



# Behaviour Policy

<b>Date of Approval:</b>	November 2024
<b>Approved by:</b>	Local Academy Council
<b>Review Date:</b>	November 2025

## Policy Information:

<b>Date of last review</b>	New Policy	<b>Review period</b>	Annually
<b>Date approved</b>	November 2023	<b>Approved by</b>	Local Academy Council
<b>Policy Owner</b>	Headteacher	<b>Date of next review</b>	September 2024

## Updates made since the last review:

Review Date	Changes made	By whom
New Policy		

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## 1. Aims

This policy aims to:

- Create a happy, secure and stimulating learning environment where everyone will be inspired to do their very best.
- To promote a school culture and environment that reflects our positive attitudes, values and beliefs with respect for the child at the centre.
- To provide guidance to class teams, parents and carers, members of the Local Academy Council and other stakeholders on how we support our pupils to self-regulate, manage their behavioural responses and help them feel safe so they are able and ready to learn.
- To provide a framework for our collective beliefs, understanding and insight into behaviour as it relates to learners with complex learning needs at The Bridge School.
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school that is applied to all pupils with understanding that being consistent and fair is not about everyone getting the same (equality), but everyone getting what they need (equity).

## 2. Key Beliefs / Rationale

At The Bridge School we want our Behaviour Policy to reflect our insight and understanding of the complex needs of our pupils and how this contributes to their ability to self-regulate and manage their behaviour in a positive manner so they can be ready to engage with learning. We call this behaviour for learning. We aim for a holistic, whole-person approach to make sure we are reflecting and planning for the needs of all our learners with complex layered needs. All of our pupils have an Education Health and Care Plan (EHCP) and additional needs can include Profound and Multiple Learning Disabilities (PMLD) or Severe Learning Disabilities (SLD) plus: Autistic Spectrum Conditions (ASC), physical and sensory needs, social, emotional and mental health needs, medical needs and communication needs.

Our policy is written to ensure that all pupils, staff and visitors feel safe, valued and cared for and enjoy a sense of belonging and we actively seek to promote and maintain a positive ethos for all pupils. Due to the complex nature of their learning difficulties, many of our pupils need significant support in the development of appropriate personal and social behaviours. This learning is an integral part of the school's curriculum that needs to be taught and learned throughout life.

We clearly recognise that it is the specific behaviour that challenges and not the person themselves. We take a positive approach, viewing inappropriate behaviours or behaviours of concern as forms of communication, and we understand that behaviour communicates a need for support.

We believe that behaviours of concern always happen for a reason and consideration is given that this might be the only way a learner can communicate. It can arise for different reasons which are personal to the individual child. Pupils who display, or are at risk of displaying, behaviours of concern are in need of our support.

### 3. Legislation, statutory requirements and statutory guidance

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

- › Behaviour in schools: advice for headteachers and school staff
- › Searching, screening and confiscation at school
- › [The Equality Act](#)
- › Keeping Children Safe in Education
- › Exclusion from maintained schools, academies and pupil referral units in England
- › Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement
- › [Use of reasonable force in schools](#)
- › Supporting pupils with medical conditions at school
- › Special Educational Needs and Disability (SEND) Code of Practice

DfE guidance also explains that academies should publish their behaviour policy and anti-bullying strategy.

### 4. Definitions

The term 'behaviours that cause concern' has been used to refer to behaviours which may be shown by children that cause concern.

CPOMS is the Child Protection Online Monitoring System used by school to record incidents.

At The Bridge School we believe that:

- Behaviour is a means of communication – we must ensure that pupils are supported to communicate their needs safely and appropriately using their preferred communication systems.
- With the right support and intervention pupils can self-regulate and manage their own behaviour.
- Mistakes are part of the learning process and we recognise that our pupils are at different stages of development.
- Teachers and class teams must be given the opportunity to learn, understand and have insight into why some pupils become dysregulated, and reflect on how/why it impacts on their behaviour. To work collectively with our pupils, their parents/carers and other professionals to develop strategies as part of a positive behaviour support plan to support them to self-regulate and manage their behaviour in a positive manner.
- Our pupils have learning difficulties and other additional complex needs which need to be considered when managing behaviour.

As a school we take a universal and targeted approach to the management of behaviours that cause concern. We aim to work collaboratively and in partnership throughout with parents/carers and other professionals as appropriate.

