



Behaviour and Relational Guidelines



Student Version

Abbey Hill Academy is where amazing students do amazing things in an attachment aware environment where we recognise the importance of happiness, love, safety and security is as important as helping everyone to achieve their full academic potential and also to be the best versions of themselves that they can be.

Aims

- ✓ Positive relationships are very important to everyone at Abbey Hill Academy
- ✓ We are a Rights Respecting School and we believe that everyone should be valued, respected and treated well
- ✓ We want everyone to feel happy, safe and secure
- ✓ Staff at Abbey Hill Academy are excellent role models who help students to resolve conflict and repair relationships quickly.
- ✓ Staff and Students start every day as a new day with a clean slate
- ✓ Students are responsible for their own behaviour choices
- ✓ Some behaviour choices have consequences



Principles for Behavioural Conduct

At Abbey Hill Academy we work hard as a team to promote and provide the right ethos and environment for effective teaching and learning to take place. We realise that students learn best when they feel loved, cared for, safe, secure and are able to trust that their key adults will ensure these needs are met.

READY RESPECTFUL SAFE

In order to achieve this, students will learn to:

- ✓ Follow instructions from peers and adults
- ✓ Respect each other, their property and the school environment
- ✓ Move safely and sensibly around the school
- ✓ Speak to an adult if they are feeling overwhelmed and allow them to help
- ✓ Become aware of their internal feelings and use the 5 Point scale/Zones of Regulation to help express these if they need to



Abbey Hill Academy staff will do the following to help students follow these rules

- ✓ We will make sure that you have heard and understood what has been asked of you and will give you enough thinking time to make the right choice
- ✓ We will help you to find ways to recognise and manage difficult emotions in an appropriate way
- ✓ We will give you time and space to regulate your emotions and speak to you when you are calm and ready to listen effectively
- ✓ We will ensure we find time to repair relationships between students and staff in order to move on and learn from our behaviours

Crisis/Anxiety/Negative Behaviours



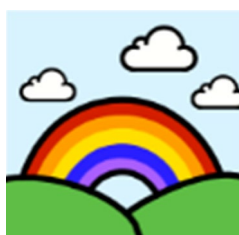
There are places we can go when we feel we need to:

Rooms/areas

- Tutor Room
- Library
- Principal's office (James)
- Vice Principal's offices (Bill, Melissa, Sarah, Jo)
- Rainbow room
- Time out rooms and Sensory rooms in the Walker Building

There are things that can help us to do this:

- Designated and pre-identified safe spaces or alternate areas to work around school
- Time with our chosen key adults as and when required
- Visual resources (time out cards, 5 point scale, emotion cards)
- Interventions specific to our needs (1:1 Therapy, Thrive, Alliance, Butterfly Counselling, CAMHS)
- Designing and implementing my own Mental Wellbeing Plan
- Regular check in's with key adults
- Stress reducing/fidget toys
- 5 point scale/Zones of Regulation/Emotion Coaching



Adult behaviour and modelling appropriate behaviour



- Staff should model appropriate, positive behaviour at all times between students and other members of staff
- Staff should highlight students appropriate behaviour to their peers, explaining why this was a good choice and rewarding appropriately
- Students are given opportunities to act as positive role models to other pupils (e.g. having a position or responsibility or mentoring role) House Captains, Anti-Bullying Ambassadors, Rights Respecting Ambassadors and all students are encouraged to apply for these roles if they choose to.
- Students are given experience of a wide range of aspirational role models from outside of the school and also meaningful encounters with employers from the World of Work and also the wider community
- Positive behaviour is recognised in the form of Random Acts of Kindness, Abbey Tickets and Tutor Star of the Week



Adults in school should provide positive role models for us at all times and we want them to:

- ✓ Listen to us when we ask them to
- ✓ Have a good sense of humour
- ✓ Not be grumpy and moody
- ✓ Be fair and consistent
- ✓ To give us short and clear instructions
- ✓ To respect us and our opinions
- ✓ Be trustworthy
- ✓ Not shout
- ✓ Give us space when we need it to try and calm ourselves down
- ✓ Understand me as a person - we are all different



Restorative Approach

Our Restorative approaches are based on three key features:

RESPECT: for everyone by listening to other opinions and learning to value them

RESPONSIBILITY: taking responsibility for your own actions

REPAIR: developing the skills within our school community so that its individual members have the necessary skills to identify solutions that repair harm and ensure behaviours are not repeated

Example Restorative questions

Everyone should be calm and should be sat in a safe and familiar environment. Only one person speaks at a time.

