



Orion Academy

Behaviour Policy

Written	September 2019
Date of review	September 2021
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Signed:	
Head Teacher	_____
Chair of RIB	_____

Context

Orion Academy is a Special School for students in years 6 - 13, with Social, Emotional, and Mental Health Needs. It is a small, specialised school, where students are respected, supported and encouraged.

Our students have a range of additional needs, including Autistic Spectrum Condition, Attention Deficit Hyperactivity Disorder, Speech and Language Difficulties, and Specific and Moderate Learning Difficulties. Working with this diverse community requires us to have a flexible approach to support positive behaviour, which recognises the need of each individual student, whilst providing a clear and consistent message to both staff and students.

Aims of this policy

- to have a clear and transferable connection from policy to practice
- to ensure that best practice is consistent, accessible and understood by all
- to embed basic expectations with certainty, whilst allowing staff the autonomy and flexibility to differentiate according to need
- to approach behaviour management in a positive manner, establishing mutual respect and supporting students in taking responsibility for their behaviour
- to work within the Five Pillars of Practice which underpin this policy

The vision is that all students:

- are of equal value, irrespective of their special needs and diversity, and will be encouraged to develop to their full potential. All students are unique and will be respected for the contribution that they make to Orion Academy and in their future lives in their chosen communities
- will be provided with an educational provision in which the highest levels of teaching and learning are consistently delivered, and students are empowered to learn in a positive and creative environment
- will be taught by staff who strive to understand students' needs, who are well qualified and have respect for their special needs and diversity
- will be taught in a safe and stimulating learning environment, designed to specifically meet their special educational needs and disabilities (SEND) and where first and foremost, every teacher is a teacher of SEND

Orion Academy is aspirational for all our students and expects them to:

- a) achieve their best
- b) become confident individuals living fulfilling lives
- c) make a successful transition into adulthood

We are aspirational for all our families and expect them to:

- a) work in partnership with the school to make informed choices for their child by:**
 - sharing important family information
 - encouraging and supporting their child to attend school regularly
 - talking to staff about the challenges they face and action the support they need from the school and or other agencies

- b) support the school in setting aspirational targets for their child in the following areas:**
 - friendships, relationships, community, safety and transport
 - education and learning for life
 - good health

This behaviour policy ensures consistency across the school. Behaviour is carefully monitored and we will contact parents and carers at an early stage if we feel a student's actions are outside the normal range of expected behaviours or a cause for concern. Working collaboratively with families is of utmost importance.

Ready, Respectful, Safe

These are the three guidelines that have been adopted by staff and students and offer a memorable balance between guidelines and values across all different school contexts.

Each classroom displays a Ready, Respectful, Safe display to serve as a reminder to students about appropriate behaviour. These rules are reinforced in assemblies, off-site visits and in everyday classroom practice.

Orion Academy staff recognise that **visible consistency** is a fundamental strategy to create an environment in which students may enjoy working purposefully and safely, and where relationships between staff and students, between our staff community and between the students themselves are based on mutual respect and tolerance. We believe that students who are treated in a consistently positive way are more likely to behave in positive and respectful way. We also recognise that consistency does not necessarily mean responding to students and their behaviour in the same way.

Orion Academy practises visible consistency through the following ways:

- consistent **language**: simple, clear explanations in all conversations about behaviour
- consistent **follow up**: ensure consistency in the classroom, around the school site, in the corridors, etc. with teachers taking responsibility for behaviour interventions, seeking support but never delegating
- consistent **positive reinforcement**: encouraging and celebrating positive behaviour e.g. through assemblies, recognition boards, 'extreme botheredness', corridor conversations, etc.
- consistent **outcomes** for negative behaviours through restorative conferences, restorative time and 'mend it meetings'
- consistent **expectations**: promotion of appropriate behaviours e.g. scripted conversations, Ready, Respectful, Safe displays in classrooms and around the school
- consistent **respect** towards the whole school community
- consistent **models of emotional control**: emotional restraint that is modelled and not just taught, where staff are role models for learning and learn alongside the students
- consistently reinforced **routines** for behaviour around the site
- consistent **environment**: displays which echo core values, positive images of learners, visual messages, Behaviour Blueprint, etc.

The Five Pillars of Practice

The aim of this framework is to provide a balance between consistent practice, whilst allowing for reasonable adjustment for staff to deploy different teaching styles, approaches and personalities. Orion Academy staff have adopted these five approaches to develop positive working relationships between staff and students:

1. Consistent, calm adult behaviour
2. First attention for best conduct
3. Relentless routines
4. Scripting difficult interventions
5. Restorative follow up

Meeting the individual needs of students with challenging behavioural needs

In addition to using the Five Pillars of Practice some students may need additional support within the classroom.

These strategies may include:

- Using support staff to work with the student 1:1
- Moving the student within the classroom
- Using the walkie talkie system to enlist support for the student
- Removal for a short period of reflective time and restorative intervention
- Removal to the Reflection Room, as appropriate
- Using the Team Teach tool box

Students with Positive Handling Plans (PHPs) and Risk Assessments (RA) have specific, adult-led strategies and these should be referred to by all staff working with them. A copy of the current paperwork can be found in the Staff Shared Area of the ICT network.

It is the responsibility of all staff to ensure that they read the current paperwork for each student. Staff teams should be actively engaged in monitoring and making amendments to the PHPs and RAs where required.

It may be that risky behaviours are identified but a PHP or RA is not required. In this case a Positive Response Plan (PRP) should be actioned. An example of this could be for a student who does not need restrictive physical interventions, does not display challenging behaviours but is unable to remain safe due to a lack of understanding of risk.

