BEHAVIOUR POLICY

Reviewer(s)	Executive Headteacher
Approvers(s)	Board / Proprietor
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Applicable to	All Staff

v 1.0	26/01/2026	Moved to new format - updated to include new guidance
v 1.1		

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1. Aims

Abbotsholme School is a community built upon respect, responsibility, and compassion. We believe that positive relationships and mutual trust form the foundation of good behaviour. Our Behaviour Policy promotes a calm, safe, and purposeful environment in which every student can thrive academically, socially, and emotionally.
This policy applies to all pupils at Abbotsholme School, including those in boarding, Early Years Foundation Stage, and post-16 settings. It should be read in conjunction with the school's Safeguarding Policy, Anti-Bullying Policy, Special Educational Needs and Disability (SEND) Policy, The Equality Act (2010), The SEND Code of Practice (2015) and Exclusions Policy.

2. The Abbotsholme Ethos

At Abbotsholme, our values guide every aspect of school life — how we learn, how we live together, and how we contribute to the world around us. These values are not just words; they are expectations for all members of our community — pupils, staff, parents, and visitors.
Our Core Values

- **Humility** – We recognise our strengths and our limitations, valuing the contributions of others and showing gratitude and grace in success and challenge alike.

- **Courage** – We show determination and bravery in our learning, our relationships, and our actions, standing up for what is right and facing challenges with resilience.

- **Respect** – We respect ourselves, others, and the environment. We take pride in our surroundings, our conduct, and our shared responsibility for the wellbeing of our community.

- **Integrity** – We act with honesty, fairness, and consistency, ensuring that our words and actions align with our principles.

- **Honesty** – We tell the truth, take responsibility for our choices, and learn from our mistakes.

These values underpin our expectations for behaviour and are reflected in every aspect of Abbotsholme life — from classrooms and common rooms to the farm, equestrian centre, and outdoor spaces that make our school unique.

3. Promoting Positive Behaviour

We believe that the most effective way to manage behaviour is to prevent issues from arising. Staff are expected to:

- Build positive, trusting relationships with students.
- Model calm, consistent, respectful behaviour at all times.
- Set clear expectations and routines in every learning space.
- Use praise and recognition generously and sincerely.
- Address low-level disruption swiftly, consistently, and fairly

Pupils are educated about good behaviour through the school curriculum, Personal, Social, Health, and Economic education (PSHE), in school chapels and through the pastoral support systems. This includes modelling good behaviour and through the promotion of positive habits and routines. Pupils are encouraged to take responsibility for their own behaviour. Rewards can be more effective than punishment in motivating pupils; the ways in which the school may reward good behaviour are outlined in the behaviour wheel.

Where appropriate, staff should also consider any contributing factors that are identified after a behaviour incident has occurred, for example, if the pupil has suffered a bereavement, has mental health needs, has been subject to bullying, has SEND needs, or is experiencing significant challenges at home.

4. Rewards and Recognition (See appendix 1)

Positive behaviour and effort are celebrated through:

- Verbal praise and positive communication with parents.
- Achievement points and commendations.
- Certificates and celebration assemblies.
- House points and inter-house competitions.
- Leadership opportunities (prefects, mentors, captains).
- Invitations to reward trips and events.

5. **Restorative Practice**

Wherever possible, the school uses restorative approaches to repair harm and rebuild relationships. Once a student is calm, a restorative conversation is encouraged, using visual prompts/supportive scripts if necessary, and may include:

- Guided reflection conversations.
- Mediation between students.
- Restorative meetings facilitated by staff.
- Reflective writing or community service around the school.

Restoration conversations can be guided using:

- What happened and why?
- How did it make others feel?
- What can be done differently next time?
- How can relationships be restored?

6. **Behaviour Beyond the School Gate**

Students are ambassadors for Abbotsholme at all times. The school may apply sanctions for behaviour outside school if it:

- Affects the welfare of a member of the school community.
- Brings the school into disrepute.
- Occurs on school transport, trips, or online platforms associated with school.

7. **Use of Reasonable Force**

Staff may use reasonable force where necessary to prevent harm, injury, or serious disruption, in line with DfE guidance and the school's Physical Intervention Policy. All such incidents are recorded and reviewed by the Senior Leadership Team (SLT).