Universal	Targeted
<p>Ensure behaviours of concern are shared within admissions and transition meetings allowing staff to gain an understanding of different known behaviours, possible triggers and regulating strategies.</p> <p>Ensure that the environment and curriculum is best matched to pupils needs, with considerations made to individuals needs e.g. a pupil with a hearing or visual impairment may need to be positioned differently in the room.</p> <p>Quality first teaching.</p> <p>Staff to be trained in understanding conditions such as, communication difficulties, sensory processing, autism and ADHD.</p> <p>Short, planned movement breaks for pupils who find it difficult to sit for too long.</p> <p>Adaptations to the uniform for pupils with sensory issues or medical conditions.</p> <p>Use of break out spaces, such as sensory room, soft play, field, tent, where pupils can regulate their emotions during a moment of sensory overload.</p> <p>Equipment is in place for pupils who require e.g. specialist seating arrangements.</p>	<p>In school behaviour analysis approach to try to further identify triggers, patterns and key strategies that support the pupils.</p> <p>Once established this can then be implemented into pupil daily plans.</p> <p>Refer to specialist support from outside agencies e.g. occupational therapists, Speech and Language therapists, behaviour support services or Forward Thinking Birmingham.</p> <p>Ongoing liaison with external agencies and parents to plan support programmes and strategies for individuals and review these on a regular basis.</p>

## 5. Roles and responsibilities

### 5.1 The Local Academy Council

The Local Academy Council is responsible for monitoring the effectiveness of this policy and holding the headteacher to account for its implementation.

### 5.2 The Headteacher with support of the senior leadership

The headteacher and leadership team is responsible for:

- Reviewing this policy in conjunction with the Local Academy Council.
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to pupils whilst considering pupils' individual needs.
- Ensuring appropriate training in behaviour management and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy.
- Ensuring that the data from the behaviour monitoring system is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 14.1)

### 5.3 Teachers and Class Staff

Class teams and support staff can support our pupils by:

- Creating a happy, secure and appropriate learning environment where pupils will be inspired to do their very best, actively and positively promoting self-advocacy, mutual respect and dignity.
- Engaging with all training related to behaviour, actively seeking further support if required.
- Modelling expected behaviour and forming **positive relationships**.
- Ensuring pupils are supported by appropriate **communication aids**, seeking further support as needed to enable them to do this from staff within school and visiting professionals.

- Providing a personalised approach to the specific learning and behavioural needs of pupils, including putting in place Risk Reduction Plans/Restraint Risk Reduction Plans and periods of behavioural analysis for pupils who require them.
- **Recording** behaviour incidents promptly and reporting instances of restrictive physical intervention promptly to senior leaders.
- Reflecting with parents/carers and other multiagency professionals so we are well-informed and have insight and understanding of individual needs.

The senior leadership team (SLT) will provide advice, guidance and support to staff in responding to behaviour incidents by observing pupils, modelling strategies, leading class debriefs and working together to find solutions which may include involving other professionals. SLT can also assist in recording, developing risk reduction plans, liaising with parents and outside professionals when required.

#### 5.4 Parents and carers

We aim to work in partnership with parents to ensure consistency in approaches between home and school to support pupils to develop positive behaviours for learning.

Parents and carers, where possible, should:

- Inform the school of any changes in circumstances that may affect their child's behaviour.
- Discuss any behavioural concerns with the class teacher promptly.
- Engage in any pastoral work to support their child's behaviour (for example: attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school.

#### 5.5 Pupils

Pupils will where possible:

- Develop awareness of how their behaviour impacts their environment and their peers.
- Try to explain what causes their behaviour to escalate and what helps them to regulate.
- Treat others with respect and dignity and look after their environment.

#### 5.6. External Agencies

At The Bridge school we are committed to understanding and responding to the needs of all pupils. We aim to work collaboratively with a range of external agencies to support pupil behaviour. These may include: behaviour support professionals, Occupational Therapy, Speech Therapy, Forward Thinking Birmingham (NHS child mental health), Special School Nursing Team.

### 6. School behaviour curriculum

We believe that positive behaviour must be learned and in supporting their learning process, pupils can expect:

- Access to an environment that meets their sensory and physical needs and allows them to communicate effectively throughout the day.
- Safe and familiar routines within the classroom and wider school environment.
- Age and stage appropriate teaching through PSHE and RSE, linked to pupil's pathways.

