



PAPILLON HOUSE SCHOOL

Behaviour Policy

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Contents

1. Introduction.....	3
2. Principles.....	3
3. Legislation, statutory requirements and statutory guidance	3
4. Roles and responsibilities	4
5. Understanding Behaviour in the Context of Autism.....	5
6. Management of the Environment and Physical Setting to Create a Capable Environment.....	6
7. Curriculum and Learning	7
8. Positive Behaviour Support Approach.....	7
9. Bullying	7
10. Sexual Harassment and Sexual Violence	8
11. Mobile phones and Electronic Devices.....	8
12. Traffic Light System	9
13. Risk Assessments.....	9
14. Rewards	9
15. Consequences	10
16. Physical Intervention.....	10
17. 'Green Files'.....	10
18. Confiscation and searching	11
19. Online behaviour and safety	13
20. Malicious allegations.....	13
21. Exclusion	14
22. Home/School Partnership.....	14
23. Monitoring and Evaluation.....	14
24. Related Policies and Documents	15

1. Introduction

This school is committed to creating a safe, caring and positive environment, where all members of the school community are valued and respected. We promote behaviour that is respectful of the safety and wellbeing of others. The School further aims to develop our children and young people's understanding of self-discipline and respect for others, property and for their environment. This is a school-wide behaviour policy, which is based on principles of mutual trust and respect and is supported by a Positive Behaviour Support Approach.

Papillon House School is an independent specialist primary and secondary school for pupils on the Autistic Spectrum with a wide range of cognitive and communication abilities. It provides a caring and nurturing environment with an emphasis on strong, positive relationships between staff and pupils, which is a major determinant of good behaviour and a positive ethos. Our behaviour management is based on specialist knowledge and understanding of Autism and the associated social and communication difficulties, as well as an individual and tailored approach for each pupil.

2. Principles

At Papillon House School our behaviour policy is based on the following principles and understanding:

- Every pupil is considered as a unique individual, taking into consideration their home and school environments and previous life experiences. Knowledge and understanding of each child/young person is vital in the management of behaviours.
- Every pupil has the need for a secure and safe environment where caring relationships support the development of self-discipline and control
- We can reduce the likelihood of behaviours that challenge occurring by: creating a physical and social environment that is supportive and capable of meeting our pupils' needs; and offering a motivating and engaging curriculum, both of which play a major role in meeting the needs of the autistic individual and preventing behaviour issues from arising
- We believe that behaviour is a form of communication and understanding the causes of such behaviour enables us to more appropriately and effectively support our pupils to reduce behaviour that challenges.
- The most effective approach is proactive and preventative and aims to teach pupils new skills, including self-regulation, which result in a reduction in behaviours that challenge and enhances their opportunities for independent, interesting and meaningful lives.

At Papillon House School we believe we play a central role in pupils' personal, social and moral development and that this is just as important as our role in their academic development.

3. Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

- Behaviour in schools: advice for Head Teachers and school staff 2022
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping Children Safe in Education
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Special Educational Needs and Disability (SEND) Code of Practice

In addition, this policy is based on:

- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy, and paragraph 10 requires the school to have an anti-bullying strategy

4. Roles and responsibilities

Director

The Director/Proprietor is responsible for monitoring this behaviour policy's effectiveness and holding the Head Teacher and Head of Therapy to account for its implementation.

The Head Teacher and Head of Therapy

The Head Teacher and Head of Therapy are responsible for:

- Reviewing and approving this behaviour policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and consequences are applied consistently to all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Ensuring that all staff receive training and have an understanding of autism, associated social and communication difficulties and the impact this can have on behaviour
- Ensuring that all staff receive training on Positive Behaviour Support (the school's approach to managing behaviour) at induction and at regular intervals throughout their employment.
- Ensuring that all staff are trained in safe physical intervention (Team Teach) and understand how and when to use it (see Physical Intervention Policy for further details).
- Ensuring this policy works alongside the safeguarding policy to offer pupils both consequences and support when necessary
- Ensuring that the data from CPOMS is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy and to identify trends and understand pupils better

Teachers and staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching appropriate behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Recognising and encouraging positive behaviour

