



ODYSSEY HOUSE SCHOOL – BLOOMSBURY

Behaviour Management Policy

Odyssey House School, Bloomsbury is part of Odyssey Education Services.

Odyssey Education Services is Registered in England and Wales, company number 1162321, registered at 224 Venture House, Arlington Square, Downshire Way, Bracknell, RG12 1WA.

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IMPORTANT:

This policy should be read in conjunction with the following Odyssey House -Wokingham Policies.

- **Promoting Odyssey House Habits and Rights Policy**
- **Child Protection and Safeguarding Policy**
- **Anti-Bullying Policy**
- **Curriculum Policy**

And the following government guidance.

- **Behaviour in Schools Advice for headteachers and school staff July 2022**

1. Policy Context & Rationale

Odyssey House School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and to encourage others to do the same. Our behaviour policy guides staff to teach self-discipline not blind compliance. It echoes our core values with a heavy emphasis on readiness to learn, respectful & safe Behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners.

At Odyssey House School, behaviour is understood neuro-scientifically as a communication of an unmet need or as an adapted, defensive stress response. The understanding is that children learn best within a positive, trusting relationship. At Odyssey House School staff are expected to work to identify the need and provide appropriate support to remove these barriers to successful engagement in education.

Odyssey House School is committed to developing the character and competence of every student, in line with our five-pointed guiding star (understanding yourself and others; being happy, communicating effectively, becoming a global citizen, being successful), in pursuit of their education journey. This policy aims to ensure the consistent application of our behaviour protocols and practice, so that our students learn to:

- ★ Develop positive learning behaviours including self-direction, resilience, and self-control
- ★ Self-regulate (as developmentally appropriate) their own behaviour by developing skills and confidence in managing conflict and difficulty
- ★ Take responsibility for their own behaviour and choices, understanding the impact they have on others
- ★ Develop strong dispositions and attitudes to their own and others' learning and well-being
- ★ Understand what constitutes 'responsible behaviour' to prepare for life in modern Britain and global citizenship in the 21st century
- ★ Develop their ethical approaches and values in their lives

The Odyssey behaviour policy is underpinned by four founding pillars, namely:

- ☞ The overall vision and values of Odyssey Education
- ☞ The Personal Development Curriculum (the Odyssey Ethos, Enrichment & PSHE curriculum)
- ☞ Behaviour systems, structures, and routines (rewards & sanctions; attendance; engagement etc)
- ☞ Trauma-informed behaviour training and professional development for staff

The primary aim of the behaviour policy, however, is not a system to enforce rules but rather to promote good behaviour and relationships, so that people can work together with the common purpose of helping everyone to learn. The school rejects all forms of corporal punishment as a way to manage behaviour.

Our Mission

Independence through nurture

To change a child's experience of education through connection, nurture and belief to help them learn, grow and achieve transformative life outcomes.

Our Vision

- ★ With an **innovative person-centred approach**, **collaborative nature**, and **exceptional team**, we will become the go to school for pupils who need a small, nurturing education
- ★ Through our evidence-based methods and exceptional levels of care and collaboration, we are known for making a significant difference to the futures of our pupils
- ★ Pupils will relish their experience of education at Odyssey Education services rebuild happy childhood memories

Our Values

Child-Centric

The needs of children and young people are at the very centre of what we do. They shape our services and guide our approach at every step.

Agility

Every young person and situation is different.
We draw on our array of expertise and services to adapt as needed, moving quickly with purpose.

Excellence

We don't settle for anything less than excellence in every part of our organisation and we have the self-honesty to admit when we are wrong and the courage to change.

Innovation

We think outside the box and challenge ourselves to think differently. We take pride in our professional curiosity and continually seek out better ways to work, adopting proven approaches to lead the way.

Ownership

We take ownership and see things through. From leadership teams to frontline services we all stand up to be counted. We are committed to making a difference to the present and future of

Nurturing

We make an effort to build trusting and safe relationships with our children & young people. We look after & support each other in order to provide the highest quality of education,

At Odyssey House School, we want our young learners to:

- Be happy
- Be kind and show compassion
- Be polite, respectful, and honest
- Believe in themselves
- Be able to understand themselves better and manage their feelings and emotions
- Be able to understand how to keep themselves safe and healthy
- Be independent and know when to ask for help
- Be confident and resilient
- Be successful and achieve their personal best
- Build trusting and safe relationships and have friends
- Enjoy their learning and have fun
- Celebrate diversity

We do this by supporting our children and families to develop skills and modelling behaviour to make this possible. We achieve this through focussing on the **7 Odyssey habits** that we focus on as part of our Guiding Star approach:

- ★ **Respectful**
- ★ **Joyful**
- ★ **Honesty**
- ★ **Hopeful**
- ★ **Kind**
- ★ **Curious**
- ★ **Self-compassion**

and our **school rights**

- ★ **Right to be Safe**
- ★ **Right to Respect**
- ★ **Right to Learn**

We know that:

- All behaviour is a form of communication
- No new learning can take place if children are hyper aroused or hyper inhibited
- We need to support children to understand emotions and different ways to express them
- Outdoor opportunities decrease levels of the stress hormone 'cortisol' and access to the outdoors improves short term memory, concentration, and cognitive skills
- Having a focus on positive behaviour supports children's confidence and self esteem
- Relationships, a sense of belonging and consistency are key
- The knowledge that a focus on the positives is more effective than relying on sanctions

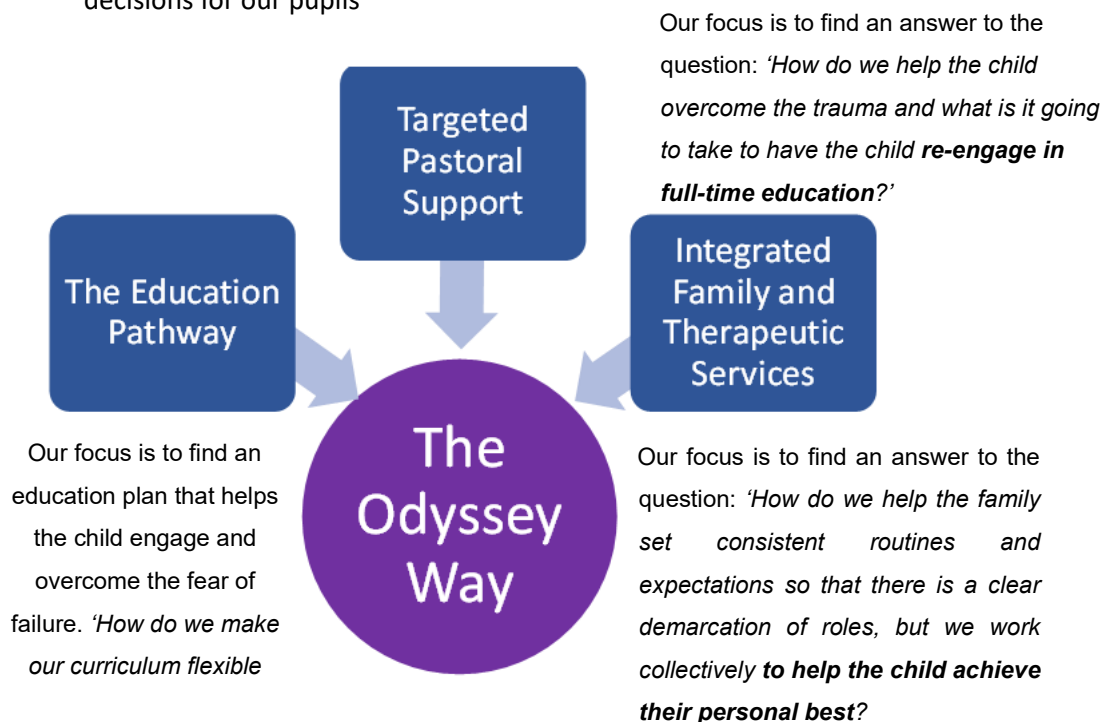
We need to:

- Have high expectations teach children specific social skills and emotional regulation strategies
- Model the behaviour we expect from children. All adults should create a safe, nurturing, and respectful learning environment by setting clear and consistent structures/boundaries and respond to children with calm certainty
- Support children to understand emotions and provide the necessary tools for them to be able to express and deal with them in socially acceptable ways

