The Bridge School
BEHAVIOUR POLICY

2020

The Behaviour that is demonstrated within the school is frequently a product of the culture of the school, which is reflective of the impact of the values that are communicated, and the structures and processes that are embedded. As a result, the cultivation of the correct 'culture' is fundamental to this policy and the systems that the school implements to achieve 'outcomes'.

Culture

The Bridge School community supports the development and embedding of an environment where each individual's rights are maintained, alongside the understanding, from both students and staff as to their responsibilities within this school community.

The Bridge School community believes that all students have a right to high quality education without compromise. Each student should have their needs and personalities understood, respected and valued. At all times we should demonstrate through our communication and actions each student's 'worth' and value. Successes, skills and attributes, no matter how small, should be recognised and acknowledged in order that they are validated and reinforced. Learning experiences should be reflective of the community we live in, and the challenges and opportunities it presents.

In achieving these goals the school community may achieve a culture that is happy, safe, self-aware, self-responsible, reflective and humble, aspirational and motivated.

- **Respect each student and member of staff equally regardless of race, religion, gender, sexual orientation or age.**

- **Respect the right of each student to a quiet and safe learning environment.**

- **Respect the right of all students to attend a safe school, free from physical or emotional harm**

- **Respect the rights of staff to teach without disruption**

- **Respect the rights of teachers to work in a school free from physical or emotional harm**

- **Respect the rights of students and staff to study and work in a school free from vandalism or littering.**

- **Respect the work and efforts that students and staff have undertaken or completed within the school.**

- **Be polite and respectful to all visitors, understanding that we all represent The Bridge School and that our actions may unfairly prejudice the views of others.**

- **When out of the school building, or when traveling to and from school, be respectful to all in the community, understanding that we all represent The Bridge School and that our actions may unfairly prejudice the views of others.**

1.0 The Quality of Teaching

1.1 Quality teaching is reflective of individual student need, engaging and motivating. It is well organised and exists within well-understood social boundaries and expectations. Students who receive high quality teaching frequently have some of their social and emotional barriers removed or supported and are therefore more likely to engage in the process of learning without anxiety, opposition or disruption.

2.0 Behaviour for Learning

2.1 Learning takes place most effectively in an environment where there is an agreed understanding of the needs of the wider group and the social boundaries that support these needs. It is therefore fundamental that desired behaviours to support 'social boundaries' are taught and reinforced as part of the routine conversation and direction given by class based staff.

2.2 Behaviour for learning includes aspects of:
- Listening skills
- Effective verbal communication
- Turn taking
- Perseverance
- Managing success and failure

Behaviour for learning is not achieved by default. It requires the leadership of the teacher in modelling and teaching those aspects of behaviour which enable pupils to engage effectively with the work they are doing. Effective learning is led by teachers, who demonstrate practice that is underpinned by:

- clearly highlighting the purpose of the learning to be experienced
- demonstrating a degree of negotiation
- encouraging individuals to make progress
- promoting a sense of achievement among pupils
- sense of achievement amongst learners

3.0 The use of data to target support and intervention

3.1 The collection and evaluation of quantifiable information helps inform where the learning and developmental needs of our students lie. In order that work can be targeted, levelled and differentiated in an effective way. The Bridge School asks referring schools to supply up to date information with regard to learning and social and emotional development. Staff collect student

assessment on a routine and systematic way throughout the term to further guide their planning, teaching and wider support.

4.0 Structure and Routine

4.1 Students feel well informed and prepared when they are aware of the structure, timetable and expectations of the school day.

4.2 The times and order that lessons take place should be as closely followed as possible.

4.3 In order that independence can be developed, individual anxieties managed, and students are well prepared, all students should be made fully aware of their timetable, any changes that will occur and the reasons for these.

Welfare and Safety

1.0 Induction

1.1 It is a requirement of both students and parents that they complete an Induction before beginning a placement at the school.

1.2 The purpose of thorough Induction is to minimise the possibility of important processes being misunderstood. Occasionally both student and staff anxiety can be avoided with effective communication of processes and individual needs. Some possible consequences of failing to inform all parties of relevant issues can be unnecessary anxiety, frustration, compromised safety, confrontation and conflict.

1.3 A full description of the Induction process can be found in ***The Bridge School Induction Policy and Procedures.***

1.4 In the case of students who require education by the 6th day of their exclusion, the Induction will form part of the integration timetable into the school.

2.0 Attendance

2.1 Attendance is fundamental to the impact of strategies to develop behaviour and engagement in learning. It is possible that minimal progress will be made with a pattern of unsatisfactory or inconsistent attendance.

2.2 The school has a graduated approach to managing unsatisfactory attendance (see the Policy and Strategy for Improving Attendance). The school works closely with the Education and Welfare Service and may, in specific cases, implement the legal advice that this service provides.

2.3 All students are expected to attend their placements and follow their agreed timetable. They may only deviate from this by agreement with their Key Worker and either the Deputy Head (Louise Ambler) or Head of Alternative Provision (Wayne Alexander).

2.4 Students who fail to attend their timetabled provision within The Bridge School, without authorisation, may be subject to appropriate sanction and be requested to complete any missed work.

3.0 Reward and Sanction

3.1 Rewards should outweigh sanctions and should be the primary driver to developing, modifying and improving behaviours. There is a significant research base that supports this theory.

3.2 Rewards should be well communicated and part of a systematic approach to developing behaviours. They should be embedded in the routines of the weekly provision.

3.3 Sanctions can be used but these must be proportionate, consistent, well communicated and effective. The effectiveness of sanctions should be continually evaluated by both the Senior Leadership Team and individual staff, particularly teaching staff who by the nature of their roles, have to challenge and direct student behaviour most frequently. It is understood understood by staff, students and parents that although consistency of sanction between groups and individuals is desirable an effective and appropriate sanction for one situation may not be an appropriate and effective sanction for another situation.

4.0 Points Systems

4.1 The quantification of student behaviour and participation from session to session is a fundamental part of both the student and staff team to reflect on challenges and successes, and hence tailor provision to support and develop behaviour.

4.2 The system of quantification (Points) may vary over time and will need to respond and change to a growing understanding of what is effective.

4.3 The collection of Points/data should be daily, systematic and routine based. In order to be used as responsively as possible, feedback will need to be given to students on a daily basis and there will be a need for structured rewards that are reflective of student achievement.

4.4 Failure to maintain an effective Points system can lead to inconsistent reinforcement of behaviours, and opportunities may be missed to celebrate values and progress. Maintenance of the Points supports organised and effective planning especially with regard to reward periods that may have less structure.

5.0 The use of data to target support and intervention

5.1 Data on an individual's social and emotional development should be collected in order to identify areas of need and development, and to direct the planning and focus of any work that is to be done to support a student.

5.2 Data will also be used to evaluate the effectiveness of the work that has taken place with a student in order to inform future planning.

5.3 The evaluation of student progress in relation to social and emotional criteria should take place termly, and for KS3 students half-termly based on the time length of their contracted placement.

5.4 The school uses Behaviourwatch to gather information on; behaviour, exclusion, bullying and physical intervention. This helps staff to monitor how well the school is dealing with incidents and identify the type of behaviour that may need further targeted intervention.

6.0 The Student Welfare Team

6.1 The Student Welfare Team consists of Key Workers who are specifically assigned to individual students.

6.2 The Student Welfare Team supports and develops student attendance and participation. In order to increase both attendance and participation it is fundamentally important that a young person develops both socially, in order to function within a learning situation, and emotionally, in order that they might manage the personal challenges that the day may present.

6.3 In order that a Key Worker can best support a student a core aspect of the role is to develop an effective level of communication and support with the young person's family. Processes and strategies that are shared by both home and school will have the greatest chance of developing desired positive behaviours and outcomes.

7.0 Form Groups and Team Around the Child

7.1 The social and emotional development of a student or group of students is most effectively understood and achieved by those who work most closely with those students. Relationships can be developed with the greatest degree of consistency, continuity and progression. This is the basis for developing Form Groups called Team Around the Child.

7.2 In order to develop group identity and accountability over the progress and outcomes of students, Team Around the Child is an integral part of the

school structure. Team Around the Child consist of a Form Tutor, Teacher Assistant and Key Worker.

7.3 Form Groups meet at the start of school day and before the end of the school day. Form time consists of:
- Preparation for the school day
- Opportunities to reflect on day's achievements
- Bespoke PSHE and Citizenship work
- Incentive and reward (weekly/termly)
- Career development
- Cohesion and personal development

7.4 The planning of these sessions should be done jointly within Team Around the Child and where possible all team members should be present during the sessions.

8.0 Discipline and Seniority

8.1 Different aspects of managing behaviour are best achieved by a variety of staff depending on the severity of the situation and the student.

8.2 The are many behaviours that need to be managed and developed by a class teacher or Teacher Assistant, as it is important to establish correct mutual respect and deference by that person. Referring issues too frequently, or readily, to senior staff may compromise the authority required, by a Teacher or TA, in day-to-day student and class management.

8.3 There are some behaviours that have an element of whole school safety attached to them, or may have impact on whole school culture. It may be necessary that senior staff or even the Head Teacher address these issues.

8.4 It is recognised that in order to maintain the values of the whole school and to support the staff team in this process, senior staff must actively lead in certain situations. A list of some these is included in the Appendix 1 (Rewards and Sanctions).

