



The Orchards School

A PLACE TO FLOURISH AND GROW

Behaviour Policy September 2023-24

This policy is reviewed at least annually by the governing body and was

Ratified by Governing Body on: 14/09/2023

Next review date: September 2024

Signature.......... (Chair of Governors)

Print Name...Kate Joiner.....

Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

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This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010
- Voyeurism (Offences) Act 2019
- DfE (2013) 'Use of reasonable force'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2022) 'Behaviour in schools: Advice for headteachers and school staff'
- DfE (2023) 'Keeping children safe in education'
- DfE (2022) 'Searching, Screening and Confiscation: Advice for schools'
- DfE (2022) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'

This policy operates in conjunction with the following school policies:

- Pupil Code of Conduct
- Social, Emotional and Mental Health (SEMH) Policy
- Complaints Procedures Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Suspension and Exclusion Policy
- Positive Handling Policy
- Child-on-child Abuse Policy
- Child Protection and Safeguarding Policy
- Pupil Drug and Alcohol Policy
- Searching, Screening and Confiscation Policy
- Anti-bullying Policy

Roles and Responsibilities

The Governing Board has overall responsibility for making a statement of behaviour principles and providing guidance for the headteacher on:

- promoting good behaviour where appropriate.
- ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.
- ensuring this policy is published on the school website.

The Headteacher is responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes monitoring the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Acting in accordance with the statement of behaviour principles made by the governing board and having any regard to guidance provided by the governing board on promoting good behaviour.
- Establishing high expectations of children's conduct and behaviour and implementing measures to achieve this.
- Determining the school rules and any disciplinary sanctions for breaking the rules.
- The day-to-day implementation of this policy.
- Publicising this policy in writing to staff, parents and children at least once a year.

The Headteacher has the responsibility for suspending (fixed period exclusion) and permanently excluding individual pupils for serious acts of misbehaviour. In her absence, this responsibility falls to the Deputy Headteacher.

When the Headteacher suspends or permanently excludes a pupil they will, without delay, notify parents, and if a pupil has a social worker, or if a pupil is looked-after, they will also without delay after their decision, notify the social worker and/or Virtual School Head, as applicable.

When the Headteacher suspends or permanently excludes a pupil, they will also notify the local authority, without delay, regardless of the length of a suspension.

- Reporting to the governing board on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

The SENCo is responsible for:

- Collaborating with the governing board, headteacher and the mental health lead, as part of the SLT, to determine the strategic development of behaviour and SEMH policies and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behaviour and SEMH policies to support children with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.
- Supporting teachers in the further assessment of a children's strengths and areas for improvement and advising on the effective implementation of support.

Pastoral Support Team are responsible for:

- Monitoring behaviour recorded on the school MIS system, ScholarPack, to identify trends and support practice to establish high expectations of children's conduct and behaviour and implementing measures to achieve this.
- Supporting teachers in the writing of a Pastoral Care Plan.
- Monitoring pupils on a Pastoral Care Plan or other behaviour support plan, such as 'Catch Me being Good' chart.

Teaching staff are responsible for:

- Planning and reviewing support for children with behavioural difficulties in collaboration with parents, the SENCO and, where appropriate, the children themselves.
- Aiming to teach all children the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every child achieving their full potential, and that every child with behavioural difficulties will be able to study the full national curriculum.
- Teaching and modelling expected behaviour and positive relationships, demonstrating good habits.
- Being responsible and accountable for the progress and development of the children in their class.
- Not tolerating disruption and taking proportionate action to restore acceptable standards of behaviour.
- It is the responsibility of the class teacher to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner throughout the whole of the school at all times.
- Class teachers must have high expectations of the children in terms of behaviour and strive to ensure that all children work to the best of their ability at all times.
- Class teachers are responsible for recording orange and red Zone Board sanctions onto Scholar Pack for the children in their class. This will be monitored by the Pastoral Team.
- The class teacher must treat each child fairly and enforce the behaviour policy consistently. The teacher must treat all children in their class with respect and understanding.
- The class teacher should discuss the needs of a child with the Pastoral Support Team and liaise and work with the SENCO, SLT and Behaviour Support Services. They must follow the advice provided to support and guide the progress of each child.
- The class teacher should contact a parent if there are concerns about the behaviour or welfare of a child.

All members of staff, including teaching and support staff, and volunteers are responsible for:

- Adhering to this policy and applying it consistently and fairly.
- Supporting children in adhering to this policy.
- Promoting a supportive and high-quality learning environment.
- Modelling high levels of behaviour.
- Being aware of the signs of behavioural difficulties.
- Setting high expectations for every child.

- Being aware of the needs, outcomes sought, and support provided to any children with specific behavioural needs.
- Keeping the relevant figures of authority up to date with any changes in behaviour. The relevant figures of authority include:
 - SENCO
 - Assistant Head
 - Deputy Head Teacher
 - Headteacher

It is the school's aim to work in partnerships with all parents/ carers. On enrolment, the school expectations are explained to parents. School aims to build supportive dialogue between home and school and will inform parents if there are concerns about a child's welfare or behaviour. If the school has to follow policy and sanction a child, it expects parents to support these. If parents have any concern regarding this, then they should follow the school complaints policy.

Parents are responsible for:

- Supporting their children in school with both their learning and behaviour (as set out in the home-school agreement)
- Informing the school of any changes in circumstances which may affect their child's behaviour.
- Ensuring children attend school daily and punctually and are prepared for the school day with all uniform and resources needed.
- Working collaboratively with school so that children receive consistent messages about how to behave at home, school and in the community.

Children are responsible for:

- Their own behaviour both inside school and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.

Staff induction, development and support:

- All new staff will be inducted clearly into the school's behaviour culture to ensure they understand its rules and routines and how best to support all children to participate in creating the culture of the school. Staff will be provided with bespoke training, where necessary, on the needs of children at the school to enable behaviour to be managed consistently.
- The SLT will consider any appropriate training which is required for staff to meet their duties and functions in accordance with this policy, including on understanding matters which may affect a child's behaviour, e.g. SEND and mental health needs.
- Members of staff who have, or are aspiring to have, responsibilities for leading behaviour or supporting child wellbeing will be supported to undertake any relevant training or qualifications.
- The SLT and the Headteacher will review staff training needs annually, and in response to any serious or persistent behaviour issues disrupting the running of the school.

Introduction

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring school community, whose values are built upon the British values of:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.

The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

The behaviour policy is in line with the DFE Behaviour and Discipline guidance, January 2016 and acknowledges the school's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEN).

The school has four core values which promote good relationships:

- **Pride:** We want everyone to be proud of themselves, each other, and their achievements
- **Enjoyment:** We want everyone to enjoy learning and turn their imagination into reality. To be able to generate and extend ideas, explore possibilities and make connections.
- **Achievement:** We want everyone to have ambition and strive to not only achieve their best but continually seek ways of improving beyond that.
- **Respect:** We want everyone to value and celebrate diversity and difference in their learning, relationships and interactions.

These values are supported by visible behaviour expectations on Zone Boards in every classroom, which help pupils to recognise their different behaviours and whether they are appropriate in school or not. Green, Silver and Gold behaviours are rewarded with House Points. Orange and Red behaviours are followed up with a restorative behaviour approach to better support every child in successfully managing their own behaviour so that people can work and play together in a supportive manner:

These rules were discussed by the whole school. Staff and pupils routinely work together to discuss helpful and hurtful behaviours and how we could avoid the latter. This policy supports the school community by aiming to allow everyone to work together in an effective and considerate way, to help pupils to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

We treat all pupils fairly and apply this behaviour policy in a consistent way, it is vital that pupils understand these rules and that we apply them consistently. Pupils must be given clear warnings and reminded that they need to be responsible for their own choices and actions.

The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

The Restorative Approach

At The Orchards School, incidences of negative behaviour are dealt with in a fair, respectful and appropriate way, with the key focus on individuals taking responsibility for their behaviour, repairing any harm done, rebuilding and restoring relationships. The key principle when dealing with issues is to give all the people involved a chance to have their say and become actively involved in the process. All members of staff and pupils know that issues will be dealt with fairly with a 'no blame' approach.

