



# BEHAVIOUR POLICY

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## **Introduction**

Orion believes that in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life. We encourage our pupils to become accountable for their actions and the impact they may have on themselves and others, promoting a solution-focused approach to changing future behaviours. We keep in mind that we are the adults, and that pupils are still growing, learning, and developing. Mistakes are part of the learning process, and we recognise that all our pupils are at different stages of the developmental process. We don't make a judgement about it – instead we support and guide our pupils to make appropriate choices.

The school is committed to:

- Promoting desired behaviour
- Promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect
- Ensuring equality and fair treatment for all
- Praising and rewarding good behaviour
- Challenging and disciplining misbehaviour
- Providing a safe environment free from disruption, violence, discrimination, bullying and any form of harassment
- Encouraging positive relationships with parents
- Developing positive relationships with pupils to enable early intervention
- Promoting a culture of praise and encouragement in which all pupils can achieve

## **Relational Approach**

Integral to our approach to behaviour is the building of relationships with pupils. We seek to restore relationships and change behaviours rather than punish the actions a pupil may have taken. The principle of 'connection before correction' is always prioritised.

The school believes that:

- Relationships are vital for all pupils in school. It is through relationships that pupils learn to feel safe, belong, understand themselves, others, and the world.
- Behaviour is often a form of communication and the expression of underlying needs. It is not possible to support a pupil's behaviour without addressing these needs.
- Not all behaviours are a matter of 'choice' and not all factors linked to the behaviour of a pupil are within their control.
- Children need personalised responses to supporting their personal development and well-being. We recognise that being 'fair' is not about everyone getting the same (equality) but about everyone getting what they need (equity) through appropriate support.
- Changing how we respond to behaviour does not mean having no expectations, routines, or structure. In order to help our pupils feel safe, their educational environment needs to be high in both nurture and structure.

- Pupils need clear boundaries, predictable routines, expectations, and regulated responses to behaviour.
- Pupils should be provided with excellent role models (alternative attachment figures who provide a secure base and the connection necessary to support improvement)
- Staff should use attachment friendly restorative approaches in their interactions with pupils taking a non-judgmental, curious, and empathic attitude towards behaviour, responding in a way that focuses on the feelings and emotions that might drive certain behaviour, rather than the behaviour itself.
- Pupils with behavioural difficulties need to be regarded as vulnerable rather than troublesome, and we all have a duty to explore this vulnerability.

## **Use of Consequences**

When a relational or restorative approach has not been effective then a more formal approach to consequences is required. The intention behind applying a consequence should always be to help a pupil understand the impact their behaviour has on their own and others learning. The school acknowledges that behaviour can sometimes be the result of educational needs, mental health issues, or other needs or vulnerabilities, and will use an individualised graduated response when considering any behaviour interventions and sanctions.

Reasonable and proportionate sanctions will therefore be used where a pupil's behaviour falls below the standard that is expected, alongside any support to prevent recurring misbehaviour.

## **Definitions**

### **“Serious unacceptable behaviour”**

Is defined as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour. This will include, but is not limited to, the following:

- Repeated breaches of the school rules and code of conduct
- Discrimination, harassment, vexatious behaviour, bullying, cyberbullying
- Possession of legal or illegal drugs, alcohol or tobacco
- Possession of banned items (knives or weapons, alcohol, illegal drugs, stolen items, pornographic images, e-cigarettes/vapes, lighters, aerosols)
- Possession of any article that the member of staff reasonably suspects has been, or is likely to be used to commit an offence, or to cause personal injury to, or damage to property of; any person (including the pupil)
- Truancy and running away from school
- Bringing the school into disrepute
- Refusing to comply with disciplinary sanctions
- Theft
- Verbal abuse, including swearing, racist remarks and threatening language
- Fighting and aggression
- Persistent disobedience or disruptive behaviour
- Extreme behaviour such as violence and serious vandalism

- Any behaviour that threatens safety or presents a serious danger
- Any behaviour that seriously inhibits the learning of pupils

### “Low-level unacceptable behaviour”

Is defined as any behaviour which may disrupt the education of the perpetrator and/or other pupils. This will include, but is not limited to, the following:

- Lateness
- Low-level disruption and talking in class
- Failure to complete classwork
- Rudeness
- Lack of correct equipment
- Refusing to complete homework or incomplete homework
- Disruption on public transport
- Use of mobile phones without permission
- Graffiti

“Low-level unacceptable behaviour” may be escalated to “serious unacceptable behaviour” depending on the severity of the behaviour.

