



# Arbour House School

## Behaviour Policy (including Rewards, Sanctions and Exclusions)

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Governor policy owner	Julie Perks
Signed off by	The Governing Body
Distributed to	All staff, including the Governing Body, the Proprietors, or anyone working on behalf of the Proprietors (Potens) at Arbour House School

### Legal Status:

- Regulatory Requirements, Part 3, Paragraph 9 and Exclusion Element of Part 6 (24) (3) of the Education (Independent School Standards) (England) (Amendment) Regulations 2014 in force from the 5th January 2015.
- Equality Act (2010), Education Act (2011)
- ***Behaviour and Discipline in Schools, A Guide for Headteachers and School Staff***, (DfE Guidance: January 2016)  
<https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools>
- ***Use of Reasonable Force. Advice for Headteachers, Staff and Governing Bodies*** (DfE July 2013) which incorporates previous directives.

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### **1. Introduction**

At Arbour House School, we are committed to providing a happy, safe and nurturing environment that is calm and structured and avoids violence and any form of harassment so that all pupils can develop to their full potential. We have high expectations for our pupils and we aim to ensure everyone within

our community is treated with courtesy and respect with high levels of co-operation, so that teaching and learning takes place in a relaxed but structured atmosphere. All pupils are encouraged to care for and support each other.

It is essential that Arbour House School has consistent expectations of behaviour and that school staff and home co-operate closely together.

Integral to this policy statement is Arbour House School's Positive Behaviour Support Policy. This gives clear guidance in the use of physical intervention and the circumstances in which this is allowable.

In line with Government legislation and DfE Regulations/ISSRs, **neither corporal punishment, nor the threat of corporal punishment** is used at Arbour House School.

We believe that by working closely in partnership with parents/carers most behavioural issues can be resolved. If parents/carers feel that the school has not resolved a problem satisfactorily, they are entitled to follow the **'Complaints Policy and Procedure'** which is located on the school website.

Bullying, harassment, victimisation and discrimination will not be tolerated. We treat all our pupils and their families fairly and with consideration and we expect them to reciprocate towards each other, the staff and the school.

Any kind of bullying is unacceptable and severe and persistent bullying may result in exclusion. The school is required to keep a log of any bullying incidents and this is monitored regularly at a Senior Leadership level.

## **2. The Role of the Headteacher and Staff**

The Headteacher has overall responsibility for supporting personal, social and emotional development, including issues concerning behaviour. This process requires:

- an understanding of current legislation, research and philosophy on promoting positive behaviour and on handling children's behaviour where it may require additional support;
- being able to access relevant sources of expertise for supporting personal, social and emotional development;
- all staff to provide a positive model of behaviour by treating children, parents and one another with friendliness, care and courtesy;
- familiarising new staff members with the school's behaviour policy and guidelines for behaviour.

## **3. The Role of Pupils**

Article 12 of the UN Convention on the Rights of the Child allows children who are capable of forming views to express those views.

Pupils, with the support of Arbour House School staff, will be involved in reviewing the school's Anti Bullying Policy and Procedures and the school's reward and support procedures.

This **Anti-Bullying Policy** can be viewed on the school website.

#### 4. **The Role of Parents**

Arbour House School acknowledges the crucial role parents/carers play in the achievement of their children and encourages an ethos and culture whereby there is clear communication with, and support from parents/carers.

We endeavour to build a positive and supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

We work in partnership with parents to address challenging behaviour, using observation and incident records to help us to understand the cause and to decide jointly how to respond appropriately. By working collaboratively with parents/carers, children receive consistent messages about their behaviour at home and at school.

We expect parents/carers to encourage their children to support the school rules, their child's learning, and to co-operate with the school.

#### 5. **Procedures**

##### **Promotion of Positive Behaviour:**

Our whole school behaviour management, rewards and support systems are designed to help everyone in our community to value and appreciate one another, irrespective of age, gender, creed, race or sexual orientation and to acknowledge that everyone has an important role to play within our school and their local community.

All Arbour House staff clearly model and reinforce the school 'rules' and their expectations and give guidance in the promotion of positive behaviour. We have clear systems for rewards. Our intention is always to deal positively with behaviour in a fair and consistent manner.

We aim to:

- enable all pupils to develop into rational, caring, confident and independent individuals in an environment where they work hard and enjoy reaching their full potential;
- provide an environment which enables an atmosphere of mutual respect for each other's needs as human beings;
- develop within pupils an understanding that they have responsibility for their own behaviour:

- demonstrate positive behaviours to pupils and give them clear guidelines and expectations;
- involve parents alongside the school in the development of their child's behaviour;
- be fair and consistent in dealing with behaviour around the school, taking into account any issues related to special educational needs or disabilities;
- develop pupils' awareness of their responsibilities towards themselves and others;
- reward and encourage positive behaviour.

## **7. Arbour House School 'Rules':**

1. Be kind, thoughtful and caring
2. Have kind hands and feet
3. Speak respectfully to other children and staff
4. Listen when others are speaking
5. Show respect for other people's views and property.

## **8. Arbour House School Rewards may include:**

- Verbal praise.
- Stickers or a 'Dip in the Box'.
- 'Working Towards.....' systems where pupils are able to earn something that really motivates them.
- 'Wow' slips are given on occasions when a member of staff has a 'wow' moment, e.g. when someone impresses them with a kindness, a brilliant idea, quick response, being thoughtful and aware of others etc.
- Gift vouchers
- Tickets to events or social outings

In accordance with our individualised and child-centred approach, pupils can have a say in their own reward systems.

We understand that one size does not fit all, and that what one child finds rewarding another child may not find so.

## **Headteacher's Awards:**

- The Headteacher may give additional rewards bespoke to that individual child if appropriate.
- The Headteacher is available at a set time every week for pupils to receive their rewards and discuss the reason for them if pupils would like to do so.

**Commendation Postcards:**

A Postcard of Commendation may be sent directly to the pupil's home by post by any member of staff. It would be awarded for exceptional work or a deed performed by the pupil that would be over and above the usual. It should be spontaneous and individual to the child.

**End of Term Awards:**

At the end of every term, pupils are rewarded with prizes or vouchers for progress and achievement as well as for attendance.

Some prizes are awarded in collaboration with the pupils, so pupils can choose what end of term trip or reward they would like, thus allowing the voice and opinions of the pupils to be heard and respected.

**End of Year Prize Giving – Annual Awards Evening:**

At the end of every year, Prize Giving takes place. This is a formal event for parents and pupils alike with prizes awarded for academic excellence, good progress, hard work, subject excellence, subject dedication, recognition of service to the school and recognition of individual achievements and individuality.

**9. Arbour House Sanctions & Procedures:**

Our Behaviour Policy is designed to reinforce and encourage positive behaviour and this approach promotes natural consequences to choices made with individual behaviour.

Sanctions at Arbour House are individualised to the child and are only considered appropriate if the child can learn from this. Some examples of sanctions are:

- Provision may be amended in the course of a child's day e.g. a trip out may become a session in school reviewing the incident and how to make it better;
- If a child was to swear then staff would reflect this in the targets set daily and to incorporate better management of these behaviours e.g. a traffic light or exit card or not earning their voucher that week.
- If a child is disrupting a classroom, staff would first attempt distraction and engagement strategies and as a last resort may remove the child to another environment to continue the lesson.

All pupils receive a high level of support to manage their behaviour.

We develop a Positive Behaviour Support Plan for all pupils (Appendix 1 of Potens' Positive Behaviour Support Policy). This plan will be drawn up with pupils, their parents/carers and all professionals involved in their education and care.

Arbour House School's support procedures taken to support pupils' behaviour and avoid exclusion are clearly outlined in individual Positive Behaviour Support Plan (Appendix 1) and Physical Intervention Plans (Appendix 2)

These steps include:

- The pupil receives a reminder on appropriate behaviour;
- Implementing a Positive Support Plan;
- A sensory approach is taken to assess when a pupil's level of arousal needs intervention through offering quiet time or a safe place, sitting with an adult to talk or share quality time or going outside for active time i.e. a walk. The pupil is encouraged to recognise when they need to choose such a sanction to enable them to manage their own behaviour;
- Assessing the environment and make changes to reduce levels of anxiety and challenging behaviour;
- Implementing a Support Intervention Plan;
- Incidents involving violence to other children, staff or themselves are recorded on an incident form and sent to the Headteacher. Parents and carers are notified at the end of the school day.
- When the environment proves to need significant changes to meet a pupil's needs then the Headteacher will notify parents and the authority paying school fees and the following sequence of actions will apply:
  - a. A letter will be sent home to the parents informing them that their child should remain at home until the school has put in place environmental changes to meet the needs of their child. Parents and the authority paying schools fees will be invited to a meeting to discuss what changes need to take place and how the school will be implementing this.

## 10. **Exclusion:**

The Headteacher has the authority to exclude a pupil which may result from a single major incident, or as a result of an accumulation of incidents for which other steps have been exhausted. In the latter case it is essential that the Headteacher has 'evidence', hence the importance attached to having a detailed record of the problems and incident reports. In the case of severe and persistent bullying, exclusion may also be necessary.

Examples of when exclusion might happen include but are not limited to:

- physical assault/threatening behaviour against pupils or adults;
- severe self-harming resulting in possible or actual significant injury;
- severe bullying;
- damage to property;
- persistently disruptive behaviour.

In all cases, consideration will be given to specific educational needs and disabilities and reasonable adjustments according to the pupil's personal circumstances will always be made.

We aim as far as possible to avoid excluding pupils and may instead offer an internal exclusion, provision on our other school site, in the community, at home, or remotely. We do, however, have to consider that some pupils may find attending an alternative location or accessing learning in another way difficult to process or manage and we will therefore need to take this into account if the need to exclude arises.

The Incident Forms include the name of pupil, year group, the date and nature of the behaviour and the support given.

All our pupil records will be kept securely until the pupil is 25 years old. They will not be disclosed to any 3<sup>rd</sup> party, unless required by statutory regulations. The Headteacher keeps a confidential log of all exclusions.

## **11. Appeals against Exclusion**

The School will always offer the right of appeal to any pupil excluded from the School. Any appeal against exclusion will be dealt with under this policy rather than the School's '**Complaints Procedure**' and should be made in writing to the Headteacher within one week of the pupil's exclusion.

An appeal meeting will then follow to which the parent may be accompanied by a friend or relative if they wish (although legal representation is not appropriate). The appeal will usually be heard by at least two of the School's Senior Leadership Team and one person who is independent of the School.

## **12. Physical Restraint**

Like all schools, we reserve the right for our staff to use reasonable force to control or restrain a pupil in specific circumstances. The Education and Inspections Act 2006 enables school staff to use '*such force as is reasonable to prevent a pupil from doing or continuing to do*' any of the following:

- '*Committing any offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil)*';
- '*Causing personal injury to any person (including the pupil themselves)*';
- '*Causing damage to the property of any person (including the pupil themselves)*';
- '*Prejudicing the maintenance of good order and discipline at the school, and among any pupils receiving education at the school, whether during a teaching session or otherwise*'.

For any pupil who requires physical intervention a plan is put in place and signed by parents/carers. This plan is regularly reviewed and updated to ensure it is still appropriate in supporting the pupil. (See Appendix 2).

The Headteacher holds a Physical Restraint Log in which details of any restraint is recorded.

## **13. Malicious Allegations Against Staff**

If there is a malicious accusation made by a pupil against a member of staff, and the accusation is shown to have been deliberately invented or malicious, the School will consider taking disciplinary action in accordance with this policy.



If there is a malicious accusation made by a parent against a member of staff, and the accusation is shown to have been deliberately invented or malicious, the school will consider whether to require that parent to remove their child or children from the school.

In accordance with the DfE's guidance 'Keeping Children Safe in Education', the school will consider a malicious allegation to be one where there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive.

#### 14. Searching Pupils

##### **Informed consent:**

The school staff may search a pupil with their consent for any item. If a member of staff suspects that a pupil has a banned item in his possession, they can instruct the pupil to turn out his pockets or bag. If the pupil refuses, sanctions will be applied in accordance with this policy.

