



Orion
Academy

Behaviour and Relationship Policy

Written September 2022

Date of review September 2023

SLT Lead Hannah Shuker

Signed:

Chief Executive Officer

K Willett

Signed electronically

Chair of Trustees

C Scrivener

Signed electronically

Orion Academy is a Special Academy for students aged 11-18 years with Social, Emotional and Mental Health Needs. Our students have a range of additional needs including Moderate Cognition and Learning Difficulties, Autistic Spectrum Disorder and Attention Deficit Hyperactivity Disorder and all our students have an Education, Health and Care Plan. Working with this diverse community of learners requires an approach which supports positive behaviour, recognises the needs of each individual student and provides clear and consistent expectations. The academy recognises it has a legal duty under the Equality Act 2010 to safeguard all our students and staff.

Orion Academy approaches behaviour management in a positive manner, establishing mutual respect and placing an emphasis on students taking responsibility for their behaviour and working restoratively to put things right. The rules by which the school operates are designed to ensure a safe and secure environment, respect for people and property, the efficient and smooth running of the school and high standards of behaviour and attendance.

Our aim is to create an environment in which students may work purposefully and where relationships between staff and students, between our staff community and between the students themselves are based on mutual respect and tolerance.

Aims

At Orion Academy we believe our children and young people are unique individuals and as such we have designed our school curriculum with their learning and Special Educational Needs at the heart of all we do.

Our nurturing approach seeks to extend our work into the community; actively supporting, listening and engaging with our families and carers to deliver the best possible environment for our children and young people, thus enabling them to learn effectively, and become active and responsible citizens who are well prepared for life after school.

We are committed to delivering this through:

Our **nurturing approach** that will provide an environment to thrive –

- Where every child or young person is treated as an individual in a safe and nurturing environment that understands that all students can achieve but will require differentiated approaches based on their individual needs.
- With a school-wide family ethos demonstrating our values of empathy, acceptance and mutual respect, so each member of the school community feels valued and supported.

Our focus on **personal development** is designed to –

- Enable our children and young people to become more socially aware, and able to recognise their responsibilities, with a focus on trust and choice.
- Ensure we support our children and young people to make better decisions, coach them how to regulate frustrations, and reflect on their experiences through our restorative practices.

- Help our children and young people to make sense of the changing world and of the importance of diversity and equality of opportunity.
- Enable them to make informed choices and develop the confidence to be successful in their adult lives through our embedded personal, social and health education programme.

Our focus on **celebration and recognition of success** is designed to –

- Encourage and celebrate each student's talents, skills and attributes.
- Develop the confidence and self-belief of the individual – a culture of 'I can' or 'I can't... yet' is ingrained across our school.
- Provide opportunities for our children and young people to be successful and support them in both developing and promoting their individual resilience as well as celebrating the achievements of others.

Our **ambitious curriculum** offer that is designed to –

- Create the capacity to learn and enjoy learning by broadening our students' horizons and extending learning beyond the classroom.
- Use real-world examples and first-hand experience; develop curiosity and a desire to challenge their understanding and deepen learning.
- Prepare our children and young people for their future through our broad and balanced curriculum, providing them with knowledge, core literacy and numeracy skills and experiences as well as a range of qualification pathways.
- Embed key learning and understanding through careful and thoughtful revisiting and reinforcing, whilst increasing student independence.

Our **personalised provision** that –

- Is responsive to the needs of each student but is uncompromising in expectation. We will be relentless in our support for our children and young people to achieve beyond their expectations.
- Understands that whilst a student's needs are recognised and met, they are not confined by them; we do not define a future based on a child or young person's past and we are unapologetic in our approach in wanting our students to continue to push the boundaries of their potential.

Our commitment to **working in partnerships with our parents, carers and wider agencies** which demonstrates that –

- We believe our children and young people will achieve their best when families and our school work together in a partnership.
- Effective working relationships are characterised by open and honest communication in order to achieve the best possible outcomes.
- We believe that positive partnerships within the wider community and agencies is vital.

Six areas of Character Development

All students are expected to behave in a way, which is respectful of other people and the school environment. 'Ready, Respectful and Safe' underpins the expectations of this policy for all and we have a focus on the six areas of Character Development, detailed below, that we believe our students need to acquire to be successful members of our school community.

Self-Awareness
Self-awareness is having a clear perception of your personality, including strengths, weaknesses, thoughts, beliefs, motivation and emotions. Self-awareness allows you to understand other people, how they perceive you, your attitude and your responses to them in the moment.
Team Worker
Team workers work confidently with others, adapting to different contexts and taking responsibility for their own role. They listen and take account of others' views. They also form collaborative relationships, resolving issues and reaching agreed outcomes.
Being Resilient
A person with good resilience has the ability to bounce back more quickly and with less stress than someone whose resilience is less developed. Like any human skill, learning greater resilience is something that you can do at any age, from any background, no matter your education or family relationships.
Showing Commitment
Commitment is a value: it means being dedicated, not quitting. In order to teach children the value of commitment, we have to allow them to see that failure is okay. They need to learn to have a 'stick-with-it' attitude, and that commitment is something to be honoured, respected, and upheld. We need to teach children to keep going when things get hard, to stick it out and persevere.
Being a Problem Solver
Children will face many challenges as they grow, whether it is starting school, joining a sporting team or going to their first sleepover. The ability to make decisions and solve problems develops as children learn to cope with daily challenges. Young children are not expected to sort through every issue on their own, and it is likely that they will require lots of guidance from the adults around them. The good news is that encouraging children to take part in problem solving will help them develop this skill over time.
Showing Empathy
Empathy is, at its simplest, awareness of the feelings and emotions of other people. It is a key element of emotional intelligence, the link between self and others, because it is how we as individuals understand what others are experiencing as if we were feeling it ourselves. When you have empathy, it means you can understand what a person is feeling in a given moment, and understand why other people's actions made sense to them. Empathy helps us to communicate our ideas in a way that makes sense to them. Empathy helps us to communicate our ideas in a way that makes sense to others, and it helps us understand others when they communicate with us.

Expectations at Orion Academy

- students will come to school on time, in agreed school uniform and with a positive attitude to work.
- students to think about how their language and behaviour affects others in school at all times.
- when students enter or leave school, this will be done in a quiet and orderly fashion.
- students will walk safely around the school showing consideration for others and themselves
- at break-times, students are expected to be in the appropriate outside places or inside within designated places.
- the students will take pride in their school and respect the whole school including the grounds.

Break and Lunch

- students and adults will engage in positive interactions, e.g., adults modelling safe play
- students will be encouraged to eat their lunch between 12:00 - 12.30 in the dining hall to encourage social interaction. Those students who may find this challenging will be offered support to develop their social interaction skills.

These expectations are introduced or revisited at the beginning of each academic year. These guidelines are regularly reinforced, both to prompt good behaviour and praise positive behaviour.

Staff will:

- use the student's name.
- provide specific verbal praise will be given to those students who are presenting the correct attitude and effort towards achieving their lesson objective and appropriate social interactions.
- regularly provide formative feedback.
- set achievable targets and differentiated work.
- proactively use reflect and restore daily sessions to embed Ready, Respectful and Safe.
- uphold the highest of expectations when addressing behaviour.
- work effectively as a team to ensure the best outcomes for the students.

Rewards at the Orion Academy

At Orion Academy we want to inspire our young people to be the very best they can be and to build the skills and attributes to become successful active citizens in their community. Our reward policy is designed to promote and develop key characteristics and values that we see as crucial to achieve this. Our staff are dedicated to the personal development of all our students to ensure they build the skills to become independent and resilient and leave Orion with high levels of self-esteem, recognising the talents they possess.

We celebrate the neurodiversity in our community, recognising that every young person is different and has talent. We recognise that good education is good character education. We aim to build a school culture that enables our students to hold positive relationships with each other and an academy culture of strong partnerships with parents and stakeholders.

We will work towards the six areas of Character Development to achieve this aim:

- Self-awareness
- Teamwork
- Being resilient
- Showing Commitment
- Being a problem solver
- Showing empathy

How the policy works

When a student has demonstrated progress in one of the six key areas, they are congratulated verbally through specific feedback on what they have done and the impact on them and others. They will then receive a postcard linked to that characteristic identifying the reason for the reward. This can then be taken home and shown to parents/carers, before being returned to be placed in the post-box at the front of school. This post-box is then emptied on a Friday and a draw will take place for a £5 Love to Shop voucher, as means of community celebration, in assembly on Mondays.

The number of cards are tallied each term and are worth points towards a choice of rewards in three categories:

- Sports wear vouchers
- Tokens for trips
- Game vouchers

There are different ways that students can 'cash in' their postcards:

- At the end of each term: Autumn Term (December), Spring Term (March/April), and Summer Term (July)
or
- Rolling over each term to a final voucher in the Summer Term for the total amount of postcards for the academic year

Classroom rewards

In therapeutic classrooms, it is essential to develop a sense of belonging and calm. This is achieved not only by our environments but also by the language and expectations we hold around having a class family identity and academy community identity. We know that for many of our students relationships can be challenging to develop and retain, and to understand the need to build tolerance for others. Therefore, the aim of the classroom reward is to encourage students to identify with their class families and develop their social and team building skills alongside understanding the rights and responsibilities they have to themselves and others.

How these will work

Each Monday in Restore and Reflect time, through a circle time, the class family will set themselves one target to achieve that week within the class. For example, this could be *"to listen when others contribute ideas in class: we will show this by turning and acknowledging the person speaking or by allowing quiet in the class"*

Each time this is achieved the teacher will make this known and congratulate the students and tally up the positive contributions by the class. The reward will be a Golden Time session. How the class spends their Golden Time will to be decided when setting the reward and displayed in the classroom so that the students can be reminded of what they are working towards.

Golden Time

A Golden Time session of 40 minutes (which includes Reflect and Restore time) is timetabled each week and is dedicated to celebrating the classes' achievements, in the classroom, through:

- playing board and/or card games
- having additional computer time
- engaging in quiet art activities
- circle time games
- mindfulness activities e.g. colouring
- listening to music or an audiobook
- sports activities
- cookery

It is essential that this time is earned, not given

Some weeks the class will not achieve their class target so Golden Time will not take place. On these occasions the class target should remain in place for the following week and be more specific for achievement, if needed.

Meeting the individual needs of students

All students have a Positive Handling Plan (PHP). These plans have specific graded strategies and responses that should be referred to by all staff. A copy of all current paperwork can be found on IRIS, the software programme for recording behaviour.

Staff teams regularly engage with and monitor PHPs, amending them following discussions with their wider team.

Pastoral Team

We employ a Pastoral Team (The Gallery) who are central to supporting the whole school community. They do this by contributing towards a safe learning environment, making provision for students who are out of class, responding to behaviours that prevent learning, supporting students' crisis cycles and running interventions which promote mutual respect, protective behaviours and a wide range of social skills.

The Acting Head of School, Miss H Shuker, leads the day-to-day management of the team. Within the team there are four roles: Pastoral Support Workers, Therapeutic Support Workers, Youth Workers, and Lead Practitioners in SEND.

Gallery support is available throughout the school day to support both students and adults with behaviour challenges, medication and emotional support. Some PSWs are class based and work alongside teaching staff and teaching assistants to ensure students have the best support and

opportunities to succeed in the class setting. Other members of the pastoral support team are on call to support proactively and reactively to the day to day needs of the school.

These staff are restorative practitioners who are experienced in working with students with Social Emotional and Mental Health needs (SEMH). All staff are Team Teach trained and are able to use de-escalation techniques and restrictive physical interventions if necessary.

Social and Emotional Learning

We aim to deliver a whole school approach to Social and Emotional Learning. Within our curriculum and daily timetable we embed the following approaches:

- 'Check in' at the start and 'Reflect and Restore' at the end of each day
- Peer mentoring
- Use of emotion charts throughout the day
- Social Stories and roleplay
- Class based roles and responsibilities e.g. Class student councillor
- Breakaway spaces and the use of calm spaces and rooms
- Sensory circuits
- Restorative approaches to conflict management
- Personal goal setting and self-evaluation
- Team working – community building
- Modelling positive phrases, fostering emotional resilience/strategies to overcome failure

In addition, we use the following interventions to enrich our ability to support our students effectively.

Interventions

We use the following interventions to support our students effectively

Intervention	Delivered by	Objective
Mend it Meetings (Restorative work)	Pastoral support	Develop an understanding of emotions and the impact this may have on others
Peer Mentoring	Teacher	Develop friendships and confidence when working with younger students
1:1 Communication work	Support staff	Develop receptive and expressive language skills
Communication groups	Teacher	
1:1 Relationships and Sex Education (RSE)	Teacher	Working towards individual health outcomes from pupils' EHCPs
Forest School	Teacher	Develop confidence and self-esteem through hands on experiences in a woodland environment.
Art Therapy	Art Therapist	These therapies support pupils in processing their emotions and feelings by promoting emotional well-being and communication through music, art and time with the school dogs. Pupils develop trusting relationships in a safe and nurturing space.
Drumming	Music Teacher	
Dogs as Therapy*		

Anger Management	Pastoral Support	Develop an understanding of emotions and the impact this may have on others
Drawing and talking	Instructor	Promote conversation and relationships using art as a stimulus.
Multi-agency Partnership Programmes	Police RAW Virtual School Social Care Health Team CAMHS CAHBS	Personalised targeted interventions to assist in ensuring our students are safe in the academy and community.

***Dogs as Therapy (non-compulsory participation)**

The opportunity for students to take part in Dogs as Therapy is a unique feature of our school. The school has adopted the highly successful model used at Iffley Academy where school dogs are used daily to support the physical, emotional and mental wellbeing of the students. The Gallery Trust has a proven track record of using dogs as therapy to promote:

Physical Health: e.g. lower blood pressure, endorphins (oxytocin) that have a calming effect, diminishes overall physical pain, the act of petting produces an automatic relaxation response

Mental Health: e.g. lifts spirits and reduces depression, decrease feelings of isolation and alienation, encourage communication, provide comfort, increases socialisation, reduces boredom, lower anxiety, help students overcome speech and communication difficulties, provide motivation and rewards, reduce loneliness

Strategies for supporting students within the classroom

- Our staff are inducted and trained to use a range of strategies within the classroom to encourage a positive climate for learning
- ensure the PHP is consistently used
- model the behaviour you expect
- describe the effects of the behaviour rather than the behaviour itself
- positively recognise and praise those who are behaving appropriately
- use choice and consequence language
- use support staff to support the student 1:1
- give plenty of 'take-up' time
- move the student within classroom
- if needed use time out within the classroom, utilising the flexible learning space (the student should have a clear understanding of this)
- use the Team Teach toolkit

If situations within the classroom are not resolved by the strategies outlined above it may be necessary to call for further support for the student from a member of the Gallery Team or Senior Leadership Team (SLT), who will support with:

- removal of the student from the classroom to a different space to reset
- removal to the reflection room, as appropriate (see Positive Handling Policy)
- use restorative enquiry when appropriate

The aim is to return the student to their own classroom, to be reintegrated into their learning space to work alongside their peers and restore relationships. 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 Gallery Team if needed. If the student is in conflict with a member of staff in the class, the member of staff can be covered by the team so that they, the person involved, can work with the student to find a way forward.

Restorative approaches

In September 2020 Orion Academy introduced Restorative Practices across the school. The key themes underpinning this work are:

1. Everyone has a unique and individual perspective
2. Thoughts influence feelings and feelings influence behaviour
3. Behaviour can have a negative impact on others and cause harm; this harm needs to be repaired
4. In the event of harm everyone involved will have needs which must be met to move on
5. Those involved in conflict are the best placed to take responsibility and ownership for problem solving

All staff will be expected to positively promote the restorative approaches based on the above restorative principles; these encourage an environment which promotes mutual respect, the development of good relationships and the need to take responsibility for one's own behaviour. We do not believe in issuing set sanctions in response to incidents that arise in school but believe in working together in a restorative way to identify agreed outcomes.

