



## The Bridge Short Stay School

### Behaviour Policy

Lead responsibility for policy	Louise Davey Date: 11 <sup>th</sup> September 2017
Approved (Head Teacher)	Andy Stewart Date: 7 <sup>th</sup> November 2017
Approved (Chair of Management Committee)	Rachel Hudson Date: 23 <sup>rd</sup> November 2017
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## **Behaviour Policy**

### **1. Purpose**

The Statement of Bridge Values provides the framework for positive citizenship and guidance in relation to our expectations of all students, staff and visitors

Supporting students who have been permanently excluded or who are at risk of exclusion, to make significant short and long term changes to their behaviour, is a key priority for The Bridge to support successful transition and sustainable change.

Our policy and procedures are in place, with the intention of:

- 1.1 Creating and maintaining a calm, respectful and safe environment in which students and staff are able to learn and work productively and happily
- 1.2 Creating a sense of community in which the schools' values can flourish
- 1.3 Ensuring that all visitors to the school are made to feel welcome by the whole school community
- 1.4 Ensuring that all interventions to develop positive behaviours and address unacceptable behaviours, are based on the principles of equity, restoration and intelligent, rather than intuitive, response

### **2. Principle of Equity**

We recognise that there may be a number of underlying factors that impact on the behaviour of our students. These may include issues around wellbeing and mental health, cognition, pastoral/social family circumstances, unmet SEN and lifestyle choices and entrenched behaviours.

Our policy and procedures recognise that different students will need different building blocks to enable them to make meaningful and sustained changes.

In order to put this principle into practice:

- 2.1 Baseline and ongoing formative assessment of emotional wellbeing, attitude and cognition, using a wide range of diagnostic tools will provide indicators of appropriate interventions.
- 2.2 Careful monitoring and recording of behaviour throughout the day will enable students to be aware of how well they are meeting expectations and will provide data to explore trends and triggers.. All members of staff will attend half termly behaviour review and planning meetings. Data will be used by the whole team to determine and evaluate interventions
- 2.3 A referral system is in place for additional support for students from within our multi- disciplinary team

- 2.4 Additional support for students will be accessed from professionals outside of the team, where appropriate
- 2.5 Tutors will support students to identify personal targets and strategies, on a weekly basis, with reference to PLTS, based on the areas for development identified on their Behaviour/Learning/Attendance scores. All staff will be aware of these targets and strategies through the tutor file system and will be able to support individual students accordingly
- 2.6 Opportunities for kinaesthetic learning, physical activity and learning outside of the classroom will be offered within the timetabled curriculum. This will ensure that, alongside traditional classroom activity, all learning styles are catered for and students have the opportunity to develop their behaviour skills in a variety of activities and settings

### **3. Principle of Intelligent Response**

The school's values and expectations of behaviour will be made explicit to all students during the Welcome programme and will be reinforced by visual and verbal reminders. The school expects staff to model a calm response to unacceptable behaviours and to respond in a manner which supports positive change. Members of staff should depersonalise responses to incidents of inappropriate behaviour and refrain from intuitive responses and emotional reactions that will further escalate situations. Students will be encouraged to learn to manage conflict situations in line with these principles

To develop a culture of intelligent response:

- 3.1 All members of staff will actively participate in the visible, respectful consistencies and routines that demonstrate the school's values
- 3.2 Classroom routines and responses to inappropriate behaviour will be maintained consistently across the school to create a culture of certainty with clear boundaries for students
- 3.3 Behaviour focus for lessons/activities will be made explicit and the emphasis will be on acknowledging those who are meeting expectations
- 3.4 Routines for break times, dinner and for the transition between lessons will be made clear and will be maintained by all members of staff
- 3.5 Staff will focus on any expectation/instruction that is not being met and will avoid being drawn into the diversionary tactics of secondary behaviours
- 3.6 As far as possible staff will avoid confrontations and situations which could humiliate students in front of others
- 3.7 Students will be reminded of occasions when they have met the expectations to encourage positive change
- 3.8 Any consequences for inappropriate behaviour will remain clearly linked to the specific incident; they will remain separate from and not impact on any other successes that have been achieved

