

Behaviour Policy



Pride
Passion
Partnership
Professionalism
Positivity

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1. What is the policy about?

This policy is about our daily practice to teach, encourage, and celebrate caring and purposeful behaviour. It provides practical guidance and support documents to ensure all staff are role models of positive behaviour and consistently apply our behaviour expectations across all schools and academies. It also outlines our practices for preventing and dealing with harmful behaviour. Our Behaviour Policy intends to enable all of our pupils:

- To learn successfully in a safe and purposeful environment.
- To benefit from tailored behaviour support to enable them to fulfil their learning potential.
- To be supported by caring, passionate and trustworthy adults who inspire high expectations and aspiration in their pupils.
- To learn and practice how to meet their own needs without harming others.

Our Safe Place Promise:

- We will do all we can to stop harmful behaviour; we will support, teach and learn how to meet needs harmlessly.
- We will stop anyone gaining or being advantaged (in any way) by causing harm.
- We will stop anyone gaining or being advantaged by refusing to follow reasonable instructions.
- We will communicate with all parties involved when deciding on the course of action to be taken when harm has been caused.
- We will focus on the impact and wellbeing of those involved, not only their actions and what they have done.
- We will focus on repairing and building relationships and teach behaviour and the understanding of consequences (rather than just 'manage' it).

2. Who does this policy apply to?

This policy applies to all staff including the governing body, teachers, support staff, external contractors, visitors, volunteers and other individuals who work for or provide services on behalf of The Bridge Trust (collectively referred to as 'staff' in this policy) as well as pupils and parents/carers.

3. Policy requirements

Staff will consistently create and maintain a safe, purposeful, relational environment with:

- Mutual trust and respect throughout the learning community.
- Equality of opportunity for all.
- Celebration of pupils' educational achievements, inside and outside of the Trust.
- Integration and success towards pupils that have been excluded from mainstream education and/or are emotionally vulnerable.

We will foster a community life rich with cultural capital as a vehicle for pupils' growth by enabling them to:

- Be cared for, encouraged, and celebrated.
- Recognise issues that may affect their behaviour and develop strategies to deal with them respectfully.
- Develop self-discipline, manners and a sense of ownership of and responsibility for their actions and choices.
- Be intellectually challenged and have high expectations and aspirations for themselves.

We will establish points of contact with parents, carers, and partner agencies to promote collaborative care and clarify responsibilities for supporting pupils' positive behaviour.

3.1 Our core behaviour expectations

All members of our learning community and visitors are expected to behave in a caring way towards themselves, others and our environment.

Staff

We expect our staff to consistently and explicitly model The Bridge Trust ethos in their own behaviour and relationships with pupils and each other (see appendix 1). Staff are clear on how low-level behaviour should be challenged and there is a consistent approach to tackling low-level behaviour in a *universal* and a *bespoke* context (see appendix 2).

In some cases, where purposeful and/or legally required, incidents of harmful and/or criminal behaviour may be reported to the Police or other agencies after discussion with a member of the senior leadership team.

There must always be a designated senior member of staff to take action, when pupils' behaviour means they can't be in their designated learning space, and make a final decision that ensures safety and supports all.

Pupils

In all elements of academy life, including all related activities and travel on and offsite, pupils are expected and supported to display attitudes for learning in 3 aspects:

Place - be in the correct space as allocated by staff

Purpose - engage with lessons and activities

People – be respectful of the learning environment and others, allowing them to be purposeful

3.2 Responding to positive behaviour

Where pupils display behaviour that **meets and/or exceeds expectations**, staff will respond to the behaviour to ensure that:

1. Behaviour that is safe, purposeful and/or kind is highlighted and encouraged
2. Pupils who demonstrate progress in attitudes and behaviour are celebrated for it.
3. Pupils are able to recognise the impact of their behaviour so they can learn to pursue their needs harmlessly.

Staff will model expected behaviour and wherever possible, *shine a light* on pupils' positive behaviour that is kind and/or contributes to a safe and purposeful learning environment.

Staff will do so by being explicit and descriptive; staff will ensure the pupil recognises both the behaviour and its effect on themselves and others – this can also include introducing a reward.

Together with our pupils, we will create schemes of rewards for positive behaviours that are achievable and relevant. These will consist of both short and long-term targets as well as spontaneous celebration of positive behaviour.

Good practice will consist of:

- Involvement of the pupil in defining and making explicit what we mean by our 3Ps, People, Place and Purpose and what it 'looks like' in the classroom and around the school site.
- Localised displays, celebrating pupils' work and linked to learning skills for life.
- Pupils' involvement in assessing and recording their attitude for lessons/activities in the form of P points, recorded on daily grids and class dojo and reflected upon in dedicated reflection sessions at the end of the day.

Communication should be at a level which is understood by the pupil and enables them to express themselves in an individual way.

All staff need to recognise that the pupil's behaviour may be caused by a range of issues that they may not have the ability to express. Emotional upset or distress, physical discomfort e.g. thirst, hunger, becoming overheated or pain; or sensory overload e.g. noise, light, temperature are all possible triggers that would need to be explored.

All pupils will have a Behaviour Support Plan and risk assessment which is regularly reviewed and involves the pupils in its production. These contain key information used by all staff to support their interactions with a young person, including:

- Commonly displayed behaviours
- Risk assessment around anticipated harmful behaviour
- Effective strategies and approaches to be utilised by staff when interacting with pupils that are dysregulated and/or in crisis.
- Triggering responses and approaches to be avoided by staff when interacting with pupils that are dysregulated and/or in crisis.

Where pupils display behaviour that **does not meet** the three expectations above staff will respond to the behaviour in order to ensure that:

Behaviour that is harmful to themselves or others is stopped

1. Where harm has occurred, pupils will be expected and supported to repair this harm
2. Pupils are able to recognise the impacts of their behaviour so they can learn to pursue their needs harmlessly

Staff are expected to consistently respond to behaviour exhibited by pupils which does not meet the academy's expectations.

The decision to seek help from a colleague or to withdraw from a difficult situation may sometimes be the best course of action. This must not be viewed as professional failure and is encouraged by the academy's Senior Leadership Team (See Appendix 2 for action flowchart).

We understand behaviour to be a form of communication and a means for pupils and adults to meet their needs. The specific actions a person may take and the circumstances around them vary greatly, therefore the academy has a variety of processes which will be used on a case-by-case basis in order to ensure we keep our Safe Place Promise outlined above (see appendix 4)

We will support pupils and/or staff who have been harmed by the actions of another in the event that they wish to report the matter to the police.

3.3 The use of sanctions

In accordance with the law, any use of sanctions (including sessions outside regular academy times, e.g. Twilight/detention) **must** satisfy the following conditions:

- The decision to sanction a pupil must be made by a paid member of staff that has been authorised by the Headteacher to do so according to training and level of role and responsibility in the academy; It must be made on the academy premises or while the pupil is under the charge of the member of staff.
- The use of sanctions must not compromise the pupil's safety and must be relevant to the incident - staff will give due consideration as to whether the young person's behaviour under review gives cause to suspect that s/he is suffering, or is likely to suffer, significant harm. Where this may be the case, staff should follow the safeguarding policy.
- The sanction must not breach any other legislation and be reasonable in all the circumstances (for example in respect of disability, special educational needs, race and other equalities and human rights); In determining whether such use is reasonable, account must be taken of the pupils' age, any special educational needs or disability they may have, and any religious requirements affecting them balanced with the perceived harm caused by them.
- Corporal punishment is illegal in all circumstances.
- Parent/carer's consent for sanctions is not required. However, the academy must make clear to pupil and parent/carer the reasons that lead to the decision to use sanctions as soon as possible.
- All staff (unless stated otherwise by the Headteacher) have responsibility for the pupils, at all times.

3.3.1 Use of powers of search and confiscation

All academy staff can search a pupil for any item if the pupil agrees. Headteachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item in their possession; although there is no legal requirement to make or keep a record of a search, staff will do so.

Academies are not required to inform parents before a search takes place or to seek their consent to search their child. For full guidance see the [DfE guidance on searching, screening and confiscation](#).

3.3.2 Use of sessions outside the academy's regular times (detentions/twilight) sessions

Sessions outside the academy's regular times will be issued only for the purpose of preventing harm, rebuilding relationship following harm and/or completing academy tasks and learning work that has not been completed in timetabled hours due to the pupil's refusal or lack of engagement. It is a form of 'repairing' loss of time, not a punishment.

Staff members have a specific legal power to impose sessions outside the academy's hours.

The times when this is permitted include:

- Any school day where the pupil does not have other permission to be absent.
- Non-teaching days when academy is open on, e.g. Training days/INSET days.
- Lunchtime detentions - staff should allow reasonable time for the pupil to eat, drink and use the toilet.

These sessions must not put the pupil at risk or prevent the pupil from keeping any caring responsibilities they might have.

Travel to and from the academy should be rearranged if impacted upon and be made clear and safe for the pupil.

3.3.3 Change of provision & fixed term exclusions

Staff may change a pupil's immediate provision (same day only) when necessary in response to behaviour which is harmful to the learning environment.

Staff will make every effort to avoid making a fixed term or permanent exclusion of pupils. Exclusion will only take place if the pupil becomes an overwhelming risk to others or themselves through physical violence, bullying or harassment.

The Headteacher may revise and change a pupil's overall provision in response to their changing needs.

For further information on exclusions see Exclusions policy

3.4 Procedures and processes

The Headteacher must ensure that further to this policy the following processes and procedures are in place and are known by all staff:

- Academy – pupil – home expectations
- Support procedures: Duty & ad hoc support Rotas
- Procedure for addressing harm to property (Criminal Damage)
- Physical intervention recording & monitoring procedure
- Behaviour incidents monitoring procedures

4. Definitions

N/A

5. Related policies

- Trips and Visits Policy
- Anti-bullying Policy
- Safeguarding Policy
- Physical Intervention Policy
- Exclusions Policy
- E-Safety Policy
- Personal Development Policy
- RSE Policy
- Weapons Policy

Policy Owner and Contact Details

Dr. Penny Barratt, CEO

For further information on the Policy, please contact via email penny.barratt@thebridgetrust.academy or phone 020 7619 1000

Next Review Date: September 2024

Appendix 1

Core practice expectation from staff

Safe Place

1. **Communication** is positive and professional.
2. **Staff regulate themselves** before pupils.
3. **Staff promotes PACE** culture - Playful, Accepting, Curious & Empathetic interactions

Purposeful Learning Environment

4. **Learning Objectives** and **Success Criteria** are explicitly shared, displayed and referenced throughout.
5. **Modelling** includes explicit communication of feelings, thought processes, activities, behaviour and attitudes.
6. **Feedback** promotes progress and growth; Pupils respond to the feedback.
7. **Recording** is timely: SIMS, CPOMS and lesson recording

Good People

8. **Relationships are valued** and staff seek to repair harm.
9. **Personalisation** involves all interactions.
10. **Staff engage pupils** in lessons, activities, break times and lunchtimes.

Appendix 2

Consistent challenge of low-level behaviours at Fen Rivers Academy

Personalised (i)

Due to the complex nature of our children, ‘bespoke’ behaviour plans are created for every child to support with personalised feedback that may mean communication and response is adjusted to meet varying needs. These are called Behaviour Support Plans (BSPs). The purpose of the BSP is to support each child’s signs of safety, including tailored responses, scripts and strategies to support regulation. Through effective BSP planning and reflecting we strengthen/rebuild connections. All children have their BSP readily available through class teachers.