- Providing a personalised approach to the specific behavioural needs of each pupil and being aware of an individual pupil's Positive Behaviour Support plan before working with a pupil.
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Following guidance and training on the safe use of physical intervention and ensuring they are up to date on how and when to use it (see Physical Intervention Policy for further details)
- Recording behaviour incidents promptly
- Challenging pupils to meet the school's expectations

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

Parents and carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Get to know the school's physical intervention policy and understand when and how this may be used
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any meetings to discuss behaviour, if invited to do so.
- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

Pupils

All pupils will be supported to engage in positive behaviours and meet the standard of behaviour expected at Papillon House School. Taking into consideration the level of understanding and individual needs of a pupil they will be supported to understand the school's behaviour policy and the expectations of behaviour. We encourage all pupils to demonstrate:

- Respect for themselves
- Respect for others
- Respect for the school environment and property
- Responsibility for their actions, at a level appropriate to each individual pupil and their level of ability

5. Understanding Behaviour in the Context of Autism

All pupils at Papillon House School have a diagnosis of autism. This means they can present with a range of possible associated difficulties, including but not limited to:

- Difficulties in receptive and/or expressive language, resulting in difficulty communicating their needs and wants or understanding what is expected of them

- Difficulty in interpreting social communication, resulting in challenges in peer relationships and a difficulty in understanding social rules and expectations
- Sensory processing difficulties which can lead to challenges in emotional regulation; difficulties in managing the demands of a school environment; and difficulties in processing and making sense of the important information they need to be successful in their day
- Attention difficulties, which can make accessing and engaging in learning hard
- High levels of anxiety, which can result in behaviours that challenge if a pupil does not feel safe

Many of our pupils can present with challenging behaviours. Some of these behaviours can place themselves or others at risk of harm, such as self-harming behaviours, physically challenging behaviours or behaviours such as absconding.

All staff are trained to consider a pupil's needs and the impact that has on their behaviour. We also focus on understanding the behaviour and what it may be communicating and this will determine our response to any behaviour that challenges.

6. Management of the Environment and Physical Setting to Create a Capable Environment

A capable environment is one which facilitates an individual to achieve their full potential. Papillon House School aims to create a capable environment for all our pupils. We provide a caring and nurturing environment, with small class sizes and therapeutic techniques embedded within the environment and curriculum. Each class contains six pupils with a high level of staff: pupil ratio. Where necessary pupils receive 1:1 support. The school environment is set up to take account of pupils' sensory processing needs and to reduce overstimulation from visual and auditory input.

Pupils are supported in school by a range of professionals. In addition to their Class Teacher, Teacher Support Assistants (TSAs) and Special Needs Assistants (SNAs), the school has its own in house therapy team who provide extensive input into behaviour management within the school. The therapy team comprises of Speech and Language Therapy, Occupational Therapy and Art Therapy and is led by a Clinical Psychologist.

All pupils have access to Speech and Language therapy and Occupational Therapy. The school has adopted a Total Communication Approach, using Augmentative and Alternative Communication (AAC) embedded across the school to enable pupils to communicate to the best of their abilities. The school also uses a Sensory Integration approach, embedded across the school and where necessary pupils use a sensory diet to help them to stay regulated. Occupational therapy also support pupils with the development of functional and independence skills.

Papillon House School is fortunate to have extensive grounds, which all pupils are able to access safely and these are regularly used to support pupils who benefit from outdoor learning. This helps with regulating activities and to allow opportunities for exercise. Community visits are also supported to give pupils the opportunities to learn skills that it may not be possible to learn within the home or school environment.

When pupils arrive at Papillon House School, they receive a detailed multi-disciplinary assessment which helps staff to understand individual pupils by taking into account a wide variety of elements involved in each pupil's life, such as communication, sensory issues, motivation, relaxation, functional skills, cognitive ability, emotional development, self-awareness, diet, leisure, interests, choices, etc. This information is used to help staff:

- Understand why a pupil behaves the way they do
- Understand the factors that influence a pupil's behaviour
- Identify early on the needs of pupils and ensure that the correct support is given in order to promote independence, develop skills and to reduce the likelihood of challenging behaviours arising in the future

From the assessment education and therapy staff work collaboratively to create Positive Behaviour Support Plans and Risk Assessments to ensure that all staff working with an individual understand how best to support them and keep them safe. It also aims to increase the confidence of staff in dealing with challenging behaviours, equipping them with the skills and knowledge they need to manage behaviours successfully and to reduce behaviours presented. This process should ensure that the need for physical intervention is kept to a minimum and used only as a last resort to maintain the safety of pupils and staff at the school.

