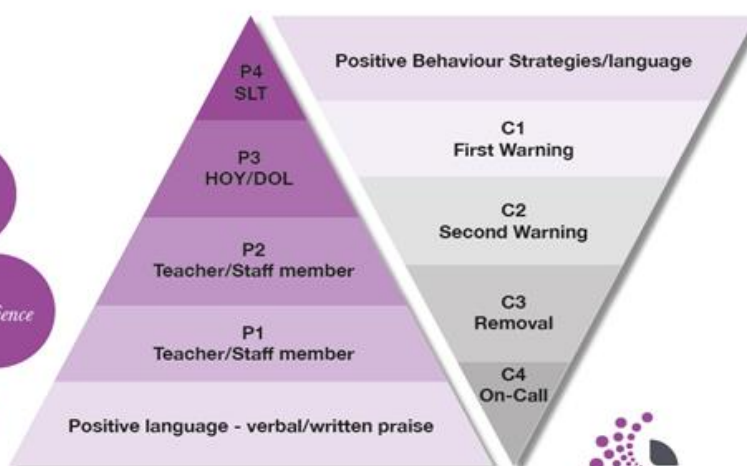
At Abbeyfield, we are ambitious to succeed and as such, set high expectations of both our staff and students. We are passionate that all students are given every opportunity to achieve their potential. Behaviour, both in and outside the classroom, is crucial to this.

- Students and staff have the right to thrive in a culture built on mutual respect.
- Every student has the right to learn in classrooms which are disruption and distraction free.
- Teachers and support staff have the right to enjoy working with young people in classroom environments that allow students to feel comfortable, safe and free from judgement.
- No student has the right to disrupt the learning of others.
- The Abbeyfield Choices Pyramid acts as our consequence and reward strategy:

ABBEYFIELD VALUES



ABS CHOICES PYRAMID



The Abbeyfield Way: For Students

All students will be expected to adhere to *The Abbeyfield Way*:

- Be punctual
- Wear correct school uniform/PE kit and remove outside coats and scarves during lessons
- Be fully equipped: Pens, pencils, ruler, rubber, sharpener, calculator and purple pens
- Settle quickly and complete the “Do Now” activity immediately
- Follow all instructions at the first time of asking
- Challenge yourself to always achieve your personal best
- Listen silently whilst your teacher or other students are talking to the class – do not call out
- Put your hand up if you want to ask or answer a question
- Be respectful and kind towards others
- Keep your classroom tidy
- Not eat and only drink water in lessons

If students fail to meet these expectations, there will be consequences. (See the Consequence Table below.)

Managing Behaviour: The Abbeyfield Way – For Staff

Innovative teaching and learning is built on consistent behaviour practice. Just as students have a set of expectations for their behaviour, staff must be relentless in working together to deliver visible, positive consistency. Abbeyfield staff use the “Four Rs”

1. Routines: Rigorous and Relentless

- Meet and greet at the door: Positive, open, direct eye contact, visible kindness
- Seating plans established and uploaded to EduLink
- Getting the class silent and ready for instruction
- No-one speaks whilst the teacher is speaking
- Setting the class to work (Timings, Resources, Outcomes, Groupings, Stop)
- Reflective questioning
- Eliciting success criteria
- Routines for students
- Circulate the room
- Remind and refresh: teach and re-teach expected behaviours

2. Reactions and Responses

Abbeyfield staff must challenge behaviour that is not expected in the classroom, as it hinders the learning of others. However, how they react to inappropriate behaviour is key to managing it effectively:

- Always begin with positive behaviour management strategies
- Positive Phrasing - Tell students what they should be doing, not what they shouldn't

- Avoid confrontational language - be calm but assertive
- Avoid shouting: a raised voice may be required to attract students' attention
- Gain attention – pause – direct
- Use non-verbal cues
- No “why” questions: Are you making a positive choice? What should you be doing? Do that, please...
- Be in control of yourself and your responses: “Parent on your shoulder”
- Give calm, controlled, considered responses
- Tone of Voice: It's not just what you say, but the way you say it
- Make allowances whilst also maintaining high standards for all
- Adjustments should be made to support our SEND students who struggle to modify their behaviour. Staff must read Student Passports and apply the strategies stated
- USE THE CHOICES SYSTEM: Follow the behaviour system and let it support you. SEE FOLLOWING PAGE.

