



ARNOLD
HOUSE
SCHOOL

Arnold House School

BEHAVIOUR POLICY

REVIEW DATE: JUNE 2025

POLICY: BEHAVIOUR

This Policy outlines the School's approach to implementing measures to secure acceptable standards of behaviour and attitudes from its pupils. Its objective is to inform staff about the approach of the School, naming all designated staff leaders and governors including their role in supporting this document as well as informing parents of the processes involved. Designated staff leaders include the Board of Governors and Senior Leadership Team (Headmaster, Director of Finance & Resources, Deputy Head and Head of Pre-Prep). This Policy also names the staff responsible for effective implementation of the Behaviour Policy across the Whole School, the Director of Citizenship.

This Policy underpins the welfare, health and wellbeing, and safety of all pupils attending Arnold House School and outlines the sanctions to be adopted in the event of misbehaviour. It ensures the effective implementation and procedures behind the Policy and discusses the importance of record keeping.

School Culture

Arnold House is committed to creating a culture of good citizenship underpinned by the virtues of Courtesy and Industry. The School has established a calm, safe and supportive environment which encourages being kind, tolerant, courteous, respectful, and helpful to others. The broad and balanced curriculum taught in the School is designed to support the spiritual, moral, cultural, mental, and physical development of every pupil.

Main Principles

Pupils, staff, and parents are encouraged to be **ready, respectful, and responsible (the three Rs)**.

Ready

Pupils and staff should be ready to learn. Punctuality and good attendance should be encouraged. They should wear the correct uniform and adhere to the dress code. Equipment checks should be made in preparation to ensure lessons run smoothly. Staff should set an example by being punctual in lessons, form time, duties, smartly dressed etc. All members of the School community should be ready to help others.

Respectful

Members of the School community should always be respectful, showing good manners and courteous behaviour. Respect should be given to the environment, looking after property belonging to the School, and other people. Respect should be afforded to every individual of any age, gender and in respect of all other protected characteristics. Members of the School community should consider themselves ambassadors for Arnold House and always demonstrate polite, considerate, and respectful behaviour in any situation.

Responsible

Members of the School community should always act responsibly. They should behave in a manner that is safe for themselves and for others, upholding the values of the School. They should practise responsibility in the wider community (travelling to Canons Park or on a trip for example), positively representing the School. Pupils and staff should ensure that they use resources in a sustainable and responsible way and that behaviour in-person and online is not detrimental to their own or the School's reputation, including content, conduct, contact and commerce.

Implementing the 3 Rs

- The 3 Rs are taught throughout the routine of the day, particularly when moving around the School.
- During lessons and other activities (Sports Day, Church Services etc.) staff remind pupils of the 3 Rs.
- Competitions are set across the academic year for pupils to design posters reflecting the three main principles - The 3 Rs. As well as creating valuable and visual resources it also helps build awareness and allows pupils to have ownership over the topic.
- House Assemblies taken by the Year 8 House Captains focus on building awareness of the 3 Rs.
- The Headmaster regularly features the 3 Rs in the Headmaster's Newsletter.
- Staff emphasise the 3 Rs in their common vocabulary. Staff induction and staff meeting/ briefing time is used to re-enforce this.
- Parents learn the meaning of the 3 Rs and reinforce it with their boys at home.

Curriculum

The Behaviour Curriculum teaches all pupils to be Ready, Respectful and Responsible through explicit teaching:

- Be kind and courteous - treat others how you expect to be treated, displaying good manners and gratitude.
- Walk sensibly - face forwards, walk at a steady pace - no running.
- Lining up - stay in line, face forwards, nominated line leaders, hands by side.
- Good listening skills - face forwards, good eye contact, good posture, never interrupt, track the speaker.
- Work hard - be organised, collaborate with others, maintain a low level of noise, use indoor voices, ask for help, do not waste time or resources.