##### **Searches without consent:**

In relation to prohibited items, the Headteacher, and staff authorised by the Headteacher, may search a pupil or a pupil's possessions, without their consent, where they have reasonable grounds for suspecting that a pupil has a prohibited item in their possession. Please see Appendix 3 for the School's policy on searching and confiscation. Such action will be taken in accordance with the DfE guidance '*Searching, Screening and Confiscation*' (February 2014).

#### **Searching and Confiscation**

All schools have a general power to impose reasonable and proportionate disciplinary measures (Education and Inspections Act 2006). This enables a member of staff to confiscate, retain or dispose of a pupil's property as a disciplinary penalty where it is reasonable to do so. The school's policy on searching and confiscation has regard to guidance published by the **Department for Education (DfE)**, '*Searching, Screening and Confiscation*' (Jan 2018).

##### **1. Prohibited items**

The following are "prohibited items" under Section 550ZA(3) of the Education Act 1996 and Regulation 3 of the Schools (Specification and Disposal of Articles) Regulations 2012:

- i. knives or weapons, alcohol, illegal drugs and stolen items
- ii. tobacco and cigarette papers, fireworks and pornographic images
- iii. any article that a member of staff reasonably suspects has been, or is likely to be used:
  - to commit an offence or

- to cause personal injury to, or damage to the property of, any person (including the pupil) and
- any item banned by the School Code of Conduct that is identified as being an item which may be searched for.

The School has banned items that are reasonably believed to be likely to cause harm or disruption. Pupils must not have these items in their possession on school premises or at any time when they are in the lawful charge and control of the school (for example on a school trip).

## **2. Searching with Consent**

- Before any search is undertaken the pupil will usually be asked to consent. In seeking consent, the age and maturity of the pupil will be taken into account together with any special needs the pupil may have. Written consent will not usually be required.
- If a member of staff suspects that a pupil has an item that is banned by the School they can instruct the pupil to turn out his pockets or bag. If the pupil refuses, disciplinary action may be taken in accordance with the School's Behaviour, Rewards, Support and Exclusions Policy.

## **3. Searching for prohibited items**

- Where the Headteacher or an authorised member of staff have reasonable grounds to suspect that a pupil may have a prohibited item, consent is not required and the search will be carried out, using reasonable force where appropriate.
- Searches will be carried out only on school premises or, if elsewhere, where the member of staff has lawful control or charge of the pupil, for example on a school trip or in training settings.
- If it is believed that a pupil has a prohibited item, it may be appropriate for a member of staff to carry out:
  - a search of outer clothing and / or
  - a search of school property (e.g. pupils' lockers or desks) and / or
  - a search of personal property (e.g. bag or pencil case).
- Searches will be conducted in such a manner as to minimise embarrassment or distress. Any search of a pupil or their possessions will be carried out in the presence of the pupil and another member of staff. Where a pupil is searched, the searcher and the second member of staff present will be the same gender as the pupil.
- Where it is reasonably believed that serious harm may be caused if the search is not carried out immediately and it is not practicable to summon another member of staff, a member of staff may carry out a search of a pupil of the opposite sex and / or in the absence of a witness.
- Where the Headteacher, or staff authorised by the Headteacher, find anything which they have reasonable grounds for suspecting is a prohibited item, they may seize, retain and dispose of that item in accordance with this policy.

#### 4. Confiscation

- a. Under the School's general power to discipline, a member of staff may confiscate, retain or dispose of a pupil's property as a disciplinary penalty where it is reasonable to do so.
- b. Confiscation of an item may take place following a lawful search, as set out above, or however the item is found if the member of staff considers it to be harmful or detrimental to school discipline.

#### 5. Searching electronic devices

- a. An electronic device such as a mobile phone or a tablet computer may be confiscated in appropriate circumstances in accordance with this policy. If there is good reason to suspect that the device has been, or could be used to cause harm, to disrupt teaching or break school rules, any data or files on the device may be searched and, where appropriate, data or files may be erased before the device is returned to its owner. Any data or files will only be erased, if there is good reason to suspect that the data or files have been, or could be used to cause harm, to disrupt teaching or break school rules.
- b. If inappropriate material is found on an electronic device, the member of staff may delete the material, retain it as evidence of a breach of School discipline or criminal offence or hand it over to the police if the material is of such seriousness that police involvement is required.

#### 6. Disposal of confiscated items

- a. **Alcohol:** alcohol which has been confiscated will be destroyed.
- b. **Controlled drugs:** controlled drugs will usually be delivered to the police as soon as possible. In exceptional circumstances and at the discretion of the Headteacher or authorised member of staff, the drugs may be destroyed without the involvement of the police if there is good reason to do so. All relevant circumstances will be taken into account and staff will use professional judgement to determine whether the items can be safely disposed of. They will not be returned to the pupil.
- c. **Other substances:** substances which are not believed to be illegal drugs but which are harmful or detrimental to good order and discipline (for example "legal highs") may be confiscated and destroyed. Where it is not clear whether or not the substance seized is an illegal drug, it will be treated as though it is illegal and disposed of as above.
- d. **Stolen items:** stolen items will usually be delivered to the police as soon as possible. However, if, in the opinion of the Headmaster or authorised member of staff, there is good reason to do so, stolen items may be returned to the owner without the involvement of the police. This is likely to apply to items of low value, such as pencil cases.
- e. **Pornographic images:** pornographic images involving children or images that constitute "extreme pornography" under section 63 of the Criminal

Justice and Immigration Act 2008 will be handed to the police as soon as practicable. Other pornographic images will also be discussed with the School's Designated Safeguarding Lead (DSL). The images may then be passed to children's social care for consideration of any further action. If no action is to be taken by the local authority the images will be erased after a note has been made for disciplinary purposes, confirming the nature of the material.

- f. **Article used to commit an offence or to cause personal injury or damage to property:** such articles may, at the discretion of the Headteacher or authorised member of staff taking all the circumstances into account, be delivered to the police, returned to the owner, retained or disposed of. Weapons or items which are evidence of an offence: such items will be passed to the police as soon as possible.
- g. **An item banned under school rules:** such items may, at the discretion of the Headteacher or authorised member of staff taking all the circumstances into account, be returned to its owner, retained or disposed of. Where staff confiscate a mobile phone that has been used in breach of school rules to disrupt teaching, the phone will be kept safely until the end of the school day when it can be claimed by its owner, unless the Headmaster or authorised member of staff considers it necessary to retain the device for evidence in disciplinary proceedings. If a pupil persists in using a mobile phone in breach of school rules, the phone will be confiscated and must be collected by a parent.
- h. **Electronic devices:** if it is found that a mobile phone, laptop or tablet computer or any other electronic device has been used to cause harm, disrupt teaching or break school rules, including carrying out cyberbullying, the device will be confiscated and may be used as evidence in disciplinary proceedings. Once the proceedings have been concluded the device must be collected by a parent or carer and the pupil may be prohibited from bringing such a device onto school premises or on school trips. In serious cases, the device may be handed to the police for investigation.

## 7. Communication with Parents

- a. There is no legal requirement for the school to inform parents before a search for banned or prohibited items takes place or to seek their consent to search their child and it will not generally be practicable to do so. However, we will inform parents of any search that takes place and provide details of any items that have been found. In appropriate cases we will consult parents on how the school should dispose of certain items.
- b. We will keep a record of searches carried out which can be inspected by the parents of the pupil(s) involved subject to any restrictions under the Data Protection Act 1998. The record will include details of the disposal of items confiscated.

- c. Complaints about searching or confiscation will be dealt with through the school's Complaints Procedure. A copy of the procedure is posted on the school website.
- d. The school will take reasonable care of any items confiscated from pupils. However, unless negligent or guilty of some other wrongdoing causing injury, loss or damage, the school does not accept responsibility for loss or damage to property.

## Appendix 1



### Positive Behaviour Support Plan:

Name	
Date of Implementation	
Date of Review	

### PBS priority outcomes to be achieved:

Outcome No. 1	
Outcome No. 2	
Outcome No. 3	

### Promoting Communication:

Positive Indicators of Wellbeing: (These may not necessarily be verbal and the majority of communication could be through body language)	
Negative Indicators of Wellbeing: (These may not necessarily be verbal and the majority of communication could be through body language)	

### **Promoting Capable Environments:**

Physical Environment e.g.: <ul style="list-style-type: none"><li>▪ Space</li><li>▪ Lighting</li><li>▪ Crowds</li><li>▪ Noise</li><li>▪ Visual distractors/décor</li><li>▪ Smells</li></ul>	
Interpersonal Environment e.g.: <ul style="list-style-type: none"><li>▪ Communication therapeutic aids</li><li>▪ Social engagement</li><li>▪ What does meaningful interaction look like</li></ul>	
Programmatic Environment e.g.: <ul style="list-style-type: none"><li>▪ Scheduling, sequencing, planning</li><li>▪ Structure &amp; predictability</li><li>▪ Special Interests</li><li>▪ How to offer choice &amp; variety</li></ul>	

### **Skills Teaching:**

Positive Programming e.g.: How will staff teach new behaviours and reduce behaviours of concern?	
Emotional Regulation/ Coping Strategies e.g.: What strategies will support the person to manage their own behaviour?	

**Early Intervention:**

Focused Support e.g.: What strategies can be used to try and de-escalate anxieties and stress to avoid an incident?	
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Recording & monitoring methods to be used and when.	
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**Multi-disciplinary Agreement:**

NAME & JOB TITLE	SIGNATURE



## Appendix 2



### Physical Intervention Plan

Name	
Functional Behaviour Assessment Date	
Date of Best Interest	
Date of Implementation	
Date of Review	

#### Reactive Strategies (Early Intervention/Escalation Phase):

Triggers known to cause escalation in behaviour.	
Can the behaviour be ignored as it is not causing distress or anxiety to the person themselves or others?	
Can the person be re-directed, and if so how and to what?	
Can active listening and intensive support be used and if so how?	

#### Crisis Phase:

NOTE: The use of any restrictive physical intervention (RPI) is only ever used within a gradient approach and must be implemented as a demonstrable last resort when all other proactive & reactive strategies have failed. The rationale for the use of a RPI are:

1. The person is endangering themselves,
2. When the person endangers others,
3. When the person is posing a serious threat to property.

RPI must only ever be used for the shortest time possible and with the least amount of force in order to make the situation safe. Restrictive physical Interventions are only included within the broader context of the persons assessed needs and will only be acknowledged when there is an emphasis in favour of proactive strategies.

**The following BILD accredited techniques are a last resort and designed to be safe and non-threatening to the person and only to maintain the person's dignity whilst ensuring safety.**

Behaviour	Breakaway/Physical Interventions Techniques Approved via BILD Accredited Model	Strategies used to reduce behaviour (these should be consistent with the person's behaviour assessment)

In PRN (As Required) medication is prescribed please outline the protocol	
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### **Recovery Phase:**

What strategies will help the person to de-escalate from crisis?	
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### **Post Incident Management (Recording & Reporting):**

1. All incidents must be recorded on Caresys, on the day of the incident and the Registered Manager or appropriate line manager must also be informed.
2. Welfare checks: First Aid checks to be completed sensitively where possible with both the person and staff member(s).
3. The person and staff involved in the incident must be offered a de-brief.
4. Any follow up actions must be recorded on the same incident report.

### **Multi-disciplinary Acknowledgement & Agreement:**

The procedures outlined above have been discussed and agreed		
Print Name	Role	Signature

## Policy Review Record

POLICY NAME	Behaviour Policy, including Rewards, Sanctions and Exclusions	
COMPILED BY	Julie Perks	
POLICY DATE	November 2017	
REVIEW DUE DATE	REVIEWED	
	DATE	BY (NAME)
May 2023	May 2023	Julie Perks  Policy Review Record Added.
	Sept 2023	'Exclusions' section developed to clarify the alternatives we may offer, if appropriate, to a formal external exclusion.
May 2025		