



Approval	Name	Signature	Date
Approved for Issue (Chair of Management Committee)	Michayla Poulton		September 22

BEHAVIOUR FOR LEARNING POLICY

This policy should be read in conjunction with the following policies:

Anti-Bullying Policy

Safeguarding Policy

Health and Safety Policy

Behaviour Response Model

PURPOSE

This policy describes the objectives and approach at the Bridge Achievement Centre regarding the behaviour of our pupils. We believe that good behaviour is fundamental to the teaching and learning process, and we therefore promote an ethos of positive behaviour management. Our main purpose is to support our pupils' emotional, behavioural and social difficulties, so that they can be fully included in school and society, fulfilling their potential and making a useful contribution to their community.

SCOPE

This policy applies to all of our pupils, staff, parents, carers, management committee, contractors, and other volunteers.

POLICY AIMS AND OBJECTIVES

The primary aim of the behaviour policy is to promote good relationships, so that our community can work together with the common purpose of helping everyone to learn. This policy supports our community in aiming to allow everyone to work together in an effective and considerate way. Specifically, we aim to:

- Provide a calm and purposeful learning environment in which all members of our community (pupils, staff and other stakeholders) are valued and respected. Within this environment teaching and

learning occurs with confidence and continual progress through the application of positive behaviour management strategies

- Encourage the development of self-discipline, respect and consideration for others as a central part of the individual's personal development
- Ensure that every member of our community is aware of the agreed expectations with regards to behaviour
- Promote the [Mission, Vision and Values](#) of the Bridge Achievement Centre

ETHOS AND PRINCIPLES

The following are the principles which underpin our Behaviour for Learning Policy:

- The quality of the relationships between staff and pupils and the creation of a positive ethos makes a major contribution to standards and behaviour
- Inclusion is our commitment to offer every pupil the best education which can possibly be provided using the resources available, to allow everyone to achieve their full potential
- All pupils are respected as people, valued equally and treated as individuals
- Good behaviour is modelled by staff
- Equity is achieved by ensuring everyone receives the support they need in order to maintain standards in behaviour
- Expectations of behaviour is at all times realistic
- Positive consequences (rewards) are key to promotion of good behaviour
- We record, promote and track behaviour through Class Charts
- We set out clear expectations about behaviour
- With Pupil voice, our [behaviour response model](#) was developed along with our [Code of Conduct](#). These are displayed in all our classrooms and in our corridors.

- Pupils are responsible for their own actions. Therefore, when discussing behavioural issues with our pupils, the principle of choice is used as often as possible whilst being transparent to pupils what consequences will follow if they choose to go against the agreed expectations
- It is recognised that self-discipline is a vital life skill, and this is therefore nurtured in our pupils
- Where pupils behave inappropriately, they are never made to feel that they as individuals are disliked; instead the emphasis will always be on correcting their inappropriate behaviour
- We recognise that some pupils will need more support than others in order for them to manage their behaviour appropriately; our staff therefore aim to repair and restore relationships so that pupils are fully supported whilst working towards a solution
- Where behavioural incidents result in sanctions, to ensure effectiveness of those sanctions, we ensure they are reasonable and proportionate and directly related wherever possible to the inappropriate behaviour and these are clear and consistent
- Important issues will always be followed up and all staff play a role in this: these actions are stated clearly in our Behaviour Response Model

RESTORATIVE PRACTICE

We use restorative approaches to encourage learners to think about how their behaviour affects others, both pupils and staff. It helps pupils to develop respect, responsibility and truth telling. If a pupil has been negatively affected by someone's actions we will try our best to ensure they feel that it has been put right for them and it will not happen again. If a pupil has done something wrong, they are asked to put it right and change their behaviour so it doesn't happen again. It allows all parties to have their say and be listened to.

STAFF RESPONSIBILITIES

Our staff adopt a team approach towards ensuring good behaviour management across the Centre. Staff are supported by their colleagues and managers in challenging and dealing with inappropriate behaviour and will seek to support each other in resolving conflicts.

When a disciplinary issue is referred to the Manager / Deputy Manager/ SLT, the member of staff concerned will remain as involved as possible in the outcome and action taken.