2. Behaviour Systems, Structures and Routines - The Odyssey Way

At Odyssey, our approach to education and pupil support is based on the following goals:

- To provide our pupils with the **highest standard of education and nurturing support** to make their education journey at Odyssey a success
- To put our pupils at the heart of everything and **to put them first**, listening to their needs as individuals and shaping our services around them
- To **work in collaboration** with parents / carers and multi-agency professionals to help make the best decisions for our pupils



The 'Odyssey Way' is based on:

- ★ Positive relationships and interactions
- ★ Highest quality environmental understanding and learning opportunities
- ★ Understanding the learning journey through constant analysis
- ★ Reinforcing positive behaviours and choices
- ★ Consistently building self-confidence and resilience

2.1 Whole school approach

The following expectations should be developed and modelled by all staff:

- ★ To be an exemplary role model for children and colleagues
- ★ To respect all children and treat them fairly by the implementation of consistent rules and sanctions
- ★ To be calm and give 'take up time'. To prevent further escalation
- ★ To provide a challenging and inclusive curriculum
- ★ To create a safe, stimulating, and engaging environment that supports children's learning
- ★ Follow up every time, retain ownership and engage in reflective dialogue with learners
- ★ Never ignore or walk past learners who are behaving inappropriately.

Remember-

Fair isn't everyone getting the same thing.

Fair is

Everyone getting what they need to be successful.

3. Expectations of pupils

The following pupil expectations should be **developed** by children in the school.

- To work to the best of their ability and allow others to do the same.
- To treat adults and children with respect and to take control of their behaviour.
- To follow the instructions of all adults who work in the school, with thought and care, to be safe.
- To take care of and respect property within the school environment and community.

4. Expectations of parents/carers

Parents / carers are asked to support the school's behaviour policy.

- To ensure children are aware of appropriate behaviour in all situations and to be aware of the school rules and expectations.
- To encourage independence and self-discipline, to show an interest in all that their child does in the school
- Ensuring that their children attend school in good health, punctually and regularly
- To enjoy good relationships with the school and to support the school in the implementation of this policy.

5. A Positive Approach

We believe good behaviour management arises from good relationships and high expectations of conduct behaviour.

We believe that self-esteem affects all thinking, Learning and behaviour. It impacts on the learners performance both academically and socially.

Therefore, we strive to provide positive everyday experiences so that our pupils are more likely to reach their full potential.

Along with promoting behaviour focused on the 7 Odyssey habits and school rights every member of the school community should apply the following principles:

- ★ ***If you don't acknowledge and act on inappropriate behaviour immediately you are condoning it;***
- ★ ***You are responsible for your own your behaviour.***

6. Key relational skills

There are some key skills that contribute positively to the development of a significant relationship and to the development of a healthy sense of self. These are known as the key relational skills. They are drawn from the teachings and findings of some leading commentators on emotional, psychological and child development (Sunderland, 2003, 2006, 2007)

These skills are:

- ☞ **Affect atonement:** the ability to hear, see, sense, interpret and respond to someone, both verbally and non-verbally.

- ☞ **Empathy;** Validation and Mental State Talk: The recognition and acceptance of another person's thoughts, feelings, sensations and behaviours.
- ☞ **Containment:** structure, order and predictability.
- ☞ **Consistency:** boundaries applied in a supportive, matter of fact, non- punitive way.
- ☞ **Calming and soothing:** the adult will support the child to regulate themselves.
- ☞ At the point where a child is fully regulated, there will be some reflection and analysis of their behaviour. E.g.: It is okay to feel cross, but it is not okay to'; 'what can we do next time?' I've noticed that you are having some difficult thoughts.... And that's ok.... because we can....

