



Behaviour and Discipline Policy Reviewed September 2025

INCLUSION AND SAFEGUARDING STATEMENT

We are committed to building futures in a welcoming and supportive learning environment in which all pupils feel valued and challenged to be resilient thinkers and active learners with transferable skills and an appetite for world learning.

At The ARC Centre all pupils are valued, inspired and respected within our happy, welcoming community. We believe everyone has a responsibility to promote the welfare of all children and young people, to keep them safe and to practise in a way that protects them. We will give equal priority to keeping all children and young people safe regardless of their age, disability, gender reassignment, race, religion or belief, sex, or sexual orientation. We recognise the additional needs of children from minority ethnic groups and disabled children and the barriers they may face, for example with communication or the impact of discrimination.

We set high expectations for all our pupils. Practitioners give every pupil the opportunity to experience success in their learning by providing a relevant and challenging curriculum with an emphasis on personalised learning.

All children have unique experiences to share. At The ARC Centre we celebrate this diversity by valuing the contribution of all pupils and providing an environment that encourages interdependence and autonomy in their learning.

Our centre is committed to safeguarding and promoting the welfare of children. We expect everyone to share this commitment.

The ARC Centre

Behaviour & Discipline Policy

The ARC Centre's behaviour and discipline policy is designed to support the way in which all members of The ARC Centre community can live and work happily together.

Our Aims are:

- to create an environment which encourages and reinforces good behaviour
- to define acceptable standards of behaviour
- to encourage consistency of response to both positive and negative behaviour
- to promote self-esteem, self-discipline and positive relationships
- to ensure that The ARC Centre's expectations and strategies are widely known and understood
- to ensure the safety of our animals.
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Consideration of other people is the basis for The ARC Centre's rules, encouraging good relationships and respect for others at all times.

Opportunities for discussion of appropriate and acceptable behaviour are explored during lessons. Good behaviour is dependent on good relationships and we seek to encourage feelings of self-esteem and mutual respect. This has considerable influence on the ethos of The ARC Centre.

Everyone in The ARC Centre community is expected to respect other people's opinions and property.

Both effort and achievement are celebrated, encouraging self-confidence and a positive self-image. We strive to ensure each child is recognised for

Pride in the environment is encouraged, and we hope to maintain loyalty and respect for The ARC Centre, its resources and facilities.

We promote a sense of responsibility and self-discipline for both learning and conduct. When unacceptable conduct is manifested, the children concerned are given the opportunity to discuss the incident and be made to realise why their behaviour is to be sanctioned.

Children who do not conform may expect:

- engagement in a reflective conversation about the behaviour with a member of staff.
- to write a letter of apology to any staff or pupils involved.
- loss of a privilege (e.g. not being allowed to participate in the next animal activity)
- Short term withdrawal from the session to reflect and change their behaviour.
- Short term removal from the session (to sit with another member of staff in the office)
- meeting and discussion by the Director
- Exclusion from the next week(s) sessions
- involvement of parents, which may occur at any stage of the procedure

Please note that any sanction determined by The ARC Centre is kept private between the child in question, their family or carer, and The ARC Centre. The ARC Centre does not share the nature of any sanction with other individuals.

What is deemed unacceptable behaviour at The ARC Centre?

- bullying (including cyberbullying)
- Threatening or intimidating behaviour towards our animals
- Negative physical behaviour towards our animals (e.g hitting, poking)
- racism, sexism or ageism
- intolerance of the religion or beliefs of others
- homophobic, biphobic and transphobic remarks or name-calling
- swearing or offensive behaviour, including rude gestures
- physical abuse e.g pushing, hitting, kicking...
- stealing or other abuse of property
- leaving the session without permission

- refusal to follow instructions
- disrupting the learning of others
- inappropriate reaction to criticism/discipline
- disrespect to another child or member of staff or a visitor to The ARC Centre
- antagonistic behaviour

Special Education Needs

We are proud of the fact that we are an inclusive centre and welcome children with different learning needs at The ARC Centre. These needs will always be considered when having to address a pupil, identified by The ARC Centre as having additional needs, about their behaviour.