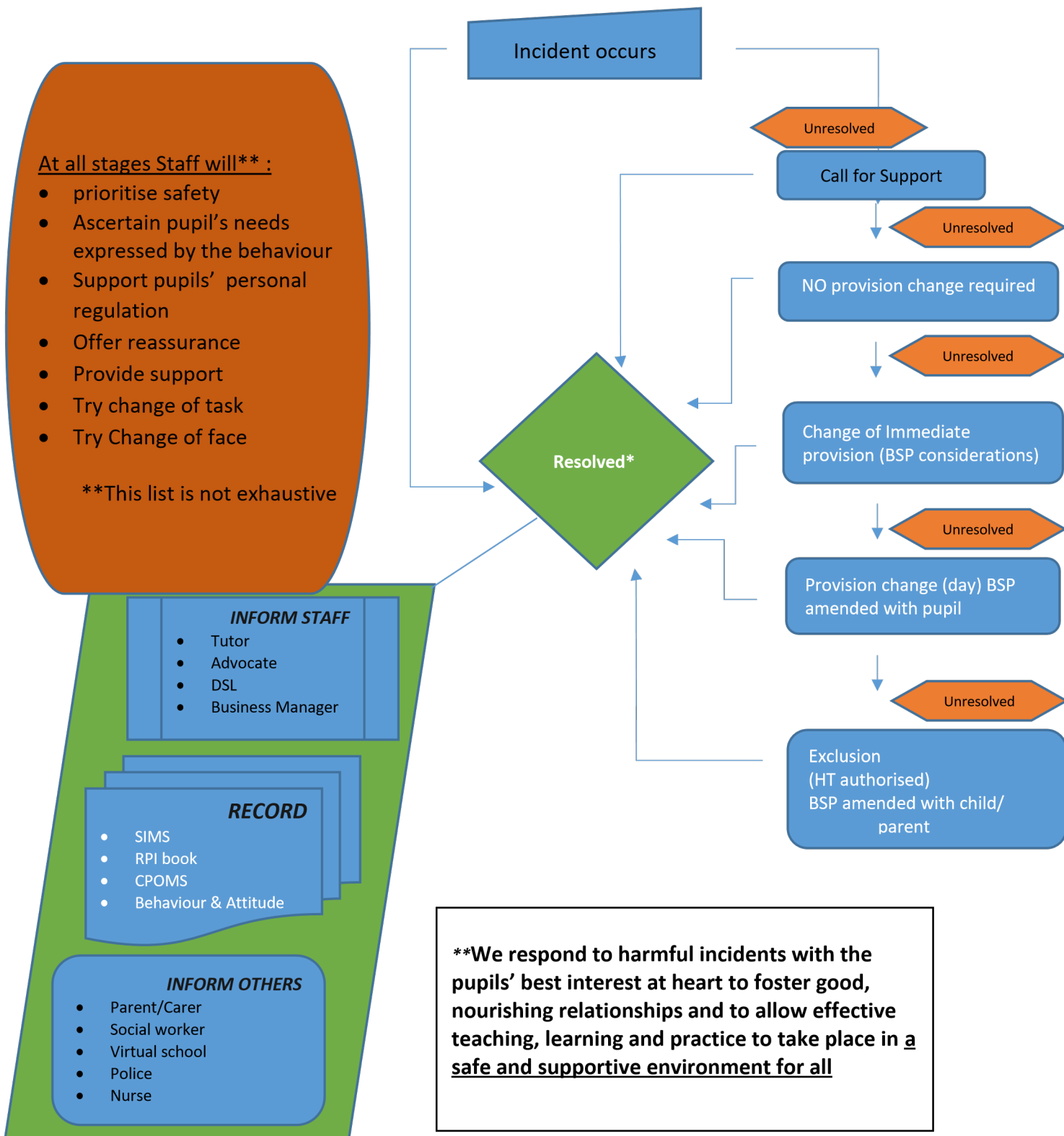
Universal (ii)

Behaviour	Script PROTECT – RELATE – REGULATE – REFLECT	Societal Consequences <i>People, Purpose, Place</i>
Swearing	<p>[Seeking adult/peer attention, and regulated] <i>“Are you okay? I’m here! What do you need? Use words that help me understand. You don’t need to swear!”</i></p> <p>[Dysregulated, in crisis] <i>“You are angry, I can feel your anger and energy. It must be so hard for you. I wish I knew how I could support you right now.”</i></p>	Unkind, upsets others who may not be tolerant, can offend, intimidate, incites anger (or violence), rudeness
Invading personal space	<i>“So sorry, I need to stop you here. You are in [name’s] personal space.”</i> <i>How do we deal with the rejection?</i>	Makes people uncomfortable, respecting others space and boundaries, intimidation, being considerate
Damage to property (minor)	<i>Stop. What do you need? What are you telling me? Can you help me understand?</i> <i>“We can repair this together when you are ready.”</i>	Cost of repair, respect for one’s things, care, deliberate damage is selfish, legal repercussions/punishment, aftermath responsibility