Restorative Approaches are inspired by the philosophy and practices of Restorative Justice, which puts repairing harm done to relationships and people over and above the need for assigning blame and dispensing punishment.

The Restorative key values are in line with Ready, Respectful and Safe creating an ethos of respect, inclusion, accountability and accepting responsibility. This underpins our commitment to relationships, impartiality, being non-judgmental, collaboration, empowerment and emotional literacy.

Restorative processes and interventions

We use the following and at any point members of our community can request a Mend-it-Meeting:

Restorative enquiry

This is the starting point for all restorative processes involving active non-judgemental listening. The process can be used with one person to help them reflect on a situation and find ways forward for themselves. It is also useful before and during face-to-face meetings.

Restorative discussion

This is used in a challenging situation, often between a more and less powerful person. Skills include expressing and listening for feelings and needs and understanding why each person has acted the way they have.

Mediation

This is useful when both X and Y believe the other person is the cause of the problem. The mediator remains impartial and helps both sides to consider the problem as a shared one, that needs a joint solution.

Victim/Wrongdoer mediation

This is useful when someone acknowledges they have caused harm to another person and both sides agree to see how the matter can be put right, with the help of an impartial mediator.

Restorative conference

This involves those who have acknowledged causing harm meeting with those they have harmed; seeking to understand each other's perspective and coming to a mutual agreement which will repair the harm as much as possible. Often all sides bring supporters, who have usually been affected, and have something to say from a personal perspective.

As a school our restorative principles underpin our responses to behaviour. However, we recognise that following the restorative process there may be a need for additional process, to embed an understanding of consequences resulting from specific behaviours. These will be linked to individual situations but may include additional professional/parent meetings, police support, school community activities and possibly suspension (see Suspension and Exclusion Policy). Any consequences will be carefully considered and be approved by the Senior Leadership Team.

Behaviour Monitoring

Behaviour is carefully monitored and recorded. We believe in early intervention and will contact parents if we feel a student's actions are outside the normal range of expected behaviours or are a cause for concern. Working collaboratively with families is of utmost importance to ensure strong partnerships and shared responsibility.

We will always challenge and record discriminatory attitudes, behaviour and language and we will actively promote acceptance of diversity. We always strive to be an inclusive school.

Bullying

Harassment and bullying 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 (see Anti-bullying Policy and Equalities Plan 2021).

The school keeps detailed records of behaviour which are logged on a database (IRIS) at the end of each school day. We monitor and record a wide range of behaviours that inform us about our students and their specific SEND.

This data informs our practice and how we deploy staff to support our students. This information is also used to share behavioural concerns with other professionals and to track positive and negative trends of behaviour.

Access to the monitoring and recording system, IRIS, is available to all staff. Any records of behaviour should be written by the member of staff that observes and supports the student. Staff will be required to record: the antecedent; the behaviour; the resolution and any specific strategies which were used to support the student at that time. These records are monitored at both a Senior Leadership and Trust level and informs our practice, allowing us to reflect on behaviour and reflect on how we as professionals have resolved issues within our school.

The use of suspension and permanent exclusion at Orion Academy

Suspensions and permanent exclusions will only be considered for students, in exceptional circumstances, where the student has presented with high risk and/or harmful behaviours, such as:

- Using a weapon to threaten or cause harm
- Using an object as a weapon to cause harm e.g. scissors
- Bringing drugs into school
- Significant damage to the school environment
- Bullying of students or staff with protected characteristics e.g. racist bullying
- Sexual harassment or bullying
- Harmful behaviour to students e.g. hurting another student with full intent to cause harm
- Harmful behaviour to staff e.g. hurting an adult with full intent to cause harm

The following guidelines should be followed when considering a decision to exclude a student:

- Head Teachers have discussed the decision with the Director of Education and Strategy, the Director of Schools and Education or the CEO
- Head Teachers have considered all other options and exhausted all reasonable adjustments and are confident that the sanction is appropriate and meaningful for the student and where there is a lack of appropriate therapeutic or medical support to address a student's emotional needs

Head Teachers will follow the steps detailed in the statutory guidance 'School suspensions and permanent exclusions:' Guidance on the suspension and permanent exclusion of pupils from local authority-maintained schools, academies and pupil referral units. September 2022

<https://www.gov.uk/government/publications/school-exclusion>

Policy Implementation

All academy staff are responsible in implementing the academy policy consistently and fairly throughout the school by setting the standards required to promote positive behaviours. The Senior Leadership Team are responsible in ensuring all staff adhere to the policy and implement effective recording keeping of all incidents, reporting to governors and parents when required.