In School, the PSHE curriculum is designed to encourage respect for other people, regarding the Protected Characteristics set out in the Equality Act 2010. This is actively promoted across the year groups in School in a way that is best suited to the level of understanding of each pupil. The Protected Characteristics are:

Age
Disability
Gender reassignment
Marriage and civil partnership
Pregnancy and maternity
Race
Religion or belief
Sex
Sexual orientation

The Whole School PSHE curriculum focuses on promoting and developing emotional literacy. This helps pupils form trusting, kind and respectful relationships. It enables them to understand their own emotions, recognise how their actions can affect those around them, and understand the consequences and benefits of their own

behaviour. The School guides pupils towards becoming well-rounded individuals who contribute positively to the School community and in the wider community of society.

Ensure that pupils complete any tasks assigned to them in connection with their education; and otherwise regulate their conduct:

- Appropriate levels of supervision are set throughout the day.
- Pupils understand the routine of their day.
- Clear expectations are set at the beginning of each lesson and during transition times.
- Work is differentiated accordingly to give motivation and challenge.
- Correct measures are in place to support all pupils' access to the curriculum, including reasonable adjustments for those with SEND.

How the School intends to support the pupils in meeting high expectations of behaviour:

Teaching and Learning

- Staff set clear expectations, establishing the School rules and routines.
- Lessons are well prepared, motivating and challenging with clear differentiation and designed for all types of learning styles.
- The School openly celebrates inclusion and diversity throughout the curriculum, during assemblies and form time and in lessons, helping to shape self-confidence and a moral compass.
- Staff encourage restorative discussions about behaviour.
- Emotional literacy is taught, helping pupils gain skills to support their wellbeing and build an expressive vocabulary.
- Staff discuss consequences of behaviours so that pupils fully appreciate any wrongdoing.

Rewards

- In Pre-Reception most rewards are continuous with verbal praise and encouragement, and although stickers are sometimes given, staff are mindful when using them, so that pupils are not motivated by the reward alone.
- House Point tokens are actively used in Reception helping pupils stay motivated and work collaboratively for a shared purpose. This approach allows Pupils to visually see their efforts as a team player.
- From Year 1, pupils are awarded House Points for Industry and Citizenship. Staff place their initials in the House Point booklet. Pupils know that these House Points count towards the House and for themselves.
- The names of those who receive the most House Points for their House are read out by the Headmaster during the Citizenship Assembly on Fridays.
- House Point winners are mentioned in the Headmaster's Newsletter at the end of the week and celebrated in School.
- Citizenship bars are awarded in Years 1 to 7 and Citizenship ties in Year 8 if behaviour is considered to consistently meet the expectations of an Arnold House boy.

Relationships

- Pupils form trusting relationships with key staff. A 'safe person' can provide support and facilitate a 'safe space' in School where required, allowing time for self-regulation and talking about any issues pupils are facing.

- The School actively works in partnership with parents, building relationships and communication. Communication between staff, pupils and parents is open and honest.

Child's Voice

- Pupil questionnaires provide the older pupils opportunities to express concerns. These are carried out twice a year so that any concerns can be identified.
- The peer mentoring system and Year 8 responsibilities offer opportunities to model positive behaviour and for their voice to be heard. Year 8 pupils are given responsibility as House Captains, presenting House Assemblies. They extol the virtues of being ready, respectful, and responsible - the mark of a good citizen. This message is positively reinforced in lessons, assemblies and on the sports field.

Inclusion

In School, Diversity and Inclusion are championed with differences celebrated throughout the curriculum and across all sites. This approach is integrated within the School routine, creating a culture of acceptance and respect throughout. Rich discussions take place to broaden exposure and awareness to other ways of life and to build a narrative based on tolerance and mutual respect, reinforcing the Fundamental British Values.

