Behaviour and Anti Bullying Policy 26/27

The school is committed to reviewing this policy regularly to ensure it remains compliant with current legislation, statutory guidance, and best practice.

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Introduction

At Arbour Academy, we are committed to creating a safe, supportive, and inclusive learning environment where every student can thrive. Our behaviour expectations are built on our **H.E.R.E**. values, ensuring that all learners are supported in developing the skills and mindset needed for success.

- **High Expectations** – Striving for excellence in work, behaviour, and presentation.
- **Empathy** – Understanding and respecting others' feelings and perspectives.
- **Resilience** – Persevering through challenges and staying committed to growth.
- **Emotional Response** – Managing emotions and making positive choices.

We believe that positive behaviour is the foundation for learning, and we are dedicated to meeting the academic, social, emotional, mental health, and SEND needs of our students. By removing barriers to participation and achievement, we empower our learners to take ownership of their education, decisions, and future.

Arbour Academy is a place where young people learn through supportive interaction, experience, and success. We foster a culture of mutual respect, where students are encouraged to develop personal integrity, self- respect, and a strong sense of citizenship.

Our goal is to provide every student with the tools, confidence, and resilience to transition successfully into mainstream education, further education, or employment. With high expectations for all, we encourage our students to take responsibility for their actions and support each other in making positive choices.

Our Three Rules: Ready, Respectful, Safe

To ensure a positive and structured environment, all students at Arbour Academy follow our three simple but essential rules:

- ☑ Ready – Arriving on time, in uniform, prepared to learn, and demonstrating a positive attitude.
- ☑ Respectful – Showing kindness, listening to others, and treating everyone with fairness.
- ☑ Safe – Making choices that protect themselves and others, both physically and emotionally.

These rules, alongside our H.E.R.E. values, create a school community where students feel supported, valued, and empowered to succeed. The behaviour policy will provide a simple, practical code-of-conduct for staff, learners and parents.

At Arbour Academy, we do things differently HERE—because every student deserves the opportunity to: THRIVE

School Expectations

At Arbour Academy, we do things differently HERE. We are dedicated to the holistic development of every student, equipping them with the skills, confidence, and resilience to thrive in all aspects of life. As a specialist school, we take a tailored approach to personal development, ensuring that each student receives the support and opportunities they need to reach their full potential.
Through our culture, vision, values and curriculum, learners are supported and expected to demonstrate the following, in line with the behaviour policy:

High Standards

- Arrive to school dressed smartly in full school uniform
- Contribute to the positive reputation of the school
- Have aspirations to succeed
- To take pride in learning

Empathy

- Take time to listen to staff and each other
- Build relationships with staff and one another
- Be tolerant, respectful and kind to others
- Let an adult know if you are concerned about another learner

Resilience

- Attend school regularly and on time
- Attempt all learning asked of you
- Try your best in all you do
- Ask for help when needed

Emotional Response

- Engage with staff and develop coping strategies
- Do not hurt or become a danger to yourself or others
- Do not damage school property
- Respond appropriately to situations with support

Parental Responsibilities – Arbour Academy

At Arbour Academy, we believe that a strong partnership between home and school is essential in supporting every pupil's success. To ensure a positive and consistent learning experience, we ask those parents and carers:

- Ensure their child attends school regularly, arrives on time, and wears the full school uniform each day.
- Communicate any concerns or issues that may impact their child's learning or behaviour before the start of the school day.
- Familiarise themselves with and support the school's policies, expectations, and guidelines.
- Actively engage in their child's education by attending progress reviews, parent meetings, and key school events.
- Work collaboratively with the school to maintain consistency in expectations and support strategies both at home and in school.

By working together, we can create a structured, supportive, and high-expectation environment where every pupil can thrive and succeed.

Staff Expectations – Arbour Academy

At Arbour Academy, staff play a vital role in fostering a calm, structured, and supportive learning environment. Inspired by Paul Dix's research on relational practice, we focus on consistency, certainty, and connection to ensure that pupils feel safe, valued, and motivated to succeed.

To promote and facilitate positive behaviour, all staff are expected to:

- Model professionalism and high standards in conduct, language, and interactions at all times.
- Engage fully in behaviour CPD to continually develop best practices.
- Know every learner by name, need, and story, ensuring an informed and supportive approach.
- Develop and deliver a bespoke curriculum that is inclusive, engaging, and tailored to meet the needs of our learners.
- Plan and deliver well-structured lessons that are relevant, accessible, and appropriately challenging.
- Be fully prepared for the day ahead, ensuring consistency and clarity in expectations.
- Give first attention to the best conduct, reinforcing and celebrating positive behaviours.
- Model calm and consistent behaviour, demonstrating emotional control in all interactions.
- Offer positive feedback and encouragement, focusing on the behaviours we want to see more of.
- Treat all learners with fairness and respect, ensuring they feel valued and supported.
- Provide emotional safety, using de-escalation strategies and relational approaches to reduce anxiety and frustration.
- Apply sanctions and consequences fairly and consistently, focusing on repair rather than punishment.

Inspired by Paul Dix's principles, we understand that pupils respond best to certainty, not severity.

By offering clear expectations, predictable responses, and consistent relationships, we create a learning environment where pupils feel empowered to take responsibility for their behaviour and strive for success.

At Arbour Academy, we do things differently HERE—because every child deserves unconditional care, high expectations, and a place to belong.

School Behaviour Guidelines

To support and uphold our behaviour expectations and ensure the smooth running of the school day, the following guidelines are in place. Learners are expected to adhere to these at all times, in line with our Ready, Respectful, Safe school rules:

☑ Ready – Arrive prepared for the day and follow school expectations.
☑ Respectful – Show care for staff, peers, and the school environment.
☑ Safe – Make choices that protect yourself and others.

Behaviour Expectations

- Hand in mobile phones upon arrival to avoid distractions and promote engagement in learning.
- Follow our non-smoking/vaping policy—Arbour Academy is a smoke-free site.
- Wear full school uniform to demonstrate pride and readiness for learning.
- Respect the school building by keeping it clean, tidy, and damage-free.
- Ensure a physically safe environment by behaving in a way that protects the well-being of all staff and students.

By following these guidelines, we create a structured, respectful, and safe school environment where all learners can thrive.

Restorative Justice at Arbour Academy

At Arbour Academy, we recognise that mistakes are opportunities for learning. When students or staff do not meet expectations, we follow our Restorative Justice Pathway to encourage reflection, accountability, and repair.

We expect everyone to manage mistakes positively, with support where needed. Staff are trained in restorative practices to help students resolve conflicts, repair harm, and restore relationships in a structured and constructive way.

How Restorative Justice Works

- A restorative meeting will take place between the individuals involved.
- This will only happen when all parties are ready and able to engage in the process.
- The focus will be on understanding the impact of actions, taking responsibility and agreeing on a way forward.

Restorative Justice at Arbour Academy ensures that behaviour management is not just about consequences— it is about repairing harm, rebuilding trust, and developing the skills needed for lifelong success.