9.0 Incident Reporting

9.1 Reports of significant incidents of negative behaviour should be documented using Behaviourwatch which will automatically be sent to the Senior Leadership Team. The Head of Student Welfare and Key Worker Team can then evaluate any subsequent follow up work.

9.2 The process of incident reporting should be an integral part of the student and parent Induction process.

9.3 Behaviour watch will record the number and type of incident in order that individual and group analysis of patterns of behaviour can take place.

9.4 All incident reports must be written and submitted on the same day.

10.0 The Use of Reasonable Force

10.1 There may be occasions where it is appropriate for staff to use physical guidance or intervention in order to manage an individual student's behaviour. These are generally occasions when the student has failed to independently manage their own responses and actions and their behaviours are having a significant impact on themselves or others.

10.2 Physical Intervention may be required when the student:

- Presents physical risk to another student or member of staff
- Presents a physical risk to themselves
- When there is a risk of damage to property
- When there is a significant disruption to the learning environment or the good order of the school.

10.3 At the earliest possible opportunity staffs at The Bridge School receive accredited training in the use of physical intervention. It is not, however, a requirement that staff are required to have training in order to use physical intervention.

10.4 It is not a requirement to receive parental consent or agreement in order to use physical intervention. This is a judgement that the member of staff dealing with the situation has to make according to the risk they perceive. Their responses are required to be appropriate, necessary and proportionate.

10.5 Full details of The Bridge School's processes and procedures with regard to physical intervention can be found in *The Bridge School Policy for the Use of Reasonable Force*. This can be found on the school website.

11.0 Searching, screening and the right to confiscation students

11.1 School staff can search any student if the student agrees.

11.2 The Head Teacher and any staff authorised by the Head have a statutory power to search students, or their possessions, without consent, where they have grounds for suspecting that the student may have prohibited them.

11.3 Prohibited items are:

*   Knives or weapons
*   Alcohol
*   Illegal drugs
*   Stolen items
*   Tobacco or cigarette papers
*   Fireworks
*   Pornographic images
*   Any article that the member of staff reasonably suspects has been, or likely to be used to commit an offence, or
*   Cause personal injury to, or damage to the property of, any person.

11.4 School staff can seize any prohibited item found as a result of a search. They can also seize any found item which they feel is detrimental to school discipline.

11.5 Any member of school staff can request a student to undergo screening, by a hand held metal detectors or other such devices, if they suspect them of possessing a prohibited item.

11.6 If a student refuses to be screened, the school may refuse to allow entrance to the premises. In these instances the school has not excluded the student and the student's absence will be treated as unauthorised.

11.7 Further detail, and reference to statutory powers, can be found in the ***Policy for Searching, Screening and Confiscation.***

12.0 Smoking and the use of legal or illegal substances that may change behaviour

12.1 Smoking is not allowed within the school building or on its premises.

12.2 Staff are aware that some students may smoke, but should they see this happening then it will be challenged proportionately on every occasion. Repeated failure to respond to staff requests may be met with more significant sanction including the loss of smoking paraphernalia and the loss of unsupervised 'off-site' permission.

12.3 Students that are suspected to be under the influence of other substances, such as alcohol, cannabis, solvents or 'legal' highs will be taken or sent home as a response to them not being fit for education. Parents will be informed before this happens. They will be requested to collect students as a safeguarding precaution.

12.4 Should a student attend school under the influence of any substance, it may appropriate for them to be referred to the Social Care Team as a safeguarding concern.

12.5 Staff suspecting a student of taking a prohibited substance that changes behaviour may not have witnessed this taking place. Staff are authorised to use their best judgement to evaluate changes in behaviour and the risk this presents. Judgements may be based on an observable change in appearance or behaviour.

12.6 It may be appropriate to exclude a student depending on the specific details of the incident. Some incidents, depending on the details of the incident, will be referred to the Police.

12.7 It may be appropriate in some incidents to cease education being delivered at The Bridge School for individuals if their presence presents a continued and significant risk to other students. In these cases alternative education provision will be offered and arranged. The Risk Management Plan for that individual student will reflect the risk presented.

12.8 It is a requirement that all students as part of their curriculum are given correct and balanced education and guidance regarding the use of tobacco, alcohol, illegal and legal substances that affect health and change behaviours.

12.9 For students that are known to use any of the above substances, they should receive appropriate referral to supporting agencies and/or bespoke mentoring by their Key Worker that is reflective of their needs. It may appropriate in some cases to make reference to specific substance use in a student's individual Risk Management Plan.

13.0 Health and Safety

13.1 The school fully complies with the Local Authority policy and process regarding making the school safe for students and the working environment safe for staff.

13.2 Parents/carers can expect that the school will Risk Assess all areas they are directed to. The Bridge School will work to implement strategies that minimise or remove 'risk'.

13.3 Where possible, staff will ensure that risks presented by students will be planned for and minimised with the student be able to attend The Bridge School site. There may be the need for a multi-agency planning process to support the student maintaining a placement within the school site.

13.4 In specific cases there may be the necessity to remove a student's right from being educated within the school site. This may be because the risk they present to others and/or the premises may be too significant and probable.

13.5 The circumstances and reasons for this decision will be documented in all cases. The student will stay on the register of The Bridge School

14.0 Students' conduct outside the school gates – teachers' powers.

14.1 Section 89(5) of The Education and Inspection Act 2006 gives Head Teachers specific statutory power to regulate students' behaviour in these circumstances "to such an extent that is reasonable".

14.2 What the law allows:

Teachers have the power to discipline students for misbehaving outside of the school premises "to such as extent as is reasonable" – refer to Rewards and Sanctions (Appendix 1)

14.3 As referred to in Rewards and Sanctions (Appendix 1) The Bridge School sets out what it may do in order to respond to non-criminal negative behaviour and bullying which occurs off the school premises and which is witnessed by staff or reported to the school.

14.4 School staff may discipline students for:

- Misbehaviour when the student is:
    - o Taking part in any school organised or school related activity
    - o Travelling to or from school
    - o Wearing a school uniform, or
    - o In some way identifiable as a student at the school

- Misbehaviour at any time, whether or not the conditions above apply, that
    - o Could have repercussions for the orderly running of the school or
    - o Pose a threat to another student or member of the public, or
    - o Could adversely affect the reputation of the school

14.5 In all cases of misbehaviour the teacher can only discipline a student on the school premises or elsewhere when the student is under the lawful control of the staff member.

14.6 During school hours (breaks and lunches) students must have obtained written parental consent in order to leave site.
Parental consent will be documented on 'The Off-Site Contract of Acceptable Behaviour'

14.7 The Contract gives guidance to the possible outcomes should a student not comply with the behavioural expectations of the school.

During times waiting and using public transport, if a student's behaviour is deemed unacceptable, the school can refuse payment or distribution of a student Bus Pass for that individual student.

15.0 Allegations of Abuse made against staff

15.1 Please refer to the **Policy & Guidance for Staff Accused of Misconduct** which provides a comprehensive guide to the process.

15.2 The Bridge School has a duty of care to its employees. They will ensure they provide effective support for anyone facing an allegation and provide the employee with a named contact if they are suspended.

15.3 The school provides guidance about managing cases of allegations that might indicate a person would pose a risk of harm if they continue to work in regular or close contact with students in their present position, or in any capacity.

15.4 The guidance should be used in respect of all cases in which it is alleged that a teacher or member of staff (including volunteers) of The Bridge School has:
   a) *behaved in a way that has harmed a student, or may have harmed a student;*
   b) *possibly committed a criminal offence against or related to a student; or*
   c) *behaved towards a student in a way that indicates he or she would pose a risk of harm if they work regularly or closely with students.*

15.5 Allegations of abuse made against a teacher, employee or volunteer within the school should be dealt with very quickly, providing effective protection for the student and the person who is the subject of the allegation.

16.0 Discriminatory Communication and Behaviour

16.1 As an employer, The Bridge School and Halton Borough Council, have a duty of care to their students, its employees, and the community beyond the school.

16.2 Language and communication that discriminates against race, skin colour, ethnic origin, gender, sexuality, age or religion will be challenged in all cases. This type of communication will not be tolerated, or allowed to be culturally accepted.

16.3 All incidents of discriminatory communication, language and behaviour will be documented in the Racial and Discriminatory Incident Book, and the Head of Student Welfare notified.

16.4 Depending on the nature, significance and degree of the language or communication, the documented incident may be registered with the Local Authority in line with their Policy for Managing Discriminatory Behaviour and Communication. Staff and students have a right for this procedure to be followed.

16.5 Repeated or significant incidents of this type of communication may result in a fixed term exclusion, or other graduated strategies to prevent re-occurrence.

16.6 The school operates within the guide of the PREVENT agenda, which works to educate our young people away from discriminatory and extremist views of all nature. The school advocates tolerance and understanding of all people who do not impede on, or remove, the rights of other humans.

16.7 The school has a duty to report to Halton Borough Council students who present behaviours that may indicate political or religious radicalisation.

17.0 The reporting of Violent Incidents

17.1 Violence against staff or students will not be tolerated and will be challenged in all cases. Violence can take a nature of forms but have the commonality that they intimidate, threaten or do harm to an individual.