Any incident where bullying, discrimination, aggression, and derogatory language (including name calling) are deemed unacceptable are dealt with quickly and effectively with the Director of Citizenship and SLT informed. In serious cases, the parents will be called in for a meeting and suitable consequences set, and in some cases, in consultation with the Governing Body.

Safeguarding and Behaviour

School staff must consider the cause of repeated misbehaviour. For this reason, safeguarding must also be investigated. Trauma could present a rationale behind persistent challenging behaviour. In some cases, the Designated Safeguarding Lead and the Local Authority will be involved. Working in-line with Keeping Children Safe in Education, School staff are responsible for providing a safe environment where pupils can learn. Therefore, where circumstances arise that endanger the safety of a pupil or a staff member, the School should act swiftly and decisively to remove the threat and reduce the likelihood of its reoccurrence.

The Role of the Governors

Section 88(1) of the EIA (Education Inspection Act 2006) clearly explains that governing bodies must actively create, develop, and maintain policies and practices that are designed to promote good behaviour and discipline among pupils in Schools. These policies are fundamental in creating a conducive and safe learning environment, which is likely to be of benefit to all members of the School community. The Governor who is assigned to Behaviour routinely meets with the Director of Citizenship and SLT, offering support and advice while reviewing the Behaviour Policy and strategies for effective implementation. When visiting, the Governor with this responsibility observes and assesses the behaviour around the School. Behaviour reports are devised by the Director of Citizenship and issued annually to the Governing Board discussing and reviewing all data on behaviour, along with follow-up actions and revisions made to policy and practice. As a result of a suspension or expulsion from School, and in the case of an appeal, the Governing Board is consulted along with the Headmaster.

Staff Responsibilities

SLT are responsible for setting the tone of a positive culture in School, understanding the School's role in developing virtuous behaviour in society. They meet regularly with the Director of Citizenship discussing details of the Policy and any issues of behaviour. Meetings take place throughout School, organised in year groups and in departments reflecting on issues faced and reporting on positive outcomes. Learning walks,

lesson observations and feedback sessions, along with staff appraisal and Pre-Prep supervision are all instrumental in reviewing the Policy, building on School improvement.

Staff induction involves sharing up-to-date policies so that consistency is maintained. The Behaviour Policy is issued annually and accessed by staff via Safe Smart and on the School's website. There are opportunities for staff training and an ongoing in-house dialogue about the School's approach to behaviour. Staff actively discuss challenges and participate in reflective discussion to assist in their approach to behaviour.

School staff are clear on setting high expectations of pupils conduct and behaviour which is applied consistently and fairly to help create a calm and safe environment. Measures are in place to guide staff on their approach, so consistency is evident throughout the School whilst also considering the different ages, stages of development, and levels of understanding in pupils. Also, we consider SEND (Special Educational Needs and Disabilities) and Safeguarding in this.

Reporting

In situations where behaviour falls below the expected standard for Arnold House, the incident is formally recorded. From Year 1 the member of staff handling the incident records a Conduct Penalty in the pupil's House Point booklet and electronically on iSams. The Director of Citizenship carefully monitors patterns of poor behaviour for individuals, forms and year group cohorts, following up with appropriate actions.

In Pre-Prep, all teaching staff are responsible for overseeing behaviour. Staff responsible for handling situations outside of the classroom must always give feedback to the Form Teacher. Due to the younger age range and to ensure positive reinforcement at home is not missed, Form Teachers, in Pre-Reception, Reception and Year 1 are expected to give feedback regarding a pupil's behaviour directly to parents on the day it occurs. This interaction must be done either by phone or in person; an email will not suffice in this instance. Individual behaviour logs may be used if helpful in identifying any potential triggers and in offering the right level of support. Recording misbehaviour is formalised in Year 1 in-line with the Whole School Approach, using the House Point booklet and iSams.

