




***'Explore, Engage, Empower'***

## **Promoting Positive Behaviour Policy**

Provision:	Orchard Therapeutic Farm		
Policy:	Promoting Positive Behaviour Policy		
<p>This policy will be reviewed on an annual basis; however, should a need arise, it will be reviewed when required.</p> <p>This policy will be read, understood, and signed by all staff yearly and when changes have been made in line with government and DoFE guidelines and changes.</p> <p><b>Document Control:</b></p>			
Date Created:	January 2023	Version:	V 1.0
Date of Implementation:	September 2024	Review schedule:	Annual
Date of next review:	July 2025	Authors and Adaptations:	Senior Leadership Team
Type of policy:	Statutory	Document Reference:	Promoting Positive Behaviour Policy 2024-2025
Owner:	Orchard Therapeutic Farm Centre	Director Approval:	 Ludivine Parmentier

# Change History

Version	Date	Description	Change ID
1	September 2023	Created and implemented	Senior Leadership Team
2	September 2023	Director Approval	LP
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## 1. Aims

At Orchard Therapeutic Farm we seek to ensure that students are enabled to experience and develop safe and positive relationships based on mutual trust and respect and that this is based on a clear understanding of acceptable behaviour. We recognise that behaviour is a form of communication which we should work to understand.

We are driven by our pursuit of excellence, high expectations of behaviour and respect for every member of our community. This policy aims to:

- Create a positive culture that promotes positive behaviour, ensuring that all students have the opportunity to live and learn in a calm, safe and supportive environment.
- Establish a well rounded approach to maintaining high standards of behaviour that reflect the values of Orchard Therapeutic Farm
- Outline the expectations and repercussions of behaviour.
- Provide a consistent approach to behaviour management that is applied equally to all students.
- Define what we consider to be unacceptable behaviour, including bullying and discrimination.

We strive to promote and create responsible citizens who:

- Make good choices and encourage others to do the same.
- Behave positively, are considerate and value themselves, others, and their environment and have the confidence, tenacity and resilience to attain their ambitions.
- Are inclusive and embrace differences have positive levels of engagement demonstrating positive learning behaviours.
- Are role models to others
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## 2. Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

- [Behaviour and discipline in centres: advice for headteachers and centre staff, 2016](#)
- [Behaviour in centres: advice for headteachers and centre staff 2022](#)
- [Searching, screening and confiscation at centre 2018](#)
- [Searching, screening and confiscation: advice for centres 2022](#)
- [The Equality Act 2010](#)
- [Keeping Students Safe in Education 2024](#)
- [Exclusion from maintained centres, academies and pupil referral units in England 2017](#)
- [Suspension and permanent exclusion from maintained centres, academies and pupil referral units in](#)
- [England, including pupil movement - 2022](#)
- [Use of reasonable force in centres](#)
- [Supporting pupils with medical conditions at centre](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice.](#)
- [Alternative provision - GOV.UK \(www.gov.uk\)](#)
- BILD Code of Practice for minimising the use of restrictive physical interventions: planning, developing, and delivering training, 2014 (4th Edition)
- Reducing the Need for Restraint and Restrictive Intervention (HM Gov. June 2019)
- Positive environments where students can Flourish (Ofsted March 2019)
- The Mental Capacity (Amendment) Bill HM (Gov July 2018)
- Students and Families Act, 2014
- Regulation 20 of The Students' Home Regulations (2015)

### 3. Definitions

#### 3.1 Misbehaviour is defined as:

- Disruption in communal spaces, on activities, in lessons, at break and social times
- Non-completion of reasonable requests E.g. completing work, tidying up
- Poor attitude

#### 3.2 Serious misbehaviour is defined as:

- Repeated breaches of the centre rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
  - Sexual comments
  - Sexual jokes or taunting
  - Physical behaviour like interfering with clothes
- Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content.
- Vandalism
- Theft
- Fighting
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Fireworks
  - Pornographic images
  - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student)

Further support for staff on understanding the levels of behaviours and incidents can be found in A4.1 Incident Guidance and Descriptors.

#### 3.3 Bullying:

The Government defines bullying as: "Behaviour by an individual or, usually repeated over time, that intentionally hurts another individual either physically or emotionally." It can take a number of forms including, but not limited to, physical, emotional, prejudice based, sexual, cyber, direct or indirect verbal.

Details of our approach to preventing and addressing bullying can be found in our Anti Bullying Policy reference number A3.

