



Behaviour Policy

| | |
|----------------------------|----------------------------|
| Reviewed by: | Steve Broderick, Principal |
| Date: | 1 September 2025 |
| Last reviewed on: | 1 September 2024 |
| Next review due by: | 31 August 2026 |
| Version control: | 4 |
| Approved by: | Tracey Storey, CEO |

Content

- Links with Other Policies
- Legislation and Statutory Requirements
- Definition
- Key Principles to Support Positive Behaviour
- Expectations
- Behaviour and Actions
- Graduated Approach to Support Behaviour
- Suspensions and Permanent Exclusion
- Supportive Strategies
- Use Of Specialist Support
- Recording And Reporting

Appendices

- A. *Behaviour and Action Log*
- B. *Emotional Support Plan Example*

Promoting Positive Behaviour

Legislation and Statutory Requirements

Our policy takes account of:

- Behaviour and Discipline in Schools
- Searching, Screening, and Confiscation at School
- The Equality Act 2010
- Supporting Pupils with Medical Conditions at School
- Special Educational Needs and Disability (SEND) Code of Practice
- Schedule 1 of the Education (Independent School Standards) Regulations 2014

Definition

In accordance with the Department for Education (DfE) advisory document 'Behaviour and Discipline in Schools,' The Orchard have produced a policy document for learners, staff, and partner agencies to underpin the school's core beliefs and guidance.

The Orchard Behaviour Policy will be reviewed at least annually, be available on the school website (School Information (England) Regulations 2008) and provided to parents, where required.

At The Orchard, we aim to meet the diverse needs of our learners through the provision of a predictable and safe environment, explicitly founded on nurture and attachment principles, which 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 learners, acknowledging and addressing any inappropriate behaviours which may arise. It is through this learners-centred and inclusive approach that learners will learn to understand, manage and improve their own behaviour, and to build positive relationships with adults and other learners.

Consequently, all learners 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 inappropriate behaviour can have wider implications on other learners who attend. Core principles of the school include:

- making sure all adults in the room know how to respond calmly and effectively to learners with special/specific needs, reinforcing Trauma Informed practices to further support.
- ensuring that learners receive positive praise every time they have earned them and receive a personalised sanction every time behaviour falls below expectations.

The Orchard staff will follow these guidelines and support a consistent approach to managing behaviour, both in the classroom and around the school. When learners know that staff will have a consistent approach to the behaviour policy and class routines, they feel safer and happy, and behaviour improves.

Key Principles to Support Positive Behaviour – we will:

- Ensure that the behaviour policy is clearly understood by all staff, parents, and learners.
- Display the behaviour and action log of sanctions and rewards in each class (see Appendix 1)
- Ensure that the 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 learners.
- Put in place suitable support for learners with behavioural difficulties, including use of supportive and measurable pastoral timetables.
- Build positive relationships with the parents of learners with behaviour difficulties.
- Meet and greet learners when they come into the school setting, straight from transport.
- Have a system in place to follow through with all sanctions and rewards.
- Have a visual timetable displayed in all classrooms.
- Follow the school behaviour policy.
- Ensure that all resources are prepared in advance.
- Praise the behaviour we want to see more of.
- Praise learners doing the right thing more than criticising those who are doing the wrong thing (parallel praise).
- Teach learners the class routines.
- Give feedback to parents about their child's behaviour - letting them know about the good days as well as the bad ones, all logged via Engage.
- Identify and understand the needs and specific strategies for each learner as recorded in their ESP (see below/Appendix 2).

Emotional Support Plans

We will 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 positive/poor behaviour and how the behaviour is managed/key personnel etc. This document is drawn up in partnership with the learner, tutor, support staff, the Assistant Principal for Behaviour and Welfare and the Centre Manager to work together to promote the best possible behaviour. It also documents what to expect when behaviour falls below what is expected and how this is managed effectively. This is a 'live' document open to change throughout the time a learner spends within school.

Support and Communication

To promote and support appropriate behaviour, the school is committed to ensuring that staff to learner ratios are kept as high as possible. However, there may be occasions when staff working with learners 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 go directly to where cover has been requested or make sure other support staff are made aware.

We will use 2-way radios to communicate. When using the radios to call for help or assistance, staff are to communicate in a calm and simple manner to communicate clearly and effectively. If specific staff are required, they are to be contacted by name, if additional staff are required, this is to be made clear. For example, "can a spare member of staff please come and support in class X, as soon as possible please?" If a specific learner requires additional support, staff should refrain from naming the learner when communicating over the radio and refrain from naming behaviours shown by the learner. This is to maintain dignity of the learner and prevent any further escalation. For example, "can I have a safe face in classroom X for a learner as soon as possible please?"