17.2 All acts of violence will be documented in the appropriate format.

17.3 Students who commit acts of violence against other students will have their educational placements reviewed, in order that ways to minimise risk can be implemented. This may involve the involvement and agreement of parents/carers. Incident of this nature will be documented on the Incident Reporting Sheets (to be given to the Student Welfare Team). These incidents may be managed by a member of the senior leadership team, or the Head Teacher.

17.4 Violent Incidents against staff, by either students or parents/carers, will in all cases be formally referred to the Local Authority. The school will follow and implement Halton Borough Council's Policy for Managing and Recording Violent Incidents against Staff. When appropriate and following guidance provided by The Health & Safety Executive, the school can lawfully prohibit access to the school site by the student, or parent/carer, who has presented the threat.

18.0 *The use or involvement of Police services*

The Police will be contacted for the following reasons:

18.1 *Absconding* – in the case of vulnerable students (Child in Need, Child Protection, or Looked After Child) a phone call will be made after 20 minutes, to register the missing person, if the whereabouts of the student are not known, or the student's parent cannot be informed. Parents will immediately (within 20 minutes) be informed if their child is missing from school, but they are advised to personally inform the Police if they are concerned about their safety.

18.2 *Drugs* – if there is a knowledge or suspicion that drugs are being supplied.

18.3 *Violent incidents* – if there is a need for student behaviour to be managed by personnel other than school staff or a high level physical intervention that is prolonged or requires Police intervention to end safely.

18.4 The Bridge School is assigned a Police Liaison Officer who works directly with the school on educational issues, and with regard to specific areas of concern.

19.0 Exclusion

19.1 The Bridge School is the provision for students that get excluded from high schools in Halton, and other schools that Halton students may attend. Permanent exclusion is not, therefore a response the school can use. If a fixed term exclusion is to be considered it must question whether:
- it is consistent, graduated and proportionate
- the risk presented to the school will be reduced
- the exclusion will reduce the likelihood of the behaviours re-occurring
- the daily safeguarding of the student will be assured

19.2 The Head Teacher is the only person permitted to authorise an exclusion. In the absence of the Head Teacher the Deputy Head will make the decision. In the exceptional absence of both the Head and the Deputy Head a member of the Senior Leadership Team in conjunction with the Chair of The Management Committee, will make the decision.

19.3 Exclusions from Alternative Providers must be authorised by the Head Teacher of The Bridge School. The Manager of the Alternative Provider is not authorised to exclude a student from The Bridge School, but can exclude the student from their premises. In this case the student must return to The Bridge School to receive their educational provision.

19.4 All exclusions must have a documented re-admission meeting in order to discuss the incident that had occurred, reflect on the reasons it happened and clarify what will be done/what actions will be taken to reduce the likelihood of a re-occurrence.

20.0 Mobile Phones

20.1 Mobile phones can cause distraction to teaching and learning or create safeguarding and risk issues in school. These issues can create stress for students and extra work for staff. For these reason, The Bridge School does not permit students to keep their phones with them during the school day.

Mobile phones should all be handed in at the start of each day will be collectively stored for the day. Phones will not be given back until students leave site for the day.

Students can speak to their KeyWorker if they need to make an important or urgent phone call which may be permitted under supervision during designated break times. This will depend on the nature of the issue. Parents should contact the school office or KeyWorker where additional arrangements need to be put into place.

The Bridge School will not accept any responsibility for loss, theft or damage to mobile phones. Students bring them to school at their own risk.

The Curriculum

1.0 PSHE and Citizenship should be embedded as a fundamental and systematic part of the school curriculum.

1.1 Many, but not all, of the core reasons our students struggle in educational settings are to do with social development and emotional resilience: The ability to function positively within social groups and the emotional skills and understanding that protect individuals from allowing their emotions to act against them negatively. This area of personal development can be different for every person and so bespoke and creative programs are often required. Social and emotional development should be taught in group settings and individually in order to encompass whole group learning objectives and individual needs.

We recognise the importance of social and emotional skills as a core element in promoting behaviour for learning. Learners with good skills in this area are more able to:-

- be effective and successful learners
- make and sustain friendships
- deal with and resolve conflict effectively and fairly
- solve problems with others or by themselves
- manage strong feelings such as frustration, anger and anxiety
- recover from setbacks and persist in the face of difficulties
- work and play cooperatively
- compete fairly and win and lose with dignity and respect for competitors
- recognise and stand up for their rights and those of others
- understand and value differences between people

1.2 As the issues of smoking and substance misuse have an impact on the health and outcomes of our young people, the curriculum should include specific work to develop understanding and promote prevention.

2.0 Structure and routine

2.1 Students benefit from the consistency and routine application of their timetable and curriculum. This strategy should be applied as frequently and consistently as possible.