7. Curriculum and Learning

At Papillon House School we believe the curriculum and positive behaviour management are mutually supportive. Learning is the central purpose of schools, and it is, therefore, vital to a positive ethos and generally good behaviour, that we create and maintain orderly conditions in which people can learn. Providing a curriculum that is designed to meet the needs of our pupils, will also reduce behaviour that challenges by enabling pupils to learn and building a sense of achievement which leads to increased self-esteem.

See the school Curriculum Policy for the Teaching, Learning and Assessment of Children with Autistic Spectrum Conditions (ASCs) for further details.

8. Positive Behaviour Support Approach

At Papillon House School we offer a Positive Behaviour Support (PBS) approach to all our pupils. All our pupils will have Positive Behaviour Support Plans.

This means that we aim to provide the right support for each pupil to enable them to experience success and learn new skills, without unnecessary restrictions. It is not just focussed on reducing challenging behaviour. A reduction in challenging behaviour is usually a positive benefit of supporting our pupils to learn new skills, increase their independence and ensuring they have a meaningful and enjoyable school experience.

We understand that behaviour that challenges always happens for a reason and may be the pupil's only way of communicating an unmet need.

Our Positive Behaviour Support Plans are developed by the class teams and pupils' therapists, based on observation and assessment. They are then signed off by the Head of Therapy and shared with parents/carers. They are reviewed termly or more frequently if necessary.

The plans contain:

- Personal information about the pupil, their likes/dislikes, medical needs and eating profiles
- Details of their behaviours that challenge and the reasons for these behaviours
- Early warning signs and potential triggers
- Details of what each pupil needs in their environment to enable them to succeed
- The proactive strategies put in place to support a young person to achieve their potential, as well as reduce the likelihood of behaviours that challenge
- Personalised de-escalation strategies for when pupils do become distressed or dysregulated, in order to avoid the need for any physical intervention
- Details of any Team Teach interventions that are used as a last resort to keep the pupil safe from harm

Where a pupil presents with a behaviour that challenges that is particularly risky, difficult to manage without the use of physical intervention or particularly hard to understand the function of, additional support is provided through the Traffic Light System (see Section 12).

9. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Autistic individuals often have difficulties with social understanding and communication and in particular difficulties with perspective taking, understanding how others feel and misreading social cues, which means they can misinterpret the intentions and action of others. In addition, at times of significant dysregulation they may not be in control of their behaviour and how they act towards others. This can lead to difficulties in the form of:

- Pupil's behaving inappropriately towards peers because they are dysregulated and not in control of their behaviours and/or they are unaware that their behaviour is causing distress or harm to others
- Pupil's feeling bullied, even if the pupil carrying out the behaviour is not being deliberately hurtful
- Pupil's who are the recipients of such behaviours may be unable to express or communicate their aversion to such behaviours or to tell adults

This means that all staff at Papillon House School have a duty to not only be aware of such behaviours and of any pupil involved, but also to respond appropriately to all instances of bullying behaviours.

All reports of bullying will be taken seriously and investigated. Behavioural and emotional support will be provided to any pupil who feels they are being bullied and to any pupils perceived to be bullying. Pupils will be supported to understand the impact of their behaviour on others, in accordance with their level of understanding.

All pupils are supervised throughout their day at Papillon House School, including at break times and staff have a duty to monitor the behaviour of pupils towards their peers and to raise any concerns they may have of behaviour towards others, especially where a pupil may be unable to report it themselves. Where staff are aware that a particular pupil may be likely to cause harm or distress to another pupil (as a result of their needs or behaviour when dysregulated), supervision and monitoring is increased.

10. Sexual Harassment and Sexual Violence

In addition to a pupil's difficulties with social understanding, autistic children and young people may have difficulties in understanding puberty, the changes to their bodies and the appropriate behaviours around any sexual feelings they may have. This may on occasion lead to pupils displaying inappropriate sexualised behaviours, without an intent to cause harm to others.

Papillon House School has a zero-tolerance approach to sexual harassment and sexual violence. As above all pupils are supervised throughout their day, including at break times and any concerns that staff have should be reported immediately. Any report of inappropriate sexual behaviour from a pupil or member of staff will be taken seriously and investigated.

All pupils at Papillon House School are educated about relationships and sex education and where appropriate receive specific support about appropriate sexual behaviours, as well as being supported to understand the impact of their behaviour on others, in accordance with their level of understanding.

11. Mobile phones and Electronic Devices

Pupil mobile phones and electronic devices are not permitted to be used by pupils during the school day. Pupils are allowed to bring mobile phones and electronic devices into school if they are being used in transport to and from school. All devices must be switched off and signed into the office on arrival and can be retrieved from the office at the end of the school day. All devices will be kept safe in a locked cupboard.

Pupils are permitted to wear smart watches during the school day as long as any connectivity to other devices is turned off. If the watches appear to be connected, or it is becoming a distraction or leading to concerns about behaviour, pupils will be asked to sign it into the office at the start of the school day, in the same way as mobile phones.

See further details in the Online Safety Policy.

12. Traffic Light System

At Papillon House School we have a Traffic Light System in place to record and monitor each pupil's wellbeing and identify any behavioural concerns; analyse and identify trends; and action behaviour management strategies. The aim is to identify early on the needs of pupils and provide a pathway for accessing additional support for that pupil if needed. This sits alongside a scale for assessing pupil's wellbeing and engagement each half-term.

Each half-term the Class Teacher will identify whether a pupil is Green, Amber or Red, according to the following criteria.

- Green: No significant behaviour difficulties that are a cause for concern or concerns for mental wellbeing
- Amber: Cause for concern raised due to escalation in behaviours that challenge or a decrease in mental wellbeing
- Red: Pupil in Crisis – significant concerns regarding behaviour and/or mental wellbeing

A pupil can change colour at any time, should their presentation and needs change. See Appendix A for criteria.

If a pupil is Green they receive all the standard support for their behaviour as detailed in this policy. If a pupil is Amber, the school puts in place a process of additional support from the Class Team, Therapists and Psychology (where appropriate) which will involve additional assessment and additional meetings to understand the cause of the change in behaviour and identify strategies to support the pupil to return to being more settled in school, with a focus on emotional wellbeing as well as behaviour. If a pupil is Red, we put in place a further level of support that involves the Senior Leadership Team. This would also include liaison with external agencies such as CAMHS and Social Care. Parents/carers would be kept informed throughout the process so they are fully aware if their child is receiving additional support.

Categorising pupils in this way each half-term also provides a way to monitor the trends in behaviour of individuals and the impact support is having, as well as provide a whole school picture of the level of need and behaviours that challenge.

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. The Traffic Light System allows us to identify changes in wellbeing and behaviour that may indicate a safeguarding concern and to consider this in line with our Child Protection and Safeguarding policy.

13. Risk Assessments

Some of the behaviours that challenge which pupils at Papillon House School present with pose a significant risk of harm to the individual, others around or property in their environment. Therefore, in addition to a PBS plan all pupils also have a risk assessment, completed by the Class Teacher in consultation with Speech and Language Therapy and Occupational Therapy. This is recorded on a Risk Assessment Form. This provides details of any risks to the pupil, risks from the pupil and a summary of how these risks are managed. It is then approved by the Head Teacher and can be shared with parent/carers.

14. Rewards

Standards of good behaviour are encouraged by a wide range of positive reinforcements. These are used according to the individual needs of a pupil, group or class. Our most common and widely used form of rewards and reinforcement are:

- Verbal, i.e. praise
- Non-verbal, i.e. encouraging gestures and facial expressions such as smiles
- Class teacher informing senior staff about positive behaviour for additional verbal and non-verbal reinforcement from senior staff
- Sharing positive achievements with parents so they can also offer praise and positive reinforcement

At times it may be appropriate to offer pupils a more tangible reward. It is recognised that pupils have very individual likes and dislikes, and rewards need to be tailored to the particular needs of the individual, in terms of type, frequency, immediacy and quantity. This will be based on the needs and behaviours of the individual pupil and might include:

- Stickers
- Awards
- Certificates
- Choosing extra time doing a preferred activity
- Tokens or points which can be exchanged for particular activities or treats e.g. vouchers, time on computer, etc.

Food items are not used as a reward or reinforcement at Papillon House School.

15. Consequences

Although Papillon House School has a positive focus on the management of behaviour that challenges and believes strongly in the importance of positive reinforcement, there will be times when it is appropriate to help our pupils understand that inappropriate behaviour has consequences for the individual concerned and others around them. In general, appropriate, natural consequences will form part of the overall management plans for individual pupils. Consequences should not be punitive or involve punishment. They should be used to help an individual understand that a particular behaviour is not acceptable and that it has consequences as a result.

Whenever consequences are used they will be:

- Understandable to the individual concerned
- Directly related to the incident
- Individualised and appropriate
- Applied as close to the timing of the incident as appropriate
- Seen to be fair

No consequence will involve, or lead to, the humiliation of any pupil. Staff will ensure the pupil is able to maintain his/her dignity and self-respect at all times. Physical punishment or the threat of any physical punishment is not acceptable under any circumstances. and will be investigated under the School's Disciplinary Policy. The removal of food as a punishment or consequence is also not permitted at Papillon House School.

16. Physical Intervention

There are times when, despite the extensive use of proactive strategies, a pupil will display behaviours that present a significant risk of harm to themselves, others or property and our de-escalation strategies are not sufficient to manage the situation. We recognise that on occasions physical intervention may therefore be required to help support a child to remain safe. All staff recognise that the physical intervention approaches described will only be appropriate as a last resort. They are not a substitute for the full range of professional approaches to behaviour management. All use of physical intervention must always be necessary, proportionate and in accordance with the law.

Please see the school Physical Intervention Policy for further details.

17. 'Green Files'

At Papillon House School all staff carry radios, which are used to call for urgent assistance in the event of an incident, by stating "Green File. Location. Green File, Location". Any available staff who can safely attend are required to do so, until they are reassured that everyone is safe and they are not needed. Reasons for calling a Green File may be

to ask for assistance in de-escalating a situation, for support in moving other pupils not involved in the incident or for assistance with physical support. The use of the radios in this manner enables staff to feel confident in managing the situation and therefore to enable them to remain calm and in control of any incident.

18. Confiscation and searching

Searching and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

The need to search our pupils, or their possessions, is highly unlikely to occur at Papillon House School, due to the level of support provided to pupils both at home, on their journey to school and within school. However, on the rare occasion it may be required, the following guidelines apply:

Confiscation

If a pupil was found to be in possession of an item that a staff member feels may be likely to cause harm to the pupil, other people or their environment, this item would be confiscated. These items will not be returned to the pupil.

We will also confiscate any item that is harmful or detrimental to school discipline, including a mobile phone or electronic device that has not been handed into the office. These items will be returned to pupils after discussion with senior leaders and parents/carers, if appropriate.

Searching a pupil

If staff had significant reason to believe that a pupil was in possession of an item that was likely to cause harm to the pupil or others, or was illegal e.g. drugs, it may on rare occasions be necessary to search a pupil in order to retrieve the item and keep everyone else safe. This would only be conducted as a last resort if:

- All attempts to persuade the pupil to voluntarily give up the item had been exhausted and the risk of harm remained
- Staff believed there was a risk of serious harm if the search was not carried out as a matter of urgency

Searches will only be carried out by a member of staff who has been authorised to do so by the Head Teacher (also the DSL), who is familiar to the pupil, or by the Head Teacher themselves.

The authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search. This should always be the case unless:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness, they should immediately report this to a senior member of staff, and make sure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the Head Teacher, Designated Safeguarding Lead (or deputy) or class teacher who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip/community visit.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched and use appropriate strategies e.g. visuals, to help them understand
- Explain to the pupil what a search entails – e.g. “I will ask you to show me inside your pockets and take off your scarf”
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil’s co-operation
- Ensure a familiar member of staff is present to reassure and explain to the pupil

If the pupil refuses to comply with the search and staff members continue to believe there is a significant risk of harm, it may be necessary to use physical intervention to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent harm or create a greater risk of harm.

An authorised member of staff may search a pupil’s outer clothing, pockets, possessions, desk or locker.