It may well be that different strategies are necessary in order to deal with any unwanted behaviour. Decisions will be made in the best interests of all parties by centre staff. The ARC Centre will also work closely with the family to ensure that any unwanted behaviour is dealt with in a way that is likely to bring about a positive outcome and reduce further instances of unwanted behaviour in the future.

The ARC Centre Ethos (including the role of class teachers and all support staff).

The adults encountered by the children at centre have a paramount responsibility to model high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence on the children.

As adults, we should aim to:

- create a positive climate with realistic expectations
- emphasise the importance of being valued as an individual within the group
- promote, through example, honesty and courtesy
- provide a caring and effective learning environment
- encourage relationships based on kindness, respect and understanding of the needs of others
- ensure fair treatment for all regardless of age, gender, race, ability and disability
- show appreciation of the efforts and contribution of all.
- demonstrate The ARC Centre values at all times.

We will not tolerate any behaviour from adults that is not in keeping with The ARC Centre values.

We are proud that we have created well organised, attractive and stimulating learning environments. We have expectations for the various areas within The ARC Centre as well as for behaviour during specific 'whole centre' activities, such as open days.

The ARC Centre environment

Our expectation is that areas will be left clean and tidy, with all tools being returned after use, as this has a positive impact on behaviour.

Moving around the ARC.

Children are expected to walk quietly around the centre at all times (especially when passing through areas with animals who have additional medical needs).

Break-times

At break-times and at lunchtimes, children are expected to display excellent behaviour whilst enjoying their break. All children should feel safe and are made aware of the importance of informing an adult if they have been hurt, or are being bullied or harassed.

Centre uniform

Children can (but do not have to) wear official ARC uniform. We feel this gives the children a sense of pride and purpose and creates a sense of community that encourages good behaviour. Guidance for centre uniform is detailed on The ARC Centre website.

Involving Parents/Carers

Staff at The ARC Centre believe in keeping parents involved and aware of behavioural and other matters. We believe that working together will benefit the children.

- as far as possible, parents/carers will be informed of achievements so they can share in their child's rewards.
- parents are able to contact staff in person or via a phone call to express any concern relating to behaviour. Parents should always contact their child's class teacher in the first instance.

The role of the Director

The discipline of The ARC Centre is the responsibility of the Director. It is the responsibility of all staff to ensure that The ARC Centre's behaviour and discipline policy is implemented throughout The ARC Centre.

The standard of behaviour has always been good at this centre and is often commented upon positively by visitors.

The Director is available at any time to receive and acknowledge the efforts and achievements of any child when raised by the class teacher for commendation.

The Director has the final say on the behaviour techniques utilised by centre staff.

On the very rare occasion whereby a pupil may need to be excluded from The ARC Centre, for their own or others' safety, The ARC Centre will do all in its power to find a suitable solution. Should exclusion from centre, (temporary or permanent), be deemed necessary, the Director has the legal right to exclude a pupil. Exclusion can happen at any point in the term and no refund will be given for classes missed; as clearly stated on the website when booking.

The role of Staff

Staff are responsible for ensuring that this policy is administered in a fair and consistent manner.

Should there be any concern relating to behaviour, a parent should make contact with the child's class teacher. It is important that parent's concerns are taken seriously and any concern investigated with the relevant pupils.

To support children to understand where they have fallen short and how they can make better choices in future.

Staff are required to keep any parent informed of any investigation as well as any action taken to ensure that the situation improves.

The role of parents

We expect parents to support their child's learning, and to cooperate with The ARC Centre, particularly in matters of child and animal safety. We try to build a supportive dialogue between the home and The ARC Centre, and we inform parents, should we deem it necessary, if we have concerns about their child's welfare or behaviour.

Parents must alert The ARC Centre of any suspicions they may have of intimidation, bullying, sexual or racial harassment. Each child's emotional, social and educational well-being is of paramount importance.

When a series of incidents involving more than one child occurs, all parents will be notified and there will be an investigation into the group dynamic, as well as of the individual actions.

If The ARC Centre has to use reasonable sanctions to discipline a child, we ask parents to support the actions of The ARC Centre. If parents have any concerns about the way in which their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Director. If this does not resolve the problem, a letter should be written to the Chair of Governors. As a last resort, a formal grievance or appeal process can be implemented (The ARC Centre's Complaints Policy).

Behaviour procedures

Our rules and procedures are designed with the intention of being very clear to the children as to how they can achieve acceptable standards of behaviour.

Rules and procedures therefore should:

- be kept to a necessary minimum
- provides the child in question with explicit choices on how to correct their behaviour
- be positively stated, telling the children what to do rather than what not to do
- actively encourage everyone involved to take part in their development
- have a clear rationale, made explicit to all
- be consistently applied and enforced
- promote the idea that every member of The ARC Centre has responsibilities towards the whole.

All consequences for poor behaviour choices will be proportionate and will take into account a pupil's age and any special educational needs. Age appropriate language and topics will also be taken into consideration during any conversation, as well as ensuring staff talk to the children wherever possible at their eye level.

The ARC Centre works on the basis that every child is capable of poor behaviour. All children in our care are still learning what is right from wrong and will occasionally fall short of our behaviour expectations. Each day is seen as a new opportunity to make the correct choices. Should a child have had to have been removed from the session, the staff member is expected to make clear that it is a new day and a new opportunity to demonstrate The ARC Centre values.

Reporting

Should a staff member deem it necessary, they should record incidents of poor behaviour on the secure staff drive. This ensures that there is a record of

behaviour choices made by an individual. Any pupils who have been removed from the session **must** be recorded on the secure staff drive.

Rewards

Our emphasis is on rewards to reinforce good behaviour, rather than bad behaviour choices. We believe that rewards have a motivational role, helping children to see that good behaviour is valued.

The commonest reward is praise, informal and formal, public and private, to individuals and groups. It is earned by the maintenance of good standards as well as by particularly noteworthy achievements. This is as true for adults as for children. Rates of praise for behaviour should be as high as for work.

Typical Process

Low level disruption.

A low level disruption is defined as a slight misbehaviour that results in disrupting the session. It does not require a time out and may not require parents/guardians to be informed, unless the behaviour persists.

Examples of low-level disruption are: poor listening, arguing with another child.

1. A warning is issued to the child in question.
2. The child in question is taken to one side by a member of staff. They are reminded of what is expected of them using age appropriate language, and made aware of what will happen should their poor behaviour continue.
3. Should the individual's behaviour continue to be disruptive, the child may not be allowed to continue in the next activity, or may have to wait outside of an enclosure for their safety. They would be allowed to rejoin the session if behaviour improves, and parents/guardians will be involved in an informal discussion (at the end of the session) with the child about their behaviour. If they are being collected by someone other than their parent/guardian, the class teacher will call the parent/guardian to discuss their behaviour instead.
4. Should the individual's behaviour continue to be disruptive, a member of SLT is to be contacted with the pupil required to be separated from the group, unable to continue in the session. Any pupil who is required to be separated from the group with a member of SLT will have their parents contacted by the member of SLT, informing them of their child's behaviour. This will take place at the end of the session preferably, in an informal discussion. Depending on the circumstances, this may be with the child present, or SLT will ask to discuss this matter separately from the child.

If they are being collected by someone other than their parent/guardian, SLT will call the parent/guardian to discuss their behaviour instead.

If the situation occurs at the end of a session, the initial discussion may have to take place with the child's grown up present.

Medium level disruption.

A medium level disruption is defined as a misbehaviour that results in disrupting the session causing the session to become unsafe, or risks the disruption escalating to a high level disruption. This may result in a brief time out depending on the misbehaviour. Parents/guardians will need to be informed by the class teacher.

Examples of medium-level disruption are: causing an animal slight harm without ill intent (eg rough petting), low level physical contact with another child that does not cause either child physical harm (eg. invading personal space without consent), or being verbally abusive to the animals or another child.