### 4. Roles and responsibilities

**4.1 Everyone** has a responsibility to abide by the Code of Conduct.

**4.2 Centre Leads must:**

- Maintain the safety of all centre users through ensuring that staff are properly and sufficiently trained and skilled to meet the behaviour support needs of their current cohort.
- Ensure local procedures are in place and up to date which support this policy and promote positive behaviour at centre.
- Ensure that the centre environment encourages positive behaviour.
- Ensure that staff deal effectively with poor behaviour.
- Monitor how staff implement this policy to ensure rewards and sanctions are applied consistently to all students.
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them.
- providing new staff with a clear induction into the centre's behavioural culture to ensure they understand its rules and routines, and how best to support all students to participate fully.
- Ensure this policy works alongside the safeguarding policy to offer students both sanctions and support when necessary.
- Ensure that behaviour data is reviewed regularly to monitor impact of this policy (see section 13.1)

#### **4.3 All Staff must:**

- At all times model positive and acceptable behaviour and create a calm and safe environment
- Communicate to each student clear expectations about behaviour and to ensure that the student understands those expectations in accordance with their age, understanding and individual needs.
- Maintain the Orchard Therapeutic Farm Centre values.
- Attend and apply all relevant behaviour support training provided for them.
- Record and report incidents as outlined in our incident reporting policy.
- Raise concerns and ask questions in relation to behaviour support if they are worried or uncertain.
- Follow advice, and attend debriefs, and restoratives as required following incidents.

#### **4.4 Students are expected to:**

- Ask for or indicate when they need support with their behaviour wherever possible.
- Participate in accordance with their ability and understanding in planning and agreeing their individual behaviour support plans.
- Accept the help and guidance provided in relation to positive behaviour.
- Raise concerns and ask questions in relation to positive behaviour support if they are worried or uncertain.
- Where possible, give feedback on their experience of the behaviour culture to support the evaluation, improvement, and implementation of the behaviour policy such as in restoratives held.

Students will be supported during their transition and induction into the centre to understand:

- The expected standard of behaviour they should be displaying.
- That they have a duty to follow the behaviour policy/centre rules
- The centre's key rules and routines
- The benefits of meeting the behaviour standard
- The 'three strikes' system for not following centre expectations.
- The support that is available to them to help them meet the behavioural standards.

#### **4.5 Schools, Referrers and Parents/carers are expected to:**

- Support their child in adhering to the centre's behaviour policy.
- Inform the centre of any changes in circumstances that may affect their child's behaviour.

- Discuss any behavioural concerns with the staff promptly.
- Take part in any actions/meetings following misbehaviour (for example: attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the centre directly, whilst continuing to work in partnership with the centre.
- Take part in the life of the centre and its culture.

Orchard Therapeutic Farm will endeavour to build a positive relationship with schools, referrers and parents/carers by keeping them informed about developments in their child's behaviour and the centre's policy and working in collaboration with them to tackle behavioural issues.

#### **4.6 All visitors, whether parents/carers, carers, visiting professionals or employees are expected to:**

- Model positive and acceptable behaviour
- Accept and follow any guidance provided should any incident of a behaviour of concern take place during their visit.
- Raise concerns and ask questions in relation to behaviour support if they are worried or uncertain.

#### **4.7 The Senior Leadership Team will:**

- Hold the centre lead to account to ensure that this policy is implemented and that staff deal effectively with poor behaviour.
- Review local procedures to ensure they meet need.
- Ensure that staffing structures and resources support the implementation of positive behaviour strategies.
- Ensure Orchard Therapeutic Farm Centre policy and guidance on issues relating to managing behaviour of concern is relevant, robust and meets legal and regulatory requirements.
- Develop a consistent and safe approach to positive behaviour support within the Orchard Therapeutic Farm Centre whilst meeting individual needs.
- Ensure that the learning and development of staff in managing behaviour of concern is appropriate, effective, and sufficient to meet the needs of students in our care.
- Ensure there are sufficient resources to support innovation in developing best practice behavioural care.

## **5. Code of conduct**

To realise our values, everyone working at, attending, visiting Orchard Therapeutic Farm Centre is expected to behave in accordance with the following **Code of Conduct**:

- Take personal responsibility to make sure their behaviour ensures the Orchard Therapeutic Farm Centre values are observed.
- Treat everyone with respect, irrespective of differences or protected characteristics
- Respect personal space, and the environment
- Listen to each other.

## **6. Key success indicators**

Our centres will endeavour to demonstrate:

- Clear, high, and consistent expectations that everyone, irrespective of differences or protected characteristics, feels safe, secure and has respect and empathy for one another and diversities are embraced and appreciated.
- Staff, students, young people and parents/carers/carers, view behaviour as everyone's responsibility and mutual respect and positive behaviours are an expectation for all.
- A positive environment where students exhibit a sense of pride of being part of Orchard Therapeutic Farm Centre.
- Collaborative working relationships with parents/carers/carers and stakeholders promoting positive behaviour with effective two-way or multi-disciplinary partnerships.