Can you tell me;

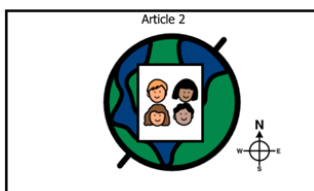
1. What happened?
2. What were you thinking/feeling at the time?
3. Who has been affected by this?
4. In which way?
5. What can be done make things right?

Rights Respecting School:

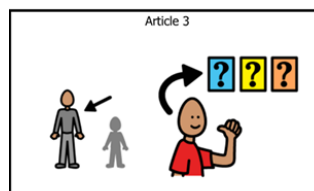
As a Rights Respecting school we believe every student has the same rights, whatever their ethnicity, gender, religion, language, abilities or any other status

There are 4 articles in the convention that are seen as special. These are known as the "General Principles" and they help to interpret all the other articles and play a fundamental role in realising all the rights in the Convention for all pupils.

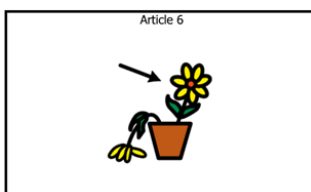
Non-discrimination (Article 2)



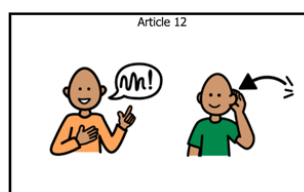
Best interest of the pupil (Article 3)



Right to life survival and development (Article 6)



Right to be heard (Article 12)



We encourage everyone at Abbey Hill Academy to respect these rights. However there may be occasions when an Adult (Duty Bearer) may make a decision to restrict some of these rights for individual students and they may have to lose 'the right to rest and play' (Article 31) at break/lunch time or even after school to reflect or catch up on work.

Boundaries help to create a safe harmonious community

It is important that students are supported to understand that inappropriate behaviour choices may lead to consequences. Consequences of inappropriate behaviour must be presented to students as a choice. This places responsibility for behaviour on each student in the hope it will have a more meaningful effect.

Continuous unacceptable behaviour

Teachers and students should begin each lesson afresh, however, if a student persists in making inappropriate behaviour choices then there are a variety of options that may be taken:

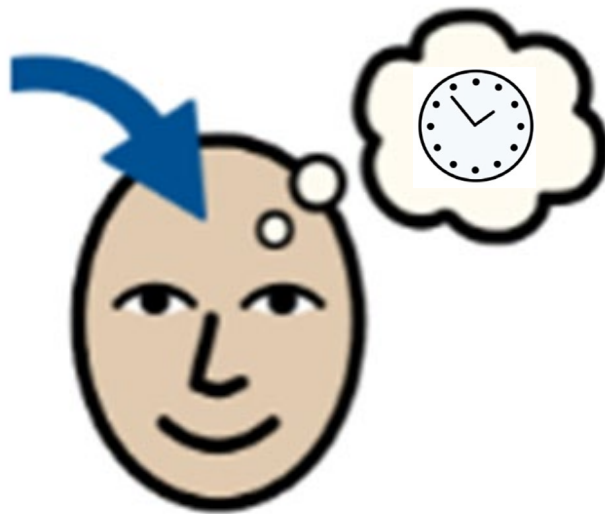
- Tutor will be informed about the incident
- The student will attend a behaviour management meeting with their Tutor/SNA class teacher where a target for their behaviour will be set. They will then work collaboratively with the student to identify any reasons, concerns or difficulties which may be leading the student to make inappropriate behaviour choices and try and come up with a solution. This could be an arrangement to work with the teacher who they are having issues with and complete work missed and to strengthen their relationship. It may also be decided that a Behaviour Lesson plan may be put in place. The Tutor/SNA will decide whether to contact parent/carer at this point.
- If after an agreed time there is no change in the student's behaviour, they will attend a behaviour meeting with their Tutor/SNA and a member of SLT (this will be whoever the most appropriate member of the SLT team is for the individual student). At this time the Tutor/SNA will inform the pupil's parent/carer of the situation and share the student's behaviour target with them.
- If the student continues to make inappropriate behavioural choices, the class teacher will arrange a meeting with their parent/carer to discuss their child's behaviour. A member of SLT will support staff during this process, if required.