Attendance and Punctuality

At Arbour Academy, we expect all learners to attend school every day and on time. While we understand that attendance can be challenging for some pupils, our goal is to support every learner in achieving the best attendance possible.

- School starts at 8:45 am, with staff welcoming learners at their designated building.
- Soft landing time (8:45 – 9:00 am) allows pupils to settle in before structured tutorial sessions (9:00 –
- 9:15 am).
- Anyone arriving after 9:15 am will be marked as late.

Monitoring and Rewards

- Daily tracking: A text and phone call will be made for any absences, logged on Arbor.
- Attendance letters will be issued to learners requiring monitoring.
- Home visits will be made to pupils for unexpected or prolonged absence as part of our welfare checks.
- Rewards: Pupils with high or improved attendance are entered into a termly rewards draw.
- End-of-term reward trips are only available to those with good attendance and punctuality.

For further details, please refer to our Attendance Policy.

Uniform Expectations

At Arbour Academy, uniform is an essential aspect of our school culture, aligning with our H.E.R.E. values and three core school rules. We believe that wearing the correct uniform fosters a sense of belonging, self- respect, and community pride.

The Importance of Uniform

Uniform plays a significant role in helping our learners feel valued and included. Arriving at school smartly dressed each day supports our ethos that pupils show respect by taking pride in their appearance and being part of our school community. Adhering to uniform expectations also prepares students for post-16 education and the professional world.

We take pride in our school and encourage our learners to wear their uniform with confidence. Presenting a positive image both inside and outside of school contributes to creating a focused and respectful learning environment. To maintain these standards, we have the following expectations:

- Makeup should be kept natural and minimal.
- Hairstyles are to be kept neat and tidy with no extreme styles.
- Piercings, plugs, and other body adornments should be minimal and appropriate.

Failure to comply with the uniform policy will result in staff following the appropriate actions outlined in our WAVE system.

Arbour Academy Uniform

Our uniform has been designed with our learners' sensory needs in mind. The required uniform is as follows:

- Bottoms (Black only): Trousers or a school skirt of appropriate length.
- Top: Black or white long sleeve/short sleeve polo t-shirt
- Outerwear: Plain black sweatshirt (no hoodies)
- Footwear (Black only): Trainers or school shoes (Sliders, Crocs, and flip-flops are not permitted).
- Bags: Learners do not require a school bag.

Non-Compliance Process

If a student does not adhere to the uniform policy upon arrival at school, the following steps will be taken:

- Loaned Uniform: The pupil will be given the option to borrow spare uniform provided by the school.
- Parental Contact: Parents/guardians will be contacted and expected to provide the correct uniform.
- Escalation: If a pupil refuses to comply, a call home will be made, and they may be sent home to rectify the issue. A parental meeting may be required before their return.

Additional Considerations & Support

Financial Assistance: We understand that purchasing uniform can be a financial burden for some families. If you require support, please contact our pastoral team—we are happy to help.

Outdoor Education & PE Kit: Pupils must wear the correct outdoor education and gym kit, ensuring they change into appropriate attire when required. Clothing must be suitable for the activity.

Sensory Needs: We acknowledge that some pupils have sensory sensitivities. Reasonable adjustments can be made where appropriate, in line with guidance.

Your partnership is invaluable in maintaining the high standards we set for our pupils. Thank you for your continued support in ensuring that Arbour Academy remains a place of excellence, guided by our core belief:

"We do things differently HERE."

Smoking, Belongings, Damages & Conduct Smoking and

Vaping

Arbour Academy has a zero-tolerance policy towards smoking and vaping, in line with the Department for Education (DfE) guidance on maintaining a safe and healthy school environment.

Upon arrival, all learners must hand in their belongings, which will be securely stored and returned at the end of the school day. If a learner is found in possession of cigarettes, vapes, or related paraphernalia, staff will follow the school's Wave System, and appropriate consequences will be applied in accordance with our behaviour policy.

Belongings

To maintain a focused and distraction-free learning environment, learners are required to hand over all personal belongings upon arrival, including but not limited to:

- Coats, bags, and handbags
- Mobile phones and electronic devices (earphones, iPads, etc.)
- Vapes, cigarettes, lighters
- Keys and other valuables

These items will be securely stored and returned at the end of the school day. For off-site trips, teachers have the discretion to allow learners to carry mobile phones for supervision and safety purposes, provided they are used responsibly as part of a behaviour management strategy.

Damages

Learners are expected to take responsibility for their actions and treat school property with respect. As part of the induction process, parents/carers are required to sign a Damages Agreement, acknowledging that:

- Any damage caused by a learner will be logged by staff.
- Repairs will be carried out, and parents/carers may be invoiced for the cost of the damage where appropriate.
- The school will maintain records of all damage incidents to monitor patterns and inform further interventions if necessary.

Conduct & Safety

All learners are expected to behave in a manner that ensures the safety and well-being of themselves and others within the school community. This includes avoiding any behaviour that may put them at risk of harm. If a learner arrives at school and is suspected to be under the influence of an illegal substance, the school has a duty of care to act in their best interests. In such cases:

- The learner will be immediately safeguarded to ensure their well-being.
- Parents/carers and relevant external agencies (such as social services or healthcare professionals) will be contacted.
- The school will take appropriate action in accordance with safeguarding policies and legal obligations.

Arbour Academy's Approach to Behaviour for Learning

At Arbour Academy, our approach to behaviour for learning is grounded in our core values of High Standards, Empathy, Resilience, and Emotional Response (H.E.R.E.). We recognise that behaviour is a form of communication, and our strategies are informed by trauma-responsive practice and the latest research in behaviour pedagogy.

Our Behaviour Philosophy

Our behaviour policy is shaped by established frameworks such as:

- Paul Dix's relational approach, which emphasises consistency, positive reinforcement, and the power of restorative conversations.
- PACE (Playfulness, Acceptance, Curiosity, Empathy), a model that fosters trust and emotional safety, particularly for learners with adverse childhood experiences (ACEs).
- The Window of Tolerance Theory, which helps staff understand and support pupils in regulating their emotional and physiological states to remain engaged in learning.
- Team Teach de-escalation strategies, ensuring that staff use proactive, non-confrontational methods to manage dysregulation and prevent crisis situations.

Behaviour as a Learning Process

We view behaviour as an opportunity for learning and growth, rather than simply an issue of compliance. Our approach includes:

- Relational and restorative practice to repair and strengthen relationships when behavioural incidents occur.
- A proactive rather than reactive stance, with an emphasis on preventative strategies and structured routines.
- Personalised support tailored to individual needs, recognising that some learners may require adjustments based on their emotional regulation capabilities.

Commitment to a Safe and Inclusive Environment

Arbour Academy is committed to maintaining a safe, respectful, and nurturing environment. We believe that by embedding trauma-informed strategies, modelling emotional regulation, and prioritising relationships, we create an inclusive space where all learners can thrive academically, socially, and emotionally.

