



Behaviour Policy

Definitions

The term 'staff', in this policy, includes paid staff, volunteers and other professionals visiting the Bridge and working in partnership with staff.

The terms 'school' refers to the Bridge Training and Development, Hanley Swan.

Introduction

The basis of the Behaviour Policy at the Bridge is

Respect yourself, respect others and respect the premises.

Our Mission Statement identifies our core value that all students and staff should feel physically and emotionally safe; and personally valued and respected.

Respectful behaviour and a positive attitude are valued, celebrated and rewarded alongside academic success.

Behaviour that has a negative impact on safety, wellbeing and learning is not tolerated.

This means that:

- Nobody has the right to deliberately hurt another person, either verbally or physically,
- Nobody has the right to damage the school property or equipment.
- Nobody has the right to damage or steal anything that belongs to another person.
- The highest standards of punctuality and attendance are expected from everyone.
- Anti-social, destructive or disruptive behaviour, or behaviour that is in any way contrary to the ethos and culture of the school, will result in sanctions.

Positive Behaviour Management

All staff are expected to model the highest standards in behaviour and professionalism at all times. They will use the following strategies to encourage students to do the same.

- Frequently catch students being good and praise them for positive behaviour
- Session feedback via student Achievement Records.
- Session feedback that is process orientated verbal or written praise.
- 'Caught-ya' cards awarded to students who display behaviours and attitudes that reflect our core values.
- Non-verbal praise (e.g a nod, smile, thumbs up).
- Weekly awards for the most progress made towards personal targets.
- Praise phone call/email - Coaches and support staff will recognise significant improvement in behaviour or attitude with a phone call/email to parents/carers.
- 'Bridge Student of the Month' voted by staff for students who have made the most progress in terms of their effort and attitude.

- The annual awards ceremony in July, celebrates all student's academic and personal achievements.

There will be occasions where students need their behaviours to be challenged by staff, or require additional support. Staff will follow the following protocols:

- Minimise embarrassment for the student, avoid shaming.
- Stay calm and not argue with the student.
- Maintain sense of humour.
- Attune to the student's emotional state.
- Validate their feelings.
- Be seen to be consistent and fair.
- Ensure that there is a 'follow-up' which is appropriate to the situation.
- Utilise wider support where necessary and remove themselves promptly from situations that trigger their own distress.
- Reflect on own practice and seek supervision if necessary.
- Record the incident on Hal and raise at debrief.

Management of Students' Behaviour

The highest standards of behaviour management are expected of staff. Coaches must:

- Adopt unconditional positive regard towards all students
- Be aware of the IEP and Thrive Action Plan for each student.
- Be aware of and apply agreed behavioural strategies for each student.
- Always apply 'PLACE' approach (playful; loving; accepting; curious; empathic) in all interactions with students.
- Frequent use process orientated praise to keep student's focused on their successes.
- Provide low key reminders – ie assume positive participation and direct students to participate.

To help students stay calm and focused in sessions, Coaches will ensure that:

- Sessions start and finish on time.
- Session formats and expectations are consistent.
- Students are welcomed in their session.
- Every opportunity is taken to build student's self-esteem, particularly through the **frequent use** of process orientated praise.
- Activities are differentiated and broken into discreet and varied tasks as appropriate.
- Sessions have clear objectives and are relevant to student's targets; life experience and expectations.
- Rules are kept to a minimum, made explicit and seen to be applied consistently.
- Students are prepared for the end of the session and supported in transition to the next session.

Students leaving during a session

There is no pressure on students to stay in session if they are struggling.

Where a student struggles to manage their behaviour, or begins to feel stressed in session, they may either ask their Coach politely to leave, or show their Coach the red

card in their Achievement Record. The Coach will give them a green card. This gives the student permission to seek support from staff outside of the session.