2.2 where there is a need for changes to the daily routine and timetable these should be well communicated with the students prior to the change taking place, and as early as possible to the change taking place. In some circumstances it may be necessary to document the changes for the student and/or communicate changes to parents/carers.

3.0 Alternative Provision

3.1 Alternative Provision courses and timetables should reflect the academic, aspirational and learning needs of the individual student.

3.2 Expectations, from The Bridge School, for the standard of behaviour are consistent for students attending Alternative Provisions away from The Bridge School site. All Alternative Providers have access to the Behaviourwatch site should record behaviour incidents on the appropriate slips.

3.3 Please refer to additional Alternative Provision Guidance.

4.0 Student Voice

4.1 Student voice must be facilitated in order for the students to have ownership over the culture and provision of the school, and for them to develop their understanding of their role in this.

4.2 Student Council should happen once per term and have documented outcomes and actions.

5.0 SEN and the a multi-agency approach to planning

5.1 The vast majority of student attending The Bridge School have presented some form of challenging behaviour that has restricted or disrupted their access to education and its outcomes. Behaviour is a representation of either social or emotional development and skills, and/or mental health issues. These aspects are clearly defined in the Code of Practice for Special Educational Needs, as a specific classification of Special Educational Needs. They therefore come under the framework of the SEN Code of Practice.

5.2 It is fundamental to effective outcomes that the process of supporting a young person at The Bridge School identifies and documents specific barriers to learning and engagement, and the graduated and evaluated strategies that have been developed to meet these needs.

5.3 Effective problem solving and planning is most likely to take place between a multi-agency group of professionals that provide a holistic perspective of the student's individual needs. An initial part to this process is the effective collaboration and strategy planning of the Form Group Team. Further development of this process may involve:

- The Student Welfare Team
- The school senior leadership team
- The Social Care Team
- Educational Psychology Service
- Speech and Language Service
- The SEND Team
- Police Liaison Officer
- Child and Adolescent Mental Health Team
- Addaction
- Catch 22

This is not an exhaustive list.

5.4 Please refer to *The Bridge School Special Educational Needs Policy 2016* to further understand the graduated approach to supporting individual student need.

6.0 Interventions and Support

6.1 In line with the schools approach to additional needs (SEN), students may have individual interventions that support their engagement and progress within the school. These will, in some cases, be documented. Where appropriate and possible they will be done in collaboration with the student and parents/carers.

6.2 Documented interventions may be used for information or evidence should the student transfer back to a referring school, to a new school, or to Halton's SEND department should an application for an Education and Health Care Plan be requested by any party.

7.0 Staff Training

Staff at The Bridge School will benefit from ongoing professional development and training that will be reflective of student, school and community need.

Some training is individualised and optional, and may reflect individual staff needs related to personal professional development pathways and targets.

Some training may be highly desirable or even compulsory, in order to fulfil statutory guidance or good practice with regard to safeguarding and risk management. Safeguarding, Prevent, and TEAM TEACH are current examples of this.

8.0 The Deployment of Staff

8.1 Where possible staff shall work consistently with the group of students for which they are designated and accountable. Staff are, however, accountable for the general communication and behaviour of all students whilst in their care. Staff are expected to implement the expectations, boundaries and processes of the school with all students from time to time. Break and Lunch duties may be an example of this.

8.2 Staff are, at times expected to cover for the absence of other staff. The staff used for this will be the most appropriate for that duty, and will be designated to that role by a senior member of the staff team. Where possible, teachers will be used for teaching duties.

8.3 It is important that within the team of staff at The Bridge School there is flexibility and an understanding that our students respond best to long-term staff who have the greatest understanding of their needs and the strategies that are effective with them. Permanent staff will therefore be used, where possible, to cover short-term absence, rather than agency staff who may have little understanding of, or familiarity with, the individual needs of the students.

9.0 The responsibilities and support of parents and carers

9.1 The outcomes of students are maximised when staff and parents work collaboratively.

9.2 It is fundamental that parents/carers are fully involved in the Induction process and that where possible signed agreements to working practices are gained. This avoids situations arising where misunderstandings about process and practice occur.

9.3 Parents/carers will be expected to support the strategies and practices of the school staff in order to achieve short and long term goals regarding conduct and behaviour, and engagement in learning and lessons. Parents may feel there are legitimate reasons why they will not support the school. These may be recorded informally with the Head of Student Welfare, or they may be documented through the **Complaints Procedure**. Renata Squire, Head of Student Welfare is the Complaints Coordinator for the school.

9.4 Where parents are not supportive of school process and policy regarding the management of negative behaviours, and the Complaints Process has been exhausted, or not engaged with, senior staff at the school may look at structuring a bespoke timetable that will minimise the impact or any behaviours. In certain circumstances this may mean that student not accessing the class learning group.

