
Lawnswood Campus



Orchard/Nightingale Behaviour Policy

Review Date: Summer 2019

Please read

Governors as Management Board

Schools as PRUs

Signed by the Chair of the Management Board: Date:

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1. Aims of the Policy

This policy aims to:

- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour, including bullying
- Outline how pupils are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions
- To encourage appropriate behaviour between all members of the Centre's community.

2. Philosophy

The members of the Orchard Centre community believe that:

- The way children and adults behave depends on the way they feel about themselves.
- The way children and adults feel about themselves depends on the way in which those around them respond to their behaviour.

3. Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, at break and lunchtimes, on school transport and anytime away from school premises at times when staff are responsible for the student(s).
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform
- Non – compliance to the Centre’s code of conduct.

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers* (*see 8.3 Confiscation*)
 - Fireworks

- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

4. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

The Orchard Centre strongly disapproves of any form of bullying. We will take all necessary action to prevent it and deal with all perpetrators accordingly. Details of our centre's approach to preventing and addressing bullying are set out in our anti-bullying policy.

5. Roles and responsibilities

5.1 The Management Board

The Management Board will review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the Executive Headteacher and the Head of Centre to account for its implementation.

5.2 The Head of Centre

The Executive Headteacher and the Head of Centre are responsible for reviewing this behaviour policy in conjunction with the Management Board. They will ensure that the centre's environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents either on SIMs or on The Orchard Centre's incident report form (*see appendix 1*) when more detailed reporting is required

The Senior Leadership Team and the Pastoral team will support staff in responding to behaviour incidents.

5.4 Parents

Parents are expected to:

- Support their child in adhering to the student code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

6. Pupil code of conduct

Pupils are expected to:

- Attend school regularly and punctually
- Behave in an orderly way around the centre
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Apply personal strategies to help self-regulate their emotions
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

7. Rewards and sanctions

7.1 List of rewards and sanctions

Positive behaviour will be rewarded with:

- Praise
- Certificates / postcards home
- Positive behaviour planner points
- Letters or phone calls home to parents
- Reward trips
- Vouchers
- Student of the Week nomination

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand
- Sending the student to the Student Support room for isolation
- Expecting work to be completed at home, or at break or lunchtime
- Detention at break or lunchtime, or after school
- Referring the student to a senior member of staff
- Letters or phone calls home to parents (*see appendix 3 for sample letters*)
- Agreeing a behaviour contract
- Putting a pupil on form tutor, pastoral or SLT report (*appendix 4 for sample report*)
- Fixed term exclusion
- Referral back to mainstream provider for referral to a more appropriate educational setting

We may use the Student Support room in response to persistent breaches of this policy. Pupils may be sent to the Student Support room during lessons, break time or lunchtime if they are disruptive, and they will be expected to complete the same work as they would have in class.

The Student Support room is managed by the Pastoral team

7.2 Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the minibus on the way to or from school.

7.3 Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Head of Centre will discipline the pupil in accordance with the Allegations of Abuse Against Staff policy.

The Executive Headteacher and the Head of Centre will also consider the pastoral needs of staff accused of misconduct.

8. Behaviour management

8.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display and enforce the student Code of Conduct and Behaviour for Learning flow chart (*appendix 2*)
- Develop a positive relationship with pupils, which includes:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Use positive reinforcement

8.2 Physical Intervention

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded in a bound book and reported to parents

All physical interventions will be in accordance with the Physical Intervention and Restraint of Pupils with Challenging Behaviour policy

8.3 Confiscation

Any prohibited items (listed in section 3) found in pupils' possession will be confiscated.

These items will not be returned to pupils.

*We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

8.4 Pupil support

The Orchard Centre recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The Centre's staff qualified with the appropriate Special Educational Needs National Award will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents and mainstream referrers to create the plan and review it on a regular basis.

9. Exclusions

The Head of Centre is the sole person in the centre who may exclude a student or, in his/her absence, the Deputy Head of Centre. It is therefore important that accurate and sufficient records of behaviour or actions that have led to an exclusion are available. In extreme cases, exclusions beyond five days can be invoked only where alternative provision for the student is in place from the sixth day of exclusion. Exclusions between 6 and 15 days may also be subject to review by the Management Board.

Any exclusion beyond 15 days MUST, in law, be considered by the Management Board. An excluded student should not be prevented from sitting a public examination or mock examination.

An excluded student is expected to complete work at home. This will be provided by the subject teachers.

