

Bridge School Malvern



Review period	Annually		
Document Owner	Sarah Vaughan		
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Behaviour Policy

Definitions

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

The term 'school' refers to Bridge School Malvern, Hanley Swan and Barnards Green sites.

Introduction

The basis of the Behaviour Policy at Bridge School Malvern is

Respect yourself, respect others and respect the premises.

Our Mission Statement identifies our core values that all pupils 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.
- Any substance misuse or dealing drugs in school hours is considered gross misconduct. Any substance misuse or dealing drugs outside of school hours will be considered on an individual basis and support will be given to pupils with any drug related issues.

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 pupils to do the same.

- Frequently catch pupils being good and praise them for positive behaviour.
- Session feedback via summation of lesson.
- Session feedback that is process orientated verbal or written praise.
- At the Hanley site, 'Caught-ya' cards are awarded to pupils who display behaviours and attitudes that reflect our core values.
- Non-verbal praise (eg a nod, smile, thumbs up).
- Praise phone call/email - Coaches and support staff will recognise significant behavioural achievements with an email or phone call home.
- Improvement in behaviour or attitude with a phone call/email to parents/carers.
- 'Pupil of the Month' voted by staff for pupils who have made the most progress in terms of their effort and attitude.
- The annual awards ceremony in July, celebrates all pupils' academic and personal achievements.

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

- Minimise embarrassment for the pupil, avoid shaming.
- Stay calm and not argue with the pupil.
- Maintain a sense of humour.
- Attune to the pupil's emotional state.
- Validate their feelings.
- 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 and raise it at debrief.

Management of Pupils' Behaviour

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

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

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

- Sessions start and finish on time.
- Session formats and expectations are consistent.
- Pupils are welcomed to their session.
- Every opportunity is taken to build pupils' 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 pupils' targets; life experience and expectations.
- Rules are kept to a minimum, made explicit and applied consistently.
- Pupils are prepared for the end of the session and supported in transition to the next session.
- Apply specific strategies as stated in pupil's IEP.

Pupils leaving during a session

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

When a pupil struggles to manage their behaviour, or begins to feel stressed in session, they may ask their Coach politely to leave. At the Hanley site, they may show their Coach a red card. The Coach will give them a green card. This gives the pupil permission to seek support from staff outside of the session.

Where a pupil 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 to 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 pupil and allow them access to extra support without shaming them.**

External Interventions

Where a pupil'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 pupils whenever appropriate to CAMHS and other health agencies in order to provide specialist help for individual pupils and their families.

Staff Duties

To ensure that pupils are safe, all staff at the Hanley site are on rota to supervise specific zones, or pupils, 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.

Pupil Voice

Pupils 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 pupil behaviour contradicts the school's core values of respecting self, others and the premises, Bridge School Malvern has a range of sanctions that will be enforced to provide the pupil 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.

- Pupil 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 pupil.
- Fixed term exclusion.

Reviewed according to latest update from DFE found here:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101597/Behaviour_in_schools_guidance_sept_22.pdf



Appendix 1

Home School Agreement

Bridge School Malvern 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 pupils 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 pupils and their families.

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

Pupils 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 school informed of any absences or planned absences.
- Keep the school informed of any issues that may affect their child's behaviour, or attitude, in a timely manner.
- Work with staff at the school 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 School Malvern

Date:

Signed by pupil:

Date:

Signed by parent/guardian:

Date: