



Behaviour, Discipline and Exclusion Policy

2026-2027

Behaviour Policy

SLT Responsible for this Policy

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This policy has been approved by SLT and adopted on behalf of the Governors, and is addressed to all members of staff and volunteers and is available on the school's [portal](#). It is available to parents on request. It applies wherever staff or volunteers are working, including when this involves being away from the school.

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1. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how students are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting students with medical conditions at school

It is also based on the special educational needs and disability (SEND) code of practice.

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its students
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate students' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate students' property
- Human Rights Act 1998 (HRA) which states that it is unlawful for schools and colleges to act in a way that is incompatible with the European Convention on Human Rights

3. Ethos

Abbey College Cambridge strives to uphold a relaxed, friendly and supportive safe environment in which both students and staff can achieve high standards while enjoying their time at Abbey College Cambridge. This supports the school vision 'A community energised by the love of learning and outstanding academic achievement for all.' Good behaviour in the classroom is built on trust and ensures the right atmosphere for learning to take place. A classroom or school environment where students exhibit poor behaviour is a safeguarding concern. From induction onwards we teach respect for: teachers, boarding staff, administration staff, fellow students, the fabric and grounds of the college and our local community.

Abbey College Cambridge rejects all forms of corporal punishment.

4. Expectations

4.1. Classroom Expectations

At Abbey College Cambridge we encourage our students to be ready, respectful, responsive in lessons.

1. Students are ready to learn

- Come in, sit down, coats off, bags on floor
- Equipment ready
- In the classroom speak English only
- Mobile phones are not allowed in the classroom
- On time every time.

2. Students respect the learning environment

- Hands raised to ask questions.
- Listen to the teacher and each other.
- Willing to work with anyone in the classroom.
- Build respectful relationship with others
- Keep the classroom tidy.

3. Students respond positively

- Follow instructions immediately.
- Have a positive attitude to learning and the teacher.
- Ask interesting and intelligent questions.
- Engage in discussion

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- Write down key words and are active in lessons.
- Complete homework fully and on time
- Actively engage with candid feedback

4.2. Boarding House Expectations

Students are expected to treat all accommodation as an extension of the school and should treat all boarding and housekeeping staff with the same respect they would treat a teacher or member of school staff. Students are expected to:

- To register promptly in the mornings and after school
- Keep bedroom and communal spaces tidy
- To be respectful of roommate, neighbours, staff and the fabric of the building
- To sign in and out during free time
- To abide by the boarding rules as outlined in the student handbook
- To carry out any reasonable request made by the boarding team without delay

4.3 Staff approach

- Speak with warmth and authority
- Give kind, specific and helpful feedback
- Be fair, consistent and supportive
- Plan for positive behaviour
- Under no circumstances must staff act in a physically or verbally aggressive manner. **Abbey College Cambridge rejects all forms of corporal punishment.**
- Making clear that sexual violence and sexual harassment is not accepted, will never be tolerated and is not an inevitable part of growing up
- Not tolerating or dismissing sexual violence or sexual harassment as 'banter', 'part of growing up', 'just having a laugh' or 'boys being boys'
- Promote Fundamental British Values

5. Defining Behaviour

Misbehaviour is defined as

Stages 1-2 on Behaviour Escalation Flow Chart (Appendix 1)

- Late to lessons, tutor time, curfew, leaving boarding in the morning
- Non-completion of classwork/ homework
- Disruption in lessons

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- Poor attitude to learning
- Refusing to follow instructions
- Missing a lesson
- Persistently speaking a language to the exclusion of others
- Mobile phone/device misuse
- Not wearing ID lanyard and badge in school
- Not following signing in and out procedures
- Food and drink in class, litter
- Messy room or leaving the common room in a mess
- Poor attitude, disrespect or rudeness
- Disruption in corridors between lessons, at break and lunchtimes or after bedtime
- Excluding other students from using communal facilities

Serious misbehaviour is defined as:

Stages 3 and above on Behaviour Escalation Flow Chart (Appendix 1)