‘Outer clothing’ includes:

- Any item of clothing that isn't worn wholly next to the skin or immediately over underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes or boots

Searching pupils’ possessions

A pupil’s possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, or is unable to agree due to their individual needs, staff can still carry out a search for any item they believe may cause harm or be illegal.

An authorised member of staff can search a pupil’s possessions when the pupil (if appropriate due to their level of understanding) and another member of staff are present.

Examining electronic devices

The procedure for examining electronic devices is outlined in the Online Safety Policy.

Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where they had reasonable grounds to suspect a pupil was in possession of an item that they believed would cause harm or be illegal.
- If they believe that a search has revealed a safeguarding risk

All searches, including incidents where no items were found, will be recorded in the school’s safeguarding system.

Informing parents/carers

Parents/carers will always be informed of any search that takes place of their child or child’s possessions. A member of staff will tell the parents/carers as soon as is reasonably practicable:

- What happened

- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken as a result

Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

19. Online behaviour and safety

Many of our pupils at Papillon House School do access online platforms, both at home and at school e.g. games, social media, google searches.

As detailed above, the needs of our pupils, often mean that they are vulnerable to behaving inappropriately online or being exploited online. Our pupils are educated about online safety and the issues that may arise. In school they are supervised at all times when using computers or accessing online platforms. Please refer to the Online Safety Policy for further information.

If an issue were to arise regarding inappropriate behaviour online, staff would work with the pupil to ensure they understood the implications of their behaviour and the potential impact this may have on themselves and others. Guidance would be provided to ensure pupils are clear about what is and is not acceptable. The school would also inform parents to ensure they were aware of the issues and work together to support the pupil.

If the inappropriate behaviour continues, it may be necessary for there to be consequences for the pupil's actions, as described above, if:

- It poses a threat or causes harm to another pupil or themselves
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school

Any consequences would be as detailed above and parents would be made aware.

20. Malicious allegations

Where a pupil makes an allegation against a member of staff or another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy. In making this decision the school will consider the needs and understanding of the pupil, in particular the intent behind the allegation. The school will also consider whether the allegation is a communication from the pupil that they need help.

The school will also consider the emotional and wellbeing needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

21. Exclusion

Exclusion of a pupil is always a last resort and will only be used where there is a Health and Safety risk and it is necessary to restore and ensure the safety of all. If a decision is made to exclude a pupil this may be a “Fixed Term Exclusion” whereby the pupil will not be allowed to attend school for a defined period. The reasons for exclusion will always be fully communicated with parents. Such exclusions are for short periods of five days or fewer. Upon return to school, a discussion will take place with parents/carers to agree an appropriate reintegration plan with the pupil. Exclusion is never used as a punitive measure.

In very extreme cases a pupil may be permanently excluded from school which means they would no longer be able to attend. We will always do our utmost to avoid such an exclusion. At Papillon House School we recognise that although we do our best to ensure that all pupils are correctly placed there are occasions when it may be necessary to consider a change of placement. When it is considered that the placement at Papillon House School is no longer appropriate the school will work closely with parents/carers and the Local Education Authority to support transition into a more appropriate placement.

22. Home/School Partnership

A key feature of the most effective schools is the quality of their relationships with parents. Papillon House School aims to encourage communication within the school and a positive partnership with parents to promote and maintain appropriate behaviours in their children. A shared approach to managing behaviours will help to support consistency for our pupils and increase their chances of success in reducing behaviours that challenge. Communication with parents is maintained through regular telephone calls, the home school communication book and meetings between staff and parents. The key professional in this process of communication is the Class Teacher who has the initial responsibility for the pupil's welfare. Communication from senior staff such as the Head Teacher or Head of Therapy will be encouraged where there is particular cause for concern. This is supported by formal channels of communication such as Annual Reviews and Parents' Evening. The school is always open to communication from parents regarding behaviour and will at all times endeavour to be open with parents about any cause for concern.

Positive Behaviour Support Plans and Risk Assessments are either shared with parents or available for parents to see on request.

Papillon House School will also support parents/carers by working with external agencies such as Child and Adolescent Mental Health Services (CAMHS) and Social Care who may be an important part of helping us to address behaviour that challenges.

23. Monitoring and Evaluation

There are several ways in which we monitor behaviour at Papillon House School.

