



Behaviour Policy

Reviewed by:	Steve Broderick, Principal
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Legislation and Statutory Requirements

This policy takes account of:

- Behaviour in Schools: Advice for Headteachers and School Staff
- Searching, Screening and Confiscation at School
- Equality Act 2010
- Keeping Children Safe in Education (current version)
- Supporting Pupils with Medical Conditions at School
- SEND Code of Practice
- Schedule 1 of the Education (Independent School Standards) Regulations 2014
- Restrictive Interventions, including the use of reasonable force, in schools (DfE, effective from 1 April 2026)

It ensures compliance with ISS Part 3 (Welfare, health, and safety) and Part 8 (Leadership and management).

Definition

At The Orchard, behaviour is understood as communication. We adopt a “what has happened to you?” rather than “what is wrong with you?” approach, recognising that behaviour often reflects unmet need, emotional state, trauma history, or stress response.

Our school prioritises positive reinforcement and the use of rewards to promote positive behaviour, recognise effort and achievement, and support learners in making positive choices within a supportive and inclusive environment.

In line with Department for Education guidance, we recognise that “SEND is not behaviour, and behaviour is not SEND.” This means that a learner’s special educational needs or disability must not be defined or judged by their behaviour alone, and that behaviour itself should not be medicalised or used as a substitute for identifying need.

At The Orchard, behaviour and Special Educational Needs and Disabilities (SEND) are understood as closely connected, but they are not treated as the same thing. We respond to each through appropriate and proportionate approaches, including high-quality teaching, targeted support, restorative practice, reasonable adjustments, Emotional Support Plans and, where needed, specialist intervention.

This ensures that learners receive the understanding and support they need without stigma or lowered expectations. At the same time, we maintain clear boundaries around behaviour, safety, and accountability. By balancing compassion with consistency, we help our learners develop the skills, resilience, and responsibility they will need for their next steps beyond school.

Core Principles to Support Positive Behaviour

We believe that:

- behaviour communicates emotional need
- relationships are central to regulation, learning, and resilience
- consistency, predictability, and safety promote positive behaviour
- dysregulation reflects difficulty with regulation rather than deliberate defiance
- positive reinforcement and meaningful rewards encourage learners to develop and sustain positive behaviours

All learners have the right to:

- be recognised as individuals
- be treated with dignity and respect
- feel safe and protected from harm
- learn in a supportive, predictable environment
- Feel valued and praised for positive choices and effort

Key Principles in Practice

We will:

- Ensure the policy is understood by staff, learners, and parent
- Display behaviour expectations and action charts in all classrooms
- Maintain available and approachable leadership across the school

- Work collaboratively with parents and agencies to understand behaviour that may impact learning beyond the school setting
- Maintain clean, welcoming environments
- Praise positive behaviour consistently
- record and analyse behaviour events via MIS systems
- Monitor engagement in learning
- Maintain clear expectations for all learners, while tailoring support to individual needs and ensuring staff understand learners' profiles and Emotional Support Plans (ESPs).
- Provide appropriate pastoral and therapeutic support
- Use visual timetables in all classrooms
- Prioritise preparation, clarity, and routine
- Provided quality first teaching that include adapted approaches, considered levels of support
- Uphold plan do review cycle that informs of any change of need of resources.

Expectations

Learners are supported to:

- be kind, respectful and considerate
- keep themselves and others safe
- engage positively with learning
- communicate needs appropriately
- understand routines and expectations

Reasonable adjustments are made where required to meet individual needs.

Staff understand that:

- behaviour is communication, not identity
- positive communication builds positive relationships
- expectations and responses must be consistent, proportionate and trauma-informed
- reflective practice must be applied at all times to improve future support

Emotional Support Plans (Appendix B ESP)

Every learner has a co-produced Emotional Support Plan which is a live document reviewed half termly.

ESPs record:

- strategies for regulation and support
- identified Safe Faces and Safe Places
- typical behaviours and triggers
- graduated responses to distress

Learners nominate up to three Safe Faces (emotionally available adults) who can support them when dysregulated. Learner's use of their ESP is actively encouraged and praised.

Behaviour, Rewards, and Responses (Appendix A Behaviour and Action Log)

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 all staff utilising positive reinforcement in building relationships with learners.

Rewards include but not inclusive to:

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

Rewards System

Learners can earn raffle tickets to be used at the 'Orchard Shop' for demonstrating positive behaviours. These tickets form part of our whole-school reward system and are designed to recognise and celebrate learners who meet or exceed behaviour expectations. Learners are rewarded tickets throughout the week for actions such as showing kindness, demonstrating our HEART values, engaging fully in lessons, supporting peers, or contributing positively to the school community.

