POLICY STATEMENT

The Arbor School ("Arbor", "we", "the school") believes that good behaviour is essential to achieving successful teaching and learning. Recognising the need for students to feel safe, engaged, supported and valued in order to maximise their learning potential, at Arbor:

- Behaviours that disrupt learning will be addressed quickly, systematically and consistently.
- Behavioural standards and guidelines will encourage personal responsibility for behaviour and a resolve to comply or improve.
- Behavioural standards for students will be developmentally appropriate, achievable and understood.
- Behavioural standards will be obvious, reasonable and articulated through signage, publications and corrective transactions.
- Students will participate in the determination of how behavioural standards apply.
- Expected school norms and values will be explicitly taught.
- Consequences applied to unacceptable behaviour will be learning focused and addressed through a combination of positive behaviour for learning and restorative practices.
- Consequences for unacceptable behaviour will avoid eroding a student's sense of self-worth; and
- Safeguards will be put in place to protect the dignity of all individuals, including victims and perpetrators of unacceptable behaviour.

We are committed to providing an orderly, safe and caring school environment, free from disruptions and obstacles that get in the way of learning. The school also recognises its role in preparing all students to become the citizens of tomorrow and will make every effort possible to ensure that they are educated, supported, and encouraged to take a positive and proactive role within their community in the future.

APPLICATION

1.   BEHAVIOUR STANDARDS
- All students will be safe and respectful to self and others in their demeanour and behaviour.
- All students will diligently apply themselves to learning tasks without interfering in the work of others.
- All students will respect that other students need to work, be included, supported and valued.
- All students will comply with school 'acceptable-use agreements'.
- All students will respect and honour the propriety of personal and school property.
- All students will explicitly avoid using the behaviours identified in the relevant *Behaviour for Learning Procedure* for Primary and Secondary.
- The positive behaviour approach will be the predominant approach to managing unacceptable student behaviours, with the inclusion of restorative practices to the extent appropriate.
- Consequences for unacceptable behaviour will be applied promptly, fairly and consistently with a focus on learning, reparation and improvement, following the relevant *Behaviour for Learning Procedure* for Primary and Secondary.
- Teachers will explicitly teach and model the Arbor norms and values expected of students in their classes.

- The school's psychology and counselling service will support and deliver therapeutic behaviour management strategies, for example, Cognitive Behaviour Therapy (CBT) and Play Therapy, as appropriate.

2.   RESTORATIVE PRACTICES

In broad terms, restorative practices constitute an approach to inappropriate behaviour, which puts repairing harm done to relationships and people over and above the need for assigning blame and dispensing punishment (Wright 1999). Simply, it brings the perpetrator(s) together with the victim(s) to understand the harm that the perpetrator's behaviour has caused to the victim(s). Effective restorative practices foster awareness of how others have been affected by inappropriate behaviour. It involves active engagement of participants in a process which works to separate the deed from the doer and rejects the act not the actor, thereby allowing participants to make amends for the harm caused. Restorative practices acknowledge the intrinsic worth of the person and their potential contribution to the school community.