- To be taught strategies to self-regulate and communicate their needs.
- Bespoke intervention and support strategies where needed.

Staff are expected to make reasonable adjustments to ensure inclusivity. This approach ensures that preventative approaches and early intervention is the norm.

## 7. Pupil transition

The school will support incoming pupils to understand behavioural expectations by offering a transition process to familiarise them with the wider school culture.

- Pupils will receive a pre-admissions photo pack and social story about the school.
  - Children and their families will be invited to an admission meeting which will include discussions about behaviours, communication and individual needs.
  - Individualised transition plans are devised by class staff building up to full time provision.
- When pupils leave our school, transition is usually planned and supported through multifaceted approaches and pupils have transition sessions with their new staff. Information related to pupil behaviour may also be shared with destination settings which is usually the ongoing secondary school.

## 8. Pupil electronic devices

Some pupils travel on home school transport with electronic devices such as tablets. If a pupil brings an electronic device into school, this is locked away by class staff for the duration of the day. Where this is not a pre-arranged strategy parents are contacted to discuss this further. Devices will be placed in the pupil's bag at the end of the school day and staff then hand the pupil over to parents/carers or transport guides.

## 9. Responding to behaviour

### 9.1 Classroom Support

We recognise the importance of creating learning environments that support our pupils to make positive behaviour choices.

### Enabling environments and approaches

#### Organising the classroom for effective communication and behaviour

This includes classes:

- Arranged in line with the needs of the pupils within the room.
- Have clear routines.
- Organised and free from unnecessary clutter so that there are areas linked to class needs such as e.g. workspaces (individual/grouped/low arousal as needed), movement areas, quiet spaces and creative areas and planned seating arrangements to support the needs of the pupils.
- Total communication approach with appropriate aids and strategies e.g. visual timetables, task boards (e.g. now/next, sequencing strips, rule reminders), symbols/photographs, objects of reference, Aided Language Displays and communication books/folders.

- Use of other spaces around the school such as the hall, corridor spaces and outdoor areas for sensory circuits and movement breaks and our therapeutic soft play room and sensory rooms.

### **Pupil Communication**

How pupils behave can give us important information about how they are feeling. Our pupils have a wide range of different communication styles and many are pre- or non- verbal or at the early stages of verbal communication using Augmentative and Alternative Communication (AAC) systems to communicate their needs. Supporting our pupils to communicate effectively is an important way to help them to self-regulate and behave in a positive manner.

Communication is vital to our pupils' learning, wellbeing and mental health, independence and self-esteem. We also know that our pupils can communicate certain needs through their behaviour. Therefore, we seek to offer the following support as appropriate:

- Total communication environments with strategies appropriate to pupil's individual needs
- Concise instructions – minimising language and allowing for processing time.
- Portable visual strategies to support spoken language where possible.
- Clear routines and transitions.
- Visuals – a visual symbol, photo, object or picture is permanent whereas spoken word disappears. Visuals allow time for language processing and prepare pupils for transitions. Visuals are transferrable e.g. between home and school. They can help reduce anxiety which impacts on self-regulation and positive behaviour.

### **Sensory Processing**

Sensory processing difficulties can impact on the ability of our pupils to self-regulate and manage their own behaviour. To help with this, we work with outside professionals to identify and support pupils with sensory regulation which may include:

- An Occupational Therapist to help identify individual or group sensory needs, create plans e.g. sensory movement breaks and circuits or provides higher level targeted advice for some pupils and advice on specific pieces of equipment.
- Sensory diets.
- Use of equipment to support sensory regulation e.g. therapeutic swings.
- Training for staff.
- Access to different areas e.g. sensory rooms, therapeutic soft play, tents and outside areas.

### **Physical Touch**

We believe that appropriate positive physical touch can be used to build connection, support regulation and reinforce positive behaviour choices. Strategies may include high fives, handshakes, elbow bumps, deep pressure massage and help hugs (deep pressure applied through the cupping of hands and whole hand pressure).



## 9.2 Safeguarding

The school recognises that changes in behaviour can be an indicator that a pupil needs help or protection. 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 children's social care is appropriate.

