



## BEHAVIOUR POLICY

THIS DOCUMENT IS AN APPENDIX TO THE  
MAIN OVERARCHING POLICY HELD BY  
NEXUS MULTI ACADEMY TRUST

<b>Date Published</b>	<b>April 2018</b>
<b>Version</b>	<b>6</b>
<b>Approved Date</b>	<b>October 2024</b>
<b>Review Cycle</b>	<b>Annual</b>
<b>Review Date</b>	<b>October 2025</b>

An academy within:



“Learning together, to be the best we can be”



# 1. At Abbey School We Actively Promote The Nexus core behaviour values of;

- Trust academies use a restorative approach.
- Trust academies use a consistent approach.
- Trust academies model positive behaviour.
- Trust academies acknowledge that behaviour is a form of communication.
- Trust academies acknowledge that every day is a new day.
- Trust academies are a safe place to make mistakes.
- We are teaching our students to become functioning members of society.

**1.1. At Abbey School we promote to children that school is a safe place to make mistakes. We have a strong belief that children learn from the mistakes they make and it is our job as educators to use this policy in supporting them to put right what went wrong therefore allowing learning to happen.**

1.2. At Abbey School we aim to meet the whole child's needs through:

- The provision of a predictable and safe immersive environment that bases its curriculum on the nurture and wellbeing of pupils before we begin to work on academic skills.
- The whole school have a relentless focus on positive behaviour.
- Adopting restorative practice as a whole school team.
- The appropriate learning curriculum which has carefully-planned learning opportunities including the development of personalised wellbeing for every individual.

**1.3. It is through this pupil-centred and inclusive approach that pupils will learn to understand, manage and improve their own behaviour, and to build positive relationships with adults and other pupils.**

1.4. Consequently, all pupils at Abbey School have the right to:

- Recognition of their unique identity and individual consideration of their needs;
- Be treated with respect and dignity and feel valued members of the learning community;
- Learn and work in a safe environment;



- Be protected from harm, violence, assault and acts of verbal abuse.

1.5. Furthermore, Abbey School strives to ensure that:

- Parents, carers, staff and pupils are highly positive about behaviour and safety;
- Pupils make an exceptional contribution to a safe, calm, orderly and positive learning environment;
- Pupils show very high levels of engagement, respect, courtesy, collaboration and cooperation in and out of lessons;
- Pupils have excellent, enthusiastic attitudes to learning;
- Pupils are adept at managing their own behaviour, supported by systematic, consistently applied behaviour management approaches;
- Instances of all types of bullying are extremely rare, and that pupils are acutely aware of different forms of bullying and actively try to prevent it from occurring;
- All pupils feel safe at school at all times. They understand very clearly what constitutes unsafe situations and are highly aware of how to keep themselves and others safe.

## 2. Rules And Routines

- 2.1. Rules are more effective when they are positively framed and used to reinforce and develop desired behaviours;
- Our Lion Leadership House system nurtures our core values of Respect, Positive Attitudes, Courage and Big Hearts. Our children are encouraged, alongside staff, to endeavour to show these values at all times and are rewarded formally and informally should they do so.
- 2.2. Teachers will be responsible for developing class rules in conjunction with their pupils, making it clear to pupils what is expected in their learning environment. Use an approach that insists on restorative practise as a basis to behaviour management.
- 2.3. The provision of a safe and predictable learning environment is paramount and all staff are expected to provide clear and regular routines that support the implementation of rules and ensure Maslow's Hierarchy of Needs are met;



- Pupils need to be familiar with the expectations of staff regarding their behaviour. Therefore, consistency and the regular maintenance of high standards is highly important;
  - Routines are expected to be in place for pupils on arrival at school and throughout the entire day - including lunch – until they leave the premises.
- 2.4. All pupils need to be aware of the rules and routines and the consequences of meeting or transgressing rules and expected standards of behaviour:

## 3. Child On Child Abuse

- 3.1. All staff should be aware that children can abuse other children (often referred to as child on child abuse). And that it can happen both inside and outside of school or college and online. It is important that all staff recognise the indicators and signs of child on child abuse and know how to identify it and respond to reports.
- 3.2. All staff should understand, that even if there are no reports in their schools or colleges it does not mean it is not happening, it may be the case that it is just not being reported. As such it is important if staff have any concerns regarding child on child abuse they should speak to their designated safeguarding lead (or deputy).
- 3.3. It is essential that all staff understand the importance of challenging inappropriate behaviours between peers, many of which are listed below, that are actually abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as “just banter”, “just having a laugh”, “part of growing up” or “boys being boys” can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it. At Abbey School we have zero tolerance in regards to child on child abuse.
- 3.4. Child on child abuse is most likely to include, but may not be limited to:
- Bullying (including cyberbullying, prejudice-based and discriminatory bullying);



- Sexism, misogyny/misandry, homophobia, biphobia, and sexual violence/harassment.
  - Abuse in intimate personal relationships between peers;
  - Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
  - Sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence);
  - Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;
  - Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
  - Consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)
  - Upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm;
  - Initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).
- 3.5. All staff in school are clear about the action to take where concerns about child on child abuse arise and all staff will always reassure victims that they are being taken seriously and that they will be supported and kept safe.
- 3.6. Staff have been made aware of the heightened vulnerability of LGBTQ+ pupils, who evidence suggests are also more likely to be targeted by their peers. In some cases, pupils who are perceived to be LGBTQ+, regardless of whether they are LGBTQ+, can be just as vulnerable to abuse as LGBTQ+ pupils. The school's response to sexual violence and sexual harassment between pupils of the same sex will be equally as robust as it is for incidents between children of the opposite sex.

### A Preventative Approach

- 3.7. In order to prevent child on child abuse and address the wider social factors that can influence behaviour, the school will educate pupils about abuse. Its



forms and the importance of discussing any concerns and respecting others through the curriculum, assemblies and PSHE/R4R lessons.

3.8. The school will also ensure that pupils are taught about safeguarding, including online safety, as part of a broad curriculum in PSHE lessons, RSE and group sessions. Such content will be age and stage of development specific, and tackle such issues as the following:-

- Healthy relationships
- Respectful behaviour
- Gender roles, stereotyping and equality
- Body confidence and self-esteem
- Prejudiced behaviour
- That sexual violence and sexual harassment is always wrong
- Addressing cultures of sexual harassment

3.9. Pupils will be allowed an open forum to talk about concerns and sexual behaviour. They are taught how to raise concerns and make a report, including concerns about their friends or peers, and how a report will be handled.

3.10. In cases of 'Upskirting' we recognise that it is an offence under the Voyeurism Offences Act 2019 to operate equipment and to record an image beneath a person's clothing without consent and with the intention of observing or enabling another person to observe in the victim's genitals or buttocks (whether exposed or covered with underwear), in circumstances where their genitals, buttocks or underwear would not otherwise be visible, for a specified purpose e.g. obtaining sexual gratification or to humiliate, distress or alarm a victim. Upskirting will not be tolerated by the school and any incidents must be reported to the DSL who will then decide on an appropriate course of action.

3.11. More information on child on child abuse is contained in the Rotherham LSCP child protection online procedures

## 4. Choice And Consequence: Rewarding Positive Behaviour

4.1. Behaviour that leads to rewarding consequences are more likely to be repeated;



- All staff are actively involved in consistently rewarding positive behaviour; positive achievements and successes both in and out of school are celebrated and shared with parents and peers.
- 4.2. The types of rewards used across the school are varied and reflect the individual nature of class groups and pupils.

## 5. Informal Rewards Include:

- Smiles/positive eye contact/gestures;
  - Targeted praise statements to the pupil or groups of pupils;
  - Peer group praise, both spontaneous and planned;
  - Direct positive praise home to parents;
  - Additional responsibilities;
  - Sharing good work and behaviour with peers/adults/senior staff;
  - Written comment on work/in books;
  - Displaying good work;
  - Work towards an activity chosen by the pupil;
  - Recognition and celebration of learning and behaviour in assembly;  
Positive praise postcards.
- 5.1. Formal rewards are targeted and individualised according to age and need, and celebrated with the peers and the whole school as appropriate e.g. certificate presentations in assemblies for progress in particular social skills.
- 5.2. Our Lion Leadership house system will reward children for showing the core values this could be in class, at lunch and breaktimes on school trips or when in the community. Children will collect house points for showing these values. Through a range of House Events children will work together to gain reward points. Within class, points will be collected through a system designed by children and staff that meets the need of that class. These points will be saved towards personal weekly or termly rewards which will be determined by the school council.
- 5.3. Children will have the opportunity to 'work' on Steam Street to gain further responsibility and experience which helps develop self-esteem. For this they are paid in house points.



