



# The Abbey

The independent school for girls aged 3-18.

## Behaviour and Discipline Policy

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### The Abbey School, Reading

## Behaviour and Discipline Policy

The Abbey School aims to provide a compassionate, supportive, civilised and friendly environment in which each pupil is able to realise her full potential in every sphere. Our behaviour policy 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.

In all matters concerning behaviour we aim:

- To create a 'virtuous circle' of modelling expectations and behaviour within our girls which is self-regulating as far as possible
- to promote the safety and welfare of our pupils
- to ensure high standards of conduct
- to ensure that all pupils are aware of the standards expected
- to ensure that the conduct of a pupil does not adversely affect others
- to help to create a working environment in which all pupils are responsible for their actions and can thrive
- to foster an environment in which poor behavioural choices can give the opportunity for development
- to ensure that every pupil is given fair treatment
- to encourage pupils to understand how their actions impact upon others and as a result to behave towards others with understanding, kindness, politeness and respect
- to ensure the effective running of the school

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

Every member of staff is responsible for ensuring orderly behaviour in lessons and around school and to promote the welfare of children.

### Responses to unacceptable behaviour

Our primary aim is for the girl to recognise where she has made a mistake, to apologise to anyone else who has been affected and to learn from the experience such that (hopefully) the same mistake is not made again.

- Minor offences are usually dealt with by the form teachers, supported by the relevant member of the Senior Leadership Team
- Unacceptable behaviour is predominantly dealt with through individual and group discussion, circle time and assemblies – as appropriate to the age of the girls concerned. Form teachers or the Head of Year/Assistant Head may gather a whole year group or section of the school to discuss the matter of concern.
- Children in the Nursery and Reception 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 pupil 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.

- Dependent on the nature and severity of the incident, the member of the Junior School Leadership team responsible for that phase of the school would speak to the pupil or pupils concerned. In the Senior School, the Heads of Section may become involved.
- When one girl behaves inappropriately towards another, each child is given the opportunity to talk through their peers' perspective and then brought together in an attempt 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 pupil.
- Parents are kept informed as appropriate.
- To support a girl in her behaviour, she may be given a report card which records all positive behaviours to reinforce our Policy.
- In the event of a more persistent problem the Head of the Senior/Junior School will become involved using a similar approach.

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

- Department or Form detention for lack of homework.
- School detention for repeated failure to behave well, complete work, or comply with uniform rules.
- Very occasionally - Head's detention.

### **Serious Disciplinary Offences**

In the event of a persistent serious disciplinary matter the Head of the Abbey School would be involved as well as The Head of the Junior/Senior School.

Such serious disciplinary offences might include:

- repeated bad behaviour, of the same or different types, when lesser sanctions have not led to significant improvement.
- a single act of seriously bad behavior.
- repeated acts of unkindness to other members of the school community which constitutes '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, wilful damage or gross negligence that leads to loss or damage to property.
- repeated unauthorised absence.
- 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.

The level and type of sanction 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 girl seems truly to have realised the implications of her actions. This would often be combined with another sanction e.g. Head's detention or in-school tasks).
- Final or 'first and final' written warning (quite a possible sanction, warning that further repetitions of the same or related offence(s) will render the girl liable to permanent 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 girl is removed from her 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).
- A Home-School Contract (binding rules of behaviour and work ethic drawn up by the school for each individual and signed by both the girl and her parents. It includes a clause that failure to adhere to it may lead to permanent exclusion).
- Permanent exclusion (the girl will be removed from the school register 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 Chairman of Governors within 15 working days 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.

### Use of Force to Control or Restrain Pupils

A new provision of the Education Act 1996 came into force on 01 September 1998. This clarified the powers of teachers and other staff, who have lawful control or charge of pupils, to use reasonable force to prevent pupils committing a crime, causing injury or damage, or causing disruption. Such powers already existed under common law but they have often been misunderstood.

Neither the Act nor this new provision authorise the use of corporal punishment, nor are they intended to encourage the use of inappropriate force.

<b>Authorised by</b>	Resolution of the LGE Committee
<b>Date</b>	February 2017

<b>Effective date of the policy</b>	February 2017
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