7. Promoting behaviour for learning

We want students to be motivated by the intrinsic value of doing the right thing and achieving because of this; however, we also reward students for developing good learning habits. The reward structure is set out in the ***Promoting and Rewarding Odyssey Habits and Rights Policy***. Staff will reward students based on their effort, punctuality, attendance, effort, progress, and achievement within lessons as well as their behaviour around school, the progress they make with the development of their 7 Odyssey habits and adherence to our School Rights along with their contribution to the wider school community

8. Attendance and Engagement

We believe that:

- Our pupils have the right to the best possible education
- For students to access the best possible education, a high level of attendance and engagement is essential
- Students' ability to stay and feel safe, enjoy, and achieve and to make a positive contribution may be jeopardised by poor attendance
- Every moment of our extended day is a valuable learning opportunity

We also recognise that:

- Our pupils may have had poor learning experiences in the past and that may impact their attendance and engagement
- Some of our pupils may have additional needs and hence need additional specialist support to attend and engage in lessons
- Every interaction that we have with our pupils is an opportunity for an intervention

Hence, we hold high expectations of our pupils for both attendance and engagement. We provide warm and nurturing support which makes pupils feel settled and it helps create a safe learning environment for all.

Where pupils have struggled with school attendance or engagement or may have been school refusers, we offer a graduated approach whereby the pupil starts with attending the school on an agreed timetable for short periods of time and as they are able to build their resilience and confidence this is gradually increased with the goal for them to attend school on a full-time basis.

We track attendance and engagement and report this as part of our termly reports to parents. Where pupils struggle to attend or there is no valid reason for their non-attendance, we arrange a meeting with parents / carers to discuss the best strategies to help the pupil with a consistent approach from the home and the school around school attendance and engagement.

Parents / carers are expected to inform the school as soon as possible if the pupil is unable to attend or running late. Where pupils have high levels of absence, the school will hold a team around the child meeting with the parent and if the child has an EHCP then other professionals will also be invited to discuss the issues with a view to help support the child back into education.

Odyssey Education services offers a graduated transition programme for pupils who have had long periods of missed education and a specialist education re-engagement programme for pupils who are out of education.

9. It's always the little things that matter

We know that our pupils can achieve great success but also have some inherent needs that become barriers to their success. This sometimes includes some low-level behaviour which needs to be addressed in a timely manner so that it doesn't result in bigger issues for them.

We have a menu of strategies to manage and address low level behaviours

Relationships	Environment	Distraction or re-direction
- Get to know each individual child - Use eye contact, posture (open and relaxed) & personal space - Use of individual techniques suited to the child's needs	- Clean up clutter - Lighting & fresh air Use of calm music - Positioning – pupil seating, adult peripheral vision	- This might include a change of face or a change of environment. - It could include asking the child to do a task that will divert their attention to something else.
Restorative Approach This is a process to develop conflict resolution and support children to self-regulate. A member of staff will sit with all children involved in an incident and facilitate a restorative 'chat'. 5 question process: 1. What happened? 2. What were you thinking? 3. What do you think now? 4. What needs to happen to put this right? 5. What will you do differently next time?	Peer Mediation Child led peer mediation approach Children volunteer to support other children at break time. - In Peer Mediation, children are trained to act as mediators in a dispute without help from staff. - This empowers children and develops their sense of community and co-operation. - The school and classroom become more peaceful, allowing more teaching and learning to take place.	Offering support through a trauma informed lens Wonder – I wonder if you are .. about... Imagine – I imagine you are feeling Notice – I see how hard it is for you to... Empathy – I am so sorry you feel.... Protect, relate, regulate, reflect Protect – remove the child without shame or judgement Relate – connect before we correct Regulate – calming strategies Reflect – make sense of what happened, events, feeling, behaviour Repair – how to put it right

Proximity Praise	Simple, clear instructions	Active Listening
Specifically praise other children doing the 'right thing'	- Use child's name first - Calm tone of voice - Direct language	- Listen - Empathise (acknowledge child's expressed emotion) - Ask questions - Paraphrase - Summarise actions for moving on

10. Understand the why: looking beyond the behaviour

There is a growing body of research on the impact childhood adversity has on long-term mental and physical health. To ensure every child develops positive mental health and resilience, our aim is to:

- support children to make sense of their experience(s)
- find ways to manage their emotions and feelings
- create an environment of safety, connection, and compassion always
- build a school network of strong, positive, supportive relationships through training
- ensure children maintain the capacity to learn, despite difficult events that may occur

Hence our behaviour policy reflects a trauma-informed approach, and our rewards and sanctions are both developmentally and trauma-informed.

We do not operate a 'zero tolerance' or 'one size fits all' approach to distressed behaviour. We have high expectations of behaviour for all, however rigorous support is offered to those having difficulty meeting those expectations.