- Safeguarding incidents
- Repeated and persistent misbehaviour
- Repeated truancy to lessons
- Plagiarism – assessed pieces of work e.g. coursework
- Cheating
- Smoking/vaping on site including the boarding accommodation, Purbeck Road and Harrison Drive
- Intentionally damaging school property
- Tampering with Health and Safety equipment
- Bullying/harassment/intimidation
- Assault including physical, verbal and sexual
- Misuse of IT and AI e.g. Chat GTP
- Extreme language
- Discrimination of any kind
- Theft
- Weapons
- Violence
- Alcohol consumption off site by any students under the age of 18
- Alcohol misuse, drunkenness or drinking alcohol by any student in the boarding house/on site.
- Storing alcohol/non-alcoholic containers, full or empty, in the boarding house/onsite
- Having unauthorised students in their bedroom e.g. a student of the opposite sex
- Illegal drug use or suspected illegal drug use

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- Fighting
- Repeated breach of school/boarding rules
- Absconding
- Bringing the school into disrepute

Or inciting any of the above.

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

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Child on Child	is abuse of any type between children. It can include: Bullying, including cyber-bullying Physical abuse Sexting Initiation/hazing violence and rituals Sexual harassment, sexual violence ‘Upskirting’ (typically, taking a picture under a person’s clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification or cause the victim humiliation, distress or alarm; upskirting is now a criminal offence
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Details of our school’s approach to preventing and addressing bullying are set out in our Anti-bullying Policy.

6. Roles and responsibilities

6.1. The Governors

The Governors are responsible for monitoring this behaviour policy’s effectiveness and holding the Principal to account for its implementation.

6.2. The Senior Leadership Team

The Principal/Senior Leadership Team is responsible for reviewing and approving this behaviour policy.

The Principal/ Senior Leadership Team will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

6.3. Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular students
- Recording behaviour incidents on CPOMS

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- Utilising sanctions as a last resort.

Head of Department/Housemasters/Senior Boarding Staff and Senior Leadership Team, as appropriate, will support staff in responding to behaviour incidents.

6.4. Parents

Parents are expected to:

- Support their child in adhering to the student code of conduct.
- Inform the school of any changes in circumstances that may affect their child's behaviour.
- Communicate with the tutor/Housemaster promptly regarding any behavioural concerns or the House Parents / Senior Boarding Staff if the issue arises in Boarding

7. Celebrating success

7.1. Rewards

Good behaviour is encouraged through recognition and reward. It is important that all staff consistently recognise the academic and behavioural achievements of students.

Positive behaviour will be rewarded through for example:

- Verbal praise
- Positive behaviour recorded on CPOMs
- Achievement points
- Certificates
- Email home to parents
- Student of the week
- Boarder of the month
- Principal's Commendation
- Special responsibilities, activities or privileges
- Celebration assemblies

7.2 Sanctions

The school may use one or more of the following sanctions in response to unacceptable behaviour.

- A verbal reprimand

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- Sending the student out of the class
- Expecting work to be completed at 'home', or at break or lunchtime.
- Detention at break or lunchtime, or after school
- Agreeing a behaviour contract
- Putting a student on academic subject report
- Community service; completing tasks around the boarding house for example tidying the bookshelves, litter picking
- Awareness courses (specifically courses providing further education with regard to the dangers of alcohol / smoking / fire)
- Referring the student to their Housemaster or Senior Boarding Staff and Head of Department
- Letters, email or phone call home to parents/guardian from tutor/Boarding Tutor, Housemaster or Senior Boarding Staff
- Weekly monitoring by the tutor and Boarding Tutor.
- Weekly monitoring meetings with HSM and/or Senior Boarding Staff
- Internal exclusion
- External exclusion
- Permanent exclusion

8. Behaviour Management

8.1. Classroom management

Teaching staff are responsible for setting the tone and context for positive behaviour within the classroom and for challenging and addressing behaviour which disrupts learning.

They will:

- Ensure that all students register at the start of the lesson and that their register is accurate.
- Create and maintain a stimulating environment that encourages students to be engaged and take an active part in the lesson.
- Plan lessons that are differentiated and meet the needs of all learners including SEND students and more able students.
- Display the Abbey College Cambridge Charter in their classroom
- Ensure that students wear their lanyards in lessons unless unsafe to do so
- Develop a positive relationship with students which may include:
 - Greeting students in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour

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- Concluding the day positively and starting the next day afresh
- Having a plan for dealing with low-level disruption including issuing sanctions
- Using positive reinforcement

8.2. Student support

The Housemaster/tutor will liaise with the Head of Department and teacher to discuss strategies for improving student behaviour and will work with the student on improving their behaviour. The Housemaster/tutor will be the contact home to parents and agents as appropriate.

