



# House Independent School

## Behaviour Policy

### 2020-2021

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This policy reflects the decisions made by the Proprietors and Headteacher on: 11/10/2020 and will be reviewed annually.

Signed:

## **COMPLIANCE**

This policy has been written in accordance with the advice for headteachers and school staff laid out in the document "Behaviour and Discipline in Schools" (DfE February 2014) and with reference the following legislation:

- Education Act 1996/2000/2010/2011
- School Standards and Framework Act 1998.
- Education and Inspections Act 2006
- School Information (England) Regulations 2008
- The Education (independent school standards) (England) Regulations 2010
- Schools (Specification and Disposal of Articles) Regulations 2012
- The Education (Independent School Standards) (England) Regulations 2012
- The School Behaviour (determining and Publicising of Measures in Academies) Regulations 2012

## **1. Introduction**

At Bridge House Independent School, we understand that inappropriate behaviour is an expression of unmet need and is often a response to adverse experiences during a young person's lifetime. We recognise that, when students behave in a way that challenges, we need to question why they're behaving in this way, consider the origins of the behaviour and try to understand what the message behind the behaviour might be. It is our belief that every child should be given unconditional positive regard; in so doing, and through a culture of support and guidance, which is fair and restorative, our pupils will be able to develop and reach their fullest potential.

We understand how important it is for students to be able to self-regulate and show respect for both themselves, the people around them and for the school community as a whole. As a school, we are committed to providing a learning environment which promotes this, through a clear ethos of respect, integrity, compassion, honesty and forgiveness; a place where pupils, staff and visitors feel safe, happy and included and where students benefit from positive and mutually respectful relationships with other students and staff.

Due to the broad range of needs of our students, we recognise the need to adopt a personalised approach when managing behaviour; however, our underlying principles will pervade and underpin every aspect of our work.

## **2. Roles and responsibilities**

All adults are role models in this process; we demonstrate the behaviour we expect from students by the way we behave towards them and our colleagues. We influence the actions of students both by our direct communication with them and through our observed actions: the pride we show in our dress; the way we move around the school; our positive verbal and non-verbal communication, including our facial expressions, are all crucial in fostering the desired responses from students

All members of the school community have a professional responsibility to follow the guidelines set out in this policy and to promote good behaviour. High expectations must be at the heart of everything we do. We expect that:

### **Staff and visitors**

- promote positive relationships within the school through clear and effective communication, being good role models and providing a nurturing environment.

- recognise the links between the content and methods of delivery of the school curriculum and the motivation and behaviour of pupils. It is vitally important that the curriculum we offer is stimulating, challenging and suitably differentiated and that the assessment system is supportive and not threatening. It is important to achieve the best possible match between the needs and interests of individual pupils and the curriculum.
- develop an understanding of each pupil's individual needs.
- create a safe, positive working atmosphere that promotes the taking of risks and not being scared to make a mistake.
- develop a sense of value and self-worth by valuing students as individuals, involving them in decision making processes and supporting them to take responsibility for their own actions.
- have high expectations of behaviour by positively reinforcing good behaviour, dealing with unacceptable behaviour fairly and consistently and establishing clear routines and procedures.
- teach and reward the development of self-discipline and self-responsibility.
- create and maintain a well-ordered and safe environment within an accessible and attractive environment, both inside and outside the classroom, that will encourage independence.
- maintain the behaviour policy and upholding the school ethos through all aspects of school life fairly and consistently.
- show respect to pupils through giving reasons for rules, positive instructions and requests and using appropriate body language and tone in all interactions with pupils.
- Apply choice and consequence so as to ensure consistency, encourage peer negotiation, use cool-off time, to tactically ignore, and to teach and model forgiveness.
- To recognise and reward academic and non-academic achievement in accordance with the Bridge House Independent School Rewards scheme.
- To recognise the importance of personal and social education as a means of promoting the values of mutual respect, self-discipline and social skills.
- To develop good relationships with parents by keeping them well informed and by providing a welcoming atmosphere.

### **Pupils**

We recognise that pupils' behaviour can be influenced by any number of external events, and that adverse events during their lifetime can have a significant impact on the ways they deal with stressful situations. As a school we aim to support students in learning to recognise and manage their feelings so that they can manage stressful situations in a more positive way. To support us in this fulfilling this aim we ask that pupils:

- Seek support from their key person, as soon as possible, if they have any problems or issues that they need help to resolve.
- Treat other members of the school community with the respect they would expect for themselves, refraining from bullying, intimidating, embarrassing, or harassing others, either in school or out of school. This includes by social media or mobile messaging services.
- Speak politely to others.
- Leave at home any items that could cause danger or harm to other members of the school community.
- Respect the school's property and equipment, treating them with the care you would expect for your own belongings.
- Listen to and respectfully follow directions from staff members.
- Complete learning tasks to the best of their ability, remembering to ask for help or support when they are stuck, unclear or need support.
- Remember that we all make mistakes, it is what we do afterwards that counts – work with staff to fulfil any consequence and make amends.

## **Parents/Carers**

We recognise the important role that parents play in establishing positive behaviour in school and ask that they support us by:

- Working collaboratively with staff to promote high standards of behaviour
- If a 'Behaviour Plan' is deemed appropriate, work with staff to construct the plan and then communicate with staff to review the impact.
- Ensuring early contact with school to discuss matters which affect a student's happiness, progress and behaviour.
- Ensure that pupils come to school in uniform; school can support if this causes a difficulty.
- Ensuring that their child attends school in good health, punctually and regularly (this involves not taking holidays during term time.)
- Informing the school of the reason for their child's absence each morning during the absence.
- Supporting the school and the teacher in trying to modify any inappropriate behaviour.
- Being realistic about their child's abilities and offer encouragement and praise.
- Participating in discussions concerning their student's progress and attainments.
- Taking an active interest in their child's learning by supporting where appropriate, giving due importance to homework, listening to reading, and assisting in learning of tables and spellings.

## **3. Recognising and rewarding positive behaviour**

The ethos of our school is grounded in the development of high quality, trusting relationships at all levels. Such relationships are characterised by mutual respect, by the valuing of pupils and by a willingness to listen and understand one another. Through good models of adult behaviour, there is constant encouragement to develop self-esteem, self-discipline and autonomous adherence to high standards.

An essential part of our ethos is to build up and sustain good behaviour patterns through recognising, praising and highlighting positive behaviour. We believe that praise and positive encouragement are the most effective, motivational tools for developing good learning behaviours.

Bridge House independent School recognises that pupils who may have experienced trauma, have insecure attachments and negative experiences of school and as a result may not respond to rewards in ways expected. However, we know that, when carefully planned, rewards can be used effectively to motivate pupils.

Informal rewards and praise are firmly woven into in to the ethos of the school. This includes the routine practice of:

- Smiles, eye contact and gestures.
- Targeted, positive praise.
- Phone calls home to parents/carers.
- Written comments in books
- Displaying of good work.
- Additional responsibilities.
- Sharing good work and or behaviour with other professionals, including social workers, YOS workers etc.

In addition, pupils at our school are always involved in the planning of more formal rewards, so that they feel that the rewards which they have chosen are worthwhile and attainable. These rewards, which are targeted or individualised depending on the age and need of the pupil group.

This may include; certificates, reward trips, off site activity or an agreed reward. Rewards always reflect the individual pupil or class.

#### **4. Dealing with behaviour that challenges**

##### **Restorative Practice**

At Bridge house we believe that students should always be given the opportunity to take responsibility for their own behaviour and to make amends for any wrong-doing. Restorative Practice is an outcome and solution focussed practice, which provides opportunities for wrongdoers to be accountable to those they have harmed, and enable them to repair the harm they caused to the best extent possible.

Restorative Practice works on the basis that by building and repairing relationships to work in ways that are respectful and engaging, we enable students to develop understanding and empathy and to understand the impact of their behaviour both positive and negative. This practice increases the pro-social skills of those who have harmed others, addresses underlying causes, and enables pupils to build on strengths whilst equipping them with the skills to recognise and manage their own feelings and nurture their relationships within the school. We aim to promote respect and appreciation of differences, so helping to ensure that the school is a safe and happy place to be, where pupils learn to resolve their problems in an effective and mature way.

We recognise that, to be effective, restorative approaches must be in place across the school. This means all pupils, staff (including non-teaching staff), management and the wider school community must understand what acting restoratively means and how they can do it.

Restorative questions scaffold our conflict resolution. Some of these are:

- What happened?
- What were you thinking about at the time?
- What have your thoughts been since?
- Who has been affected by what happened?
- In what way have they been affected?
- What do you think needs to happen next?

##### **Consequences**

At Bridge House Independent School, we aim to ensure that any consequences enable the students to learn from their mistakes and wherever possible make amends for their actions. The consequence for any student will be determined by carefully considering the nature of the incident, the circumstances surrounding it and the time lapse.

In the case of recurring problems parents/carers will be invited to meet with a member of the Pastoral Team, to put together a Pastoral Support Plan to meet the individual needs of the student. Staff will work with parents to help diagnose the cause and a means of managing repeated negative behaviour. If necessary outside agencies will be engaged to ensure adequate support is given as soon as possible for more complex issues.

Our Behaviour Framework details how inappropriate behaviour will be addressed in a consistent, fair, proportionate and restorative way, always taking into account the needs of the student and our ethos of Unconditional Positive Regard. We encourage pupils to make personal choices and to be responsible for their behaviour by understanding the consequences of their choices. We therefore ensure that at all stages through our behaviour framework, pupils are aware of the outcome of their actions.

	Examples	Possible Strategy/Process	Consequence
<b>Level 1</b>	<p>Minor/low-level disruption of learning, including but not limited to:</p> <ul style="list-style-type: none"> <li>• Calling out</li> <li>• Answering back</li> <li>• Not attempting to complete work set</li> <li>• Inadvertent physical contact</li> <li>• Use of inappropriate language</li> <li>• Refusing to attend lesson</li> <li>• Not following direction</li> <li>• Defacing work</li> <li>• Unable to accept visual/verbal mediation</li> </ul>	<p><u>Classroom Management:</u></p> <ul style="list-style-type: none"> <li>• Seek and praise positive behaviour</li> <li>• Provide alternative work</li> <li>• Humour</li> <li>• Verbal Advice &amp; Support</li> <li>• Clear Direction</li> <li>• Negotiation</li> <li>• Distraction</li> <li>• Diversion</li> <li>• Reassurance</li> <li>• Planned Ignoring</li> <li>• Calm Talking/stance</li> <li>• Patience</li> <li>• Time out offered</li> <li>• Change of face</li> <li>• Reminders of consequences</li> <li>• Success Reminders</li> <li>• Sensory item</li> <li>• Positive Mentorship/Role modelling</li> <li>• Time Out Card</li> </ul>	<ul style="list-style-type: none"> <li>• Reduced number of effort points awarded in lesson (scale 1-5)</li> <li>• Lost reward time to be spent completing work, or restoring relationships/damage caused (supported by pastoral team)</li> </ul>
<b>Level 2</b>	<ul style="list-style-type: none"> <li>• Directed Racist/Homophobic Language</li> <li>• Directed Verbal Abuse</li> <li>• Physical aggression towards pupil</li> <li>• Physical aggression towards staff</li> <li>• Low level damage to property</li> <li>• Disrupting the good order of the school</li> </ul>	<ul style="list-style-type: none"> <li>• Time out directed</li> <li>• Pastoral Support</li> <li>• External Agencies</li> </ul>	<p><u>At the discretion of Pastoral Team</u></p> <ul style="list-style-type: none"> <li>• Daily Reward Time lost in entirety (that day only) - time spent on restorative work.</li> </ul>
<b>Level 3</b>	<ul style="list-style-type: none"> <li>• Physical harm to staff/student</li> <li>• Significant damage to property</li> <li>• Threats or malicious allegations towards others.</li> <li>• Inappropriate sexual behaviour.</li> <li>• Carrying a prohibited item.</li> </ul>	<ul style="list-style-type: none"> <li>• Enforced removal from lesson/activity</li> <li>• Liaison with parents/carers</li> </ul>	<p><u>At the discretion of Headteacher &amp; Pastoral Lead</u></p> <ul style="list-style-type: none"> <li>• Internal Exclusion – time spent with Pastoral team to repair relationships</li> <li>• Possible support from external agencies to provide bespoke/targeted support.</li> </ul>

## 5. Pastoral Team

The Pastoral team at Bridge House Independent School have specific responsibility for caring for pupils who may be struggling to access their learning. In addition to providing support in and out of the classroom they are responsible for:

- Keeping clear and accurate data records of incidents to be used to help provide robust and precise intervention and target planning.
- To provide advice and guidance to all staff on all aspects of behaviour including positive handling.
- To work alongside staff to plan and prepare behaviour support plans, Positive handling Plans and Personal Learning Plans.
- To provide timely support, advice and feedback and act as a point of contact for parents and care-givers.

## 6. Positive Handling

Preventative strategies are the first and foremost methods used to ensure that children are not experiencing any heightened emotions within the school. However, on rare occasions, students display behaviours which may result in the need to positively handle the child away from risk to self and others.

The use of positive handling must take account of the child's own best interests; his/her own likely perceptions of situations, his/her emotional state and levels of understanding. Positive handling, including withdrawal, is never used as a punishment and is only used in line with agreed criteria and procedures. All decisions to use positive handling strategies must be proportionate and necessary, with the purpose of preventing any of the following:

- Committing an offence;
- Causing personal injury to themselves or others, or the likelihood of such an occurrence;
- Significant damage to property, or the likelihood of such an occurrence;

Positive handling involves a proportionate degree of force. At Bridge House the use of positive handling is always used as a last resort where other means of de-escalation are unsuccessful and where the degree of risk has been appropriately assessed.

**“Withdrawal”** involves removing a young person from a situation which causes anxiety or distress to a location where they can be continuously observed and supported until they are ready to return to their usual activities.

**“Positive Handling”** involves the positive application of force in order to overpower the child.

The school interprets this to be, the positive application of force to prevent a child from acting in a particular way against their will or to make them do something they do not wish to do.

The school recognises that the use of force is only lawful if is both necessary and in the best interest of the child. Further, it recognises that the degree of force used must be in proportion to the circumstances of the incident and the seriousness of the behaviour or the consequences it is intended to prevent. Any force used should always be reasonable and the minimum needed to achieve the desired result.

Only those members of staff who have been “Team Teach Trained”, should carry out the positive handling of children but the school acknowledges that everyone has a right to feel safe and, as a result, in emergency situations, individuals who have not received the appropriate training may use reasonable responses to protect themselves and others from harm.

All incidents of positive handling are recorded and monitored rigorously. The school keeps detailed, written reports of all interventions where any form of restrictive positive handling is used. Parents/carers are informed of the incident on the same day or at the earliest possible time following. Thereafter, a post incident review is undertaken to support the child, the staff involved, rebuild relationships and ensure that lessons are learnt from the incident.

It should also be noted that it is accepted that sometimes an incident can escalate to a high level very rapidly and with little or no warning. In these instances, staff may have to take emergency action whilst trying to use positive handling methods to intervene safely.

Although all techniques used seek to avoid injury to the child, there is some potential for possible bruising or scratching to occur accidentally. These are not to be seen necessarily as a failure of professional techniques, but a regrettable and infrequent side effect of ensuring that the child remains safe. Such marks will be recorded on a Body Map, reported to parents/carers and discussed in the post-incident review

## **7. Exclusion**

Bridge House Independent school understands the detrimental impact of exclusions for children who have already experienced multiple exclusions in their lives. Therefore, we view exclusions as an absolute last resort. The Head teacher will only consider applying fixed term exclusions when all other interventions and support has been put in place to reduce such behaviours. However, in the case of continuous breaches of the following unacceptable behaviours it would have to be considered:

- Assaulting a member of staff or another child.
- Damaging school property to the level where it will cost for it to be repaired (a bill will also be sent home to be paid).
- Bullying, Racism, Sexism, Homophobic behaviour, Intimidation.
- Persistent disruption of lessons over a long period of time.

On the rare occasion that exclusion is used we:

- Maintain contact with the child or young person throughout the process (telephoning them at the beginning and end of the school day, to check how they are doing and how the work set is going)
- Use Restorative Practice to structure reintegration meetings and reduce blame.
- Place the young person's voice at the heart of each step of the process

### **Permanent Exclusions**

We will try to consult with parents, carers and local authority representatives before a permanent exclusion, however, this may not always be possible, depending on the level of risk or incident, please see below:

1. Violent physical assault on another individual that causes actual bodily harm.
2. Use or selling of alcohol or prohibited drugs

Permanent exclusion remains an absolute, last resort at Bridge House Independent School.