1. The child in question is taken to one side by a member of staff. They are reminded of what is expected of them using age appropriate language, and made aware of what will happen should their poor behaviour continue. The child may not be allowed to continue in the next activity, or may have to wait outside of an enclosure for their safety. They would be allowed to rejoin the session if behaviour improves, and parents/guardians will be involved in an informal discussion (at the end of the session) with the child about their behaviour. The child is to be held back at the end of the session so that they are the last to leave, to provide privacy. Due to Covid-19 safety, this discussion will take place outside. If they are being collected by someone other than their parent/guardian, the class teacher will call the parent/guardian to discuss their behaviour instead.
2. Should the individual's behaviour continue to be disruptive, a member of SLT is to be contacted with the pupil required to be separated from the group, unable to continue in the session. Any pupil who is required to be separated from the group with a member of SLT will have their parents contacted by the member of SLT, informing them of their child's behaviour. This will take place at the end of the session preferably, in an informal discussion. The child is to be held back at the end of the session so that they are the last to leave, to provide privacy. Due to Covid-19 safety, this discussion will take place outside. Depending on the circumstances, this may be with the child present, or SLT will ask to discuss this matter separately from the child.
If they are being collected by someone other than their parent/guardian, SLT will call the parent/guardian to discuss their behaviour instead.
3. Depending on the severity of the behaviour, the child may be excluded from returning to the ARC the following week.

4. If the child's behaviour continues to be disruptive on more than one occasion, this will escalate to a high level disruption.

If the situation occurs at the end of a session, the initial discussion may have to take place with the child's grown up present.

High level disruption.

A high level disruption is defined as a misbehaviour that results in safety of animals, children or staff being jeopardised in any way. This may result in expulsion of the child from The ARC Centre permanently. Parents/guardians will need to be informed by a Director.

Examples of high-level disruption are: causing an animal any harm with ill intent (eg hitting), inappropriate physical abuse with another child or member of staff, being verbally aggressively abusive to the animals, child or member of staff or repeated medium level disruptions.

1. A member of SLT is to be contacted with the pupil required to be separated from the group, unable to continue in the session. Any pupil who is required to be separated from the group with a member of SLT will have their parents contacted immediately by the member of SLT, informing them of their child's behaviour. The parents will be asked to collect their child immediately. SLT will contact the parent/guardian to invite them to a formal meeting, pending a formal investigation. Depending on the circumstances, this may be with the child present, or SLT will ask to discuss this matter separately from the child.
2. Depending on the severity of the behaviour, the child may be excluded from returning to the ARC permanently. The ARC may also need to contact the appropriate authorities to report the incident depending on the severity, with the safeguarding of all children always the main focus.

On any occasions where there is clear threatening behaviour (including swearing, aggressively shouting or physical violence towards another pupil, member of staff or animal), the offending pupil(s) will be dealt with immediately by the senior member of staff. Parents will be informed of the inappropriate behaviour by either the Director or Manager in a formal meeting and this type of behaviour will result in permanent expulsion. We must be able to trust our pupils to behave sensibly around the animals for all pupils and the animals safely. Therefore anyone breaking this trust will be excluded.

This also extends to behaviour of the parents/guardians of pupils. We do not tolerate any form of threatening behaviour towards our staff and this may result in expulsion of the child from our programme.

If the situation occurs at the end of a session, the initial discussion may have to take place with the child's grown up present.

Assertive Discipline Procedure

Positive Handling

If children are attending accompanied by their own school staff, their school staff are expected to provide positive handling wherever necessary. ARC Centre staff are to ensure animal safety during this time.

Physical Intervention.

There can be times when staff may be required to intervene in a physical manner in order to keep a child safe. Physical intervention is only to be used as a last resort if and when all other options have been exhausted and the child is at risk of:

- causing an injury to him/herself
- causing harm or injury to others
- causing injury to an animal
- causing damage to centre property
- causing serious disruption; or
- to prevent the child from running away

In these circumstances, staff are to immediately radio for extra assistance. Parents/guardians are to be contact by phone as soon as possible.

For pupils who have required positive handling, staff must complete an ABC sheet (see Appendix 3) and hand a copy to the Director.

Prior to any physical contact (where possible), de-escalation strategies should be used. These include:

- verbal advice and support
- reassurance
- calm talking
- Time-out directed
- Time-out offered

- offering choices
- distraction
- planned ignoring
- negotiation
- humour
- reassuring contact
- success reminder

Staff have been specifically trained in positive handling techniques and acknowledge their legal duty to make reasonable adjustments for disabled children and children with special educational needs.

