The Bridge Short Stay School


Positive Behaviour & Relationships Policy


| Lead responsibility for policy | Chris Wright<br><br>Date: September 2023 |
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| Approved (Head Teacher) | Andy Stewart<br><br>Date: September 2023 |
| Date policy due for renewal | August 2024 |

<center>**Positive Behaviour & Relationships Policy**</center>

## 1. Purpose

The Bridge Short Stay School recongise that students who are permanently excluded from other settings will often enrol at the school with established and entrenched patterns of negative behaviour. A key aim of the school, and this policy, is to support students in making significant and sustained change in their behaviour that will support them to be successful in their adult life.

Neuroscience tells us that there are a subset of people who are less responsive than others to aversive conditioning for whom the concept of punishment isn't effective in changing behaviour, this is borne out in our cohort who have gone through an escalation in behavioural sanctions before reaching permanent exclusion. The positive hormonal response to reward is universal however and impactful in all. This policy aims therefore to focus on the development of positive behaviour through reward and recognition, whilst also teaching young people that there are natural consequences to negative behaviours.

We also recognise that wider social influences have a significant impact on our young people and their presenting behaviours. The best opportunity for lasting change in behaviour exists within a strong relational framework where students develop established and trusting bonds with school staff. The primary responsibility for promoting and establishing those relationships lies with staff.

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

1.1 Creating and maintaining a calm, respectful and safe environment in which students and staff are able to learn and work productively and happily
1.2 Creating a sense of community in which the schools' values can flourish
1.3 Ensuring that all visitors to the school are made to feel welcome by the whole school community
1.4 Creating a sense of personal responsibility for behaviour, where students are able to control this for themselves, rather than being controlled


## 2. Roles and Responsibilities

2.1 The Management Committee
- Monitoring the effectiveness of this policy
- Receiving regular reports on behaviour at its meetings and holding the Headteacher to account for it's implementation
- Directing resources to support implementation

## 2.2 The Headteacher
- Approval of policy
- Ensuring all staff are consistently implementing the described approach in their interactions with students
- Reporting on the impact of policy to The Management Committee

## 2.3 Deputy Headteacher
- Development of Positive Behaviour & Relationships Policy
- Ongoing monitoring and review of policy and practice, making amendments as needed
- Monitoring and evaluation of behaviour data and making use of this to inform practice
- Operational leadership of day to day practice

## 2.4 All Staff
- Act as positive role models for students within the school, modelling the behaviour, interactions and expectations that are desired from young people
- Encourage students to reflect on their own behaviours and recognise the impact it can have on themselves and others
- Have high expectations for all students, regardless of race, class, gender, sexuality or special educational needs. Treating all students consistently in terms of these expectations, whilst recognising that the scaffold of support that students require to meet these may be different
- Follow this behaviour policy and procedures at all times when working with students
- Take steps to actively engage with students at every opportunity, recognising that small interactions can be the foundation for positive relationships
- Report all behaviour information through Arbor and CPOMS in a timely, factual and dispassionate manner

## 2.5 Teaching Staff
- Make use of all available information, including student one page profiles, to plan lessons that are personalised and appropriate to students within a group
- Be organised and prepared for lessons, with starter activities ready to promote a positive start to the lesson
- Reflect on learning behaviours with students at the end of the lesson and record this in their lesson points
- Reward students for positive choices within lessons, including through positive praise, lesson points and if deemed appropriate, a reward activity for the final few minutes of a lesson

2.6 The Form Tutor

- Maintain an oversight of student overall progress, including their attendance and in lesson behaviours
- Regularly update and review the transition tool, highlighting particular areas of learning behaviour that remain a focus
- Set students relevant and achievable targets and monitor their progress against these
- Reflect with students at the end of each day, helping them to highlight what can be learnt from both positive and negative aspects of their day
- Be a main point of contact with parents/carers, providing them with regular feedback, at least weekly, on student progress
- Refer any concerns requiring escalation to the Deputy Headteacher

## 3. Core Expectations and Monitoring

Rather than an exhaustive set of rules to cover any possible scenario, the school adopts an established set of core expectations for students throughout the school day, based on the expectation that they should remain ready, respectful and safe.

| Ready | Ready to work and engage in learning. If something is preventing being ready from engaging in planned learning asking for support appropriately. Dressed appropriately |
| --- | --- |
| Respectful | Respectful to others in the lesson; talk respectfully about others not present or in general; treat equipment and property with respect. Appropriate language |
| Safe | Behaving in a way that keeps self and others safe, being in the right place at the right time |

Student behaviours should be monitored against these core expectations throughout the day and used as the basis for an end of lesson reflection on behaviour. Each student must then be scored on Arbor for that lesson with these scores feeding into student individual rewards.

| 5 | Personal targets consistently met. Student ready, respectful and safe throughout whole lesson |
| --- | --- |
| 4 | Personal targets mostly met. Student ready, respectful and safe for vast majority of the lesson |
| 3 | Personal targets sometimes met. Student ready, respectful and safe for aprox half the lesson |
| 2 | Personal targets occasionally met. Student ready, respectful and safe for some of the lesson |
| 1 | Personal targets rarely met in lesson. Student rarely ready, respectful and safe in the lesson |

Where student behaviour falls short of these core expectations or there is a specific incident of negative behaviours these are recorded as an incident log which automatically notifies behaviour leads and the student's form tutor.

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## 4. Reward and Consequence

The aim of this policy is to use positive reward as the primary level for driving lasting change in behaviour whilst recognising that there is still a need for consequences in response to negative behaviours

### 4.1 Individual Rewards

The ongoing scoring of each student, every lesson feeds into the individual reward system. Students meeting the relevant thresholds throughout a week from Friday – Thursday are awarded either a Bronze, Silver or Gold award with these accumulating reward vouchers to be presented at the end of term. Shorter term reinforcement is provided through the end of week celebration meeting, led by the Headteacher or a member of SLT. Individual successes are highlighted and praised with all students earning individual rewards entered into a prize raffle.

Informal rewards are issued to students by all staff on an ongoing basis. This can vary from individual praise, positive messaging or phone calls to family to reward time at the end of a lesson.

### 4.2 Group rewards – Community Stars

The community stars system aims to develop a group understanding that there are benefits to all members of a community providing a positive contribution. Community stars are nominated by all staff, with oversight from behaviour coordinators, to recognise actions taken by individual students that have a positive impact on the whole community. This may be, for example, by doing something that helps e.g. picking up litter, or being a good role model and actively encouraging others to make positive choices. Equally loss of community stars can be issued for behaviours which have a negative impact upon the community, e.g. graffiti.

Community stars accumulate throughout the term and provide a value to each pathway for an end of term reward activity – the more stars that are accumulated throughout the term the more there is available to spend. Through this, students are encouraged to see the benefit of all members of their peer group making a positive contribution

### 4.3 Consequences

It is recognised that everyone makes mistakes and this includes within their behaviours; the nature of the school increases the likelihood and frequency of this until established habits have changed.

Consequences are issued dependent on the nature and severity of the incident and taking into account knowledge and understanding of the individual. The response therefore may at times vary from student to student, consistency comes from there always being challenge and consequence to inappropriate behaviours with the nature of the consequence being determined in line with what is most likely to impact

on that individual student. Consequences may include, loss of privileges e.g. reward activities during breaktime, meeting with members of pastoral or senior leadership teams, phone-calls or meetings with parents/carers, restorative conversations to explore impact of behaviour on others, restoration work to enhance the school community, suspension and exclusion.

### 4.4 Suspension and Exclusion

In cases of extreme or persistent behaviour, the school may reluctantly issue fixed term suspensions or a permanent exclusion to students involved.

A decision to suspend or exclude will only be taken by the Headteacher, or the Deputy Headteacher in the capacity of acting Head in their absence. The decision to suspend or exclude will be made taking into account individual circumstances and vulnerabilities of the student involved.

Example circumstances when consideration to suspension or exclusion may be considered include:
- Assault on a student or adult
- Arson
- Drug or alcohol taking or supply
- Use or intended use of a weapon
- Abusive incident or systematic bullying, either of an individual or based on protected characteristics
- Harmful sexual behaviour
- Damage to property
- Persistent refusal to comply with instructions

The Headteacher reserves the right to use suspension or exclusion in exception circumstances as required.

Following suspension discussion will be held with the student and parent/carer to plan for a positive return to school and try to prevent a repeat of similar behaviours.

Where there are repeated behaviours, the school may consider a period of directing the student off site for learning in order to improve their behaviour. This decision and the nature of the provision will be taken in discussion with parent/carer to make expectations clear and will be regularly reviewed.

### 4.5 Criminal activity

If we are aware that a student has committed a criminal act, including damage to school property consideration will be given to involving the Police in resolution. This is considered part of the process of teaching students the boundaries of acceptable behaviours that will remain in place outside of the school environment

In addition, as outlined in our charging and remissions policy we will not hesitate to charge students and their families for the cost of repair or replacement to school property in the case of deliberate damage.

## 5. Preventing and Responding to Negative Behaviour

The primary aim is to wherever possible avoid occurrence of negative behaviours, through strategies such as:

- Daily 'soft landings' with breakfast club provided for all students with opportunity for informal check ins with tutors
- Relational approach to practice, staff take responsibility for forming positive relationships with all students and seeking to actively engage with them at social times
- Planned and ad-hoc SEMH interventions for students who are identified as needing this support to better manage their emotions
- Planning and organisation that reduces opportunity for inappropriate behaviour – e.g. items locked away
- Role modelling of positive and desired behaviours and interactions

It is acknowledged however that negative behaviours will still occur, non exhaustive strategies for responding to these include:

- Not being drawn into secondary behaviours – remain focussed on the primary concern
- "Say it again, but say it better" – acknowledging the point a student is trying to make, whilst redirecting inappropriate language
- Take up time – to be used in most corrective situations. Convey expectations and confidence whilst giving students face-saving time to comply
- Simple choice with clear consequence – "you can either choose to (instruction) or you are choosing (consequence)"
- When/then – "when you have x, then you can y"

### 5.1 On Call

Throughout the day there are members of staff on call, if students aren't responsive to classroom based approaches to behaviour management then use the walkie talkie to request "support". On call will seek to resolve the issue, with the general aim being to ensure the student either remains in or returns to the classroom prepared to be ready, respectful and safe.

While this support is always available all staff are encouraged to remain involved in the resolution of incidents so that students see a team based approach and every member of staff being empowered to respond

### 5.2 Debrief

At the end of each day there is a pathway and whole school debrief which primarily serves as an opportunity to better understand behaviours from throughout the day and put in place plans to provide better support for improvement the following day. In cases of more serious behaviour incidents this also provides a forum for escalating concerns to senior leaders.

## 6. Searching, Screening and Confiscation

In line with the searching screening and confiscation policy the following items may be searched for and confiscated:

- Knives or weapons
- Alcohol
- Illegal or prescription drugs
- Drug paraphernalia
- Stolen items
- Tobacco and cigarette papers
- Electronic cigarettes
- Fireworks
- Pornographic images
- Mobile phones (students are expected to hand these in at the start of the day and have these returned when leaving site)
- Any article that the member of staff believes to have been or is likely to be used :
  - To commit an offence
  - To cause personal injury to, or damage to the property of, any person (including the student)

## 7. Positive Handling

The Bridge Short Stay School adopts the philosophy that at least 95% of responses to challenging behaviour should be de-escalation rather than positive handling. The use of positive handling will be avoided as far as possible, with the emphasis being upon supporting students to learn to manage their own behaviour, rather than having it managed for them.

In line with DfE guidance, the school reserves the right to make use of reasonable force, all staff are authorised to do so in order to:

- Prevent pupils from hurting themselves, or others
- Prevent pupils from damaging property
- Prevent disorder

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

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

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

Following an incident of positive handling there should be:

- o Opportunity for debrief with members of staff and pupils involved in the incident
- o Communication of the incident with those who have parental responsibility for the pupil
- o Full recording of the incident details onto CPOMS

## 8. Link to other Policies

This policy should be considered alongside:

- The Statement of School Values
- The Anti- bullying Policy
- The SEN policy
- The Searching, Screening & Confiscation Policy
- The Safeguarding Policy
- ISP Policy
- Drugs Policy