The BRIDGE SCHOOL

Behaviour Policy

September 2026

Our Vision

At The Bridge School, we are committed to providing a calm, safe and ambitious learning environment where every student can succeed. We maintain high expectations for all and promote positive behaviour through strong relationships and skillful intervention. As a pupil referral unit (PRU), we recognise that many students arrive with a range of social, emotional and behavioural needs. We believe that behaviour is a form of communication and that understanding the reasons behind behaviour is essential to supporting lasting change. Staff recognise that unusual, repeated or concerning behaviour may indicate an unmet safeguarding need. Behaviour incidents will therefore be considered within the context of safeguarding and managed in accordance with the school's Safeguarding and Child Protection Policy. Through personalised support and a carefully structured curriculum, we enable students to achieve positive outcomes in school and beyond.

Behaviour Beyond the School Gate

The behaviour policy applies:

- Travelling to and from school.
- Across all Bridge school sites and provisions
- During educational visits.
- Whilst attending commissioned alternative provision.
- Whilst representing the school.
- Online where behaviour affects the safety, welfare or reputation of members of the school and wider community.

Our three core values are:

Ready

Students arrive on time, in full uniform, prepared to learn and engage positively.

Respectful

Students show respect through: their actions, communication and attitude towards peers, staff and the wider community.

Safe

Students contribute to a physically and emotionally safe environment where everyone can learn, work and thrive.

At The Bridge School, we recognise that many students join us with significant and complex barriers to learning. Our core values of **Ready, Respectful and Safe** provide the foundation for positive behavior, strong relationships and successful learning. They establish a shared understanding of what is expected within our school community and help to create a culture where students feel safe and able to achieve. By consistently promoting these values, we support students to develop the skills needed to be productive learners and achieve their true potential.

Our Behaviour Approach

As a Pupil Referral Unit, we recognise that many students have experienced barriers to learning, including trauma, adverse childhood experiences (ACEs), social, emotional and mental health needs, and disrupted educational experiences.

Our practice and approach is informed by evidence based support:

- **Trauma-Informed Approaches**
  We recognise that past experiences can influence behaviour. Staff respond with consistency and high expectations, creating an empathetic environment where students feel safe and supported.
- **Person Centered Planning**
  We place the individual needs of each student at the heart of our planning, ensuring support is tailored and meaningful.
- **Emotion Coaching**

We help students to recognise, understand and manage their emotions. This helps to build the self-regulation skills needed to make positive choices and develop resilience.

- **Restorative Practice**
  We use restorative approaches to maintain and repair relationships. This encourages a sense of accountability and promotes positive outcomes when difficulties arise.
- **Unconditional Positive Regard**
  We believe that every student deserves to be treated with dignity and respect. We separate the child from their behaviour, maintaining positive relationships and a belief in their potential, even when behaviour expectations have not been met. **Every day is a fresh start.**
- **Commitment to Inclusion and Equity**
  We believe every student should have the opportunity to succeed. We remove barriers to learning by providing the support and adjustments needed to enable all students to participate and thrive.
- **Student voice**

The school seeks the views of pupils regarding behaviour, safety and school culture through regular pupil voice activities and feedback opportunities.

Together, these principles foster a culture of belonging and connectivity, where students are empowered to develop the confidence and resilience needed for future success.

Roles and Responsibilities

Headteacher

- Overall responsibility for behaviour standards.
- Suspension and exclusion decisions.
- Monitoring behaviour data.

Staff

- Implement the policy consistently.
- Record incidents.
- Promote positive behaviour.

Pupils

- Follow Ready, Respectful, Safe expectations.

Parents/Carers

- Support the school's behaviour expectations.

Management Committee

- Monitor behaviour outcomes.
- Review behaviour and exclusion data.
- Hold leaders accountable.

Staff Expectations

Consistent Adult Behaviours

At The Bridge School, we recognise that positive relationships are central to improving behaviour, engagement and outcomes. Consistent adult behaviours provide students with the predictability and structure they need to succeed. All staff are expected to model and reinforce our core values of **Ready, Respectful and Safe** through every action and interaction with students.

We maintain high expectations for all students and understand that these expectations must be delivered with consistency and unconditional positive regard. Staff seek to understand the reasons behind behaviour, whilst holding students accountable for their actions and supporting them to make positive choices.

