



Bridgeview Behaviour Policy

Reviewed By	Approved By	Date of Approval	Version Approved	Next Review Date

1. Context

Bridgeview provides children with personalised opportunities to learn and develop using each child's Education, Health and Care Plan as the cornerstone for our practice. Each child that comes to Bridgeview is an individual and is at the heart of everything we do; we foster a caring and nurturing approach to ensure that each child can develop socially, emotionally, physically and intellectually. Children arrive at Bridgeview often having mixed experiences with mainstream education, which can impact on self-esteem and their sense of belonging.

2. Core purpose of Bridgeview Special School

We believe that offering creative access to a mainstream curriculum is key to gaining engagement from its pupils by providing opportunities to become involved in art projects, educational excursions, cultural and sporting activities to increase participation and enjoyment in education. We offer the children a safe learning environment and place trust and mutual respect at the core of all relationships. At Bridgeview Special School the children know; I matter. I am important. I belong.

3. The aims of the Behaviour Policy

3.1 To ensure staff:

- Use an insistent, persistent, consistent approach to supporting pupils in modifying and improving their own behaviour. This means: having high expectations of the children; maintaining these expectations in challenging circumstances; and ensuring that the adults' responses to pupils' behaviour is the same every time, regardless of which adult is supporting the pupil.
- Understand that everyone is responsible for maintaining high standards of behaviour.

3.2 To encourage pupils:

- To understand which behaviours will allow them to become a positive member of modern society, and help them integrate into educational, family, and wider community settings.
- To begin to tackle challenges they face in an appropriate manner.
- To understand the relationship between actions and consequences, taking responsibility for the choices they make.
- To strengthen their emotional literacy and increase their feelings of self-worth.
- To manage their emotions and make positive behavioural choices which contribute to life readiness.

4. Responsibilities

4.1 All staff are responsible for:

- Applying the behaviour policy at all times throughout the school day;
- Sharing good practice and effective strategies in debriefs, shaping and improving practice throughout the school;
- Mitigating risk by taking the actions detailed in Appendix 1; and
- Modelling the behaviour expected of the students.

4.2 Teachers are responsible for:

- Planning engaging learning and play opportunities to minimise the risk of dangerous or negative behaviours;
- Maintaining order and organisation in the classroom to make the setting safe for all students and staff;
- Analysing behaviour chronologies and determining strategies and ways forward in coordination with support staff and other professionals;
- Directing support staff effectively to pre-empt or address arising problems;
- Regularly contacting parents and carers to inform and update on their child's behaviour, including positive messages regarding changes;
- Acting on the advice of professionals to meet the needs of their students;
- Preparing children for changes to routines and maintain the visual timetable to allow children to manage the order of the school day; and
- Assessing a child's progress in their personal development in the PDP, and setting behaviour targets accordingly.

4.3 Support staff are responsible for:

- Keeping a detailed chronology of the children's negative behaviours to analyse with the teachers and determine ways forward;
- Regularly contacting parents and carers to inform and update on their child's behaviour, including positive messages regarding changes;
- Engaging children in learning and play to minimise the risk of dangerous or negative behaviours; and
- Maintaining order and organisation in the classroom to make the setting safe for all students and staff.

4.4 SLT are responsible for:

- Supporting and empowering classroom staff in the way in which they deal with challenging behaviour of individuals;
- Modelling best practice consistently for all staff;
- Evaluating planning for learning and staff practice to ensure maximum possible engagement, minimising the risk of dangerous or negative behaviours; and
- Coaching and mentoring staff on behaviour practice, advising on strategies and routines.

5. Bridgeview approach to promoting positive behaviour

Staff at the Bridgeview work as a team to promote and model expected behaviours. They ensure that pupils have a clear understanding of the expectations for their behaviour. Staff provide opportunities, learning tasks and social activities which enable pupils to further learn and practise appropriate behaviours. Staff act as mediators to encourage pupils to reflect on their own actions and words, resolve conflicts in a way that strengthens relationships and look for shared solutions.

Staff behaviour management strategies are built upon the consistent use of positive behavioural language, a clear and consistent structure, and firm routines and

boundaries. These principles underpin the entire curriculum and its delivery. Staff measure pupils' behaviour progress using the Personal Development Profile (PDP).