From Year 2 to Year 8, parents will be contacted when there are serious incidents of poor behaviour or when there is continuous low-level disruption that is affecting the teaching and learning of all. In the first instance, throughout the School, repeated incidences of misbehaviour can expect the Form Teacher/Form Tutor, Year Heads involvement, working in partnership with parents. The Director of Citizenship may lead interventions and involve members of SLT. Records of meetings with parents about incidences of pupils misbehaviour are maintained. Staff use an internal behaviour threshold to guide them on what actions should be taken; this may be done in consultation with the Director of Citizenship and is shared with staff at the start of the academic year.

Response to Misbehaviour

To maintain a positive culture in School and to restore a calm and safe environment in which all pupils can learn and thrive, there may be different responses for various purposes:

- **Deterrence:** sanctions can often be effective deterrent for a specific individual or a general deterrent for a larger group;

- **Protection:** keeping all the pupils safe is a legal duty of all staff. A protective measure in response to inappropriate behaviour, for example, removing a pupil or a group of pupils from an area, may be immediate or after assessment of risk;
- **Improvement:** to support pupils to understand and meet the behaviour expectations of the School and re-engage with meaningful education. This may be via sanctions, reflective conversations, or targeted pastoral support.

Teachers can sanction pupils whose conduct falls below the standard which is expected of them. If any pupil misbehaves, breaks a rule, or fails to follow a reasonable instruction, the teacher can apply any of the sanctions stated below, whilst also considering the age and needs of the pupil. Guidance is available upon request from the Director of Citizenship and staff are reminded of sanctions available to them. Consequences may include:

- A verbal reprimand and reminder of the expectations of behaviour;
- Verbal apology;
- Written apology;
- Written apology signed by a pupil's parent/parents;
- Loss of privileges – for instance, the loss of a responsibility;
- Loss of Golden Time on a Friday afternoon (Pre-Prep);
- Trips out of School withheld;
- A School based community service, such as tidying a classroom;
- The setting of written tasks such as an account of their behaviour;
- Detention during break times or for more serious cases after School detention;
- Report Card - regular reporting at the end of lessons/ breaks/activities as appropriate;
- Suspension at the Headmaster's discretion;
- In the most serious circumstances, permanent exclusion.

It is important that staff do not take a negative view of a child and that they understand that the focus should be placed on the behaviour itself. Behaviour should not normally disrupt teaching, learning or routines. Disruption is not tolerated, and proportionate action will be taken to restore acceptable standards of behaviour. Suitable consequences are set to fit the behaviour seen. These may be set by the class teacher and/ or in consultation with partner teachers, Heads of Year, Director of Citizenship and the SLT. Learning Support may also need input in some cases.

Sanctions are consistent across the School, although some are considered on a case-by-case basis. School staff must ensure the consequences of negative behaviour do not include shaming or belittling in any way. Attention and careful consideration must be placed on restoring emotional stability, whilst also considering the impact this approach will have on the other pupils in class. School staff must pay attention to the language used when speaking to pupils individually and in groups refraining from using vocabulary such as "Oh dear, it's a shame that... isn't joining in." School staff should be aware that by taking a discouraging attitude to a pupil may result in them feeling demotivated and less likely to progress in their learning and behave positively.

During the School day, external agencies and support staff (cleaning/ catering/ facilities) do not have the legal right to sanction a pupil. They should report directly to the Form Teacher so that action can be taken. This includes parents helping on trips and workshop leaders. Clubs that come into School and are paid separately to School fees are responsible for communicating any issues of behaviour directly to parents.

Preventing Recurrence of Misbehaviour

Both general and targeted interventions are used in School to improve standards of behaviour and support is provided to all pupils to help them to succeed, making reasonable adjustments for those with SEND. This involves working in partnership with parents and may include working with external agencies if the School feels it is necessary.