3. Relationships

Different people feel appreciated in different ways. We build positive, lasting relationships over months and years, and the same can be said with our students. Staff at Abbeyfield work hard to establish meaningful relationships with our students. It is the thoughtful remark at the door or the additional verbal compliment on a piece of work that can have a huge impact on the relationships we develop with our students.

4. Rewards

Student findings told us that praise must be sincere and targeted for it to have the most impact on student motivation. Rewards need to be accessible and proportionate to the act for students to appreciate the value. It is important that our students are recognised for their hard work and effort and we must embed the concept of praise to accelerate the recognition of students' efforts and achievements throughout the school.

Every young person who attends Abbeyfield has the right to expect and experience a disruption free learning environment. To ensure that no learning time is lost, we have put in place a clear structure to empower our teachers to manage behaviour both in and out of lessons. The Consequence Table is on the following page.

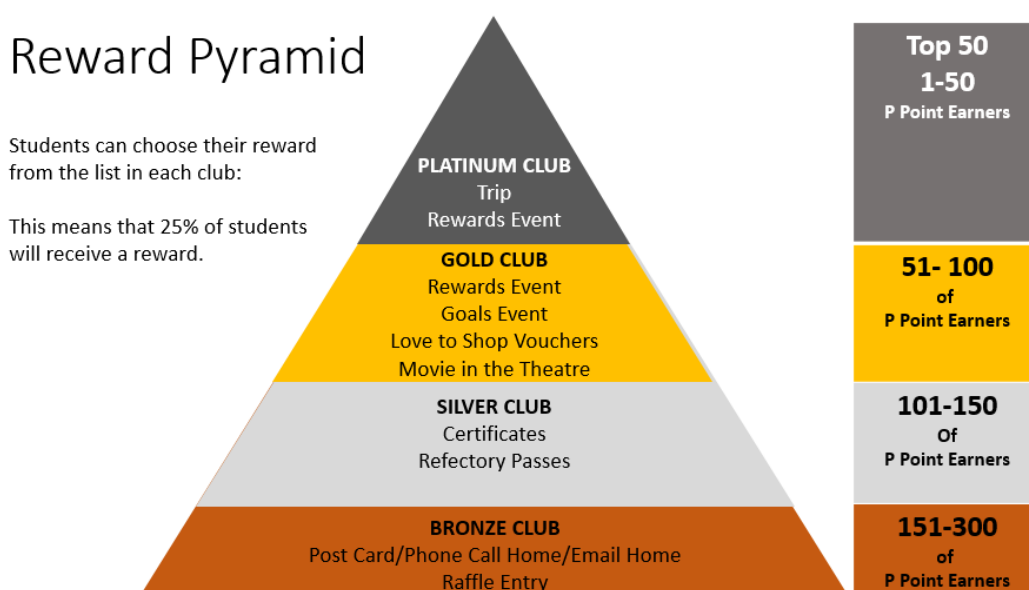
Warning	Types of Behaviour (This is not an exhaustive list)	Consequence/Actions
C1 Verbal Warning 1	Wasting the opportunity to learn Damaging opportunities for others to learn Not stopping talking Turning around Wandering around the class Not focusing on work Being late Inappropriate language towards peers Not completing work to an appropriate standard Shouting out or any low-level disruption Failing to bring the correct equipment Uniform infringements	Student heeds warning – no further action Student ignores warning – C2 Teacher logs on SIMs Form tutor contacts parents/carers – multiple C1s Multiple C1s - form tutor report for two weeks
C2 Verbal Warning 2	No advance warning for a C2 (the C1 was the warning) Student was issued with a C1 and the behaviour did not improve See C1 behaviour C2 late C2 Social time: running around, poor language, not heeding warnings, being out of bounds, play fighting, non-compliance, defiance Mobile phone is seen or heard on school site (see page 12 for further information)	Student heeds warning 2 and remains in class Students ignores warning 2 – leads to a C3 Teacher logs on SIMs Break A C2 detention Break B C2 detention for late Form tutor report - 3 C2s across more than one faculty DoLs report – 5 C2s in a week in one faculty area C2 Social time: Students taken to the Science Lecture Theatre
C3 Lesson Removal	Student fails to heed C1 and C2 warnings (including social time) Student sent to the faculty remove room No warning of the C3 (the C2 was the warning) Student's behaviour warrants a C3 with no prior warnings: verbally abusive, damaging property, aggressive behaviour, persistent non-compliance Student found wandering out of class/truanting without permission Student arrives to school over 30mins late	Incident report completed by teacher on SIMs Teacher MUST phone home After school one hour detention Failure to attend detention - one day in IEU Restorative conversation led by DoL or HoY (if C3 issued during social time) HoY or DoL Target Card - 3 x C3s in a week
C4 Lesson Removal via On-call	Student has been issued with a C3 but refuses to leave the classroom Swearing at a member of staff Physical altercation/fighting Persistent non-compliance or defiance	On-Call button pressed on SIMS Student collected Staff member completes incident report on SIMS IEU Pastoral staff to contact home
C5 Suspension	Any incident inside or outside of school whilst in school uniform that through its seriousness, warrants an immediate suspension	Student collected and placed in IEU Parents contacted and arrangements made for removal from school site Suspensions may be from half a day or more, depending on the seriousness of the incident Reintegration meeting with HoY/SLT/FT and parents BEFORE the student can return to lessons