- Students understand the impact of their behaviour and adapt this behaviour in future, making more positive and informed choices.
- Proactive support and guidance to help students learn from their mistakes and take ownership from them.
- Clear and fair behaviour expectations, rewards and sanctions are communicated and implemented consistently.
- Individual risk assessments and behaviour support plans are developed where required which are reviewed to reduce and support behaviours of concern.
- Robust recording and reporting of behaviours of concern using CPOMS, which enables analysis of individual and trends in behaviour to reduce incidents and the use of physical intervention wherever possible.

## **7. Responding to behaviour**

### **7.1 Behaviour management**

Staff are responsible for setting the tone and context for positive behaviour

They will:

- Create and maintain a stimulating environment that encourages students to create positive relationships and be engaged.
- Develop a positive relationship with students, which may include:
  - Establishing clear routines
  - Communicating expectations of behaviour in ways other than verbally
  - Highlighting and promoting good behaviour
  - Concluding the day positively and starting the next day afresh
  - Having a plan for dealing with low-level disruption
  - Using positive reinforcement
  - Working as part of the team to develop consistent approaches to promoting positive behaviour and dealing with disruption/incidents.

### **7.2 Safeguarding**

The centre recognises that changes in behaviour may be an indicator that a student needs help or protection.

We will consider whether an individual's behaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to social care is appropriate. Where behaviours indicate a safeguarding concern, these will be logged on CPOMS and the records linked.

Please refer to our child protection and safeguarding policies for more information.

### **7.3 Responding to positive behaviour**

At the Orchard Therapeutic Farm we believe it is important to focus on and celebrate positive choices and promote good behaviour using praise, recognition, building self-esteem and an individual's sense of worth.



Specific recognition systems and the code of practice and rules will be pertinent and bespoke to each of learner, whilst adopting the core values and principles of the Orchard Therapeutic Farm.

Positive reinforcement will be applied clearly and fairly to reinforce the routines, expectations, and norms of the centre's behaviour culture. Examples of rewards include:

- Verbal praise
- Communicating praise to parents/carers via a phone call or written correspondence
- Certificates
- Positions of responsibility, such as being entrusted with a particular decision or project.
- Access to popular activities, trips, or visits

#### **7.4 Sanctions and responding to negative behaviour**

Students are developing and learning their way in the world. We need to help them make the right choices and support the development of their ethical compass. As a part of this learning process, sometimes mistakes will be made. We need to help students make informed and positive choices but if poor choices are made, where deliberate or intentional, consequences need to be implemented. It is the duty of all staff within a centre to support students and strive to understand the underlying reasons for behaviour, whilst recognising that individuals should be supported in taking responsibility for their actions. The consequences and stages of approach will be included within each centre's local procedure again adhering to the Orchard Therapeutic Farm Centre core values and the use of a pluralist approach.

When an individual's behaviour falls below the standard that can reasonably be expected of them, staff will respond to restore a calm and safe environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so students know with certainty that misbehaviour will always be addressed.

De-escalation techniques will be used to help prevent further behaviour issues arising, such as the use of prearranged scripts and phrases.

All students will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and considered. When giving behaviour sanctions, staff will also consider what support could be offered to an individual to help them to meet behaviour standards in the future.

The centre may use 1 or more of the following sanctions in response to unacceptable behaviour:

- A verbal reminder of the expectations of behaviour
- Using strike system – Strike 1 = Verbal Warning, Strike 2 = Another Verbal Warning, Strike 3 = Contact Parents/Sent home
- Referring the individual to a senior member of staff
- A day of reflection may be used if a serious incident/physical altercation occurs.

Personal circumstances of the student will be considered when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness and the impact of their peers.

#### **7.5 Physical Intervention**

A restrictive physical intervention is defined as a planned or reactive act that restricts an individual's movement, liberty and/or freedom to act independently; and the sub-categories of restrictive intervention using force or restricting liberty of movement (or threatening to do so). (Taken from Reducing the Need for Restraint and Restrictive Intervention)

Restrictive physical intervention is always considered to be a **last resort**, and may only ever be considered when there is:

- Significant damage to property
- An offence being, or highly likely to be, committed.
- No alternative method of mitigating these risks.

Restrictive physical intervention where used must be reasonable, proportionate, and use no more force than is necessary. Physical interventions may take the form of an emergency intervention, or a planned intervention.

The agreed approach to physical intervention used by the centre is Positive Handling Training. Staff should be adequately trained and competent to use physical intervention (to be updated on yearly basis) and must adhere to all safety measures. The approach adopted at a centre is outlined in the local procedure, and the techniques taught within the programme should be used.