Behaviour Responses

The types of responses to behaviour used across the school reflect the individual nature of class groups and learners.

Responses to negative behaviours may include, but are not limited to:

- Verbal reminders of positive behaviour expectations.
- Facial expression of disapproval.
- Restorative conversations.
- Phone call home.
- Change of face - use of another member of staff/SLT/Pastoral Team/Safe Face (emotionally available adult).
- Change of space – with learner agreement working with another support/tutor in a temporary change of environment.
- Pastoral day / support (big empathy drawings and sand play to be used to further explore how the learner is feeling, with learner agreement)
- Meeting with the behavioural lead/parents/partner agencies.
- Restorative methods – repairing damage, big empathy drawings, sand play, active time with safe face (emotionally available adult).

Suspensions and Permanent Exclusion

- Internal suspensions are when a learner remains on school premises in a separate room which is supervised rather than sent home due to unsafe behaviour
- 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.

Responses are never intended to punish or shame. They are restorative, educational, and proportionate, supporting learners to understand impact, repair relationships and reduce recurrence.

Supportive Strategies

- Adapted approach to teaching and learning
- Newly identified resource to support SEND need
- Level of support in class (STEP)
- Safe Faces and Safe Places (ESP)
- Sensory regulation and sensory room
- Pastoral and therapeutic interventions
- Restorative practices
- Proactive adjustments to environment, timetables, and routines

Graduated Approach to Supporting Behaviour

All responses follow the graduated framework:

PROTECT – learner come away from the situation – non shaming, protecting dignity, lessening stress load. 'Somewhere with someone.'

RELATE – 'Connection before Correction.' Non-judgmental, accepting, validating, curious, and empathic.

REGULATE – Activity to bring down stress levels – this may be play-based. Emphasising the use of voice, prosody, breathing, and skilled verbal responsiveness.

REFLECT – Collaborative sense-making, mental state talk, show me rather than tell me, exploring ways to respond differently in future. 'Would you help me understand?'

REPAIR – What needs to happen to put this right, instigated with support by the learner at an appropriate time – Restorative, reconnection, and recovery.

How do The Orchard implement restorative practices?

At The Orchard, restorative practices are embedded in our school culture to support learners in understanding the impact of their behaviour and in repairing harm. When an incident occurs, staff guide learners through a supportive restorative process using trauma-informed questions designed to promote reflection, emotional safety, and positive change. These questions help learners explore: **(Appendix C Staff Prompt Sheet)**.

- *What happened from your perspective?*
- *What were you thinking and feeling at the time?*
- *What do you think you needed in that moment?*
- *What have you thought about it since?*
- *Who has been affected and in what way?*
- *What do you need now to feel safe and supported?*
- *How could things have been handled differently?*
- *What needs to happen to repair the harm and restore trust?*

This approach enables learners to take responsibility for their actions, develop empathy for others, and participate in restoring relationships. In addition to day-to-day restorative conversations, The Orchard also holds Restorative Days, where staff and learners can work through incidents in a structured, safe environment. These sessions allow time for deeper reflection, repair, and reintegration into the school community.

Restorative Practices

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

Parents Partnership

Our partnership with parents plays a significant role in supporting positive behaviour for learning and gaining an understanding of behaviour. As part of our values, a reflective approach is encouraged in our behaviour responses and daily practice. Parents are encouraged to offer support and challenge in partnership with the class teams.

All parents will have the ability to contact staff teams daily via class mobiles directly and the lines of communication to the school between 8.00 a.m. – 4.00 p.m. term time. The school DPSL has a safeguarding phone that is checked daily during holidays.

Parents will be invited into the school a minimum of 3 times a year to discuss learners' progress with tutors. As well as the 3 learner progress evenings, we have 4 parent/coffee morning, annual review meeting, enterprise day and our celebration day in which parents can meet the class team. Parents are also welcome to book a meeting with parents at any time if they feel necessary.

Professional Partnership

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

Fortis Therapy – The Orchard school uses 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.

Emotional Support Team - 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.

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, Big Empathy drawings, sand play, sensory-based interventions, Lego therapy, Theraplay and the 'Alex Kelly Talkabout' approach in supporting learners.

Graduated Meetings

Before entering Stage 1 and during each stage, high levels of communication with parents, and professionals are maintained, with each class using its dedicated class phone to provide updates in the way families find most effective. Communication is recorded on our MIS Engage system.

Stage 1 – meeting with tutor and support staff

This first meeting is an early support conversation when there are emerging concerns about the learner's wellbeing, engagement, or comfort in the classroom. The aim is to understand what is happening, identify triggers or unmet needs, and collaboratively plan supportive steps to help the learner feel safe and succeed. This conversation can happen in the way that is most comfortable for the learner and their family, including:

- phone call
- virtual meeting
- home visit
- school meeting at an appropriate time

Stage 2 – meeting with Centre Manager/senior leadership team

This meeting is held when the initial support steps have not improved the situation, or when the learner's needs are more complex and require additional support.