Anti-bullying

Arrangements are made in School to safeguard and promote the welfare of all pupils. An effective anti-bullying strategy is outlined in the Anti-Bullying Policy. It is in place to ensure the pupils participate in lessons on the Protected Characteristics and be taught the dangers of cyberbullying. The dangers of cyber-bullying and staying safe online are taught in Form, IT, PSHE and are focused on during Citizenship Week which highlights Anti-Bullying Week. Pupils are reminded that responsible and respectful behaviour online should mirror the concern and respect they have for themselves and the wider community.

How the School prevents all forms of bullying (including cyberbullying, prejudice-based and discriminatory bullying):

- A Whole School PSHE curriculum shaped to offer opportunities to build awareness on the Protected Characteristics and reinforcing the Fundamental British Values.
- School links with the NSPCC - offering workshops across age ranges.
- Effective implementation of an Anti-Bullying Policy, including an Anti-Bullying Strategy.
- Cyber safety taught in School.
- Promote anti-bullying in Citizenship Week.
- Prevent Duty training for Whole School staff.
- County Lines training for key safeguarding staff.
- Build parent awareness offering resources and information.

Banned items in School

This may only apply to pupils attending the upper year groups, but anything that has been, or is likely to be, used to cause injury or commit an offence should not be brought into School premises. The School may search a pupil if they are likely to possess any banned items. Staff should always try to gain cooperation before continuing with a search. If a pupil does not cooperate, the staff member will contact home and may still search them if there is a risk of serious harm. Other items that do not pose such harm but are disruptive to teaching and learning may also be banned e.g., Pokémon cards, mobile phones etc.

To maintain high standards of behaviour ensuring that teachers can deliver the curriculum and that the School is a calm and safe environment for all Pupils to learn in, it is requested that mobile phones belonging to pupils are not brought into School. In the case they are, the School expects pupils to leave mobile phones in a secure box in the School Office. This also applies at Canons Park. The role of staff is to consistently enforce the School's policy on the use of mobile phones, therefore, staff should not use their own mobile phone for personal reasons in front of pupils throughout the School day. This will support staff to better challenge pupils to meet the School expectations and effectively enforce the prohibition of mobile phones throughout the School day. There may be occasions where it is appropriate for a teacher to use a School mobile phone or similar device, for instance to issue homework, issue rewards, take photographic evidence for learning journals, communicate with parents, or use multi-factor authentication.

The Use of Reasonable Force

Selected staff are sent on Positive Handling training provided by the Local Authority and feedback all information to the rest of the School. There is a Whole School Positive Handling Plan which staff are informed about during induction and routinely across the year. All incidences of physical handling are reported to the Director of Citizenship, DSL and SLT. The Director of Citizenship is responsible for maintaining records on this, including information stating the people involved, a description of what happened, including any potential triggers.

Removal from Classrooms

Removal should only be used for the following reasons:

- To maintain the safety of all pupils and to restore stability following an elevated level of disruption;
- To enable disruptive pupils to be taken to an area in the School where education can be continued in a managed environment; and
- To allow the pupil to regain calm in a safe space.

Suspension and Permanent Exclusion

Suspension

A pupil may be sent, or released, home for a limited period either as a disciplinary sanction or pending a Governors' review.

Expulsion

A pupil may be formally expelled from the School if it is proved on the balance of probability that the pupil has committed a very grave breach of School discipline or a serious criminal offence. Expulsion is reserved for the most serious breaches. The Headmaster shall act with procedural fairness in all such cases. The Headmaster's decision shall be subject to a Governors' Review if requested by a parent. Parents will be given a copy of the review procedure.

Governors' Review

The parents may request a review by Governors of a decision to expel or require the removal of the pupil from the School (but not a decision to suspend the pupil unless the suspension is for 11 School days or more or would prevent the pupil taking a public examination). The request shall be made as soon as possible and in any event within seven days of the Headmaster's decision being notified to the parents. The parents will be entitled to know the names of the Governors who make up the review panel and may ask for the appointment of an independent panel member nominated by the Chair of Governors and approved by parents.

