



# MILTON ABBEY

## Pupil Behaviour Policy

### INTRODUCTION

*This policy has been written by pupils and staff and sets out behaviour expectations and our approach to behaviour. It incorporates the Rewards and Sanctions policy and it should be read in conjunction with the Anti-bullying Policy, the Complaints Procedure, the Aims and Ethos, the Tutor Handbook and the Pupil Handbook.*

Milton Abbey encourages a nurturing environment and an ethos of mutual respect in a context of trusting relationships. Each member of the School community is valued for their individual contribution to school life. All in the Milton Abbey School community will be expected to understand and accept that good behaviour and discipline are essential to the efficient, safe, happy and effective running of the School.

Our goal is to enable pupils to regulate their own behaviour, with support and guidance. Milton Abbey see the pupils' good behaviour as very much part of a home school partnership and is committed to working with parents to promote and support good behaviour.

All members of the School are expected to treat each other and themselves with respect. They must behave in an appropriate fashion whenever or wherever they represent the School. They must be polite and courteous at all times, showing kindness and common sense. In the busy life of a school it is essential that the pupils are aware of their responsibilities and the expectations of them, both inside and outside the classroom.

Our pupils have identified the following behaviours as central to Milton Abbey life:

Milton Abbey does not tolerate any form of lying, stealing or bullying. These three Actions can damage the School community, leaving the pupil body unhappy and can spoil the school experience for all pupils.

We teach, model and encourage a love of learning, collaboration and compassion for others. It is important that all pupils within the school community **REACH** for the same success.

- R**     **Respect** each other
- E**     Make your best **Effort**
- A**     Have a positive **Attitude**
- C**     **Co-operate** with staff and your peers
- H**     Above all, be **Honest**

## **REWARDS**

### **Awards**

Milton Abbey's approach to behaviour is positive, recognising and reinforcing success, and seeks to develop personal responsibility. Pupils can achieve awards in four categories:

- **Academic**
  - **Activity**
  - **Creative**
  - **Service**
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- A Pupil will win a Tuck Shop credit voucher for every 5 Awards earned in each of these categories.
  - Tuck shop credit vouchers will be awarded by House staff at House assemblies.
  - The pupils achieving the highest number of awards in the Lower School and the 6th Form will be invited to a Head's Awards Tea (Lower School) or Head's Dinner (6th Form).
  - Awards are entered by the awarding member of staff on to the School's Management Information System (MIS) and they also then appear on the Parent Portal.
  - The Hodgkinson Trophy will be awarded to the House that achieves the highest average number of Academic Awards per pupil over the course of this academic year. Academic Awards are won for high quality work, but also for high effort levels, enthusiastic participation, teamwork and communication.

### **Commendations**

A Commendation is reserved for performance that goes beyond the set criteria. It is recognition of a superb effort or attainment for that individual pupil and will be announced in the first assembly after the Commendation has been awarded. Parents are contacted by the HsM.

## **BEHAVIOUR FOR LEARNING**

### **Rationale**

It is the School's policy to encourage good behaviour at all times, and to promote mutual respect and good manners amongst all those who live and work on the School site. Teaching staff are expected to make standards of behaviour, both in and out of the classroom, clear to pupils at all times and to be consistent in their expectations. Any pupil not following these guidelines will be sanctioned through the School's disciplinary system as described below.

### **Code of Practice for Classrooms**

- Be on time: be punctual for all your lessons and ready to learn.
- Be prepared: ensure you are dressed correctly and that you have all the correct books, equipment and prep.
- Listen carefully and with respect to all that is said both by staff and your fellow pupils.
- Ensure that your communication is kind and courteous, allowing others to listen and learn
- Any disruption to learning is unacceptable and will not be tolerated.
- If at any point you need help to access lessons and learning, please ask!
- The use of digital devices in the classroom to aid the pupils' learning is at the discretion of the teacher.

### **Academic Support**

Milton Abbey recognises that we all learn differently and that some pupils need additional support to manage their behaviour for learning and promote their sense of personal responsibility for their learning. Three levels of report card are available to help pupils maximise their progress. The report cards are as follows:

- **Level 1 Tutor Support Card.**
- **Level 2 House Report Card.**
- **Level 3 Deputy Head's Report Card.**
- **Level 4 Behaviour review with the Housemaster/Housemistress (HsMs) / Deputy Head.**

This support system is designed to ensure that pupils identified as requiring additional support in meeting their academic commitments and progress targets can be monitored.

In addition, some pupils may benefit from enhanced mentoring, and access to the School's counselling services to support them in regulating their behaviour.

## Academic Sanctions

These sanctions are designed as interventions to promote and support the pupils' personal responsibility for their behaviour for learning. In the event of a pupil not meeting the expectations described, or in the event of any behaviour deemed unacceptable by staff, the following sanctions may be applied as appropriate:

### Remove

- Any pupil disrupting learning in an academic lesson will be removed from that class by the teacher concerned. The Remove will occur as follows:
  - **Stage 1: Verbal warning.**
  - **Stage 2: Second verbal warning.**
  - **Stage 3: The pupil will be removed.**
- Any pupil causing significant disruption may be removed at any stage by the member of staff concerned regardless of whether the pupil has first received verbal warnings.
- The pupil will be collected by a senior member of staff and taken to work in isolation until the end of the lesson. The behaviour prompting the Remove will be discussed before the next lesson in that subject.
- Appropriate sanctions may be applied.
- The 'Remove' will be entered on the School's MIS; the pupil's HsM will inform parents.
- **Repeated disruptions to learning that warrant removal from lessons will be seen as a serious breach of the Behaviour Policy, will lead to a behaviour review with the Senior Deputy Head and may jeopardise the pupil's place at the School.**

### Departmental Detention

The following academic misdemeanours will normally result in a Departmental Detention:

- Low level disruption (behaviour that disrupts the learning of others).
- No prep or prep/classwork completed with insufficient effort.
- Repeatedly missing equipment.

The detention must be noted on the School's MIS.

Tutors and HsMs are informed.

## **Academic Detention**

The following academic misdemeanours will normally result in an Academic Detention:

- Missed departmental detentions
- Repeated lateness after the official lesson start time

The detention must be noted on the School's MIS.

Tutors and HsM informed. The Deputy Head Academic will maintain the Academic Detention lists, monitoring any trends or patterns.

## **Saturday Night Detention**

The following academic misdemeanours will normally result in a Saturday Night Detention:

- Missed lessons or significant lateness.
- Disruption to learning.
- Missed academic detentions.
- Significant or repeated academic issues as deemed appropriate by the HoD, HsM and Deputy Head (Academic).

The detention must be noted on the School's MIS. Parents will be notified by the HsM.

## **Sixth Form Supervised Study**

Our expectations of Sixth Form pupils are that they will work with more independence, however this privilege can be withdrawn if academic commitments are not met. The following academic misdemeanours will normally result in a Supervised Study and a night's Restrictions:

- No prep or prep/classwork completed with insufficient effort.
- Missed assignment deadlines.
- Pupil will serve the supervised prep on the day that they have been entered even if that piece of work has subsequently been submitted.
- Repeated academic misdemeanours will result in a review with the Deputy Head (Academic).

The supervised study must be noted on the School's MIS.

## CONVENTIONS

The following Conventions have been identified as reasonable standards of behaviour that all members of the School community must abide by.

This list is not intended to be exhaustive, and it is possible that other breaches of discipline may result in a pupil being sanctioned. Persistent breaches will be seen as serious breaches of the School's Behaviour Policy, and may result in the use of the serious offences sanctions.