Staff must only use physical intervention if they have been trained unless it is an emergency to prevent harm to the young person or others.

### **Emergency intervention**

Students could be at risk due to an unexpected incident, or response to a new or unexpected situation.

Staff may intervene to maintain the safety and wellbeing of the student or themselves if they choose to do so. For example, a member of staff may physically intervene to prevent a student from harming themselves or causing harm to others.

Staff must report all unplanned interventions to the Senior Leadership Team to justify the action.

The centre should assess the incident as soon as possible and a behaviour support plan/risk assessment will be drawn up or updated to reflect this.

If it is judged that the intervention may be required again, this must be drawn up as part of a positive support plan and then will become a planned intervention.

### **Planned intervention**

A physical or restrictive intervention may be planned for if it has been judged as likely to occur following assessment, or other indication such as behaviour history or incident report.

A planned physical intervention may only be in place if it is in the context of an existing support plan. This should include a risk assessment covering the potential risks of making use of physical intervention.

A support plan that consists only of a physical intervention or restrictive practice will be deemed inappropriate.

A planned physical intervention should consist of:

- Guidelines for minimising the risk of the occurrence of the behaviour and de-escalating or diffusing a potential incident.
- Procedure for physical intervention detailing how staff can intervene.
- Strategy for disengaging or bringing an intervention to an end.
- Strategy for ensuring that student has not sustained injury or other adverse effect.
- Strategy to debrief those involved and consider any lessons learned.

Students have the fundamental right of freedom of movement and liberty, and this will be central to all strategies that involve or are considered to involve the use of a restrictive measure.

All interventions in all contexts must be appropriate to the incident, be a proportionate response to the incident, use a proportionate degree of force, be the least restrictive option available, be respectful to the student and be used for no longer than is necessary to prevent harm to the student or to others.

Where restrictive physical intervention is used a meeting will be held and recorded within 48 working hours (wherever reasonably practicable) to review the incident and identify steps to implement risk reduction measures and avoid subsequent use wherever possible.

The use of restrictive physical intervention will be recorded and monitored through the governance process and at the Incident and Safeguarding Committee.

## **7.6 Searching, screening and confiscation.**

Searching, screening and confiscation in our centres and colleges is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#). Searching and screening students in our centre will follow the same general principles.

Any prohibited items (listed in section 3) found in a student's possession will be confiscated. These items will not be returned to the individual. We will also confiscate any item which is harmful or detrimental to centre discipline and safety. These items will be returned to students after discussion with senior leaders and parents/carers, if appropriate.

### **Searching a student**

Searches will only be carried out by a member of staff who has been authorised to do so by the Senior Leadership Team.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the student, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the student can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the student; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff.

When an authorised member of staff conducts a search without a witness, they should immediately report this to another member of staff and ensure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the centre lead or designated safeguarding lead (or deputy) who may have more information about the student. During this time the individual will be supervised and kept away from other students/young people.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the student is in possession of a prohibited item or any item identified in the centre's rules for which a search can be made, or if the student has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other students/young people. The search will only take place on the centre's premises or where the member of staff has lawful control or charge of the student, for example on a centre trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search.
- Assess whether not doing the search would put other students/young people or staff at risk.
- Consider whether the search would pose a safeguarding risk to the student.
- Explain to the student why they are being searched.
- Explain to the student what a search entails – e.g. I will ask you to turn out your pockets.
- Explain how and where the search will be carried out.
- Give the student the opportunity to ask questions.
- Seek the student's co-operation.

If the student refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the centre lead, to try and determine why the student is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the student. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the student harming themselves or others, damaging property or from causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the centre's rules. The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a student's outer clothing, pockets, possessions, drawers, cupboards, or lockers.

Outer clothing includes:

- Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes, boots.

### **Searching student's possessions**

Possessions means any items that the student has or appears to have control of, including:

- Drawers
- Cupboards
- Lockers
- Bags

A student's possessions can be searched for any item if the student agrees to the search. If the student does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the centre's rules.

An authorised member of staff can search a student's possessions when the student and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

### **Informing the designated safeguarding lead (DSL)**

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a student was in possession of a prohibited item as listed in section 3
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in CPOMS.

### **Informing parents/carers**

Parents/carers will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents/carers as soon as is reasonably practicable:

- What happened
- What was found, if anything?
- What has been confiscated, if anything?
- What action the centre has taken, including any sanctions that have been applied to their child

## **Support after a search**

Irrespective of whether any items are found as the result of any search, the centre will consider whether the student may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the centre's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to students' social care is appropriate.

## **Strip searches**

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on Orchard Therapeutic Farm Centre premises shall only be carried out by police officers in accordance with the [Police and Criminal Evidence Act 1984 \(PACE\) Code C](#).

Before calling the police on to centre, staff will assess and balance the risk of a potential strip search on the student's mental and physical wellbeing and the risk of not recovering the suspected item.

Staff will consider whether introducing the potential for a strip search through police involvement is necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on Orchard Therapeutic Farm Centre premises, the decision on whether to conduct a strip search lies solely with them. The centre will advocate for the safety and wellbeing of the student involved. Staff retain a duty of care to the student involved and should always advocate for their wellbeing.

## **Communication and record-keeping**

Where reasonably possible and unless there is an immediate risk of harm, staff will contact at least 1 of the student's parents/carers to inform them that the police are going to strip search the student before strip search takes place and ask them (where practical) if they would like to come into centre to act as the student's appropriate adult. If the centre can't get in touch with the parents/carers, or they aren't able to come onto centre to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for the role of the appropriate adult).

The student's parents/carers will always be informed by a staff member once a strip search has taken place. The centre will keep records of strip searches that have been conducted on Orchard Therapeutic Farm Centre premises and monitor them for any trends that emerge.

## **Who will be present?**

For any strip search that involves exposure of intimate body parts, there will be at least 2 people present other than the student, except in urgent cases where there is risk of serious harm to the individual or others.

One of these must be the appropriate adult, except if:

- The student's explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, **and**
- The appropriate adult agrees.

If this is the case, a record will be made of the student's decision, and it will be signed by the appropriate adult.

No more than 2 people other than the student and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

- Act to safeguard the rights, entitlement and welfare of the student.
- Not be a police officer or otherwise associated with the police.
- Not be the headteacher/centre lead.
- Be of the same sex as the student, unless the student specifically requests an adult who is not of the same sex.

Except for an appropriate adult of a different sex if the student specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the student could be seen by anyone else.

### **Care after a strip search**

After any strip search, the student will be given appropriate support, irrespective of whether any suspected item is found. The student will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, the centre will consider whether the student may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

Staff will follow the centre's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if, in addition to pastoral support, an early help intervention or a referral to students' social care is appropriate.

Any student(s) who have been strip searched more than once and/or s of students/young people who may be more likely to be subject to strip searching will be given consideration, and staff will consider any preventative approaches that can be taken.

## **7.7 Off-centre misbehaviour**

Sanctions may be applied where a student has misbehaved off-centre when representing the centre or as part of a residential activity. This means misbehaviour when the individual is:

- Taking part in any centre-organised or centre-related activity (e.g. trips and visits)
- Travelling to or from centre
- In any way identifiable as a student at one of our centres. Sanctions may also be applied where a student has misbehaved off-centre, at any time, whether or not the conditions above apply, if the misbehaviour:
  - Could have repercussions for the orderly running of the centre.
  - Poses a threat to another student.
  - Could adversely affect the reputation of Orchard Therapeutic Farm

Sanctions will only be given out on centre premises or elsewhere when the student is under the lawful control of a staff member (e.g. on a centre-organised trip).

## **7.8 Online misbehaviour**

The centre can issue behaviour sanctions to students for online misbehaviour when:

- It poses a threat or causes harm to another student.
- It could have repercussions for the orderly running of the centre.
- It adversely affects the reputation of Orchard Therapeutic Farm
- The student is identifiable as a member of Orchard Therapeutic Farm

Sanctions will only be given out on centre premises or elsewhere when the student is under the lawful control of a staff member.

## **7.9 Suspected criminal behaviour**

If a student is suspected of criminal behaviour, the centre will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the centre will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the centre lead will make the report and inform the Operations Director.

The centre will not interfere with any police action taken. However, the centre may continue to follow its own investigation procedure and enforce sanctions if it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to students' social care, if appropriate.

### **7.10 Zero-tolerance approach to sexual harassment and sexual violence**

The centre will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Students are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be. The centre's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis.

The centre has procedures in place to respond to any allegations or concerns regarding a student's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
  - Manage the incident internally.
  - Refer to early help.
  - Refer to students' social care.
  - Report to the police

Please refer to our child protection and safeguarding policies for more information.

### **7.11 Malicious allegations**

Where a student makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the centre will consider whether to discipline the individual in accordance with this policy.

Where a student makes an allegation of sexual violence or sexual harassment against another student and that allegation is shown to have been deliberately invented or malicious, the centre will consider whether to discipline the student in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the centre (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the student who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to social care may be appropriate.

The centre will also consider the pastoral needs of staff, students or young people accused of misconduct.