11. Positive system of rewards

Behaviour can, every child can be successful

- Praising and using a system of rewards are more likely to change behaviour than blaming and demanding
- Using a positive system of rewards will increase pupil self-esteem and thus help them to achieve more
- Celebrating success helps pupils to achieve more and increase self-esteem
- Being aware of each child's needs and their individual circumstances helps us to act in the fairest way
- We consider the safety of other pupils and minimize disruption while helping pupils acquire self-discipline
- Reinforcing good behaviour helps our pupils feel good about themselves

12. Trauma-informed behaviour training & CPD for staff

At Odyssey, we believe all staff need the appropriate training, support, and guidance in managing behaviour effectively. We ensure that this training allows consistency, clarity, and fairness for our students. We have a clear set of guidance available for staff to support us with this consistency. We

prioritise training and development for all staff. Whole school training is planned based on development areas identified from the school self-evaluation. Individual staff development is planned through both appraisals and supervision. Training and development include a range of strategies including coaching, reflection, good practice visits/shadowing and attendance at training courses. All staff on induction complete the adverse childhood experience training which gives them a thorough understanding of the things that can impact on children's behaviour.

Our whole staff training is carefully planned to ensure that all areas of our behavioural support system are covered but also uses 'live data' from our leadership team's drop-in in lessons to plan CPD for the areas of greatest need.

An example of the programme of trauma-informed training that our staff will engage with:

Session 1: The Neuro sequential model: https://www.youtube.com/watch?v=_3is_3XHKKs
Session 2: How stress effects the Brain: <https://www.youtube.com/watch?v=COMwl2akgqM>
Session 3: The power of connection: <https://www.youtube.com/watch?v=oEIS6AGwuxU>
Session 4: Regulating yourself and your classroom
<https://www.youtube.com/watch?v=nqW2Xv16bWw>

An example of the programme of Pastoral Professional Practice that our staff will engage with:

- Active listening routines
- Holding a parental phone call
- Positively framed conversations
- Entry to lessons- making the most positive start
- Having a whole class reset
- Reflect, Rethink, Readjust session with a pupil

13. Consequences & Escalation

Protective and Educational Consequences

In our Odyssey Schools, behaviour is understood as a form of communication. When a child displays behaviour that is difficult or dangerous, our response must be both protective and educational. These two types of consequences work together to ensure safety and promote long-term behaviour change.

Protective Consequences

Definition:

Protective consequences are immediate actions taken to reduce the risk of harm following dangerous behaviour. They may involve limiting certain freedoms or access to environments, activities, or interactions to protect the child and others.

Purpose:

- To prevent further harm.
- To create a safe environment for all.

- To allow time for emotional regulation and reflection.

Examples:

- Adjusting staffing ratios.
- Changing location or activity.
- Restricting access to specific equipment or areas.

Guidance for Staff:

1. **Identify the risk:** Who or what needs protection?
2. **Be specific:** What freedom is being limited and why?
3. **Link to evidence:** Use the Risk Calculator and behaviour records to justify the action.
4. **Communicate clearly:** Ensure the child understands the reason for the change.
5. **Monitor impact:** Protective measures should be temporary and reviewed regularly.

Educational Consequences

Definition:

Educational consequences are planned learning experiences designed to help the child understand their behaviour, develop new skills, and regain any freedoms lost through protective measures.

Purpose:

- To teach self-regulation and coping strategies.
- To build empathy and awareness.
- To support long-term behaviour change.

Examples:

- Social stories or role-play to explore alternative responses.
- Targeted interventions (e.g., emotional literacy, communication skills).
- Reflective sessions to understand the impact of behaviour.

Guidance for Staff:

1. **Assess the cause:** Is the behaviour rooted in dysregulation (unable to self-regulate) or values/beliefs (unwilling to self-regulate)?
2. **Plan specific learning:** Tailor the intervention to the child's needs and strengths.
3. **Link to protective consequence:** Educational work must be completed before freedoms are returned.
4. **Use the Assess–Plan–Do–Review cycle:** Track progress and adapt as needed.
5. **Celebrate success:** Reinforce positive behaviour and progress.

Key Principles for Staff

- Protective consequences **must not be punitive**; they are safety measures. For example, removing a privilege which effected by the behaviour, i.e keeping someone in at breaktime for falling out with a peer.

