21/10/24
Review Date: 21 October 2025
Orchard Academy

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Behaviour Management Policy

1. Aims

This policy aims to:

- Foster a positive and supportive online environment where learners can excel and feel safe, valued, and respected.
- Establish a consistent, school-wide approach to behaviour management in an online setting, which reflects Orchard Academy's values.
- Clearly define behaviour expectations and the consequences of failing to meet them.
- Apply consistent behaviour management practices equally across all learners, regardless of background or ability.
- Define what constitutes unacceptable behaviour, including bullying, harassment, and discrimination.

2. Legislation, Statutory Requirements and Guidance

This policy is based on current legislation and guidance, including:

- Behaviour in Schools: Advice for Directors and School Staff (2022)
- Searching, Screening, and Confiscation: Advice for Schools (2022)
- Equality Act (2010)
- Keeping Children Safe in Education (2023)

- Suspension and Permanent Exclusion (2022)
- Use of Reasonable Force (2013)
- Supporting Learners with Medical Conditions
- Reducing the Need for Restraint and Restrictive Intervention
- Restraint Reduction Network Training Standards
- SEND Code of Practice (2015)

Additionally, it aligns with:

- Section 175 of the Education Act (2002) for safeguarding and promoting learners' welfare.
- Sections 88-94 of the Education and Inspections Act (2006) regarding the regulation of behaviour and authority to confiscate learner property.
- The requirement for schools to publish behaviour policies online as directed by the Department for Education (DfE).

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3. Our Behaviour Principles

This document outlines principles, not practices, which guide the Director in creating and implementing Orchard Academy's Behaviour Management Policy, including the use of de-escalation techniques and physical restraint where necessary. These principles underscore the importance of high behavioural expectations, promoting effective learning and positive outcomes in a virtual setting.

Key Principles:

- Recognition of Behaviour as Communication: All behaviour reflects underlying emotions, needs, or challenges. We seek to understand the root causes of learners' actions.
- Positive Reinforcement: Praise and rewards are key to maintaining a high standard of behaviour and encouraging learners to 'Be Their Best, Be Kind, Be Friendly, and Be Helpful.'
- Safety and Respect: Every learner, staff member, and visitor has the right to feel safe, respected, and valued in all interactions, free from discrimination, bullying, or harassment.
- Role of Staff as Models: Teachers and staff are expected to set a high standard for behaviour, demonstrating kindness, fairness, and respect.
- Building Positive Relationships: Strong, positive relationships between staff and learners underpin effective behaviour management and contribute to a supportive online learning environment.
- Fostering Independence and Responsibility: Learners are encouraged to take responsibility for their behaviour and actions, promoting self-regulation, resilience, and independence.

- Personalised Behaviour Support: Individual behaviour management strategies are employed, especially for learners with additional needs, through trauma-informed and behaviourist approaches.
- Consistent Use of Rewards and Sanctions: All staff apply rewards, de-escalation strategies, and reasonable force consistently in response to escalating behaviour.
- Collaboration with Families: We work closely with families to develop and implement personalised Behaviour Support Plans when necessary.
- Monitoring and Reflection: Behavioural approaches are regularly reviewed and refined, ensuring they remain effective and relevant to the learners' needs.

Exclusions: Exclusions are used as a last resort, with clear processes for suspensions and permanent exclusions as outlined in the Suspension and Permanent Exclusion Policy.

This statement is reviewed annually by the governing board.

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4. Orchard Academy's Approach to Behaviour Management

At Orchard Academy, our behaviour management approach is grounded in empathy, individualisation, and consistent strategies, with the ultimate aim of promoting a safe, respectful, and nurturing online learning environment.

Key Elements of Our Approach:

1. Behaviour as Communication: We understand that behaviour often conveys unmet needs, emotions, or frustrations. Our focus is on identifying and addressing the underlying causes rather than merely the behaviour itself.
2. Trauma-Informed Approach: Recognising that many learners may have experienced trauma, we ensure that all behaviour management strategies are grounded in understanding, empathy, and the need to create safe and secure online spaces. Building positive relationships is essential for helping learners regulate their emotions and behaviour effectively.
3. Behaviourist Approaches: While we use trauma-informed strategies, we also incorporate behaviourist methods where appropriate. Rewards and sanctions are employed to encourage desirable behaviour and discourage undesirable actions, ensuring consistency across the board.
4. Rewards and Sanctions:
   - Praise and Rewards: A variety of rewards such as positive feedback, badges, certificates, and recognition in virtual assemblies are used to encourage good behaviour.
   - Sanctions: Clear and consistent consequences are outlined for inappropriate behaviour, including warnings, removal from online lessons, temporary suspension from the platform, and where necessary, referral to the Director for more serious breaches.

5. De-escalation Techniques: In situations where behaviour escalates, staff are trained in de-escalation techniques, including verbal calming methods, time-out strategies, and engaging learners in problem-solving discussions to prevent further escalation.
6. Physical Restraint: In the virtual setting, physical restraint is not applicable. However, in cases of severe disruption or harmful behaviour during in-person activities, staff follow the DfE guidelines on the use of reasonable force. Physical restraint is only employed when absolutely necessary to prevent harm to the learner or others.

5. Behaviour Support Plans and Family Collaboration

For learners who present ongoing behavioural challenges, Behaviour Support Plans are developed in collaboration with the learner, their family, and other professionals where appropriate. These plans are personalised and designed to:

- Address the learner's specific needs.
- Incorporate trauma-informed and behaviourist strategies.
- Clearly outline the responsibilities of staff, the learner, and their family in supporting positive behaviour.
- Provide clear expectations, rewards, and consequences tailored to the individual learner.

6. Monitoring, Review, and Continuous Improvement

Orchard Academy is committed to ongoing reflection and improvement of our behaviour management approaches. We regularly review behaviour incidents, trends, and the effectiveness of our strategies to ensure that they are supporting a positive online learning environment.

Behaviour data is reviewed by senior leaders and shared with the governing board during annual policy reviews. Where necessary, adjustments are made to improve outcomes for learners.

7. Conclusion

Orchard Academy's Behaviour Management Policy reflects our commitment to creating an inclusive, safe, and supportive online learning environment where every learner can thrive. We believe in the importance of understanding behaviour, building strong relationships, and applying consistent, fair strategies to manage and promote positive actions. By working in partnership with learners and their families, we aim to foster a culture where every learner feels valued, empowered, and capable of achieving their best.

Approved by: Management Committee of Orchard Academy
Next Review Date: September 2025