Meet and Greet

Every student is welcomed positively at the start of each school day and at the start of every lesson. Staff take time to acknowledge students individually, helping to build connectivity, assess readiness for learning and establish a calm, purposeful start to lessons.

This approach supports students to feel valued and ready to engage in learning and provides early opportunities to intervene where a student may need additional support.

No Ignoring – What You Permit, You Promote

All staff address behaviour that falls below expectations promptly and consistently. Expectations are clearly communicated and reinforced so that all students understand the behaviour standards required for successful learning and participation.

When behaviour falls below expectations, staff respond in a proportionate and restorative manner, focusing on helping students to reflect and make better choices. Adults avoid confrontation and instead use consistent and predictable responses that maintain positive relationships while upholding high standards.

Positive behaviours are actively recognised and celebrated. Every interaction is an opportunity to build relationships, reinforce expectations and support students to succeed. By addressing behaviour consistently, staff demonstrate that expectations matter and that all students are capable of meeting them.

Take-Up Time

Students are given appropriate time and space to process instructions, regulate emotions and respond to adult direction. Staff avoid unnecessary escalation by allowing students the opportunity and dignity to comply independently whilst maintaining clear expectations.

Take-up time promotes self-regulation and positive decision-making, particularly for students who may require additional processing time or emotional support.

Professional Curiosity

Staff approach behaviour with curiosity rather than assumption. We recognise that behaviour often communicates an underlying need, emotion or difficulty.

Through effective communication and planning, staff seek to understand the factors influencing behaviour and identify the support required for students to become successful learners.

Relationship Repair

We believe that every behaviour incident provides opportunities for learning and growth. Following incidents, staff place high value on working with students to repair relationships to rebuild trust and restore a positive learning environment.

Restorative conversations encourage students to reflect on the impact of their actions, take responsibility and use it as a learning opportunity so that students are equipped to make better choices in the future.

Dignity and Respect

All interactions are underpinned by unconditional positive regard. Staff treat students with dignity and respect at all times, regardless of circumstances.

We separate the behaviour from the individual, focus on positive relationships, and hold a belief in every student's capacity to succeed. When behaviour is challenged, students are never made to feel ashamed or defined by their mistakes.

Consistency Through Flexibility

We believe in being consistently fair. While our core values and expectations remain the same, we recognise that individual students may require different levels of support to achieve success. Staff apply professional skill and judgement to respond to need whilst maintaining clear boundaries and high expectations. This approach allows us to make judgements that are fair and inclusive, ensuring every student receives the targeted support they need at the right time.

Recognising and Rewarding Positive Behaviour

At The Bridge School, we believe that recognising positive behaviour and personal growth helps students to develop confidence, motivation and a sense of belonging. We celebrate success and actively acknowledge students who demonstrate our core values of **Ready, Respectful and Safe**.

Staff use individual and/or group rewards as a strategy to promote positive behaviour outcomes and recognise achievements. Reward and recognition initiatives should be clearly communicated in

advance and displayed so that students can track their own progress. Staff should avoid rewarding students in a way that can be perceived as inequitable.

Staff at The Bridge School are encouraged to find creative means of recognition and reward. For example, positive behaviour and achievement can be recognised through:

- **Specific verbal praise** linked to positive behaviours and attitudes.
- **Positive contact home**, including phone calls, texts, postcards and emails.
- **Achievement points and rewards** for effort, engagement, attendance and positive choices.
- **Certificates, awards and postcards home** recognising achievement and progress.
- **Displays** showcasing student work or contribution to the school community.
- **Reward trips** planned in advance with participation criteria clearly communicated.
- **Individual rewards** that are targeted at specific students in line with their needs.

We place particular value on recognising improvements in behaviour, attendance and engagement, understanding that success looks different for every student. In line with our core values and beliefs, we celebrate progress, perseverance and personal growth, recognising that positive change is often achieved through small but significant steps.

Food should not be used as a reward, sanction or incentive for behaviour in class. While well intentioned, linking food to behaviour can undermine psychological safety, create feelings of exclusion, shame or embarrassment. Staff should be mindful that some students experience food insecurity or financial hardship, and practices that use food as a reward can reinforce inequality. Recognition and celebration should therefore focus on praise, responsibility, achievement, belonging and positive relationships rather than access to food.

Graduated waved approach to behaviour

The Bridge School adopts a graduated approach to behaviour that prioritises targeted support and early intervention over sanctions. Behaviour is recognised as a form of communication, and staff will seek to understand and address underlying needs and barriers to learning. This approach ensures that our responses are trauma informed and person centred.


WAVE 1 UNIVERSAL SUPPORT
Wave 1 – Universal Support
All students receive clear expectations, consistent routines, positive reinforcement, and access to a safe, inclusive learning environment.
Every student has an OSP, which staff are familiar with and contribute to on a regular basis.
Universal support aims to promote positive behaviour, wellbeing, engagement, and successful participation in school life.
Clear Expectations
Consistent Routines
Positive Reinforcement
Safe & Inclusive Environment
One Page Profile (OSP) for Every Student
WAVE 2 TARGETED SUPPORT
Wave 2 – Targeted Support
Where additional needs are identified, students may receive targeted interventions and support.
This may include SEND provision, pastoral support, enhanced parental engagement, or individual behaviour support plans.
Support strategies are developed, monitored, and reviewed through the Team Around the Child (TAC) process to ensure that interventions are responsive to individual needs and outcomes.
SEND Support
Pastoral Support
Parental Engagement
Individual Behaviour Support Plans
Monitored Through Team Around the Child (TAC)
WAVE 3 INDIVIDUALISED SPECIALIST SUPPORT
Wave 3 – Individualised Specialist Support
Students with more complex needs will receive personalised and highly individualised support.
This may include individual behaviour plans, reasonable adjustments, specialist SEND involvement, and multi-agency collaboration to accurately assess needs and provide appropriate interventions.
Support is tailored to help students overcome barriers to learning, develop self-regulation skills, and achieve positive outcomes.
Individual Behaviour Plans
Reasonable Adjustments
Specialist SEND Involvement
Multi-Agency Collaboration
Personalised Support for Positive Outcomes
WORKING IN PARTNERSHIP
Behaviour support at The Bridge School is centred on achieving positive outcomes for every student.
Staff work collaboratively with students, parents/carers, and external professionals to ensure that behaviour needs are understood, appropriately assessed, and effectively supported.
Through strong partnerships and a graduated approach, the school seeks to promote inclusion, wellbeing, and successful engagement in learning.
Students
Parents/ Carers
School Staff
External Agencies
Together, we support every student to be safe, respected, resilient and ready to learn.

Team Around the Child

Team Around the Child (TAC) are frequently scheduled meetings that provide staff with the opportunity for planning additional behavioural, pastoral and SEND support. This initiative is implemented in staff teams to ensure consistency, collaboration and shared accountability.

Weekly TAC meetings may include teachers, key workers, teaching assistants, the SENDCo, pastoral staff and other relevant professionals. These focus of these meetings should be to:

- Share observations, progress and discuss emerging concerns.
- Review the effectiveness of strategies and interventions.
- Ensure consistent approaches across all staff working with the student.
- Identify and remove barriers to learning, engagement and attendance.
- Monitor safeguarding and SEND.
- Agree and document clear actions, responsibilities and desired outcomes.
- Update OSP's.
- Strengthen communication between home, school and external agencies where appropriate.
- Celebrate successes and recognise progress, however small.

The TAC process is rooted in a child centred and strengths based approach. Adults work together to understand the underlying causes of behaviour, recognising that behaviour is a form of communication, and that unmet needs may require additional support rather than simply increased consequences.

Regular attendance is a key component of positive behaviour, engagement and successful learning. Team Around the Child (TAC) meetings provide an important opportunity for staff to identify, discuss and respond to barriers that may impact attendance, behaviour and engagement. Through consistent monitoring, collaborative planning and targeted intervention, these barriers can be addressed, enabling students to improve attendance, strengthen engagement in learning and achieve more positive outcomes.

The responsibility for supporting a child does not rest with one individual. Through regular collaboration, shared understanding and consistent practice, the Team Around the Child ensures that students receive coordinated support and the best available approach and intervention.

Supporting Regulation and Positive Behaviour

We recognise that some students may experience difficulties with emotional regulation and require additional support to manage feelings, behaviour and relationships. In line with our trauma-informed and relational approach, staff seek to understand the reasons behind behaviour and respond in a way that promotes safety, dignity and successful re-engagement with learning.

Where students are struggling to regulate, staff will use a range of preventative and supportive strategies, including:

- **Calm and respectful communication** to de-escalate situations and maintain positive relationships.
- **Emotion coaching** to help students recognise, understand and manage their emotions.
- **Restorative conversations** to support reflection, accountability and the repair of relationships.
- **Choice and consequence** approaches that encourage responsibility and positive decision-making.
- **Planned movement, sensory or regulation breaks** to help students maintain engagement and reduce anxiety or frustration.
- **Individual One Support Plans (OSPs)** which identify personalised strategies, reasonable adjustments and effective interventions.
- **Pastoral, therapeutic and multi-agency support** to address individual needs and reduce barriers to learning.

Staff will ensure that consequences for behaviour that falls below expectation are completed on the same day where possible. Staff may choose to keep students after school for a period of up to an hour but must inform parents of this decision. We aim for a fresh start each and every day where consequences do not stack and roll over.

Staff use professional judgement to adapt their approach whilst maintaining consistent expectations. Interventions are individualised, proportionate and designed to help students develop increasing independence and self-regulation over time.

Team Teach and Restrictive Intervention

The Bridge School is committed to reducing the need for restrictive physical intervention through positive relationships, trauma-informed practice, effective de-escalation and personalised support. The school acts in accordance with Section 93 of the Education and Inspections Act 2006, which allows trained staff to use reasonable force where necessary. Staff are trained in **Team Teach**, which promotes the use of the least restrictive response necessary to maintain safety.

Where students are struggling to regulate, staff will use a range of strategies including:

- Calm and respectful communication
- Emotion coaching
- Restorative conversations
- Reinforcing our core values
- Planned movement breaks, distraction or change of face
- Individual support plans - OSP;s
- Team Teach Individual Support plans
- Pastoral and therapeutic support

Physical intervention will only be used as a **last resort** when all appropriate preventative and de-escalation strategies have been exhausted and there is an immediate risk of harm. Any intervention

must be reasonable, proportionate and necessary in the circumstances and will always be used for the shortest time possible.

Physical intervention may be used to:

- Prevent a student from causing injury to themselves.
- Prevent a student from causing injury to others.
- Prevent damage to property.
- Maintain good order in and around school.
- Prevent a child from committing a crime.

Following any incident involving physical intervention:

- The student's welfare, dignity and wellbeing will be prioritised.
- All incidents will be recorded on CPOMS under safeguarding.
- Parents/carers will be informed as soon as possible and always within the same day.
- Reports will be shared with Children's Social Care for all Looked After Students and students on Child in Need or Child Protection Plans.
- A Physical Intervention Debrief will take place when appropriate with parents/carers, student and staff.
- Risk assessments and support plans will be reviewed to reduce the likelihood of future incidents.

All physical interventions will be reviewed by the DSL and DDSL who are Team Teach Trainers. There may be a staff debrief to provide the opportunity for reflection and learning with the Team Teach Trainers.

Seclusion

The Bridge School does **not** use seclusion as a behaviour management strategy.

Seclusion is defined as the enforced isolation of a student in a room or area from which they are prevented from leaving. Any use of seclusion would only occur in exceptional circumstances where it was necessary to manage an immediate and significant risk of serious harm and would be managed in accordance with statutory guidance and safeguarding requirements.

Where a student requires space to regulate, this will be a supportive intervention rather than seclusion. Students will continue to be supervised, supported and encouraged to engage in strategies that enable a safe return to learning at the earliest opportunity.

Our focus remains on prevention, de-escalation, regulation and relationship-based practice, ensuring that students are treated with dignity, respect and unconditional positive regard at all times.

Bullying and Peer on Peer abuse

The Bridge School is committed to maintaining a safe and respectful environment where all pupils feel valued and protected. Bullying and peer-on-peer abuse will not be tolerated and will be addressed promptly and effectively.

Bullying is behaviour that is intended to cause harm, distress or intimidation and can be a one off incident or repeated over time. It may be physical, verbal, emotional, social, discriminatory or online (cyberbullying).

Peer-on-peer abuse refers to any form of abuse that occurs between children and young people and may include bullying, harassment, prejudice-based abuse, sexual violence, sexual harassment, harmful sexual behaviour, online abuse, and the sharing of inappropriate images.

