



orchard
Education

Behaviour Policy

Orchard Education Ltd
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Behaviour Policy

In accordance with the DfE advisory document 'behaviour and discipline in schools'. Orchard School have produced a policy and guidance for students, staff and partner agencies to underpin the Schools core beliefs and guidance.

Orchard behaviour policy will be reviewed at least once per year, be available on the school website (School Information (England) Regulations 2008) and also provided to parents where required.

Our policy takes account of:

- a) legislation enacted by the Education Act 2011 which reinforces, supersedes and replaces previous guidance, particularly in relation to:
- b) Education and Inspections Act 2006, Section 93;
- c) Education Act 2002;
- d) Equality Act 2010. Refer to Department of Education guidance January 2016 "Behaviour and discipline in Schools – a guide for head teachers and school staff" for an overview of the powers and duties for school staff
- e)

At The Orchard, we aim to meet the diverse needs of our pupils through the provision of a predictable and safe environment, explicitly founded on nurture and attachment principles, that promotes security through consistent routines, clear boundaries and an unrelenting focus on celebrating, promoting and positively reinforcing good behaviour. Our general approach which we aim to embed throughout the school, centres around an unconditional positive regard for all pupils, acknowledging and addressing any inappropriate behaviours which may arise. It is through this pupil-centred and inclusive approach that pupils will learn to understand, manage and improve their own behaviour, and to build positive relationships with adults and other pupils. Consequently, all pupils at the school have the right to a recognition of their unique identity and individual consideration of their needs and be treated with respect and dignity and feel valued members of the learning community Learn and work in a safe environment and be protected from harm, violence, assault and acts of verbal abuse.

The school recognises that poor behaviour can have wider implications on other students who attend so our focus is to make sure that we adopt the principles and recommendations of Charlie Taylor, the governments adviser on behaviour in schools. Core principles of the school include.

- making sure all adults in the room know how to respond to sensitive pupils with special needs;
- ensuring that children receive rewards every time they have earned them and receive a sanction every time they behave badly;
- carefully following each stage of the behaviour policy rather than overreacting to poor behaviour;
- or simply remembering to stay calm

Orchard staff who follow these guidelines will follow a more consistent of approach to managing behaviour, both in the classroom and around the school. When children know that teachers will stick to the behaviour policy and class routines, they feel safer and happy, and behaviour improves.

Key Orchard Principles to help improve school behaviour (working to Taylor principles)

Ensure that behaviour policy is clearly understood by all staff, parents and pupils.

Display school rules clearly in classes and around the building. Staff and pupils should know what they are.

Display the tariff of sanctions and rewards in each class.

Have a system in place for ensuring that children never miss out on sanctions or rewards.

Ensure that other Senior Leadership Team members are a visible presence around the school.

Check up on behaviour outside the school.

Check the building is clean and well-maintained.

Ensure that staff praise good behaviour and work.

Ensure that staff understand special needs of pupils.

Put in place suitable support for pupils with behavioural difficulties.

Parents - Build positive relationships with the parents of pupils with behaviour difficulties.

Meet and greet pupils when they come into the classroom.

Have a system in place to follow through with all sanctions.

Have a visual timetable on the wall.

Follow the school behaviour policy.

Pupils - Know the names of children.

Ensure that all resources are prepared in advance.

Praise the behaviour you want to see more of. Praise children doing the right thing more than criticising those who are doing the wrong thing (parallel praise).

Teach children the class routines.

Parents - Give feedback to parents about their child's behaviour - let them know about the good days as well as the bad ones

Continual Positive Reinforcement

Each member of staff within the school is encouraged to use their own interpretation of positive reinforcement in order to maintain a natural and friendly relationship with pupils. Guidance is given and generally reflected across the school with teachers, senior leaders, support staff all utilising positive reinforcement in building relationships with pupils.

