

# ABBOTSHOLME

AN EDUCATION FOR LIFE

## Behaviour Policy

**This policy is in the process of being developed further in consultation with our pupils.**

### Aims

This policy is to enable the Headmistress to carry out her responsibilities of maintaining order and good discipline in the school. The aim is for pupils to display the highest standards of behaviour and follow sound moral standards and principles. We aim to promote trust and mutual respect. We believe that promoting good relations with others, good manners and a secure learning environment enables pupils to become lifelong learners and responsible citizens.

### The Behaviour Charter: Honesty, Courage, Humility, Integrity, Respect

The Behaviour Charter is a statement of the principles or values we wish to promote as our basic guidelines for life. The Charter encourages pupils to think about their own behaviour, especially in relation to others.

The principles are:

- Honesty
- Courage
- Humility
- Integrity
- Respect

We expect the highest values and standards in any written or electronic communication concerning the school. Pupils must follow the Behaviour Charter, be loyal to the good name of the School and show respect and consideration for the feelings of others. This is particularly important within relationships, whether they are friendships, personal relationships or working relationships. Within personal relationships, it is important that behaviour is appropriate for a school environment at all times and that any displays of affection do not cause embarrassment or discomfort to others.

### Pupil behaviour agreement

To reinforce this, we expect pupils to abide by the following Pupil Behaviour Agreement.

- I will follow the school Behavioural Charter.
- I will be loyal and committed to my school and its activities.
- I will show consideration, politeness and respect to all.
- I understand that I must never interfere with or upset the learning of others.
- I will not swear, use bad language, or use any words or expressions which anyone present finds offensive, suggestive, hurtful or unacceptable.
- I will not be rude or unkind.

INDEPENDENT BOARDING AND DAY SCHOOL FOR BOYS AND GIRLS AGED 2 – 18

Abbotsholme School, Rocester, Uttoxeter, Staffordshire, ST14 5BS: Headmistress Mrs H Wilkinson

Telephone: +44(0)1889 590217 [enquiries@abbotsholme.co.uk](mailto:enquiries@abbotsholme.co.uk) [www.abbotsholme.co.uk](http://www.abbotsholme.co.uk)

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Pastoral Team, on 20/03/2024

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- I will not take anyone else's property without permission, or damage anything which belongs to another person, or the school.
- I will obey instructions.
- I must not break the school rules on smoking, alcohol and drugs.
- I must wear the school uniform correctly. It must be clean, tidy and in good repair.
- I accept that school commitments for which I have volunteered, or been selected, take priority.
- I must always be on time.
- I must have the correct equipment.
- I will meet deadlines.
- I will not leave the school estate without permission from my tutor, Head of School or Reception.

A simplified version is given to pupils in EYFS and Key Stage 1.

### Managing Transitions

Pupils moving onto the next stage of their education may experience difficulties adjusting to the new demands of their latest stage. The Heads of School in charge of those transition years (particularly 7, 9 and 12) work to ensure that expectations are made clear and the pupils are prepared for their new stage. In the case of Year 7 pupils, this includes:

- Transition days within the Senior School during the summer of Year 6.
- Transition events for parents, at which advice is provided.

### Rewards Systems

Every opportunity should be taken to praise pupils for excellent effort, achievement and behaviour. Rewards can include:

- Verbal praise in front of peers, staff or parents
- Positive comments on work, via Showbie or on paper
- Stickers
- Certificates
- Involvement awards
- Displaying pupils' work
- Commendations: Members of staff are able to acknowledge and reward pupils' outstanding efforts, achievements and behaviours by awarding 'commendations' on our electronic information system, 3Sys (often backed up by a sticker or writing 'commendation' on the work). The electronic record ensures that tutors, Heads of School and senior staff are aware.

The Deputy Head keeps a running total of commendations awarded. Pupils receive rewards for the number of commendations they gain. These are cumulative in each key stage within the school, and pupils may be awarded more than one each term, or take more than one term to achieve one. The numbers of commendations required and the prizes awarded will differ for each different area of the school.

	<b>Bronze</b>	<b>Silver</b>	<b>Gold</b>
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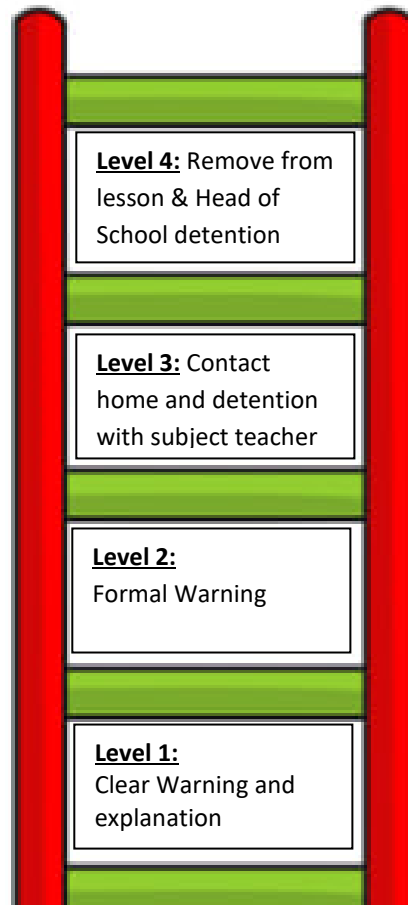
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<b>Key Stage 3</b>	50 commendations £5 token	100 commendations £10 token	150 commendations £15 token
<b>GCSE</b>	40 commendations £5 token	80 commendations £15 i-tunes voucher	120 commendations £25 voucher of choice
<b>6<sup>th</sup> form</b>	20 commendations £5 token	50 commendations £15 i-tunes voucher	80 commendations £25 voucher of choice