- 3.9 Daily record sheets which contribute towards the bronze/silver/gold award scheme will reflect behaviour, communication and attitude to learning exclusively within timetabled lessons
- 3.10 Community Stars will be awarded to any students that are going “above and beyond” in demonstrating the schools’ values. Community rewards will be shared with the whole school community, regardless of input, with the intention of demonstrating the value to the whole community of positive behaviour
- 3.11 Students’ successes and achievements will be celebrated
- 3.12 Restraint and physical intervention will only be used as a last resort in order to ensure safety, in line with section 5 of this policy

#### **4. Principle of Restoration**

It is everyone’s responsibility to be an active and respectful member of the school community; to ensure that everyone feels safe and that the building and resources are kept to a high standard; and to behave in such a way that learning can effectively take place. The term “everyone” refers to staff, students and visitors to the school. All members of the staff team have a responsibility to model the school values in their everyday practice and to support students to make amends and embrace values, when they have not met expectations.

To develop an ethos of restoration the following will apply:

- 4.1 . Wherever possible incidents will be addressed, and steps put in place to resolve issues, before the end of the school day. Immediacy of response to issues causing concern is key to the restorative process and is valued over and above the weight of sanctions
- 4.2 Members of staff who have been directly affected by incidents of unacceptable behaviour will be part of the restorative process
- 4.3 Members of staff with lead responsibility for behaviour will support the smooth day to day running of the school, deal with significant issues as they arise and will support staff and students through the restorative process
- 4.4 Parents/carers and other professionals involved with the family will be invited to support the restorative process whenever this is felt to be appropriate.
- 4.5 Students will be supported to develop an understanding of the impact of their behaviour on others and on themselves
- 4.6 Students will be expected, and supported, to restore damage to relationships with others and to make amends when their treatment of others has caused concern. This may involve internal referrals for CBT, Emotional Literacy support, wellbeing and Youth Engagement sessions. External referrals to agencies such as CAMHS may also be made where appropriate

- 4.7 Students will be expected, and supported, to “make good” any damage to the building, equipment and personal belongings of others. Wherever possible reparation work will be of a practical nature. However, there may be occasions when a financial contribution is expected, particularly when damage is extensive or prolific
- 4.8 The PRU Youth Engagement Officer (Police) will be made aware of, and monitor, any issues that could be considered “criminal” and where appropriate will take an active part in the restorative process
- 4.9 Where intensive support required to develop safe and appropriate behaviours, timetables may be adapted after consultation between staff, student and parents/carers
- 4.10 If students persistently refuse to engage in the restorative process or to accept the values of the school, there may be occasions when Alternative Provision is sought to support the process
- 4.11 Wherever possible the restorative process will avoid prolonged separation of a student from the school community, through internal or external fixed term exclusion. However, the school retains the right to use internal, fixed term and permanent exclusions when a student’s behaviour is causing a risk of significant and/or persistent harm to the safety and/or learning of others or significant and/or persistent damage to the building

## **5. Positive Handling**

Staff have received training in ‘Team Teach’ and the school adopts the philosophy of this approach in that at least 95% of intervention should be focussed on de-escalation and not physical intervention.

The ‘Use of Reasonable Force’ (July 2013) document from the DfE states that physical intervention may be used by staff in schools in order to:

- 5.1 prevent pupils from hurting themselves, or others
- 5.2 prevent pupils from damaging property
- 5.3 preventing disorder

At The Bridge all staff are authorised to use reasonable force when their professional judgement deems it necessary. In making that determination however physical intervention should be seen as a last resort when all other attempts at de-escalation have failed.

Any use of force for the purpose of control or restraint should be ‘reasonable in the circumstances’ meaning that:

- 5.4 the level of force used should be the minimum needed to control or restrain
- 5.5 the use of force should be applied for as short a period as possible

Following an incident of positive handling there should be:

- 5.6 opportunity for debrief with members of staff and pupils involved in the incident

- 5.7 communication of the incident with those who have parental responsibility for the pupil
- 5.8 full recording of the incident details onto CPOMS

## **6. The school's commitment**

The school is committed to developing the skills of its staff team to manage behaviour and bring about sustainable change for individual students. Behaviour Leads will play an active role in supporting the individual and collective professional development needs of the team.

The school is committed to the continuous development of Student Voice, individually and collectively, throughout the duration of a student's time at The Bridge. Students will be supported to develop a student friendly version of this policy

This policy should be considered alongside:

- The Statement of School Values
- The Anti- bullying Policy
- The SEN policy
- The SMSC Policy
- The RSE Policy
- The Safeguarding Policy
- ISP Policy
- Drugs Policy