Please refer to our child protection and safeguarding policies and our allegations of abuse against staff policy for more information on responding to allegations of abuse against staff or students.

## **8. Recording and Reporting**

Where an incident involving a behaviour of concern has occurred, or restrictive physical intervention has been used these should be recorded on the Management Information System within 24 hours, wherever possible. Please see the Incident Reporting policy (reference number A62) for further details. It is expected that copies of relevant documentation will be made available to parents/carers and that information is shared following a serious incident. The incident report remains an important legal document and should be treated as such.

## **9. SEND**

### **9.1 Recognising the impact of SEND on behaviour**

Orchard Therapeutic Farm Centre recognises that behaviour may be impacted by a special educational need or disability (SEND). All the young people we work with are recognised as having a SEND.

When incidents of misbehaviour arise, we will consider them in relation to an individual's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

Local procedures and centre specific rules, rewards, sanctions and strategies take into account the SEND of their cohort. When dealing with misbehaviour from individuals, especially where their SEND affects their behaviour, the centre will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled student caused by the centre's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of individuals with SEND ([Students and Families Act 2014](#))
- If a student has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the centre must co-operate with the local authority and other bodies.

### **9.2 Risk assessment: meeting individual needs**

Each student's Individual Risk Assessment will consider management and mitigation of known and probable behavioural risks, and these will be aligned with their individual behaviour support plan where a plan is deemed necessary. Individual Risk Assessments are reviewed regularly in accordance with local procedures.

### **9.3 Positive behaviour management and support plans: meeting individual needs**

Each student has an individual plan (student profile) which includes positive behaviour management and support strategies to meet their assessed needs.

This plan is regularly reviewed and updated in consultation with the student and the key partners in their care and/or education, in accordance with local procedures. (This will be no less than three times per year (termly) and following significant incidents).

Individual plans are collaborative and are intended to enable and encourage each student to take responsibility for their own behaviour, and to develop socially aware behaviours in accordance with their age and understanding.

Each student should have access to their own plan in a format which is understandable and meaningful to them.

Individual plans (student profiles) include the following key information:

- Any pertinent diagnoses
- Vulnerabilities
- Communication needs
- Risk behaviours
- Triggers
- Strategies for success (active, proactive, and reactive approaches and de-escalation techniques)
- Physical Intervention techniques
- 

### **9.4 Adapting sanctions for students with SEND**

When considering a behavioural sanction centre will consider:

- Whether the student was unable to understand the rule or instruction?
- Whether the student was unable to act differently at the time because of their SEND?
- Whether the student is likely to behave aggressively due to their SEND?



The centre will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

### **9.5 Students with an education, health and care (EHC) plan**

The provisions set out in the EHC Plan must be secured and the centre will co-operate with the local authority and other bodies.

If the centre has a concern about the behaviour of a student with an EHC plan, it will contact the local authority to discuss the issue. If appropriate, the centre may request an emergency review of the EHC plan.

## **10. Supporting pupils following a sanction**

Following a sanction, the centre will consider strategies to help the student to understand how to improve their behaviour and meet the expectations of the centre such as through restorative meetings.

## **11. Transition**

### **11.1 Inducting incoming students**

The centre will support incoming students to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider centre culture.

## **12. Training**

The Orchard Therapeutic Farm Centre will ensure that staff have access to, attend and participate in such training as is necessary for them to deliver effective positive behaviour management and support to the students in their care. This will include:

- Communication skills
- Orchard Therapeutic Farm Centre approved physical intervention training ( Positive Handling Training)
- Any specific training requirements identified in relation to individually assessed needs.

## **13. Monitoring arrangements**

### **13.1 Monitoring and evaluating behaviour**

The centre will collect data on the following:

- Behavioural incidents, including removal from learning sessions.
- Attendance, permanent exclusion and suspension
- The use of Restrictive Physical Intervention
- Use of off-centre directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, pupils, and other stakeholders on their perceptions and experiences of the centre behaviour culture

The data will be analysed at least 3 times per year through the governance process

the data will be analysed from a variety of perspectives including:

- At and centre level
- By age
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

The centre will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010.

### **13.2 Monitoring this policy**

This behaviour policy will be reviewed and agreed by the Incident and Safeguarding Committee annually.

Local Procedures will be reviewed by the centre lead at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1). At each review, the local procedures will be approved by the Education Director.

## **1) Rules /code of conduct**

### **Positive Language & focus**

By the use of positive language, it will reinforce positive choices and behaviour. It is important to avoid any language that might be interpreted as shaming young people, offering support and opportunities to gain tokens following setbacks (as appropriate). E.g. if a child lashes out at somebody, the teacher can make use of the chart as a positive motivator to encourage restorative/reparative action and work towards gaining the token still. This would be at the teacher's discretion and understanding of the situation.