Informal rewards include: • Smiles/positive eye contact/gestures; • Targeted praise statements to the pupil or groups of pupils; • Peer group praise, both spontaneous and planned; • Direct positive praise home to parents; • Additional responsibilities; • Sharing good work and behaviour with peers/adults/senior staff; • Written comment on work/in books; • Displaying good work; • Work towards an activity chosen by the pupil; • Recognition and celebration of learning

Formal rewards are targeted and individualised according to age and need, celebrated with the peers and the whole school as appropriate e.g. certificate presentations in assemblies for progress in particular social skills. A focus on restorative approaches to addressing and changing behaviour. Staff intervention over the correction of behaviour is clearly based on pupils' level of development, their needs and circumstances. Subsequently, any "consequences" to address unwanted behaviours are designed as restorative learning opportunities, in which the impact of the behaviour can be

highlighted and addressed to ensure a positive outcome and a reduction in the recurrence of those behaviours over time.

Consistency

Consistency of praise and appropriate challenge is essential in giving both students and staff an understanding of how students should behave. Clear definitions and sharing of best practice is important in making sure the schools vision is shared between, students, staff, partner agencies and parents/guardians. All pupils need to be aware of the rules and routines and the consequences of meeting or not meeting rules and expected standards of behaviour

Choice and consequence: rewarding positive behaviour

Behaviour that leads to rewarding consequences are more likely to be repeated if:

All staff are actively involved in consistently rewarding positive behaviour

Positive achievements and successes both in and out of school are celebrated and shared with parents and peers

The types of consequences used across the school reflect the individual nature of class groups and pupils.

Informal consequences may include:

Use of planned ignoring, where possible

Use of another member of staff/SLT/intervention team

Facial expression of disapproval

Verbal warnings and reprimands

Loss of privileges or rewards

Restorative conversations and discussions

Temporary withdrawal from the learning environment/working with another support/tutor

Formal consequences are implemented following due consideration of any incident and the pupil's age and needs:

Loss of behavioural or reward points.

Agreed withdrawal of privilege (in accordance with sanctions list)

Meeting with the behavioural manager/parents/partner agencies

Restorative methods – Repairing damage, writing letters of apology, verbal apology

Exclusion: The use of fixed term exclusion

Behaviour Management Plans

The school adopt a Behaviour management plan (BMP) for each learner who attends the school. This document records the typical behaviours staff may expect from each learner, including what can prompt poor behaviour and how the behaviour is managed/key personnel etc. This document is drawn up in partnership with the pupil and the Assistant Principal (Behaviour and Welfare) in order to work together to promote the best possible behaviour. But also, to understand what to expect when behaviour falls below what is expected and how this is managed. This is a 'Live' document open to change throughout the time a learner spends within the Orchard School.

Searching of Pupils

The school reserves the right to search learners prior to entering the school or at appropriate times should the need arise. Any search for weapon or prohibited items must be done in accordance with policy, respecting the lawful rights of the learners. Any refusal to search would see the learners refused entry to the school or sent home.

Confiscation of inappropriate items

There are two sets of legal provisions which enable school staff to confiscate items from pupils:

1) The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully.

2) Power to search without consent for "prohibited items" including: • knives and weapons • alcohol • illegal drugs • stolen items • tobacco and cigarette papers • fireworks • pornographic images • any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; and • any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Team Teach

We strive to create a safe learning environment, promote positive behaviours and minimise the risk of incidents that may require consequences. The use of Team Teach techniques is our method for reducing the risks presented by challenging behaviours – all staff are trained in skills to support them diffuse and de-escalate potentially challenging situations and promote positive alternatives. In exceptional circumstances, staff may need to take action where the use of reasonable and proportional force using Team Teach handling techniques may be required. (reference should be made to use of force/physical intervention policy)

Use of specialist support

School recognises that in some instances further support may be required for our learners that requires specialist intervention. School makes sure these areas are covered wherever possible.

Education Psychologist – We have a service level agreement with the local authority to provide educational psychologist support.

