



PAPILLON HOUSE SCHOOL

Behaviour and Anti-Bullying Policy

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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 (PBS) 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:

- We have high expectations for our pupils behaviour within school and out in the community and endeavour to support all our children to achieve this.
- 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 headteachers and school staff 2024](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)

- [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)

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

The Head Teacher and Head of Behaviour and Therapy

The Head Teacher and Head of Behaviour and 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

All Staff

All 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 Pupil Support Profile and PBS 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.

Staff are offered regular training on Behaviour Management in staff meetings as well as more formal training on relevant topics throughout the year. Training on Positive Behaviour Support is given to all staff at induction and is repeated at regular intervals.

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 meet the expectations of behaviour. We expect 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

The expectation of appropriate behaviour is shared with all pupils, in a format appropriate to their level of needs. This helps them to understand what is expected of them, what the consequences will be if they do not meet those expectations and what steps they can take to help themselves in difficult situations. See Appendix A for Pupils Behaviour Rules.

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 sensory-based interventions which are implemented across the school, making use of specialist equipment and therapeutic approaches to support with regulation. Where required, personalised sensory diets, sensory-based strategies and emotional literacy interventions are embedded into the school day to help pupils to identify their emotions, and regulate their arousal levels, enabling them to access learning tasks with increased levels of engagement. Occupational Therapy input also supports pupils with the development of functional and independent living 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 being outdoors. 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 join the 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

Following the assessment, Education and Therapy staff work collaboratively to create individual Pupil Support Profiles and Risk Assessments to ensure that all staff working with an individual understand how best to support them and keep them safe. This 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

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.

Pupils also follow a PSHE curriculum that helps them to understand about appropriate behaviour, relevant to their level of understanding.

See the school Curriculum Policy for further details.

8. Positive Behaviour Support Approach

At Papillon House School we offer a Positive Behaviour Support (PBS) approach to all our pupils and this is embedded across the school. All pupils have a Pupil Support Profile, based on PBS principles, which contains information on how best to support and develop the individual. Those who present with higher levels of challenging behaviour and/or who are identified as at risk of requiring physical intervention, will also have individual PBS 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.

Pupil Support Profiles are developed by their class teams and pupils' therapists. They summarise details of the pupils' communication and regulation needs, support strategies and key information. The focus is on identifying pupils needs so they can be happy, regulated and achieve their potential. When these needs are met, this significantly reduces the likelihood of behaviours that challenge.

Our Positive Behaviour Support Plans are developed by the class teams and pupils' therapists, in collaboration with the Head of Behaviour and Therapy. They are based on observation and assessment. They are signed off by the Class Teacher, Head of Behaviour and Therapy, parents/carers and where appropriate the pupil themselves. They are reviewed termly or more frequently if necessary.

The plans contain:

- What pupils are capable of when their needs are met
- 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 Behaviour Support Pathway (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

Bullying can include:

- Emotional: Purposefully isolating, excluding, tormenting (e.g. hiding belongings, threatening gestures)
- Physical: Purposeful, persistent and targeted pushing, kicking, hitting, punching or any use of violence
- Verbal: Purposeful, persistent and targeted name-calling, sarcasm, spreading rumours, teasing, threats
- Cyber: Purposeful bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)
- Sexual: Purposeful explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or inappropriate touching
- Prejudice-based and discriminatory (including Racial, Faith-based, Gendered, Homophobic, Transphobic, Disability-based): Purposeful taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)

We believe that bullying is unacceptable and that staff, parents/carers and pupils should work together to protect all our pupils from harassment and bullying.

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:

- Pupils 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
- Pupils feeling bullied, even if the pupil carrying out the behaviour is not being deliberately hurtful
- Pupils who are the recipients of such behaviours may be unable to express or communicate their aversion to such behaviours or to tell adults

All staff have a duty to be aware of such behaviours and to respond appropriately to all instances of bullying behaviours. All pupils are supervised throughout their school day, 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.

Support is also provided to all pupils, through teaching, therapy and staff modelling to help them develop their understanding of social situations, how their behaviour may impact others, how they can best respond to the

behaviours of others and how to seek support from staff in difficult situations. This proactive approach aims to address some of the issues that might result in bullying or feeling bullied, before they arise.

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. Any incidents of bullying are recorded, in the same way as other behavioural incidents (see Section 23 Monitoring and Evaluation). Responses to incidents of bullying, in terms of support and consequences, will follow the processes outlined below for other behaviours. See Section 12 Behaviour Support Pathway, Section 15 Consequences and Section 16 Exclusions.

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.

The school's response to sexual harassment and sexual violence therefore gives careful consideration to pupils' level of understanding, communication needs, social understanding difficulties or trauma-related presentations, whilst still maintaining high expectations of safety, respect and dignity.

The School has a zero-tolerance approach to sexual harassment and sexual violence. 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 staff are aware not to minimise any form of abuse as "banter" and to report any concerns to senior staff who will work carefully to distinguish between developmentally inappropriate behaviour, harmful behaviour and safeguarding concerns that require referral or specialist intervention.

All pupils 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.

The school follows the KCSIE guidance in responding to any form of Sexual Harassment or Sexual Violence.

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. Behaviour Support Pathway

At Papillon House School we have a Behaviour Support Pathway in place to record and monitor each pupil's wellbeing and identify any behavioural concerns; analyse and identify trends; and action strategies for further support. 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 B 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 could 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.

Assessing and identifying 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 Behaviour Support Pathway 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. It also 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.

13. Risk Assessments

All pupils have individual risk assessments, which detail key risks to and from the pupil and ways to manage the risks. Some of the behaviours that challenge that pupils present with pose a significant risk of harm to the individual, others around or property in their environment. These are therefore included in the individual risk assessments, in addition to the PBS plans. Risk assessments are completed by the Class Teacher in consultation with Speech and Language Therapy and Occupational Therapy. 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.

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. They should be used to help an individual understand that a particular behaviour is not acceptable and that it has consequences as a result. As with rewards, consequences need to be carefully planned for the individual, taking into consideration their understanding of their actions, the reasons for their actions and the level of severity of the behaviour.

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.

16. Exclusions

In exceptional circumstances, exclusions may be a consequence of a pupil's actions. These are carefully considered by the Management Team.

Exclusions may be considered for two reasons. Firstly, a suspension will be considered where there has been a significant breach of our behaviour policy and when we can be sure that the pupil concerned:

- Understands and is intellectually and emotionally capable of displaying appropriate responses to different situations
- Understands what the school rules are and is able to gauge what constitutes 'serious'
- Is cognitively able to understand that not being allowed into school is a negative consequence to the actions he/she has taken

Secondly, suspensions may also be used where the pupil's behaviour has significantly breached the behaviour policy and posed a serious risk to the safety and welfare of other pupils or staff and the school requires time to make the situation safe in order for the pupil to continue to be accommodated and educated. This will always be for the minimum possible time required for a risk assessment to be completed and adjustments to the environment and support strategies to be put in place.

The reasons for exclusion will always be fully communicated with parents.

See the Exclusions Policy for further details.

17. Physical Intervention (Restrictive interventions)

At Papillon House School we recognise that physical interventions may be required to support our pupils. This includes appropriate physical contact to keep pupils safe, help them learn and provide comfort. There are also 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 these occasions restrictive physical interventions, including restraint and seclusion, may be required to help support a child to remain safe. All staff are aware that restrictive interventions will only be used 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.

Pupils known to present with behaviours that make a restrictive intervention more likely, all have individualised PBS plans, as detailed above. The plans detail all the strategies that can be used to prevent significant incidents and de-escalate them when they do occur, without requiring restrictive intervention. They also detail the most appropriate restrictive interventions to use, if they are needed. These plans are regularly reviewed to ensure that we continually work on reducing restrictive interventions.

Please see the school Physical Intervention Policy for further details.

18. '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.

19. 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, 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) and 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 or possessions.

‘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.

20. Online behaviour and safety

Many of our pupils 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.

21. 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.

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. Communication with parents is maintained through regular telephone calls, emails, 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 Behaviour and 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.

Pupil Support Profiles and Positive Behaviour Support Plans are shared with parents when they are updated or are always available for parents to see on request.

The 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. Recording, Monitoring and Evaluation

There are several ways in which we monitor behaviour:

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, Deputy Headteacher or Head of Behaviour and Therapy. The class teacher or the senior member of staff is responsible for ensuring that 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).