### **Encourages Personal responsibility**

Reinforcement of personal responsibility, alongside problem solving and working out solutions together.

Additionally, all mobile phones/devices are taken in by staff when the student arrives in centre and are locked away. They are then handed back just before they depart centre in the afternoon.

## **2) Positive reinforcement**

### **Positive reinforcement system**

The reward system at Orchard Therapeutic Farm Centre encourages and recognises students who follow the centre's behaviour expectations, and those who go above and beyond to personify the ethos of the centre.

At Orchard Therapeutic Farm Centre, we believe it is important to focus on and celebrate positive choices and promote good behaviour using praise, recognition, thus building students' self-esteem and sense of self-worth.

Our pluralist approach places a strong emphasis on positive reinforcement and rewards to motivate students toward desired behaviours. This can include praise, tokens, or other incentives tailored to each student's preferences. There are several ways in which students' positive behaviour can be recognised, e.g. staff can award certificates for subject based achievements, or for students' achievements outside the curriculum.

## **3) Sanctions**

### **Sanctions/Consequences**

Sanctions/consequences are used to develop and reinforce pupils' understanding of the consequences of their own actions to aid self-regulation. Positive reinforcement and sanctions/consequences are a means by which the centre encourages good behaviour and sets expectations.

The Orchard Therapeutic Farm Centre system:

- Has been devised by the Senior Leadership Team and shared with referrers and parents/carers.
- Must be applied fairly and consistently across the centre.
- Must not be degrading or humiliating to any pupil.
- Must be consistent and fair.
- Managed on case-by-case basis.

The successful management of positive reinforcement and sanctions/consequences is central to the centres' ethos of providing an environment within which students and adults can develop good relationships, showing care, respect and consideration for each other within centre and the community.

The sanctions/consequences used may vary from time to time but will be characterised by certain features:

- It must be clear why the sanction/consequence is being applied.
- It must be made clear what changes in behaviour are required to avoid further consequences.
- There needs to be a clear distinction between minor and major offences.
- It should be the behaviour rather than the pupil that is sanctioned.
- It must be as instantaneous as possible.

A child's Behaviour Support Plan/Risk Assessment will consider the child's capacity to understand right from wrong.

At Orchard Therapeutic Farm we believe that it is vital to outline the centres' rules and expectations for all pupils so that they are clear about the boundaries set around their behaviour. This clarity engenders a sense of fair play as well as making pupils feel safe.

### **Minor Incidents**

All incidents of minor or major unsettled behaviour are recorded on the Centre Information Management System.

Major Incidents May include:

- Physical abuse/assault on persons
- Serious verbal and non-verbal threatening or abusive behaviour
- Serious damage to property including vandalism or graffiti.
- Carrying a weapon or using or threatening to use centre equipment or any other item as a weapon.
- Drug and alcohol possession and/or abuse
- Fire-setting or threatening behaviour with matches or cigarette lighters
- Sexualised behaviour and language
- Unsafe behaviour towards self (self-harm)
- Repeated absconding
- Significant or repeated incidents of Bullying
- Repetitive minor incidents which collectively disrupt the learning environment
- Racist Incidents

The Headteacher or SLT MUST always be consulted following a major incident.

Possible sanctions/consequences for major incidents can include, A period of reflection or a termination of contract/placement.

Where there is damage to property any pupil(s) involved or responsible will be expected to account for their actions and to work with a staff member on making some form of reparation. Serious damage to property and consistent minor damaging of property may result in parents/carers being billed or when the incident is of a severe nature.

Restorative practices will follow most incidents to clarify to pupils why their behaviour was wrong and the impact their actions may have had.

## A day of reflection

We recognise that pupils attending Orchard Therapeutic Farm Centre may have experienced permanent exclusion from one or more educational settings already. It is therefore our policy that permanent exclusion should be avoided wherever possible. Our aim is that no pupil is permanently excluded from the centre.

The centre reserves the right to give a fixed-term exclusion peremptorily for a more serious breach of centre discipline including:

- Intentional physical aggression towards another pupil or staff
- Bullying
- Sexual harassment
- Possession of illegal substances including alcohol, tobacco or drugs
- Racist or similar incidents
- Theft
- Possession of a weapon
- Meditated and/or involves the use of an offensive weapon, dealing with drugs, arson.