Fortis Therapy – School 'buys in' specialist counselling support to work directly/indirectly with the learners and supports the staff where required. Fortis can be very useful in providing an 'independent perspective' when supporting learners.

Supporting Our Staff

Working in an environment that can sometimes be challenging can be stressful. As such we like to make sure that staff are supported in all possible situations and outcomes. The senior leadership team play a big part in managing poor behaviour and will be available whenever possible to support staff and deal with poor behaviour.

In order to promote and support appropriate behaviour, the school is committed to ensuring that staff to pupil ratios are kept as high as possible. However, there may be occasions when staff working with students feel they require additional help and support, over and above the classroom team. In these cases:

On hearing a call for cover – all available staff will come directly to where cover has been requested or make sure other support is made aware

The use of 2-way radio to call for help or assistance

The use of 'intervention team' to give an alternate viewpoint/support/challenge

CPD and sharing of best practice – The school will meet weekly with support staff to discuss incidents of the previous week, potential issues and to upskill staff in regard to policy, further training or assistance or the sharing of best practice.

Senior Leadership have an ‘open-door policy’ (see policy for full details) which encourages the flow of information and can highlight areas of support or where improvements can be made.

Parental Involvement

Parents can play a significant role in making sure that the school principles of behaviour and policy are upheld. Tutors will have the ability to contact directly and the lines of communication to the school will be open at all times including ‘out of school hours’ support by the senior leadership team.

Parents are encouraged to support the school and work in partnership to get the very best outcomes in behaviour.

Parents will be invited into the school regularly to discuss pupil progress with tutors.

Use of single assessment/Early Intervention – School will take a lead role in supporting parents with issues outside of the school and will be a conduit to getting increased help and support from outside agencies.

Receipt of daily logs – Parents are provided with ‘daily logs’ with detailed summary of pupil’s behaviour and engagement within the school on a daily basis (issues every half term period via email/post)

This policy will be reviewed annually by a Director.

	Initial	Review 1	Review 2	Review 3
Signed	Pete Macleod – revision of previous ‘Challenging Behaviour Policy’.			
Position	Director			
Date	30/08/2018			

Appendix A: Sanctions List

Behaviour	Sanction	Further Action
Damage to property	Verbal advice 1-3-day exclusion	Inform/invoice parents Inform Police Deduct from activities fund
Bad Language	Removal from class	Inform parents
Verbal Threats	Verbal advice	Inform parents
Assault on pupil/staff	Exclusion 1-3 days Permanent Exclusion	Inform parents Inform Police Reviewed on CCTV Inform SMT
Bullying	Verbal advice Exclusion 1-3 days Permanent Exclusion	Inform parents Inform Police Inform SMT Review bullying policy with student
Possession of controlled substance	Send home Exclusion 1-3 days	Seize property, exhibit and store in secure location Inform parents Inform Police Offer foundations support Inform SMT
Refusal to hand in phone	Verbal advice Removal from class Send home	Inform parents
Disruption on transport	Verbal advice Exclusion 1-3 days	Inform parents Transport suspended
Absconding	Verbal advice	Inform parents Inform WAT
Social media interaction (threats/bullying)	Verbal advice	Inform parents Inform Police
Inciting poor behaviour in others	Verbal advice Exclusion 1-3 days	Inform parents
Refusal to complete work	Removal from class	Inform parents Outside activity suspended
Absence without authority	Verbal advice	Inform parents Inform WAT Possible prosecution for non-attendance
Not following instruction on off-site activity	Activity suspended Future activities reviewed	Inform parents Activities suspended
Failure to meet appointment (YOS/Foundations/SS)	Verbal advice	Work to find out reasons for appointment missed Inform parents
Criminal behaviour out of school	Verbal advice	Reviewed with student Support given (foundations etc)
Classroom disruption	Removal from class De-escalation room	Inform parents Time out
Swearing	Verbal advice Removal from class	Meeting with head for review