Students and their parents will be required to attend a post exclusion meeting. This could be with the Head of Centre, Deputy Head of Centre, the Pastoral team or any combination. This meeting is vital and marks the pupil's reintegration into the centre. It may be that an additional programme is put in place following an exclusion to support the pupil's re-integration back into the centre.

Every situation and every student is unique and the Head of Centre reserves the right to exercise professional judgement in the light of investigation by him / herself and other staff.

10. Pupil transition

To ensure a smooth transition to The Orchard Centre, a bespoke induction programme will be put in place.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff during daily staff briefings. Information on behaviour issues may also be shared with new settings for those pupils transferring to other educational settings.

11. Training

Our staff are provided with training on managing behaviour, including proper use of physical intervention, as part of their induction process. This training is currently based on TeamTeach – Positive Handling techniques

Behaviour management will also form part of continuing professional development.

12. Links with other policies

This behaviour policy is linked to the following policies:

- Safeguarding policy
- Anti-bullying policy
- Physical Intervention and Restraint of Pupils with Challenging Behaviour policy
- Code of Conduct policy
- Allegations of Abuse Against Staff policy

Appendix

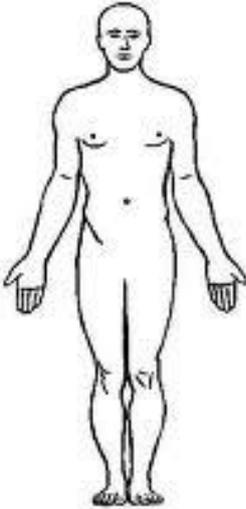
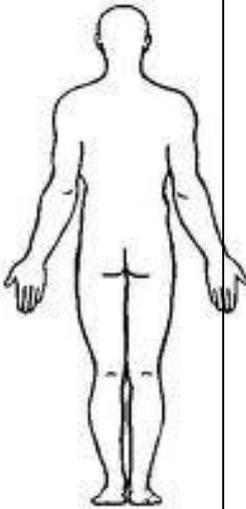
Orchard - Incident Report Form



Person Completing Report:				
Aggressor Name(s):		Target Name(s):		
Date:		Time:	From:	
Location(s):			To:	
Witnesses:	Adult Names			
	Pupil Names			
Restraint used:	Yes <input type="checkbox"/> No <input type="checkbox"/>	If yes the person(s) using physical intervention must complete Bound and numbered Book	Bound Book number	<input type="checkbox"/>

Identify the unwanted behaviour(s):

Damage to Property	<input type="checkbox"/>	Offsite	<input type="checkbox"/>
Verbal Assault	<input type="checkbox"/>	Climbing	<input type="checkbox"/>
Physical Assault	<input type="checkbox"/>	Racist Comment(s)	<input type="checkbox"/>
Theft	<input type="checkbox"/>	Persistent Disruption	<input type="checkbox"/>
Bullying	<input type="checkbox"/>	Other(s) please state	<input type="checkbox"/>
Any injuries observed	Yes <input type="checkbox"/> No <input type="checkbox"/>		
Who:			
Brief Description:			
First Aid Administered:	Yes <input type="checkbox"/> Who:		
IR1 Completed	Yes <input type="checkbox"/>		

You must complete the grey sections below

Form given/mailed to SLT:	Yes <input type="checkbox"/>	Name or Initials of SLT:	
Your Signature:			

Give details about the incident – Where possible include times/timings. Utilise quotations. Staff and Pupil initials can be used after fully stating a name eg At 10:30 James Smith (JS) shouted, "I don't..." JS then...

Behaviour for Learning

Verbal Intervention

Up to 3 times, 1. reminder of appropriate behaviour 2. give warning to change behaviour 3. final warning and reminder of consequences

Offer time out

5 /10 minutes Teaching Assistant to accompany pupil to stand outside the classroom (note in planner and state duration)

Ask pupil to leave the Classroom

To work with class Teaching Assistant elsewhere to complete work, log on SIMs (students given '0' points for behaviour and/or respect)

Break or lunch time intervention

By department supported by SMT where possible (this should be used to complete unfinished work, and recorded on SIMs)

Phone call home

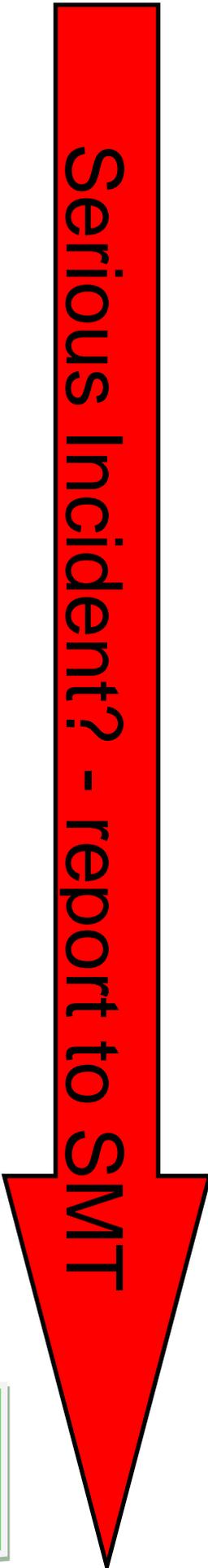
From subject teacher, recorded on communication log in SIMs

Form Tutor

Phone call home, Personal targets set in planner are monitored daily

Refer to SMT

This may result in Form Tutor report, pastoral report, or SLT report or if necessary an exclusion



Serious Incident? - report to SMT

Appendix 3: letters to parents about pupil behaviour – templates

First behaviour letter

Dear parent/carer,

Recently, your child, _____, has not been behaving as well in school as they could.

It is important that your child understands the need to follow our student code of conduct, and I would appreciate it if you could discuss their behaviour with them.

If your child's behaviour does not improve, I will contact you again and suggest that we meet to discuss how we can work together. However, at this stage I am confident that a reminder of how to behave appropriately will be sufficient.

Yours sincerely,

Child's Lead Professional: _____

Form tutor: _____

Date: _____

Behaviour letter – return slip

Please return this slip to school to confirm you have received this letter. Thank you.

Name of child: _____

Parent/carer name: _____

Parent/carer signature: _____

Date: _____

Second behaviour letter

Dear parent/carer,

Following my previous letter regarding the behaviour of _____, I am sorry to say that they are still struggling to adhere to our student code of conduct.

I would appreciate it if you could arrange to come in to centre so we can discuss a way forward to support your child.

Yours sincerely,

Child's Lead Professional: _____

Date: _____

Third behaviour letter

Dear parent,

I am sorry to report that, despite meeting and creating a behaviour agreement, _____, has continued to choose not to adhere to our student code of conduct

_____ would now benefit from a structured approach to help improve their behaviour in school.

I would be grateful if you could attend a meeting with the headteacher, the special educational needs co-ordinator and myself, to discuss how we can best support your child in improving their behaviour.

The details of the arranged meeting are as follows:

Date: _____

Time: _____

Yours sincerely,

Child's Lead Professional: _____

Date: _____

Appendix 4 : Sample report cards: Form tutor, Pastoral, Senior Leader

Form Tutor Report for _____

Form _____ Date _____



Monitoring: Behaviour/Attitude to work/Attitude to staff/Attitude to other students/Uniform.

Lesson	Staff comments	Staff	Points
Morning Registration			
1			
2			
3			
4			
Afternoon Registration			
5			
6			

	AM	PM
On time		
Contributing		
Listening		
Positive Attitude		
Uniform		
Total		

Focus of the week target:

My personal target:

Pastoral Report for _____

Form _____ Day/ Date _____



Monitoring: behaviour/attitude to work/attitude to staff/attitude to other students

Lesson	Staff comments	Staff	Points		
			W	B	R
Registration					
1					
2					
Break					
3					
4					
Lunch					
Registration					
5					
6					

Whilst on pastoral report you must go to room 13 during break time (unless permission is given by one of the staff below).

You must report to Mrs Wellings, Mrs Kumar or Mr Edmonds at the end of break, lunch and school.

Failure to successfully complete this report may result in isolation during break and/or lunchtime, contact with parents, Senior Leader's report and/or exclusion.

Senior Leader's Report for _____

Form _____ Day/ Date _____



Monitoring: behaviour/attitude to work/attitude to staff/attitude to other students

Lesson	Staff comments	Staff	Points		
			W	B	R
Registration					
1					
2					
Break	Report to Head of Centre / Deputy Head of Centre				
3					
4					
Lunch	Report to Head of Centre / Deputy Head of Centre				
Registration					
5					
6					
Report to Head of Centre / Deputy Head of Centre					
Parent / Carers comments			Signature		

Whilst on senior leader's report you must go to room 13 during break and lunchtime (unless permission is given by one of the staff below).

You must report to Mrs Blake or Ms Bravo at the end of break, lunch and school.

Failure to successfully complete this report may result in continued, meetings with parents, referral to mainstream school and/or exclusion.