We appreciate the partnership of parents, carers, and the wider school community in upholding these principles and ensuring a consistent approach to behaviour for learning.

Core Value	**Key Principles & Research-Based Approaches**
H – High Standards	Aspirations, Motivation, and Modelling (Inspired by When the Adults Change, Everything Changes – Paul Dix). Staff model high expectations, reinforcing positive behaviour through consistent and relational approaches.
E – Empathy	Understanding Childhood Trauma and its lifelong effects. Building trusting relationships based on research on Adverse Childhood Experiences (ACEs) research pedagogy. Utilising the P.A.C.E. (Playfulness, Acceptance, Curiosity, Empathy) approach to foster secure connections.
R – Resilience	Implementing therapeutic approaches, coping strategies, and emotional interventions. Applying Window of Tolerance Theory to help learners regulate emotions and develop self- awareness. Encouraging persistence and adaptability through structured support.

E – Emotional Response	Using Team Teach de-escalation techniques and restorative approaches to manage behaviour positively. Incorporating the latest Neurofeedback research in collaboration with Dr. Sue Darby and One Education to support emotional regulation and learning.

This structured framework ensures that Arbour Academy maintains a consistent, trauma-informed, and research-driven approach to behaviour support.

In School Support Systems and Interventions

At Arbour Academy, we are committed to providing a structured, supportive environment that promotes positive behaviour and emotional well-being. From the initial induction meeting, our staff work proactively with learners to equip them with the strategies and skills needed to regulate their emotions effectively. Our comprehensive support systems are embedded in the school's daily operations and ensure that every learner receives the appropriate level of guidance and intervention.

Key Support Systems Learning

Mentors

Each key stage has dedicated Learning Mentors who provide tailored support for learners experiencing difficulties in regulating their behaviour. Learning Mentors:

- Assist learners in identifying behavioural triggers and developing effective coping strategies.
- Work collaboratively with learners, their families, and external agencies to ensure a holistic support package is in place.
- Provide immediate intervention when a learner is struggling, fostering a positive and restorative approach to behaviour management.

Targeted Interventions

Arbour Academy offers a range of interventions tailored to individual learner needs. These include:

- Academic and SEND interventions, addressing specific learning needs.
- Pastoral and behaviour-specific interventions, informed by Emotional Literacy Assessments.
- Self-regulation and coping strategy development, empowering learners to manage their responses effectively.

All interventions are recorded and monitored via Edukey to track progress and ensure consistency.

Effective Communication

Strong communication underpins our approach to behaviour support. To ensure a well-informed and responsive staff team:

- Daily briefings are held to review individual learner needs and safeguarding updates.
- Centre staff meet twice daily—in the morning to prepare for the day and in the afternoon to review behaviour logs, discuss rewards and sanctions, and plan next steps.
- Regular contact is maintained with parents and carers to foster a collaborative approach to supporting learners.

Ongoing Professional Development (CPD)

Our staff receive ongoing training in:

- Behaviour de-escalation techniques via Paul Dix's 'When the adults change' programme.
- Adverse Childhood Experiences (ACEs) and trauma-informed practice
- Emotional literacy support
- Team Teach strategies
- Regular CPD sessions ensure staff remain equipped with the latest research-based strategies to support positive behaviour effectively.

Immediate Support System

To maintain a safe and responsive environment:

- Each Key Stage within the school has a designated SLT link person who can provide additional support when required.
- By embedding these structured support systems within our school culture, Arbour Academy ensures that every learner is given the tools and guidance to succeed academically, socially, and emotionally.

Behaviour Grading at Arbour Academy

At Arbour Academy, we believe that consistent reflection and feedback help students develop positive behaviour and take ownership of their actions. To support this, we use a behaviour grading system that tracks student conduct throughout the day.

Each lesson, learners receive a behaviour grade based on our grading criteria. These grades are then averaged at the end of the day to determine an overall daily grade.

🔹 Positive Recognition: If a learner achieves an overall daily Grade A, their parents/carers will receive a positive text or phone call to celebrate their success.

🔹 Support & Intervention: If a learner receives an overall daily Grade D, an agreed restorative action or intervention will be put in place for the following day, and parents/carers will be contacted via phone call to discuss next steps.

A Consistent, Calm, and Certain Approach

Our behaviour strategy is influenced by the research of Paul Dix, who emphasises the importance of a consistent, calm, and certain environment in schools.

✔ Consistency – Clear expectations, predictable responses, and fair consequences ensure all learners understand the boundaries and expectations.

✔ Calmness – Staff maintain a composed and professional approach, reducing conflict and promoting a positive atmosphere.

✔ Certainty – Every action has a clear, fair, and proportionate consequence, ensuring students feel secure and supported.

By embedding these principles, we remove barriers to learning, build strong relationships, and create a culture where students feel safe, respected, and motivated to succeed.

At Arbour Academy, we do things differently HERE—because every student deserves the opportunity to thrive.

Here is an example of the grading structure used during debriefs.

Name	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Overall average
Learner A	A	A	C	A	A	B	A
Learner B	C	B	D	D	C	C	C

Arbour Academy Behaviour Grading Criteria

Lesson Grade	Expectations & Behaviour
Grade A	I have completed all my work to a high standard, putting in my best effort. I have used positive language and communicated respectfully. I have shown kindness and supported my classmates. I have taken initiative in my learning and challenged myself. I have stayed focused and worked independently without reminders. I have used my coping strategies and lifelines to stay calm and engaged. I have shown empathy and respect towards myself and others. I have followed all instructions and expectations without hesitation.
Grade B	I have completed my work to a reasonable standard. I have been polite and respectful to staff and students. I have made an effort to use appropriate language. I have followed instructions and stayed engaged in my learning. I have remained in class and used my lifelines when needed to support my learning and regulation. I have been respectful and responsible during readiness for learning and social times
Grade C	I have completed minimal work and not put in my best effort. I have used inappropriate language. I have refused to engage in learning during my lesson. I have struggled to follow instructions from staff. I have not monitored my behaviour during break and lunch. I have been late to school, form, or class. I have not worn my uniform, even when provided with the correct items. I have not used my lifelines or coping strategies to help regulate my behaviour and emotions.
Grade D	I have refused to complete any work or attend my timetabled lesson. I have left the classroom without permission and refused to engage in learning. I have used offensive or disrespectful language multiple times. I have not followed instructions during readiness for learning or social times. I have been verbally aggressive towards staff or students. I have broken a non-negotiable rule. I have been repeatedly late to school, tutor time, or lessons without a valid reason.

Non-Negotiable Expectations at Arbour Academy

At Arbour Academy, we have clear non-negotiable expectations to ensure a safe, respectful, and positive learning environment for all. Breaking a non-negotiable rule will result in a meeting with the Senior Leadership Team (SLT), a potential parent/carer meeting, and possible Wave 3 or Wave 4 sanctions.