All staff complete a full and comprehensive induction programme. That ensures they have read and understood all school policies. All staff understand through training their responsibility for record keeping and receive adequate and frequent training to ensure they remain up to date.

Behaviours out of school

Students have a responsibility to follow these expectations as detailed within this policy, showing respectful and considerate behaviours in and outside of the academy as they are representing Orion. This behaviour policy can extend to activities outside the academy day and off the academy premises when the student is:

- Taking part in any academy organised related activity
- Travelling to and from the academy
- Wearing the academy uniform
- In other ways identifiable as a pupil to the academy

This policy can extend to any behaviours that have a negative effect on the orderly running of the academy, pose a threat to another student, or member of the public, or adversely affect the reputation of the academy.

Prohibited items and searches

Academies and schools have the statutory power to undertake a search of a student or their possessions (without consent) if there is reasonable grounds to believe that the student maybe carrying a dangerous or banned substance or other item that may pose a risk to their safety or the safety of others. Specific items are on page 11 of the DfE's Behaviour and Discipline in Schools Guidance- advice for Headteacher. Only the Headteacher or assigned Senior Leader can undertake the search and there must be witnesses. The person carrying the search should be the same sex as the student. Any searches of a student's own person or their possessions must be carried out with due consideration for the student's dignity, health and safety, the academy's safeguarding policy and equal opportunities policy. Students with specific identified needs / diagnosis may require a different approach. Any search must be seen as a last resort, when other methods of investigation and communication have failed and only if absolutely necessary. Staff must have sufficient training to enable them to carry out their responsibilities. The following items are banned and may be searched without parents' consent:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Pornographic images
- Any item that could be deemed as causing an offence or harm

The person conducting the search may not require a student to remove any clothing other than outer clothing (clothing not worn next to skin) e.g. hats, coats, shoes.

The academy will follow the Department for Education guidance 'Screening searching and confiscation – advice for Headteachers, staff and governing bodies in deciding what to do with confiscated items. [Department for Education Screening searching and confiscation](#)

Drugs- confiscation of drugs

Any drugs found will be confiscated by staff who will dispose of them in accordance with guidance issued by the Department for Education.

Use of reasonable force

The use of physical contact, care, comfort, reassurance and Restrictive Physical Intervention (RPIs). Orion Academy currently use the Team Teach practices and procedures [Team Teach Website](#)

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, to prevent damage to property and to maintain discipline. Physical contact is necessary and justifiable when it meets the needs of the student. On occasions academy staff may need to use reasonable force to prompt, guide or hold students. ("Reasonable force advice for Headteachers, Staff and Governing Bodies, DfE, 2012) [Reasonable force advice for Headteacher staff and Governing Bodies DfE 2012](#) The academy may seek support from Thames Valley Police.

Unsubstantiated, unfounded, false or malicious allegations

If a student makes an allegation that is determined to be unsubstantiated, unfounded, false or malicious, the academy will follow the procedure set out in [Dfe Keeping Children Safe in Education 2021](#): contacting the LADO who will:

- Consider the appropriate next steps. If they consider that the child and/or person who made the allegation needs help, or the allegation may have been a cry for help, a referral to children's social care may be appropriate
- Shown to be deliberately invented, or malicious, the academy will consider whether any disciplinary action is appropriate against the individual(s) who made it (See Safeguarding Policy)

Linked policies:

- The Gallery Trust Suspension and Exclusion Policy
- Orion Academy Child Protection and Safeguarding Policy
- Orion Academy Anti-bullying Policy
- Orion academy Positive Handling Policy