Verbal assault	<p>[Seeking adult/peer attention, and regulated] <i>“Are you okay? I’m here! What do you need? Use words that help me understand. You don’t need to use those words!”</i></p> <p>[Dysregulated, in crisis] <i>“Are you okay? I’m here! “You are angry, I can feel your anger and energy. It must be so hard for you. I wish I knew how I could support you right now.”</i></p>	Harassment, provokes anger, bullying, victimising, shaming, illegal acts, respecting rights of every citizen
Intimidation, goading and physically provoking	<p><i>Call the action out.</i> <i>“I can see you are ... “You are angry, I can feel your anger and energy. It must be so hard for you. I wish I knew how I could support you right now.”</i> Regulate: split peers, distraction techniques. One voice only. Consider change of face.</p>	Illegal acts, intimidation, provoking an escalated response, victimising
Spitting	<p><i>“Stop. I will give you space. Can you help me understand what the problem is?”</i></p>	Disgusting habit, health risks to others, fining offence, intimidating, unpleasant
Bias/ Prejudice Misogyny, sexualised language, hazing, gas lighting)	<p><i>“Stop saying that. What’s going on for you? What are you thinking/feeling? What did you mean? This view is [state prejudice].”</i> Consider further learning interventions/ education.</p>	Lack of tolerances and education, criminal offense, insensitive, tarnished as a bigot by others, a responsibility to accept everyone in British society

Appendix 3

Behaviour incident response flowchart



Appendix 4

Harmful behaviour - consequences, set responses and sanctions

Escalating according to frequency and level of harm by Tutor, Advocate & SLT

Behaviour	Consequences	Preventing harm – Boundaries setting	Repairing harm – Building relationships
Physical Assault	<input type="checkbox"/> Physical injury caused <input type="checkbox"/> Damage to relationship <input type="checkbox"/> Reduced sense of safety	<ul style="list-style-type: none"> • Fixed term exclusion (FTE) ½ day if believed to be related to mental health • 1 day FTE if believed to be chosen • Police involvement • Permanent exclusion • Tutor contact parent/carer • Change of provision 	<ul style="list-style-type: none"> • Reintegration meeting with those involved (this may include parent/carer) • Exchange of messages through 3rd party • Written communication
Verbal Assault	<input type="checkbox"/> Emotional harm <input type="checkbox"/> Damage to relationship <input type="checkbox"/> Reduced sense of safety	<ul style="list-style-type: none"> • Phone call home • Meeting with parent/carer • Fixed term exclusion • Police involvement • Change of provision • Lose reward points/prize 	<ul style="list-style-type: none"> • Meeting with those involved (this may include parent/carer) • Exchange of messages through 3rd party • Written communication
Swearing	<input type="checkbox"/> Damage to relationship <input type="checkbox"/> Reduced sense of safety	<ul style="list-style-type: none"> • Challenged EVERY time • Recording log • Phone call home • Meeting with parent/carer 	<ul style="list-style-type: none"> • Meeting with those involved (this may include parent/carer) • Exchange of messages through 3rd party • Written communication
Spitting (targeted and deliberate not accidental due to overexcitement or other reason)	<input type="checkbox"/> Emotional harm <input type="checkbox"/> Damage to relationship <input type="checkbox"/> Reduced sense of safety – particularly during covid19	<ul style="list-style-type: none"> • *Hold child if spitting, until they stop spitting • Challenged EVERY time • Recording log • Phone call home • Meeting with parent/carer • Fixed term exclusion • Change of provision 	<ul style="list-style-type: none"> • Rapid work with the family around spitting to eradicate it. • Meeting with those involved (this may include parent/carer) • Exchange of messages through third party • Written communication
Sexualised Behaviour; Consumption of pornography	<input type="checkbox"/> Damage to relationship <input type="checkbox"/> Reduced sense of safety <input type="checkbox"/> Repeat into wider community and adulthood	<ul style="list-style-type: none"> • Fixed term exclusion • Police involvement • Permanent exclusion 	<input type="checkbox"/> Specific education intervention (free up training and 'A Call to Men')

Team teach techniques seek to avoid injury to the service user, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent 'side effect' of ensuring that the service user remains safe.