If a student struggles at more unstructured times such as break/lunchtime/TGIW and is perceived to be at risk of harming themselves or others by not following adult guidance then they will either be supervised 1:1 by a staff member, spend their break/lunchtime indoors and may even have to miss their chosen TGIW option.

This will be within an agreed timescale by Tutor team and a member of SLT.

Lost Learning Time

Students who are purposefully choosing not to attend lessons or complete work to the best of their ability, will be expected to catch up on time and/or work lost. This will be decided in liaison with the tutor team for them to catch up with a specific member of staff. This lost learning catch up time could be break/lunchtime, TGIW or even after school (Permission from Parent/carer will be granted beforehand in this case)



Expectations on School Visits and Out of School Activities

Expectations for behaviour on school visits and out of school activities remain as those for school. Students who regularly display non-compliant or disruptive behaviour may not be allowed to attend external trips or visits and may have to stay in school.

Procedures for Absconding

If a student leaves the school grounds, parents/carers are informed immediately and we will inform the Police dependant on the vulnerability of the pupil and after a discussion with the parent/carer

Procedures for Damage to Property

If a student wilfully and/or deliberately damages property there may be an expectation that they are expected to pay a contribution towards the repair. Tutor/SNA's will inform parents/carers of the damage in the first instance, which will be followed by a letter form SLT to request payment.



Physical Intervention

Although every opportunity will be taken to de-escalate a situation there will be rare occasions where physical intervention may need to be used to protect either the student themselves or other students from harm. If this does happen, staff will complete a report with what happened and let parents/carers know. They will also try and 'repair the relationship' with pupils afterwards if necessary.

Searching students and/or their Possessions

If staff are made aware that something inappropriate has been bought into school, or a student is in possession of something they should have handed in i.e. Mobile phone/Vape, Staff may carry out a search of a pupil and/or their possessions - bag, coat, pockets etc. The student and 2 members of staff will carry out this search. Only authorised members of staff may conduct a without consent search of a student and/or their possessions and this will have been agreed with the Principal (James) beforehand. Parents will be informed of any search conducted of their child and/or their possessions. The school will keep records of all searches carried out on CPOMS including the results of the search and any follow up action taken



The Role of Parents/Carers

Parents have a vital role to play in their child's education. It is very important that parents support their child's learning and co-operate with the school to promote good behaviour. Abbey Hill Academy staff are conscious of the importance of having strong links with parents and good communication between home and school. Thus, we work collaboratively with parents. We will ensure that parents are kept informed about their child's behaviour at school, both positive and negative, so that students receive consistent messages about how to behave well at both home and at school

Social, Moral, Spiritual and Cultural (SMSC)

Every student, regardless of race, religion, ethnicity, sexuality, disability or SEN within Abbey Hill Academy, has an entitlement to fulfil their optimum potential. To achieve this we believe the Spiritual, Moral, Social and Cultural (SMSC) aspect of education to be an integral focus for all our pupils. This plays a major part in their ability to achieve and learn and prepares them for the opportunities, responsibilities and experience of adult life. These aspects are embraced in every aspect of school life: making sure we provide the best services for both learning progress as well as the Spiritual, Moral, Social and Cultural (SMSC) development

Original date of publication: November 2019

Updated June 2020 (Covid-19)

Updated Nov 2022 (Covid-19 amendment removed)

Updated July 2023 (Boardmaker symbol changed to Widgit)

Reviewed Jan 25 no amendments needed

UNCRC

The students have chosen the following Articles as important to them:

Article 1: All students under the age of 18 have these rights

Article 2: All students have these rights no matter who they are or where they live

Article 14 - Students have the right to think and believe what they want, and to practise their religion, as long as they are not stopping other people from enjoying their rights.

Article 16 - Students have the right to privacy

Article 19 - Governments should ensure that students are properly cared for, and protect them from violence, abuse and neglect by their parents, or anyone else who looks after them.

Article 28 - All students and young people have a right to an education, which should be free. Discipline in schools should respect all students' human dignity. Young people should be encouraged to reach the highest level of education they are capable of.

Article 29 - Our Education should help us to use and develop our talents and abilities. It should encourage students to respect their parents, and their own and other cultures.

Article 30 - Students have a right to practise their own culture, language and religion, as long as it isn't offensive or racist toward anyone else