Restorative practices in schools are a proactive approach to building and maintaining a positive school climate, resolving conflicts, and promoting healthy relationships among students, teachers, and staff. They follow a continuum which begins with preventative measures to build and maintain relationships to responsive measures which aim to resolve conflict and repair relationships.
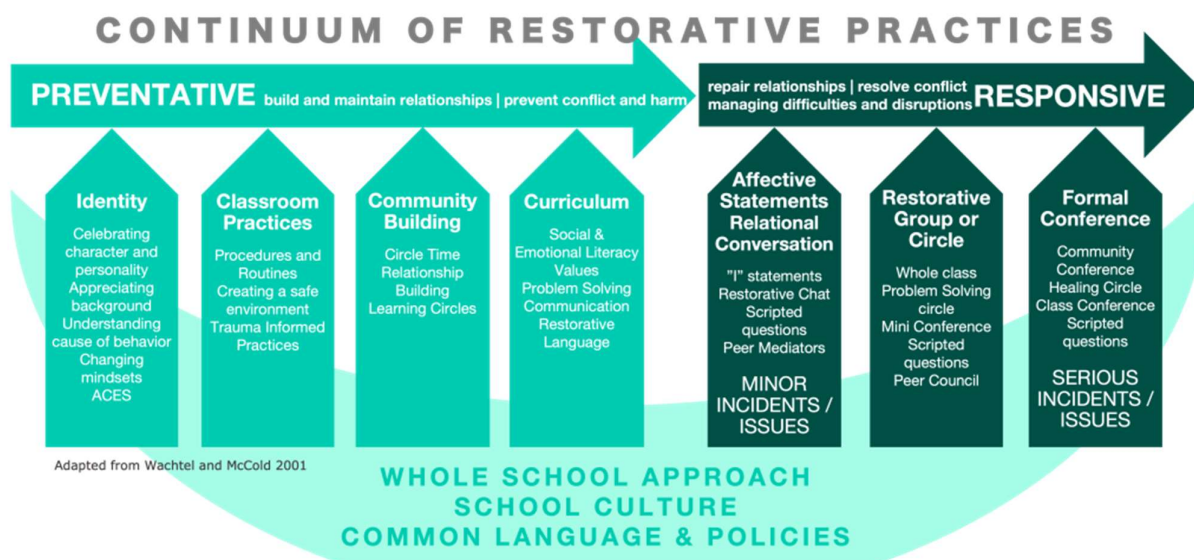
Responsive Restorative Practices

1. **Affective Statements:** Affective statements are expressions of personal feelings, both positive and negative. Instead of criticising or scolding the student, an "affective" teacher communicates how the student's behaviour makes them feel and how their behaviour impacts others. Expressions of affective statements are not intended to shame or vent personal stressors, but to develop empathy, establish boundaries and provide authentic observation.

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a) Affirm the recipient
b) State the offending behaviour; both positive or negative
c) Tell them how you feel
d) State the desirable behaviour

Examples: I am so pleased to see/hear/by . . . I am impressed by . . . I am having a hard time understanding . . . I am uncomfortable when I see/hear

Affective statements focus on behaviour, not on the person (separate the deed from the doer), are respectful in tone and encourage others to express their feelings.

2. **Restorative Group or Circle:** restorative groups or circles are a fundamental restorative practice where students and teachers come together in a structured circle format to discuss various topics, share experiences, and address conflicts. Groups/circles provide a safe space for open communication, active listening, and building empathy. Mediation and conferencing techniques are used to facilitate dialogue between individuals involved in the conflict, allowing them to express their feelings, perspectives, and needs. The goal is to reach mutually agreeable solutions and restore relationships.

Formal Conference: a restorative justice session or formal conference can only be held by a trained practitioner, most likely the Assistant Head of Pastoral Care of Heads of School. Instead of traditional punitive measures, restorative conferences focus on accountability and learning from mistakes. Students are encouraged to reflect on their actions, understand the consequences, and make amends.

a) The problem will be referred to a trained facilitator by the school, who will assess if the case is suitable for a conference.
b) If it is, the facilitator will meet individually with all those involved in the incident –both directly and indirectly and gather relevant information.
c) The date, time and place for the conference will be arranged.
d) There is a structured format, so it is fair.
e) The facilitator remains neutral but runs the meeting.
f) Everyone present at the conference will be asked in turn their thoughts and feelings about the incident and how it has affected them.
g) The person whose inappropriate behaviour caused the problem is given the opportunity to put things right.