All allegations and reports of bullying and/or peer on peer abuse will be taken seriously and recorded appropriately. Where incidents meet safeguarding thresholds, they will be recorded on CPOMS and managed in line with the school's Safeguarding and Child Protection Policy. Parents/carers and relevant external agencies may be involved where appropriate.

Incidents motivated by race, religion, disability, sex, sexual orientation, gender reassignment or other protected characteristics will be recorded, investigated and dealt with seriously.

Consequences may include restorative meetings, loss of privileges, increased supervision, internal suspension, fixed-term suspension or, in the most serious cases, escalation to the police. Alongside sanctions, the school will provide appropriate support and intervention for all pupils involved to promote safety, accountability, wellbeing and positive relationships.

Reporting, Investigation and Support

All reports of bullying or peer-on-peer abuse will be taken seriously and responded to promptly. Pupils, parents/carers and staff are encouraged to report concerns to any member of staff, who will ensure that information is passed to an appropriate safeguarding or senior leader.

The school will investigate all allegations in a timely and proportionate manner. This may include speaking with the pupil making the report, the pupil(s) accused, witnesses and relevant staff, alongside reviewing any available evidence such as written statements, CCTV footage, online content or school records.

All incidents of bullying and peer-on-peer abuse will be recorded appropriately and monitored by school leaders to identify patterns, trends and any emerging concerns. Incidents that meet safeguarding thresholds will be recorded on CPOMS and managed in accordance with the school's Safeguarding and Child Protection Policy.

Following an investigation, appropriate actions will be taken. These may include restorative approaches, educational interventions, increased supervision, behaviour support plans, parental involvement, sanctions in line with this policy, referrals to external agencies or, where necessary, police involvement.

The welfare of all pupils involved will remain central to the school's response. Support will be offered to pupils who have experienced bullying or abuse to help them feel safe, rebuild confidence and fully engage in school life. Support will also be provided to pupils whose behaviour has caused harm to help them understand the impact of their actions, take responsibility and make positive changes.

School leaders will monitor the effectiveness of interventions and take further action where concerns persist to ensure that bullying and peer-on-peer abuse are not tolerated within the school community.

Suspension and Restoration

Suspension may be used where a pupil's behaviour represents a serious breach of the Behaviour Policy or where allowing the pupil to remain in school would seriously harm the education, welfare or safety of themselves or others. The decision to suspend will be made by the Headteacher in line with DfE guidance and after consideration of the individual circumstances of the incident.

Reasons for suspension may include, but are not limited to:

- Physical assault, violence or threatening behaviour
- Bullying or peer-on-peer abuse
- Verbal abuse towards pupils or staff
- Racist, sexist, homophobic, transphobic or other discriminatory behaviour
- Sexual misconduct or sexual harassment
- Possession, use or supply of drugs, alcohol or other prohibited substances
- Theft, vandalism or significant damage to property
- Persistent disruptive behaviour
- Serious misuse of technology or online abuse
- Any behaviour that places the safety, welfare or education of others at risk

Following a suspension, a reintegration meeting will normally be held with the pupil and parent/carer to discuss the incident, review support needs and agree strategies for a successful return to school. Repeated or exceptionally serious incidents may result in further suspension or consideration of off site direction.

Particular consideration will be given before sanctions are issued to pupils with SEND, an EHCP, looked after children, previously looked after children, children in need, pupils on child protection plans and pupils experiencing mental health difficulties.

Permanent exclusion will only be considered in response to a serious breach or persistent breaches of the Behaviour Policy where allowing the pupil to remain in school would seriously harm the education or welfare of others, and there is no alternative appropriate educational solution. Decisions will be made in accordance with current DfE guidance.

Screening, Searching and Prohibited Items

Staff may search any student, with or without consent where there are reasonable grounds to suspect possession of prohibited items, in accordance with current legislation. If a student refuses to comply with a search, Senior Leaders will decide if it is appropriate to contact the police for additional support. If the police are contacted, parents/carers will be asked to attend school to supervise their child from this point.

As well as the items listed below, staff may also request to search students who may be in possession of a mobile phone.

Any search should take place in view of CCTV cameras to safeguard both students and staff. Students must not be asked to remove base layer items of uniform or unfasten shirts, skirts or trousers. Staff

should use a metal detection wand for screening and may use a physical pat down for arms and below the knee only.