RAG Rating

For 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, behaviours are monitored on a RAG rating throughout the day. This 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. It is the responsibility of the Class Teacher to organise a debrief, but any member of staff can ask the teacher to arrange it if they feel it is needed. The debrief will be organised/arranged by the Class Teacher. The purpose of the meeting is to learn from the incident and support the staff involved. This will be chaired by a member from the Senior Leadership Team, who was not involved in the incident. All staff who were present at the incident will attend, as well as 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. 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. It is the class teachers' responsibility to offer this.

Monitoring and Evaluation

The Senior Behaviour Team, comprising the Head of Behaviour and Therapy, the Head Teacher and the Deputy Head Teacher review every incident recorded on CPOMS to ensure they have an ongoing oversight of behaviour across the school. Any significant concerns are discussed as a team and if necessary, brought to the attention of the Management Team,

Each term the Head of Therapy and Behaviour provides a summary report for the Management Team, based on CPOMS data, of recording behaviours, bullying incidents and physical interventions. A full annual report is also completed each September, for the previous academic year. The information in the report identifies 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. It also helps identify 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:

- Physical Intervention Policy
- Child Protection and Safeguarding Policy
- Curriculum Policy for the Teaching and Learning of Autistic Pupils
- Exclusions Policy
- Positive Mental Health Policy
- Online Safety Policy
- Keep Children Safe in Education (KCSIE) – Department for Education
- Please note this policy now incorporates our anti-bullying policy.

This policy was reviewed and revised by Heather Dilks-Hopper, Head of Behaviour and Therapy. It was reviewed and agreed by the Management Team in September 2026.



Pupil's golden rules

- Listen to instructions from adults
- Use kind hands and feet with pupils and adults
- Use kind words with pupils and adults
- Look after the school's property
- Look after other people's work and belongings
- Allow others to learn
- Use furniture correctly

These rules are to keep everyone happy and safe

Consequences if you do not follow the rules

- Items may be removed from you, if it is not safe
- You might be removed from the classroom to help you calm down
- You may be held by staff to keep yourself and others safe
- Your teacher may need to call your parents to tell them of what has happened

These consequences are to keep everyone happy and safe

What I can do instead

- I can talk to an adult and tell them what's wrong
- I can ask for space
- I can ask for a movement break
- I can ask for something safe to rip, throw or kick
- I can ask for a hug or a squeeze
- I use a whiteboard or piece of paper to draw what is wrong and ask for help

These strategies can help to keep everyone happy and safe

Alternative wording for pupils:

Pupil's golden rules

- Listen to instructions from adults
- Do not hurt others
- Do not use unkind or bad words
- Do not break school property
- Do not break or destroy other people's things
- Do not stop others from getting on with their work
- Do not throw or climb on furniture

These rules will keep everyone happy and safe

Appendix B – Behaviour Support Pathway

Behaviour and Wellbeing

At Papillon House School we have a Behaviour & Support Pathway in place to help identify and support those who pupils who might be experiencing additional difficulties. The pathway provides a way to identify, record, monitor, analyse and action behaviour and support strategies. The aim is to identify early on the needs of pupils and ensure that the correct support is given. It also aims to increase the confidence of staff in dealing with challenging behaviours and supporting pupils with mental health, equipping them with the skills and knowledge they need to manage behaviours successfully, reduce behaviours presented and improve pupil wellbeing. 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. Finally, it will enable us to identify those pupils for whom we need to consider whether Papillon House School remains the appropriate placement for them.

Traffic Light System

By the beginning of the second week of each half-term the class teacher will identify whether a pupil is Green, Amber or Red, according to the criteria set out below. They will also rate all pupils on the Leuven Wellbeing and Engagement Scale. Pupils identified as Amber or Red, or rating two or below on the Leuven scale will move forward onto the appropriate Behaviour & Support pathway as shown in the MDT Process Flow Chart. The MDT Process Flow Chart and table below, will then help staff to identify the appropriate course of action to support that pupil. A pupil can move onto the Behaviour & Support Pathway at any time, should their presentation and needs change.