Behaviour management is a key area of consideration for all our staff. At times, effective behaviour management presents a challenge to even the most senior member of staff; all of our staff continue to work together to ensure best practice in relation to behaviour management at our Centre.

To ensure continuing good order in the classroom, all teachers will:

- Be ready for pupils at the start of the lesson, greet pupils at the door and monitor behaviour at all times
- Check that all pupils are present
- Consider seating arrangements carefully
- Ensure that mobile phones and any other electronic devices are put into a lock box at the beginning of every lesson unless otherwise agreed with the class teacher
- Ensure that pupil IDPs are linked to planning so they are on hand throughout the lesson
- Allow late pupils to join the class with a minimum of disruption, ascertaining the reason for being late at the end of the lesson, and ensuring there is an appropriate consequence applied for any time missing without an adequate reason
- Follow positive behaviour management guidelines when managing pupil behaviour
- Follow an appropriate lesson plan

- Discuss the behaviour of any pupil who is continually disrupting lessons at Pupil Provision meetings and during the Pupil Wellbeing section in weekly Staff meetings
- Discuss the behaviour of pupils with their key worker or trusted adult
- Follow up on any poor behaviour and keep the Centre Manager informed
- Take every opportunity to reward good behaviour and good work with our points reward system
- Not allow pupils out of the room during lessons without good reason and clear time limits for return. Teaching assistants will support and monitor
- Bring the lesson to a close on time, having allowed sufficient time for the lesson summary. Each pupil's behaviour will be reviewed at the end of every lesson, using Class Charts
- Assist in the monitoring and control of behaviour outside of the classroom by being visibly present at the start and end of all lessons
- Deal with the majority of incidents of poor behaviour by using appropriate teaching strategies, materials and positive behaviour management
- Form tutors of short term pupils will use the Behaviour Tracking system for Transition
- Form tutors and staff will maintain a strong focus on pupils' development of emotional literacy and social skills, ensuring that their pupils have SMART personal goals. Pupils will play a major part in setting and reviewing their personal SMART goals:
 - **S - specific**
 - **M - measurable**
 - **A - achievable**
 - **R - realistic**
 - **T – time related**

POSITIVE BEHAVIOUR MANAGEMENT

The underlying principle of our positive behaviour management ethos is based on a recognition that behaviour is a language and expression of how a pupil feels and that there will be times that pupils do not have sufficient self-awareness or skills to identify and communicate their feelings appropriately.

- Our staff will not take behaviour personally and will always take a pragmatic approach towards achieving a positive outcome
- We recognise that many of the behaviours of our pupils can be triggered easily, and our staff strive to stay aware of the issues and circumstances from which challenging behaviour arises; they will proactively plan accordingly for behaviour issues in their lessons
- Our staff, when dealing with pupils displaying challenging behaviours, will seek to adapt to the particular needs of the individual whilst maintaining clear boundaries of what is acceptable

Behaviour Response Model

The Behaviour Response Model has been developed to ensure consistency towards management of behaviour, rewards and consequences across all settings.

It sets out potential behaviours and the desired responses to each. It also provides graduated responses for persistently challenging behaviours.

REWARDS

We aim to ensure that positive participation is always rewarded, and promotes an environment where:

- A reward system is accessible to all pupils
- Success is recognised, celebrated and actively promoted at all times, in all areas and through rewards chosen by pupils
- Positive participation in, and contribution to, lessons is always rewarded by verbal praise and Class Charts points

- Personal phone calls to parents/carers, where pupils have made particularly good progress, are also an effective motivational tool and help us to establish positive relationships with both pupils and their families

We view it as the responsibility of all members of staff to foster good relationships and trust between parents/carers and the Bridge Achievement Centre, thereby gaining their active support. An annual report is written to parents in July to summarise and celebrate the attainment of pupils, as well as half-termly reports. Parents are asked to comment on their child's progress.

Informal meetings with parents are encouraged when necessary to discuss progress or behaviour. Parents are invited to attend PCP/IDP meetings.

WHOLE CENTRE SANCTIONS

Whilst the focus at our Centre is on positive behaviour management, from time to time, clear and consistent sanctions may be necessary.