8. Support and Intervention

We recognise that some pupils may exhibit challenging behaviour due to additional needs, trauma, or external factors. Support may include:

- Individual pastoral mentoring.
- SEN or English as an Additional Language (EAL) support.
- Behaviour or risk management plans.
- Counselling or mentoring sessions.
- Referral to external agencies.

9. Sanctions and Consequences (See appendix 2)

While Abbotsholme seeks always to promote positive behaviour and restorative practice, there are occasions where sanctions are necessary to reinforce expectations and maintain a safe, respectful community. All sanctions must be proportionate, fair, and consistent, and they should always be accompanied by an opportunity for reflection and learning.
Sanctions may include the following:

a. Confiscation of Property

Confiscation may be used when a pupil is using an item inappropriately or without consideration for others.

- Staff must clearly indicate when, where, and from whom the item can be reclaimed.
- Most items will be returned; however, unlawful, dangerous, or prohibited items will not be returned and may be disposed of or handed to relevant authorities.
- Staff are responsible for the safe keeping of any confiscated item until it is returned.

b. Behaviour Plan or Report

Where there is evidence of consistently poor effort, lack of organisation, or repeated low-level misbehaviour, a pupil may be placed on a Behaviour Plan or a Report Card.

- The report will set clear, achievable targets.
- It must be shown to the teacher at the start of each lesson and signed with a comment at the end.
- For boarders, duty staff will complete the report after evening prep sessions.
- Tutors will determine the duration and review progress daily.
- Parents will be informed.

c. Gating

For boarders, gating is used for inappropriate use of free time or failure to meet school expectations regarding punctuality, organisation, or behaviour.

- Pupils who are gated lose their free time and must report to the member of staff on duty throughout the evening.
- The Head of Boarding will determine the duration of the gating period.
- Parents/guardians will be informed if continued issues arise.

d. Consultation Meeting

Where concerns persist or escalate, the Head of School, in consultation with the Deputy Head, may convene a Consultation Meeting involving:

- The pupil's tutor,
- One or more teaching staff, and
- The pupil's parents or guardians.

The meeting will focus on understanding underlying issues, agreeing support strategies, and setting clear expectations for improvement. A written record of the meeting and agreed actions will be shared with all parties.

10. Suspension and Expulsion

Exclusions are severe sanctions which can only be implemented by the Headmistress in consultation with the Deputy Head and Head of School. The decision to exclude will be made in response to a serious breach (or several minor breaches) or if allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Serious breaches of rules and regulations could include, but are not limited to:

- verbal abuse of pupils, staff or others in the school community
- intimidation or physical violence
- blackmail, racism or persistent bullying
- inappropriate/sexual behaviour
- sexual abuse or assault
- a wilful act calculated to cause serious damage to the school, its property, or members of the community including vandalism and computer hacking
- supply/possession/use of illegal or controlled drugs and solvents or their paraphernalia.
- Supply / possession / use of New Psychoactive Substances (previously called “legal highs”)
- Supply / possession / use of alcohol, cigarettes, vapes or other related paraphernalia, including for those who are legally old enough to buy such products in the UK.
- theft
- carrying an offensive weapon
- arson
- a criminal offence
- persistent unacceptable behaviour for which school sanctions and other interventions have not been successful in modifying the pupil’s behaviour
- other serious misconduct by a pupil or parent which affects the welfare of anyone in the school community or brings the school into disrepute whether this occurs on or off the school site
- complaints from either a pupil or their parents that prove to be malicious

This is not an exhaustive list and there may be other situations where the Headmistress judges that exclusion is the appropriate sanction. A pupil may be required to leave if, after all appropriate consultation, the Headmistress is satisfied that it is not in the best interests of the pupil, or of the school, that the pupil remains at the school.

Persistent minor offences could also accumulate; as these might lead to suspension or expulsion, the pupil could be asked to sign a school agreement which would act as a final warning. Defaulting on a clause of the agreement could then result in expulsion. Suspensions are normally for short periods of time and may be used while a complaint is investigated, or as a sanction. Suspensions may be accompanied by a

final warning of permanent exclusion. Work will continue to be provided for the pupil to complete at home during this period and regular contact will be made by pastoral staff. Following the suspension, a reintegration meeting will be held to support the pupil in their return to school. Permanent exclusion is a final option if there is a serious breach of school regulations following a written warning or if the breach is considered serious enough to merit immediate removal. The decision can be made in respect of behaviour inside or outside of school.