Incident Recording

Any incident involving a pupil being significantly dysregulated, behaving inappropriately or resulting in challenging behaviour is recorded on our electronic records system, CPOMS.

The information recorded includes:

- Pupil's name
- What happened, when and where?
- Understanding of why the incident may have occurred
- Any witnesses to the incident
- Action taken by member of staff
- Follow up support, strategies or consequences used to support the pupil
- Details of any physical intervention used
- Outcome and any further action required

- Details of communication with parents/carers

The lead member of staff is responsible for completing the incident report on CPOMS. The incident report is then reviewed by the Head Teacher or Head of Therapy. The class teacher or the senior member of staff is responsible for ensuring that, where necessary, parents are informed of incidents.

Parents must always be informed if there are any significant incidents involving their child, and where any injury has occurred to the child or any other child or adult as a result of the incident and where physical intervention has been used (See Physical Intervention policy).

Information on CPOMS can then be used to identify patterns in behaviour for particular pupils, classes or the whole school and enables the Management Team to monitor increases or decreases in behaviour incidents and the use of physical intervention.

At Papillon House school there are a small number of pupils who show frequent, low level physically challenging behaviours e.g. attempting to pinch staff or grabbing at staff when anxious on a daily basis. These pupils' behaviours are monitored on a RAG rating throughout the day, which details the presentation of the pupil when they are presenting as Green (calm), Amber (unsettled), Red (dysregulated). Low level incidents that occur when the pupil is Green or Amber, are recorded on the RAG rating. Incidents that occur when the pupil is rated Red, are recorded on CPOMS. This is to ensure that information on the presentation of the pupil is fully captured, but avoiding large numbers of repetitive incident recordings on CPOMS.

Debriefs

When there is a serious incident which results in a pupil or member of staff being hurt (physically or emotionally) a debrief will be held at the end of the school day where possible, or the following morning, if not. The purpose of the meeting is to learn from the incident and support the staff involved. This will be chaired by a staff member from the Senior Leadership Team, who was not involved in the incident. All staff who were present at the incident will attend, including the pupil's Class Teacher and Class Team. Emotional support and reassurance will be offered to any pupil and member of staff if they have been witness to an incident and emotional support to the pupil and staff following a need for physical intervention. All information from the debrief is recorded on CPOMS. Learning from a debriefs is used to continuously improve what we do.

Where appropriate pupils are also offered debriefs after an incident to help them understand what has happened, why staff may have acted the way they did and for the pupils voice to be heard.

Record of Physical Intervention

As described above, the use of physical intervention during incidents is recorded on CPOMS.

Please refer to the Physical Intervention Policy for more information.

Traffic Light System Monitoring

The traffic light system, as detailed in Section 12, enables us to track pupils' progress over time as well as provide a whole school picture of the level of behaviours that challenge and the needs of our pupils. This is reviewed by the Senior Leadership Team to assess whether any whole class or whole school changes/training/interventions are required.

24. Related Policies and Documents

This policy should be read in conjunction with all other relevant policies. In particular:

- Anti-bullying Policy
- Physical Intervention Policy
- Child Protection and Safeguarding Policy

- Curriculum Policy for the Teaching, Learning and Assessment of Children with Autistic Spectrum Conditions (ASCs)
- Positive Mental Health Policy
- Online Safety Policy

This policy was reviewed and revised by Heather Dilks-Hopper, Head of Therapy. It was reviewed and agreed by the Management Team in February 2024.

Policy				
Behaviour	Written	Gillian Hutton	The Management Team	September 2007
Behaviour	Reviewed	Alicia Rickman	Teacher Responsible for Behaviour	October 2009
Behaviour	Reviewed & Amended	Alicia Rickman	Deputy Head Teacher	September 2011
Behaviour	Reviewed	Alicia Rickman	Deputy Head Teacher	October 2013
Behaviour	Reviewed & Amended	Alicia Rickman	Acting Head Teacher	September 2014
Behaviour	Reviewed & Amended	Alicia Rickman	Head Teacher	September 2016
Behaviour	Reviewed & Amended	Alicia Rickman	Head Teacher	September 2017
Behaviour	Reviewed & Amended	Heather Dilks-Hopper	Head of Therapy	May 2021
Behaviour	Reviewed & Amended	Heather Dilks-Hopper	Head of Therapy	January 2024