### Malicious allegations

The school will take very seriously any allegations made against staff. Where these are found to be malicious, the perpetrator should expect a severe sanction. The Head of School will take the decision on whether to apply an appropriate sanction, which could include suspension or permanent exclusion (as well as referral to the police if there are grounds for believing a criminal offence may have been committed).

### Roles and Responsibilities

- **Governors** - are responsible, in consultation with the Leadership Team for establishing the policy for the promotion of good behaviour and for reviewing it at the appointed review date.
- **Head of School** - is responsible for the monitoring and implementation of this policy and of the behaviour procedures at the school. Publicising this policy in writing to staff, parents and pupils at least once a year.
- **Leadership Team** - are responsible for the implementation and day-to-day management of the policy and procedures. They will support staff in dealing with poor behaviour and encourage staff to use strategies to avoid such behaviour. They will monitor behaviour in the whole school and offer support and training to deal with any behaviour issues.
- **Pastoral Team** - is responsible for dealing with matters within each year group and are required to meet the needs of the team, supporting staff in their use of rewards and sanctions and seeking support for those pupils whose behaviour is deteriorating. They will also identify issues which arise and seek appropriate support for staff and pupils. They are responsible for liaising with outside agencies and offering support within school for pupils where emotional issues may be affecting their behaviour.
- **All Staff** - are responsible for applying the school’s behaviour policy and procedures fairly and consistently, ensuring equal opportunity for all pupils. As role models to pupils, staff model high standards: being punctual, preparing lessons and resources thoroughly and remaining professional in their dealings with pupils, colleagues, parents and members of the community.

- **Pupils** - are responsible for their own behaviour and for adhering to the school expectations and Orion School's Code of Conduct. They are expected to be polite and respectful to all staff and pupils; to allow learning to take place; to wear their school uniform correctly; to arrive to lessons promptly and properly equipped; and to treat all property and surroundings with respect.
- **Parents** - are responsible for supporting the school to realise its high expectations of achievement and behaviour. They are encouraged to work in partnership with the school and to support the school.

## Rewards

Recognising and rewarding the achievements and success of pupils is an important component in the ethos of the school and helps to:

- Motivate and encourage pupils
- Recognise pupil achievement and effort
- Cultivate and encourage positive behaviour and attitudes
- Build and maintain positive relationships between staff, pupils and parents

To recognise positive behaviour the school uses a reward system based on awarding praise points for positive behaviour.

Points can be awarded for any one of the following categories:

- **Positive attitude to learning** - (On time, ready and willing to learn)
- **Respectful** - (Demonstrates good behaviour is polite and courteous)
- **Academic achievement** - (Achieves lesson objectives/set targets, works to a high standard, work is well presented)
- **Initiative** - (works independently and uses initiative)
- **Social Awareness** - (shows consideration and helps and supports others, empathises and demonstrates good team skills)
- **Effort** - (pays attention/ is task focused/perseveres and is committed, works hard to meet targets)

Praise points are collated daily and totalled at the end of the week. The number of PRAISE points collected by pupils is recorded centrally and is then used to determine rewards. In addition to the Praise Point system, we recognise and reward for improvements or high performance in the following areas:

- 100% Attendance
- Most improved attendance
- Most improved behaviour
- Additional community and whole school contributions

In addition to this formal rewards system, effort and achievement are also acknowledged in various other ways:

- Verbal praise
- Communicating praise to parents
- Postcards, certificates, badges, vouchers and special assemblies
- Reward trips

- Displays of work
- Mentions in the school newsletters

## **Sanctions**

A relational approach does not mean that there are no consequences for behaviour that does not meet expectations. Consequences are an important part of our approach as they make pupils feel safe and secure in school and help us to teach pupils to work within clear boundaries. We believe our pupils need to learn that all actions have consequences, both positive and negative. Pupils are therefore issued with consequence points for negative behaviour which may result in some of the sanctions detailed below.

- Finding a more suitable environment for the pupil in the moment - breakout space
- A verbal, limited verbal or non-verbal reminder - which emphasises the desired behaviour
- Support from a key adult to un-pick the drivers behind the behaviour
- Reflective discussions
- Lunchtime detentions and after school detentions (which do not need prior notice and can be up to one hour on the same day)
- Completing missed work due to disruption to learning
- Removal from a lesson
- Community service or restorative actions
- Withdrawal of a privilege (e.g. school trip)
- Referring the pupil to support from the wider staff team - pastoral support staff
- Agreeing a set of taught behaviour strategies
- Being placed on a behaviour support plan
- Suspension
- Permanent exclusion - in the most serious of circumstances

Personal circumstances of the pupil will be taken into account when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness and opportunity for repair.

## **Suspension**

In cases where there have been serious breaches of the school's behaviour policy, the Head of school may decide that a suspension is appropriate. Parents, as a minimum, will be informed of a suspension via a telephone call. This will be followed up by a formal suspension letter. A decision to exclude a pupil for a fixed period is never taken lightly and will always be taken on a balance of probabilities, in response only, to breaches of the school's behaviour policy.

There is always in-depth consideration of the individual pupil and any SEN/Safeguarding factors. At this stage, the Head of School will determine the amount of time for a suspension. Following a suspension, pupils and their parents are required to attend a meeting to discuss the suspension and to agree targets for improving future conduct. Where it becomes clear that suspensions are not being effective in deterring poor conduct, for example if they are being repeatedly imposed on a pupil in response to the same conduct, then alternative strategies for addressing that conduct will be considered in consultation with parents and carers. Appropriate work will be set for a child to complete during the course of a suspension. Work will be marked in the usual way.

## Permanent Exclusion or Placement Closure

Permanent exclusion is a final sanction. National guidance states that a decision to exclude a pupil permanently should only be taken where:

- Allowing the pupil to remain in school would seriously damage the safety, welfare or learning of themselves or others; and/or
- For serious breaches of the school's behaviour policy

A decision to permanently exclude is only taken by the Head of School after careful consideration of the facts and based on the balance of probabilities. The decision to exclude a pupil from Orion School permanently is a serious one and will only be taken as a final resort. It will usually be the final step in a process for dealing with disciplinary offences following a wide range of other strategies which have been tried without success. It is an acknowledgement by the school that it has exhausted all available strategies for working with and supporting the pupil. However, exceptionally, there will be circumstances where, in the head of school's judgement, it is appropriate to permanently exclude a child for a first or 'one off' offence.

These might include:

- Serious actual or threatened violence against another pupil or a member of staff
- Use of and/or supply of an illegal drug or other banned substance; or drug related paraphernalia
- One-off violent, dangerous, or offensive behaviour with intent to hurt or damage
- Serious and wilful damage of school property
- Persistent bullying (including cyber bullying – i.e. bullying related to the internet or social media)
- Sexual abuse or assault
- Carrying an offensive weapon or item, that has been modified/could be used as a weapon
- Malicious allegation against a member of staff
- Promoting violence, hatred, abuse or disruption of the school community
- Use or supply of prohibited items.

These instances are not exhaustive but indicate the severity of such offences and the fact that such conduct can affect the discipline and well-being of the school community.

## School Sanction Categories

	Verbal cues/reprimands from the teacher
<b>C1 - Chance</b>	1 <sup>st</sup> verbal warning from the teacher
<b>C2 - Choice</b>	2 <sup>nd</sup> verbal warning from the teacher
<b>C3 - Consequence</b>	3 <sup>rd</sup> verbal warning – behaviour logged, and Pastoral Team (PT) called to support and resolve behaviour with the pupil.
<b>C4 - Refocus</b>	<ul style="list-style-type: none"><li>• Pupil is removed from class by PT to un-pick behaviour and have reflective discussion.</li></ul>

	<ul style="list-style-type: none"> <li>• Behaviour is logged</li> <li>• PT contact home on the same day.</li> <li>• Restorative actions/taught behaviour strategies put in place by pastoral team</li> </ul>
<b>C5 - Behaviour Plan</b>	<ul style="list-style-type: none"> <li>• Parents invited in for meeting with HOS.</li> <li>• Pupil put on personalised Behaviour Plan outlining consequences for continued poor behaviour</li> <li>• Personalised curriculum and outside agency involvement considered.</li> <li>• Behaviour logged</li> </ul>
<b>C6 - Suspension</b>	<ul style="list-style-type: none"> <li>• Fixed term suspension</li> <li>• Potential Permanent Exclusion depending on the severity of the incident)</li> </ul>