If a boarding pupil is suspended, they will be expected to reside with a guardian for the duration of the period of exclusion.

11. Exclusions procedure

Before making the decision to exclude a pupil either permanently or for a fixed period, appropriate investigations will be carried out. This will include interviewing all pupils involved and pupils will be allowed to give their version of events. Parents will be informed as soon as is reasonably practicable if there is a possibility that their child could be excluded.
If a decision is taken to suspend or expel a pupil, the parents will be informed without delay by telephone of the period of suspension/exclusion and the reason for it. This will be followed up in writing giving details of the exclusion and the date the exclusion ends if appropriate. The Headmistress will, without delay, notify the advisory board of any permanent exclusion, including when a suspension is followed by a decision to permanently exclude a pupil. The school will consider police involvement for any potentially criminal offences where appropriate. Parents have a right of appeal as outlined in the Complaints Procedure.

12. Staff Roles and Responsibilities

- All Staff: Model, uphold, and reinforce expectations consistently.
- Form Tutors: Monitor daily conduct, attendance, and wellbeing.
- Heads of School: Analyse patterns, support interventions, liaise with parents.
- Senior Leaders: Support serious cases, ensure consistency, and oversee exclusion decisions.
- Headteacher: Holds ultimate responsibility for the policy and exclusions.

DO	DON'T
Use a calm and consistent approach	Raise voices or use sarcasm
Acknowledge emotion before addressing behaviour	Demand immediate explanation
Use visuals, structure and clear boundaries	Humiliate a student in front of a whole class
Offer regulated choices	Remove all control or autonomy
Celebrate small steps	Compare students to others
Make school values known	Overload with verbal information

13. Communication with Parents

The school values open and constructive communication with parents. Parents will be informed of:

- Repeated or serious behaviour concerns.
- Exclusions or formal sanctions.
- Opportunities for restorative or reintegration meetings.

Parents are encouraged to support the school's approach and model the same standards of courtesy and respect expected of pupils.

14. SEND and Inclusion

Our behaviour policy aims to promote positive behaviour and relationship, recognising that some students with SEND may require additional understanding, adaptations and support to achieve this. We recognise that behaviour is a form of communication and that challenging behaviour may often indicate unmet needs, emotional distress, or barriers to communication and learning.

At Abbotsholme School, we take pride in fostering an environment where every student feels valued, supported, and understood. Through the work of the Learning Skills Department which is consistently being developed, and the use of The Oasis, we aim to create a space where behaviour is met with empathy, challenges are seen as opportunities to learn, and inclusion truly means everyone belongs.

Behaviour is communication:

- Every action communicates a message.

- Staff should seek to understand the need behind the behaviour before responding.

Individualised support:

- No two students are the same.
- Support is tailored based on individual needs, strengths and Education, Health and Care Plan (EHCP) outcomes.

Predictability and safety:

- Consistent routines
- Visual structures
- Calm communication

For every student, having these embedded within our school will help students to feel safe and secure

Empathy and respect:

- All interactions model patience, respect and understanding

Inclusion through adaptation:

- Fairness is not everyone being treated the same – it's everyone being supported to succeed in their own way

Proactive strategies:

- Individual Support Plan: Every student with an identified special educational need and/or disability with identified regulation difficulties will have an 'ISP'. This plan will outline triggers, early signs of distress and de-escalation strategies (see appendix 5)
- The Oasis: A calm, nurturing space available for students who need to regulate, reflect or take a sensory break. Accessing The Oasis is never a punishment – it is a supportive step towards emotional regulation
- Structured and visual support: Timetables, transition cards and visual reminders
- Sensory Regulation and movement: Opportunities for movement, sensory breaks, mindfulness, and sensory equipment where needed
- Positive reinforcement: Recognition to focus on effort, kindness and resilience in-line with the school behaviour policy

Understanding dysregulation:

- Ensure safety and reduce sensory/environmental stresses
- Offer a calm space e.g., The Oasis or SENCO office

- Speak in a soft, steady tone – avoid lengthy verbal reasoning, use visual cues where appropriate
- Once calm, explore what happened, without blame or confrontation

Consequences/Reasonable Adjustments for SEND Students:

Consequences must always consider the students needs, understanding and emotional state – we aim to educate alongside our sanction system.