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

## 9.3 Responding to safe behaviour

Positive reinforcing of appropriate behaviour is an essential component in the learning process and enables the development of skills in all areas of a pupil's life. To this end, it is important that class staff assess and analyse what motivates pupils and what is likely to support engagement. We believe that it's important to recognise achievements big and small including following instructions, social skills, basic life skills, communication and effort put in as well as academic milestones and staff may celebrate achievements in a range of ways:

- Verbally with words, signs or symbols of affirmation and praise.
- High fives or handshakes.
- Token rewards such as stickers or class dojo points
- Personalised motivators such as time with a favorite toy or activity.
- Communicating praise to parents via a phone call or written correspondence.
- Certificates, prize ceremonies or special assemblies.
- Visiting SLT (or other favored adults) to share their success.

## 9.4 Responding to behaviour that cause concern

We recognise that it's important for pupils to develop awareness of how their behaviour impacts upon themselves and others; this is an integral part of teaching and learning. Most pupils will respond positively to class teams working within the above guidelines to support them to self-regulate, be calm and manage their behaviour in a positive manner.

Where the level of behaviour is more concerning e.g. where the behaviour of a pupil indicate a risk of causing harm to themselves or others, a Risk Reduction Plan or Restraint Risk Reduction Plan is required. All staff members working with the pupil, along with the pupil where possible and their family should be involved in the writing of the plan. Where necessary we also seek to include other professionals so that it is a collaborative and holistic plan. This plan identifies the triggers for the behaviour and effective management strategies. A program of intervention is then devised and shared by staff and reviewed/adjusted on a regular basis.

Self-injurious behaviour is when a pupil physically harms themselves. When this happens staff should work collaboratively with the pupil, their parents or carers and other professionals to try to understand the function of this behaviour and try to find ways to prevent or replace this behaviour.

Pupils may have individualised plans with strategies outlined to support, which may include:

- quick and consistent responses when a pupil self-injures
- keeping verbal responses low key
- reducing demands placed on the pupil
- consideration of sensory processing needs
- using a protective barrier (e.g. use of mats, cushions, a chewy)
- redirection and distraction.

### Reparation and restorative practice

Reparation means repairing relationships, or reconnecting in some way.

We believe that our pupils should be given the opportunity to repair, and reconnect. Reparation after an incident practices and encourages important interpersonal skills including the expression of feelings, how to resolve conflict and aims to focus on what has been done and not on the pupil themselves. Where developmentally appropriate, we aim to support pupils to take responsibility for what they have done and to 'fix and make better' with the other person/s involved/affected.

## 10. Child on Child incidents

### 10.1 Bullying

Bullying is defined as the repetitive, intentional harming of 1 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

We do not tolerate bullying. We acknowledge that some of our pupils may not understand how their behaviour impacts on others or be experienced as bullying. Every instance will be addressed.

### 10.2 Child on child physical or sexual abuse

Child on child incidents can fit into many contexts, many of which are outlined above in the context of bullying. We acknowledge that some of our pupils may not understand how their behaviour impacts on others. Some pupils may not yet have developed an awareness of appropriate touch or may exhibit physical behaviours as a means of trying to build friendships or communicate. These incidents are not accepted and pupils who exhibit these behaviours may require further individualised support above and beyond what is taught through our school rules, PSHE and wider curriculum.

Regular staff training with both a safeguarding and behavioural perspective supports staff to quickly identify, record and report these incidents so that effective strategies can be put in place.

## 10. Physical intervention including restraint, restriction and reassurance

There are certain situations in which, after exhausting all other alternatives, restrictive physical intervention may become necessary to manage behaviour. This will only take place in line with the Positive Handling Policy. All physical interventions are recorded by the individual member of staff in

the incident log (bound book) and on CPOMs. The Incident Logbook is monitored by the Senior Leadership Team and by the Trust.

At times, we may need to use physical touch or restrictive physical intervention (restraint) to reduce risk and keep children and adults safe (please refer to the Positive Handling policy). The Education and Inspections Act 2006 mentions that before staff restrictively physically intervene they must consider if it is **necessary** then **reasonable** and **proportionate**.

The decision on whether to physically intervene and/or restrain is down to the professional judgement of the staff concerned and should always depend on the individual circumstances relating to an incident.

Incidents of restrictive physical intervention must:

- Always be used as a last resort.
- Be applied using the minimum amount of force and for the minimum amount of time possible.
- Be used in a way that maintains the safety and dignity of all concerned.
- Never be used as a form of punishment.
- Be recorded on in the Bound and Numbered Book, uploaded to CPOMs and reported to parents.

