



Vision statement
BRIDGE is a family of schools committed to high performance. We embrace a universal culture of excellence in the learning communities we build.
Aims
To continue building a Multi Academy Trust that promotes strong values, an excellent education for all children, develops highly effective Academy Teams, is financially secure, and ensures effective governance.
To nurture, support and encourage aspirations by providing excellent learning opportunities, inspiring teaching environments, and a creative approach to curriculum subjects that secures engagement from all our learners resulting in high levels of academic progress and outcomes.
To develop outstanding leadership, teaching and support teams by valuing committed, reflective staff, and providing rigorous and challenging professional development for continual School Improvement.
To develop hubs as centres of learning excellence to disseminate best practice, firstly within and then beyond, the Trust.
To successfully engage and communicate with parents/carers in our local communities, supporting pupil progress, well-being and achievement.

Behaviour Policy

Purpose
To provide a consistent approach to behaviour management

September 2021

Policy Version	V1.1	Next Review Date	09/2023
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Aims:

- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour, including bullying
- Outline how pupils are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions

Principles and Practice:

Children all have the right to learn and to be safe in school. We expect children to respect everyone's rights, including their own.

Bridge Schools defines the following as unacceptable behaviour:

- Persistent refusal to engage in learning
- Persistent disruption of other children's learning
- Physical and verbal attack, including name-calling, racist comments and bullying
- Harassment/abuse (including sexual)
- The use of foul and offensive language
- Bad manners and lack of consideration for others
- Stealing
- Lying
- Spitting
- Kicking
- Misuse or damage of property
- Bullying behaviour

Bullying can mean different things:

- being called names
- being teased, put down or humiliated
- being pushed or pulled about
- having money and other stuff taken
- having rumours spread about you
- being ignored and left out
- being hit, kicked or physically hurt
- being threatened or intimidated
- being bullied through your phone or online.

Bullying can also be part of other forms of abuse, including neglect, emotional, physical and sexual abuse. (as defined by Childline)

Schools decide how they implement these principles, depending on their own needs (size, site requirements, staffing, age of children):

- The school will work closely with parents to foster a positive approach for their child
- From the start of the year, develop clear and positive rules with the children
- Refer regularly to these rules in order to reinforce them
- Promote a curriculum with opportunities for all abilities and ensure equal opportunities for all
- Use de-escalating methods as much as possible, based on the TIS approach
- Adults will remain calm and avoid confrontation
- Schools will use whole school rewards, year group or class rewards and group and individual rewards, depending on the circumstances
- Rewards may be - certificates, displayed work, sticker, positive comments, speak to another teacher, phone call home etc.
- Consequences may be - loss of privileges, apologising, conflict resolution, isolation or exclusion

Our Method:

Classroom management

All teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom. They will

- create and maintain a stimulating environment that encourages pupils to be engaged
- display the pupil code of conduct or their own classroom rules
- develop a positive relationship with pupils

Physical restraint

Please see Safer Handling Policy for further guidance

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them from

- causing disorder
- hurting themselves or others
- damaging property

Incidents of physical restraint must always be used as a last resort and

- be applied using the minimum amount of force and for the minimum amount of time possible, by a fully trained member of staff
- be used in a way that maintains the safety and dignity of all concerned
- never be used as a form of punishment
- be recorded and reported to parents (see Team-Teach file)

Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

Training

Our staff are provided with training on managing behaviour, including proper use of restraint (as appropriate), as part of their induction process.

Behaviour management will also form part of continuing professional development.

Roles and Responsibilities:

Measures are taken to prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying.

The school may choose to search bags if we believe the safety of other children or staff is at risk.

If a child makes an unsubstantiated, unfounded, false or malicious allegation against a member of staff or another child, this will be reviewed under this policy.

If a child is involved in a sexual harassment case and remains at the school, the main role of the school is to keep ALL children safe, including the individual.

If a child sexually abuses or harasses another person, this will be dealt with under the school procedures alongside external agencies ie The Police, including decisions made by the AEH, which may result in exclusion.

All schools in the Trust use Arbor to record incidents for positive and negative behaviours. This provides Bridge Schools with an overarching viewpoint on behaviour in each school and the ability to analyse trends, acting on them where necessary. This may result in sharing good practice and/or support being given. It may suggest a need for continuing professional development in some cases.

Reports will be constructed on a regular basis, allowing the Trust Board and the Senior Leadership Team to review impact of actions.

On a school level, recording using Arbor, allows deep analysis into incidents and a more cohesive plan for each child to be formulated. The ability to correlate behaviour with attendance, attainment and other variables, gives each setting a detailed picture of every child. This detail can support plans for SEN/CP cases and the overviews can give a clear picture of behaviour in every school.

Monitoring arrangements

This behaviour policy will be reviewed by the Trust every year.

Every school maintains its own procedures for ensuring effective positive behaviour. This is decided by the Local Governing Body alongside the Headteacher. These procedures are to be reviewed annually.

Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online

This policy complies with our funding agreement and articles of association.