5.1 Use of language to promote positive behaviours

95% of our practice revolves around positive correctional language: choosing the right words to address a child's behaviour that allows the opportunity for them to learn how to self-regulate. Each time we speak to a child is an opportunity to teach them positive behaviour, and these tools and routines allow us the best chance of doing so.

Traffic Lights

The use of traffic light language is the 'bread and butter' of our behaviour policy. The following principles underpin the use of traffic lights and should be applied consistently in all classes:

- Traffic lights must **not** be used as a sanction or punishment, but rather to guide children's behaviour. E.g. "[Child's name], you are in amber/red. To be in green you need to..."
- Traffic lights language should concentrate on desired behaviour, not the negative. E.g. "To stay in green you need to..."
- Highlight what the children in green are doing well even when behaviour in the class is positive. E.g. "Well done [child's name], you are in green because..."
- The reason for moving a child's name on the traffic lights must be explicit and heard by the child, so that they may internalise and connect their actions with the consequence.
- Only adults may move names on the traffic lights.

PEARL points

PEARL is a vehicle by which staff can offer quick praise to reward and incentivise positive behaviour choices. PEARL points are awarded for: presentation, effort, attitude, readiness and listening. Children accumulate PEARL points to earn whole class long-term rewards, known to the children as a "Big R". Non-negotiable practice for awarding PEARL points:

- Staff should link the praise to the five strands, giving a clear and specific reason for the praise and ensure that the child hears the praise.
- Only adults may award PEARL points.
- Upon filling a PEARL point sheet, place one stamp on the class Big R.
- Children may put the stamp they have earned on the class Big R.

Behaviour Points and Note

Each school day is divided into 11 equal sections, and the children are asked to reflect on their behaviour at the end of each session. They may be awarded up to three points for each session, with a maximum total of 33 achievable points each day. Each child has a daily points target, which they need to meet to earn a Fabulous Day Note. Children may still earn a Good Morning or Afternoon Note if they fail to meet their points target but have had a positive half day. The points are a tool for the staff to use at their own discretion, and as such all staff should consider the following:

- Staff should use points to the advantage of the staff team. A child who has something to work for will inevitably show better behaviour than one who does not.
- Points targets should be differentiated for each child, depending on current form or based on the needs of the child at the time. A 3 for one child may not be a 3 for another.
- Every Monday morning the points targets for the week must be shared with the children.
- Teachers should use their professional discretion and judgement to a) determine points targets and b) award fabulous day/good morning/good afternoon notes based on points earned.
- Points reflections should be held at the end of each session and are structured to allow all children to contribute and listen (which may look different for each class). This takes place approximately every 45 minutes, and can include consequence reminders throughout the session.
- Children are involved in the discussion about points and contribute their feelings and opinions on points. The whole class may be involved to decide points together based on what is fair.
- Children behaving in a way that “crosses the line” should still be given the opportunity to earn some points for a session, but the incident should be considered when awarding a note at the end of the day. For example, a child who has reached their points target despite an assault should not be awarded a Fabulous Day Note.
- Children earning a Fabulous Day Note may engage in a short reward at the end of the day from 2:45 onwards after reflecting on the day and preparing for taxis. Points can still be earned up to 3:00.

Positive debriefs

Following any behaviour incident, especially when physical intervention was required, we engage in positive debriefs with pupils to help them reflect on their behaviour, why it was not acceptable and how it makes them feel, and what behaviours they could choose next time to avoid their negative feelings.

- Begin by asking how they feel/what they were thinking?
- Talk about behaviour: What did you do?
- Why was it unacceptable? Focus on rights and responsibilities of themselves/other children/adults in the room.
- What are the acceptable options you could have done instead? Prompt and discuss choices. How can adults help? Explore different options and determine which they think is the best.
- ALWAYS: Do you understand why we had to hold you?
- Attempt immediately following the incident if possible and always attempt before the end of the day.