The use of 'emotional support team' provides an alternate viewpoint, support, or challenge.

Staff Support

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.

Working in stressful and challenging situations can have a detrimental impact on staff's mental health. Following incidents or instances of high stress and challenge, staff can take time for themselves to support their own wellbeing and mental health.

Staff are encouraged to take time away in safe spaces if required and have access to their support network if appropriate. Mental Health First Aid trained staff are available who can offer further support if required.

Other examples of staff support, and wellbeing can be addressed through, but are not limited to:

- Weekly/termly wellbeing activities.
- Tailored CPD, relevant to the individual and discussed with the senior leadership team.
- Access to the Wellbeing Fund.
- Participation in Wellbeing Wednesday.
- Friday staff wellbeing games and activities.

Instances of accusations made against school staff will be investigated thoroughly with appropriate action being taken.

The senior leadership team will meet weekly with staff to discuss incidents that occurred in the previous week, any potential issues and to provide opportunities for further training, knowledge, understanding, or assistance in the sharing of best practice.

The senior leadership team have an 'open-door policy' which encourages the flow of information and can highlight areas of support or where improvements can be made.

Expectations

Our school's expectations set out the expected behaviour of learners and staff and constitutes the rules to maintain a good working environment, which are displayed in each classroom (see Appendix 1).

Learners at our school, should:

- Be helpful and supportive of one another.
- Respect everyone, our school, and its property.
- Be the best version of themselves.
- Be kind and considerate.
- Understand the expectations placed on themselves and on those learning and working within the school.
- Keep lines of communication open and two-way.
- Keep each other safe and feeling secure.

Staff understand:

- That the behaviour is NOT the learner.
- That all behaviour is a form of communication about how the learner is feeling at that point in time.
- That positive communication equals positive relationships.

Behaviour and Actions

Continual Positive Reinforcement

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

Informal rewards include:

- Smiles/positive eye contact/gestures.
- Targeted praise statements to the learners or groups of learners.
- 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 and EBI.
- Displaying good work.
- Work towards an activity chosen by the learners.
- 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., use of our 'Orchard Shop.' A focus on restorative approaches to addressing and changing behaviour. Staff recognition of positive behaviour is clearly based on learners' 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 of praise and appropriate challenge is essential in giving both learners and staff an understanding of how learners should behave. Clear definitions and sharing of best practice are important in making sure the school's vision is shared between, learners, staff, partner agencies and parents. All learners 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 learners.

Informal consequences may include, but are not limited to:

- Use of planned ignoring, where possible.
- Use of another member of staff/SLT/Pastoral 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.
- Pastoral day / support.

Formal consequences are implemented following due consideration of any incident and the learners' 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, and use of restorative days.
- Suspension - the use of fixed term exclusion.

Graduated Approach to Support Behaviour

Should staff become concerned about a learners' behaviour over a period of time, The Orchard staff follow a graduated approach to support behaviour. This should be read alongside Appendix 1 – Behaviour and Action Chart. All meetings follow a restorative framework as outlined further below. The meetings should not be deemed punitive but restorative in nature to provide additional support to all parties involved.

Stage 1 – meeting with tutor and support staff

This initial meeting could be prompted by a rise in level one behaviours and is in place to share concerns and offer early intervention within the classroom. This meeting can be completed over the phone, virtually, on a home visit or at school at an appropriate time.

Stage 2 – meeting with Centre Manager/senior leadership team

This meeting would be prompted in a rise of level one and level two behaviours and/or if a stage 1 meeting was unsuccessful or deemed inappropriate due to behaviours shown.

Stage 3 – meeting with Assistant Principal and/or Principal

This meeting would be prompted by unsuccessful stage 1 and/or 2 meetings or a rise in level two behaviours or level three behaviours. These may determine that learners should be placed on an agreement to monitor and support positive behaviour and/or explore other strategies.

Suspensions and Permanent Exclusion

When a learner is sent home due to negative behaviour, it will be marked as a suspension on our register unless there are extenuating circumstances.

Any incident, which breaches the school's Code of Conduct, is liable to result in a suspension and/or withdrawal of placement. Please see our suspension and permanent exclusion policy for further information.

Supportive Strategies**Safe Faces/Safe Places**

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

Safe faces are 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 the time, so we work with 3 'safe faces' for each learner. We will also record 3 'safe places' which is an environment where the learner feels most safe and where they are more likely to be able to regulate their emotions. Pastoral team staff are provided with relevant information that highlights each learner's nominated safe faces/safe places.