There may be circumstances when teachers feel it necessary to make particular arrangements for sanctions dependent on a student's circumstances, which may differ from the above table. We also reserve the right to make bespoke reward and sanction arrangements for students where there is a particular need to improve behaviour following a pattern of incidents.

Reward Pyramid:

Just as we have the Choices Pyramid for behaviour management, the Reward Pyramid looks to inspire and motivate students to receive P Points both in lessons, and around the school site. The amount of P points students accrue will determine which “club” they find themselves in at the end of each term. The rewards, such as the trip and the raffle prizes, will change each term to ensure the rewards continue to engage and inspire our students.

The Reward Pyramid is below. All the rewards are based on student feedback from across the school.



To supplement the Reward Pyramid, we have also introduced the following praise and rewards initiatives:

Abbeyfield ‘Living the Values’ Card

Following the premise of a coffee shop loyalty card, the Abbeyfield ‘Living the Values’ card will reward students who are loyal to the Abbeyfield Way and consistently demonstrate our values of Creativity, Respect, Independence, Resilience, Honesty, and Responsibility, of which we have many. Staff will be responsible for signing the boxes on the reverse of the card to recognise students who embody our values during lessons and social times. Once the card has been completely signed off, students are responsible for placing the card in the box at their pastoral base. At the end of the academic year, a prize draw will take place and the winner will receive a £50 Amazon token. Once a student has completed a card, they can begin to complete another one, thus the more cards a student has in the box, the higher the probability of them winning the prize at the end of the academic year. We feel this initiative will be instrumental in raising the profile of our values across the school and the importance they play in everyday life.

I Heard a Wispa

To embed the concept of third-party praise across the school, each faculty area will take time in their briefings/meetings to discuss students who have impressed them during the previous week. The Head of Faculty will then select one of the named students to be awarded a certificate and a bar of Cadbury's Wispa. Every Friday, the Senior Leadership Team will then distribute the certificates and bars of chocolate during the day, ensuring the students receive their rewards in lessons contrary to their nominations. For example, if they were nominated by the French department, they might receive their reward in Maths. This ensures the celebration of success is widespread. We are also encouraging staff to nominate students who have shown improvements in their attitude and behaviour, as well as for effort, achievement or progress.



Friday Form Fiesta

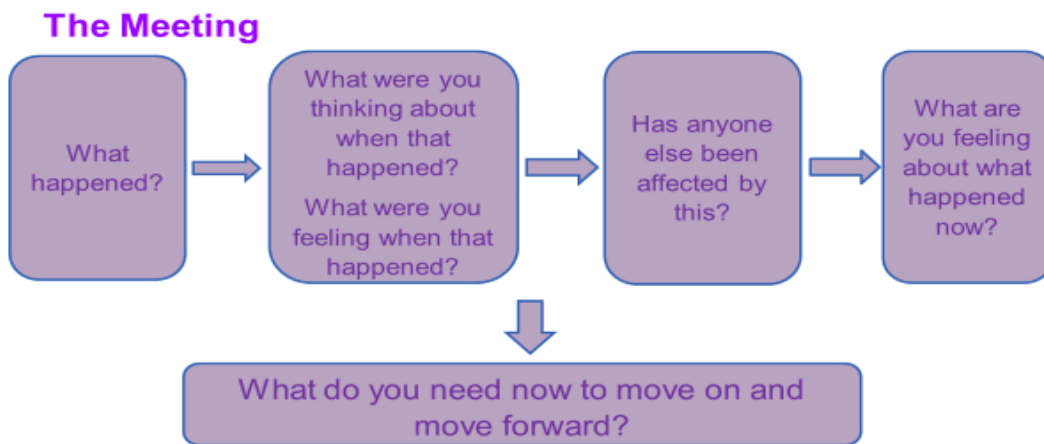
As a drive on highlighting the importance of punctuality, we have introduced a competitive tutor group initiative that will develop the students' sense of identity and collaboration. A tutor group party during period 5 on the final Friday of term, with treats, will be awarded to the one tutor group who accrue the most P Points and least late minutes across the term. We will always take into consideration the number of students in each tutor group and if there are any persistently absent students, adjust results accordingly to ensure students do not become disheartened by factors out of their control.

Positive Praise Moment

To provide students with the opportunity to receive at least one P Point in every lesson, all staff are encouraged to find a "positive praise moment" to demonstrate a particular behaviour that they would like to be the focus. For example, this might be to work independently, to show resilience, to articulate ideas in a debate. When students have worked to achieve the aim, they will be awarded a P Point(s). The focus is very much on effort, rather than achievement and allows all students the opportunity to be acknowledged for their engagement.

Restorative Practice following a C3:

The ability to manage one's own behaviour is an important life skill and it is one of the school's main tasks, in partnership with parents, to promote this. We work closely with students and over their time in Abbeyfield, we help them to reflect on their behaviour for learning, to develop their ability to self-regulate and to be accountable for their own behaviour choices. When a student has been issued with a C3, they will be asked to attend an Restorative Practice meeting the following day after school, within their C3 detention slot, with the member of staff who issued the C3. It does not replace the sanction of receiving the C3 and is not simply an opportunity to say sorry. Students will receive an Restorative Practice meeting slip via their tutor, with the following meeting structure on the reverse of the slip:



Please note, there may be further sanctions if students fail to attend their meeting.

IEU (Internal Exclusion Unit):

To ensure that every second of every lesson counts, and to prioritise students and staff safety and welfare, the IEU will be used when student conduct falls below the high standards expected.

Students will be issued with an IEU for the following reasons. ***This is an indicative but not exhaustive list:***

- Swearing/verbal aggression towards staff
- Unprovoked aggressive behaviour
- Racial incident
- Homophobic bullying
- Smoking or vaping on site
- Bullying
- Possessing alcohol
- Non-compliance in isolation
- Non-compliance with staff
- Non-fixable damage to property
- Two-sided fight
- Refusing to hand over confiscated items
- Ongoing breach of risk assessment
- Bringing the school into disrepute
- Breaking behaviour contracts
- 2 C3s in one day

There may be circumstances when an action which might normally lead to an IEU may be sanctioned using a suspension. This may be due to the context of the displayed behaviour, the severity of the behaviour, or if the behaviour has been repeated. (See Suspension section).

Procedures for IEU:

- IEU starts promptly at 8.30am. Anyone arriving after this time is LATE and will need to make the time up. The member of staff in IEU will complete an incident form stating the time the student arrived.
- IEU finishes at 4pm.
- The member of staff in the IEU will check all desks at the beginning and end of the day for any visible damage. Any equipment borrowed such as headphones, calculators etc. will also be checked for any visible damage.
- Students will be registered by the member of staff in the IEU. If a student has not arrived by 9am, the member of staff will need to check if they have been registered elsewhere or there is a message from a parent about why they are late or not attending. If they are not registered elsewhere and there is no message, then the member of staff will call home for safeguarding reasons.
- Students are allowed to use the toilets prior to arrival at the IEU, on the lunchbreak at midday and during the afternoon break at 2pm. Students will not be allowed to use the toilets outside of these times, unless they have a medical toilet pass.
- Students are expected to wear full school uniform whilst in the IEU.
- On arrival to the IEU, students are to put coats & bags and any other belongings in the designated area. Mobile phones and any other electrical items should be handed over to the member of staff in the IEU to be locked away. Any students found with their phones or any other electrical item risk a further consequence. Students may keep their writing equipment with them to use whilst in the unit.
- Students are expected to work in silence in the IEU and to be always on task.
- Students will log onto the Chromebook, check Teams for work set by their teachers and complete all work set. The member of staff in the IEU will check Chromebooks when given out and returned for any visible damage.
- IEU students will be taken for lunch at midday. They will queue up in Pod 1 and use the toilets one at a time. They will then go into the Refectory to have lunch. After lunch they will be taken back to the IEU. When students are taken to and from the Refectory, they must be in silence.
- At 2pm, students will be taken to Pod 1 again to use the toilets one by one.
- At 4pm, students should collect any mobile phones and electrical items from the member of staff along with their belongings from the designated area. The member of staff will then escort all students to receptions.

Suspensions

The school will follow the procedures laid down in DfE guidance regarding good practice in relation to permanent exclusions/suspensions. Students are only suspended when their behaviour constitutes such a serious challenge to the good order of the school, that other sanctions are not sufficient. For a serious breach of our code of conduct, a student will always be suspended. **This is not an exhaustive list:**

- Being physical/threatening towards staff
- Poor behaviour in IEU (failing to follow the IEU procedures)

- Refusal to complete IEU
- Failure to comply with behaviour contracts
- Supplying alcohol
- Bringing drug paraphernalia onto the premises or being under the influence of illegal drugs, alcohol or volatile substances
- Bringing items into school, or handling items likely to endanger or harm other people, such as dangerous/illegal substances, knives, weapons or anything which is used as a blade (including home-made sharp objects e.g. a compass, or a broken ruler, which is used to threaten another person or directed at another person where injury could occur)
- Bringing class A,B,C drugs onto school premises, including prescribed medication which is not intended for the student (we must be aware if a student is taking prescribed medication)
- Persistent disruptive or non-compliant behaviour
- Swearing/verbal aggression towards staff
- Repeated breach of risk assessment (following parental meeting)
- Refusal to comply in a dangerous situation
- Racist or Homophobic behaviour
- Theft/serious vandalism
- Behaviour which puts others in danger
- Bringing the school into disrepute, including through social media
- Repeated breach of behaviour contract
- Violence, whether expressed in actions or threats, towards other people on the premises or beyond the school gates
- Actions or words to a member of staff, or in the presence of a member of staff, which are judged to have the effect of seriously undermining their authority
- Offensive written material, which is judged to have the effect of undermining the authority of a member of staff.

All suspensions, whether fixed-term or permanent, are put into effect strictly within the terms set out in educational law.

For very serious breaches of the Behaviour for Learning policy, it may be decided that a permanent exclusion is the appropriate course of action.

Following a suspension, the student and parents will always be asked to attend a reintegration meeting. Within this meeting, a Personal Support Plan will be put in place. This plan will include agreed strategies and interventions to ensure the student has a successful reintegration back into school. The student, parents and school will sign the paperwork, agreeing to work in partnership to support the student moving forward. A student will not return to circulation until a meeting has taken place.