Where a student struggles to manage their behaviour or begins to feel stressed in session, but is unable to recognise this themselves, then the Coach is to give them a green card and offer them the opportunity seek support from staff outside of the session. **Under no circumstances is this to constitute ‘telling off’ or ‘sending out’ for bad behaviour; it is to empathise with the student and allow them access to extra support without shaming them.**

External Interventions

Where a student’s behaviour is affected by both internal and external factors and requires a multi-agency approach, in agreement with the family, a notification will be made to the relevant social worker or a referral made to Worcestershire Early Help/Front Door.

It is our policy to refer students whenever appropriate to CAMHS and other health agencies in order to provide specialist help for individual students and their families.

Staff Duties

To ensure that students are safe, all staff are on rota to supervise specific zones at break and lunchtimes.

Home School Agreement

There is a Home School Agreement to which the parents sign up to (see Appendix). This is based on the core values.

Student Voice

Students are given an opportunity termly, to voice their ideas regarding school systems, environment, learning, teaching, extra-curricular activities, safety, behaviour rewards and sanctions. Any concerns or complaints can be shared with any member of staff, and ultimately the Headteacher or Governors at any time.

Sanctions

On those occasions where student behaviour contradicts the school’s core values of respecting self, others and the premises, the Bridge has a range of sanctions that will be enforced to provide the student with an opportunity to reflect on their behaviour and to act as a deterrent for future misdemeanours. They are:

- A verbal reprimand proportionate and balanced with positive feedback.
- Restorative justice, including a verbal or written apology.
- Rectifying physical damage to the building; being part of putting an incident right.
- Phone call/email home
- Student and Parent/Carer Meeting to discuss behaviour/attendance concerns, strategies already adopted and the relative impact of those strategies, and to agree an action plan to further support the student.
- Fixed term exclusion



Appendix to Behaviour Policy

Home School Agreement

The Bridge agrees to:

- Consistently promote the values of respect and fairness (see Equal Opportunities Policy)
- Consistently apply positive behaviour strategies.
- Take all reasonable measures to protect the safety and wellbeing of students and staff including preventing all forms of bullying and dealing effectively with reports and complaints about bullying.
- Consistently, fairly and proportionately apply sanctions, taking into account any special educational needs, disabilities, barriers to access and vulnerability.
- Keep parents and carers informed of behavioural concerns.
- Work with other agencies and professionals in order to provide all the support necessary to support students and their families.

It should also be noted that fixed-term or permanent exclusions will be imposed where a student intentionally makes a false, malicious allegation against school staff.

Students agree to:

- Do my best to respect myself, others and the premises.
- Do my very best to engage in my sessions.
- Accept help from staff to understand why I struggle socially, or in sessions.
- Work with staff to develop strategies that help me cope better in school.
- Expect to be challenged if I make others feel threatened, worried or sad.
- Be willing to explain what has happened so that staff can help sort out problems; this means telling the truth and not lying or withholding information.
- Let staff know about anything that worries me or that I find hard.
- Be a good ambassador for the Bridge, even when I am not at school.
- Hand in all banned items* to reception when I arrive
- Dress appropriately for school.

*banned items are things like mobile phones and other mobile devices; smoking paraphernalia; potential weapons; sharps; sweets and sugary drinks; medication etc.

Parents/Carers agree to:

- Send their child to school each day punctually, suitably clothed, fed, rested and ready to learn.
- Keep the Bridge informed of any absences or planned absences.
- Keep the Bridge informed of any issues that may affect their child's behaviour, or attitude, in a timely manner.
- Work with staff at the Bridge to develop strategies to support their child's learning and behaviour.
- Recognise, celebrate and reward their child's good behaviour and successes.
- Address children and staff in an appropriate manner
- If their child has a fixed term exclusion, to make sure they are not out in public during school hours and to attend a reintegration meeting.
- Expect that their child will be challenged about behaviour that puts themselves or others safety, happiness or progress at risk.
- Encourage their children to take responsibility for their behaviour and support their child, and the school, in providing disciplinary support.
- Keep the school updated with contact details.

Signed on behalf of the Bridge:

Date:

Signed by Student:

Date:

Signed by parent/guardian:

Date: