

Positive Behaviour Policy July 2015

Signed by the Chair of the Management Board

Review Date:

December 2016

The Orchard Centre Student Referral Unit including
External Services and Hospital.

OUR POSITIVE BEHAVIOUR POLICY.

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.

The ethos for the Orchard Centre is as follows:

All students have the right to **learn**
All students have the right to **respect**
All students have the right to **feel safe**

AIMS OF THE POLICY AND GUIDANCE.

- To make all members of the Centre's community feel valued, secure and to be successful in teaching and learning.
- To encourage appropriate behaviour between all members of the Centre's community.

1. THE CELEBRATION AND REWARD OF ACHIEVEMENT.

Principle:

All students will receive appropriate commendation and reward for achieving against their own personal targets in learning and in behaviour.

- Students who feel that their work or their appropriate behaviour is not valued will lose motivation and will give up trying.
- All students will be given the chance to succeed in learning and behaviour. This will be achieved by establishing individual, realistic targets which will be set after consultation with students and shared as appropriate.

- Rewards and commendations will be age appropriate and related to behaviour and work and meeting targets.
- End of term rewards are negotiated with students through the School Council.

2. RULES, REWARDS AND CONSEQUENCES

Principles:

A system of rules, rewards and consequences, is used. This is accepted by the whole school community as being fair and reasonable and it will be routinely practised.

- Rewards make acceptable behaviour more likely to be repeated.
- Consequences make undesirable behaviour less likely to be repeated.
- Consequences give the opportunity to negotiate a solution, set targets for desirable behaviour and assist students in making 'right choices'.

The Student Planner



Student Planner

NAME _____

FORM _____

TERM _____

At the start of each half term students are issued with a planner. This is used every lesson to record, through a points system, students attitude and response to work, behaviour and respect. Points are accumulated over time and can be used to 'purchase' rewards.

The Daily Page

DAY _____ DATE _____

Lesson No	Work	Behaviour	Respect	Total	Staff Signature	HWK Out Staff signature	HWK In Staff signature
1							
2							
3							
4							
5							
6							
Targets							
5 = Excellent 4 = Very Good 3 = Good 2 = Satisfactory 1 = Poor 0 = Unacceptable							

<u>Form Points</u>		Today's Points
On time		Total for today
Contributing		
Listening		
Coat off		
Uniform		
TOTAL		

Comments

Criteria for Awarding Points in Planners

BEHAVIOUR

5	EXCELLENT	Positively influenced others' behaviour- a good role model.
4	VERY GOOD	Followed instructions, self-disciplined, stayed on task, not influenced by the behaviour of others.
3	GOOD	Improved behaviour after direction by staff.
2	SATISFACTORY	Encouragement needed to follow instructions more than once during the lesson.
1	POOR	Very few instructions followed. Others in class distracted by the behaviour.
0	UNACCEPTABLE	Refused to follow instructions and disrupted others in the class even after staff support.
0	UNACCEPTABLE SMT involved	Violent behaviour towards staff and/or students or damage to property.

WORK

5	EXCELLENT	Outstanding work throughout the lesson. Additional work completed from that set. Helped others.
4	VERY GOOD	All lesson targets and objectives met. Participated in all activities during the lesson.
3	GOOD	Most of the set targets met and has participated in most activities during the lesson.
2	SATISFACTORY	Has met some of the set targets
1	POOR	Has met very few of the set targets.
0	UNACCEPTABLE	Did not meet any of the work targets. Off task and prevented others from working

RESPECT

5	EXCELLENT	Polite and respectful all lesson and outwardly showed consideration for the feelings of others.
4	VERY GOOD	Has been respectful at all times during the lesson to staff, students or equipment.
3	GOOD	Has followed most instructions respectfully.
2	SATISFACTORY	Lack of respect shown, but positively responded when instructed.
1	POOR	General lack of respect to staff or students.
0	UNACCEPTABLE	Total lack of respect shown to staff, students or equipment. Inappropriate use of language
0	UNACCEPTABLE SMT involved	Persistent Verbal and/or Racial abuse

TUTORIAL POINTS CRITERIA

2	On time
2	Contributing.
2	Listening
2	Coat off
2	Uniform.

The teacher or form tutor will decide whether targets have been achieved in consultation with any support teacher that might be present.

A maximum of 15 points can be given for each lesson and will be recorded in the student's planner.

A maximum of 10 points can be awarded for form time each day.

Students will total the number of points during form time on each page and transfer totals to the totals page in the planner.

The expectation for all students is that they wear correct uniform every day. They are expected to remove outdoor layers in the classroom. Zero points will be recorded for non-compliance.