Out of the classroom

Within the classroom the teacher has responsibility for the behaviour management of the class but if situations within the classroom are not resolved by the procedures outlined above it may be necessary to refer the student to a member of the Bridge or Senior Leadership Team. It is important that students understand how others have been affected by their behaviour and are clear about the behaviour that will be expected when they re-enter the classroom. The students will be supported by a member of the Bridge Pastoral Support Team, if needed.

Racial harassment, sexually derogatory language and homophobic language of any kind will not be tolerated at Orion Academy and any incident of this nature will result in a senior leader being informed immediately. Parents will then be informed

The Bridge Pastoral Support Team

This team comprises a Behaviour Support Manager, and Therapeutic and Pastoral Support Workers, who support the whole school community by contributing towards a safe, learning environment; making provision for students who are out of class, working with students within their classrooms, responding to challenging behaviour and running interventions which promote mutual respect, protective behaviours and a wide range of other skills.

Behaviour Monitoring

The Bridge Team is responsible for logging the detailed records of behaviour on a database at the end of each school week. This data supports the school's tracking of positive and negative trends of behaviour and also is used to share behavioural concerns with other professionals and informs staff deployment to support our students.

These records of behaviour should be written by the member of staff observing the behaviour. Staff will be required to record: the antecedent, the behaviour, the resolution any specific 1:1 intervention that follows the behaviour. This process informs our practice, allows us to reflect on behaviour and reflect on how we as professionals have resolved issues within the school.

The Learning Passport Reward System

Orion Academy has a reward system which is designed to promote self-discipline and self-regulation in our students and encourage them to be responsible, hardworking members of the school community.

Each student has their own Learning Passport which runs from Friday to Thursday. Students can earn up to 50 points throughout the day, 10 points for each lesson for their attitude and engagement in learning. An additional 10 points can be earned for making a positive contribution in assembly.

The following questions are asked at the end of each lesson, with the class adult supporting each student to reflect on their learning behaviour for the lesson:

- Were you prepared and ready to learn?
- Did you demonstrate learning in the lesson?
- Did you show effort and perseverance?
- Did you make a positive impact on the learning environment?
- Can you self-assess how well you have done?

The points are used to earn Free Time Friday on a Friday afternoon. Free Time Friday is where the students have a choice from a number of activities and can access these depending on their points total for the week. Points accrued throughout the term will also inform the end of term reward treat.

Students who have not earned enough points throughout the week will be supported in Restorative Time where they will reflect on choices made during the week and identify ways to put right harm or prevent things from happening again. Staff will work alongside the students reflecting on the following questions:

- Think of one incident this week where you could have made a better choice
- What happened?
- What were you thinking/feeling at this point?
- Who has been affected by what happened? Why?
- What do you need so things can be put right?
- What can you do to help put things right?
- What will change next time?

The use of sanctions

The aim of restorative practice is to create a context where students engage actively in learning about their social behaviours and the impact this has on the community. However, there are occasions when sanctions may be used alongside the restorative process at school. Agreed sanctions may be used by staff teams to promote appropriate behaviour and to help the students recognise the impact of their behaviour on themselves, their peers, the adults caring for them and the wider community. Sanctions can support students in accepting responsibility for their actions alongside the restorative process. Orion Academy staff regularly review the use of sanctions for individual students to ensure that they are helping them to learn and become more responsible. If a sanction is not appropriate or effective, it should not be used. All sanctions are reviewed and there are no whole school fixed sanctions permanently in place in response to specific behaviours of concern. Staff will always consider behaviour as communication and seek to understand what is happening to the student/s in the context of their history and stage of development.

Sanctions should:

- fit the appropriate behaviour
- be seen to be fair in the eyes of the students and discussed with them so that they know clearly what sanctions are and are not permitted
- be for a limited period where applicable
- be used with thought and consideration
- be tailored to the individual
- be discussed with the Senior Leadership Team
- be applied as soon after the event as possible
- be reviewed periodically

Staff should aim to:

- clearly set out what a student needs to work on
- use words that focus on relationships e.g. 'we need to keep you safe; you can't take your breaks in the outside space until you can keep yourself safe, you can choose an indoor activity instead', **rather than** 'You've lost your breaktime.'
- clearly set out the expectation that adults and students need to work on this together
- be clear that moving on from a limit or sanction depends on judgements: 'when people can see you are safe/calm/have made things better as best you can e.g. 'when I can see you making safe choices outside we can start to use the outside space again,' **rather than** 'you've lost your breaks until Friday.'

Sanctions used in the Orion Academy include:

- limiting the use of specific pieces of equipment following their misuse e.g. no use of computers until reparation work has been done
- limited use of vehicles for educational activities following dangerous behaviour in a vehicle
- not attending a sports activity following inappropriate or dangerous behaviour
- internal exclusion away from the student's normal class or activity. Any time away from the group must be to support the student to regulate, to reflect on what has happened and to consider how they can re-join the group safely and make things better
- fixed term exclusion. There are occasions when a student has become so unregulated they are placing themselves or others at risk, e.g. climbing on a roof or leaving the school grounds without permission
- permanent exclusion. These exclusions occur rarely and are used as a last resort:
 - o in response to serious or persistent breaches of the school's behaviour policy
 - o and if allowing the student to remain in school would seriously harm the education and/or welfare of others
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Additional documents to support this policy:

- Anti-Bullying policy
- Behaviour Blueprint
- Equalities policy
- Staff Code of Conduct
- SEND
- Restrictive Physical Intervention policy
- 'When the Adults Change Everything Changes' Paul Dix

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