Myspace

Time out can be a very effective way in which we can support a learner. 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 learner can access this safe place (Myspace room), where they can have time out and spend time with the pastoral team or nominated safe face staff.

Restorative Practices

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

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

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

This is to assist learners in developing, maintaining, and repairing relationships, building a community based around empathy and self-learning, and take responsibility for their behaviour.

How do The Orchard implement restorative practices?

Restorative practices centre around a set of key questions that help learners think about their behaviour and understand how they can correct it. The school will 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?
- Restorative days

Searching of Learners

The school reserves the right to search learners prior to entering the school or at appropriate times should the need arise. Any search for weapons or prohibited items will be carried out in accordance with the Department for Education's guidance "Searching, Screening and Confiscation Advice for Schools 2022" respecting the lawful rights of the learners. Any refusal to search would see the learner refused entry to the school or sent home. Should any search take place this should always be carried out with somebody else present, and a note made on our management information system.

Mobile Phones (including tablets, smart watches etc)

Mobile phones are prohibited on the school site/s. There may be times when learners are found with mobile phones in their possession and if this occurs, they will be required to hand the phone to school staff where it will be stored safely until the end of the school day. If a learner refuses to hand in their mobile phone, then efforts must be made to work on compliance and in some circumstances, parents will be called to pick up the mobile phone from school. Learners must comply with the rules.

Team Teach (Physical Intervention)

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.

Reasonable force can be used to prevent learners from hurting themselves or others, from damaging property, or from causing disorder. As a rule, do not restrain our learners. However, there are two exceptions to this, which are as follows:

- if we believe that the learner would themselves suffer harm without this kind of intervention or
- that they would or are likely to harm somebody else without this kind of intervention.

In these cases, restraining would be exercised under (and in line with) the statutory rights of government's July 2013 guidance "Use of Reasonable Force" document. The school employs a Team Teach Lead who is a Team Teach Instructor who will review all areas of Team Teach policy, procedure, and practice. They will also review any physical intervention incidents in the school.

Parent 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 always open 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 learners 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 obtaining increased help and support from outside agencies.

Parents are provided with a detailed summary of a learner's behaviour and engagement within the school (issued every term via email/post).

Use of Specialist Support

The 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.

Fortis Therapy – The Orchard school use an independent specialist counselling support to work directly/indirectly with the learners and staff, where required. Fortis can be very useful in providing an 'independent perspective' when supporting learners. It is very important that learners understand emotions and are offered opportunities to help improve the regulation of their emotions.

Therapeutic Interventions - we offer additional strategies in helping learners regulate emotions. The school has a large proportion of staff trained in cognitive behaviour therapy, trauma informed principles and language, sensory based interventions, Lego therapy, Theraplay and the 'Alex Kelly Talkabout' approach in supporting learners.

Speech and Language Therapy - external specialists will be sourced to support any learner with speech, language, or verbal communication difficulties.

Emotional Support Team - our pastoral teams work on each school site and comprise 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 pastoral 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 learners might observe.

The pastoral team meets daily and reflects on the needs of learners. The pastoral team review what support a learner has had and anticipate any further ongoing support a learner may need. Where applicable, this is also added to Emotional Support Plans. The pastoral team provide a daily update to effectively communicate any information that might be helpful in supporting learners, reflected within learners pastoral booklets.

Recording and Reporting

The Orchard uses management information systems to record both positive and negative behaviours, including restrictive physical interventions and suspensions. This behavioural data is gathered timely and consistently, enabling the senior leadership team to analyse and review possible trends, informing learning and strategic development. Additionally:

- Incidents are reported with information inputted on to the management information system, following the end of day debrief, and is reviewed and collated by the senior

leadership team. This is completed within 24 hours of any incident with any follow up actions being delegated by the senior leadership team as required.

- Suspension data is collated and analysed to inform strategy and practice, highlighting any additional support needs.
- Fortnightly staff meetings, including key stage meetings, are held.
- Review and analysis any temporary bespoke timetable interventions is undertaken.

Behaviour data is collated each half term and shared with all relevant stakeholders.