- Pupils are encouraged to develop self-discipline; indeed, this represents the main form of discipline within the Milton Abbey community. Common sense is to be used both in interpreting the Conventions and in general behaviour; pupils are expected to respect each other, make their best efforts, have a positive attitude, co-operate with their staff and peers, and above all be honest and kind.
- Bullying is not tolerated at Milton Abbey. We expect everyone to be valued as an individual and treated with respect, courtesy and consideration. Any sign of bullying should be reported immediately so that it can be dealt with. This is a kind and supportive community and we must treat each other in positive, constructive ways at all times.
- Pupils must always follow the reasonable instructions of staff members.
- Pupils are expected to be familiar with the Policies as laid out in the Pupil Handbook, which is published separately.
- All pupils are expected to attend and actively participate in school events, and represent the School at prescribed times, as instructed.
- Pupils should, wherever possible, take personal responsibility for their learning and make their best efforts to catch up on missed work and commitments.
- Digital devices are not permitted to be used inappropriately at any time. Individual House rules on collection at key times (prep and bedtimes) may occur.
  - Headphones / earphones are not permitted to be used by pupils at any time during the academic day unless explicitly specified by a member of staff for the completion of a specific task.
- Pupils are not allowed to enter each other's Houses unless with the permission of the duty member of staff.
- Pupils must not engage in behaviour that compromises their safety or the safety of others.

## Serious Misconduct

Breaching any of the following constitutes very serious misconduct and may jeopardise a pupil's place in the School. Dependent on the seriousness of the breach, pupils risk exclusion at a first offence. Pupils who are present when serious misconduct takes place, or who fail to report serious misconduct of which they are aware, may also be subject to serious sanctions. The following (including any criminal act contravening UK law committed at any time) are totally unacceptable:

1. Possessing, purchasing, using or supplying illegal drugs.
2. Possessing, purchasing, using or supplying any sort of offensive weapon, or using any object in threatening or dangerous way.
3. Possessing, purchasing, using or supplying any sort of incendiary materials; intentionally setting off fire alarms or extinguishers; wasting Fire Brigade time and resources.
4. Possessing, purchasing, using or supplying any sort of legalised recreational drug including tobacco, e-cigarettes, and psychoactive substances; abusing or misusing any legal substance (solvents, glue, etc) to achieve a "drug like" state.
5. Possessing, purchasing, using or supplying alcohol - the exception being Sixth Formers when served and monitored by members of staff.
6. Any form of sexual activity between pupils of any age. Possession of pornographic material including in electronic form on mobile device, iPad etc; generating, sending, wilfully possessing, requesting or sharing any 'sexting' images.
7. Any form of bullying (including but not limited to race, religious, disability, sexuality, learning differences or gender offences) by any means, in person or remotely, including cyber bullying (internet, mobile phones etc).
8. Breaking bounds and unauthorised absence (truancy) from any school commitment including extra- curricular activities.
9. Breaking the School's driving policy.
10. Offensive, threatening or sexually inappropriate behaviour towards others, whether staff or pupils, by physical, verbal, written or electronic means.
11. Theft, intentional damage, or unauthorised use of (or access to) property belonging to another person or to the School.
12. Bringing the School, its staff or pupils into disrepute or danger through poor behaviour at any time or via any media including the internet, or by breaking the appropriate use of the School AUP.
13. Breaking the School's AUP, or E-Safety Policy

## **SERIOUS OFFENCE PENALTIES for all pupils**

The following are the sanctions which can be employed by HsMs, Deputy Heads or the Head to support breaches of this behaviour policy. Each offence will normally lead to a move up one or more levels.

Level	Sanction	Action	Who informs parents
1	Restrictions	HsM to record on School MIS	HsM
2	Saturday Night Detention	HsM to record on School MIS	HsM
3	Internal Suspension	HsM to record on School MIS	HsM SDH Letter
4	External Suspension	HsM to record on School MIS SDH / H	HsM SDH Letter
5	External Suspension/ Expulsion	HsM to record on School MIS H	H

**If a pupil has received 2 Saturday night detentions in a term the pupil can expect a meeting with the Senior Deputy Head to review their behaviour. It may be that the pupil requires additional pastoral or academic support, for example enhanced mentoring or access to the School's counselling provision.**

**Any additional serious breach of the Behaviour Policy may then result in Internal or External suspension. Subsequent to these interventions, further serious breaches of the Behaviour Policy will put the pupil's place at the School in jeopardy.**



## **Restrictions**

- No. of days at the discretion of the HsM/SDH.
- Gated to boarding house during free time and from after supper.
- Restrictions card to be signed as directed.
- In school uniform for signing in up to and including evening Callover.
- Not permitted on social trips.
  - Attendance at evening activities at the discretion of the HsM.
- Restrictions can be given as stand-alone punishments for offences at the discretion of the HsM.