Searches without consent of the student should be carried out by a same sex member of staff with another staff member present to act as a witness.

Prohibited items include:

- Weapons
- Illegal drugs
- Alcohol
- Tobacco or vapes
- Stolen items
- Fireworks
- Pornographic material
- Any item intended to cause harm

Prohibited items that have been confiscated and assessed as a prohibited item will not be returned to the student for safeguarding reasons. Parents may request to collect items but this may be refused if items are illegal. Any illegal items may be handed over to the police and incidents may be reported to 101 where students have brought prohibited items into school.

All confiscated items will be given to the Head Teacher and stored safely. These will be disposed of at the end of each term.

Smoking, Vaping and Illegal Substances

The use, possession, distribution or being under the influence of cigarettes, tobacco products, vapes, illegal drugs, psychoactive substances, solvents, alcohol or any other prohibited substance is not permitted at The Bridge School This includes whilst travelling to and from school, or whilst representing the school in the community or on a school trip. Any student found smoking, vaping, possessing or supplying such substances, or associated paraphernalia, will be subject to appropriate sanctions and intervention.

Possession, supply or suspected supply of illegal substances will be treated as a serious breach of school rules and may result in immediate suspension while the incident is investigated.

Consequences for breaches of this policy may include confiscation of prohibited items, parental/carer notification, loss of privileges, fixed term exclusion and in serious or repeated cases, consideration of escalation to the police.

The school works in partnership with parents/carers and, where appropriate, external agencies such as Drug and Alcohol Services, Children's Social Care, health professionals, School Nursing Services, CAMHS, Youth Justice Services and the police. Individual support plans may be implemented to reduce risk and help students to develop safer and healthier coping strategies. Our aim is not only to address the immediate behaviour, but also to understand and respond to the underlying factors contributing to it, enabling students to make positive and sustained changes.

As a Pupil Referral Unit, we recognise that substance misuse can be linked to wider vulnerabilities and unmet needs. Therefore, alongside sanctions, students will be offered support through pastoral care and a carefully planned Personal Development Curriculum to help them make safer and healthier choices.

Mobile Phones

Mobile phones and other personal electronic devices must be handed in (Key Stage 3) or stored in lockers (Key Stage 4) at the start of the school day unless authorised by a member of staff for educational purposes. Students will be given the opportunity to be independent with this but in circumstances where there are repeated attempts to keep/conceal mobile phones, they may be confiscated and returned at the end of the day or required to be collected by a parent/carer.

Misuse of a mobile phone, including recording, photographing, cyberbullying, or sharing inappropriate content, will be treated as a serious breach of the Behaviour Policy and may result in internal suspension, fixed-term suspension, referral to external agencies, or police involvement where appropriate. Repeated breaches may result in further sanctions and restrictions on bringing devices into school.

Recording and Monitoring

All behaviour incidents and positive achievements are recorded on Arbor. Safeguarding incidents will be recorded on CPOMS but where there is cross over – this should be referenced on Arbor with a CPOMS incident number and not narrative. Accurate and timely recording enables the school to maintain a clear overview of each pupil's progress, identify patterns of behaviour and ensure that responses are appropriate and effective.

Behaviour data is reviewed regularly by senior leaders to identify trends, emerging needs and potential barriers to learning at both an individual and whole-school level. This information is used to evaluate the effectiveness of behaviour strategies, ensure fairness in the application of sanctions and rewards, and identify pupils who may require additional support.

Regular analysis of behaviour information enables the school to respond proactively to concerns and provide tailored support to students. Behaviour data also informs staff training and professional development, helping to ensure that all staff are equipped with the knowledge and skills needed to maintain a safe and inclusive learning environment.

SEND and Additional Needs

The Bridge School will fulfil its duties under the Equality Act 2010. When considering behaviour, staff will take account of a pupil's SEND, disability, medical needs, communication difficulties, mental health needs and other vulnerabilities. Reasonable adjustments will be made where appropriate.

Linked Policies

- Safeguarding and Child Protection
- SEND Policy
- Equality Policy
- Attendance Policy
- Anti-Bullying Policy

- Online Safety Policy
- Health and Safety
- Use of Reasonable Force Policy

Policy Review

This policy will be reviewed annually by the Headteacher and Governing Body/Management Committee.