- Educational consequences **must be meaningful and achievable**. For example, attempting a reflective session whilst the child is dysregulated or a with child with limit receptive language skills.
- Both types of consequences should be **clearly documented** and shared with relevant staff.
- Privileges removed through protective consequences should be **gradually reintroduced** as progress is evidenced.
- The goal is always to **support inclusion**, not exclusion.

Behaviour	Level	Consequence
• Disrupting learning • Leaving the classroom • Not following instructions or reasonable requests • Refusal to complete work • Disrespectful behaviour	LOW	'Park it' the Behaviour (Class Teacher)
		De-escalation 'common language'
		Pay it forward reflection with staff member
		Record behaviour on tracker
		Communication with home at end of day
		Restorative conversation with staff member involved
		Put right
		If a pattern of Behaviour is recognised then:
		Parental meeting
		Reward chart & intervention plan; engagement tracker; mutually agreed targets. That are time based.
		Introduce support plan
• Risky behaviour • Fighting and name calling • Drop in attendance • Repeated refusal to follow staff instructions or complete work	MEDIUM	De-escalation 'common language'
		Pay it forward reflection with staff member
		Record behaviour on tracker
		Communication with home at end of day
		Restorative conversation with SLT member
		If a pattern of Behaviour is recognised then:
		Parental meeting next day
		Reward chart & intervention plan; engagement tracker; mutually agreed targets. That are time based.
		review support plan
• Acting in manner that is out of the Care and control of Odyssey education • Physical assault or behaviour that caused injury to self or other(s) • Persistent absence • Persistent disruption to learning • Bullying behaviour • Discriminatory behaviour • Sexualised behaviour or language	HIGH	De-escalation 'common language'
		Record behaviour on tracker
		Communication with home immediately
		Restorative conversation with Headteacher
		review support plan and individual risk assessment
		Recorded parent meeting
		Recorded meeting with other professionals for Student
		If the incident is extremely serious or a pattern of behaviour is recognised then:
		Review education offering and consider transition or IN2School options
		Review Support plan... reintegration
		Next steps in education

13.2 Dealing with serious incidents

We have the right to take measures to keep pupils and staff safe.

These measures include:

- The legal right to confiscate inappropriate items from pupils such as sharp implements
- Statutory powers to manage the behaviour of pupils and apply consequences who behave in a way that bring the school into disrepute on the way to and from the school.
- The Headteacher has the power to search pupils if they suspect one of them is carrying a knife other offensive weapons or illicit or legal substances.
- A legal duty to make provision to tackle all forms of bullying.

Any form of serious assault on pupils or staff will not be tolerated under any circumstances.

13.3 Searching students

The school acknowledges its duties and responsibilities under the Education Acts, of 1996 and 2011, Education and Inspections Act, 2006 and Health and Safety at Work 1974, in respect of screening and searching students. As a result, the school's SLT may search students' clothing, bags without consent for any banned item we believe is in their possession. This process will be governed by internal procedures and will only be undertaken by designated staff. The SLT member including the Head of Education needs written permission from the Chief Operating Officer (COO), School Director or CEO prior to conducting any searches on pupils.

13.4 Recording and follow-up on Bullying / Discriminatory incidents

Category 1	Category 2	Category 3
Record on behaviour log	Record on behaviour log Record on incident log	Record on behaviour log Record and follow-up on incident form Record and follow-up on bullying log (for bullying incidents)
Discuss with DSL In house intervention required – focused on behaviour change	Discuss with DSL In house intervention required Refer for multiagency support	Discuss with DSL In house support required Refer for specialist support and / or multi-agency input
Including but not limited to: Verbal abuse Abusive messages including online Harassment Bullying or intimidation Threats of violence Displaying or circulating discriminatory literacy or posters	Including but not limited to: Three or more category 1 incidents Assaults Destroying property Harassment	Including but not limited to: Sexual assault Grievous bodily harm Incidents that occur only in the community

Graffiti (hate messages) Damage to property Harmful sexual behaviour	Sexual Harassment Enduring or recurring online abuse Theft Inciting group harassment	
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13.5 Recording and follow-up on sexualised behaviour

Category 1	Category 2	Category 3
Record on behaviour log Record on incident log Refer to DSL to consider as a safeguarding issue	Record on behaviour log Record on incident log Record & follow-up as safeguarding issue	Record on behaviour log Record and follow-up on incident form Record and follow-up on as safeguarding issue
Discuss safeguarding implications with DSL In house intervention required	Discuss with DSL In house intervention required Refer for multiagency support	Discuss with DSL In house support required Refer for specialist support including Police and Social care
Including but not limited to: Developmentally inappropriate problematic Abusive sexualised behaviour on or offline Lewd comments/jokes Creating a hostile environment, offensive or sexualised environment	Including but not limited to: Unwanted conduct of a sexual nature Online or offline sexualised comments, remarks or observations Intentional touching of person or clothing Aggravated sexting Behaviour likely to violate dignity, feel intimidated, degraded or humiliated Creating a hostile environment, offensive or sexualised environment Up-skirting	Including but not limited to: Rape Assault by penetration Sexual assault Grooming for sexual/criminal exploitation

14. Exclusions

Odyssey House School recognises that exclusion is a serious matter and has the potential to affect the student's life chances in a significant way. All our students attend Odyssey House because they have had bad experiences within the education system and so it is our policy to avoid fixed term suspensions or excluding pupils unless there is no safe alternative.

The Headteacher may suspend or exclude pupils for serious or persistent breaches of the school's discipline. Suspensions and exclusions should only be considered on safety grounds and when all other sanctions have been previously used or would be inappropriate. Consideration should be given to the individual special needs as defined in the ECHP, and any individual behaviour plan and/or risk assessment.

It is an underlying principle that any exclusion should be for the shortest period possible.

15. Responsibilities of the Headteacher Informing the Parents

Once having made the decision to suspend/ exclude the Headteacher will ensure that parents are notified by telephone immediately and that this is followed by a letter within one school day.

- The Headteacher will make arrangements with the parents/guardians for the transport of the pupil into the care of the parents/guardians.
- For LA funded students a copy of the suspension/ exclusion letter will be sent to the placing authority.

Letters about Fixed Term suspensions must explain

- Why the school has decided to suspend and the reason for the suspension including any steps that have been taken to try and avoid the suspension.
- The arrangements for enabling the pupil to continue their education, including the setting and marking of the pupil's work.
- The parents' right to make a written statement to the responsible LA. The letter will also detail who to contact within the LA.
- The parent's right to see the pupil's records, particularly any records pertaining to the behaviour that led up to the exclusion.
- The length of the exclusion and the date, time arrangements for the pupil to be returned to the school. (This should be, wherever possible, in the company of the parents/guardians and always following a re-admission meeting has been held with a member of the Senior Leadership Team, at which the behaviours leading to the exclusion and strategies for avoiding further suspensions should be explored).
- Where the Headteacher decides it is necessary to extend a fixed period of suspension or, exceptionally, converts a period of fixed term suspension into a permanent exclusion a further letter must be sent to the parents/guardians.

Letters about Permanent Term Exclusion must explain

- Why the Headteacher has decided to exclude and the steps that have been taken to try and avoid exclusion.

- The arrangements for enabling the pupil to continue their education, including the setting and marking of the pupil's work.
- The parents' right to see the pupil's records, particularly any records pertaining to the behaviour that led to the exclusion.

16. Education elsewhere or managed moves

There may be rare occasions where a pupil's needs cannot be met or are unlikely to be met by Odyssey House School. This may, for example, come to light during the initial assessment period. If this is the case, we will discuss the situation with parents to work out strategies for supporting the child in school. This may require additional support for the child in the first instance, or we may suggest that we support the child elsewhere through outreach. We may ultimately decide that a managed move to a more suitable school is the best way forward. Whatever the situation, we will always have the best interests of the child and the other pupils at Odyssey House School at heart and will work in conjunction with parents to achieve it.

17. Equal Opportunities

In line with equal opportunities, all children are expected to meet the high expectations of behaviour set.

We aim to create:

- a culture where every child takes responsibility for their own actions and understands how their behaviour impacts on others
- an ethos which is based on praise and encouragement
- an environment where every child and adult feel safe and secure
- an environment where everyone respects others and treats them with kindness and consideration.