## 4) Supporting Positive Behaviour - A pluralist approach

A pluralist approach to behaviour management in a special needs school recognizes and respects the diversity of students' needs, backgrounds, and abilities. It emphasizes the importance of tailoring strategies and interventions to meet the unique requirements of each student. Here are key principles of a pluralist approach to behavior management in a special needs school:

**Individualised Plans:** Pluralism in behavior management starts with the understanding that no single approach works for all students. Special needs schools create individualized behavior management plans for each student, taking into account their specific disabilities, strengths, and challenges.

**Assessment and Diagnosis:** In a pluralist approach, thorough assessment and diagnosis are essential. Educators and specialists work collaboratively to understand the underlying causes of a student's challenging behavior, whether it's related to a learning disability, sensory issues, communication difficulties, or other factors.

**Inclusion of Multiple Perspectives:** A pluralist approach values input from various professionals, including teachers, therapists, psychologists, and parents. It recognizes that each stakeholder can contribute unique insights into a student's behaviour and how best to address it.

**Multimodal Interventions:** Special needs schools employ a variety of intervention strategies, such as behavior modification, positive behaviour support, speech and language therapy, occupational therapy, and sensory integration techniques. These interventions are chosen based on the student's needs and may evolve as the student progresses.

**Communication and Collaboration:** Effective communication and collaboration among all stakeholders are fundamental. Teachers, therapists, and parents regularly share information and collaborate to ensure consistency in behaviour management strategies across different settings, such as home and school.

**Strength-Based Approaches:** Pluralism in behaviour management emphasizes identifying and building upon a student's strengths rather than solely focusing on deficits. This approach fosters self-esteem and motivation.

**Data-Driven Decision-Making:** Continuous data collection and analysis help educators track progress and adjust interventions as needed. This approach ensures that behaviour management strategies are evidence-based and effective.

**Support for Emotional Regulation:** Special needs schools often incorporate emotional regulation techniques and mindfulness practices to help students better manage their emotions, reducing the likelihood of challenging behaviours.

**Positive Reinforcement:** A pluralist approach places a strong emphasis on positive reinforcement and rewards to motivate students toward desired behaviours. This can include praise, tokens, or other incentives tailored to each student's preferences.

**Crisis Management and De-escalation:** Special needs schools equip staff with strategies for crisis management and de-escalation techniques to ensure the safety of students and staff in situations of extreme behaviour.

## 5) Physical Intervention

### Positive Handling Training

At Orchard Therapeutic Farm Centre we use **Positive Handling Training** which is an accredited provider of positive behaviour management training, equipping individuals and teams in a variety of settings to deal with challenging situations and behaviours in ways that lead to desirable outcomes and positive relationships - All **Positive Handling Training** techniques have been medically risk assessed.

The positive behaviour management strategies that **Positive Handling Training** develops and promotes emphasise team building, personal safety, communication, and verbal and non-verbal de-escalation techniques for dealing with challenging behaviour, which help to reduce the need for physical intervention. As a last resort, **Positive Handling Training** techniques help to resolve conflicts in ways that are safe and supportive, and which provide opportunities for repair and reflection for everyone involved.

**Positive Handling Training** enables Orchard Therapeutic Farm Centre to develop acceptable and authorised responses to disruptive, disturbing, angry and aggressive behaviours in a manner that maintains positive relationships and provides safety for all, helping reduce the number of serious incidents involving physical controls, and raising the awareness of the importance of recording, reporting, monitoring and evaluating all incidents involving positive handling.

**Positive Handling Training** techniques seek to avoid injury to the young person, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent side effect of ensuring that the young person remains safe.

**Positive Handling Training** views positive handling as just one part of a whole-setting approach to behaviour management. As such, the Team Teach framework is entirely compatible with Positive Behavioural Support approaches for people with special educational needs.

Where restrictive physical intervention is used a meeting will be held and recorded within 48 working hours (wherever reasonably practicable) to review the incident and identify steps to implement risk reduction measures and avoid subsequent use wherever possible. On occasion they can also be used for physical interventions as well to understand the antecedents to the behaviour and the staff actions.

A restrictive physical intervention' is a method to restrict the movement of an individual using some degree of direct reasonable force. The restrictive physical intervention is designed to contain an individual, to remove their choice on their direction of travel with the intention of making themselves and others around them safe due to the level of risk they present at that time.

A guide allows for travel in multiple direction, it is not restrictive it is merely a physical prompt.

## 6) Parents/carers

Form Tutors will communicate with parents/carers about behaviour, they may do this by phone or email. There will be occasions when a member of the Behaviour Team may also call a parent/carer to discuss strategies and support they can offer.

## 7) Specialist staff

The team at Orchard Therapeutic Farm have within them a Behavioural Lead, DSL, DDSL and Youth Mental Health First Aider that all work together to support students and staff with managing behaviour across the centre.