<b>Sanction Categories</b>	<b>Action</b>
<p><b>Category 1 and 2</b></p> <ul style="list-style-type: none"> <li>• Talking over a teacher</li> <li>• Preventing other pupils from learning</li> <li>• Arguing, out of seat, low level disturbance in class or around school.</li> <li>• Late to a lesson.</li> <li>• Mobile phone incident/Smart watch/ iPod etc. incident.</li> <li>• Uniform breach or any banned non-uniform items (e.g. hoodies /balaclava)</li> <li>• Swearing</li> </ul>	<p><b>Warnings/Loss of Privileges</b></p> <ul style="list-style-type: none"> <li>• 1st verbal warning from the teacher</li> <li>• 2nd verbal warning from the teacher - PT called to support and resolve with the teacher/pupil</li> <li>• 3rd verbal warning - must be logged and removal of gaming and mobile phone privileges.</li> </ul>
<p><b>Category 3</b></p> <p>Continued C1, C2, behaviour - multiple consequence points received for:</p> <ul style="list-style-type: none"> <li>• Failure to follow instructions</li> <li>• Not completing work</li> <li>• Inappropriate behaviour</li> <li>• Preventing others from learning</li> <li>• Rudeness, swearing etc</li> <li>• Refusal to participate in class.</li> </ul>	<p><b>Pastoral Support</b></p> <ul style="list-style-type: none"> <li>• Pupil is removed from class by Pastoral Team to un-pick behaviour and have reflective discussion.</li> <li>• Behaviour is logged</li> <li>• Pastoral team contact home on the same day.</li> <li>• Restorative actions/taught behaviour strategies put in place by pastoral team</li> </ul>

<p><b>Category 4</b></p> <p>Continued C1, C2, C3 behaviour,</p>	<p><b>Personalised Behaviour Plan</b></p> <ul style="list-style-type: none"> <li>• Parents invited in for meeting with HOS.</li> <li>• Pupil put on personalised Behaviour Plan outlining consequences for continued poor behaviour</li> <li>• Personalised curriculum and outside agency involvement considered.</li> <li>• Behaviour logged</li> </ul>
<p><b>Category 5 and 6</b></p> <p>In cases where there have been serious breaches of the school's behaviour policy, the Head of School may decide that a suspension is appropriate. Depending on the severity of the incident a permanent exclusion or placement closure may be considered.</p>	
<p><b>Category 5</b></p> <ul style="list-style-type: none"> <li>• Fighting/violence/assault on another pupil</li> <li>• Mobile Phone incident</li> <li>• Disruptive Behaviour</li> <li>• Racist/Sexist/Homophobic Incident</li> <li>• Disrespectful/Aggressive behaviour towards staff, visitor or another adult</li> <li>• Substance Misuse</li> <li>• Supply/Possession of prohibited items</li> <li>• Theft/Coercion/Extortion</li> <li>• Sexual Misconduct/ Sexualised behaviour</li> <li>• Bullying</li> <li>• Bringing the school into disrepute</li> <li>• Setting off the fire alarm</li> <li>• Vandalism / Damage to school property</li> </ul>	<p><b>Suspension</b></p> <ul style="list-style-type: none"> <li>• Fixed term suspension</li> <li>• Potential Permanent Exclusion/placement closure depending on the severity of the incident</li> </ul>
<p><b>Category 6</b></p> <p>A single serious breach of the school's behaviour policy such as:</p> <ul style="list-style-type: none"> <li>• Serious actual or threatened violence against another pupil or a member of staff</li> <li>• Use of and/or supply of an illegal drug or other banned substance; or drug related paraphernalia</li> <li>• One-off violent, dangerous, or offensive behaviour with intent to hurt or damage</li> <li>• Serious and wilful damage of school property</li> <li>• Persistent bullying (including cyber bullying – i.e. bullying related to the internet or social</li> </ul>	<p><b>Permanent Exclusion or Placement Closure</b></p>

<p>media)</p> <ul style="list-style-type: none"> <li>• Sexual abuse or assault</li> <li>• Carrying an offensive weapon or item, that has been modified/could be used as a weapon</li> <li>• Malicious allegation against a member of staff</li> <li>• Promoting violence, hatred, abuse or disruption of the school community</li> <li>• Use or supply of prohibited items.</li> <li>• Persistent breaches of the school's behaviour policy (will have been the result of multiple suspensions and failure of alternative interventions and placements)</li> <li>• Criminal offences</li> <li>• Persistent behaviour that repeatedly disrupts the school day.</li> </ul> <p>Note – Given the emergence of the use of vaping kits or e-cigarettes, for the consumption of products derived from cannabis, the school considers possession of or the use in the same light as of the use of illegal drugs or banned substances and will treat incidents in the same way.</p>	
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## **Developing Good Relationships and Climate for Learning**

Clear and consistent expectations both inside and outside of the classroom are key to establishing good relationships in school. All staff will be organised and deliver well-planned, differentiated lessons that engage pupils and have a real-life context.