Uniform

School uniform is compulsory and as such, we expect all students to wear the correct uniform and always take pride in their appearance from the moment they reach our school gates. We ask parents to contact the appropriate Head of Year if they require support or have any concerns regarding uniform. An outline of the uniform requirements is listed below:

- Full length, plain black trousers (those with embellishment, skinny fit trousers, jeans and leggings are NOT permitted)
- Plain black pleated skirt (sensible length)
- Shoes should be sensible, low, heeled, black, clean and polished. Buckles, insignia or black trainers are NOT permitted. Students will be required to borrow a pair of suitable shoes, should they arrive in footwear that is not permitted
- Black socks (ankle or knee length with skirts)
- Plain white shirt, which must be tucked in at all times
- School tie
- Black sleeveless slip pullover with purple detailing in the V-neck (optional)
- Embroidered grey blazer. The sleeves must NOT be rolled up
- The blazer should be brought to school every day and worn over a shirt, or a shirt and the school pullover
- During cold/wet weather, students are encouraged to wear an outside, waterproof coat for the journey to and from school and during break times. Please note that denim/leather jackets and tracksuit tops, with or without a hood, are NOT permitted and such items will be confiscated on site. Students will be able to collect confiscated items from their respective pastoral base at the end of the school day.
- Girls' winter boots are not allowed to be worn with skirts. Black boots can be worn under trousers only and they must be polishable and without a heel.



PE Kit

All students are required to wear uniform for PE lessons. An outline of the uniform requirements is listed below:

- Black and purple short sleeved sports top or rugby top
- Black and purple shorts or skirt
- Long sleeved black and purple games top/ plain black $\frac{3}{4}$ micro fibre fleece
- Non-marking trainers (suitable for indoor use) and football boots/astro-turf trainers (suitable for use on grass and the all-weather pitch)

- Students may also wear plain black track suit bottoms or sports leggings; any logo must not be bigger than a £2 coin.
- Plain black fleece (not a hoody)
- Black and purple skirt
- Black and purple rugby shirt
- Black football socks

All students are advised in their first PE lesson that they are to bring kit to PE even if they are excused from participating practically. The reason for this is that we would like 'excused' students to take on the role of an official or a coach. (The only exception is if they have a broken bone.)



Appearance and Standards

At Abbeyfield School, we set clear expectations to our students in respect of appearance. These are listed below:

- Hair colour must be of a natural colour and shaved patterns in hair are NOT permitted.
- A modest amount of makeup is permitted, however, it should be natural.
- False eyelashes are NOT permitted.
- False nails, which are excessive in length, are NOT permitted. Students will have 24 hours to remove them before the further consequence of isolation will be issued.
- Boots may only be worn UNDER trousers and must be black with a low heel.
- Hoodies are NOT permitted under any circumstances.
- Jewellery is limited to 1 pair of earrings – studs, no hoops, and one nose stud. You may wear a watch.
- All other facial piercings, which include mouth piercings, are NOT permitted. If seen, parents will be contacted.
- Chewing gum is NOT permitted.
- Permanent Tattoos are illegal for all students under the age of 18 and are therefore NOT permitted.

On the rare occasions when there are issues with uniform, students can borrow uniform from our pastoral bases. We ask that parents and students work together with us to address any concerns as quickly as possible.

If a student refuses to follow our school uniform expectations, refuses to accept support to resolve concerns or persistently breaches our uniform policy, we will reserve the right to put in place school sanctions and work with parents to rectify issues.

Mobile Phones and Ear Pods

We have a **No Mobile Phones** (including ear pods) policy at Abbeyfield school. We accept that parents may wish students to have a phone for the journey to and from Abbeyfield, but they are **NOT** permitted to use them on school site. They must be switched off and placed in their school bag.

If phones or ear pods are seen, students will receive a C2 and their phones will be confiscated, in the first instance. The next instance of confiscation will lead to parents having to collect the phone from school, and if a further confiscation was to occur, the student will need to leave their phone/ear pods in reception at the start of the day and then collect at 3:05.