- Where circumstances are deemed appropriate by staff, sanctions may be used according to individual circumstances and discussion with colleagues and parents
- When pupils do not gain rewards, this will never be presented to the pupil as a sanction. Pupils need to earn the recommended points in order to receive a reward. If pupils do not reach this target, this will be as a result of not having earned enough points, not because they are being punished and they are given the opportunity to continue to earn their points.

EXCLUSIONS

We recognize that many of our pupils are vulnerable and have previously experienced rejection and exclusion within the education system. We therefore strive to avoid excluding pupils from accessing educational provision. This is especially important where pupils are at significant risk; in these cases, the social worker would be alerted straightaway if the pupil were

to be excluded and the Centre would work closely with other agencies to ensure adequate provision for that pupil. Where behaviour is poor enough to warrant an exclusion, internal exclusion is our preferred choice. In this case we would ask the pupil to attend another provision for a period of time. A fixed term exclusion may be used, as a last resort, when other behaviour management strategies have failed or, an internal exclusion is simply not possible.

Exclusion criteria may apply when a pupil:

- Misbehaves to an extent that it disrupts the learning of others and other strategies have failed
- Uses threatening behaviour towards staff or their property
- Has non-accidental, aggressive physical contact with staff
- Continues to bully after appropriate warnings
- Physically attacks another pupil
- Is involved with drugs and /or alcohol on Centre premises

In all cases parents will be contacted by telephone (wherever possible) and a letter sent prior to exclusion. Parents will be requested to visit the Centre to discuss the situation.

TRAINING AND RESOURCES FOR STAFF

- Behaviour management is a critical issue for all our staff and will be regularly visited during training days/staff meetings
- Additional resources to help with behaviour management can be accessed by our staff at any time
- All our staff use their colleagues as a resource in obtaining advice and support in dealing with behaviour management issues
- The Educational Psychology Service and Behaviour Support Service are available to provide additional support to our staff when necessary
- Every member of staff is given the opportunity to take part in training events related to behaviour management

SECTION 2: RESTRICTIVE PHYSICAL INTERVENTION POLICY

Rationale

From time to time, the use of reasonable force may be necessary to ensure an effective learning environment. Staff at the Bridge Achievement Centre are trained to look after the pupils in their care. They have a duty to intervene in order to prevent pupils from hurting themselves or others. There may also be situations in which a pupil seriously disrupts good order in the school or causes significant damage to property. If a member of staff needs to intervene physically, they will try and follow the procedures within this policy document. Reasonable and proportionate force is only to be used to control pupil behaviour as a last resort and **only in the best interest of the child.**

The school behaviour policy (see above) is intended to reward effort and positive behaviour and to encourage pupils to take responsibility for improving their own behaviour, working on strategies in partnership with parents/carers to meet the individual behavioural needs of the pupil. A significant part of these strategies involve a preventative approach to risk reduction, looking for early warning signs that may influence the behaviour of a pupil and taking steps to divert behaviours that lead to a foreseeable risk for the pupil or others.

Aims

- To ensure the welfare and protection of the pupils in our care
- To ensure the welfare and protection of the staff who look after the pupils
- To ensure that any physical intervention is conducted within the school framework and national guidelines
- To ensure that any response to extreme behaviour is reasonable and proportionate

Arrangements for planning

All members of staff receive training and accreditation in the Team Teach method of positive handling, which is a holistic approach that includes a range of de-escalation and risk reduction strategies including non-verbal, verbal and, where absolutely necessary, physical interventions. Staff are expected to undertake dynamic risk assessments and to **choose the safest alternative**. We also expect staff to experiment and think creatively about any alternatives to physical intervention that may be effective. Staff are also expected to review and reflect on incidents, that involve physical restraint, asking themselves, **'could there have been a better alternative to try next time?'**

Procedures

Pupils who may require physical intervention will have a Positive Handling Plan (PHP). This will form part of the wider Learning Plan for a pupil and include a risk assessment process. This plan will be drawn up on admission, following consultation with parents/carers and home school and will be developed by the form tutor with support from parents/carers, Team Teach trainers, the behaviour leads and the LA behaviour support team. Strategies that are included in the PHP will be shared with all staff who work directly with the pupil.