The school recognises its legal duty under the Equality Act 2010 to prevent students with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the student.

The school's special educational needs co-ordinator will evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

Behavioural issues can range in their frequency and severity. All staff must use their professional judgement when deciding on any action and sanction to take and communicate their concerns to the tutor/houseparent and/or Housemaster/Senior Boarding Staff /Head of Department. All behaviour incidents should be recorded on CPOMs.

At Abbey College Cambridge there are various interventions to support the student and help them to understand how good behaviour can improve their own learning outcomes and creates a trusting and safe community.

Where behavioural issues require escalating the Housemaster will meet with the student, this is done so with warmth, authority, and with respect. The Housemaster will model positive communication at all times, and the student will be sanctioned in accordance with the behaviour escalation flowchart (Appendix 1)

9. Acceptable uses of force

In some circumstances, staff may use restrictive interventions to restrain a student to prevent them:

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- Causing disorder among students in school or boarding whether during a teaching session or otherwise
- Committing a criminal offence (or juvenile equivalent)
- Causing injury to themselves or others
- Damaging property

9.1 Restrictive Interventions

Restrictive interventions are used to prevent, restrict or subdue movement of the body or part of the body. This policy uses 'restrictive interventions' as the umbrella term to describe both physical and non-physical actions aimed to restrain students in different ways.

Examples of restrictive interventions could include:

- Supervised seclusion of a student in an area away from others, where the student is prevented from leaving for their own safety and/or the safety of others
- Passive physical contact, such as a staff member blocking a student's path if they're running towards danger (like a busy road), or staff standing between students to prevent a fight

Reasonable force refers to the broad range of actions used by staff that involve a degree of physical contact to restrain children, using no more force than is needed for the least amount of time, the application of which will depend on the circumstances.

- A staff member restraining a student to prevent injury to the student or others e.g. breaking up a fight
- A staff member leading a student by the arm out a situation
- Restraint is to hold back physically or to bring a student under control. This should only be used in extreme circumstances.

Restraint is a form of non-disciplinary intervention which immobilises a student or limits their movement. This may or may not include direct physical contact.

- A staff member holding a student's arms to their sides when the student is attempting to harm themselves or others
- Removing a student's crutches

Seclusion is a non-disciplinary intervention that keeps a student confined to a place away from others and prevents them from leaving, for the safety of that student and/or others. This could be through physical obstruction or by making the student believe that they will be punished if they leave. For example, putting a student into a 'holding' room until they calm down is a form of seclusion.

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At Abbey College Cambridge we only use seclusion as a safety measure when a student is experiencing high levels of emotional or behavioural dysregulation. Seclusion is not used as a threat or punishment. Seclusion is not a disciplinary response to deliberate or wilful misbehaviour.

During seclusion:

- The student will be secluded in a safe place that does not feel threatening or intimidating to them
- The student will be supervised at all times, as soon as the immediate risk of harm has reduced, the student will be allowed to leave.

9.2 Deciding when to use restrictive interventions

The use of restrictive interventions relies on staff professional judgment and the specific situation. Staff should first consider de-escalation strategies or seeking support. Restrictive intervention should only be used as a last resort to prevent harm.

When deciding, staff must ensure the action is **necessary** (no safer, less restrictive option available and unlikely to worsen the situation) and **proportionate** (minimum force, shortest time, and appropriate to the pupil's individual needs, such as age, size, health, or vulnerabilities).

Incidents of restrictive interventions must:

- Always be used as a last resort
- Prioritise student welfare and safety
- Be applied using the minimum amount of force and for the minimum amount of time possible.
- Be used in a way that maintains the safety and dignity of all concerned.
- Never be used as a form of punishment.
- Be recorded on CPOMs and the use of reasonable force log kept by the DSL
- Be reported to parents as soon as practicable, ideally the same day, unless this would result in significant harm for the student or the student is 20 or over.

9.3 Support and follow up

After any restrictive intervention, the school will promptly review the incident to understand why it occurred, its impact, and how future incidents can be prevented.

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Students and staff involved will receive appropriate support, including medical attention if needed, and opportunities to reflect. A debrief process will gather individual perspectives to better understand what happened and why.

