



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 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

This document is produced in accordance with DfE guidance, 'Behaviour and discipline in schools' 2016

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, WWW & EBI; • 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. 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 are important in making sure the school's 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/Care Team/Safe Face
- 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 Lead/parents/partner agencies
- Restorative methods – Repairing damage, writing letters of apology, verbal apology
- Exclusion: The use of fixed term exclusion

Emotional Support Plans

The school adopt an Emotional Support Plan (ESP) 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 Learning Hub Manager 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.

Safe Faces

Building relationships is a key part of the development of learning and support for students within the school. By having positive relationships with staff, we can help students work through any issues that may arise by offering a supportive approach to their individual need.

Safe faces are student nominated key members of staff who learners feel they have the best relationship with and can support them if they are feeling unhappy, anxious, if they are emotionally challenged or in crisis. Each learner will nominate up to 3 safe faces within the school and if required the learner can have access to these staff where practicable. We recognise that sometimes this may not be available all of the time so work with 3 'safe faces' for each student.

Care Team Staff are provided with a laminate highlighting each learner nominated safe faces.

Myspace

Time out can be a very effective way in which we can support a student. When used positively it can help reduce anxiety, aid communication and be an area in which a learner can feel supported away from the classroom. If required a student can access this safe place (Myspace Room), where they can access time out and spend time with supportive elements of the care team or nominated safe face staff.

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.

‘Teachers can only undertake a search without consent if they have reasonable grounds for suspecting that a pupil may have in his or her possession a prohibited item. The teacher must decide in each case what constitutes reasonable grounds for suspicion. For example, they may have heard other pupils talking about the item or they might notice a pupil behaving in a way that causes them to suspect that the pupil is concealing a prohibited item.’ Should any search take place this should always be done with somebody else present and a note made on CPOMS.

Confiscation of inappropriate items

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

- 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.
- 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.

You must be the same sex as the pupil being searched; and there must be a witness (also a staff member) and, if possible, they should be the same sex as the pupil being searched.

There is a limited exception to this rule. You can carry out a search of a pupil of the opposite sex to you and / or without a witness present, but only where you reasonably believe that there is a risk that serious harm will be caused to a person if you do not conduct the search immediately and where it is not reasonably practicable to summon another member of staff.

Mobile Phones

Mobile phones are not allowed to be used by pupils in classroom sessions without tutor approval. Any approval should be sought on each occasion a phone is used. Examples of appropriate use of phone may be to complete a Kahoot quiz or research.

At no times should students use phones to record staff or other students within the school. This will be an immediate breach of policy resulting in an appropriate sanction.

Staff also hold the right to search mobile phones for prohibited material and should this be found the material will be deleted.

Screening

What the law allows:

- Schools can require pupils to undergo screening by a walk-through or hand-held metal detector (arch or wand) even if they do not suspect them of having a weapon and without the consent of the pupils.
- Schools' statutory power to make rules on pupil behaviour and their duty as an employer to manage the safety of staff, pupils and visitors enables them to impose a requirement that pupils undergo screening.
- Any member of school staff can screen pupils.
- If a pupil refuses to be screened, the school may refuse to have the pupil on the premises. Health and safety legislation require a school to be managed in a way which does not expose pupils or staff to risks to their health and safety and this would include making reasonable rules as a condition of admittance.
- If a pupil fails to comply, and the school does not let the pupil in, the school has not excluded the pupil and the pupil's absence should be treated as unauthorised. The pupil should comply with the rules and attend.
- This type of screening, without physical contact, is not subject to the same conditions as apply to the powers to search without consent.

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 act 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 ‘use an independent 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. It is very important that learner understand emotions and are offered chances to help improve the regulation of their emotions.

Therapeutic Interventions

As a specialist SEMH school we offer additional methods in helping students regulate emotions. School have a large proportion of staff trained in cognitive behaviour therapy, Lego therapy, play therapy and incorporate the ‘Alex Kelly Talk about’ approach in supporting learners

Care Team

Our ‘care teams’ work on each school site and are made up of key members of staff who have upheld consistently high standards and developed a ‘best practice’ approach in working with emotionally challenged learners. Where necessary the care team will support a learner away from the classroom, which can give them time to regulate emotions and limit the impact of any behaviour that other students might observe.

The care team meets daily and reflects on the needs of students. The care team review what support a learner has had and anticipate any further ongoing support a student may need. Where applicable this is also added to Emotional Support Plans.

The care team provide a daily update in order to effectively communicate any information that might be helpful in 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 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 ‘care 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 regarding 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.

Restorative Practices

Wherever possible the school will adopt a restorative approach when challenging or sanctioning of poor behaviour.

Restorative practice is a set of principles and practice that encourages children to take responsibility for their behaviour by thinking through the causes and consequences.

Restorative practice involves helping the child think through their behaviour, its consequences and what they can do to make it better.

'It's all about developing, maintaining and repairing relationships, building a community based around empathy and self-learning, where children take responsibility for their behaviour.'

How do The Orchard implement restorative practices?

Restorative practices centre around a set of key questions that help children think about their behaviour and understand how they can correct it: The school can work through key questions to aid the restorative approach.

- What happened?
- What were you thinking and feeling at the time?
- What have you thought about it since?
- Who has been affected and in what way?
- How could things have been done differently?
- What do you think needs to happen to make things right?

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 (issued 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'.	Pete MacLeod		
Position	Director	Director		
Date	30/08/2018	12.08.19		

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

Appendix B



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Education

Individual Emotional Support Plan

Student:	Date:
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Safe Face	1.
Students are asked to nominate 3 members of staff who they can turn to if they are feeling that emotions are running high and who best to speak to.	2.
	3.

My difficult emotion	Emotions I might display	My goals to help me in the future	What Orchard staff can do to help this
		1. 2. 3. 4.	

Learner Voice – My goals for the year

Staff Comments

Summary of Progress

Autumn:

Spring:

Summer:

Date	Summary of event/actions