PHPs will be shared and agreed with parents/carers before interventions are used, unless there is an immediate, unforeseen circumstance where physical intervention is necessary. Techniques to be used in any intervention will be explained and demonstrated to parents/carers and the pupil and parents will be asked to sign and date the plan to show that they agree with it. If parents/carers are unwilling to sign the plan, this must be recorded on the plan. A letter, with a copy of the plan will then be sent to the parents explaining that it is deemed in the best interest of the child in terms of keeping them and others safe and for the plan to be in place.

Physical interventions are only applied in accordance with the Team Teach approach and reported accordingly. Only members of staff who have relevant and current training in Positive Handling techniques will participate in any physical intervention, should that be required to keep the pupils and/or others safe. If a member of staff is not trained in the appropriate techniques then they can assist by opening a door, moving a chair etc. or calling for additional help where it is safe to do so. A copy of the plan must be kept:

- In the pupil's electronic file/ Edukey
- By the parents/carers
- By the behaviour team lead

Pupils are encouraged to participate in their PHPs and to suggest alternative ways of managing their own behaviours. The emphasis on repairing relationships with individuals after a serious incident is important and given a high priority within the positive handling process at the Bridge Achievement Centre.

All incidents that require physical interventions are recorded and reported, using the positive handling log and are sent to the Local Authority Behaviour Support Team. Any feedback provided by the team is always acted upon.

Responding to unforeseen circumstances

Even the best planning systems cannot cover every eventuality and the Bridge Achievement Centre recognises that there are unforeseen or emergency situations in which staff have to think on their feet. It is not enough to thoughtlessly apply rules without thinking through the likely consequences. The key principles are that any physical intervention should be:

- In the best interest of the pupil
- Reasonable and proportionate
- Intended to reduce risk

- The least intrusive and restrictive of those options available which are likely to be effective

Whenever a physical intervention has to be made there **MUST** be a verbal warning. Where possible staff should always attempt to use diversion in preference to physical interventions. They should only use the techniques and methods approved for use at the Bridge Achievement Centre. In general, if staff act in good faith, and their actions are reasonable and proportionate, they will be supported.

Principles

The management committee and Local Authority takes seriously its duty of care towards our pupils, employees and visitors to the school. Staff protection is an important part of our comprehensive safeguarding arrangements and both depend on the confidence and competence of the staff in dealing with difficult situations. All physical interventions are conducted within a framework of positive behaviour management.

The Senior Leadership Team will ensure that:

- Staff are given regular and relevant training
- All staff promote a positive learning environment where all pupils feel valued and respected
- Staff feel safe and confident in using specific restraint techniques
- Staff are given time to repair, reflect and recover from serious episodes of challenging behaviour
- The Positive Handling Policy and procedures are reviewed as the school's needs change and develop
- There is a process for planning and recording any physical interventions
- There are relevant and appropriate forms of risk assessments in place for Positive Handling techniques
- The Positive Handling Policy reflects good practice and the current legal requirements

Role of all staff

The expectation at the Bridge Achievement Centre is that all staff will support one another. This means that staff will always be offered help and always accept it. Help does not always mean taking over. It may mean just staying around in case you are needed, getting somebody else or looking after somebody else's class. Supporting a colleague does not only mean agreeing with their suggestions and offering sympathy when things go wrong. Real support sometimes means acting as a critical friend to help colleagues become aware of possible alternative strategies.

Good communication is necessary so that colleagues avoid confusion when help is offered and accepted. They need to agree on scripts so that all parties understand what sort of assistance is required and what is available. Only trained staff are expected to be involved with any physical interventions at the Bridge Achievement Centre. The school training record shows all of the staff who are trained Team Teach.

Any response to extreme behaviour by staff should be **reasonable and proportionate**. Staff should not react in anger. If they feel they are becoming angry, they should consider withdrawing to allow someone else to deal with the situation. Where staff act in good faith and their actions are reasonable and proportionate, they will be supported.

When Team teach methods are considered, staff should think about the answers to the following questions:

- How is this in the best interests of the pupil?
- Why is a less intrusive intervention not preferable?
- Why do we have to act now?
- Why am I the best person to be doing this?
- Why is this absolutely necessary?

If staff can answer these questions, it is more likely that a physical intervention will be judged to be reasonable and proportionate.