Non-Negotiable Behaviours

- Physical or verbal threats towards staff or students
- Physical harm towards staff or students
- Refusal to hand in non-negotiable belongings
- Theft – stealing staff or students' personal possessions
- Absconding – leaving the school premises without permission
- Causing damage to the school building, possessions, or equipment
- Possession or consumption of illegal substances
- Persistent lesson refusal – ongoing non-engagement with learning
- Vaping on site and refusing to hand in the item
- Refusing to wear an Arbour uniform and not taking a lifeline

These expectations help maintain a consistent, calm, certain, safe, and supportive school environment where all learners can thrive.

Catch-Up Opportunities for Lost Learning and WAVE system

At Arbour Academy, we believe every learner has the opportunity to succeed. For students who are in school but refuse to complete work or attend their lesson, we provide structured opportunities to catch up during:

- Break time
- Lunch time
- Reflection sessions
- After school (subject to staff availability and teacher discretion)

Alternatively, learners can take their missed work home to complete, which will be marked the following day.

Why Catch Up?

- ✔ Completing missed work can positively impact behaviour grades (e.g., moving from a D to a C or C to a B)
- ✔ Helps prevent falling behind in learning
- ✔ Encourages responsibility and accountability

For learners who persistently refuse to engage in lessons, the Wave system in our Behaviour Policy will be followed to ensure appropriate intervention and support.

This approach ensures that all students have the chance to meet their potential while maintaining clear expectations for behaviour and engagement.

Lesson refusal is an identified behavioural need in our learners. We have created a graduated WAVE system to manage this;

Wave	Intervention Level	Strategies
Wave 1	Early Intervention & Encouragement (Low-Level Strategies)	- **Positive Reinforcement:** Praise and reward small steps towards attendance. - **Reassurance & Relationship Building:** Assign a trusted adult for emotional support. - **Flexible Entry & Exit Strategies:** Allow quiet entry or seating near the door. - **Personalised Encouragement:** Ensure students feel welcomed without pressure. - **Check-ins & Mentoring:** Short, informal chats to understand concerns.
Wave 2	Structured Support & Monitoring (Medium-Level Strategies)	- **Parental/Guardian Involvement:** Engage families in discussions and meetings about attendance/lost learning/refusal - **Small-Scale Adaptations:** Adjust lesson structure to suit student needs. - **Timetable Modifications:** Staggered returns or reduced timetables if needed. - **Peer Support:** Assign a buddy or role model for encouragement. - **Behaviour & Attendance Monitoring:** Track patterns and discuss supportively
Wave 3	Intensive & Targeted Interventions (High-Level Strategies)	- **Pastoral & Wellbeing Support:** Refer to school counsellors or external agencies. - **Reintegration Plans:** Create individualised goals for increasing engagement. - **Alternative Learning Provisions:** Off-site learning or personalised curriculum if required. - **Behaviour Contracts:** Set clear agreements on expectations around attending lessons. - **Involvement of External Agencies:** Engage welfare officers or mental health professionals.
Wave 4	Escalation & Formal Interventions (Last Resort Strategies)	- **Formal Meetings:** Structured discussions with senior leaders and parents. - **Sanctions (If Appropriate):** School-based consequences balanced with support. - **Legal Interventions:** Referral to local authorities as a last resort.

Restorative Action WAVE system

Wave 1	Wave 2	Wave 3	Wave 4
A reminder of expectations and a chance to make a better choice.	*A clear consequence for repeated poor choices.*	*Targeted intervention and increased support.*	*Formal intervention and leadership involvement.*
Calm verbal reminder linked to school expectations (**Ready, Respectful, Safe**).	**Behaviour grade affected** – a chance to reflect and improve.	**Support from a Learning Mentor or TA** for 1:1 learning (lesson/morning).	**Parent/Carer meeting with Senior Leadership Team (SLT).**
Lifeline/Strategy offered (e.g., Sensory intervention, new learning space).	**Removal from the lesson for a short reset** with the opportunity to return.	**Parent/Carer meeting with form tutor** to review concerns.	**Multi-agency or dual school meeting** for additional support.
Lost learning catch-up Follow Lost Learning WAVE approach and strategies**.**	**Phone call home** at the end of the school day to reinforce expectations.	**Action plan created and signed** by student, parent/carer, and staff.	**SENDCo meeting** to review EHCP/yes to assess referral or additional support and guidance.
Behaviour grade affected – a chance to reflect and improve	**Removal by Learning Mentor/TA** for further intervention.	**Increased monitoring & Additional support** from inclusion team.	**Fixed-term exclusion** as a last resort if all strategies have been exhausted.

This structure reinforces certainty over severity, ensuring that students understand expectations, take responsibility for their actions, and are given opportunities to restore relationships and repair mistakes.

Celebrating Everyday Success!

At Arbour Academy, we believe that every success—big or small—deserves recognition. For many of our learners, education has not always been a positive experience, and we are committed to changing that mindset by celebrating achievements every single day!

Our Tuck Shop Tokens are a fun and rewarding way to acknowledge the hard work, effort, and progress our students make.

How It Works:

- ☑ Pupils earn a Tuck Shop Token when they achieve an overall daily grade of A.
- ☑ Tokens can be spent at the tuck shop for snacks or saved up for bigger prizes over time.
- ☑ The more effort you put in; the more rewards pupils can enjoy!

H.E.R.E. Award: Recognising Our Core Values

At Arbour Academy, we do things differently HERE—and our weekly H.E.R.E. Award is designed to celebrate the students who truly embody our core values:

- High Expectations – Always striving for excellence.
- Empathy – Showing kindness and understanding to others.
- Resilience – Overcoming challenges with determination.
- Emotional Response – Managing emotions positively and supporting peers.

Each week, during our celebration assembly, we recognise the students who have demonstrated these values the most.

H.E.R.E. Award winners also receive a Golden Ticket—worth 10 Tuck Shop Tokens—as an extra reward for their outstanding efforts!

At Arbour Academy, we believe in celebrating success every step of the way, helping our learners feel motivated, valued, and ready to achieve great things!

Core Values & Expectations

At Arbour Academy, we do things differently HERE. Our core values—High Standards, Empathy, Resilience, and Emotional Response (H.E.R.E.)—shape our school culture and guide our students in becoming successful, respectful, and responsible individuals.

H.E.R.E. Value	What It Means	Student Expectations
High Standards	Striving for excellence in work, behaviour, and presentation.	I consistently complete my work, attempting higher-level tasks where appropriate. I always wear the correct uniform. I follow instructions when initially asked. I continuously monitor my language. I consistently try my best, both in class and with pastoral staff.
Empathy	Understanding and respecting others' feelings and perspectives.	I can understand the thoughts and feelings of others. I respect differences in race, religion, and background. I am mindful of my actions around other students. I choose appropriate language when discussing sensitive topics. I demonstrate kindness within the school and wider community.

Resilience	Persevering through challenges and staying committed to growth.	I continue with tasks, even when they are difficult. Despite any challenges, I still attend school. I ask for help or support when I do not understand something. I attempt tasks that are outside of my comfort zone. I make a strong effort to build positive relationships.
Emotional Response	Managing emotions and making positive choices.	I make an effort to regulate my anger in difficult situations. I use strategies to support my learning and well-being.
		I take responsibility for my actions. I reflect on my actions and show a willingness to improve. I think carefully about my actions before I react.

At Arbour Academy, we expect all students to live by these values every day—because success starts with the right mindset!

Half-Termly Reward Trips: Celebrating Hard Work & Commitment!

At Arbour Academy, we believe in recognising and rewarding the effort and dedication our learners put into their education. Our half-termly reward trips give students the opportunity to work towards exciting experiences outside the classroom!

How It Works:

Each week, staff average out daily grades to give students an overall weekly grade. Weekly grades convert into points:

- A = 3 points
- B = 2 points
- C = 1 point
- D = 0 points

At the start of each half term, we set points target—students who reach this target qualify for the reward trip!

These trips are a fantastic way to celebrate consistent effort, positive behaviour, and resilience, while also providing fun and memorable experiences for our learners.

Daily	Weekly	Half Termly
Tokens – Tuck shop Positive text home Recognition log on Behaviour Watch Positive phone calls Recognition Board	H.E.R.E Award Positive phone call home Recognition Wheel Positive postcard	Rewards Afternoon End of half term trip Attendance reward

Behaviour Outside the School Gates

The expectations outlined in this policy extend beyond school premises. Pupils are expected to uphold high standards of behaviour when:

- ✔ Travelling to and from school.
- ✔ Attending vocational placements.
- ✔ Participating in outdoor activities and school visits.
- ✔ Engaging with alternative providers (e.g., Eccles Leisure Centre, charity placements).

School staff have the authority to address inappropriate behaviour when pupils are under their lawful control, ensuring safety, respect, and responsibility in all settings.

Use of Reasonable Force

Staff at Arbour Academy are trained in Team Teach strategies, ensuring that physical intervention is used only as a last resort to protect the safety of pupils and staff.

Reasonable force may be used to control or restrain a pupil in situations where there is a serious risk of harm.

This can include guiding a student to safety or preventing violence or injury.

The Education and Inspections Act 2006 gives staff the legal right to use reasonable force where necessary.

At Arbour Academy, our approach prioritises de-escalation and relational practices, ensuring that physical

intervention is used only when absolutely necessary to maintain safety.

Searching, Screening, and Confiscation

Arbour Academy follows Department for Education (DfE) statutory guidance on searching, screening, and confiscation to maintain a safe and secure learning environment. The following procedures are aligned with the latest DfE guidance:

Searching

- Any staff member may search a pupil for an item if the pupil consents.
- The Head of School and Senior Leadership Team (SLT) have the statutory power to search pupils or their possessions without consent if they have reasonable grounds to suspect a pupil has a prohibited item.

Prohibited Items

- Knives or weapons
- Alcohol or psychoactive substances (legal highs)
- Illegal drugs or drug paraphernalia
- Stolen items
- Tobacco or smoking paraphernalia, including vapes
- Fireworks
- Pornographic images
- Any item that could be used to commit an offence, cause injury, or damage property
- Searches must be conducted in line with DfE guidance: Searching, Screening and Confiscation: Advice for Schools (2022).
- Searches should be carried out by staff of the same sex as the pupil (where possible) and in the presence of another member of staff.
- Parental contact will be made if a prohibited item is found, and further action will be taken if necessary.

Screening

- Students may be required to undergo screening (e.g., using a handheld metal detector) even if not suspected of carrying a prohibited item.
- Any trained staff member may conduct non-contact screening.
- If a pupil refuses to be screened, the school may refuse entry to ensure the safety of staff and students. This does not constitute an exclusion, and the absence will be marked as unauthorised.
- Non-contact screening does not require consent and is separate from the powers to search without consent.

Confiscation of Items

Under the Education and Inspections Act 2006, school staff have the right to confiscate, retain, or dispose of items belonging to pupils if they pose a risk to the health, safety, or discipline of the school.

At Arbour Academy, staff may confiscate:

- Items posing a health and safety risk to individuals or others
- Cigarettes, alcohol, psychoactive substances, illegal drugs, or drug-related items
- Mobile phones if used inappropriately during lesson times
- Energy drinks
- Vapes or vaping-related items
- Confiscated items will be stored securely until the end of the day or collected by parents/carers where

necessary.

- In accordance with the DfE guidance, staff are not liable for any loss or damage to confiscated items if seizure is lawful.

By implementing these procedures, Arbour Academy ensures a safe, respectful, and supportive learning environment for all pupils.

Suspensions and Exclusions Our

Commitment

We are dedicated to fostering a positive, respectful, and inclusive atmosphere where every student can thrive. Our behaviour policy outlines clear expectations and the support systems in place to help students make positive choices.

Expectations for Behaviour

We aim to support all pupils in developing strong values and behaviour that helps them succeed in school and in life. Our core expectations are:

- High Standards: Striving for excellence in work, behaviour, and presentation —aim to meet school expectations in every setting.
- Empathy: Understanding and respecting others' feelings and perspectives - Show kindness, understanding, and respect to everyone.
- Resilience: Persevering through challenges and staying committed to growth. Mistakes are part of learning—what matters is how you respond.
- Emotional Response: Managing emotions and making positive choices - even in challenging situations.

Addressing Behaviour Concerns

When behaviour does not meet our expectations, we follow a structured approach:

- Early Intervention: Teachers will address minor issues promptly, offering guidance and support.
- Parental Involvement: For recurring concerns, we will engage with parents/carers to develop strategies for improvement.
- Support Plans: If needed, we will create individual support plans, possibly involving pastoral staff or external agencies.

Suspensions and Exclusions

In line with DfE guidance, suspensions and exclusions are considered only when necessary:

- Suspension (Fixed-Term Exclusion): A temporary removal from school for serious or repeated breaches of the behaviour policy. Parents will receive written notification detailing the reason and duration.
- Permanent Exclusion: Used as a last resort for severe or persistent misconduct. The decision is made after thorough consideration, and parents will be informed in writing.

Note: Schools cannot exclude a pupil solely for having additional needs or a disability.

Your Rights and Support

Challenging Decisions: Parents have the right to challenge suspensions or exclusions. The process will be outlined in the notification letter.

Alternative Education: If a suspension exceeds five school days, the school will arrange suitable full-time education from the sixth day.

Reintegration Meetings: Upon return from suspension, a meeting will be held to support the student's reintegration and address any ongoing concerns.

Working Together

We believe in the power of collaboration between school, pupils, and families. By working together, we can address behavioural issues constructively and ensure every student has the opportunity to succeed.

https://www.gov.uk/government/publications/school-exclusion

https://www.gov.uk/government/publications/school-exclusions-guide-for-parents/a-guide-for-parents-on- school-behaviour-and-exclusion

Arbour Academy Anti-Bullying Policy Statement

Arbour Academy is committed to fostering a culture of respect, inclusion, and safety, where bullying is not tolerated in any form. This policy ensures that proactive measures are in place to prevent, identify, and address all forms of bullying, whether between students, staff, or members of the school community.

Legal and Statutory Framework

This policy aligns with the following statutory guidance:

- DfE "Preventing and Tackling Bullying" (2022)
- Keeping Children Safe in Education (KCSIE) (2026)
- Sexual violence and sexual harassment between children in schools and colleges (DfE, 2021)
- Education and Inspections Act (2006), Section 89, requiring schools to prevent bullying
- Equality Act 2010, ensuring protection for pupils with protected characteristics
- Children Act 1989, addressing bullying as a safeguarding concern
- Education Act 2011, granting powers to address cyberbullying

For further guidance, refer to the DfE's official publication on bullying prevention:
www.gov.uk/government/publications/approaches-to-preventing-and-tackling-bullying

Equality and Inclusion

Under the Equality Act 2010, schools have a public duty to:

☑ Eliminate discrimination, harassment, and victimisation
☑ Advance equality of opportunity for all
☑ Foster good relations between those with and without protected characteristics

This means Arbour Academy must ensure a safe and fair environment for all students, particularly those who may be vulnerable to bullying due to race, gender, disability, sexual orientation, or other protected characteristics.

Safeguarding and Child Protection

Bullying incidents may be treated as safeguarding concerns under the Children Act 1989 when there is "Reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm."

Serious cases may involve external agencies, such as children's services, Early Help, police, or mental health support teams.

Criminal Law and Bullying

While bullying is not a standalone criminal offence, certain behaviours may be criminal, including:

- Harassment or stalking (Protection from Harassment Act 1997)
- Malicious communications (Malicious Communications Act 1988)
- Hate crimes (Public Order Act 1986)
- Cyberbullying offences (Communications Act 2003)

If an incident involves potentially criminal behaviour, Arbour Academy will report it to the police.

Definition of Bullying

"Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual physically or emotionally" (DfE, 2022).

Characteristics of Bullying

- Deliberate: Intended to harm
- Repeated: Often over time, but a serious single incident can also be classed as bullying
- Power Imbalance: The victim may feel unable to defend themselves

Forms of Bullying

- ☑ Physical: Hitting, kicking, shoving, damaging property
- ☑ Verbal: Name-calling, taunting, insults, humiliation
- ☑ Emotional: Social exclusion, intimidation, manipulation
- ☑ Indirect: Spreading rumours, gossiping, undermining confidence
- ☑ Cyberbullying: Online harassment, threats, doxing, sharing inappropriate content

Bullying can be driven by prejudice or fear of differences, such as:

Race, religion, or culture
Disability or Special Educational Needs (SEND)
Gender or gender identity
Sexual orientation (LGBTQ+ bullying)
Mental health conditions
Family background (young carers, children in care, adopted children, etc.)

Cyberbullying and Online Harassment

The Education Act 2011 gives teachers the authority to:

Search for and delete inappropriate content on devices
Discipline students for cyberbullying that occurs outside school

Bullying Beyond School Premises

Staff have the authority to discipline pupils for bullying outside school, including:

- On public transport or school buses
- Near local shops or public spaces
- Online (cyberbullying)
- Serious cases may be reported to parents, transport authorities, or police.

Preventing and Addressing Bullying – Arbour Academy

At Arbour Academy, we do things differently HERE by fostering an environment where all learners feel safe, supported, and valued. We take a proactive approach to preventing bullying and addressing concerns swiftly, ensuring that our response is consistent, fair, and restorative.

Preventing Bullying

Our school community is committed to:

- Creating an inclusive and supportive environment where respect and care for others are actively promoted.
- Recognising that bullying can affect anyone, including peer-on-peer abuse and incidents involving both children and adults.
- Providing additional support for pupils with SEND or SEMH needs, who may be more vulnerable to bullying.
- Educating pupils about differences, including family circumstances, race, religion, disability, gender, and sexuality, to reduce prejudice-driven bullying.
- Challenging language and behaviours (including 'banter') that do not align with our Ready, Respectful, Safe values.
- Promoting responsible technology use, encouraging pupils to engage positively on social media and online platforms.
- Working with staff, parents, external agencies, and the wider community to tackle bullying in all forms.
- Providing safe spaces for pupils who may need additional emotional support.
- Recognising and celebrating success to promote a positive school ethos. Arbour Academy promotes a proactive, whole-school approach to tackling bullying.

How We Prevent Bullying

- ☑ Positive School Culture: Fostering respect and inclusion
- ☑ Curriculum Integration: Anti-bullying themes in PSHE, SMSC, and assemblies
- ☑ Pupil-Led Initiatives: School council and peer mentors
- ☑ E-Safety Education: Teaching digital responsibility
- ☑ Parental Involvement: Providing resources for parents
- ☑ Clear Reporting System: Easy access to staff, email, and anonymous reporting
- ☑ Intervention: Restorative justice and conflict resolution programs

Anti-Bullying Awareness Events

- Anti-Bullying Week (November) Online Safety Day
- Mental Health Awareness Week

Reporting and Responding to Bullying

At Arbour Academy, we are committed to fostering a safe and inclusive environment where all students feel valued and respected. Bullying of any kind will not be tolerated, and we encourage students, staff, and parents to report concerns promptly.

How to Report Bullying

If you experience or witness bullying, you should:

- Speak to a trusted adult, teacher, or member of staff.
- Contact the school's safeguarding team via email or in person.
- Use the school's anonymous reporting system (if available).
- Ask a parent or carer to report on your behalf.

Our Response to Reports

- All reports will be taken seriously and investigated promptly.
- Support will be offered to both the victim and the perpetrator.
- Appropriate action will be taken following the school's behavior and safeguarding policies.

We follow the Department for Education (DfE) guidelines to ensure a robust approach to preventing and addressing bullying, including clear reporting mechanisms and supportive intervention strategies.

If you need further guidance, please refer to our full anti-bullying policy or speak to a designated safeguarding lead.

Our Response to Reports

- Investigation: All reports are taken seriously and investigated.
- Support for the Victim: Wellbeing support, peer mentoring, and external referrals.
- Intervention for the Perpetrator: Restorative conversations, mediation, and possible sanctions.
- Parental Involvement: Parents/carers are informed and involved in resolutions.
- Disciplinary Actions: If necessary, appropriate actions will be taken in line with the Behaviour Policy.

Monitoring and Review

Regular policy reviews in line with updated DfE guidance
Bullying data monitored by the Senior Leadership Team via Behaviour Watch and CPOMS
Pupil voice surveys to assess bullying trends

This policy is reviewed annually and is subject to changes in statutory guidance.

For concerns or questions, contact the Designated Safeguarding Lead (DSL) at Arbour Academy.

Spiritual, Moral, Social, and Cultural (SMSC) Development

At Arbour Academy, we actively promote SMSC development to prevent bullying and extreme or radical views. By embedding these principles throughout the curriculum, we create a respectful, inclusive learning environment that fosters diversity, self-awareness, and the skills needed for future success.