Parents will be offered a follow up discussion to review riggers, behaviour plans and de-escalation strategies and future approaches. Following the incident the college will update behaviour support plans where appropriate.

9.4 Complaints and allegations

Any complaints about the use of restrictive interventions will be handled through our school's complaints policy, which you can find on the school website

Abbey College Cambridge takes any allegation of inappropriate use of force and/or other restrictive interventions made against a member of staff very seriously. An allegation will be dealt in line with the statutory safeguarding guidance

10. Training and support

Staff are provided with training on managing behaviour as part of their induction process.

Behaviour management will also form part of continuing professional development.

The Head of Department will discuss strategies and possible sanctions with the individual teacher to help build better behaviours in the classroom. They will come to the lesson and provide helpful and specific feedback to help with behaviour management strategies.

The Housemaster/Senior Boarding team /Tutor/Boarding Tutor as appropriate will discuss strategies with the individual student to help build better behaviours in the classroom, boarding and around the college. They will monitor the student in lessons, boarding and around the college and provide kind, helpful and specific feedback to help with behaviour management strategies. Where these strategies relate to behaviour with the classroom they will be shared with the teacher and Head of Department by the Housemaster. The Housemaster/Senior Boarding Staff or tutor /Boarding Tutor will contact parents as appropriate.

Where a student demonstrates poor behaviour across a range of subjects or persistent misbehaviour the Housemaster will call a Team Around the Child (TAC) meeting (Appendix 2). All staff working with the student are expected to attend.

The Senior Boarding Lead will discuss strategies with the individual houseparent/s to help build positive behaviours in boarding. They will monitor the houseparent's practice and provide kind, helpful and specific feedback to help with behaviour management strategies.

