

Behaviour Policy

Policy Monitoring, Evaluation and Review

This policy is effective for all academies within The Mead Educational Trust, the Teaching School, the SCITT and all other activities under the control of the Trust and reporting to the Trust Board.

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4.0	Feb 2023	SJL/SLT	Revised behaviour policy as follows: <ul style="list-style-type: none"> - No longer logging C1 and C2s on BromCom - Changes to the way detentions are administered - Amended PSP process to remove reports - Removed OMA Expectations (appendix 6) - Updated 2.6 Responsibilities
3.0	Oct 21	MON/SDA	Reformatted into sections Updated to replace STAR/SMART with FAST Rewards Chart Updated
2.0	Sep 20	KLE	Annual review and update
1.0	Sep 19	KLE	Revised Behaviour Policy and rebranded.

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1. Introduction

Orchard Mead is committed to providing the best educational opportunities for each young person in order for them to learn and flourish. Positive relationships between all members of our academy community are the cornerstone of our approach and underpin all of our interactions.

The Orchard Oath of *Work Hard, Be Kind, Be Responsible*, encapsulates our expectations of each student, has its basis in the fundamental British Values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs.

In addition, the **Orchard Way** sets out daily expectations for our students and aims to ensure that there is a consistent structure in place, detailing what is expected and why these actions are important.

This policy sets out our expectations for all members of our community, students and staff, and clarifies the consequences that are in place for any nonconformity with the policy. Please note that, whilst this policy sets out the principles of our approach, Orchard Mead Academy reserves the right, at any time, to respond to any incident in a manner that best serves the interests of our community.

We expect impeccable behaviour from every student.

Our policy enables us to systematically promote positive relationships and good manners. The detailed setting out of expectations and routines helps students and staff to have a shared understanding and unity of purpose which maximises learning time. This work involves a clear partnership between parents/carers, students and the academy which helps our young people become active citizens, able to make a full contribution to society and therefore to live a happy and fulfilling life.

Our Behaviour Policy is consistently and fairly applied and underpins effective education. Academy staff, students and parents should all be clear of the high standards of behaviour expected of all students at all times, as detailed in this policy.

The aim of the Behaviour Policy is that learning flourishes in all aspects of academy life. This is achieved by:

- Our approach which is fostered in classrooms and around the academy promoting Behaviours For Learning (BFL).
- The use of Direct Instruction (I do, you do and we do method).
- Quality First Teaching (QFT) principles are evident and explicitly used in classrooms.
- A proactive approach of sharing information, between pastoral staff and teaching staff, to ensure that all staff are fully aware of any barriers to learning and how to address these.
- Using de-escalation techniques effectively when inappropriate behaviours are displayed, enabling a consistent, fair and transparent process to be applied through BFL and a gradual and structured response to students' behaviours.
- Using expertise from the Pastoral and SEND teams so a coordinated approach and appropriate intervention are used ensuring that students and staff are supported.

This policy should be read in conjunction with the policies listed below:

- Teaching and Learning policy
- Attendance policy
- Safeguarding policy
- Physical intervention policy
- Search and Offensive Weapons policy

In a large community, there is a need for a clearly understood and agreed set of expectations with regard to behaviour. Every student is supported and guided to take responsibility for themselves and be ready to learn. We work in partnership with parents/carers to ensure their child achieves their best.

This policy has been developed in line with DFE guidance around behaviour and discipline, that specifically states:

- Teachers have power to discipline students for misbehaviour which occurs in academy and, in some circumstances, outside of academy.
- The power to discipline also applies to all paid staff (unless the head teacher says otherwise) with responsibility for students, such as teaching assistants.
- Headteachers, proprietors and governing bodies must ensure they have a strong behaviour policy to support staff in managing behaviour, including the use of rewards and sanction.
- The proprietors of Academies have a duty under paragraph 7 of Schedule 1 to the Education (Independent Academy Standards) (England) Regulations 2010. They must ensure that arrangements are made to safeguard and promote the welfare of students.
- Teachers have statutory authority to discipline students whose behaviour is unacceptable, who break the academy rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006).
- Teachers can discipline students at any time the student is in academy or elsewhere under the charge of a teacher, including on academy visits.
- Teachers can also discipline students in certain circumstances when a student's misbehaviour occurs outside of academy bringing the academy into disrepute.
- Teachers have a power to impose detention outside academy hours.
- Teachers can confiscate students' property including mobile phones, music devices and headphones.

See appendix 2- Orchard Mead Academy Expectations

1.1 Supporting Students:

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways which may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained.

Staff will work to identify whether a child or young person's behaviour may be related to other underlying issues and will support them effectively in these circumstances, providing advice and guidance on working with other professionals and external agencies where appropriate.

Where a student is identified as having SEND, the academy will act to address barriers to learning and put effective special educational provision in place. This SEND support will take the form of a four-part cycle: Assess, Plan Do, Review; through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the student's needs and of what supports the student in making good progress and securing good outcomes. This is known as the graduated approach.

1.2 Early identification and targeted intervention

The Key Stage 2 to Key Stage 3 transition process allows for information sharing from feeder primary schools to Orchard Mead. Our staff liaise closely with the feeder primary schools to aid the transition to secondary school.

Relevant information is shared with staff to support transition. Some students are provided with additional support to ensure they can complete the transition to secondary school successfully.

Information is regularly reviewed and analysed to ensure that appropriate provision and support is provided to meet the needs of students.

SEND Advice cards and appropriate information is shared with relevant staff to support the planning of quality first teaching, and for some students a bespoke programme of targeted interventions may be instigated to support them.

In some cases, a multi-agency approach is required, and regular reviews and evaluations ensure that progress is being made and sustainable changes in behaviour take place. We believe that parental support is vital.

2. Expectations, Routines and Responsibilities

The academy has a clear set of expectations and routines which all students and staff are expected to follow. These are simple and focused on ensuring we are all able to work and learn in an environment which is safe and effective for learning.

2.1 General expectations:

1. Arrive each morning by (8.20am for Year 11 and Year 10, 8.35am for Year 7, 8 and 9), and arrive to all lessons on time.
2. Wear the correct uniform and follow the expected dress code.
3. Be prepared for learning with the correct equipment including, as a minimum:
 - a. a pencil case
 - b. pen
 - c. pencil
 - d. ruler
 - e. Casio Fx83GTX calculator
 - f. any specialist equipment, such as PE kit
5. Complete the Do Now task in silence in order to consolidate learning and ensure a strong start to each lesson.
6. Follow instructions, first time, every time.
7. Follow the Principles of Direct Instruction, I do, You do and We do.
8. Adhere to FAST routine and expectations in all lessons.
9. Move swiftly, sensibly and quietly around the building, adhering to one-way systems.
10. Complete all homework, on time.
11. Eat at break and lunchtime only and only eat in permitted areas.
12. Do not use mobile phones or music devices and headphones on the Academy site.
13. Respect any books or equipment which is loaned to you; if this is to take home, students are responsible for ensuring that they are returned to academy on time and in good condition.
14. Respect the Academy environment. Do not litter or cause damage to the Academy site.
15. Students always refer to staff as 'Sir' or 'Miss'; it is a sign of respect, and is polite and courteous. Students habitually start or end their sentences by saying 'Miss' or 'Sir' when talking to teachers. All staff will, likewise, treat all students with respect and be extremely polite. This is a partnership involving mutual respect between staff and students.

2.2 FAST

Good behaviour is essential for effective teaching and learning to take place. The achievement of high standards of behaviour involves high quality teaching and learning, positive relationships between teachers and students and regular praise and rewards.

Every opportunity should be taken to praise and reward appropriate behaviour. Students deserve to be recognised for presenting good behaviour and thanked by staff for their efforts. Equally, life skills such as politeness and a helpful and co-operative manner should be nurtured by staff through our SMART rubric.

Our expectations, encapsulated in the Orchard Oath and Orchard Way, are very clear. In addition, the academy follows the FAST approach for classroom behaviour.

See **appendix 4 -FAST Poster**

2.3 Threshold expectations:

- The teacher will **meet and greet their students** at the door of the classroom, keeping active supervision of the corridor at lesson change.
- The teacher should address any uniform infringements before a student enters their room.
- Students should sit as per seating plan. Pencil cases must be placed on the desk and bags placed under desk or in designated space.
- Students should start the 'Do Now' task on entry to ensure a strong start to each lesson.

2.4 Exit from lessons:

- Students must stand behind chairs whilst a visual check is conducted by the teacher to confirm tidiness and readiness to leave.
- Teacher will signal next steps in learning/exit tickets will be collected in.
- Students must be dismissed in orderly fashion (one row/table at a time) with clear direction regarding which staircase to use (as required).
- Staff must reinforce the use of "Quickly and Quietly" to address how students should move around the academy.
- The teacher should address any uniform infringements before a student leaves their room.
- Staff must monitor movement on corridor.

2.5 Movement around the academy:

- Students are to move quickly and quietly around the academy keeping to the left side of corridors.
- Students must walk on the left and use the correct staircases.
- Students must not run inside the academy.
- Students must not eat or drink on corridors.
- Please remember that mobile phones, music devices and headphones (which includes earphones and earbuds) are banned at Orchard Mead. Students found with them will have these items confiscated.

These expectations are encapsulated in the Orchard Oath and Orchard Way approach.

2.6 Responsibilities

Adherence to these expectations is the responsibility of all staff, at all times. This policy applies to all staff employed by the Academy, including support staff, and any staff who are trainees within the Academy e.g., PGCE, ITT and Teach First students.

Overall responsibility for the monitoring and evaluation of behaviour lies with the Principal and Assistant Principal of Behaviour. However, there is a responsibility at all points in line management to ensure that the policy is being followed.

All staff are responsible for ensuring this policy and accompanying procedures are followed, consistently and fairly applied. Support amongst all staff in the implementation of the policy is essential to ensure consistency of approach and to maintain excellent standards of behaviour.

Staff play a key role in advising the Principal, the Assistant Principal of Behaviour, and the wider Senior Leadership Team on the effectiveness of the policy and procedures. Staff have a responsibility, with the support of the Principal, to create a calm, safe, high quality learning environment which fosters a positive ethos.

Staff are expected to be a constant presence around the academy, in-between classes, during breaks in the Academy day, and at break and lunch times, in order to check that students are using the Academy grounds respectfully and behaving appropriately. We firmly believe that this also supports the fostering of positive relationships outside the classroom.

Specifically:

Role	Responsibilities
All academy staff	<ul style="list-style-type: none"> • Be an active presence in and around the academy • Establish and maintain good relationships with students; exercise appropriate authority and act decisively when necessary • Praise and reward commitments to our Orchard Oath and Orchard Way
	<ul style="list-style-type: none"> ☐ Challenge uniform infringements, including lanyards ☐ Challenge students regarding mobile phones, music devices and headphones ☐ Challenge students who do not follow corridor rules – walk left of the line, walk don't run, no eating/drinking ☐ Challenge lateness and encourage swift movement between lessons ☐ Challenge any inappropriate language that they overhear
Form Tutor	<ul style="list-style-type: none"> ☐ Establish and maintain good relationships with students and parents ☐ Check uniform, lanyard and equipment everyday ☐ Issue cards to students for uniform, equipment and lunch ☐ Consistently apply and adhere to the academy behaviour policy and systems ☐ Monitor and address behaviour concerns as appropriate ☐ Monitor and address attendance and punctuality concerns as appropriate ☐ Promote positive behaviour through the rewards system
Teaching staff	<ul style="list-style-type: none"> ☐ Establish and maintain good relationships with students and parents ☐ Be visible during changeover and promote positive corridor conduct ☐ Meet and greet students at the door ☐ Check uniform and equipment in every lesson ☐ Consistently apply and adhere to the academy behaviour policy and systems ☐ Monitor and address behaviour concerns through the Consequence system

	<ul style="list-style-type: none"> ☐ Contact parents if a C3 is issued ☐ Ensure seating plans promote positive behaviour ☐ Promote positive behaviour through the rewards system ☐ Have regular contact with parents to create a positive partnership with the Academy ☐ Communicate ongoing behaviour concerns to Head of Faculty
Heads of Faculty	<ul style="list-style-type: none"> ☐ Establish and maintain good relationships with students and parents ☐ Be visible during changeover and promote positive corridor and stairwell conduct, directing faculty staff as needed ☐ Meet and greet students in your faculty area ☐ Support members of the faculty to deal with any behavioural issues effectively ☐ Monitor behaviour incidents that take place within the faculty and follow up, implementing Subject Report as appropriate. ☐ Analyse patterns of poor behaviour and take action
	<ul style="list-style-type: none"> ☐ Communicate specific concerns to Heads of Year and other key staff to develop coordinated support strategies ☐ Communicate staff training needs via SLT link ☐ Harness parental support by contacting parents in connection with positive and/or improved behaviour as well as when issues arise ☐ Promote positive behaviour through the rewards system. Analyse the use of this within your faculty
Assistant Heads of Year	<ul style="list-style-type: none"> ☐ Establish and maintain good relationships with students and parents ☐ Set high standards and expectations for the Year group ☐ Implement behaviour support strategies for individual students and develop proactive strategies that promote positive behaviour within a year group ☐ Implement interventions and monitor using Bromcom ☐ Facilitate restorative conversations ☐ Organise and chair meetings with parents, including Return From Exclusion meetings ☐ Provide appropriate documentation to support the Principal and Assistant Principal in making decisions on exclusion ☐ Monitor incidents of all natures including bullying, racist and homophobic incidents to allow them to be dealt with swiftly and appropriately.
	<ul style="list-style-type: none"> ☐ Support breakfast club, detention system, Removal Room and Internal Exclusion as needed
Heads of Year	<ul style="list-style-type: none"> ☐ Counsel, support and mentor vulnerable students ☐ Investigate behaviour incidents ☐ Set targets with students to support their Behaviour for Learning ☐ Communicate with home following behaviour incidents

	<ul style="list-style-type: none"> ☐ Refer students with persistent behaviour concerns to SLT and Assistant Principal of Behaviour. ☐ Support detention system, Removal Room and Internal Exclusion as needed
Principals and Assistant Principals	<ul style="list-style-type: none"> ☐ Promote and maintain good relationships with students and parents ☐ Support middle leaders in ensuring positive behaviour is consistently excellent across all faculties ☐ Support HoY/AHoY and SLT in connection with serious incidents ☐ Carry out reintegration meetings following repeat fixed term exclusion ☐ Monitor and evaluate behaviour incidents, taking strategic action as appropriate ☐ Lead on Behaviour Panels and recommendations for high challenge students ☐ In conjunction with Principal, make decisions regarding exclusions ☐ Ensure staff are provided with continuing professional development to support positive behaviour ☐ Overall responsibility for monitoring and evaluating behaviour
Academy Council	<ul style="list-style-type: none"> ☐ Visit the academy and lessons to see the quality of Teaching and Learning and behaviours of the students within the Academy. ☐ Attend the Academy Council meeting to further develop the academy, monitor rewards and behaviour trends and ask necessary questions ☐ Attend meetings for students who are issued final warnings/permanent exclusion due to their behaviour
	<ul style="list-style-type: none"> ☐ Attend Academy Council Panel meetings to ensure high levels of positive behaviour are maintained at the academy

2.6.1 Students:

Students are explicitly taught and supported to meet our expectations at regular points over the course of an academic year. The reasons for each expectation are clearly outlined and explained. Therefore, they are equipped to take responsibility for their own behaviour.

Students are expected to report any instances of misbehaviour, disruption, violence or bullying as soon as this is witnessed so that it can be dealt with in line with the policy.

2.6.2 Parents and carers:

Parents and carers are expected to take responsibility for the behaviour of their child/children both inside and outside of the academy, and work in partnership with the academy to maintain high standards and expectations of behaviour in line with this policy.

Parents and carers will have the opportunity to raise any issues arising from the policy with the academy at any point deemed necessary, via email, telephone or pre-arranged appointment. Appointments can be arranged by telephoning or emailing the academy.

See appendix 1 Orchard Class Charter and Detentions Charters.

3. Training

3.1 Staff

The academy provides relevant up to date information and training on behaviour management strategies and matters to all groups of staff, including new and existing members. This is carried out through the induction training process for all new staff members and on a regular basis to all staff throughout the academic year. Staff are to employ the recommended routines and techniques outlined in this document and for which they are briefed and trained throughout the year.

3.2 Positive Handling

Positive handling is very rarely required and staff using this intervention are fully accredited and receive regular training. All incidents are recorded.

3.3 Students

Students are actively taught about impeccable behaviour and how to fulfil these expectations. This curriculum is revisited in assemblies, tutor times and lesson times, as well as through individual dialogues and one-to-one sessions.

4. Rewards

4.1 Ethos

At the centre of our Behaviour Management Policy is the use of rewards to recognise the contribution, effort and achievement of students who are committed to our expectations. The rewards are accessible to all and are aimed at motivating students to try their best. Staff are actively briefed to reward students, recognising where expectations are being met and, more especially, being exceeded.

4.2 System

Our rewards system is based around Orchard Honour Points which acknowledge student's commitment to **our Orchard Oath – Work Hard, Be Kind, Be Responsible**. Students are given Orchard Honour Points by their teachers, tutors or other staff for demonstrating these attributes. Students can achieve Bronze, Silver and Gold Reward Pins and certificates, based on the number of points achieved.

Points are logged in BromCom (BromCom from late November) by the awarding staff member. When a student receives the required number, they will qualify for their Bronze, Silver and Gold Awards

To encourage healthy competition and a sense of teamwork, the House structure also offers recognition and prizes, given out at termly Achievement and Celebration assemblies.

Other informal rewards which teachers and tutors may issue to students include:

- Orchard Oracles-Hot Chocolate with the Head
- Well Done Post-cards – these may be issued in connection to excellent/improved effort, punctuality, attendance, attitude etc
- Praise calls/emails/texts home - these may be given for a variety of reasons to praise excellent effort, behaviour and/or achievement
- Use of stickers, stamps, stars
- Positive comments, either written or verbal
- Public recognition of achievement in the classroom or assembly
- Displaying students' work
- Using Twitter, the Newsletter and other publications
- Teacher contacting Head of Year
- Senior staff visiting students in the classroom

4.3 Orchard Mead Honours

The aim of rewarding hard work is to recognise and promote the attributes and behaviours students need in order to succeed in learning and wider life.

Honours are used to recognise and record your child's **exceptional** contribution to the 'Orchard Oath' through great academic effort, kindness and through being responsible. These Honours are then included in the calculation to award Orchard Mead Rewards.

Honour Point Behaviours

Work Hard

E.g.

- Producing exceptional homework/classwork
- Making an outstanding oral contribution
- Showing perseverance
- Working exceptionally well in a group

Be Kind

E.g.

- Helping someone new
- Helping staff
- Conduct in the community
- Doing something for charity

Be Responsible

E.g.

- Looking after our environment
- Carrying out a responsibility
- Representing the Academy
- Developing your future self

These Honours are then included in the calculation to award Orchard Mead Rewards.

Weekly and Half Termly Honours

Students will automatically be awarded weekly for honouring the Orchard Oath to ensure students who are always committed to our Oath are rewarded.

See appendix 5- Honour Points Ladder

4.4 Reward Thresholds

Threshold	Awards
BRONZE	<ul style="list-style-type: none"> • Certificate • Lapel badge • Contact home • Eligible to attend end of year trip
SILVER	<p>As Above</p> <ul style="list-style-type: none"> • Additional end of term reward outing (3 x each year)

GOLD	<p>As Above</p> <ul style="list-style-type: none"> • An invitation to an end of year Graduation Ceremony • Exclusive VIP access to equipment and facilities • Eligible to apply to be a Prefect in Y10/Y11
PLATINUM (KS4)	<p>As Above</p> <ul style="list-style-type: none"> • Free ticket and limousine to prom

See appendix 6- OMA Honours Poster

4.5 Additional Rewards

Half Termly **Progress and Effort Certificates** – Staff nominate students in all of their teaching groups who have shown the most progress and effort in their subject

Distinction Badges for Outstanding Grades – After tracking cycles students are awarded with distinction badges and are also invited to an Afternoon Tea with senior members of the school (S.L.TEA)

Orchard Oracles are students nominated by staff who are then invited every Friday to have a hot chocolate with the headteacher to celebrate their efforts.

5. Consequences

All staff follow a 3 step 'Consequence' (C) approach within classrooms. Consequences are there to remind students that they have made a poor choice by failing to meet our expectations or behaving in an unacceptable way. Our expectations are very clear, and we strongly believe that it is our teachers' right to teach and our students' right to learn. Consequences, alongside rewards, will be issued fairly and consistently to ensure that expectations are met.

If students are in anyway disrupting the learning of themselves or others they will be issued with a consequence in the following manner:

- C1 is always a first verbal warning. This is NOT logged on BromCom.
- C2 is always a final verbal warning, coupled with a teacher management technique such as moving seats or speaking to the student outside of the classroom. This is NOT logged on BromCom.
- C3 is the removal of the student from the classroom through the use of on-call. Staff can request on-call via BromCom and must log this when requesting On-Call. The On-Call team will follow up class incidents with a removal to the C3 Removal Base.

Once in the C3 Removal Base, students remain there for the duration of the lesson or until they are able to show they are ready to return to their next lesson. They will have a 1hour detention until 4pm. Staff will support students to reflect on their behaviour and ensure that appropriate learning is completed.

Warnings must be made clear to students. They cannot be 'earned off' by subsequent good behaviour.

Positive reinforcement is to be used when the student has changed their behaviour.

Behaviours outside the classroom are to be approached using a warm/strict reminder of the expected behaviour. If the behaviour continues or the student responds with refusal or argument, the member of staff is to walk away and contact on-call.

5.1 Behaviour monitoring and intervention:

Students whose attitude to learning or behaviour is showing a cause for concern may be placed onto an Orchard Way intervention plan. This will give students the opportunity to focus on expectations and routines with the support of staff and parents/carers.

We operate a tiered approach with each level providing an increasing degree of support and intervention. In situations where students are unable to still meet expectations, they will be supported by advancing to the next level of the system. In conjunction with parents and carers, we aim to give students the intervention and support to rectify any issues at an early stage. Members of staff (dependent on level of intervention) will work closely with the student and parents to resolve any issues.

Level 1 intervention:

- A student will escalate to Level 1 Assistant / Head of Year intervention if a student has issues in more than one subject area and/or repeated incidence of C3s.
- The Assistant / Head of Year will give the student areas of focus around the school and within all lessons (behaviour card with targets).
- The student will report back to the Assistant / Head of Year each morning at breakfast club at 8.00am and at the end of each day at 3.00pm.
- Assistant / Head of Year will make a phone call home to parents/carers to involve them and ensure support is given at home and in the academy.
- If they fail to show improvements at Level 1, a meeting with parents/ carers at the academy will be arranged and escalation to level 2.

Level 2 intervention:

- A student will escalate to Level 2 Assistant / Head of Year intervention if a student fails level 1
- If they fail to show improvements at Level 1, a meeting with parents/ carers at the academy will be arranged and escalation to level 2.
- The Assistant/ Head of Year will give the student areas of focus around the school and within all lessons (behaviour card with targets). They will also investigate further to identify barriers to learning for the student.
- The student will report back to the Assistant/ Head of Year each morning at breakfast club at 8.00am and at the end of each day at 3.00pm. After school intervention will take place Monday to Thursday until 4.00pm.
- If they fail to show improvements at Level 2, a meeting with parents/ carers at the academy will be arranged and escalation to level 3.
- If students continue to show no improvements at level 2 the Pastoral Support Plan (PSP1) Process is likely to begin.

Level 3 intervention:

- If they fail to show improvements at Level 2, a meeting with parents/ carers at the academy will be arranged and escalation to level 3.
- The students will be taught in a remote classroom by an experienced senior teacher for the week.
- They will be taught and practice applying the Orchard Code of Conduct for students to improve their attitudes for learning so that they are successful on return into the classroom.
- Further investigations to identify the barriers to learning and will seek support from others in the academy as required e.g. SENCO, language/literacy coordinator, councillor, nurse,
- Targeted support provided for students
- Strategies identified and shared with subject teachers to ensure support students on return to lessons
- If students continue to show no improvements at level 3 the Pastoral Support Plan (PSP2) Process is likely to begin.

- The PSP Process is likely to consider the involvement of outside agencies and the possibility of adaptations to timetable.

5.2 Use of the PSP process

When a student has not responded to the school's range of strategies to improve their behaviour and their continued poor behaviour places them at risk of exclusion, a Pastoral Support Programme will be put into place. This is led by the relevant Assistant Head of Year and Head of Year and, in some cases the Senior Leadership. The PSP process is a tiered approach of additional support to help students and their families to modify their behaviour and to ensure that they remain engaged with learning. The process aims to involve the student and their parent/carer in the challenge of improving learning, behaviour and social skills. A PSP will set out specific and realistic targets, alongside identified support, and will be reviewed regularly, usually every 4 weeks.

See appendix 3 PSP Process

5.3 On Call:

On-Call is used for the following situations:

- A student has failed to correct behaviour following the staged warning system, thus reaching C3 Conduct.
- A serious incident has occurred.
- Teaching staff can request on-call support via BromCom alert.

5.3.1 On-Call to C3

On-call will remove the student to the Removal Room in order to complete reflective documentation and discuss the behaviours leading to C3. The staff member in the Removal Room must update the incident log on BromCom so that both the Pastoral team, including Head of Year and Form Teacher, and parents/carers can have clarity on the incident.

Once in the Removal Base they will remain there for the remainder of the lesson on most occasions. There will be some occasion where they may remain in the C3 room for longer e.g. the student is not in the right mindset to return to lessons, an investigation or if they have received multiple C3s.

- Most C3's = removal from 1 lesson only plus 3.00pm-4.00pm detention after school
- 2 x C3's in a day = remain in the removal room for the rest of the day plus 3.00pm-4.00pm detention after school
- C3 for truancy = Remain in the removal room/ IE room until 4pm same day

On most occasions, teachers will contact parents (call or email) following a C3 detention.

5.3.2 Serious breaches requiring immediate On-Call:

On-Call will also be used where serious breaches of our behaviour policy occur. In these situations, the consequences should not be used and On-Call should be requested immediately.

- Verbally abusive language towards staff
- Racist, sexist, homophobic or other intolerant language or bullying
- Aggressive behaviour
- Dangerous behaviour which puts their own or others safety at risk
- Truancy
- Possession of banned items

5.4 Detentions

Our method of communication to parents in connection with detentions is BromCom. A notification will communicate with parents if their child has a detention.

Students will have two opportunities to complete their detention. Students can complete the detention on the day or the next school day.

Failure to complete the detention will be escalated to an Internal exclusion.

Detentions are given for the following:

- C3's: Students who are removed to the C3 Removal Base following a C3 Conduct will need to complete a 30 minute detention after school. If they choose not to attend on Day 1, they will complete a 1 hour detention after school on Day 2.
Pupils who fail to attend Day 1 or Day 2 will be expected to complete a 1 hour detention with SLT the following Monday after the failed Day 2. Parents will be contacted if pupils do not attend and they will have to complete a half day IE from 12.15-4pm the following day.
- Teachers will escort pupils to their detentions at the end of P5. Pupils who choose not to accompany their teacher will be sanctioned in the usual way.
- Lateness: Students will receive a C3 if they are late to school once in the morning, or if they get 3 C1 late to lessons, they will receive a C3. Students will be expected to attend breakfast club at 8.00am. Once registered at breakfast club they can enjoy some breakfast or participate in the games taking place. This is to teach students to turn up on time.
- Repeated lack of homework completion (3 x no homework submission): Students will be expected to attend a compulsory homework catch up support in the dining room after school for 30 minutes on day 1 or 1 hour on day 2. This will also be escalated to a SLT detention and IE in case of non attendance.
- Uniform: Students will receive a C3 if once through the gates, they are not wearing the correct uniform.
- Equipment: Students will receive a C3 for 3 x C1 lack of equipment.

Failure to complete the detention will result in an Internal exclusion

See appendix 7 Detentions Flowchart

What the law allows:

Teachers have the power to issue detention to students (aged under 18).

In addition to any detention issued within an academy day, the times outside normal academy hours when detention can be given include:

- any academy/academy day where the student does not have permission to be absent
- weekends - except the weekend preceding or following the half term break
- non-teaching days, usually referred to as 'training days', 'INSET days' or 'non-contact days'

Parental consent is not required for detentions.

As with any consequence, a member of staff must act reasonably when imposing a detention.

6. Dealing with serious breaches

Whilst the vast majority of students at Orchard Mead are very well behaved and committed to learning, there may be, on occasions, the necessity to deal with serious breaches of our behaviour policy.

6.1 Internal Exclusion

Internal Exclusion can be used for students who have exhibited inappropriate behaviour deemed worthy of a lengthier sanction, such as those associated with a serious breach of our expectations. This could mean a student working in Internal Exclusion for a specified number of days, or for Internal Exclusion being combined with a fixed term exclusion. Internal Exclusion operates between 9am-4pm each day.

Off-site Internal Exclusion may take place in another school setting to allow respite for the student and enable them to reflect on their behaviour. All partner schools ensure the health and safety of students and will meet all requirements in relation to safeguarding and student welfare when using this measure. If the school decides to take this approach all parties will be informed to enable the provision to be a success.

Staff will ensure that students are kept in Internal Exclusion no longer than is necessary and that their time spent in Internal Exclusion is used constructively. During this time the students will continue with the curriculum as well as undertaking silent reading.

As part of the process, a restorative conversation will take place with the member of staff and/or student with whom the incident occurred. This will allow for a fresh start following their time in Internal Exclusion. Students will be allowed to have a snack at break time and will eat lunch in the internal exclusion room.