There are strict rules around the use of mobile phones in the Centre. (APPENDIX 2) We expect students to behave responsibly if they bring their phone into the Centre. The Centre will take no responsibility for lost or damaged mobile phones. Points will be deducted for inappropriate use of the phone.

External Services students for whom the system is appropriate should be allocated rewards on a pro rata basis, aligned to that used in the Centre and relevant to their individual circumstances.

REWARDS may take the form of:

- Praise and positive comments in books or planner
- Certificates
- Visits out of Centre
- Vouchers to spend in shops in the city
- A wide variety of other rewards based on the points system.
- Student of the week

Certificates for Student of the Week for Key Stage 3 and 4 will be awarded after staff discussion. Certificates with reasons for their achievement will be produced with one copy to take home, one to display in form room and one on the achievements board.

ALL STUDENTS HAVE A RIGHT TO **LEARN**
SO STUDENTS MUST MAKE EVERY EFFORT TO:

- **Be properly equipped for lessons.**
- **Ensure mobile phones and other electrical items that might interfere with the work of the Centre are not used in class and are kept out of sight. (APPENDIX 2)**
- **Get to lessons on time**

Students should move directly to lessons and not 'take the long way round' and use the toilet at appropriate times.

- **Open their Planners at the start of each lesson and leave them on the desk ready for staff to sign**

Student Planners are considered to be an important piece of equipment and they are needed during every lesson. They will be collected in the dining hall at the end of the day and each form tutor will collect the class planners from the dining hall. They will be returned to students during registration the next morning.

If mislaid during the day students and staff must make efforts to find them. The Planners do not leave the site.

- **Behave appropriately so as not to distract others from learning**

This includes following teacher directions, no calling out and not making unnecessary comments. It means sitting where directed by the teacher and not answering back inappropriately when being spoken to by a member of staff.

- **Stay in class unless directed by a member of staff**

This means students should be in class for every timetabled lesson and this is a requirement for ALL. If they need to leave the room for any reason a note needs to be made in their planner and signed by the member of staff and the planner taken with them. Students who persistently refuse to stay in class will be dealt with through parental and professional involvement.

*ALL STUDENTS HAVE A RIGHT TO **RESPECT**
SO STUDENTS MUST MAKE EVERY EFFORT TO:*

➤ **Speak to others as they would wish to be spoken to**

This rule means not making unkind or hurtful comments about others, not shouting or swearing at people and being compassionate and considerate to all members of our community. Verbal bullying will not be tolerated.

➤ **Reduce the need for bad language and swearing**

Inappropriate and offensive language will always be treated seriously. Sexual innuendo will also be treated in this manner.

*ALL STUDENTS HAVE A RIGHT TO **FEEL SAFE**
SO STUDENTS MUST MAKE EVERY EFFORT TO:*

➤ **Keep hands, feet and objects to themselves.**

Any assault at the Orchard Centre will always be treated in a very serious way and, in its most serious form, could lead to exclusion. Any form of bullying that uses physical violence will also be treated in the same way. No one comes to the Centre to feel threatened or scared and students who make others feel like this will be dealt with immediately. The right to feel safe is a basic human need and we all work hard to ensure the Centre is a safe and comfortable place to attend for both students and staff.

➤ **Move safely around the Centre at all times**

Running around the corridors is unsafe for everyone and this can be when most accidental injuries occur. Students must walk sensibly along the corridors and keep to the left when possible. Groups of students should not congregate in the corridors as this makes it difficult for people to pass safely. All doors should be opened carefully.

CONSEQUENCES of not following the Centre's rules include:

- A prompt or reminder about the rule being broken.
- Formal warning
- Time out (5-10 mins. max.) Detention at break time or home time supervised by subject teacher/subject co-ordinator
- Staff will record the details of incidents on each individual student's log on the SIMS system
- Parents/carers may be notified, usually by telephone, if the situation is not resolved by the end of the day.

3. BULLYING.

Principles:

All bullying will be identified within the Centre community and will be recorded and dealt with effectively. (See Anti Bullying Policy APPENDIX 1)

- Bullying is not acceptable behaviour at the Orchard Centre. All students and adults have rights and responsibilities with regard to the way in which they behave towards each other and the way in which they make each other feel.
- Everyone will take responsibility for monitoring bullying and it will be dealt with as soon as it occurs or is reported.
- Parents/carers will be kept informed of incidents and actions being taken.

4. KEEPING SAFE.

Principles:

All members of the school community will be kept safe through effective procedures for health, safety, child and adult protection.

- All students and adults need to feel safe when they relate to or interact with each other within the Centre.
- The Centre will follow all statutory government and Local Authority guidelines on 'Keeping Children Safe in Education' and Safeguarding.
- In the event of a **serious** physical assault the assailant will be isolated until either parents or carers can collect them or they can be transported home. The victim will receive medical attention and support if required. Parents / carers will be notified.
- On rare occasions a student may need to be prevented from harming themselves or others or damaging school property. All staff have been restraint trained using Team Teach techniques, A restraint will only be carried out to prevent injury to the student, themselves or others or to

prevent significant damage to property. Parents/carers will be informed and records of the incident will be kept.

External Services and Hospital Students.

In some circumstances it is more appropriate for members of staff to use professional judgment to negotiate a programme of rules, targets, consequences and rewards with a student than to adhere to the Centre based system.

5. EQUALITY OF OPPORTUNITY.

Principles:

<p style="text-align: center;">Equality of educational opportunity will be ensured as far as is practicable for all students who are behaving inappropriately.</p>

- Withdrawal from lessons or exclusion from the Centre may be a consequence of inappropriate behaviour. This has serious implications as far as educational opportunity is concerned. Homework packs are provided for every student half termly. The contents of the pack reflect the work being done in the Centre for each subject during the half term. In the case of a fixed term exclusion, work from the homework pack should be completed during the period of the exclusion. This work should be returned to Centre staff for marking once the exclusion period has expired.
- Through our admissions policy we offer students a trial or probationary period of attendance in order to assess their individual educational needs. At the end of this period a formal review will be held and a decision will be made, either referring the student back to the initial referrer or offering the student a place at the Orchard Centre.

6. PARENTAL INVOLVEMENT.

Principles:

<p style="text-align: center;">Parents will be positively encouraged to be involved in all aspects of their child's behaviour.</p>

- The Centre will establish who has parental responsibility and who each student's parent/carer is.
- The Centre will establish links and liaise with all professionals involved with the student with the knowledge and permission of the parents.
- Parents and carers will be as fully involved in behaviour and learning as possible. This may include home/school contracts.

Parents/carers may be involved in the following ways:

Staff may send texts via the 'Keep Kids Safe' texts to parents service or make phone calls home as part of the reward system.

Staff may phone to ask for parental/carer support with homework completion.

Staff may ask parents/carers for support with uniform or timekeeping issues.
Records of telephone calls made or received will be placed in the student's file in the Centre's office.

Photocopies can be made of students' planner pages to take home to show parents.

Pastoral Team 2015-16

Mrs. Evans Mrs. Wellings
Mrs Kumar Mr Edmonds

Form Tutors 2015-16

Key Stage 4:

Year 11: Mrs C Carter, Mrs J Griffiths, Ms R Cooper

Year 10: Mr D Pascoe, Mr I Boora,

Key Stage 3:

Group 1: Mr C Edmonds/Mrs L Kumar,

Group 2: Mrs D Klein-Velderman/Mrs L Atherton,

Group 3: Mr M Kaminski

APPENDIX 1



Anti-bullying policy for The Orchard Centre PRU

The aim of this anti-bullying policy is to ensure that students learn in a supportive, caring and safe environment without fear of being bullied. Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated. Only when all issues of bullying are addressed will students be able to benefit fully from the opportunities available at The Orchard Centre PRU.

We recognize that bullying exists but we endeavour to create the conditions in which the chances of bullying are minimized. Through our behaviour policy and personal and social education, we foster a caring and co-operative ethos.

We do not accept hurtful and unkind behaviour towards others and take firm action against bullying, victimisation and physical, racial and sexual harassment.

Bullying is defined as deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves. The main types of bullying are:

- physical (hitting, kicking, theft)
- verbal (name calling, racist remarks)
- indirect (spreading rumours, excluding someone from social groups or by mobile phone or email)

Students who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults.

There may be evidence of changes in work patterns, lack of concentration or truanting from school. Students are encouraged to report bullying in school.

All staff must be alert to any sign of bullying and act promptly and firmly against it in accordance with the Centre policy.

We strive to ensure that no student is made to feel humiliated or undervalued.

Statutory duty of schools

Head teachers have a legal duty under the School Standards and Framework Act 1998 to draw up procedures to prevent bullying among students and to bring these procedures to the attention of staff, parents and students.

Implementation

The following steps may be taken when dealing with incidents:

If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached

A clear account of the incident will be recorded and given to a member of SMT

The member of SMT will interview all concerned and will record the incident

Form tutors will be kept informed and if it persists the form tutor will advise the appropriate subject teachers.

Parents / carers will be kept informed.

Punitive measures will be used as appropriate as a last resort and in consultation with all parties concerned.

Restorative Practices may be appropriate in some cases but this will be facilitated by the staff that have had appropriate training.