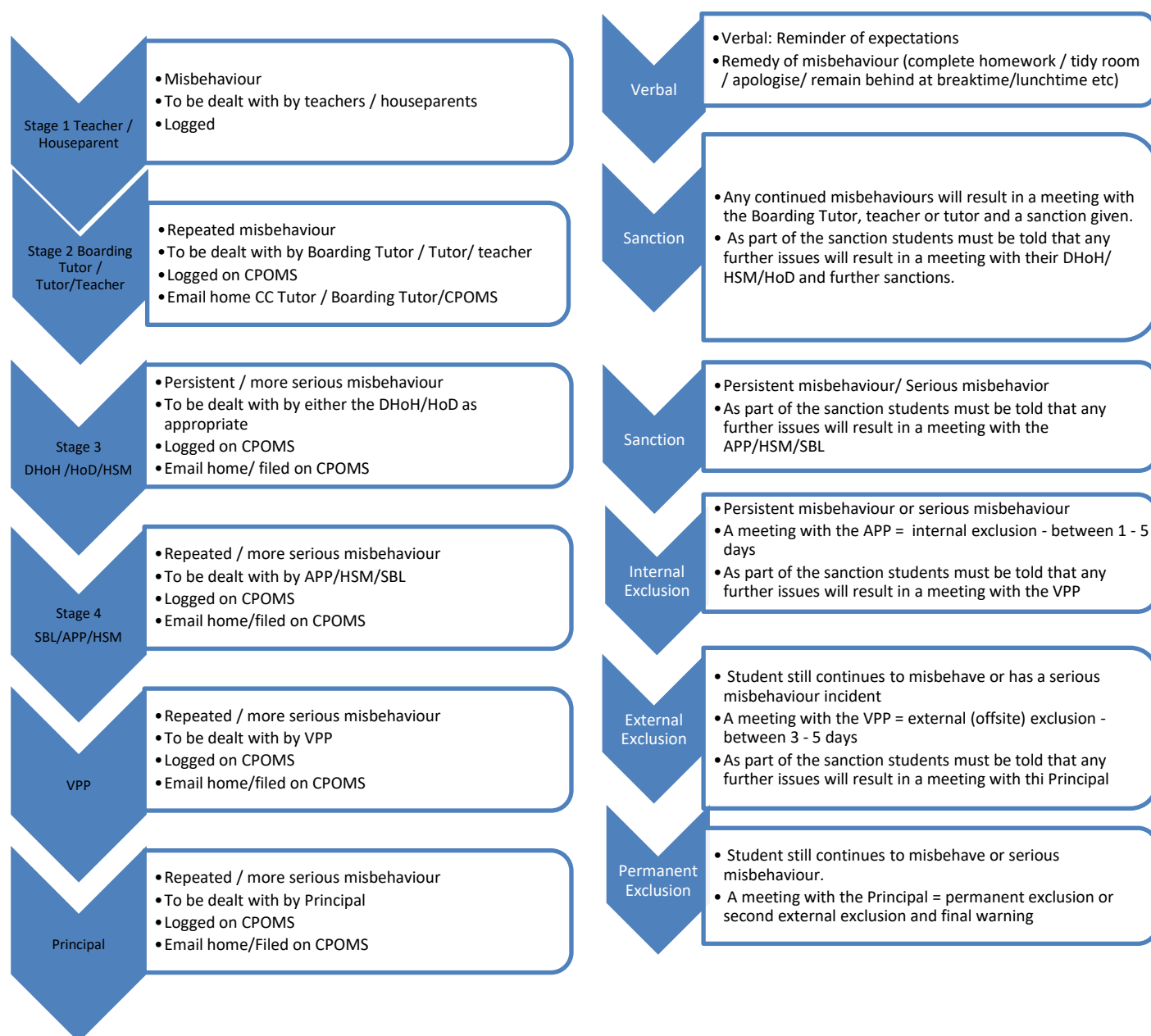
11. Links to other Documents

- Safeguarding Policy
- Attendance policy
- SEND policy
- Anti-bullying Policy
- Equal Opportunities Act 2010
- Keeping Children Safe in Education 2026
- DFE Guidance on Restrictive Interventions, including the use of reasonable force 2026
- DLD Complaints Policy

12. Appendices

Appendix 1 Behaviour Escalation Flowchart

To be used in conjunction with Section 5 Defining Behaviour and Section 7.2 Sanctions



Appendix 2
Dealing with persistent misbehaviour

Team around the child meeting (TAC)

Where students continue to exhibit behaviour that is inappropriate for a classroom, and where the strategies put in place have been exhausted, a meeting will take place led by the Designated Safeguarding Lead. Where a student has had a serious behavioural issue a TAC meeting will be called immediately.

Attendees to the meeting:

DSL – Chair

VPP/VPA /APP

Housemaster– Secretary (writes, circulates and files minutes)

As required:

Tutor

Matron/House Matron

Boarding Tutor

Senior boarding Staff

Teachers

Outline of the TAC meeting:

- Review SIMS log/CPOMs
- Review strategies implemented and their successes/failures
- Review contact home and parental support
- Review admissions file and previous school history, and reference checks from home
- Review possible SEND evaluation
- Review mental health/health reports
- Review DSL information

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Outcomes of the TAC meeting:

- To decide on any additional academic support required
- To decide on possible behaviour for learning or behavioural agreements
- To decide on a change to academic options
- To decide on SEND/psychological/health assessments
- To decide on academic mentoring/counselling
- To decide on preventative strategies such as PALS
- To decide on contact home

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Appendix 3 Formal Disciplinary Action

Parental interventions

The school may request for the parents of a student to attend a meeting in school where a face-to-face discussion can take place about suitable interventions for the student. The parents are expected to attend this meeting within 48 hours of the request if the situation is deemed important, or the first available flight if deemed urgent. Parents can request a named Guardian (see the Guardian Policy) to represent them at the meeting, in the agreement that the Guardian is able to communicate freely in English, and can take full parental responsibility of the student if required, regardless of the age of the student.

Withdrawal/Permanent Exclusion – behavioural concerns

In the event of the school leadership team having serious behavioural concerns about a student, the school reserves the right to require the parents to attend a meeting in the school to discuss the concerns. It may be that the student is permanently withdrawn from the school.

In the event of a potential permanent exclusion parents have a right to appeal. The process can be found in the 'Exclusion Appeals Policy' which is available from the school on request.

- Behavioural needs require a different educational environment
- Serious behavioural incident – See section 5
- Persistent misbehaviour – Section 5
- Relationships with peers are concerning and a fresh start is required in a new educational environment
- Parental involvement hinders the progression of the student, or parents are not supportive of the school, or non-communicative with the school when required to be so
- Behavioural concerns such as previous exclusions or undisclosed criminal activities
- A resistant attitude to learning or attending school