Removal in other Circumstances

Parents may be required, during or at the end of a term, to remove their son, temporarily or permanently from the School if, after consultation with the pupil and/or parents, the Headmaster is of the opinion that by reason of the pupil's conduct or progress, the pupil is unwilling or unable to benefit sufficiently from the educational opportunities offered by the School. The same applies if the parents have treated the School or members of its staff unreasonably, or if in the opinion of the Headmaster the parents have not remained fully committed to the ethos and values of the School or being honest in sharing accurate information in the admissions process. In these circumstances, parents may be permitted to withdraw the pupil as an alternative to removal being required. The Headmaster shall act with procedural fairness in all such cases, and shall have regard to the interests of the pupils and parents as well as those of the School.

Managed Moves

The Headmaster and the Director of Citizenship will consult with the family of the pupil, with involvement from other relevant staff. Based upon the best interests of the pupil, the School will always do its best in playing an active role in advising on a suitable provision and assisting with transition.

Behaviour Outside of School Premises

The School sets clear expectations on behaviour with trust that families will reinforce outside of School, upholding the School's values and code of conduct. Pupils and staff wearing School uniform should be mindful that they represent the School, displaying good behaviour at all times. Those that place the School's reputation at risk will be made accountable with suitable actions set.

When under the care and supervision of a parent/ carer the School should not need to get involved in reprimanding behaviours observed outside School, this includes misbehaviour seen at birthday parties and playdates etc.

Out of School hours, pupils may have access to unrestricted and unsupervised mobile devices, allowing behaviour such as sexual harassment, online bullying or sharing of indecent images. Parents should be aware that this online activity could impact pupils' mental health and productivity in completing School tasks. The Education and Inspections Act (2006) empowers Headteachers to such extent as is reasonable, to regulate the behaviour of pupils when they are out of School and empowers members of staff to impose disciplinary penalties for inappropriate behaviour.

Conclusion

Positive behaviour should reflect the core values of the School, highlighting readiness to learn, respect for others and a responsible approach to the safety of all. Positive behaviour is established through creating an environment where good conduct is more likely and poor conduct less likely.

Linked to:

Staff Code of Conduct Policy
Child Protection & Safeguarding Policy
Bullying Policy
Curriculum Policy
PSHE Policy
Wellbeing Policy
E-Safety Policy

References

Behaviour in Schools, Advice for headteachers and school staff (February 2024)

Behaviour and Discipline in School, Guidance for governing bodies

Mental Health and Behaviour in Schools (November 2018)

Use of Reasonable Force – advice for school leaders, staff and governing bodies, Department for Education (July 2013)

Searching, Screening and Confiscation - advice for schools (July 2022)

Disciplinary Sanctions (Independent School Standards) (England) Regulations 2014, Schedule 1, paragraph 9
<https://www.legislation.gov.uk/uksi/2014/3283/schedule/made>

The Independent School Standards, Guidance for independent schools, Department for Education (April 2019)

Anti-bullying Strategy (Independent School Standards) (England) Regulations 2014, Schedule 1, paragraph 10
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Keeping Children Safe in Education, statutory guidance for schools and colleges, Department for education (Sept 2023)

The Equality Act 2010 and Schools (May 2010)

Mobile phones in schools Guidance for schools on prohibiting the use of mobile phones throughout the school day Department for Education (February 2024)
https://assets.publishing.service.gov.uk/media/65cf5f2a4239310011b7b916/Mobile_phones_in_schools_guidance.pdf

Fundamental British Values (2014)
<https://www.gov.uk/government/news/guidance-on-promoting-british-values-in-schools-published>

The Education & Inspections Act (2006)
https://www.legislation.gov.uk/ukpga/2006/40/pdfs/ukpga_20060040_en.pdf

NSPCC (accessed June 2024)
<https://www.nspcc.org.uk/>

Sebastian Stones, Director of Citizenship, Victoria McKenzie Head of Pre-Prep

Next review: June 2027