Before using restrictive physical intervention, staff should 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. They may be advised to seek medical advice or sent for medical treatment at a hospital if required (in the case of an injury to a child advice will be via their parents/carers). The Trust will be informed in the event of a child or adult being injured and the school will adhere to follow-up procedures. All staff who have been involved in witnessing or implanting restrictive physical intervention 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. All staff can also seek longer term support from Forward Education Trust procured services.

## 11. Confiscation, searches, screening

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#) and is carried out by one member of staff and witnessed by another.

## 12. Serious sanctions and consequences

The Bridge School recognises that the appropriate use of sanctions or consequences in conjunction with rewards has an important role to play in encouraging pupils to take responsibility for their own

behaviour. When considering consequences, this is only to be used when pupils understand the relationship between the consequence and unsafe behaviour(s) displayed and where the consequence is consistently effective in reducing the behaviours of concern.

## **12.2 Suspension and permanent exclusions**

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions. The decision to suspend or exclude will be made by the headteacher and only as a last resort. Please refer to Forward Education Trust's exclusions and suspension policy for more information.

It may be considered that the school can no longer meet the child's needs and a change of Education Health and Care Plan and if necessary a change of school placement, in discussion with the issuing Local Authority may need to happen.

## **13. Monitoring arrangements**

### **13.1. Monitoring and evaluating school behaviour**

The school will collect and analyse data to continue to improve provision for pupils within our school. This may include data on; behavioural incidents; attendance, permanent exclusion and suspension; incidents of searching, screening and confiscation; and views of stakeholders on their perceptions and experiences of the school behaviour culture.

### **14.2 Links with other policies**

This behaviour policy is linked to the following policies:

- Trust exclusions and suspension policy
- Child protection and safeguarding policy
- Positive Handling Policy
- Searching, Screening and Confiscation (Advice for Schools) DfE
- Trust Anti Bullying strategy

**Appendix 1: Behaviour Analysis Example**

Pupil's name: ..... D.O.B:..... Class:..... Year group:..... Known Medical conditions:..... Class size: .....		
<u>Areas of need:</u> (please circle)    executive function    sensory processing    communication    social interaction    emotional Other (please state) .....		
<u>Current method of communication:</u> (please circle) gesture    signing    picture pointing    vocalisations early speech    speech    other: Leading and adult	<u>Current sensory needs:</u> (please circle) visual    auditory    taste    smell    vestibular proprioception    oral motor    interoception	
<u>Behavioural Concerns</u>	<u>Possible reasons for behavioural concerns (e.g. Triggers and experiences) Why is the behaviour occurring?</u>	<u>Environments the behaviour is observed in (include where it does not occur)</u>

<u>Connection/relationship building strategies</u>	<u>List strategies and interventions being implemented</u>	<u>List the strategies &amp; interventions to be used (keep, increase or change)</u>	
<b>Strategies:</b> Environmental, Visual, Emotional Regulation, Sensory, Restorative Practice, Emotion Coaching, Language.	<b>Actioned by:</b>	<b>Review of Strategies:</b> (outcomes and evaluation)	<b>Review date:</b>

**Appendix 2: Restraint Risk Reduction Plan (Risk Reduction plans have the same format but do not have the preferred holds section completed due to these not being required).**



Restraint Risk Reduction Plan

For:

Date:

**MEDICAL CONDITIONS:**

(Medical conditions that should be taken into account before physically intervening)

**TRIGGER BEHAVIOURS:**

(Describe common behaviours/situations which are known to have led to Positive Handling being required. When is such behaviour likely to occur?)

**TOPOGRAPHY OF BEHAVIOUR:**

(Describe what the behaviour looks like)

**PREFERRED SUPPORTIVE INTERVENTIONS**

Verbal advice/support		Distraction (known words/likes)	
Reassurance		Take up time	
C.A.L.M talking/stance		Withdrawal	
Negotiation		Cool off: directed/offered	
Choices/limits		Contingent touch	
Humour		Transfer adult (help protocol)	

Consequences		Success reminder	
Planned ignoring		Traffic lights	

Others?

**PREFERRED HANDLING STRATEGIES:**

(Describe the preferred holds)

**DE-BRIEFING PROCESS:**

**Signed:**  
**Parent/Guardian/Carer**

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**Signed (key staff):**

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