Annex 1

Equality Impact Assessment

1. Summary

This EIA is for:	Behaviour policy
EIA completed by:	Head of Behaviour, Personal Development, and Attitudes
Date of assessment:	August 2020
Assessment approved by:	Education SLT

Catch22 is committed to always: avoiding the potential for unlawful discrimination, harassment and victimisation; advancing equality of opportunity between people who share a protected characteristic and those who do not; and, foster good relations between people who share a protected characteristic and those who do not.

An Equality Impact Assessment (EIA) is a tool for identifying whether or not strategies, projects, services, guidance, practices or policies have an adverse or positive impact on a particular group of people or equality group. Whilst currently only public bodies are legally required to complete EIA's under the Equality Act 2010, Catch22 has adopted the process in line with its commitment to continually improve our equality performance.

Policy owners are required to complete or review the assessment indicating whether the policy has a positive, neutral or negative impact for people who it applies to and who share one or more of the 9 protected characteristics under the Equality Act 2010.

Definitions are based on the Equality & Human Rights (EHRC) guidance.

Objectives and intended outcomes

This EIA has been completed in order to ensure that the implications and potential impact, positive and negative, of this policy have been fully considered and addressed, whether or not people share a protected characteristic.

2. Potential Impacts, positive and negative

Equality Area	Positive	Neutral	Negative	Please give details including any mitigation for negative impacts
Age Does this policy impact on any particular age groups or people of a certain age?				The policy applies equally to all members of staff and pupils regardless of age. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively on members of staff or pupils because of their age.
Disability Does this policy impact on people who have a physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day to day activities?				The policy applies equally to all members of staff and pupils regardless of any disability. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively on members of staff or pupils because of any disability.
Gender reassignment (transsexual, transgender, trans) Does this policy impact on people who are transitioning from one gender to another (at any stage)				The policy applies equally to all members of staff and pupils regardless of their gender at any given time. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively on members of staff or pupils because of their gender.
Marriage and civil partnership Does this policy impact on people who are legally married or in a civil partnership?				The policy applies equally to all members of staff and pupils regardless of marital status. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively on members of staff or pupils because of their marital status.

<p>Pregnancy and maternity (in work this is linked to maternity leave, nonwork this is for 26 weeks after giving birth)</p> <p>Does this policy impact on people who are pregnant or in their maternity period following the birth of their child?</p>				<p>It is not considered that the policy positive or negatively impacts on pregnant women or on staff on maternity or paternity leave.</p>
<p>Race</p> <p>Does this policy impact on people as defined by their race, colour and nationality (including citizenship) ethnic or national origins</p>				<p>The policy applies equally to all members of staff and pupils regardless of their race, origin, colour or nationality. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively in these respects.</p>
<p>Religion and belief</p> <p>Does this policy impact on people who practice a particular religion or none, or who hold particular religious or philosophical belief or none?</p>				<p>The policy applies equally to all members of staff and pupils regardless of religion or beliefs. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively in these respects.</p>
<p>Sex</p> <p>Does this policy impact on people because they are male or female?</p>				<p>The policy applies equally to all members of staff and pupils regardless of their sex. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively on members of staff or pupils because of their sex.</p>
<p>Sexual orientation</p> <p>Does this policy impact on people who are sexually attracted towards their own sex, the opposite sex or to both sexes?</p>				<p>The policy applies equally to all staff and pupils regardless of their sexual orientation. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively on members of staff or pupils because of their sexual orientation.</p>

3. More information/notes

N/A