For the purpose of the traffic light system, Senior Staff refers to the Head Teacher and Head of Therapy and Behaviour (Head of T&B). MDT is a Multi-Disciplinary Review involving the class team, therapist and any other relevant staff. SMDT is a Senior Multi-Disciplinary Review involving all of the above, plus at least one senior member of staff.

Criteria for levelling a pupil

	Definition	Stage 1	Stage 2	Stage 3
Green	No significant behaviour or wellbeing difficulties that are a cause for concern - Support being offered to the young person is sufficient to help them succeed in school - Young person is achieving their potential - No concerns regarding mental health.	- Pupil Support Profile and risk assessment (reviewed termly) - Input from Therapy SaLT and OT as appropriate - Regular communication with parents either telephone, home/school book or email	- If any minor changes or concerns emerge, record and monitor the changes - Review Pupil Support Profile - Discuss with allocated therapists - Hold Class Team Meeting	- If concerns increase or are more significant, move to Amber pathway - Update Headteacher and Head of Therapy & Behaviour
Amber	Cause for concern raised due to change in behaviour - New behaviours of concern - Increase in intensity or frequency of behaviours of concern - Concerns regarding emotional wellbeing - Concerns regarding engagement curriculum and school life - Increase in levels of staff support required - Increase in incidents requiring physical intervention - Concerns about a change in home/family situation	- Update traffic light record and notify Headteacher and Head of T&B. - Ensure all concerns are being recorded on CPOMS, Cause for Concern form, or other recording charts where appropriate - Telephone parents to inform them of increased concerns and gather their views - Discuss with allocated therapists (including psychology if appropriate) and request therapy assessment - Hold a class team meeting to look at actions/strategies. Include parent views - Notes from class team meeting to be given to allocated senior staff - Review Risk Assessment, Pupil Support Profile and PBS plan if they have one	- Hold MDT meeting, chaired by class teacher and to include class team and therapists (psychology if appropriate) - Robust action plan in place to be communicated to all class team - T/C to parents to update them on the action plan - Notes from MDT meeting and action plan to be given to allocated senior staff - Update Risk Assessment, Pupil Support Profile and PBS plan if they have one	- MDT review meeting chaired by class teacher and to include class team and therapists (psychology if appropriate) - Review of strategies and action plan - Pupil will move to Green if behaviour has settled - Pupil will remain amber if action plan appears to be working or more time is needed to try the action plan - Pupil will move to red if concerns continue to escalate
Red	Pupil in Crisis	Update traffic light record and notify Headteacher and Head of T&B.	Review SMDT to be chaired by allocated senior staff member	If there is no improvement in level of concern and it is felt action plan is still

	• Amber MDT pathway has been tried but concerns remain the same or are escalating • Extreme frequency or intensity of behaviours of concern • Significant risk of harm to pupil/s and/or staff or property • Significantly reduced access to curriculum/school life • Significant concerns about attendance/not accessing school • Pupils that require 2:1 support or more • Pupils that require physical intervention daily. • Significant wellbeing or mental health concerns • Level of support required is having a significant impact on the rest of the school	• Ensure all concerns are being recorded on CPOMS, Cause for Concern form, or other recording charts where appropriate • Ensure parents are kept up to date of all concerns and their views considered • SMDT meeting to be chaired by allocated senior staff member and to include class team, therapists and psychology to review current action plan and update as necessary • Review Risk Assessment, Pupil Support Profile and PBS plan if they have one Risk Assessment • Review staffing levels • Consider offering individual curriculum/teaching outside the classroom • Make changes to the curriculum including whether trips off site are suspended • Safe space identified for pupil at times of significant distress • Consider referral to CAMHS and/or social care if not done already • Update whole school staff and inform strategies being used.	and to include class team, therapists and psychology • Review status bi-weekly (minimum) • Allocated senior staff member to update the Management Team and maintain communication with parents • Careful review of individual & whole school risk assessment. Exclusions considered if risk assessment identifies we are unable to keep pupil, peers or staff safe in school. • Parents invited into school for a formal meeting	not sufficient to support the pupil, consideration needs to be given to whether PH School remains an appropriate placement • Discussion with Local Education Authority • Consider holding Interim Review • Permanent Exclusion if we are unable to keep pupil safe in school
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