Spiritual Development

Encouraging pupils to explore their own beliefs, values, and emotions. This helps them develop self- awareness, reflect on their experiences, and understand the impact of their actions.

Moral Development

Helping pupils distinguish between right and wrong, understand shared values, and develop a strong sense of fairness, integrity, and responsibility.

Social Development

Equipping pupils with the skills to work effectively with others, build positive relationships, and contribute to the school and wider community.

Cultural Development

Promoting an appreciation of different cultures locally, nationally, and globally. Pupils learn to respect diversity, embrace different perspectives, and feel confident in a multicultural society.
By embedding SMSC in school life, we support pupils in becoming well-rounded, respectful, and responsible individuals.

Intervention: Addressing Bullying at Arbour Academy

At Arbour Academy, we do things differently HERE, ensuring that bullying is never tolerated and always addressed with a consistent, fair, and restorative approach. Inspired by Paul Dix's research on relational practice, we focus on certainty over severity, meaning that all pupils involved—both the target and the perpetrator—receive the appropriate intervention, support, and guidance.

Our Approach to Bullying Intervention

- Clear Consequences: Pupils who engage in bullying behaviour will face fair, consistent, and proportionate disciplinary measures that reinforce that their actions are unacceptable.

- Understanding the Root Cause: We recognise that bullying can stem from unmet emotional needs, misunderstandings, or learned behaviours. Where necessary, pupils who bully will be supported to change their behaviour rather than just punished.

- Restorative Conversations: When appropriate and safe, we use restorative practice to encourage pupils to take responsibility, understand the impact of their actions, and repair relationships.

- Support for Vulnerable Pupils: We acknowledge that some pupils may be more vulnerable to bullying, including those with SEND, looked-after children, young carers, or pupils with different backgrounds, family structures, or identities.
- Promoting Inclusion & Respect: We actively educate pupils on diversity, equality, and respect, ensuring that prejudice-based language and behaviour (linked to race, religion, gender, sexuality, disability, or other differences) is challenged and not accepted.

At Arbour Academy, our focus is on prevention, intervention, and education, creating a school environment where all pupils feel safe, valued, and supported.

Parental Concerns

At Arbour Academy, we take all concerns about bullying seriously. Parents and carers can expect:

- Prompt investigation and response to any concerns raised.
- Clear communication and updates on actions taken.
- Access to the school's complaints procedure if they feel their concern has not been fully addressed.
- A partnership approach, working alongside the school to prevent and tackle bullying effectively.

Supporting Pupils Affected by Bullying

Pupils who have been bullied will be supported by:

- ✔ Immediate opportunity to discuss their experience with a staff member of their choice.
- ✔ Advice on how to respond and build resilience.
- ✔ Ongoing reassurance and emotional support.
- ✔ Restoring self-esteem and confidence through targeted interventions.
- ✔ Signposting to specialist advice and support where necessary.

Pupils who have engaged in bullying behaviour will be supported by:

- ✔ Discussion to understand their actions and the need for change.
- ✔ Involvement of parents/carers to support behaviour change.
- ✔ Targeted education on the impact of bullying and respectful behaviour.
- ✔ If online, removal of harmful content and reporting to service providers.
- ✔ Fair and appropriate sanctions in line with the school's Restorative Justice Pathway.
- ✔ Involvement of external agencies if necessary.

Supporting Adults Affected by Bullying

Staff and parents who experience bullying will be supported by:

- ✔ Immediate opportunity to discuss concerns with a senior staff member.
- ✔ Investigation of incidents before determining appropriate action.
- ✔ Emotional support and guidance on managing the situation.
- ✔ Referral to external organisations for specialist advice if needed.
- ✔ In cases of online bullying, requesting content removal and reporting to service providers.
- ✔ Consideration of disciplinary, civil, or legal action where necessary.

Adults who have engaged in bullying behaviour will be

- ✔ Required to discuss their actions with senior leadership.
- ✔ Given clear guidance on expectations and school policies.
- ✔ Directed to follow appropriate procedures for complaints and concerns.
- ✔ Subject to disciplinary action where appropriate.

A Graduated Response – Roles & Responsibilities

Staff Group	Key Responsibilities
Teachers & Support Staff	✔ Address bullying behaviours as they arise. ✔ Use differentiation, seating plans, and verbal reminders to promote positive behaviour. ✔ Apply appropriate sanctions and communicate with parents.
Learning Mentors	✔ Monitor daily behaviour and bullying patterns. ✔ Ensure incidents are logged in CPOMs. ✔ Identify patterns in behaviour data and implement targeted support. ✔ Arrange short-term alternative support strategies. ✔ Maintain communication with parents/carers.

Senior Leadership Team (SLT)	✔ Regularly review behaviour data and bullying reports. ✔ Provide staff with support and guidance on effective behaviour strategies. ✔ Work closely with the pastoral team to implement tailored interventions. ✔ Ensure bullying prevention and intervention strategies are embedded in school culture.

At Arbour Academy, we take a proactive, research-informed, and relational approach to preventing and addressing bullying, ensuring that all pupils feel safe, respected, and supported in their learning environment.

Who to Go to with Bullying Concerns?

At Arbour Academy, all staff have a duty of care to ensure that bullying is identified and addressed immediately. Staff must be especially vigilant during transitions between lessons, break times, and in shared spaces such as the dining hall and playground, where supervision is key.

If you suspect bullying is occurring—whether involving a perpetrator or a victim—do not ignore it. Instead:

- Report concerns immediately to the child's teacher or a member of the pastoral team.
- If the concern is serious or persistent, escalate it to the Senior Leadership Team (SLT).
- Ensure all incidents are recorded on CPOMs for tracking and follow-up.

By remaining vigilant, proactive, and responsive, we ensure that every pupil at Arbour Academy feels safe, supported, and heard.

Appendix 1: The Window of Tolerance: Understanding Emotional Regulation

The Window of Tolerance is a concept developed by Dr. Dan Siegel that helps us understand how students respond to stress and regulate their emotions. It explains the optimal zone where learners can engage, focus, and thrive in their education.

The Three Zones

Optimal Zone (Window of Tolerance)

- This is where students feel calm, focused, and ready to learn.
- They can engage in lessons, solve problems, and manage their emotions well.
- Supportive relationships, structure, and positive reinforcement help keep students in this zone.

Hyperarousal (Fight or Flight Mode)

- This happens when stress becomes overwhelming, and students feel anxious, angry, or out of control.
- Signs include frustration, aggression, refusal to engage, or disruptive behaviour.
- Strategies: De-escalation techniques, time to regulate, breathing exercises, and a safe space.

Hypo arousal (Freeze Mode)

- This is when students shut down emotionally and mentally, often appearing withdrawn, disengaged,

or overly quiet.
- Signs include lack of motivation, avoiding tasks, or struggling to communicate.
- Strategies: Encouragement, gentle prompts, and relationship-building to rebuild engagement.

How We Support Students at Arbour Academy

Staff are trained to recognise signs of dysregulation and respond with consistent, calm, and structured support.

- We provide safe spaces and lifelines for students to self-regulate.
- We encourage positive relationships between staff and students to create a safe and supportive environment.
- Our behaviour strategies focus on understanding the cause of behaviour, rather than just the outcome.

This approach ensures that all students feel supported and valued, helping them to remain within their Window of Tolerance and engage positively in learning.

Relational Practice Theory

Relational Practice Theory focuses on building strong, positive relationships between staff and students to create a supportive and respectful learning environment. This approach is based on mutual trust, consistency, and understanding, which are essential for student wellbeing and success.

Key Principles of Relational Practice at Arbour Academy

1. Relationships First – Strong relationships between staff and students are the foundation of positive behaviour. We prioritise connection before correction.
2. Consistency and Predictability – Clear expectations, routines, and responses help students feel safe and secure in their learning environment.
3. Empathy and Understanding – Staff take the time to listen, validate feelings, and understand the reasons behind behaviours before responding.
4. Restorative Approaches – When conflicts arise, we focus on repairing relationships rather than punishment. Students reflect on their actions and work towards making amends.
5. Emotional Regulation Support – Recognising that behaviour is a form of communication, we help students develop strategies to manage their emotions and reactions.

Why Relational Practice Matters

- Enhances student wellbeing and mental health by fostering a sense of belonging.
- Reduces conflict and behavioural incidents by promoting respect and responsibility.
- Encourages resilience and emotional intelligence by teaching students how to navigate challenges constructively.

At Arbour Academy, we embed relational practice into daily interactions, ensuring every student feels valued, supported, and understood.

Paul Dix's Behavioural Practice Approach

At Arbour Academy, we adopt Paul Dix's relational approach to behaviour management, which prioritises consistency, certainty, and calm to create a positive and structured learning environment. This approach is based on high expectations, strong relationships, and restorative practices rather than punitive discipline.

Key Principles of Paul Dix's Approach at Arbour Academy

- Calm, Consistent Adults – Staff model the behaviour they expect, using a steady, predictable approach to reinforce expectations.

- Relentless Routines – Clear, simple routines help students understand what is expected of them at all times, reducing anxiety and promoting positive habits.
- First Attention to Best Conduct – Positive behaviour is consistently recognised and rewarded, reinforcing high standards.
- Emotionally Intelligent Responses – Staff remain calm in all situations, de-escalating conflicts and responding to behaviour with understanding rather than confrontation.
- Restorative Practice – When issues arise, students are supported to reflect on their actions, repair relationships, and take responsibility for their behaviour.

Why Paul Dix's Approach Works

- Improves relationships between staff and students, creating a culture of mutual respect.
- Encourages self-regulation by helping students understand their emotions and reactions.
- Promotes a positive school culture where all students feel safe, supported, and valued.

At Arbour Academy, we embed these principles into daily practice, ensuring behaviour management is fair, consistent, and focused on long-term positive change.

The PACE Approach

At Arbour Academy, we use the PACE approach (Playfulness, Acceptance, Curiosity, and Empathy) to support our pupils in managing their behaviour, emotions, and relationships. Developed by Dr. Dan Hughes, PACE is particularly effective in helping students who have experienced adversity, trauma, or struggle with emotional regulation. This approach fosters trust, safety, and positive connections between staff and students, ensuring that behaviour management is rooted in understanding rather than punishment.

The Four Key Elements of PACE

🔹 Playfulness – Using a calm, light-hearted, and engaging approach to reduce anxiety and encourage positive interactions. Staff use humour, warmth, and connection to de-escalate situations and build relationships.

🔹 Acceptance – Understanding that all behaviour is a form of communication. Instead of reacting negatively, we accept the pupil's emotions and help them process their feelings in a safe environment.

🔹 Curiosity – Rather than asking "Why did you do that?" we use non-judgmental questioning to understand the root cause of behaviour: "I wonder if you're feeling frustrated because…?" This helps pupils reflect on their emotions and actions.

🔹 Empathy – Demonstrating genuine care and understanding of a pupil's feelings, even when their behaviour is challenging. By validating their emotions, we help students feel heard and supported, making it easier to guide them toward better choices.

Why PACE Works at Arbour Academy

✔ Reduces conflict by creating a calm, predictable, and safe environment.
✔ Builds trust between pupils and staff, leading to better relationships.
✔ Supports emotional regulation by helping students feel understood.
✔ Encourages reflection instead of reactive discipline, promoting long-term behaviour change.

By embedding the PACE approach into our behaviour policy, we create an environment where pupils feel safe, valued, and empowered to make positive choices. At Arbour Academy, we focus on understanding, connection, and guidance—not just consequences.

Adverse Childhood Experiences (ACEs) and Behaviour at Arbour Academy

At Arbour Academy, we recognise that behaviour is a form of communication, and for many pupils, their experiences before and beyond school impact how they engage, regulate emotions, and respond to challenges. Our behaviour policy is informed by research into Adverse Childhood Experiences (ACEs) and the principles outlined in Working with Relational Trauma in Schools by Kim S. Golding et al.

What Are ACEs?

ACEs refer to potentially traumatic experiences in childhood that can have lasting effects on a child's
emotional, social, and cognitive development. These experiences may include:

- Abuse – Physical, emotional, or sexual.
- Neglect – Emotional or physical.
- Household adversity – Domestic violence, parental separation, substance misuse, mental illness, or incarceration of a caregiver.

Research shows that repeated exposure to stress and trauma can disrupt emotional regulation, attachment, and executive functioning, all of which influence behaviour in school settings.

The Impact of ACEs on Behaviour

According to Golding et al., children who have experienced relational trauma may:

- Struggle with self-regulation, leading to heightened emotional responses.
- Find it difficult to trust adults and form secure relationships.
- Exhibit hyperarousal (fight or flight), leading to aggression or defiance.
- Experience hypo arousal (shutdown or withdrawal), resulting in disengagement from learning.

Traditional behaviour management strategies based purely on rewards and sanctions do not always meet the needs of pupils with ACEs. Instead, a relational approach, where consistency, empathy, and structure are prioritised, is more effective.

How Arbour Academy Supports Pupils with ACEs

Our behaviour policy is designed to reduce stressors, promote safety, and support emotional regulation by:

✔ Providing predictable routines to create a sense of security.
✔ Using relational approaches – staff focus on connection and co-regulation rather than punitive discipline.
✔ Applying the PACE model (Playfulness, Acceptance, Curiosity, Empathy) to help students feel heard and supported.

- ✔ Implementing restorative practices to repair relationships rather than reinforce shame.
- ✔ Recognising emotional responses as communication and responding with de-escalation strategies.

By embedding trauma-informed, relational approaches into our behaviour policy, we ensure that all pupils feel safe, valued, and supported in their education, regardless of their life experience