The focus is on:

- reviewing the learner's emotional support plan and wellbeing needs
- identifying patterns or triggers that may be contributing to distress
- exploring additional supports and adjustments
- ensuring consistency and clarity across staff

Stage 3 – meeting with Assistant Principal and/or Principal

This stage is reached when further support is needed, or when there are ongoing concerns that indicate the learner may require more intensive intervention or a different approach.

This meeting may consider:

- creating a support agreement to clearly outline expectations, support strategies, and goals
- reviewing additional strategies or resources to better meet the learner's needs
- discussing wider options for support, including placement review if required for safety or wellbeing

Team Teach (Physical Intervention)

At The Orchard, we are committed to creating a safe, supportive environment that promotes wellbeing, positive relationships, and opportunities for learning. We prioritise prevention and de-escalation, using proactive strategies and compassionate, relationship-based approaches to reduce the likelihood of incidents occurring.

All staff are trained in a range of skills designed to support them in recognising early signs of distress, responding calmly, and offering safe alternatives to help learners regulate and re-engage. Physical intervention is only considered when all other reasonable strategies have been exhausted, and the situation presents an immediate risk by staff who have been Team Teach trained. (**Appendix D Restrictive Physical Intervention Report Form**).

In rare and exceptional circumstances, staff may need to act to keep a learner, others, or property safe. Team Teach techniques may be used only when the use of reasonable and proportionate force is necessary, and when there is no safer option available.

Recording and Reporting

The Orchard uses Engage 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.

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

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, and respecting the lawful rights of the learners. Any refusal to search would see the learner refused entry to the school. 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, Meta Glasses, Smart Watches etc)

Mobile phones and internet capable devices 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 this into school staff where it will be stored safely until the end of school day. If a learner fails to comply, learners will not be allowed into the learning area. Where a learner refuses to comply with the school's mobile phone procedures, staff will continue to use restorative and behaviour support strategies. If the learner is unable to access learning safely, parents may be contacted to support resolution.

Transport for Northeast Lincolnshire (Appendix E - Transport Agreement)

Learners from North-East Lincolnshire will be transported in by our support staff using our fleet cars. Learners displaying repeated unsafe behaviour will have transport reviewed and removed.

Staff Wellbeing and Support

Staff wellbeing is prioritised and supported through our well-being strategy and well-being lead to maintaining calm, consistent and emotionally available responses. Staff are supported through supervision, wellbeing activities, training, and access to mental health support.

- Staff can request a change of face if they require to regulate
- Centre managers are available via a radio for daily support
- If it is identified staff may need a change of face staff will be swapped out with an alternative staff member
- Mental Health First Aid trained staff are available who can offer further support if required
- Access to Westfield health is available to all staff
- Procedure after a physical intervention may include taking a break, if needed

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

Consistent and procedure driven responses to significant incident such as a physical intervention, Instances of accusations made against school staff and low-level concerns give staff psychological safety that all significant incidents will be dealt with in a consistent manner.

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. Professional challenge is encouraged for all staff.

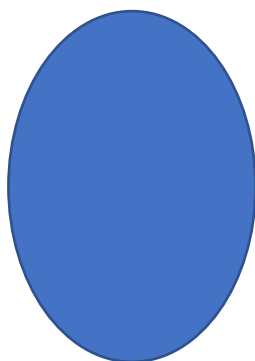
Links with Other Documentation

- Code of Conduct and Behaviour Policy
- Anti-Bullying Policy
- Disciplinary Policy
- Suspension and Permanent Exclusion Policy
- Equity, Diversity, and Inclusion Policy
- Safeguarding and Child Protection Policy

Appendix A - Behaviour and Response Example Grid – staff are supported to use professional judgment and context when supporting behaviour

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 Time with Dottie (school dog)
Level One	Use of targeted swear words, even after verbal reminders Disrupting others from learning 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 Offer a 5-minute regulated break (brain break) Provide choice of activity, space, or staff support Calm, respectful reminders and boundary setting Time-out with Centre Managers (if needed, brief and supportive) Check-in with safe face (EAA) Review and update ESP if patterns emerge
Level Two	Persistent, targeted 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 conversation (when safe and appropriate) Review and update ESP if patterns emerge Consider timetable adjustments to reduce triggers Temporary transport or off-site restrictions (only if required for safety)
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 (if required for safety and safe to do so) Restorative day (when appropriate and safe) Update ESP and consider additional support needs Emergency review of placement Longer-term transport restrictions (only if necessary for safety)

Appendix B – Emotional Support Plan (ESP)



Safe Faces:

1. KC
2. NL
3. JB

Safe Places:

1. Sensory Room
2. The Therapy Room
3. R&R

Safe Activities:

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

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.

