



## **Positive Behaviour and Relationships Policy**

## Ambition, Spirit, Vision and Values



**The Orchard Centre opens the doors to success where young people have previously faced adversity.**

### Mission Statement:

Our mission at The Orchard Centre is to create an environment for our young people with the Spirit of Support, Trust, Achieve, and Respect (STAR). We want our young people to be independent and motivated by their natural curiosity and feel safe to explore. This positive behaviour and relationship policy is designed to promote and role model positive behaviour and relationships.

### Rationale:

At The Orchard Centre we believe that challenging behaviour is a communication of unmet needs or is an adapted, defensive stress response. We understand that young people learn best within positive, trusting relationships and this informs our approach to managing and changing behaviour. We expect staff to work to identify the need and provide appropriate support to meet needs and address these barriers to successful engagement in Centre life and beyond.

We expect and reward the highest standards of behaviour which include a code of conduct. We understand the importance of promoting social engagement, learning and behaviour change. Our focus is to ensure that all young people feel safe within the Centre and develop positive, trusting relationships with all members of the Centre's community.

## Centre Environment

The environment, curriculum and staff structure are under continual review so that we are able to provide a wide range of graduated responses to challenges and to prevent, as far as possible, the escalation of difficult behaviours and the use of physical interventions.

The management of young people's behaviour is the responsibility of all members of staff, but the Centre's Pastoral Team take the lead on managing behaviour.

All teaching and support staff receive Team Teach training at the earliest opportunity as part of their induction. Team Teach is a nationally accredited behaviour management and physical intervention strategy. At The Orchard Centre several staff have received the Advanced Level Training to provide more intensive support where necessary.

Young people benefit from small class sizes, differentiated work, restorative practices, tailored curriculum, additional pastoral support systems and quality first teaching. As part of Lawnswood Campus, the Centre also benefits from being able to access the onsite Lawnswood Intergrated Therapy Service (LITS), and STARNet the intervention provision. From September 2021 The Orchard Centre will be launching a Nurture group 'Rising Stars' which will offer a bespoke curriculum for some young people. There is a strong emphasis on the use of positive language, modelling, and encouragement to build young people's self-esteem and relationships. At The Orchard Centre we feel that the environment is kept tidy, well maintained, and bright, with displays that promote positive engagement from young people and value their achievements.

The management of risk is the responsibility of all staff. It is expected that staff act to de-escalate a situation and use the least intrusive strategy to make circumstances safer. To support and promote a positive, safety focused ethos and culture within the Centre we operate a rewards system using Orchard Passports, which encourage and reward young people who take positive ownership over their behaviour choices. Form tutors take ownership over young people in their form groups, this enables strong positive relationships with young people and their families. The building of Social Capital is integral to our daily practice, using social and unstructured times to build relationships.

### Positive Start

Every young person is greeted on entry to The Orchard Centre. Each day begins with form time allowing for tutors to assess the attitudes of our young people.

### All staff in the school share these 5 Pillars of Practice.

1. Consistent, calm adult behaviour, modelling best practice.
2. First attention to best conduct, using positive reinforcement.

3. Clear and relentless routines.
4. Scripting difficult interventions. Communicating expectations of behaviour in a variety of ways inc. non-verbal.
5. Restorative conversations

**We praise in public; we reprimand in private.**



## **Our Expectations – Young people**

We expect pupils to reflect each lesson on their own behaviour. This supports our vision and values and our day-to-day practice.

### **Support**

Have I supported myself and others?

### **Trust**

Have I earned trust today?

### **Achieve**

Have I done my best today?

### **Respect**

Have I been respectful today?

## **Deliberate Building Relationship Capital**

We believe in building relationship capital as the best way to support positive behaviour. We do this in every interaction we have, but also via deliberate “relationship capital” building activities in our curriculum. Our weekly enrichment activities enables staff to interact with young people away from the pressure of outcomes and academic learning expectations. Such activities include outdoor education, walking groups, golf, horticulture and mindfulness.

Staff and young peoples' relationships must be built on mutual respect and trust. Young people's relationships with their peers must be built upon our Spirit of Support, Trust, Achieve Respect.

To further enhance our work, The Orchard Centre is engaging in working towards a Value Based Education (VBE) Quality Mark. This will allow all stakeholders to further develop our vision and values to embed in everyday practice.

## **Building Relationships Model**

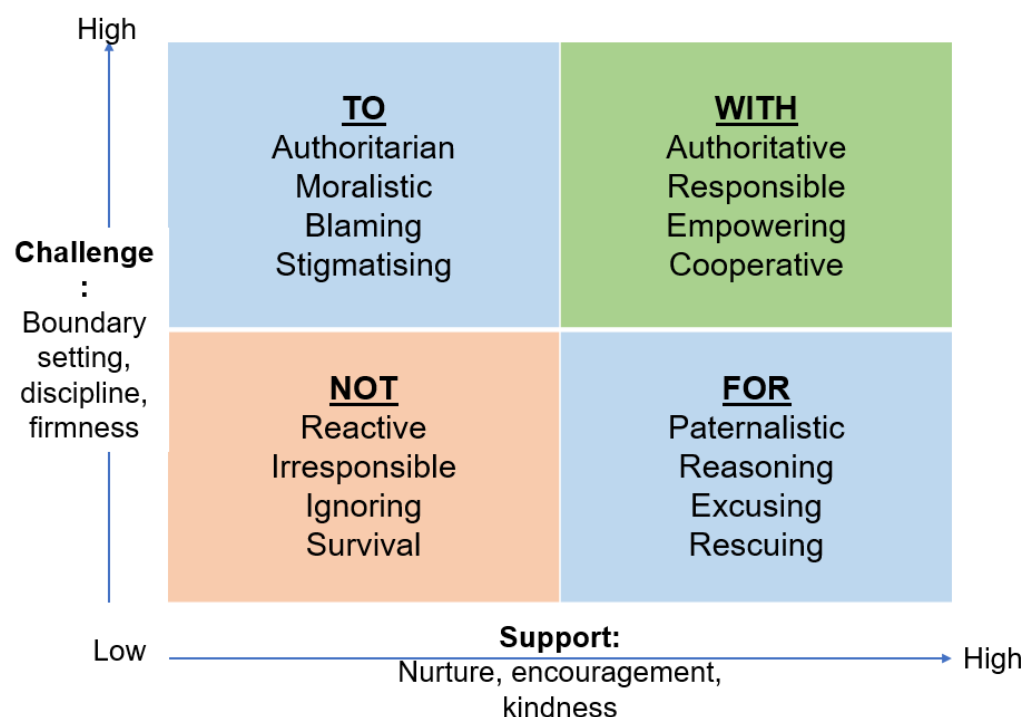
The Orchard Centre recognises its legal duty under the Equality Act 2010 to prevent young people with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the young person.

The Centre's staff will evaluate a young person who exhibits challenging behaviour to determine whether they have any underlying needs that are not being met.

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

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

Staff are expected to model positive and professional behaviour and reflect on their own practice using the Building Relationships Model.



## Attachment and Trauma Sensitive Approach

A deep understanding of trauma and childhood adversity underpins our approach to positive relationships within our Centre's community. We are committed to ensuring that our Centre develops an Attachment and Trauma Sensitive Approach to ensure that all our young people develop positive mental health and resilience, enabling them to fully engage in life and learning. There is a growing body of research and understanding of the impact of Adverse Childhood Experiences (ACE) on long-term mental, emotional and physical health. It is our aim to maximise the protective factors of school by creating an environment of safety that has strong, positive, supportive relationships at its heart.

At The Orchard Centre, we aim to actively promote high self-esteem and high aspirations for all young people, through an ethos that values every young person. For young people, being able to self-regulate and understand their emotions, to apply thinking between feeling and action, and to increasingly show empathy and understanding to others is core to our work.

Where young people are unable to engage with our behaviour approaches because of immaturity, for example caused by developmental trauma, alternative strategies need to be implemented. Our emphasis will be on nurture rather than reward, punishment or separation from the group. Removal of any type will reinforce the child's perceptions of being unworthy and unlovable, and invoke shame, so the child should be brought closer to the teacher and

keyworker at times of stress rather than removed from them, a 'time in' rather than a 'time out' approach.

## Our differentiated response:

We ensure a differentiated response to behaviour in several ways:

### 1. Risk Assessments

Individual Risk Assessments are continually reviewed and updated, particularly after key incidents. Tutors are expected to keep ownership of these but are available to all staff within the Pastoral Channel of Teams.

### 2. Pastoral Intervention Room

If a young person has a behaviour difficulty during lessons, they can be supported within the behavioural intervention room by one of the Pastoral team.

### 3. 1:1 support

1:1 support provides a learning and intervention space for our young people who require an additional layer of support. 1:1 support enables:

- A **Supportive** and calm environment.
- Young people to regain **Trust and** reintegrate back into Centres
- Young people to **Achieve**, improve their attendance and receive focused interventions.
- **Respect** between staff and young people to increase, relationships restored using 1:1 support as a positive place for conversations.

### 4. Duty Rota

Positive behaviour is supported at break and lunchtime by having staff on duty during these times. Staff are encouraged to check in with young people, play games and interact during these unstructured parts of the day.

### 5. Special Personalised Learning Plans

When a young person struggles to access the Centre fully and all interventions have been exhausted, a Special Personalised Learning Plan (SPLP) is used as a last resort. These are agreed with parents, carers, the Head of Centre, young person, and the Local Authority. We

use an SPLP as a last resort. They are monitored on a weekly basis and are reviewed regularly with the intention that the young person be reintegrated back into Centre when appropriate.

## Our Approach to Positive Behaviour

All our young people and staff belong to a form group. We use our form groups to create a sense of belonging and ownership.

### 1. Our Passport – Young Person Led Reward System

Every week our young people receive a STAR Passport. Young people receive up to two points for Support, Trust, Achieve and Respect. They collect points for a reward of their choice or a reward visit. A positive day will be communicated with parents/carers.

Monday	L1	L2	L3	L4	L5	L6	Total
Support							
Trust							
Achieve							
Respect							

Tutors have a clear understanding of their roles and responsibilities see 'The Role of the Tutor', Appendix A.

### 2. Recognition form board

Each form room has a recognition board that celebrates the success of young people in the group. This should include attendance, attitude, and academic success.

### 3. Rewards Lunch

A rewards lunch is held termly and young people are invited by the Executive Head Teacher to celebrate excellence throughout the term.

### 4. STAR points and behaviours – Teacher Led Reward System

These are key as they portray an accurate picture to all professionals, evidencing how a young person is making progress in terms of behaviour and attitude to learning. Teachers are expected to input STAR points and behaviours on SIMS after every lesson. This system is promoted daily in Form time and Form Tutors review targets on a weekly basis engaging in conversations about next steps.



## **Four steps to support a young person in crisis:**

1. Protect: Move to a safe space; increase social engagement, reduce the stress, remove the audience, protect their dignity
2. Relate: Show empathy, listen, find words for feelings, allow the young person to feel understood
3. Regulate: Mindfulness, Microscript, physical intervention, protect dignity
4. Reflect: Emotional Coaching; restorative practice asking five key questions to ensure the conversation is reflective yet is not detrimental to a young person's view of themselves.

## **Damage**

All staff endeavour to prevent damage from occurring. If continued despite staff requests, staff should employ physical strategies of Team Teach to prevent significant damage. All young people will then be expected to either support the repair of the damage or pay a contribution towards the cost of repair. Parents/carers are informed of any further actions and the pastoral team/ keyworker must be informed.

## **Searching young people and confiscation of prohibited items.**

If a member of staff suspects that a young person is in possession of a prohibited object the young person may be searched.

This search of a young person should be conducted by the Head of Centre or a member of staff authorised by the Head of Centre. The search must be conducted by the same gender as the young person, and with another adult present (where possible of the same gender). Before any search is undertaken consent will be sought from the young person. If consent is refused, the young person will be asked to say why he/she has refused. Refusal to allow a search will be taken as refusal to follow teacher instructions and depending on the circumstances will warrant a consequence. Where there is suspicion of knives or weapons, alcohol, illegal drugs or stolen items (referred to in the legislation as "prohibited items"), the young person may be searched without their consent. Advice should be sought from the Head of Centre if this is the case.

Searches will be conducted in such a manner as to minimise embarrassment or distress. When items are found they can be confiscated if it is reasonable to do so and they are not allowed under the Centre rules. Where any article is thought to be a weapon or drugs, police must be notified it must be passed to the police. It is not necessary to consent from parents or carers, before or after a search takes place however if a search does take place parents/carers will be contacted. Power to search without consent for "prohibited items" including:

- 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.

Any prohibited items found in pupils' possession will be confiscated. These will not be returned to pupils.

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

## **Absconding**

If a young person absconds, staff are to conduct a dynamic risk assessment to review the situation and inform future actions. Staff must inform Leaders and parents/carers will be contacted. If the young person is deemed to be vulnerable because of their age, Child Sexual Exploitation (CSE) risk or being in an unfamiliar location the Police will be contacted to report the child missing.

## **Physical Intervention:**

Physical intervention is used as a last resort and a wide range of de-escalation techniques must firstly be employed. However, physical intervention is required:

1. Where there is an imminent risk of injury to the young person or another person.
2. Where there is risk of considerable damage to property.

Procedures for how to deal with such incidents are found in the Centre's "Positive Handling Policy".

### **Incidents of physical restraint must**

- Always be used as a last resort
- Be applied using minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded in the Bound Book (in the front office) and reported to parents/carers.

All physical interventions will be in accordance with the principles of Team Teach.

## **Violent Incidents:**

When a young person is in such a heightened state, they may become violent. Staff must use appropriate de-escalation tools but if under threat from serious violence should use physical intervention. If the situation cannot be resolved by staff, Police will be contacted but the Leadership team and the Executive Head must be informed. Any violent incidents towards staff and other young people must be recorded on SIMs, an incident form and a IR1 Form must be completed.

## **Sexual behaviour that requires intervention:**

Sexual behaviour may include:

- Explicit sexual remarks
- Display of sexual material
- Sexual gestures
- Unwanted physical attention
- Comments about sexual reputation
- Inappropriate touching

All staff working at The Orchard Centre have a responsibility to respond to behaviour that could be considered sexually inappropriate. Staff must challenge any unacceptable or harmful behaviour. All incidents are recorded and investigated by the DSL/DDSL using CPOMs and sexual behaviour referral forms. The DSL/DDSL will investigate the concern and if appropriate will submit a Multi-Agency Referral Form (MARF) and contact the Multi-Agency Support HUB (MASH).

## **Peer on Peer Abuse:**

Peer-on-peer abuse can take various forms and include serious bullying, relationship abuse, domestic violence, child sexual exploitation, harmful sexual behaviour, and/or gender based violence. All staff will challenge unacceptable behaviour, if appropriate this will be reported to the pastoral team. All staff have a responsibility to pass any safeguarding concerns to the Designated Safeguarding Lead (DSL) or Deputy Designated Safeguarding Lead (DDSL) using CPOMs.

## **Race Hate and Homophobic Comments:**

At The Orchard Centre we teach acceptance and tolerance through our rigorous Social, Moral, Cultural and Spiritual (SMSC) curriculum. Any racial abuse must be challenged by all staff and reported to the pastoral or Leadership team, recorded onto SIMs and sent to the Local Authority using an IR1 Form. Appropriate interventions will be implemented in addition to restorative conversations with an aim to repair relationships.

## **Think Before We React or Speak**

We all understand when any occasion in which harm, disruption or conflict occurs a restorative response involves first asking ourselves a set of **'silent questions'** based on the five key themes:

	Theme	Language
1	<b>Everyone has their own unique and equally valued perspective</b>	What's happening from my own perspective? What am I seeing and hearing?
2	<b>Our thoughts influence our emotions; our emotions influence our behaviour</b>	What's going through my mind? What sense am I making of this? How is this interpretation affecting my own emotional response?
3	<b>Empathy and consideration</b>	How am I being affected?
4	<b>Needs and unmet needs</b>	What do I need right now - is it appropriate to bring these needs into the equation right now?
5	<b>Collective responsibility for the choices made and for their outcomes</b>	Will I invite the others here to consider my needs as well? Can I support them to find ways forward without my interference, or do I need extra support myself?

## Restorative Practice

At The Orchard Centre Restorative Practice is central to everything that we do. Our aim is to develop a healthy community, increase social capital and to manage tension, conflict and antisocial behaviour by using both proactive (building relationships and developing community) and reactive (repairing harm and restoring relationships) approaches.

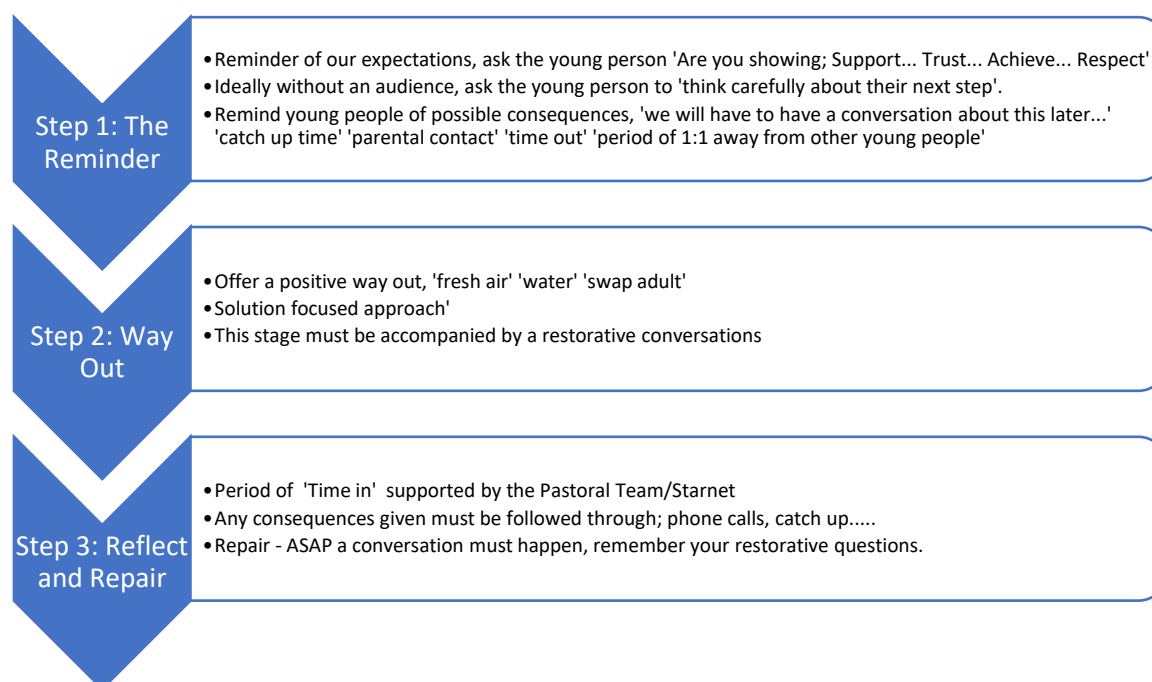
## The Restorative Conversation

Following an incident, the relevant member of relevant staff must carry out a restorative conversation in a timely manner. Our staff carry out these restorative conversations throughout the day, but particularly after an incident with a young person. These conversations can happen at any time and whenever possible before that young person leaves that day. Conversations must happen at the earliest convenience for all parties.

## **The Restorative Eight:**

- What happened?
- What were you thinking at the time?
- What have you thought since?
- How did this make people feel?
- Who has been affected?
- How have they been affected?
- What should we do to put things right?
- How can we do things differently in the future?

## **Our Behaviour Steps for Staff**



## Young Person's Voice

It is vital that all young people have the opportunities to express their opinions. We ensure that all young people always have a voice. We have a strong Student Council who meets regularly and feeds back to the staff. We assess young people's wellbeing via tools such as the PASS survey. We also have a termly questionnaire which can help capture the thoughts and feelings of the young people so they can be quickly addressed. All young people have contact twice daily with their form tutor and are also given a keyworker on induction to The Orchard Centre.

## Working with Parents/Carers

Clear communication regarding behaviour issues with parents/carers is critical. Staff will make regular contact to report a young person's positive day, supported by the pastoral team if issues need discussing. Simple agreements that give the young person the same message have maximum impact. Parents/carers must take responsibility for their young person's behaviour – this responsibility does not stop at the Centre's gate.

## Working in partnership

It is important that we work in close partnership with a range of agencies to improve outcomes for our young people. This includes working with partners such as;

- Multi Agency Support Hub
- Education Welfare
- SENSTART
- School Nurse
- Connexions
- Catch 22
- Base 25
- Wolverhampton 360
- Educational Psychologists
- Police Panel
- YOT

This might be through additional support given to those young people within classroom settings and during break and lunchtime.

## **Being Inclusive**

We do not give up on young people; we provide chance after chance. Using a “dynamic” approach, we utilise several types of provision ranging from STARNet; Outreach and InReach to support our young people and make them feel included. The aim is to always provide our young people with a chance to put things right and demonstrate positive behaviour and re-engage with their learning. We believe in an inclusive culture and therefore do not exclude our young people.