## **Saturday Night Detention**

In addition to the serious breaches of the behaviour policy as detailed above, it may be recommended to the Deputy Head by HsM that pupils should serve a Saturday Night Detention. A Saturday night detention is designed to be a significant intervention to help pupils manage their behaviour appropriately and responsibly.

The Senior Deputy Head will maintain the Saturday night detention list.

## **Internal Suspension**

- Internal suspension from school activity as soon as is possible following the offence (usually 1 day).
- Attend lessons, but all other times under the direct supervision of a senior member of staff.
- Withdrawn from all sport and activities.
- Restrictions.
- Saturday Night Detention.

## **Fixed Term Exclusion (External Suspension)**

Suspension is at the Head's, or if absent the Senior Deputy Head's, discretion. Usually between 3 days and only used when a pupil has gone beyond the bounds of what is acceptable within our community or has reached Level 4 of the Serious Offences ladder.

## **Suspension pending investigation**

While an investigation into a pupil's conduct is carried out, a pupil may be suspended from school and / or be required to stay at home (this is a neutral act, that does not constitute a sanction). When a pupil is suspended or required to stay at home, teachers will set work to be completed by the pupil during their period of absence. Following the investigation, a sanction may be applied.

## **Permanent Exclusion (Expulsion)**

A pupil may be formally expelled from the School if it is proved on the balance of probabilities that the pupil has committed a very grave breach of School discipline or a serious criminal offence. Expulsion is reserved for the most serious breaches. The Head's decision is subject to a Governor Review if requested by a parent. A review will be conducted by a panel of up to three Governors. The pupil will be suspended from School until the decision to expel or remove has been set aside or upheld. The request for a Review must be made as soon as possible and in any event within seven

days of the decision being notified to the parents. A review may be requested of a decision to expel or require the removal of the pupil from the School or from boarding (but not a decision to suspend the pupil unless the suspension is for 11 School days or more or would prevent the pupil from taking a public examination).

#### **Withdrawal in Other Circumstances**

In accordance with the Terms and Conditions, parents may be required by the Head, during or at the end of term, to remove a pupil, temporarily or permanently from the School, or from boarding, if, after consultation with the pupil and/or parent, the Head is of the opinion that by reason of the pupil's conduct or progress, the pupil is unwilling or unable to benefit sufficiently from the educational opportunities and/or the community life of the School. A review may be requested, as above.

## **CORPORAL PUNISHMENT**

Milton Abbey School does not use corporal punishment on a child in any circumstances. The School takes all reasonable steps to ensure that corporal punishment is not given by any person who cares for or is in regular contact with a child, or by any person working in the premises where care is provided. Members of staff do not threaten corporal punishment, and do not use or threaten any punishment that could adversely affect a child's well-being.

## **RESTRAINT**

The legal provisions on school discipline provide members of staff with the power to use reasonable force or restraint to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

Restraint means to hold back physically or to bring a pupil under control. Restraint can range from guiding a pupil to safety by the arm to restraining a pupil to prevent violence or injury. Restraint can be either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.

School staff should always try to avoid acting in a way that might cause injury. Any incidents when a member of staff is required to restrain a pupil who is either causing or is about to cause harm to themselves or another person will be recorded in the Physical Restraint Log, kept by the Senior Deputy Head.

## **MALICIOUS ALLEGATIONS AGAINST STAFF BY PUPIL**

Any malicious allegations made against staff by pupils will be dealt with under the School's Safeguarding Policy.

## **ABUSIVE, THREATENING AND VIOLENT BEHAVIOUR**

All school staff have a right to expect that their school is a safe place in which to work and that prompt and appropriate action will be taken on their behalf if they are subjected to abuse, threats or violence by a pupil or pupils. Appropriate action is likely to lead to the temporary or permanent exclusion of the pupil or pupils involved.

## **SPECIAL EDUCATIONAL NEEDS AND DISABILITIES**

We take our duties under the Equality Act of 2010 seriously and will make appropriate reasonable adjustments for children with special educational needs and disabilities when implementing our behaviour policy. We recognise that incidents of continuing disruptive behaviour might, in some cases, be the result of an emerging special need or disability. Where this is suspected, the Head of Learning Support will discuss assessment with parents/guardians.

## **CONTEXTUAL SAFEGUARDING**

Staff will always consider the context and motive of a pupil's misbehaviour and consider whether it raises any concerns for the welfare of the pupil. If staff reasonably suspect that a pupil may be

suffering, or is likely to suffer significant harm, they should follow the procedures set out in the Safeguarding / Child Protection Policies and report their concerns to the School's Designated Safeguarding Lead (DSL) without delay in accordance with the Safeguarding Policy.

The School has legal and statutory requirements to report to the Police any activity which it reasonably suspects may amount to criminal activity which takes place within or beyond the School grounds. Milton Abbey School is committed to a multi-agency approach in supporting and promoting the behaviour and welfare of its pupils.

## **BEHAVIOUR OUTSIDE OF THE SCHOOL**

The School takes the conduct of its pupils outside of school grounds extremely seriously. A pupil's misbehaviour outside of the School can be damaging to the welfare of the pupil and the reputation of the School). The School may discipline pupils for misbehaviour outside of school premises, in accordance with the provisions of this policy, to the extent that it is reasonable to do so.

This may apply in the following circumstances:

- Misbehaviour when the pupil is:
  - Taking part in any activity organised by the School, or related to the School
  - Travelling to and from the School
  - Wearing school uniform
  - Or in some other way identifiable as a pupil of the School
- Misbehaviour at any time, whether or not the conditions above apply, that
  - Could have repercussions for the orderly running of the School
  - Poses a threat to another pupil or member of the public, or
  - Could adversely affect the reputation of the School

In all cases, the above misbehaviour would apply whether it took place in person, over the telephone or online (including social media).

## **RESPONSIBILITIES**

It is the responsibility of the Head to implement the Behaviour Policy consistently throughout the School: to maintain good order and to maintain an environment in which pupils can live and learn safely and happily; to maintain behaviour records; to report regularly to Governors on the effectiveness of this policy which is reviewed annually.

**Day to day behaviour management is delegated to the Senior Deputy Head.**

**Pupils** are expected:

- To know, understand and follow behaviour policies as directed, including the Behaviour Policy and Pupil Handbook
- To follow reasonable instructions of members of staff
- To report promptly any serious misconduct of which they are aware
- To report promptly any concern about the behaviour of others towards them
- To seek any help they require in regulating their own behaviour
- To bring to the attention of the Head or HsM any question they have about the Behaviour Policy or any suggestion they have to improve School behaviour

**Staff** are required:

- To follow the Staff Code of Conduct and the Teachers' Standards (2015)
- To model and require high standards of behaviour at all times
- To know, understand and consistently implement behaviour policies in accordance with the Aims and Ethos of the School
- To report promptly, using the School database, any rewards or sanctions
- To seek any help they require in supporting their pupils' behaviour
- To work in partnership with parents to support their pupils' behaviour
- To share best practice on supporting pupil behaviour with colleagues

**Parents** are requested:

- To read the Behaviour Policy and Parent Handbook
- To bring promptly to the attention of the tutor or Housemaster/Housemistress (HsM) any concerns they have about behaviour at the School or about the way in which their child's behaviour is supported
- To share with the Tutor or HsM any pastoral concerns or information that may influence their child's behaviour
- To work in partnership with the School in supporting their child's behaviour
- To support the School in the implementation of the Behaviour Policy

**Governors** support the Head in maintaining high standards of behaviour at the School by:

- Reviewing annually (and more often if required) the Behaviour Policy
- Monitoring serious misconduct, detention and physical restraint records
- Ensuring the effective implementation of the Behaviour Policy in accordance with the Aims and Ethos of the School

**Anyone – pupil, parent, staff, Governor or member of the external community – who has a question or concern about this policy or about the School's approach to pupil behaviour should contact the Senior Deputy Head via the School Office.**