Links With Other Policies:

- Code of Conduct and Behaviour
- Anti-Bullying Policy
- Disciplinary Policy
- Exclusion Policy
- Use of Reasonable Force Government Guidance for Schools 2013

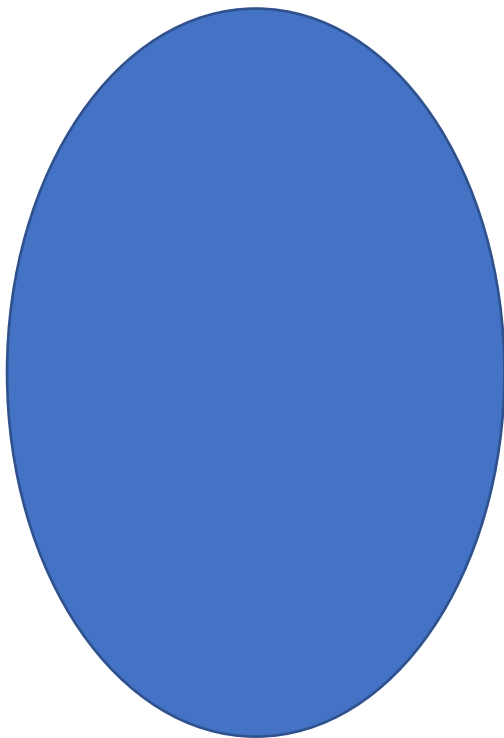
Appendix A – Behaviour and Action Log

| Levels of Behaviour | Types of Behaviour | Suggested Actions |
|---------------------|--|--|
| Achievements | Demonstrating our HEART values Completing classwork to a high standard Using strategies within their ESP's Recognising PLT targets / achieving PLT targets Showing acts of kindness to learners and staff Self-reflection Supporting other learners Showing resilience Positive engagement within lessons Respects for self, others, and equipment Showing empathy to other learners needs Positive interaction when engaging in offsite activities Positive attendance record | Raffle tickets Achievements log on Engage Certificate GTFC tickets Use of Orchard Shop Star of the week SLT Praise Verbal feedback Positive phone call home Attendance prizes |
| Level One | Use of swear words, even after verbal reminders Disrupting others from learning Refusal to come into the classroom (remaining in the corridor) Not following staff instructions Refusal of strategies (safe faces, safe places, and safe activities) Refusal to complete class work Being disrespectful to staff | Level 1 behaviour log on Engage Five-minute brain break Change of activity, space, or staff member Verbal reminders Time out with Centre Managers Check in with safe face Update ESP |
| Level Two | Targeted swearing / persistent swearing Low level targeted name calling Minor damage to property Causing low level disruption on transport Persistent classroom disruption Creating an unsafe environment for others on / offsite Verbal threatening behaviour towards others Graffiti within the school environment | Level 2 behaviour log on Engage Meeting with parent and Centre Manager Restorative intervention Update ESP Review of timetable Offsite ban Transport ban (short term) |
| Level Three | Physical altercations with other learners Physical aggression with intent to harm another learner Absconding Refusal to hand phone in on transport or in school Discriminatory comments (9 protected characteristics) Persistent targeted bullying Disruption on transport (making it unsafe for others) Causing a severe health and safety breach Serious damage to property | Level 3 behaviour log on Engage Suspension Restorative day Update ESP Emergency review of placement Transport ban (long term) |

Appendix B - Example



Emotional Support Plan (ESPs)



Safe Faces:

1. KC
2. NL
3. JB

Safe Places:

1. The Salon
2. The Therapy Room
3. The Den

Safe Activities:

1. Laptop
2. Drawing and Colouring
3. Playing with the Doll's Head in the Salon

My potential triggers are:

- When people say mean things to me or make noises.
- When I am talking and asked to be quiet.
- When I lose my reward time.
- When someone makes fun of my deceased dad.
- When I must concentrate for long periods or produce long pieces of writing.
- When I am feeling heightened and struggling with things at home.

What this looks like is:

- I may throw things and become aggressive.
- I may be loud, shout, swear and laugh constantly.
- I may not follow instructions, ignore staff and try to disrupt the class.
- I may cry and become upset.

You can help by:

- Encouraging me to use my Safe Faces/Places/Activities.
- Talk to me calmly, don't shout.
- Allow me to have an iPad for me to calm down.
- Give me lots of positive praise.

| Term | New Strategies | Review | Strategies Continuing to Work (RAG) |
|----------|--|------------------|-------------------------------------|
| Autumn 1 | To allow me to take time out of the classroom for 5 minutes to talk with a safe face | Learner Comments | Working well |
| | | Teacher Comments | Not working well |
| Autumn 2 | | Learner Comments | Partially working |
| | | Teacher Comments | |
| Spring 1 | | Learner Comments | |
| | | Teacher Comments | |
| Spring 2 | | Learner Comments | |
| | | Teacher Comments | |
| Summer 1 | | Learner Comments | |
| | | Teacher Comments | |
| Summer 2 | | Learner Comments | |
| | | Teacher Comments | |