Students are not required to have a mobile phone in school, and we support parents who make the decision that it is not necessary by ensuring that students are able to use the school's landlines to contact parents in an emergency. Parents should contact the school via the landline. Any student who brings a mobile phone or ear pods into school does so at their own risk and Abbeyfield will not be held responsible for any loss or damage.

Punctuality

We are especially keen to maximise the time in lessons for students. This means that we require students to arrive promptly and on time to school, whilst also moving purposefully between lessons.

In the event a student is late to school:

- Up to 30 minutes late – A C2 will be issued
- Over 30 minutes late – A C3 will be issued.

In the event a student is late to lesson throughout the school day:

- A C2 will be issued.

We completely understand that there may well be unforeseeable circumstances which impacts on your child's ability to arrive to school on time. In such events, please contact the school.

Vaping Devices/Cigarettes/Lighters

UK Law states that you must be 18 or over to use or purchase e-cigarettes or e-liquids. Therefore, students who are in possession of these items are not only breaking school rules, but also UK Law. In the event a student brings a vaping device into school, a C4 will be issued, the vape confiscated, and a parental meeting will be arranged before their return to circulation.

Abbeyfield school is a non-smoking site and under no circumstances should students bring cigarettes, tabaco, lighters or other smoking paraphernalia onto school site. In the event a student

brings smoking paraphernalia into school, a C4 will be issued, and a parental meeting will be arranged before their return to circulation.

Please note that prescribed medication may be classified as Class C drugs, and the school may deal with students who carry these drugs in line with our drugs policy.

Parents should inform the school of any ongoing medical concerns, which require students to bring medication onto school site, such as students who are diabetic or asthmatic.

Please see our Smoking and Vaping policy for further information

Medication

If you need to send medication to school for your child, please visit the school office to drop off the medication and to complete a medication consent form. The medication will then be held and administered appropriately. Please do not send medication in with students. All medication must be checked in via the school office.

Any medication that is found on students will be confiscated, parents contacted and depending on the circumstances, this may lead to a sanction. For example, where medication is shared with other students, this will lead to a suspension.

Please see our Supporting Pupils with Medical Conditions policy for further information

Anti-Bullying Procedures

Bullying of any kind is unacceptable at Abbeyfield. If bullying does occur, all students should feel able to tell and reassured that incidents will be dealt with promptly and effectively. We are a “Telling” community. This means that anyone who knows that bullying is happening is expected to report it to someone they trust. Knowing about incidents of bullying but not reporting them is unacceptable.

Definition of Bullying:

‘Bullying is behaviour by an individual or group, **repeated over time**, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.’ (Preventing and tackling bullying, DfE October 2014)

Examples of bullying include the following actions repeated over time. This is not an exhaustive list:

- a) emotional - being intentionally hostile, unfriendly, excluding, tormenting; emotional bullying can be more damaging than physical bullying
- b) physical - pushing, kicking, hitting, punching or any use of violence
- c) racist - racial taunt, graffiti, gestures

- d) sexual - unwanted physical contact or sexually abusive comments; frequently linked with cyber-bullying, for example sexting
- e) homophobic or gender-based bullying focused on sexual orientation, gender identification or inappropriate use of language such as describing actions or objects as 'gay'
- f) racist, religious, special educational needs or disability – bullying focused on an individual's characteristics
- g) verbal - name-calling, sarcasm, spreading rumours, teasing; discriminatory language of any type is unacceptable and will be challenged
- h) cyber - all areas of internet, such as e-mail and internet chat-room misuse, mobile threats by text messaging and calls, misuse of associated technologies including camera and video facilities.

If parents or students have any concerns that bullying may be occurring, they should speak immediately with the student's form tutor or Head of Year. Students can report bullying by using the email link on the safeguarding area of the school website. If a parent or student does not feel comfortable to do this, they should speak with any other member of staff. It is the responsibility of every member of staff to ensure that any allegations or concerns reported to them are properly investigated. If they are unable to do this themselves, they will pass the case on to a member of the pastoral team or a senior leader. Abbeyfield students must be confident that incidents will be investigated fully and fairly.