Internal Exclusion operates a strict warning system which is designed to uphold the very highest expectations for student behaviour and progress within the provision. Students failing to engage with work appropriately, or who do not behave to the very highest standard are warned once as to their conduct. If there is not an immediate improvement, then students are removed to Senior Staff within The Hub. This would then involve the completion of that day's internal exclusion with Senior Staff. Further sanctions would then potentially be applied involving, at the very least, a repeat of the internal exclusion until the student conducted themselves in the exemplary manner expected at Orchard Mead Academy.

6.2 Exclusions

Fixed period external exclusions are kept to a minimum and given in response to serious breaches of the academy's behaviour policy both inside and outside of school. If, in the rare case a student is issued with 15 days of fixed period exclusion in any term, they will be required to attend an Academy Councillors' Disciplinary Meeting with their parents or carers.

Any form of poor behaviour could ultimately result in exclusion, including permanent exclusion. This sanction could be issued for a serious one-off breach of this policy or persistent breaches of our expectations.

The school may also use fixed term exclusion or permanent exclusion in relation to behaviour outside of the school such as, whilst on a trip or visit, when off site at another school or provision (such as a managed move or alternative learning provision), or for bringing the school into disrepute whilst in the community.

We will do our very best to support students during every stage of the disciplinary process, in order to enable students to adopt the standards of behaviour which support the core purpose of the school; Teaching and Learning.

The full support of students and their parents/carers is expected at every stage to avoid any student becoming permanently excluded.

The exclusion of a student is a very serious matter. Each situation will always be thoroughly investigated, judged on its own merits and decided on the 'balance of probability' when all reasonable efforts have been made to ascertain the facts of the situation. When considering excluding a student, we will consider any contributing factors that are identified after an incident of poor behaviour has occurred. Where appropriate, we will consider if action can be taken to address underlying causes of disruptive behaviour before issuing an exclusion. However, in all cases, we will balance the interests of the student against the mental and physical health, and the right to disruption-free education, of the whole academy community.

6.3 Behaviour Panels

The Academy will conduct Behaviour Panels where a student has failed to comply with expectations and this Policy, despite intervention.

Students will attend Behaviour Panels with their parents/carer, or another responsible adult if their parent/carer is unable to attend. The Panel will be made up of members of the Senior Leadership team and where appropriate an Academy Councillor or Trust representative.

The Behaviour Panel will undertake an interview with the student/s and the parents/carers which will focus on:

- the seriousness of the situation;
- school expectations;
- areas of concern and
- seek a commitment to the Academy's Behaviour Policy and the Code of Conduct.

Behaviour panel meetings will be minuted and a copy of the notes placed on the student file.

6.4 Permanent Exclusions

Orchard Mead Academy adheres to the Zero Permanent Exclusion protocols agreed by all the secondary academies in the LA. However, it is recognised that there are occasions when it may be necessary to permanently exclude, if allowing the student to remain in academy would seriously harm the education or welfare of others in the academy and where there is a serious breach or repeated breaches of the academy's behaviour policy. Permanent Exclusions may be used as a sanction in certain exceptional circumstances both inside or outside of school. Only the Principal can exclude a student. The decision to exclude will only be taken where basic facts have been clearly established on the balance of probabilities.

Permanent exclusions will only take place when all other options have been exhausted. These shall include:

An emergency annual review, in the case of a student with an Education, Health, Care Plan

- Input from the LA Behaviour Support Services
- Consideration given to managed move arrangements
- Consideration given to an off-site arrangement
- Support from the Virtual Academy Team and Social Care if a child is LAC.

There will, however, be exceptional circumstances where, in the Principal's judgment, it is appropriate to permanently exclude a student for a first or 'one off' offence. These might include:

- Serious actual or threatened violence against another student or member of staff.
- Sexual abuse, sexual harassment, use of indecent and highly inappropriate language, imagery or material (including electronic), Sexting and/or assault against another student or member of staff.
- Supplying an illegal drug & incidents relating to illegal drugs.
- Possession of an offensive weapon or object which could cause harm.

See appendix 8 Orchard Mead Inclusion & Exclusion Guidance

7. Power to Search, use of Reasonable Force and Confiscation Introduction:

Orchard Mead Academy operates within the two sets of legal provisions which enable staff to confiscate items from students:

- The general power to discipline enables a member of staff to confiscate, retain or dispose of a student's property as a punishment, so long as it is reasonable in the circumstances. The law protects staff from liability for damage to, or loss of, any confiscated items provided they have acted lawfully;

And:

- The Power to search without consent for "prohibited items" including:

- knives and weapons or alcohol
- drugs, including legal highs
- stolen items
- tobacco, lighters and cigarette papers
- Vapes and vaping equipment
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; and
- any item banned by the academy

The school will always hand illegal or illegally obtained items to the police. Alcohol, tobacco, lighters, cigarette papers or vapes will not be returned and will be destroyed. It is recommended that students and parents/carers also read our 'Searching, Screening and Confiscation Policy'.

7.1 Power to Search

Power to search without consent for “prohibited items” including but not limited to:

- knives and weapons
- alcohol / illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; and
- any item banned by the academy rules which has been identified in the rules as an item which may be searched for.

Please see our **Search Policy and Offensive Weapon Policy**.

7.2 Confiscation and banned items

The following items are not allowed to be brought into the academy under any circumstances

- Mobile phones, music devices and headphones;
- Aerosol cans of any kind, including deodorant
- Hooded tops and caps
- Fireworks
- Fizzy drinks, energy drinks and sports drinks
- Alcohol and drugs including “legal highs”
- E-Cigarettes, Cigarettes, matches, and lighters
- Anything that could be considered a weapon
- Material that is inappropriate or illegal for children to have; such as racist or pornographic material

Our Search and Offensive Weapons Policy allows for the following:

- Academy staff can search any pupil for any item if the pupil agrees.
- Principals or staff authorised by them have a statutory power to search students or their possessions, without consent, where they have reasonable grounds for suspecting the pupil may have a prohibited item.

7.3 Reasonable Force

Please see our **Behaviour Addendum - Restrictive Physical Intervention Policy**

8. Mobile Phones

Students are not permitted to bring mobile devices into the academy.

Students found with mobile devices on their person during the school day will have their mobile device confiscated. Confiscated devices must be collected at the end of the same day. On the third instance of the phone being confiscated in the same academic year, the phone will only be returned to the parent/carer and a detention will be issued.

Certain types of mobile device usage, whether inside or outside of academy, can be classified as criminal conduct. The academy takes such conduct extremely seriously, and will involve the police or other agencies as appropriate. Such conduct includes, but is not limited to: sexting, threats of violence or assault and abusive calls, emails, social media posts or texts directed at someone on the basis of someone's ethnicity, religious beliefs or sexual orientation.

9. Damage/Loss to property

A charge will be levied in respect of wilful damage, neglect or loss of academy property (including but not limited to premises, furniture, equipment, books or materials), the charge to be the cost of replacement or repair, or such lower cost as the Principal may decide.

A charge will be levied in respect of wilful damage, neglect or loss of another students' property (including but not limited to uniform, equipment, books or materials), the charge to be the cost of replacement or repair, or such lower cost as the Principal may decide.