All staff that work at the Bridge Achievement Centre will be expected to support a pupil during physical intervention. Doing nothing is **not** an option when a pupil needs support. A member of staff who has not yet been trained in physical restraint techniques can still take effective action to reduce risk. They can:

- Show care and concern by acknowledging unacceptable behaviour and requesting alternatives using negotiation and reason
- Give clear directions to stop
- Remind the pupil about rules and likely outcomes
- Remove an audience or take vulnerable people to a safer place
- Make the environment safer by moving furniture and removing objects which could be used as weapons
- Use positive touch to guide or escort pupil to somewhere less pressured
- Ensure that colleagues know what is happening and get help

It is not reasonable to use force simply to enforce compliance in circumstances where there is no risk. Nor is it reasonable to use any more force than is necessary to achieve a reduction in risk. Under no circumstances should pain be deliberately inflicted or should pupils be deliberately subjected to undignified or humiliating treatment (this should not be confused with the unavoidable discomfort associated with some approved techniques for disengaging from assaults such as bites and grabs). Staff at the Bridge Achievement Centre will not use unreasonable force when physical intervention is required.

After an incident where RPI is used, staff will be expected to report and record the information using the appropriate procedures in a timely manner. The school behaviour leads will support this process.

Post incident support procedures for pupils and staff

Following a serious incident, it is our policy to offer support for all involved. Individuals take time to recover from a serious incident. Until the incident has subsided the only priority is to reduce risk and calm the situation down. Staff

should avoid saying or doing anything which could inflame the situation during the recovery phase. Immediate action should be taken to ensure medical help is sought if there are any injuries which require more than basic first aid.

All injuries should be reported using the accident report forms and/or violence at work forms (copies of these can be found in the Staff Handbook folder on the T drive). It is important to note that injury in itself is not evidence of malpractice. Even when staff attempt to do everything right, things can go wrong. Part of the post incident support for staff may involve a reminder of this, as people tend to blame themselves when things go wrong. Time needs to be found to repair relationships. When careful steps are taken to repair relationships, a serious incident does not necessarily result in long term damage. This is an opportunity for learning for all concerned. Time will be given to follow up incidents so that pupils have an opportunity to express their feelings, suggest alternative courses of action for the future and appreciate other people's perspective. When time and effort are put into a post incident support structure, the outcome of a serious incident can be learning, growth and strengthened relationships.

Recording physical interventions

Whenever a restrictive physical intervention is required, the incident **must** be recorded using the approved forms (incident form and Bound and Numbered Book). All staff involved in an incident should contribute to the record which should be completed as soon as possible after the event. These reports should be completed in a timely manner but must consider the wellbeing of all involved in the situation, allowing the individuals concerned time to have recovered from the immediate effects of the incident.

SLT will ensure that each incident is reviewed and instigate further action as required. A copy of the Bound and Numbered Book form should be sent to the LA with **24hrs** where possible. The form is also reviewed by the

LA. The Bound and Numbered Book is kept in the main office (KS2 have their own).

After a physical intervention, parents/carers will be informed by a member of SLT via a telephone call home to explain what has happened. This will be as soon as possible after the incident. This telephone call will then be followed by a letter home within 24hrs of the restraint happening. Parents/carers will be given the opportunity to discuss what happened in detail and the PHP will be reviewed to ensure it is still appropriate.

Reviewing Positive Handling Plans

Following an incident, consideration may be given to conducting a further risk assessment, reviewing the Positive Handling Plan or Individual Behaviour Plan. Any further action, in relation to a member of staff, or an individual pupil, will follow the appropriate procedures.

Complaints

Any allegations of inappropriate or excessive use of force following an incident will be investigated via the All Wales Child Protection Procedures (AWCPP). We are an open school and promote transparent policy and practice in order to protect the interests of pupils and staff alike. Any staff concerns regarding the welfare of pupils should be taken to the manager who is the designated person for safeguarding. Any safety concerns should be reported to the manager, who is the Health and Safety officer.

Related documents

Wales Child Protection Procedures

Keeping Learners Safe (Circular 158/2015)

Education and Inspection Act 2006 (Section 93)

Welsh Assembly Government 2005 – *Framework for Restrictive Physical Intervention Policy and Guidance*

Welsh Assembly Guidance: *Safe and effective intervention – use of reasonable force and searching for weapons* (October 2010)

Related school policy documents

Safeguarding Policy

Health and Safety Policy