3. **ENCOURAGEMENT OF POSITIVE BEHAVIOUR**

Arbor has developed strategies to encourage positive behaviours. These strategies include, but are not limited to:

- Positive behaviour management – clear expectations inside and outside the classroom are set which eliminates any sense of doubt or confusion and provides clarity on targets moving forward. These are consistent across the school.
- Praise – praise is routinely used to ensure acknowledgement is given for students who meet expectations. Praise is genuine and authentic referring to behaviour-specific moments, actions and/or character strengths.
- Role Modelling – staff model expected behaviours and actions

- Age-appropriate *positive behaviour reward* systems;
  - *House Points*, which shall be awarded for an excellent piece of work, demonstrating a superb effort, a social act of kindness or the like, that deserves to be recognised and encouraged;
  - *Certificates* awarded for excellence in a range of academic and social categories; and
  - *Termly and Annual Prizes*, for example, trophies and house rewards.

Teachers are also encouraged to recognise achievement within their classes continually through age appropriate positive communication, acknowledgement and relationships.

4.   STAGED BEHAVIOUR PROCEDURES

Arbor Primary and Secondary School follow a specific staged procedure to respond to students through rewards and consequences. This is overseen primarily by the relevant Assistant Head of Pastoral Care with close oversight and accountability from the relevant Head of School, however, all staff members have a role to play in ensuring that behaviour is effectively dealt with, recorded, and monitored. Support and guidance are given to all staff when needed.

Primary Positive Behaviour Procedures   Secondary Positive Behaviour Procedures

5.   POSITIVE HANDLING

Positive Handling is the positive application of force with the intention of protecting a child from harming him/herself or others, or seriously damaging property. We recognise that the use of positive handling is only one of the last in a range of strategies available to secure student safety and wellbeing. We will apply it only when necessary (by fully trained Arbor staff) but always in line with the Arbor's *Safe Touch and Positive Handling Procedure*.

6.   PERMENANT EXCLUSION OR NON-RENROLLMENT

In circumstances where all other options have been exhausted, a repeated pattern of behaviour continues despite consequences, a serious Stage 5 incident occurs or the student continues to cause a health and safety risk to others, exclusion or non-re-enrolment will be considered by the Principal with advice from the school's governing body, the Arbor Executive Governing Board (AEGB).

The approval of the Knowledge and Human Development Authority (KHDA) is required to permanently exclude a student from the school.

Only the Principal has the authority to exclude a child from school. The Principal may exclude a student for fixed periods, or permanently. It is also possible for the Principal to convert a fixed term exclusion into a permanent exclusion if the circumstances warrant this. The Principal will discuss all planned exclusions with the Director of Education before they are communicated to parents and enacted.

If the Principal decides to exclude a child, the parents will be informed immediately, giving reasons for the exclusion; they will also be informed that they may appeal against the decision to the Arbor Executive Governing Board. The contact details of the Director of Education will be provided as the point of contact with the AEGB.

7. STUDENTS OF DETERMINATION

In exceptional circumstances, where a Student of Determination is unable to understand or comply with this policy because of the nature of their difficulties, an appropriate range of strategies, rewards and consequences will be used.

Students on the Special Educational Needs and Disabilities (SEND) register will have their behaviour targets addressed within their Individual Education Plans. The implementation of proactive strategies, responses and monitoring will be overseen and managed by the school's Head of Thrive.

8. MONITORING

The Head of School will monitor, analyse, and report on trends in behaviour across year groups.

RELATED DOCUMENTS

Document Title	ID / Reference No.
Behaviour for Learning Procedure: Primary	DU/5.1.2.1
Behaviour for Learning Procedure: Secondary	DU/5.1.2.2
E-Safety (Digital and Online) Procedure	DU/5.1.1.3
Safe Touch and Positive Handling Procedure	DU/5.1.1.7
Students of Determination Policy	DU/4.3.2

ABBREVIATIONS AND DEFINITIONS

Abbreviation / Term	Description / Definition
Board	Arbor Executive Governing Board
KHDA	Knowledge and Human Development Authority
SEND	Special Educational Needs and Disability

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