Failure to pay may mean that the student is not allowed to go on future academy trips and/or GCSE certificates are withheld

Appendices:

Appendix 1 – Orchard Class Charter

Appendix 2 – PSP Process

Appendix 3 - FAST

Appendix 4 – Honour Points Ladder

Appendix 5 – OMA Honours Poster

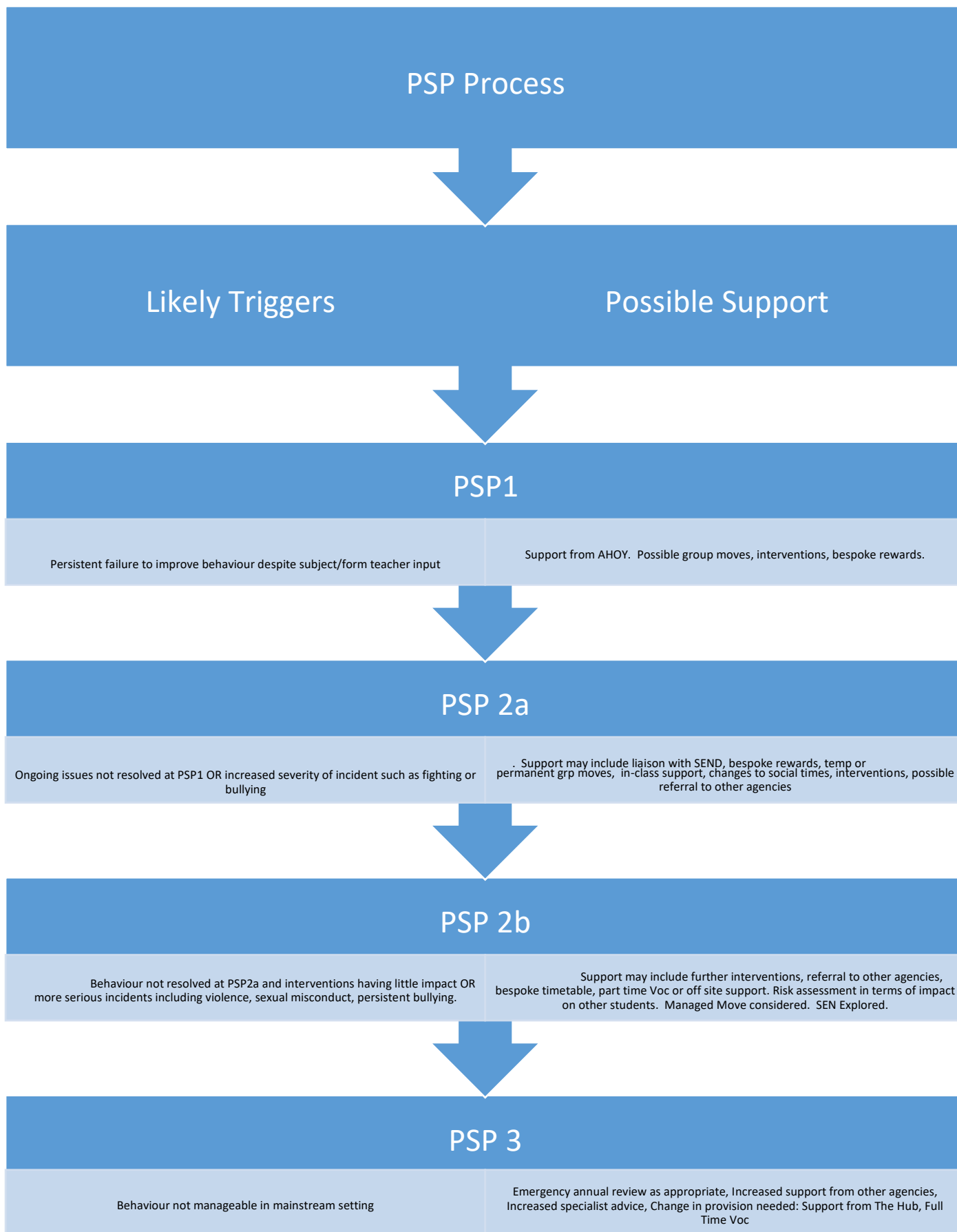
Appendix 6 – Detention Flowcharts

Appendix 7 – Orchard Mead Academy Inclusion and Exclusion Guidance



Orchard Class Charter

Students	Work Hard	Teachers	
We engage with all aspects of our learning, we aim to be ambitious and continuously improve			We plan engaging, well sequenced, knowledge rich lessons
We believe that hard work helps us to grow and we learn from our mistakes.			We provide effective feedback and encourage self-reflection
We enjoy our lessons, take pride in our learning and join in with extra-curricular activities			We enjoy teaching and communicate our enthusiasm for our subject
We don't let others hold us back. We rise to every challenge and we bounce back when things are tough			We believe in our students and expect the highest standards. We expect students to be ambitious and we celebrate their achievements
We respect and value each other. We are polite. We use manners. We listen and we don't interrupt.	Be Kind		We are role models for respectful behaviour and communication at all times. We model examples of respect to all students to ensure an effective positive rapport between staff and students
We celebrate our diverse school culture. We respect our differences. We challenge discriminatory language and stereotypes		We celebrate our diverse school culture and reflect this in our teaching. We act on any incidences of discriminatory or stereotypical language and behaviour	
We tell the truth, even when it's hard. We are fair. We are trustworthy. We don't gossip. We include everyone		We build positive relationships with students. We are approachable, friendly and fair	
We accept that people make mistakes. We apologise when we get it wrong. We find ways to put things right		We know that teachers are human too and apologise when we get things wrong.	
We are responsible for our learning. We attend each day on time. We have our uniform and equipment.	Be Responsible	We are prepared for each lesson.	
We follow all instructions first time, every time. We behave in an orderly way.		We have high expectations of our students and ourselves.	
We are responsible for making our school a happy, safe place to learn. We stand up for what is right. We are not bystanders. We look after each other		We give clear instructions and insist on good order.	
We are a team. We are considerate of our neighbours. We never behave in a way that reflects badly on the school.		We greet students positively at the classroom door. We praise and reward. We take part in restorative conversations and retain ownership when issuing consequences.	
		We ensure that our school is a safe and happy place to learn. We use the behaviour system fairly and consistently. We communicate both successes and concerns with parents.	





Improving behaviour for learning through explicit teaching:

 F ollow the speaker	 A nswer questions	 S it up straight	 T ake out equipment
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ORCHARD MEAD
ACADEMY

F- Follow the Speaker

A-Answer questions

S-Sit up straight

T-Take out equipment



Appendix 4– Honour Points Ladder

Award	Reward	Calculation	Threshold Honours
Bronze	Text message to parents Certificate Silver Pin	Average weekly honours: 3 FAST honours – 15 per week Half termly honours: 10 Additional Honours – Work Hard/Be Kind/Responsible	HT1 - 160 HT2 - 160 HT3 - 125 HT4 - 110 HT5 - 145 HT6 - 110
Silver	Text message to parents Certificate Silver Pin Eligibility for termly reward outing	Average weekly honours: 6 FAST honours – 20 per week Half termly honours: 20 Additional Honours – Work Hard/Be Kind/Responsible	HT1 - 230 HT2 - 230 HT3 - 180 HT4 - 160 HT5 - 210 HT6 - 160
Gold	Phone call home Certificate Gold pin Eligibility for termly reward outing Exclusive VIP access to equipment and facilities End of year Graduation Ceremony	Average weekly honours: 9 FAST honours – 25 per week Half termly honours: 30 Additional Honours – Work Hard/Be Kind/Responsible	HT1 - 310 HT2 - 310 HT3 - 240 HT4 - 210 HT5 - 270 HT6 - 210
Platinum (Y11)	Free Prom Tickets and Limousine	Top 5% of Gold Students	

Other Significant Rewards	Reward	Calculation
Orchard Oracles	Hot chocolate with the head	Teacher Nominated
Fortnightly attendance/uniform	5 minutes early lunch (Fri)	Data Dashboard for each year group
Half Termly Subject Progress/Effort Awards	Certificate and lunch queue jump	Teacher Nominated

Work Hard	Be Kind	Be Responsible
<ul style="list-style-type: none"> • Making an outstanding oral contribution in class • Demonstrating excellent group work skills • Exceeding expectations for class work • Excellent engagement • Trying their best • Challenging themselves • Classroom leadership • Resilience • High quality homework 	<ul style="list-style-type: none"> • Supporting another student • Assisting new students • Outstanding conduct in the community • Reporting an incident for the benefit of others • Exceptional politeness to staff • Helping staff • Supporting a charity • Going above and beyond 	<ul style="list-style-type: none"> • Looking after our environment • Taking responsibility for our further development • Taking on a significant responsibility • Taking responsibility for our actions • Significant demonstration of honesty, compassion, fairness • Organising an activity or event • Taking part in the Student Council • Going above and beyond

Distinction Badges for tracking	Badges	Tracking Data
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OMA Honours

Gain Honours to recognise and reward your exceptional contributions to the Orchard Oath.

All your Honours will add to up for Bronze, Silver, Gold and Platinum (KS4) rewards.

Be Kind

E.G.

- Helping someone new
- Helping staff
- Conduct in the community
- Doing something for charity

Work Hard

E.G.

- Producing exceptional homework/classwork
- Making an outstanding oral contribution
- Showing perseverance
- Working exceptionally well in a group

Be Responsible

E.G.

- Looking after our environment
- Carrying out a responsibility
- Representing the Academy
- Developing your future self

Bronze students will get certificates, phone calls home, a badge and eligibility for the end of year trip!

Silver students will get all the rewards at Bronze PLUS additional end of term outings!

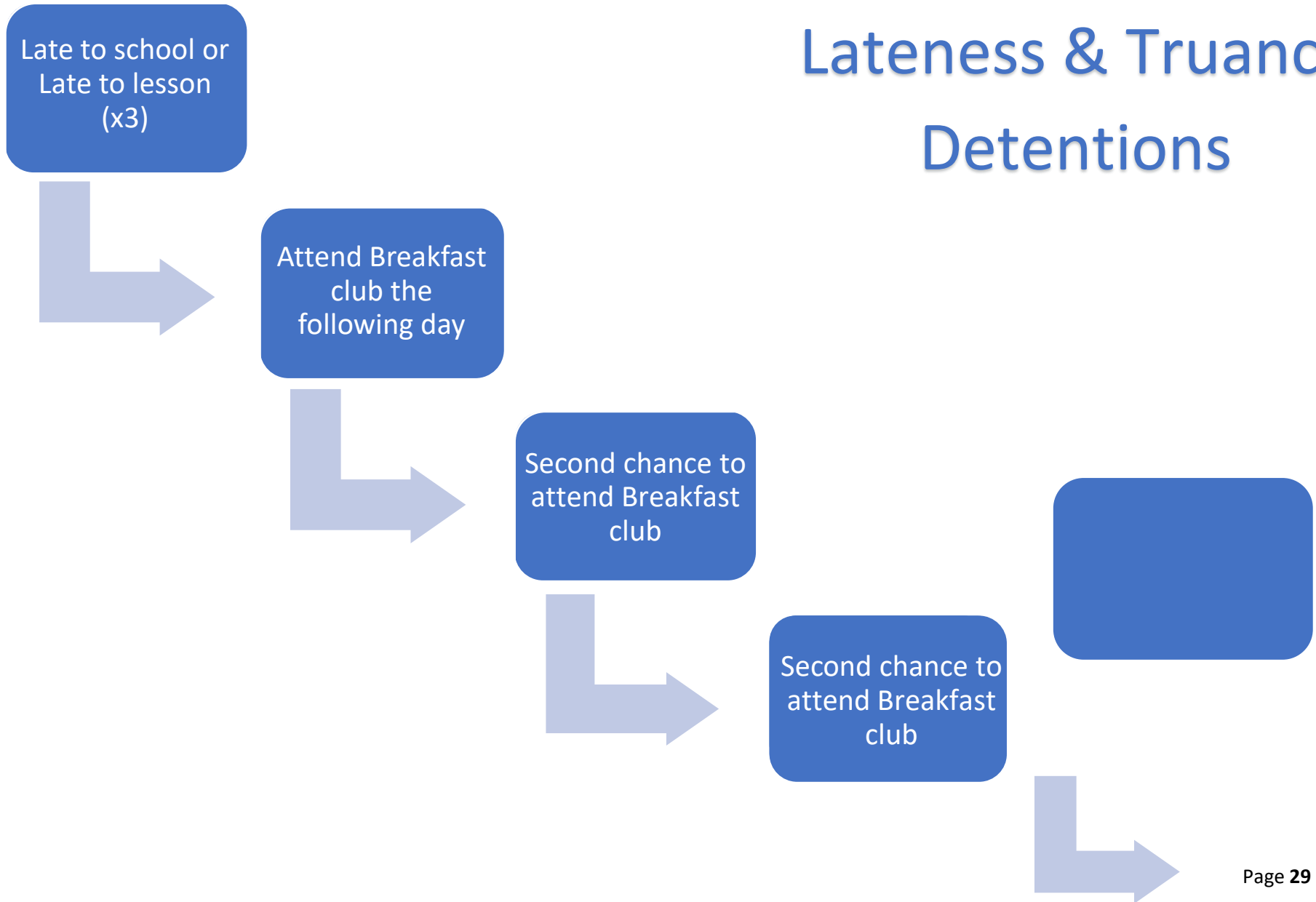
Gold students get all the Silver rewards PLUS and invitation to our Graduation Ceremony

Platinum students get all the Gold rewards PLUS a free Prom ticket and a Limousine

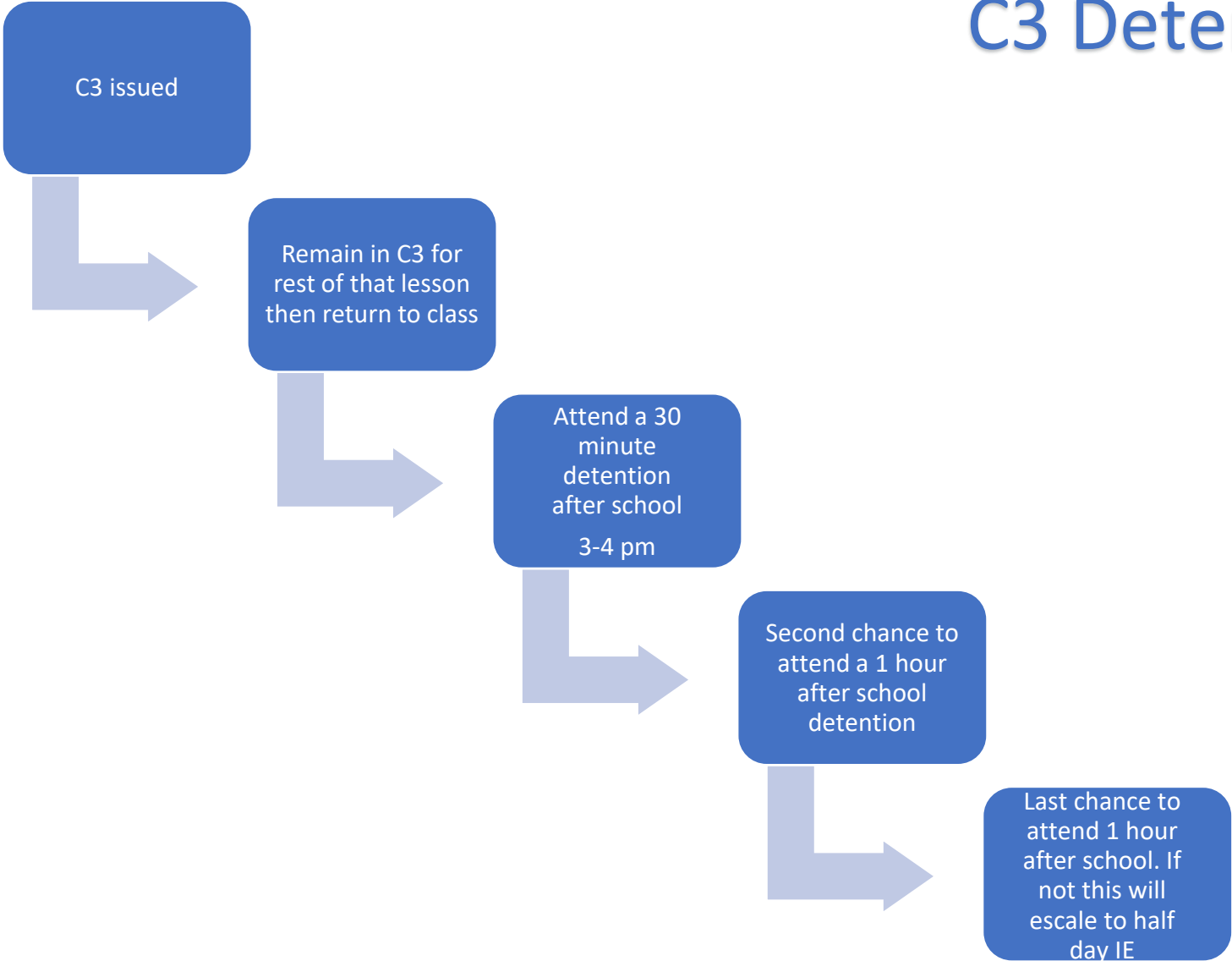
**Plus, you can earn 3 additional weekly Honours each for:
100% Attendance, No lates and No Consequences (9 in total)**



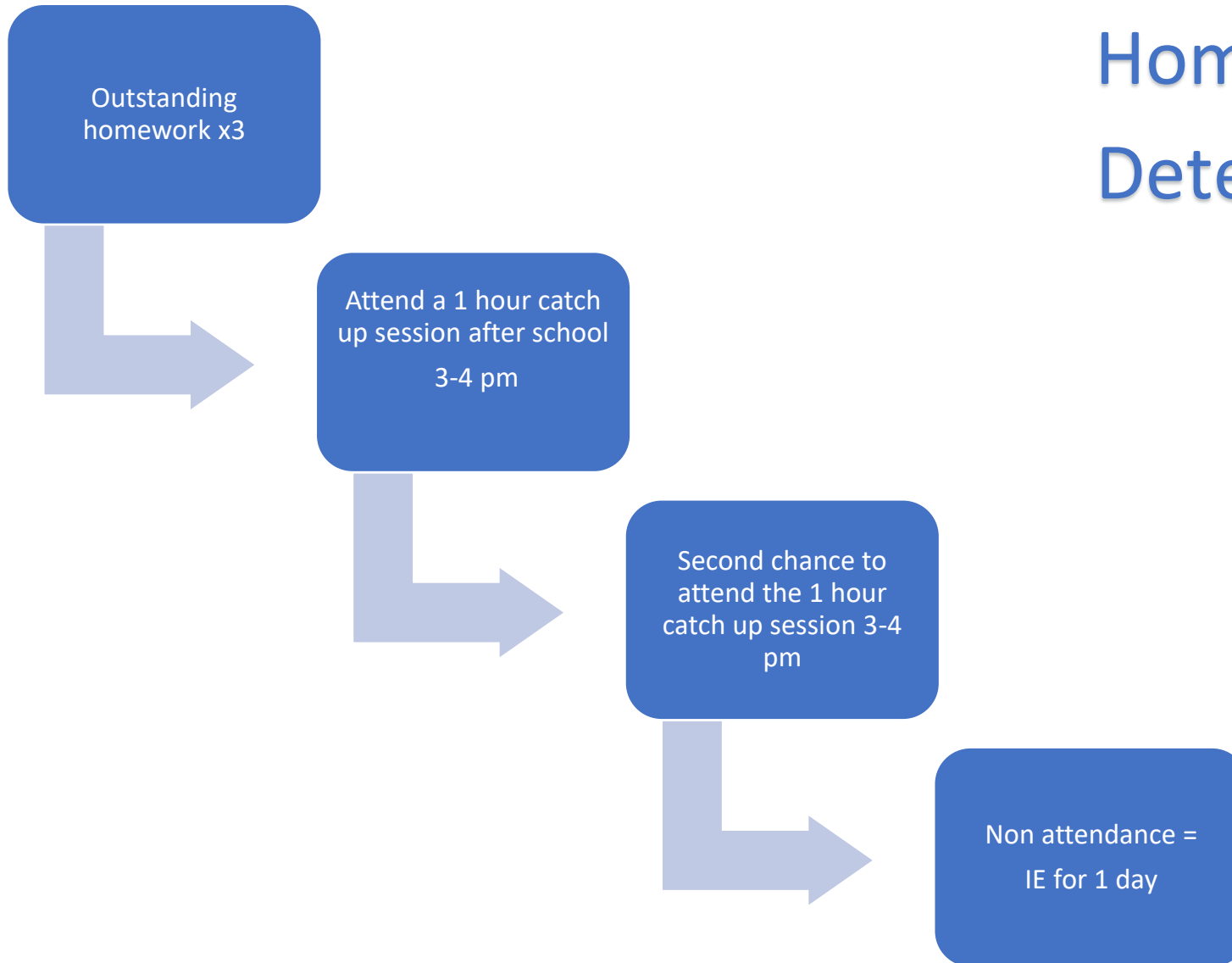
Lateness & Truancy Detentions



C3 Detentions



Homework Detentions





OMA Inclusion & Exclusion Guidance

Level	Behaviour	Consequence	Follow up report
IE	<ul style="list-style-type: none"> • Persistent C3 (more than one incident in a day) • Failure to attend a C1 or C2 Detention • Aggressive behaviour (physical/verbal) • Stealing/Truancy/ Fighting/Bullying/False information to staff/Intimidation • Bringing the school into disrepute (antisocial behaviour in the community or online) • Sexist, racist or homophobic language or behaviour • Smoking/vaping or possession of smoking paraphernalia • Misuse of the internet or social media • Extreme rudeness and or defiance • Truancy (out of school) 	Internal exclusion 9-4	<p>C3 Report to HoY</p> <p>Head of Year to call home Phone call at start of report and second call after report period – call to be logged onto BromCom</p> <p>Letter sent home</p> <p>Behaviour briefing</p>
FTE	<ul style="list-style-type: none"> • Persistent C3 • Refusal to serve or failing to behave appropriately in Internal Exclusion • Swearing at a member of staff • Smoking or vaping in the school building • Vandalism • Deliberately setting off a fire alarm or extinguisher • Conduct liable to seriously endanger the student, other students or staff • Deliberately causing injury to another student • Persistent bullying • Racism 	Fixed Term Exclusion	<p>C4 Report to SLT</p> <p>SLT to call home Phone call at start of report and second call after report period – call to be logged onto BromCom</p> <p>Letter sent home</p> <p>Parent meeting with Assistant Principal / Principal</p> <p>High pupil profile consideration / assessment of needs</p>
PE	<ul style="list-style-type: none"> • Persistent C4 • Extreme Physical violence • Bringing drugs or a weapon into school • Dealing drugs to another member of the school community • Violence towards a member of staff • Sexual abuse or assault 	Permanent Exclusion	