Depending on the severity of the behaviour, it may be necessary for The ARC Centre to exclude the pupil. This is at the Director's discretion. This is primarily to keep both the pupil and those in The ARC Centre safe.

Pupils who have required Positive Handling on more than three occasions

For pupils who repeatedly require positive handling (more than three occasions), a risk assessment should be completed and shared with all staff working alongside the pupil.

If necessary, the Director may feel it appropriate to involve other agencies such as the child's school, Behaviour Support Team, the Educational Psychologist or the Child and Adolescent Mental Health Services (CAHMS) so that an assessment of the child's needs can be carried out.

Depending on the severity of the behaviour, it may be necessary for The ARC Centre to exclude the pupil. This is at the Director's discretion. This is primarily to keep both the pupil and those in The ARC Centre safe.

In the most serious cases, where all interventions have failed or where the manifested behaviour is dangerous or a threat to another child or member of staff, we may use exclusions.

Staff Training

At The ARC Centre, we ensure we have a whole-centre, consistent approach to managing behaviour issues. New staff who join The ARC Centre are briefed in The

ARC Centre's behaviour and discipline policy as well as undertaking a variety of CPD such as Safeguarding, Children's Mental Health, First Aid, Autism Awareness and Managing Behaviour that Challenges. Two members of staff are also fully trained and certified to manage more 'challenging behaviour' which requires positive handling techniques.

Confiscation of inappropriate items.

If The ARC Centre staff see any item which may need to be confiscated, staff will ask the child to put the item away first (if appropriate). In The ARC Centre, situations where confiscation would be appropriate include:

- an item which poses a threat to others: for example, a laser pen is being used to distract and possibly harm other pupils, staff or animals
- an item posing a threat to good order for learning: for example, a pupil using a personal music-player in class. Pupils' mobile phones would also fit into this category (see our Mobile Phone Policy)
- any item which is counter to the ethos of The ARC Centre: for example, material which might:

a) cause tension between one community and another;

b) any item which is illegal for a child to have: for example, racist or pornographic material; and protocols for how to deal with such items can be agreed with the local police force.

A separate legal provision in the Violent Crime Reduction Act 2006, inserted in the Education Act 1996, makes it lawful for certain centre staff to search suspected pupils for knives or other weapons without consent. However, staff should note that this legal power to search currently only extends to weapons.

Appendix 3: ABC form

<u>Record of Positive Handling / Restraint</u>		
Child's name:		Date:
Time:	Location of incident:	Report written by:
Antecedents (Events leading up to the incident)		
Behaviour (How did the child respond? What actually happened?)		
Consequences (How did staff intervene? How did the pupil respond? How was the situation resolved?)		
Names of those involved? (Staff and pupils)		
Names of witnesses (Staff and pupils)		
What de-escalation strategies were used prior to physical controls?		
Verbal advice and support [] Reassurance [] Calm talking / stance [] Time out directed [] Time out offered []	Choice / consequences [] Distraction [] Planned ignoring [] Negotiation [] Humour []	Contingent touch [] Success reminder [] Other (Please specify)
Why was the decision made to use restraint?		
To prevent child from causing injury to him/herself []		
To prevent child from causing injury to others []		
To prevent child from causing damage to property []		
To prevent child from causing serious disruption []		
To prevent child from running away []		
Other [] (Please specify)		
Description of physical restraint holds used: (Please include time span of any holds)		
Child's views		
Report read and discussed with child Yes [] No []		
Child agrees with the content [] No []		
If no, what is the child's view?		
Did the child suffer any injuries as a result of the incident? Injury location and description:		
Did staff or others suffer any injuries as a result of this incident? Injury location and description:		
Post incident information:		

Was any post incident support offered to the child? Debrief with an adult [] Other [] Offer declined by child / young person []	Was any post incident support requested by and given to the member of staff or adult? Debrief with a colleague [] Debrief with Director [] Occupation Health Counselling [] None Requested []
Parents' views:	