Examples of this may be:

- Supported time in The Oasis/SENCO Office rather than detention
- Reflection not confrontation
- Modified expectations during transitions or sensory overload
- Use of visual supports or simplified instructions
- Regulation breaks or flexible lesson re-entry

Sanctions should never humiliate or isolate a student. Any response should promote repair and learning.

Abbotsholme School is committed to ensuring that all behavioural responses are fair, proportionate, and inclusive. In the case of students with SEND requirements, staff will consider the individual circumstances, specific needs, and underlying factors that may influence behaviour before determining any consequence or intervention. Decisions will be made on a student-by-student basis, recognising that no two students are the same. This approach ensures that responses to behaviour are equitable, supportive, and in line with both the school's commitment to inclusion and the principles of the Equality Act 2010.

15. Monitoring and Review

SLT monitors behaviour logs, exclusion data, and pupil voice feedback regularly to ensure fairness, consistency, and effectiveness. Governors receive termly behaviour reports.
This policy will be reviewed annually or sooner if required by changes in legislation or guidance.

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Appendix 1

Prep Behaviour For Learning Policy



Stage 6 - Headmistress Award
Letter home and lunch treat with Headmistress.

Stage 5 - Achievement Assembly
Voucher and commendation certificates awarded termly in the end of term assembly.

Stage 4 - Recognition Reward
Friday treat for students who consistently 'get it right'.

Stage 3 - Round Square Voucher

Stage 2 - Praise Postcard
Praise postcard sent home.

Stage 1 - Commendation Awarded

Stage 6 and 7 - External Temporary/Permanent Exclusion

Stage 5 - Internal Exclusion
Parent meeting with Headmistress.

Stage 4 - Heads of School Reflection
- Loss of break/enrichment time.
- Parents informed.
- Student put on behaviour plan/report card.

Stage 3 - Lunch/Enrichment Reflection
x3 or more formals in one week period.

Persistent poor or disruptive behaviour.

Stage 2 - Formal Warning
Restorative conversation with teacher.

Stage 1 - Verbal Warnings
1st and 2nd verbal warning.

Stage 1 - Non-verbal Warning

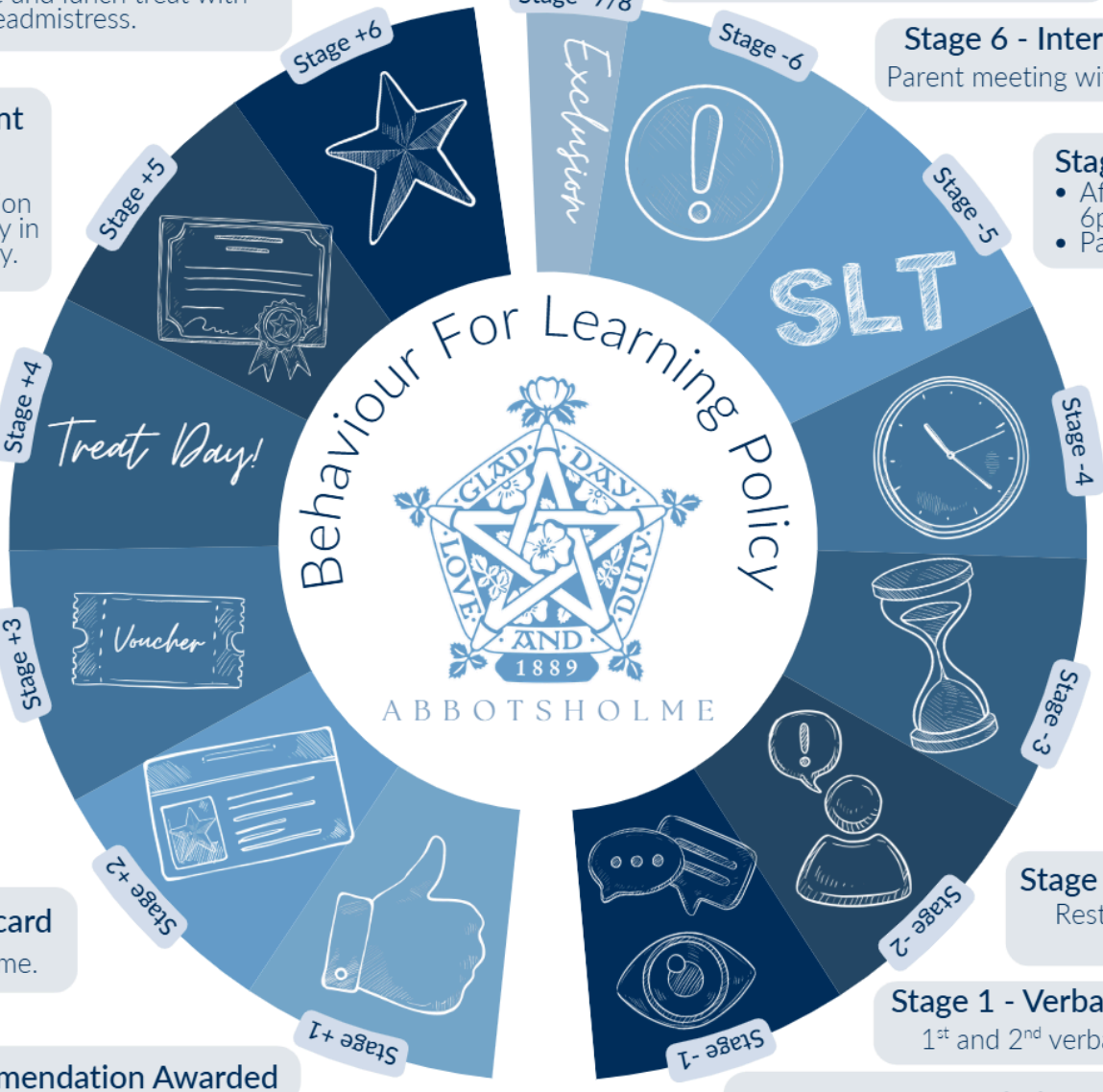
Meeting behaviour expectations and ready to learn

