



The Bridge School

Pupil Behaviour Policy

Date of Adoption:	October 2021
Review date:	November 2021 (or sooner as required)

Chair's name and signature: _____

Date : _____

Our staff, Local Academy Council and Forward Education Trust are committed to all aspects of positive behaviour management as we believe it is one of the essential foundations needed to create an effective learning and teaching environment, whilst ensuring a culture of respect, safety and security. The purpose of the policy is to promote positive behaviour.

1.0 Aims:

To create a happy, secure and stimulating learning environment where everyone will be inspired to do their very best:

- To keep everyone emotionally and physically safe
- To promote and develop self-discipline, self-worth, social awareness, appropriate standards of behaviour and proper regard for authority within our school.
- To provide a caring environment based on courtesy, good manners and a respect for self and others regardless of race, gender, religion, special educational need and disability or sexual orientation.
- Everyone will treat all pupils with respect and dignity.
- To develop understanding and awareness of socially acceptable behaviour within school and in the wider community.
- To enable the pupils to manage their own behaviour (where appropriate).

2.0 Relationship to other policies:

The policy supports, promotes and reflects the school ethos, aims and vision. This policy is linked to

- Safeguarding Policy
- Health and Safety Policy.
- Our Equality Policies.
- Care and Control and Use of Touch Policy.
- Anti- bullying Strategy.

3.0 Principles:

- To enable our pupils to have an understanding of appropriate behaviours in a variety of settings.
- To enable access to a broad and balanced curriculum.
- To ensure entitlement.
- To meet the needs of the pupils.
- To develop pupils self-help; self-advocacy, communication and self-worth.
- To celebrate our pupils as individuals.
- To prepare our pupils for adult life
- We do not tolerate bullying of any kind, if we discover bullying we will act to stop further occurrences.

4.0 Roles and Responsibilities

The Head Teacher will ensure that:

All staff are informed of their responsibilities and receive appropriate training and support to deliver the curriculum and to fulfil their roles, including managing pupil behaviour effectively.

All staff are expected to:

- To engage with all training related to behaviour.
- Set a good example e.g. courtesy, punctuality.
- Establish positive relationships with pupils.
- Refrain from shouting at pupils; disapproval will be communicated in a variety of other ways appropriate to the child's needs.
- Establish routines where good behaviour is expected.
- Record all incidents and report to their class teacher, line manager or Senior Leadership Team as required.
- Plan lessons carefully, varying activities and pace to meet the needs of all pupils.
- Write Risk Reduction Plans for each child with challenging behaviour, in consultation with parents/carers and professionals and ensure that it is available within classrooms and accessible on staff shared server (a signed copy will be kept on individual Pupil files)
- Key points of each Risk Reduction Plan will be shared with all staff and parents.
- The class teacher is responsible for raising a query as to if a Risk Reduction Plan is required in liaison with their line manager or Senior Leader.
- Speak to pupils in an age appropriate way.
- Actively and positively promote self-advocacy, respect and dignity for individual, self-help and self-worth.
- Create a happy, secure and appropriate learning environment where everyone will be inspired to do their very best.

All pupils will:

- Know what is expected of them in terms of behaviour (where possible), in their own classroom, around the school and when they are on school visits.
- Develop awareness of the consequences of their unacceptable behaviour.
- Treat each other with respect and dignity and look after their environment.
- Try to explain what causes triggers their behaviour and what helps them to remain calm (where possible).
- Understand the rewards system in school

All parents will:

- Be made aware of and sign a home school agreement on admission of pupil to the school.

The Local Academy Council will:

Monitor and evaluate the implementation and impact of this policy using the outcomes to inform future plans.

5.0 Protocol

Positive Behaviour Management and Preventative Strategies (Examples)

- Quality first teaching
- Appropriate deployment of staff
- Creating positive choices/options within lessons
- Jobs/Monitors (pupil responsibilities)
- Verbal Praise
- Stickers/ Sticker charts
- Child specific rewards
- Certificates
- Golden Time
- Change of environment
- Behaviour reminders/use of voice intonation/visual cues/support
- Social Stories

Low level disruption

– e.g. refusal to comply with activities

Teacher intervention

In class rewards/sanctions agreed
Re-enforce school rules
Regular discussions
Monitored by class teacher

Environmental check list
carried out.

Ongoing disruptions

Parents informed by school/meeting to discuss recent events
Discuss whether a risk reduction plan is needed
Training provided for teacher, support staff or parents as necessary
Monitoring by Teacher/Middle Leader/Senior Leader

CPOMS
Meeting minutes
Risk Reduction Plan
approved

Significant Disruption

Risk Reduction Plan written/reviewed by staff, Senior Leadership Team and parents.
Interventions put in place

Records of notifiable incidents to
the appropriate body
Serious incident logs in bound
book

Serious Disruption/ Aggression/ Self Harm

External advice sought from Educational Psychologist or other service
Interventions put in place

Multi agency
reports/meetings

Risk to others/Breakdown of Placement

Change of Education Health Care Plan and if necessary a change of school
placement, in discussion with Local Authority

Multi agency
reports/meetings
Discussion with Local
Authority

Exclusion*

Exclusion will be used only in line with exclusion guidelines.
Await new school place
Liaise with Out of School Team
*Statutory guidance updated September 2017

6.0 Use of Risk Reduction Plans/Restraint Risk Reduction Plans and Care and Control Interventions (To be read in conjunction with the Care and Control Policy)

Restraint/Risk Reduction Plans

Where the level of negative behaviour becomes a major cause for concern i.e. where the behaviour of a pupil is consistently dangerous to themselves or others, or where their behaviour consistently disrupts their own learning or that of their peers, a risk reduction plan is required. This is usually after a meeting of key staff involved with a child to discuss the issues and the way forward. This plan identifies the triggers for the negative behaviour of an individual pupil, as well as his/her positive behaviours and effective management strategies. A programme of intervention is then devised and shared by all staff and reviewed/adjusted on a regular basis - child-friendly and adult versions are produced. These are sent to parents to engage their support and keep them informed of their child's behavioural targets.

Care and Control of pupils

The school notes and follows guidance set out in the latest Department for Education publication "Use of reasonable force" July 2013.

There are certain situations in which, after exhausting all other alternatives, restrictive physical intervention may become necessary to manage negative behaviours. This will only take place in line with the Care and Control Policy adopted by the school. All physical interventions are recorded by the individual member of staff in the incident log. The Incident Log book is monitored by the Senior Leadership Team and by the Trust.

- **Planned restrictive physical interventions**, when crisis occur, will be used to enable pupils to gradually learn to manage their behaviour effectively. These will always be discussed and agreed with parents/carers and recorded
- **Emergency restrictive physical interventions** will be used to prevent injury or serious damage to property or to prevent a pupil engaging in any behaviour prejudicial to the maintenance of good order and discipline in the school. Before using restrictive physical intervention in an emergency, staff will be confident that the possible adverse outcomes associated with the intervention will be less severe than the adverse consequences which might have occurred without the use of physical intervention. Very occasionally a child or a member of staff will be injured during a restrictive physical intervention. The injured person will be seen by a trained first-aider and treatment recorded, or sent for medical treatment at a hospital if required in line with school policy. A child protection form will be completed and sent to the appropriate body, in the event of a child being injured. All staff who have been involved in a physical control are offered a verbal debrief by their immediate colleagues as soon as possible after the incident. They can also seek a further debrief from any of the senior leaders on duty. All staff can also seek longer term support from Forward Education Trust procured services.

7.0 Confiscation of Items

There are two sets of legal provisions which enable school staff to confiscate items from pupils:

1. The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupils' property as a punishment. Staff are protected against liability for damage to, or loss of, any confiscated items provided they have acted lawfully and reasonably. e.g. removal of a mobile phone which is disrupting the education of the class; the phone will be handed to the leadership team and returned to the parents/carers following a meeting with them in school.
2. Power to search without consent for 'prohibited items' including:
 - Knives and weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Pornographic images
 - Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property, for example fireworks

Weapons and knives and extreme or child pornography must and will be handed to the Police. Otherwise it is for the Head Teacher to decide if and when to return an item.

The Department for Education (DfE) guidance, January 2018, Searching, Screening and Confiscation states the following:

“Screening What the law allows:

- a. Schools can require pupils to undergo screening by a walk-through or hand-held metal detector (arch or wand) even if they do not suspect them of having a weapon and without the consent of the pupils.
- b. Schools' statutory power to make rules on pupil behaviour and their duty as an employer to manage the safety of staff, pupils and visitors enables them to impose a requirement that pupils undergo screening.
- c. Any member of school staff can screen pupils”

At The Bridge School, should a situation arise where it is necessary to Search or Screen for prohibited items, this will be undertaken by a Senior member of staff, and parents will be informed as soon as it is practical to do so. This may be after the event if the safety of any member of the school community is compromised.

8.0 Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none">• Racial• Faith-based• Gendered (sexist)• Homophobic/biphobic• Transphobic• Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying strategy.