18. In partnership with parents

The school aims to always work in partnership with parents. Parents are expected to support the school in upholding the school rules and creating an orderly climate for learning. They have the right to be informed promptly of any emerging difficulties their children present.

Parents have responsibilities in ensuring regular and punctual attendance at school.

19. Students requiring additional support

Odyssey House School recognises that some students require additional support to conform to the expectations of behaviour of the school. Students with additional needs are identified in a variety of ways including:

assessment on entry

regular testing

self-referral

teacher and parent concerns

monitoring of behaviour by class teachers

Students who require additional support may be:

- offered support from staff with individual targets which will be regularly monitored.
- referred for an assessment of their needs
- referred for a multi-agency assessment
- referred to mentoring, group work, anger management support, specialist behaviour support
- given EAL support

Odyssey House School will regularly review students who are referred for additional support to ensure that their needs are being met. Where inadequate progress is being made the school will consider what else may be available both from within the school and from a range of outside agencies with which the school has contact (e.g., CAMHS, Social Care, educational psychologist, specialist behaviour support).

20. Anti-bullying procedures

Odyssey House School is determined that all students should feel safe at school and enjoy education. A key feature of this is the strong stance taken against all forms of bullying, including cyber-bullying, harassment, and peer-on-peer abuse. The school's policy on preventing and addressing any of these can be found in the anti-bullying policy and procedures.

21. Behaviour out of school

Students are expected to uphold the reputation of the school whenever they are out of school. Students may be subject to potential consequences (see the list below) if their behaviour, including the use of mobile technology and social media brings the school into disrepute.

Odyssey House School cannot be responsible for student behaviour when they are out of School but will endeavour to investigate any incident that is reported to the school.

22. Use of force

Staff are discouraged from touching students because this can be misinterpreted. However, we aim to provide a supportive environment and it may be appropriate from time to time to lightly touch a student's upper body to guide or reassure. In accordance with the Education and Skills Act 2006 all staff may on occasion need to control or in extreme circumstances restrain a student to ensure that they do not:

- hurt themselves
- hurt somebody else
- damage property
- prejudice the good order of the school

In the event of this requiring anything other than a light touch to the upper body an Incident Report Form will always be completed, and parents informed.

23. Monitoring

The Headteacher will monitor the effectiveness of the behaviour policy on a regular basis, reporting to the CEO on this and if necessary, make recommendations for further improvements.

24. Conclusion

Our core aim is to recognise and encourage behaviour and effort to promote a safe, positive and happy learning environment. We wish to develop a sense of community where everyone feels safe and valued and noticed in an orderly, relaxed, and successful learning environment.

Appendix 1

Rest Days: Supporting Regulation and Recovery

At Odyssey House School, we recognise that some pupils may require Rest Days—a planned, supportive intervention allowing them to remain at home to regulate, reflect, and recover before returning to school. These days are not punitive but are part of our trauma-informed, neurodiversity-affirming approach to behaviour and mental health.

Purpose of Rest Days

Rest Days may be offered for a variety of reasons, including:

- Emotional regulation following heightened anxiety or distress.
- Mental health support, particularly when a pupil is overwhelmed or dysregulated.
- Behavioural recovery, where a pupil needs time and space to reflect on their actions in a safe and supportive environment.

Implementation

Rest Days are agreed upon by the school's Head teacher (or an SLT member of staff deputised by the Head teacher) in consultation with parents/carers.

The decision is based on the pupil's individual needs, current presentation, and the goal of maintaining a safe and positive learning environment.

Pupils are encouraged to engage in calming, restorative activities at home and may be provided with learning or reflective tasks if appropriate.

This will be recorded on the school attendance as an authorised absent (marked as "D").

Restorative Follow-Up

If a Rest Day is initiated due to behavioural concerns:

- A restorative conversation will be arranged at the family home or another agreed location.
- This conversation will be facilitated by a member of the school's SLT or therapeutic/pastoral team.
- The aim is to rebuild trust, reflect on the incident, and collaboratively plan for a successful reintegration.

Principles

- Rest Days are protective and educational, not exclusionary.
- They are used sparingly and reviewed regularly to ensure they are meeting the intended outcomes.
- The goal is always to support inclusion, emotional wellbeing, and long-term engagement in education.