5.2 Celebrating improved behaviour

Acknowledging effort and achievement in personal development is just as important as challenging difficult behaviour. Therefore, we take the following opportunities to reinforce positive change in attitudes and behaviours:

- A Star of the Week certificate is awarded based on the child's behaviour and attitude that week. This award has a high profile in the school and is seen as the "main" award of each assembly. The Star's picture is then displayed at the front of the school.
- A termly Achievement Assembly celebrates the child whose behaviour has most improved that term. They receive a certificate and award, and these assemblies are considered special by the children. Children with 100% attendance are also given a reward during this assembly.
- Staff contact parents and carers with positive messages where appropriate, being sure to inform of changes in the child's attitude and suggesting that they are further praised and rewarded at home.
- Staff are encouraged to allow children to share their successes with key adults or other children, including visiting other classes to "show off" what they have achieved.
- For children whose behaviour has improved and is mainstream ready an early review is arranged with the aim of reducing the length of placement and getting the child back into mainstream education.

Behaviours which "Cross the Line" – Serious Incidents

Certain behaviours cannot be tolerated. Where such behaviours arise there is a designated structure for staff response and support.

Behaviour which crosses the line can be described as:

- Premeditated, dangerous actions with the malicious intent to harm or damage;
- Deliberate actions which cause actual bodily harm or damage to property; **or**
- Specific violent actions including chairs thrown, weapons or missiles used with intent to harm or damage.

In response to instances of these behaviours class staff will:

- Continue normal practice to defuse situation;
- Support each other by offering change of face if necessary; **and**
- Report incident to a member of SLT immediately.

To support the classroom staff a member of SLT will:

- Consider whether a fixed term exclusion is appropriate, and if so determine its length;
- Call parents to inform of incident and procedure;
- Speak to the child about the incident and the consequence; **and**
- Arrange for reintegration meeting upon the child's return to school with key adults identified for attendance including the victim(s) and where appropriate the child's class.

Appendix 1: Mitigating Risks

The following flashpoints have been identified as having the potential to cause difficulty on any given day. All staff are responsible for ensuring that the agreed risk-mitigating actions are consistently followed.

Flashpoint	Mitigating Risk
Moving around the school	<p>Children and staff walk on the left-hand side of a corridor. Staff go through the doors first. The line does not continue until it is ready. Staff ensure door is closed once through. Staff revisit poor lining up at a later point in the day. All classes to have a line order. Staff to be positioned at each end of the line and next to key individuals.</p>
PE	<p>Points consequences are made clear for refusing to wear a PE kit. All children must wear school kit to earn full points for PE. Children change in the classroom or in toilets for identified individuals. All class staff participate in PE, modelling expected behaviour. Consequences for climbing in PE are the same as for playtime.</p>
Morning taxis	<p>Staff on gates. All staff from all classes must be out at the beginning of morning taxis to greet the children. Whenever possible there will be an SLT presence outside for taxis. For identified individuals a member of staff is allocated to meet and greet and if necessary escort them in. Shoeboxes are to be taken down by class staff as soon as they are full. Changes are explained to children the afternoon before an event. Expectations are clear for entry into the building and these are communicated by all staff.</p>
Afternoon taxis	<p>Staff on doors to allow smooth exit from the building down both corridors. Children must be ready to leave with shoes, coats and bags ready by 2:45pm at the latest. Expectations are clear for leaving the building and these are communicated by all staff.</p>
Lunchtime	<p>Children sit at their tables in allocated seats which are the same each day. Children are not served lunch until they are sat sensibly and have said grace. Children are praised and thanked for their manners. Staff must position themselves next to the children who pose the highest risk at lunchtime. Where an issue arises at the dinner table, staff are encouraged to use the calm room and remove the child from the situation to avoid escalation.</p>

<p>Afternoon playtime</p>	<p>Children who we know may refuse to come in from playtime should be given a classroom responsibility. Zones of the playground are closed in stages, starting with the MUGA 5 minutes before the whistle. Staff will zone depending on where the children are at that given moment, ensuring all activities are appropriately staffed and key absconding points are covered. All classroom staff out before the whistle, including (wherever possible) a member of SLT. Staff will actively attempt to engage the children in team games. Teachers will plan a “hook” for the class’s return to the classroom. Climbers will miss their next playtime.</p>
<p>Special occasions</p>	<p>All staff will be involved in deeper preparation for these events, considering staff positioning, routines and schedules. A full school debrief will be held to discuss the event plan at least two days in advance.</p>

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