Behaviour and Discipline in Schools – Advice for Head Teachers and Staff Feb 2014
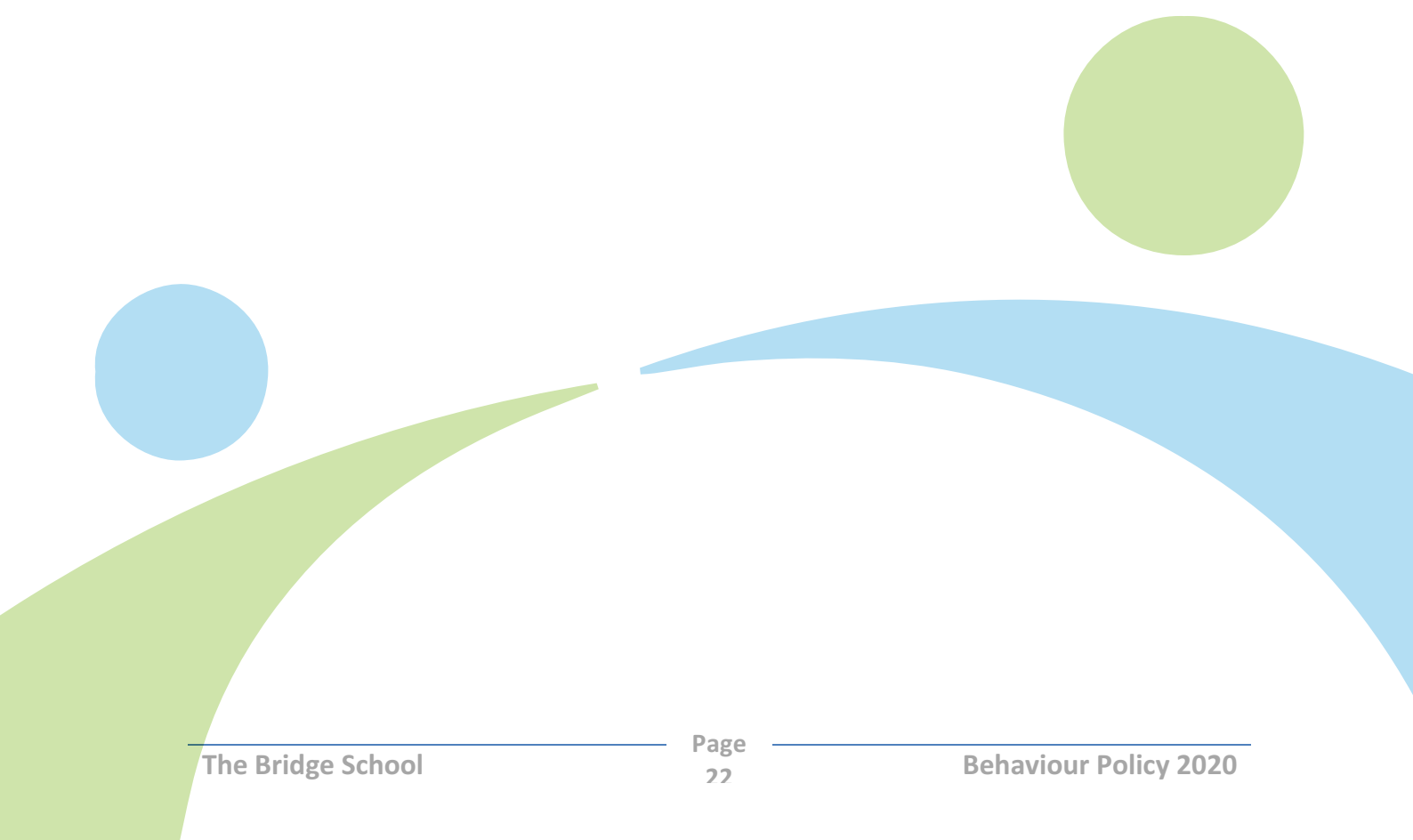
Types of Positive Behaviours and Rewards

It should be emphasised that the recognition, validation, celebration and reward of positives behaviours is the most sustainable way of modifying and improving behaviours in the long-term. Work around this type of approach should form the basis of all relationships with our students. Where there is a process of sanction or structured behaviour modification, there should have already been, and continue to be, a process of recognising the positive aspects of a young person's communication, behaviours, and personality.

Rewards and strategies should be integrated into the work of the Form Tutor, Class Teacher, Teacher Assistant and Key Worker, and these professionals should work closely together to ensure a consistency and appropriateness of approach. This Appendix will not give a prescriptive list of rewards as it is the responsibility of the staff team to understand the motivators of individual students and class groups. Rewards should be creative and have lasting impact. They should not rely on high cost quick experiences, but should understand the emotional impact of the experiences, action or communication that is offered.

Rewards can be extrinsic (internally rewarding) or intrinsic (externally rewarding). They should be graduated in their application and resource, but should be consistent and equitable in their application, transparent and appropriate.

Types of Behaviours and Sanction, Development Work or Strategy

The table below is intended to act as a framework to responding to incidents or patterns of negative behaviours. It is not intended to be prescriptive or exhaustive, but demonstrate the graduated way behaviours should be responded to and evaluated.

Primarily it is the responsibility of the staff team and individual staff to consider why these behaviours are presented. Subsequently strategy should be implemented to reduce the impact, or the prevalence, of the driving issues behind the behaviours.
Some types of Level 1 or 2 behaviours that are persistent in nature, and subsequently possibly undermine school culture, may need the involvement of senior staff once graduated strategies have proved ineffective.

Type of Behaviour	Some *Possible* Causes	Level	Appropriate staff managing the issue	Graduated types of **Sanction, Development Work or Strategy**
Classroom Disruption	SEN Class Culture Class/task reluctance	1	Class Teacher TA	Challenge and discussion Self-management Plan implemented Target setting and review 1:1 & small group mentoring Detention Internal isolation
Lateness	Self-organisation Class/task reluctance Traffic Domestic School Culture	1	Class Teacher Key Worker	Parent liaison and collaboration Target setting and review Detention Internal isolation
Mobile Phone/Mobile Technology	Induction Domestic Class Culture	1	Class Teacher TA	Challenge and discussion Confiscation Acceptable Use Contract revisited Parent liaison and collaboration
Uniform	Induction Domestic Control need	1	Key Worker	Discussion and guidance Parent liaison and collaboration Internal isolation
Defiance/Disrespect	SEN Domestic Induction Class Culture	1	Class Teacher TA Key Worker	Challenge and discussion – implementation of class 'code of conduct' Self-management Plan implemented Target setting and review 1:1 & small group mentoring
Truancy	Class/task reluctance & SEN	2	Key Worker	Parent liaison and collaboration Detention & internal isolation Attendance Management process

Property damage	Class/task reluctance & SEN Domestic Class Culture	2	Class Teacher TA Form Tutor Key Worker	Challenge and discussion – implementation of class 'code of conduct' Self-management Plan implemented 1:1 & small group mentoring Initiation of Risk Assessment (RA) Acceptable Behaviour Contract Graduated Fixed Term Exclusion
Obscene and Discriminatory Language	Class/task reluctance & SEN	2	Class Teacher TA Form Tutor Key Worker Deputy Head	Challenge and guidance Self-management Plan implemented 1:1 & small group mentoring - target setting and review Graduated Fixed Term Exclusion
Smoking/Drinking/ Substance Misuse	Need for Control Self-esteem/Identity	2/3	Head Teacher Deputy Head Head of Welf. Assis. Head	1:1 & small group mentoring Acceptable Behaviour Contract Individual search & confiscation Graduated Fixed Term Exclusion
Physically Threatening or Abusive Behaviour	Class/task reluctance & SEN Need for Control Bullying Self-esteem	3	Head Teacher Deputy Head Head of Welf. Assis. Head	Challenge Change of Individual Risk Assessment (RA) 1:1 & small group mentoring Acceptable Behaviour Contract Graduated Fixed Term Exclusion Change of Placement
Supply of illegal or prohibited substances	Need for Control Self-esteem/Identity	3	Head Teacher Deputy Head Head of Welf. Assis. Head	Change of Individual Risk Assessment (RA) 1:1 & small group mentoring Acceptable Behaviour Contract Graduated Fixed Term Exclusion Change of Placement
Offence weapons	Need for Control	3	Head Teacher	Change of RA

	Bullying Self-esteem		Deputy Head Head of Welf. Assis. Head	Individual search & confiscation Graduated Fixed Term Exclusion Acceptable Behaviour Contract Change of Placement
Vandalism/Property damage	Need for Control	3	Head Teacher Deputy Head Head of Welf. Assis. Head	Change of RA Self-management Plan implemented 1:1 & small group mentoring Graduated Fixed Term Exclusion Acceptable Behaviour Contract Change of Placement
Bullying	Self-esteem Need for Control	3	Deputy Head Head of Welf. Head Teacher Assis. Head	Change of RA Social and Emotional development plan - 1:1 & small group mentoring implemented Graduated Fixed Term F/T Exclusion Change of Placement

Policy Review

The Behaviour Policy has been approved by: _____

Management Committee Representative: _____

Date: _____

Head Teacher: _____

Date: _____

Consultation with parents/carers complete   Date: _____

The date of the next review of this Policy will be: _____