When there have been incidences between two pupils, key questions will be asked to find out what has happened and how the individuals involved can make things right again, or repair the harm caused. Our aim is not to ask 'Why?' something has happened but to determine what has led up to an issue and resolve it in a positive way. Everyone involved in an incident is taken through a Restorative dialogue and is therefore supported in coming to understand the harm that has been caused to all parties.

The Restorative Questions:

- ✓ **What happened?** Drawing out each person's story one at a time, starting with the person who has caused the harm. The aim is not to come to a definitive conclusion on what has happened, but for each person to have their point of view listened to.
- ✓ **What do you think and feel about that?** What each person was thinking and feeling at the time, before and since.
- ✓ **Who has been affected and how?** Who has been harmed/affected and how? Older pupils are encouraged to think about the wider implications of who has been affected e.g. families.
- ✓ **What are the needs of those involved?** What those affected need to feel better, move on, repair harm and rebuild relationships.
- ✓ **What do you think needs to happen next to make things right with each other and with the school community?** How do those people agree and negotiate meeting the needs identified above and what support might they need to do this? Staff support pupils in this process but try to ensure the pupils form their own agreement when possible. The pupils can refer to the zone boards to consider how they can make appropriate amends with the high expectations of the school community.

This approach encourages those involved to identify ways in which a relationship can be repaired or how they can move forward. By giving pupils this responsibility, we are supporting them in developing their own strategies for avoiding and resolving conflict. We also believe that if pupils reach their own agreement as to how to move forward after a conflict, they are more likely to abide by it than if it is suggested by an adult or imposed upon them. By

involving the pupils in the design of the agreement we give them ownership over it and ensure it is helping them to resolve the situation and make amends in their own way.

All staff working within our school use active listening skills when dealing with a conflict. This enables them to draw out more from those involved.

Implementation of the Restorative Approach

At The Orchards School, we recognise that all pupils are unique individuals and therefore we are flexible in the manner in which we address any incidences of negative behaviour. The stages of the Restorative Approach underpin our method in dealing with behaviour issues, but we are conscious that we adapt our approach to ensure it is suitable for the pupil's age and level of understanding.

When working with pupils in the Early Years Foundation Stage, our focus is on the initial stages of the Restorative Approach. Staff working with these pupils focus on helping them to grasp the concepts of feelings and how they are caused. Modelling, small group work, peer support and visual resources such as photographs and Communicate in Print cards are all used to support the pupils' understanding and development of empathy.

This approach is also adapted for other pupils throughout the school. Pupils with low levels of emotional maturity or with Special Educational Needs can require support in recognising how their actions have affected others or how they feel about an incident. Pupils are supported in developing their understanding of the Restorative Approach using tailored resources, lessons and at their own pace. Pupils identified as having significant social, emotional or mental health needs may require an alternative approach, which will be discussed and decided upon by the team around the child on an individual basis.

Staff use their discretion and knowledge of the pupils involved to determine how best to implement this approach and who to involve.

Rewards

We praise and reward pupils for good behaviour in a variety of ways:

Housepoints:

Each child is assigned to a house when entering the school. Pupils receive house points for a variety of reasons related to our 4 core values. These may include:

Excellent work in class or at home

Exemplary behaviour

Consistently smart uniform

Supportive behaviour towards other pupils

Each week the current total of each house's house points are announced in assembly so the pupils can hear and see which house is winning. The winning house each week has the honours of tying their house colours to the House Trophy, and the winning House at the end of each Term receives a reward in the form of e.g.: going to lunch first.

Positive postcards

All members of staff are able to send Positive Postcards home to all pupils. These may be sent home for outstanding effort or acts of kindness, civility or helpfulness within school and the local community.

Certificates

Each week the school holds a Celebration Assembly, where pupils may receive either a certificate or award; for having an outstanding attitude towards learning. Winners of our weekly awards can be seen on the Super Successful Learner notice board in the hall. As a school we acknowledge the efforts and achievements of pupils out of school in our weekly assemblies.