Pupils will be provided with a personalised response to supporting their development and well-being. Whilst each individual pupil will benefit from a consistent approach, being consistent and fair is not about everyone getting the same (equality), but everyone getting what they need (equity).

In encouraging an excellent attitude for learning, teachers will:

- Know their pupils as individuals.
- Make the expectations of the classroom clear from the beginning by referring to Orion's Code of Conduct
- Be aware of any potential conflict or triggers in the class by being aware of the group dynamics and adjusting their seating plans, differentiation and pace accordingly.
- Be a good role model by being kind and polite and being aware of their own behaviour, including stance, volume and tone of voice.
- Be firm rather than aggressive or confrontational, if reprimands are necessary these should deal with the behaviour in a restorative manner and not be targeted at the individual pupil.
- Many of our pupils interpret language literally and therefore sarcasm should be avoided.
- Look for aspects of behaviour to praise. Emphasise the positive. 'Catch pupils being good' and praise good relationships as well as good work.

- Think about the reason for the negative behaviour. Stay curious about why the pupil is behaving in the way they are.
- Deal with negative behaviour quietly and respectfully. There is no need to humiliate a pupil and force them into a confrontational situation where they are afraid to 'lose face' with their peers.
- Begin each day afresh.
- Use the language of choice. Encourage pupils to make the right choice and explain the consequences of their choices, good or bad.
- Link the choices they make to the consequences so that pupils understand the implications of their actions.

### **Preventative measures for pupils with SEND**

- Behaviour will always be considered in relation to a pupil's SEND. If it is deemed that a pupil's SEND has contributed to their misbehaviour, the school will consider whether it is appropriate and lawful to sanction the pupil.
- Where a pupil is identified as having SEND, the graduated approach will be used to assess, plan, deliver and review the impact of support being provided.
- The school will aim to anticipate likely triggers of misbehaviour and put in place support to prevent these, considering the specific circumstances and requirements of the pupil concerned.

### **De-escalation Strategies**

Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation. This will include:

- Appearing calm and using a modulated, low tone
- Use simple, direct language
- Avoid being defensive
- Provide adequate personal space
- Show open, accepting body language
- Reassuring the pupil and creating an outcome goal
- Identifying any points of agreement to build a rapport
- Rephrasing requests made up of negative words with positive phrases

### **Physical intervention**

In line with the school's Positive Handling Policy, trained members of staff will have the legal right to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging school property, and to maintain good order and discipline in the classroom. Physical restraint will only be used as a last resort and as a method of restraint. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary.

### **Prohibited Items, Searching Pupils and Confiscation**

The Head of School and staff authorised by them will have a statutory power to search pupil's or their possessions, without consent, where they have reasonable grounds for suspecting that any pupil may have a prohibited item. Authorised members of staff will be permitted to use reasonable force when conducting a search without consent for the

prohibited items listed below in line with the school's Positive Handling Policy. The prohibited items where reasonable force may be used are:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco or cigarette papers, shisha pens/e-cigarettes/vapes/lighters
- Fireworks
- Pornographic images
- Any article that the member of staff reasonably suspects has been, or is likely to be used to commit an offence, to cause personal injury, or to damage the property of any person (including the pupil)

### **Monitoring, Evaluation and Review**

The Head of School will report the effectiveness of all policies as a regular feature of the termly updates to governors. It is expected that governors will challenge Orion to ensure policies are relevant, up to date and implemented appropriately and consistently. This reporting will be informed through monitoring and evaluation on a regular basis by the Leadership Team. Views of stakeholders will also be sought through on-going consultation events, questionnaires, team meetings, training and informal discussion. The review of policies will be embedded within Orion's evaluation process and will be related to the strategic development and operational business plan. The quality review cycle will ensure that every policy is checked at least once in a year period.