Students

Students who have been bullied will be supported by:

- offering an immediate opportunity to discuss the experience with a form tutor or member of staff of their choice
- reassuring the student
- offering continuous support
- restoring self-esteem and confidence by mentoring system to offer support

Students who have bullied will be helped by:

- discussing what happened
- discovering why the student became involved
- establishing the wrong doing and need to change
- informing parents or guardians to help change the attitude of the student
- offering a buddy system to encourage appropriate behaviour

Within our Positive Behaviour framework, the following disciplinary steps can be taken:

- official warnings to cease offending
- loss of break / lunch free time
- fixed-term exclusion
- fixed-term exclusion (longer than five days)
- permanent exclusion

Within the curriculum the school will raise the awareness of the nature of bullying through inclusion in PDC, form time, assemblies and subject areas, as appropriate, in an attempt to eradicate such behaviour.

We aim to educate students not to turn a blind eye when they see others being bullied and to consider that bullying is a problem that everyone can do something about.

Monitoring, evaluation and review

The school will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school

REVIEW:

The Orchard Centre will monitor the effectiveness of this policy and will review, revise and republish as necessary.

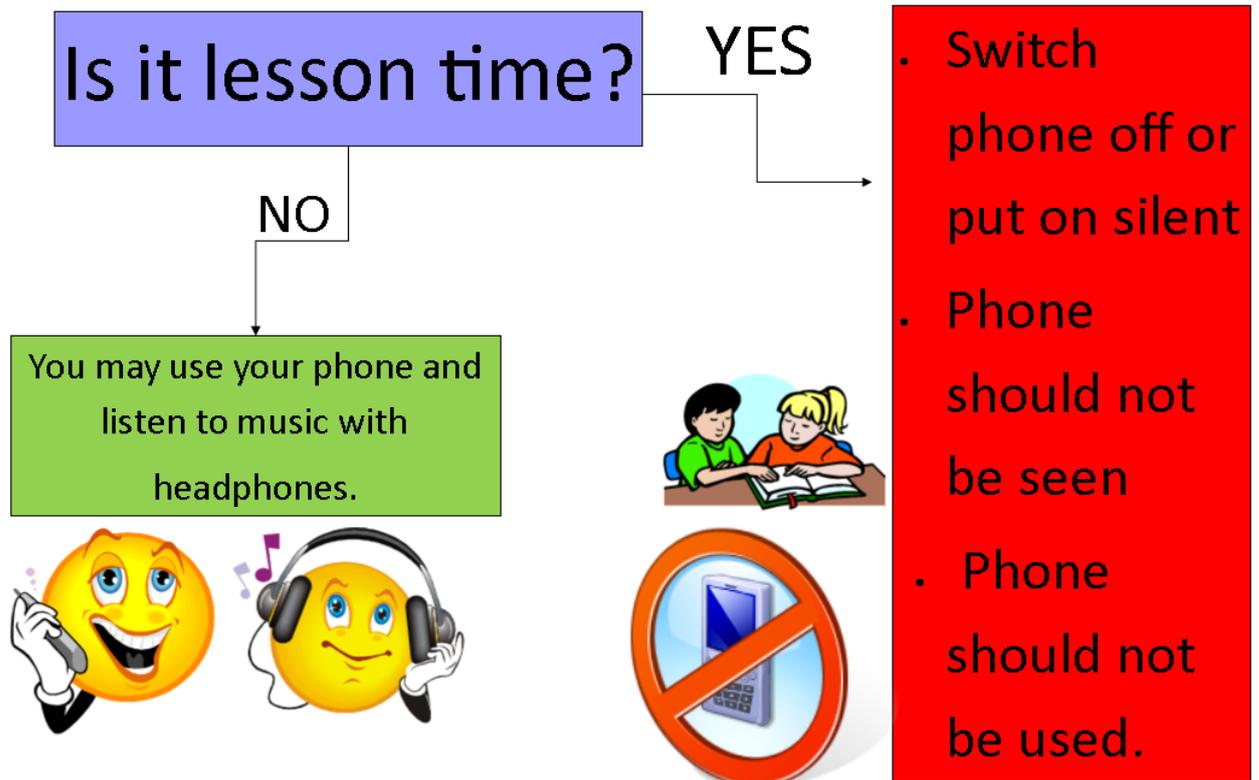
Last Review date July 2015

Reviewed by: S Groves

Next review date September 2016

APPENDIX 2

Responsible use of Mobile Phones at the Orchard Centre.



If you use your phone in lessons...



1. Reminder of rule.



2. Warning
If your phone is seen again in the lesson



3. If phone is still visible.
Reported to Mrs Wellings or Mrs Evans



4. Parents contacted.



5. If phone is a continual problem -
Serious disregard of school rules. Meeting
with parents.