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.

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.

Term	New Strategies	Review	Strategies Continuing to Work (RAG)
Autumn 1	I will recognise when I am becoming dysregulated and use a classroom timeout to help me calm and reset	Learner Comments: What do you think has worked well this term? Can you think of any WOW moments? Is there anything you have struggled with that you would like to share?	
	I will attend weekly sessions with the pastoral team to develop my understanding of healthy friendships and how to maintain them.	Tutor Comments:	

Appendix C – Restorative Practice Prompt Sheet



Restorative Prompt Sheet

“Individually we can make a difference, together we can make a positive change.”

What happened from your perspective?
What were you thinking and feeling at the time?
What do you think you needed in that moment?
What have you thought about it since?
Who has been affected and in what way?
What do you need now to feel safe and supported?
How could things have been handled differently?
What needs to happen to repair the harm and restore trust?

Signed (Learner)	Signed (Staff)	Date

Appendix D – Restrictive Physical Intervention Report Form



Restrictive Physical Intervention Report Form				
Name(s) and DOB(s) of learners involved:				
Name of staff member(s) involved:				
Names of staff witnesses:				
Names of any other witnesses:				
Incident time, date, and location:				
Incident reported to (name and designation):				
Detail any additional support needs of the learner:				
Detail relevant pre-existing medical conditions:				
Parents informed:		Date:		Time:
notifications@melroseeducation.com		Date:		Time:
Informed:		Date:		Time:
Any other relevant parties informed detail who:		Date:		Time:
Brief description of build up to incident including de-escalation strategies used- you can highlight strategies on the learners support plan or Risk Assessment (which needs attaching to this document):				
Description of incident including strategies and techniques used:				
Identify below any additional strategies and techniques that were implemented at this incident that are not currently detailed on learners support plan or Risk Assessment:				
Restrictive Physical Intervention Report Form				
Reason for Restrictive Physical Intervention	Danger to self			☐
	Danger to others			☐
	Significant damage to property which presents an immediate to child or others			☐

Techniques Used:

Non-reportable not reportable on own. Only indicate the use of non-reportable below if it led to a higher-level technique being used.

Team Teach Techniques	Reportable	Technique	Used	Duration
	No	Turning	☐	
	No	Guiding	☐	
	No	Secure Comfort Hold	☐	
	Yes	Turn, Gather, Guide	☐	
	Yes	Single Elbow Hold	☐	
	Yes	Single Person Double Elbow	☐	
	Yes	Two-person Figure Four	☐	
	Yes	Two-Person Double Elbow	☐	
	Yes	Half Shield	☐	
	Supplementary			
	Yes	Drop Elbow, Pump, Conductor, Clock, or crossover	☐	
	Yes	Seated Hold	☐	
	Yes	Change of Face	☐	
	Yes	Hair response	☐	
	Yes	Neck Response	☐	
Yes	Clothing Response	☐		
Small Holds		Sitting on chair with change of face	☐	
		Response to Deadweight	☐	
Injuries/First Aid				
Please detail any injuries sustained by the learner(s):				
Please detail any injuries sustained by the staff:				
Was first aid required for learners or staff? (complete first aid record)				

Additional Information

Please detail any damage to property (which presented an immediate danger to learner and / others):

Post Incident Restorative meeting offered to learners(s):

Post Incident debrief offered to staff:

Date:

By whom:

Date:

By whom:

Appendix E – Transport Agreement



Transport Arrangements

Learner Name		
Date of Birth		
School Site (please circle)	Sargon Way	Lacey Road

I, parent, agree to the following transport arrangements:		
I am happy for my child/ward to access the transport provided by Orchard Education	YES	NO
I will ensure that my child/ward is prepared and ready to access transport at the designated time	YES	NO
I understand that the decline of my child's/ward's behaviour during transportation will result in the termination/suspension of the provision in accordance with Orchard's Transport Policy	YES	NO

Please select the answer that applies to you from the following statements:		
When returning my child/ward home from school, I confirm that a family member will be present at the home	YES	NO
When returning my child/ward home from school, it is okay to leave them without seeing an adult present	YES	NO
When returning my child/ward home from school, he or she will have a key to access the home if no adult is present	YES	NO
If you have answered no to any of the above statements, please provide us with an alternative arrangement in the box below. (If it is a one-off occurrence, please contact the school on the day of the occurrence with an alternative arrangement)		

If any of the above arrangements change, I agree to contact the school to ensure the accurate upkeep of my child's/ward's records	YES	NO
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Parent Name	
Parent Signature	