## 6. A Focus On Restorative Approaches To Addressing And Changing Behaviour

- 6.1. At Abbey School, staff intervention over the correction of behaviour is clearly based on pupils' level of development, the nature of their disability and circumstances. Subsequently, any "Consequences" to address unwanted behaviours are designed as restorative learning opportunities, in which the impact of the behaviour can be highlighted and addressed to ensure a positive outcome and a reduction in the recurrence of those behaviours over time.
- 6.2. The types of consequences used across the school reflect the individual nature of class groups and pupils. Informal consequences may include:
  - Use of planned ignoring, where appropriate;
  - Facial expression of disapproval;
  - Verbal warnings and reprimands;
  - Loss of privileges or rewards;
  - Restorative conversations and discussions;
- 6.3. Adapted use of learning environments e.g. wellbeing support room.
- 6.4. Pupils may remove themselves from a situation which causes anxiety or distress to a location where they can be supported. They would then be continually observed until they are ready to resume their usual activities. This "time out" could be time in a quiet area of the school.
- 6.5. If time out is an ongoing strategy to help children regulate, they will have this added to their support (PHP) plan.
- 6.6. Formal consequences are implemented following due consideration of any incident and the pupil's age and needs:
  - Restorative sessions after school hours: following consultation with parents/carers, pupils may be detained for up to a period of 1 hour after school;
  - Exclusion: following consultation with parents/carers, pupils may be excluded from school for more serious or persistent incidents of unwanted behaviour.





Where it is not in the child's best interest to be excluded to the home environment, school staff will support an exclusion within the school building.

## 7. The Wellbeing Team

- 7.1. The Wellbeing Team have specific responsibility for the care of pupils who are struggling to access learning. The Wellbeing Leader directs the team to support staff both in and out of the classroom with specialist behaviour management.
- 7.2. The Wellbeing Team have clear aims:
- To support staff in dealing with those pupils that are struggling to access learning;
  - To care for the needs of pupils who are unable to access learning;
  - To use specialist techniques of de-escalation, deflection and reparation in order to reduce the loss of learning time to a minimum;
  - To provide specialist advice and guidance for staff on all aspects of behaviour management including positive handling;
  - To keep clear and accurate data records on incidents that can be used to inform intervention and behaviour planning;
  - To develop individual behaviour plans in conjunction with staff, pupils and parents.

## 8. Staff Support Systems And Reasonable Force

- 8.1. At Abbey School we strive to create a safe learning environment and promote positive behaviours and minimise the risk of incidents that may require consequences.
- 8.2. The use of Team Teach techniques is our method for reducing the risks presented by challenging behaviours – all staff are trained in skills to support them diffuse and de-escalate potentially challenging situations and promote positive alternatives.
- 8.3. In exceptional circumstances, staff may need to take action where the use of reasonable and proportional force using Team Teach handling techniques may be required.



- 8.4. To this end, all staff clearly understand their responsibilities in the context of their duty of care in taking appropriate approaches to promoting and celebrating positive behaviour. Staff are supported in doing so through on-going professional development, and provides them with appropriate strategies and techniques to more effectively manage unwanted behaviours should they arise.
- 8.5. At Abbey School staff share and discuss in a professional, positive, supportive and developmental atmosphere e.g. through directed meetings:
- when a pupil's behaviour is difficult it is a problem to be shared;
  - all interventions focusing on trying to change the behaviour and/or teaching the pupil;
  - alternative ways of behaving or responding to a situation;
  - support in analysing behaviour and in producing, implementing and reviewing Positive Handling Plans;
  - systems for getting help quickly from outside the classroom e.g. SLT and/or Wellbeing Team support.
- 8.6. If a member of staff has had a particularly difficult day with a group or an individual pupil they are encouraged to reflect upon this within their class teams and there is an opportunity to talk through the experience with a member of SLT or members of the Wellbeing Team in order to help implement additional strategies where required.
- 8.7. Incidents where malicious accusations against school staff have been made will be investigated and appropriate action taken.

## 9. Use of Secure Spaces

- 9.1. Schools are required to ensure that pupils are not locked in a room or space, unless there are exceptional circumstances linked to immediate pupil/staff safety (e.g. as per lockdown procedures). At all times, Abbey school is compliant with the Deprivation of Liberty Safeguards (DOLS) and/or the Mental Health Act (MHA).
- 9.2. There may be exceptional situations in which it is necessary to physically prevent a pupil from leaving a room in order to protect the safety of the



individual pupils and/or pupils, staff and visitors from immediate risk, but this would be a safety measure and not a disciplinary sanction.

- 9.3. Classroom entrance and exit doors are not to be locked with a key or fob that can only be unlocked by an adult.
- 9.4. Our classrooms for L1 and L2 children have two handles on entrance and exit doors to classrooms – one at standard (waist) height, and another towards the top of the door. These doors are not locked, but have an enhanced system which provides a safe means of ensuring pupils are suitably safeguarded from leaving the classroom area of their own volition.
- 9.5. It is acceptable, as part of our site health, safety and safeguarding measures, to have secure buildings or areas of the school building e.g. departments, entrance ways etc, which pupils can move freely within.
- 9.6. Where it is necessary for the safety and protection of a child to place them in a room that is secured and only unsecured by an adult, this should be in exceptional circumstances which is underpinned by a multiagency risk assessment and be reflected in a child's EHCP and/or their care plan. These measures must be used as a short term measure, and a multi-agency review must be held at least fortnightly. Parental consent must be in place and documented in all instances.

## 10. Support Systems For Parents

- 10.1. In addition to involving our parents at all stages in their child's education and in particular gaining their support for effective positive behaviour teaching and learning, parents may also benefit from the opportunities listed below:
  - Wellbeing Lead
  - Deputy Designated Safeguarding Lead
  - Parenting Support Programmes and other voluntary parenting skills courses;
  - Family Learning Days;
  - Parent Support Group and/or personal bespoke sessions with parents.
- 10.2. If a pupil or parent feels that the measures in the behaviour policy are unfair or have been unfairly applied, then they can lodge a complaint through the school's complaint procedure. (Refer to school complaints procedure).



## 11. Support Systems For Pupils

11.1. In addition to regular teaching and learning about positive behaviour and regular attendance underpinned by a nurture approach, the school provides the following support to pupils:

- Use of Personals Handling Plans;
- liaison with parents/carers, previous schools, outside agencies and services;
- regular Pupil Progress Meetings to identify pupils most at risk, included as part of any regular academic progress reviews;
- the delivery of an exciting and innovative curriculum underpinned by nurturing approaches;
- regular contact with parents to inform them of progress being made by their child and with regard to the celebration of achievement and behavioural achievements;
- contact with parents on the first day of any unexplained absence and discussion between the pupil and staff responsible for their registration;
- contact with parents in the early stages of an issue, rather than when a learner may be close to exclusion, or following bereavement, parental divorce, or separation;
- referrals for specialist advice from agencies linked to the school via the Wellbeing Lead and the School Wellbeing Tier system.
- parents/carers consultations and family sessions;
- Access to therapeutic intervention;
- Where appropriate, a Key worker is allocated to assist with the behaviour management of identified pupils.

## 12. Monitoring And Evaluation

12.1. Within Abbey School behavioural data is gathered consistently and analysed to inform trends and strategic development:

- Incident and behaviour data from the Wellbeing Team;
- Weekly safeguarding and attendance meetings in the whole staff briefings;
- Half termly pupil progress meeting with individual class teachers.



**This policy works in joint collaboration with the Nexus MAT policy on Behaviour and Safety.**