How we manage allegations of bullying

When a concern arises, the facts will be established, usually by asking any students concerned to write statements about what has happened. We listen carefully and investigate thoroughly. The voice of the child is always captured. There may be some cases where false and exaggerated allegations will be made, whilst in others, witnesses will give conflicting evidence. A judicious balance between the accounts of the alleged bully, the student being bullied, and reliable witnesses will need to be kept, taking account of personal knowledge of the children concerned. Serious allegations of bullying will be dealt with by a member of the pastoral staff or a senior leader in the first instance, who will ensure that the Principal is made aware of the situation. The Principal will ensure that those members of staff investigating an allegation or concern are fully supported with expertise both within school and from external agencies as required.

Once the matter has been investigated, the unacceptable nature of any behaviour will be made clear to the bully and his or her parents. Any students whose behaviour is found to be unacceptable will be sanctioned in line with the CET behaviour policy and Abbeyfield's behaviour management procedures. The consequences of any repetition will be emphasised. Parents of perpetrators and victims will be contacted by the academy and offered guidance, including signposting to external agencies, to support their children. Both the bully and the student being bullied will be advised and counselled about their future behaviour and regarding protective behaviours. In most cases, pastoral staff are best placed to offer this, and they will ensure that parents are aware of this process and are supportive of it.

The Head of Year will ensure that, following an incident, the perpetrators and victims are monitored, and that any recurrence is dealt with swiftly and victims are supported to enable them to partake fully in normal academy life. We will keep written records of all bullying incidents and the action taken. A summary of these records will be reported to the Academy Council in the Academy Report

at each meeting. This will not include student names or specific details but will be a summative report.

There will be occasions where, despite all efforts, problems continue. It is particularly difficult to deal with bullying or harassment that takes place outside of the academy. In these cases, the academy will advise parents to contact the Police, if we feel that this is appropriate. There are other circumstances, for example where the academy may be unable to achieve the desired result. In such cases, it is sometimes necessary to persuade students and parents that they need to change their aspirations and build up relationships with other students. (Taken from CET Anti-Bullying policy)

Abbeyfield believes in using Restorative Practice and will encourage students to participate in conversations, monitored by a trained facilitator, that allow all parties to find resolution. Acceptable Behaviour Contracts are also used to ensure boundaries are put in place between the victim(s) and perpetrator(s). Should students break their behaviour contract, they will be issued with IEU, in the first instance. Further incidents will escalate the consequence to a suspension.

We will always monitor students who have been the victim of bullying and regular check-ins will take place to ensure the bullying is not repeated. In some cases, we make use of outside agencies to work closely with our students.

Searching a Student.

Abbeyfield recognises that a teacher has the right to search without consent for 'prohibited items' (section 94 of the Education and Inspections act 2006). Prohibited items are:

- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images

We will only search a student under the following circumstances:

- If we think that a student is carrying a dangerous weapon
- If we think that a student is carrying an illegal substance
- If we think a student is in possession of pornographic material
- If we think a student is in possession of fireworks
- If we have a suspicion that the student is carrying something that may cause harm to either themselves or others
- If we have suspicion to believe the student is in possession of stolen goods
- If we have reasonable suspicion that the student is selling items to other students.

A member of the safeguarding team and SLT will conduct the search. They will always search in pairs. The search will be conducted in private, with closed doors and blinds. The search will NEVER be undertaken in an area where others can see a search taking place.

We will only search the student's belongings. We will always ask if they are willing to let us search their belongings. If they refuse, then we will contact parents.

As part of the search, we will always ask if they have anything on them or with them that they should not have and if there is anything that could hurt us when putting our hands in their bag or pockets.

We will ask students to take their shoes off, to see if anything is hidden. We will also ask them to run their fingers along the tops of their socks.

Parents will always be contacted to inform them of why the search had to take place.

DATE: May 2022

REVIEW DATE: May 2023