Zone board

Gold	Active acts of kindness Self-assured learners Excellent attitude to learning Impeccable conduct Self-disciplined
Silver	Being a good role model by: Being Proud of achievements Enjoying the learning Working hard to Achieve success
Green	Respecting all adults and property Being ready and prepared to do your best work at all times Taking care of yourself, others and our school Always being polite, helpful and co-operative Being in the right place at the right time
Orange	Answering back Shouting out Refusing to do as you are told Teasing others Wasting time, not getting on with your work Lying
Red	Writing on objects and in places you shouldn't (books, walls and doors) Leaving the learning environment Using bad language Destroying property like displays and pupil's clothes Climbing Physically hurting someone Stealing

The zone board contains 5 coloured sections. At the start of both morning and afternoon sessions pupil's names are returned to green, if a pupil's name remains on green for the entire session it indicates that their behaviour has been on task. Pupils move up the zone board for both good behaviour and good work.

The two sections above green are silver and gold. Moving up the Zone Board automatically earns pupils a house point. This cannot be taken away, and remains a reminder of their achievement. Class teachers, in consultation with their class may decide on small rewards, such as stickers for being in green or reaching silver or gold.

Pupils move down the zone board to orange if their behaviour has been inappropriate and two verbal warnings have been given. The idea of this section is to indicate to pupils that they must change their inappropriate behaviour urgently in order to avoid a sanction. **If a pupil's behaviour improves they should be moved back up to green** – this is an important strategy in the use of the zone board; pupils should understand that they can change their behaviour pattern and still work up the zone board. Any sanctions incurred still stand but rewards can also be given when behaviour changes.

If inappropriate behaviour persists, they will be moved down to red and incur a detention, however, pupils do return into green after lunchtime.

On rare occasions when a child's behaviour is persistently poor the child should not be issued repeated red sanctions instead their behaviour should be reported immediately to the Pastoral Care & Behaviour Lead, or a member of SLT to support in dealing with this matter.

Sanctions

Good behaviour is an expectation at all times within our school. However, when required the school employs a number of sanctions to enforce the school values and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

All pupils will receive a verbal reminder before a sanction is given. At a time when a child is making a poor choice they will be reminded of the school values and behaviour expectations (displayed in each classroom) and if appropriate, asked to reflect on their behaviour. Teachers should, when appropriate, provide time for the child to think about their actions and to respond responsibly.

If a child continues to display inappropriate behaviour a final reminder is given by the adult stating the consequences if their poor behaviour choices continue. Staff will use the following phrase.

Name this is your second warning, if you continue to *(state unwanted behaviour)* you will be moved down to orange.

Where appropriate, through prior pastoral discussions this may be replaced or supported by a visual sign.

The school sanctions use the Zone board procedure. If after two warnings the child continues their poor choice of behaviour, the child will move into orange on the zone board, resulting in a 5-minute detention at play or lunchtime, or for younger pupils, it may be more appropriate for them to spend time in a 'boring office' with the member of SLT supporting their pastoral and behaviour needs at that time.

All orange and red sanctions are recorded on the school's MIS system (Scholar Pack). This enables both the class teachers, the Pastoral Support Team and members of SLT to monitor the level and type of low-level disruption within the school ensuring the school can investigate and act on the causes of the child's behaviour thus maintaining high standards and a positive climate for learning.

Class teachers or TAs always let parents/carers know if a child moved into the orange and/or red zones at pick up. Staff will explain the inappropriate behaviours, the warnings given and ideally, the positive response evidenced by the child, following the initial behaviours.

For serious breaches of behaviour or if poor behaviour persists following an orange sanction, pupils will be moved to red and will receive a 15-minute lunchtime detention, or for younger pupils, it may be more appropriate for them to spend further time in a 'boring office' with the member of SLT supporting their pastoral and behaviour needs at that time.

During the detention, the child will be asked to reflect on their poor behaviour choice, the consequences of their actions and what they and the school can do to help them make the right choices. If a child refuses to attend their detention, their parents are contacted and asked to escort the child to their detention at a mutually convenient time.

Following repeated disruptive behaviour across a half term parents will be contacted and will be expected to work in partnership with the school through a reporting system such as a 'Catch Me Being Good Chart'. This will be implemented for a fortnight. If poor behaviour choices continue, the child will receive a Pastoral Support Plan which will be discussed and written with parents and pupils at a mutually convenient time. These plans will be reviewed regularly (usually fortnightly).

At this stage, the school is likely to seek support from Behavioural specialists and other agencies within Children's Services.

The safety of the pupils is paramount in all situations. If a child's behaviour endangers the safety of others, the adult in charge may stop the activity and exclude the child from taking part. If absolutely necessary, a member of staff may restrain a pupil to ensure the safety of that pupil or others. Some staff have been trained in Positive Handling Techniques and must follow the school Physical Restraining Policy.

If a pupil needs restraining frequently then in accordance with our Physical Restraining Policy we will, with parents, produce a positive handling plan for that child.

Physical Restraint should only be used as a last resort.

Bullying

Definition of Bullying: The Orchards School considers that bullying is repeated, deliberate behaviour, repeated over a period of time, which makes another person feel threatened, distressed, hurt or upset.

The school does not tolerate bullying – including cyber-bullying - of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to try to prevent any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all pupils attend school free from fear. (Keeping Children Safe in Education 2023)

Underlying Principles for each bullying and prejudice related incident holds unique and distinctive features, which need to be considered; The Orchards School's responses should be informed by the principles below if we are to challenge and counter prejudice related incidents and ensure the wellbeing and achievement of all our pupils.

- All pupils are entitled to an education, which respects and values their identity, individuality and background and is free from prejudice, harassment and adverse discrimination.

- Prejudice related bullying could prevent pupils from learning and be a significant barrier to their achievement.
- Prejudice related bullying impacts on a pupil's social and emotional wellbeing.

All staff, pupils, parents, carers and governors should be aware of the school's policy and procedures for dealing with prejudice related incidents.

All allegations of prejudice related bullying should be taken seriously and investigated thoroughly.

The Orchards School will keep parents, carers and pupils informed during an investigation and advise them of any action that is taken. This should be discussed sensitively with the child or young person beforehand.

Definition of Prejudice Related Incidents

- A racist incident is any incident which is perceived to be racist by the victim or any other person.
- A disability related incident is any incident which is perceived to be so by the victim or any other person.
- A homophobic related incident is any incident which is perceived to be homophobic by the victim or any other person. Furthermore, the victim does not have to be lesbian, gay or bisexual to experience homophobic bullying, but may be targeted because they are perceived to be gay, or because a member of their family is gay, for example.
- At The Orchards School we strive to create an atmosphere in school where all members of the school community respect each other – ensuring that all are listened to, always. The school ensures that there is:
 - Direct teaching of PSHCE (personal, social, health and citizenship education) Learning of life skills; themed National events - such as Anti-Bullying Week; and restorative, informal discussions take place throughout the day, where appropriate.
 - Pupils feel valued, by means of teaching through the curriculum and displays show: recognition of achievement; rewards and celebrating our diversity.
 - Through monitoring reviews, the School Council, Wellbeing Champions, Play Leaders and regular pupil surveys, our pupils feel they have a voice and that their opinion matters.
 - We ensure that consistent behaviour management and high-quality activities are available at playtimes and lunchtimes.

- We share information with parents and work closely with them when/if incidents of bullying /prejudice occur. All members of the school community follow this policy consistently.

If an incident(s) occurs, The Orchards School will support both the perpetrator and the victim by various means. This will include:

Support for the victim:

- Time with an adult to help build self-esteem/peer support (Behaviour Specialist)
- Lunchtime staff are fully aware of the issues and can offer support.
- Regular home-school contact between parents and teachers.
- 'Open-door' policy for parents with class teacher and senior leaders.
- Possible access to nurture group facilities.

Support for the perpetrator may include:

- 1:1 time with an adult to help build self-esteem and social skills. (Behaviour Specialist)
- Social skills group work, peer support.
- Lunchtime staff are fully aware of the issues and is able to rapidly intervene in any incident.
- Regular home-school contact between parents and teachers.
- 'Open-door' policy for parents with class teacher and senior leaders.
- Pastoral support programme and the possible involvement of external agencies

Suspension and Permanent exclusions

A decision to exclude a child permanently should only be taken in response to a serious breach or persistent breaches of the school's behaviour policy and where allowing the child to remain in school would seriously harm the education or welfare of the child or others in the school. The headteacher will consider whether the child should be suspended, in line with the school's Suspension and Exclusion Policy, and will determine the length of the suspension.

Although unacceptable behaviour does not necessarily mean a child has SEND, an assessment will be carried out at this stage to determine whether there are any undiagnosed learning or communication difficulties, or mental health issues that may be contributing to the child's behaviour.

· Where a child is identified as having SEMH-related difficulties, SEND support will be put in place from the school's national SEND budget.

· Where SEND is not identified, but the headteacher determines that support is still required for the child, an Individual Behaviour Plan will be created to outline the necessary provisions in place.

If the headteacher permanently excludes a child, she/he informs the parents immediately, giving reasons for the exclusion. At the same time, the headteacher makes it clear to the

parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

The headteacher informs the LA and the governing body about any permanent exclusion, and about any suspension beyond five days in any one term. The governing body itself cannot either suspend a child or extend the suspension period made by the headteacher.

The headteacher must, without delay, notify the governing body and the local authority of:

- any permanent exclusion (including where a suspension is followed by a decision to permanently exclude the child)
- any suspension which would result in the child being suspended for a total of more than five school days (or more than ten lunchtimes) in a term and any suspension which would result in the child missing a public examination or national curriculum test.

The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors. When an appeals panel meets to consider an exclusion, they consider the circumstances in which the child was excluded, consider any representation by parents and the LA, and consider whether the child should be reinstated.

If the governors' appeals panel decides that a child should be reinstated, the headteacher must comply with this ruling. For further information on suspension and permanent exclusions, please refer to the Trust's Exclusions Policy.

Behaviour outside of school premises

Children at the school must agree to represent the school in a positive manner.

The guidance laid out in the Pupil Code of Conduct applies both inside school and out in the wider community, particularly if the child is dressed in school uniform.

Staff can discipline children for misbehaviour outside of the school premises, including conduct online, when the child is:

- Wearing school uniform.
- Travelling to or from school.
- Taking part in any school-related activity.
- In any way identifiable as being a child at the school.

Staff may also discipline children for misbehaviour outside the school premises, including conduct online, that:

- Could negatively affect the reputation of the school.

- Could pose a threat to another child, a member of staff at the school, or a member of the public.
- Could have repercussions for the orderly running of the school.

Any bullying witnessed outside of the school premises and reported to the school will be dealt with in accordance with the Anti-bullying Policy. The school will impose the same sanctions for bullying incidents and non-criminal misbehaviour witnessed or reported outside of the school premises as would be imposed for the same behaviour conducted on school premises. In all cases of unacceptable behaviour outside of the school premises, staff will only impose sanctions once the child has returned to the school premises or when under the supervision of a member of staff.

Complaints from members of the public about the behaviour of children from the school are taken very seriously and will be dealt with in accordance with the Complaints Procedures Policy.

Searching, screening and confiscation.

The Orchards School ensure that all staff and children feel safe. Following the guidance of: Searching, Screening and Confiscation, 2022, The Orchards School ensure that all stakeholders are aware of

Ensuring school staff and pupils feel safe and secure is vital to establishing calm and supportive environments conducive to learning. Using searching, screening and confiscation powers appropriately is an important way to ensure pupil and staff welfare is protected and helps schools establish an environment where everyone is safe. This advice is intended to explain schools' screening, searching and confiscation powers so that headteachers and other staff have the confidence to use them if necessary.

This publication is intended to explain the screening, searching and confiscating powers a school has, ensuring that headteachers and members of staff have the confidence to use these powers and schools are a calm, safe and supportive environment to learn and work. This publication also provides advice to headteachers and staff on their related legal duties when it comes to these powers. It also includes statutory guidance which schools must have regard to.

Monitoring

The Headteacher monitors the effectiveness of this policy on a regular basis and reports to the governing body on its effectiveness.

The Pastoral team monitor and analyse all behaviour records, both rewards and sanctions.

The Headteacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.

It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