NB: For serious or high-level behaviour, an immediate sanction will be issued - the student will be removed from the lesson by a member of the Senior Leadership Team

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Appendix 2



Stage 6 - Headmistress Award

Letter home and lunch treat with Headmistress.

Stage 5 - Achievement Assembly

Voucher and commendation certificates awarded termly in the end of term assembly.

Stage 4 - Recognition Reward

Friday treat for students who consistently 'get it right'.

Stage 3 - Round Square Voucher

Stage 2 - Praise Postcard

Praise postcard sent home.

Stage 1 - Commendation Awarded

Meeting behaviour expectations and ready to learn

Stage 7 and 8 - External Temporary/Permanent Exclusion

Stage 6 - Internal Exclusion

Parent meeting with Headmistress.

Stage 5 - SLT Detention

- After school detention 5-6pm.
- Parent meeting with SLT.

Stage 4 - Heads of School Reflection

- Break and lunchtime reflection for x1 day.
- Parents informed.
- Student put on 2 week report card / behaviour plan.

(x3 more formals within the next 2 week period)

Stage 3 - Lunch Reflection

x3 or more formals in one week period.

Persistent poor or disruptive behaviour.

(x2 for 6th Form pupils)

Stage 2 - Formal Warning

Restorative conversation with teacher.

Stage 1 - Verbal Warnings

1st and 2nd verbal warning.

Stage 1 - Non-verbal Warning

NB: For serious or high-level behaviour, an immediate sanction will be issued - the student will be removed from the lesson by a member of the Senior Leadership Team

PRIVATE & CONFIDENTIAL

REVIEWED DATE:

Please ensure that this document is reviewed half termly/when a new behaviour arises

STUDENT NAME		**YEAR GROUP:**
STAFF KEY RELATIONSHIPS (inc agencies)		

ISSUES ARISING? Inc tangibles? What is behaviour seeking to achieve?		
	LIKELIHOOD OF RISK :	**SEVERITY OF RISK** Others =LOW / Self = **LOW**/ Property = **HIGH**
PROACTIVE MEASURES?		
DE-ESCALATION STRATEGIES?		
HIGH LEVEL DEREGULATION		
WHAT WORKS?		
WHAT TO AVOID?		
ANYTHING NEW TO TRY TO PUT IN PLACE MOVING FORWARD?		

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Name: _____ **Date:** ___/___/___

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Behaviour Reflection





What happened?



Who was involved?

Teacher signature: _____

Student signature: _____