### Behaviour for learning ladder

We expect the highest standards of behaviour throughout school life. The behaviour for learning ladder below, should be used as a reminder of basic expectations for everyone. This should be visible in every classroom.

**Level 5:** Headmistress detention  
Depending on the incident, this could result in suspension or expulsion



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As evident on the Behaviour for Learning ladder, pupils will first receive a clear warning and explanation for that warning being given (level 1), if the teacher needs to readdress the issue, the pupil will receive a formal warning (level 2) and this is recorded on 3Sys. Continue of poor behaviour will then result in contact home and a detention (level 3)- recorded on 3 Sys and escalation from there will be to level 4: removal from lesson, Headmistress detention and level 5: Headmistress detention, which could lead to suspension or expulsion.

### **Suspension and Expulsion**

Exceptionally serious breaches of school rules may lead to suspension or expulsion from school. Serious breaches of rules and regulations could include drug abuse, theft, bullying, behaviour of a sexual nature, persistent disruptive behaviour, poor parental behaviour, malicious allegations that are found to be untrue. Persistent minor offences could also accumulate; as these might lead to suspension or expulsion, the pupil could be asked to sign a school agreement which would act as a final warning. Defaulting on a clause of the agreement could then result in expulsion. Suspensions are for short periods of time. Suspensions may be accompanied by a final warning of permanent exclusion.

Permanent exclusion is a final option if there is a serious breach of school regulations following a written warning or if the breach is considered serious enough to merit immediate removal. Exclusions are decided by the Headmistress in consultation with the Deputy Head and Head of School. Parents have a right of appeal as outlined in the Complaints Procedure.

### **Alternative Sanctions or Behaviour Management Tools**

The following are available to be used, in accordance with the Behaviour Ladder.

**Fatigues:** Pupils may be required to perform some activity that benefits the larger school community.

**Confiscation of property** that is being used inappropriately or without consideration. The use of confiscation will be accompanied by a clear indication of when and where and from whom the item can be reclaimed. Most items will be returned; however, if an item is unlawful, hazardous etc., it will not be. Staff will be responsible for the safe keeping of any confiscated item.

**Work Card or Behaviour Report:** For consistently poor effort in assessments, assignments or class work, or poor behaviour, a pupil may be placed on a work card or behaviour report by his/her tutor. This will have targets for the pupil. The card must be presented to the teachers at the start of each lesson, and teachers will complete it with a comment at the end; the duty staff, in the case of boarders, will do the same after evening assignments. The tutor will decide the appropriate length of time for a pupil to be on a work card. A letter will be sent to parents by the tutor. The card is shown to the tutor daily. There may be two levels to this: Tutor and Head of School.

**Gating:** This is a punishment for inappropriate use of school time. Pupils on gating will lose their free time and report to the member of staff on duty or Head of School. The Head of School will decide the length of the gating.

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**Headmistress's Detention:** More serious breaches of the school rules may result in a pupil being placed on a Headmistress's Detention. These are held early morning, in the evening or on a Saturday.

**Consultation:** The Head of School may, having discussed with the Deputy Head, convene a meeting of the tutor, one or more of the staff teaching the particular pupil, and his or her parents.

### Equality and Special Educational needs

The sanctions system is operated with due regard for the pupils with special educational needs.

- Staff are aware of the specific learning differences of the pupils they teach.
- Advice is provided by the Learning Skills Department as to appropriate strategies for dealing with particular pupils.
- Individual plans and strategies may be devised, for dealing with behaviour difficulties of particular pupils.

### Behaviour Ladder: Staff version

Please see the Staff version of the behaviour ladder (below) including logging behavioural incidents on 3sys/showbie and all contact with parents.

NB: A pupil who is obviously very upset or getting annoyed may be given permission to stand outside the classroom for no more than 5 minutes. If they are not in the right frame of mind to return, use Heads of Departments for support or neighbouring teachers. Corporal punishment is not allowed.

**Level 5:** Headmistress detention  
Depending on the incident, this could result in suspension or expulsion

**Level 4:** Remove from lesson and send to HoD/Head of School/SMT  
HoD or Head of School detention

**Level 3:** Contact home and log on 3sys  
Detention with subject teacher

**Level 2:** Formal Warning  
Use Fatigue or timeout if needed

**Level 1:** Clear Warning and explanation

*All of these levels should be used with professional judgement*

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