



Behaviour Guidelines

Mission Statement

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.

Aims

The aim of these guidelines are to highlight the importance of positive relationships, so that people can work together with the common purpose of helping everyone to learn to fulfil our vision; preparing our students to become equipped to meet the challenges of life beyond Abbey Hill Academy. As a Rights Respecting School, it is vital that every member of our school community feels included and supported and that each person is valued, respected and treated well.

Our behaviour guidelines have been designed to ensure all members of our school community work together in a supportive and positive way. They aim to promote an environment where everyone feels happy, safe and secure and also allow for flexibility when working with students with complex needs and those dealing with unstable external influences.

At Abbey Hill Academy, we aim to:

- promote and support everyone to demonstrate a high standard of behaviour
- promote self-awareness, self-control and acceptance of responsibility for our own actions
- create and maintain a positive and safe school climate where effective learning can take place and all students can grow socially, emotionally and academically
- promote mutual respect between all members of the school community, for belongings and the school environment
- provide a nurturing environment, using Dan Hughes' PACE (Playfulness, Acceptance, Curiosity, Empathy (Appendix 1) approach to foster appropriate behaviour

We believe our aims are achieved when:

- a school atmosphere is created which is consistent, safe and caring
- Abbey Hill Academy is committed to safeguarding and promoting the welfare of students and young people and expects all staff and volunteers to share this commitment. It is our aim that all pupils fulfil their potential
- staff use PACE , Rights Respecting and Restorative approaches in their interactions with students
- staff have high expectations of all students
- the choice to behave responsibly is placed on the student, and our children learn, over time, how to make responsible behaviour choices
- students are supported by staff who are excellent role models. These role models demonstrate how to resolve issues in the most efficient way, forgive each other and repair relationships quickly, with an emphasis on moving forward with each day being a clean start

- students, staff and parents understand that some behaviour choices have consequences, which are decided on an individual basis due to the differing needs of the students, but these will be relevant and fair and decided in a calm and considerate manner

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 our students learn best when they feel loved, cared for, safe, secure and are able to trust that their key adults will ensure 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 to help express these if they need to



Abbey Hill Academy staff will always follow these rules when supporting students:

- ✓ 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 explain calmly and clearly if there is a need for a restorative procedure/sanction and what this will be and when and where it will take place
- ✓ We will ensure we find time to repair relationships between students and staff in order to move on and learn from our behaviours

Rights Respecting Class Charters have been designed by the students and are displayed in each classroom as well as around school.

Crisis/Anxiety/Non-Compliant Behaviour

Due to the complex needs of our students, we recognise that at times, some of our children can reach a state of high anxiety/stress or emotional crisis. We know that these students will require extra assistance and we offer individuals different calming strategies and identified safe spaces around the school for them to regain composure and regulate. This is a crucial step, before any demands are placed upon the student - academic or otherwise - 'regulation before education'.

Rooms/areas

- Tutor Room
- Library
- Principal's office (Becky)
- Vice Principal's offices (Bill, Melissa, Sarah, Jo)
- Rainbow room
- Time out rooms and sensory rooms

To help lessen anxiety and help pupils to self-regulate they also have access to:

- designated and pre-identified safe spaces or alternate areas to work around school
- time with their chosen key adults as and when required
- visual resources (time out cards, 5 point scale, emotion cards)
- interventions specific to their needs (1:1 Therapy, Alliance/CAMHS)
- designing and implementing their own Mental Wellbeing Plan
- regular check in's with key adults
- stress reducing/fidget toys
- strategies that include Zones of Regulation

Attachment or Autism?

It is sometimes difficult to distinguish between the behaviours of students with ASD and those suffering with fragile attachments.

Students with autism can find it difficult to process situations and follow behaviour models due to their restricted social awareness and inhibited communication skills so may require additional support such as social stories or have adjustments made to their timetable or environment to help them deal with social situations. Support from our Speech and Language Therapist may be required to assess the student's level of understanding and then social skills activities can be personalised and put in place accordingly.

1. Social Interaction

Difficulty understanding social 'rules', behaviour and relationships, for example, appearing indifferent to other people or not understanding how to take turns

2. Social Communication

Difficulty with verbal and non-verbal communication, for example, not fully understanding the meaning of common gestures, facial expressions or tone of voice.

3. Rigidity of Thinking and Difficulties with Social Imagination

Difficulty in the development of interpersonal play and imagination, for example, having a limited range of imaginative activities, possibly copied and pursued rigidly and repetitively.

Individuals with ASD have impairments in all three of these areas. However, the ways in which the three impairments manifest themselves vary enormously.

Use of the Coventry Grid can help identify the trend toward one set of behaviours or the other. Attachment Lead's can help staff complete this work as part of an Individual Development plan (IDP).

Adult behaviour and modelling appropriate behaviour

Staff have access to ongoing training and development around neurobiology and brain development and understand how this can be affected by trauma. This knowledge and understanding underpins the importance of relational experiences and appropriate behaviour of staff toward students.

One way that students learn about both appropriate and inappropriate behaviour is by observing others. Students model their own behaviour on other people's responses, therefore it is important that they are given the opportunity to observe positive role models. It follows, that the way staff treat each other and how they respond to students will significantly affect the behaviour of students towards staff and towards each other. Staff need to consider carefully how they speak to students and also their choice of words.

We are committed to providing positive role models for our students:

- Staff model appropriate, positive behaviour at all times between students and other members of staff
- Staff highlight pupils' 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 peers (e.g. having a position of responsibility or mentoring role). We value and appoint House Captains, Anti-Bullying Ambassadors, Rights Respecting Ambassadors, Team Happy Ambassadors and all students are encouraged to apply for these important roles
- Students are given opportunities to meet a wide range of aspirational role models from outside our own school environment and also many meaningful encounters with employers from the world of work and also the wider community
- Positive behaviour is formally recognised in the form of Random Acts of Kindness, Abbey Tickets and Tutor Star of the Week

Rewards change behaviour and are given as a result of positive behaviour, but rewards alone will only change behaviour at a cognitive level. The strength of any reward is the student's emotional attachment to the person who gives the reward, therefore, the teacher-pupil relationship is what is crucial to effective behaviour management.

Praise and positive reinforcement

As a school we recognise that encouragement, praise and positive reinforcement teaches students that appropriate behaviour choices have good consequences. This is used to recognise and reinforce appropriate behaviour and encourage students who are choosing inappropriate behaviour to make different choices.

Positive reinforcement may take the form of:

- verbal acknowledgement of good behaviour
- positive messages communicated to parents i.e. postcard, a phone call or a note in their home school book
- individual reinforcement such as stickers or visits to another member of staff to celebrate good work
- tutor star of the week in every Friday assembly
- high street shopping vouchers for highest achieving reward point winners - 1 x Boy and 1 x Girl (Termly)
- additional responsibilities around the school (House Captains, Student Council, Student Ambassadors or being allowed to apply for a wheelchair licence)
- class trips
- reward/choice time during tutor periods

Consistent use of modelling, encouragement, praise and positive reinforcement is used to:

- create a positive, respectful school environment.
- increase students' self-esteem, self-belief and resilience
- reduce students need for extrinsic motivation and increase intrinsic motivation which will help our children develop self-regulation
- promote a model for appropriate behaviour and positive relationships
- promote consistency of approach and the use of a common language to reflect this is essential; staff across the whole school are aware of and adopt the PACE approach to maintain this consistency. The use of the pronoun 'we' in terms of relationships within school is a significant ingredient in securing commitment to the school ethos

Restorative Approach

Many schools are turning to restorative approaches also known as restorative practice to create a harmonious learning environment where students are able to self-regulate their own behaviour and learning. Restorative approaches have been found very effective in improving behaviour and attitude as they promote telling the truth, taking responsibility, acknowledging harm as appropriate response to conflict and in doing so create accountability. (Appendix 2)

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

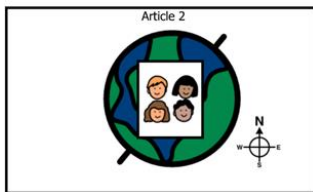
REPAIR: developing the skills within our school community so that its individual members have the necessary skills to identify solutions that repair harm and ensure behaviours are not repeated

Rights Respecting

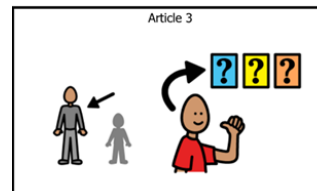
As a Rights Respecting School we believe every student has the same rights, whatever their ethnicity, gender, religion, language, abilities or any other status.

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 children and young people.

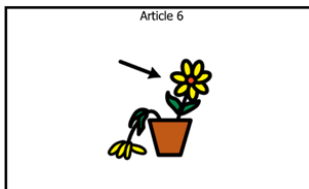
Non-discrimination (Article 2)



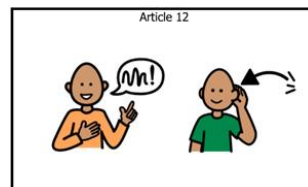
Best interest of the pupil (Article 3)



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

Due to the differing needs of our students, they may not follow an instruction due to their poor level of cognitive and emotional understanding of a situation, however boundaries are expected to be maintained wherever possible and staff are expected to deal with them in a calm and consistent manner, adopting the PACE approach (Appendix 1).

It is important that students are supported in understanding 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 individual. Furthermore, we believe that students should always be positively acknowledged; it is the student's behaviour choices that are inappropriate, not the student.

- Consequences will follow sometime after an event, when the student is regulated and able to reflect upon their behaviour. In such circumstances, staff should inform the student that their behaviour is inappropriate and that it will be spoken about later using restorative approaches.
- Consequences will never involve taking away a previously earned privilege or any intervention time.
- Staff will avoid any consequences which lead to unnecessary shaming or humiliation of the student. We understand that such approaches are detrimental to self-esteem and wellbeing, and can result in increased inappropriate behaviour.
- The developmental age and specific needs of the individual will be considered when deciding appropriate consequences. We recognise that a 'one size fits all' approach is not appropriate for our children.
- After a student completes lost learning or reflection time, it is important to repair and restore the staff-student relationship. Staff should praise his or her behaviour at the first opportunity to take attention away from the inappropriate behaviour. Staff must reassure the student that the inappropriate behaviour has been dealt with and that all parties will move on and start afresh.
- In addition to the stages of consequences, where appropriate, students will be supported to reflect on their behaviour and be given an opportunity to make amends. For example, they may be supported to make a sincere apology, replace something that has been broken or tidy a classroom that has been disrupted.

Continuous unacceptable behaviour

It is expected that teachers and students begin each lesson afresh, however, if a student persists in making inappropriate behaviour choices then there are a variety of options that may be considered:

- A lunchtime detention or a 'refer to tutor' slip may be issued in the first instance
- The student will attend a behaviour management meeting with their tutor/SNA class teacher where a target for their behaviour will be set. Staff 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. The tutor/SNA will decide whether to contact parent/carer at this point.
- If after an agreed time there is no change in behaviour, the student 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 student's parent/carer of the situation and share behaviour targets 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.

In cases of severe or extreme behaviours a request for 'reflection time' will be made by the tutor to a member of SLT. This will be carried out in a timely manner, however this cannot be expected to be an instant action. During this time, staff will offer strategies and interventions which will help promote student awareness and self-regulation of behaviours.

If a student struggles at more unstructured times, such as break 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 or spend their break indoors. This will be within an agreed timescale by tutor team and a member of SLT.

Lost Learning Time

Students who are not working to their full potential will catch up on work lost. Time will be allocated for the student to catch up with a member of staff. During this time, it is also the expectation for staff to ascertain reason behind the student decision not to work in lesson. This is to be discussed using restorative approaches and rights respecting language. Time available for students to attend lost learning could be break/lunchtime, TGIW, after school (with parent/carer permission) and/or discuss with them the possibility for work to be sent home.

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 behaviours will be risk assessed and a decision made in liaison with SLT as to whether it is appropriate for them to attend or not. In each case, an alternative for the student must be put in place, which may mean leaving a member of staff behind to supervise them.

Procedures for Absconding

If a pupil absconds from the school building, parents /carers are informed immediately. We will inform the police dependant on the vulnerability of the young person and after a discussion with the parent/carer. If a student does not return home after the normal school day it is the responsibility of parents/carers to contact the police and report their child as a missing person, if this hasn't been done so already by school earlier in the day.

Procedures for Damage to Property

We believe children will behave appropriately if they learn to be accountable for their actions therefore if a student wilfully damages property, there is an expectation that they pay a contribution towards the repair. When damage to property occurs, staff are to inform a member of SLT as soon as possible and after evaluation of the damage a decision will be made regarding a reasonable contribution. Tutor/SNA's will inform parents/carers of the damage which will be followed by a letter form SLT to request payment.

Recording behaviour

At Abbey Hill Academy, we monitor behaviour and record incidents, including physical restraint using an electronic system called CPOMS. Staff add incidents to this system on a daily basis and tag in any other relevant member of the staff team so they can see any incidents concerning members of their tutor group. This helps to highlight areas of concern and monitor effectively.

Physical Intervention

Although every opportunity will be taken to de-escalate a situation, there will be rare occasions where physical intervention will need to be used. All staff attend annual training and refreshers throughout the year in the use of 'Team Teach' and follow the policy and procedures for physical intervention (refer to Physical Intervention Policy). When a physical intervention has taken place, the lead member of staff involved in the incident will complete an MIR (Major Incident Record), which will be checked and signed off by a member of SLT before being logged accordingly and scanned to CPOMS. Parents/carers will be informed if their child is involved in a significant incident by the member of staff involved, by the Tutor/SNA or a member of SLT.

Safeguarding Duties

All staff are responsible for considering whether any misbehaviour gives cause to suspect whether a student is suffering, or is likely to suffer, significant harm. If such suspicion exist, staff must follow the safeguarding procedures. The academy will also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, we will consider whether support systems such as an Early Help Assessment (EHA) are needed and whether liaising with external agencies such as the CHUB (Children's Safeguarding Hub) is necessary or appropriate.

Malicious allegations against staff

The Principal will decide whether to take disciplinary action in accordance with academy policy where a student is found to have made false and malicious allegations against a member of staff (Refer to Grievance procedure policy on website).

Searching Pupils and/or their Possessions

When information has been received or there is a well-founded belief that inappropriate material has been brought into school, staff may carry out searches of students and/or their possessions. Only authorised members of staff may conduct a without consent search of a student and/or their possessions. The academy does not conduct intimate searches and only outer clothing will be required to be removed. The consent of the student will usually be obtained before conducting a search unless the Principal and authorised members of staff reasonably suspect that an item has been, or is likely to be, used to commit an offence or cause personal injury or damage to property. All personal searches will be conducted by a member of staff of the same gender as the young person and in the presence of another member of staff. A search may also be conducted off school premises where the student is in the lawful control of the academy. Items which may be searched for include any

item banned under the academy rules and any other item identified as such by law. If the item is an electronic device, the academy may examine and erase any data from the device if the school considers there to be good reason to do so. Parents will be informed of any search conducted of their child and/or their child's possessions. The academy 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

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 academy to promote good behaviour. Abbey Hill Academy staff understand 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 as to their child's behaviour at school, so that each individual receives consistent messages about how to behave at home and at school.

Abbey Hill Academy's behaviour guidelines are accessible to all parents/carers via our website and parents and students are asked to sign a home/school agreement when enrolling at the academy as part of the admission pack.

If the academy has to implement consequences against a student, parents should support our actions. If parents have any concern about the way their child has been treated, they should initially contact the class tutor. The academy expects all members of the community to adhere to the principles as set out in our behaviour guidelines and therefore to behave in an appropriate manner within school.

Incidents of verbal or physical aggression to staff by parents/guardians/carers of students in the school will be reported to the Principal who will take appropriate action.

July 2019

(Review date July 2020)

SMSC

Every student, regardless of race, religion, ethnicity, sexuality, disability or SEN within this inclusive school has an entitlement to fulfil their optimum potential. To achieve this we believe the spiritual, moral, social and cultural aspect of education to be an important focus for all our pupils. SMSC 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 each child's spiritual, moral, social and cultural development.

UNCRC

These guidelines take into consideration the following RRS articles:

Article 14 - Pupils 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 19 - Governments should ensure that pupils 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 pupils and young people have a right to primary education, which should be free. Discipline in schools should respect pupils' human dignity. Young people should be encouraged to reach the highest level of education they are capable of;

Article 29 - Education should develop each pupil's personality to the full. It should encourage pupils to respect their parents, and their own and other cultures.

Article 30 - Pupils have a right to learn and use the language and customs of their families, whether these are shared by the majority of people in the country or not.

Appendix 1: Dan Hughes' PACE Approach

PACE refers to Playfulness, Acceptance, Curiosity and Empathy:

Playfulness involves spontaneity, openness and exploration; have fun and share enjoyment with the pupil. Using playfulness can defuse tense situations and is useful to manage minor behaviours, as the pupil is less likely to respond with anger or defensiveness.

Acceptance involves unconditional positive regard for the pupil. Accept the pupil's inner experience without judgement and make sense of why the pupil is behaving in a certain way. Acceptance does not mean accepting negative behaviours, but accepting the reasons behind behaviour. When necessary criticise the behaviour, but not the pupil.

Curiosity involves wondering about the reasons behind the behaviours, rather than being angry. This shows the pupil that you care and helps them make sense of their behaviour, feelings and experiences. Use phrases like "I wonder if you are feeling like this because..." to open up discussions with the pupil.

Empathy involves showing them that you understand how difficult they are finding things and reassuring them that you want to help them to manage this. Validate the pupil's emotional experience with phrases such as "I know how difficult that must have been for you" and work together to find ways to support them.

For more information about the PACE approach please refer to literature by Dan Hughes or speak with one of the attachment lead professionals in school (Bill Dingwall/Melissa Fisher).

Appendix 2

Example Restorative questions

All participants 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?