



Bridgeview Special School

Behaviour & Relationship Policy



1	Summary	Behaviour & Relationships Policy	
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4	Applies to	<input checked="" type="checkbox"/> All staff <input type="checkbox"/> Support staff <input type="checkbox"/> Teaching staff	
5	Who has overseen development of this policy	Laura Carr, Director of Safeguarding Mike Walker Trust Behaviour Lead	
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1. Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole school approach to maintaining high standards of behaviour that reflect the values of the school and trust
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

2. Mission statement and purpose

At Bridgeview we strive for excellence and believe that through a culture of support and guidance, which is fair and restorative, pupils will develop and reach their fullest potential. It is the belief that every child should be supported to develop strategies to promote self-regulation. Through research, evidence and trauma informed practice, staff are able to guide and lead pupils effectively. Our aim is to support pupils, with a particular focus on helping them to understand their behaviour and how that can change over time. It is recognised that this may take some time, but more importantly, for this to happen, an enquiry approach is necessary to fully understand the behaviour and child. Staff need to understand the pupils and get to know them on many levels; it is necessary to identify and understand insecure attachments, effects of trauma and SEND (Special Educational Needs and Disability) to maximise positive steps and positive outcomes. The aims, ethos and values are outlined in this policy.

We believe that:

- Behaviour is a means of communication – we must ensure that all pupils are supported to communicate their needs safely and appropriately
- Pupils are more successful when their needs are understood and met allowing them to self-regulate and behave well, and that their effort to manage themselves and their behaviour should be recognised and acknowledged by adults and their peers
- In supporting emotional development and self-regulating skills pupils can learn to improve their behaviour. Many pupils at Bridgeview find learning difficult: learning new behaviour is a task, just like learning to read or write
- Pupils need a personalised approach to support them to manage their behaviour and consideration must be given to sensory and emotional needs, past and current trauma, levels of stimulation and engagement
- As adults, we must consider the learning styles and needs of the pupils; we must also have realistic expectations about the rate of progress a pupil will make when learning to adapt or develop new behaviours
- Mistakes are part of the learning process, and we recognise that all our pupils are at various stages of the developmental process. We do not make a judgement about it – instead, we support and guide our pupils to get it right



The stage of emotional development and additional needs of a pupil will determine their ability to self-regulate and their readiness for learning. Bridgeview aims to offer a stable environment in which vulnerable young people can work towards academic progress and a fulfilling place in society, whilst becoming more emotionally and socially independent. This Behaviour and Inclusion Policy emphasises the importance of acknowledging academic, social, and emotional progression involving pupils, parents, and carers to provide a safe, welcoming, and inclusive environment. We believe that parents know their children best, and we are committed to working with them to identify the best way of providing support for everyone in the school. The concerns of parents/carers will be listened to, in a non-judgmental way and acted upon where possible so that the needs of their children are effectively met.

3. Legislation, statutory requirements and statutory guidance

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

- [Behaviour in schools: advice for headteachers and school staff 2024](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- <https://www.gov.uk/government/publications/school-exclusion>
- [Suspension and permanent exclusion guidance](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)
- [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)

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](#), which explains that academies should publish their behaviour policy and anti-bullying strategy

4. Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Inappropriate language
- Incorrect uniform



Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour such as interfering with clothes
 - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour and/or language
- Possession of any prohibited/banned items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - E-cigarettes or vapes
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)
 - Mobile phones, electronic tablets (iPad etc.) Games consoles, any equipment used in taxis/transport must be secured in the office when pupils arrive to school.

5. Bullying

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against



Bullying can include:

Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • Racial • Faith-based • Gendered (sexist) • Homophobic / biphobic • Transphobic • Disability-based 	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

Explain your school's approach here, add this section to describe your own strategy. Make a note that this section applies to the named school in the policy.

You may wish to consider the following points when developing your strategy:

- How pupils, parents/carers and staff can report incidents of bullying
- How the school investigates allegations of bullying
- How the school records, analyses and monitors incidents of bullying
- Sanction procedures, making reference to section 7 of this policy where applicable
- How the school supports pupils who have been bullied, and those vulnerable to bullying
- Whole-school proactive strategies to prevent bullying
- How the school trains staff and governors in preventing and handling bullying

6. Role and responsibilities

6.1 Board of trustees

The board is responsible for monitoring the effectiveness of this behaviour policy and holding each Principle to account for its implementation.



6.2 Local governing body

The local governing body or IEB of each school is responsible for overseeing the implementation of this behaviour policy in its school.

6.3 Principal

The principal is responsible for:

- Reviewing and implementing this behaviour policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully, this includes supply staff
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding and child protection policy to offer pupils both sanctions and support when necessary
- Ensuring the data from the behaviour system is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

6.4 Staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour, and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly via the agreed behaviour system, the system we use in our school is Behaviour Smart and CPOMs
- Challenging pupils to meet the school's expectations

The senior leadership team (SLT) will support staff in responding to behaviour incidents.



6.5 Parents and carers

Parents and carers are expected to:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy and working in collaboration with them to tackle behavioural issues.

6.6 Pupils

Pupils will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they don't meet the standards
- The pastoral support available to them to help them meet the behaviour standards

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Pupils will be supported to develop an understanding of school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for pupils who are mid-phase arrivals.



7. School behaviour curriculum

7.1 Trust's approach to promoting excellent behaviour

Vision and values led culture

The trust fosters a culture rooted in shared values such as respect, responsibility, resilience, and ambition. These values are embedded in every aspect of school life, from classroom interactions to leadership decisions, ensuring that behaviour expectations are not just rules, but reflections of the trust's ethos.

Consistent expectations across all schools

A unified behaviour framework is implemented across all schools in the trust. This ensures consistency in expectations, language, and consequences, while allowing for contextual adaptations that reflect each school's community.

Positive reinforcement and recognition

The trust prioritises positive behaviour recognition through systems which recognise positive behaviour. Staff are trained to "catch pupils doing the right thing" and reinforce those behaviours publicly and meaningfully.

Staff training and modelling

All staff receive regular training on behaviour management, with some staff in specialist provisions also receiving training on trauma-informed practice, and restorative approaches. Staff are expected to model the behaviours they wish to see, creating a culture of mutual respect and high standards.

Pupil voice and leadership

Pupils are given opportunities to lead and shape the culture through school councils and peer mentoring. This empowers them to take ownership of their behaviour and that of their peers.

7.2 Expected behaviours, habits, and routines

Key themes:

- Respect for self, others, and the environment
- Responsibility for learning and actions
- Resilience in the face of challenges
- Readiness to learn and contribute

7.3 Core habits and routines

Punctuality and preparedness:

- Arrive on time with the correct equipment and uniform
- Be ready to learn at the start of every lesson

**Active listening and engagement:**

- Track the speaker with eyes and body language
- Respond thoughtfully and ask questions when appropriate

Positive communication:

- Use polite, respectful language at all times
- Resolve conflicts calmly or seek adult support

Independent and collaborative learning:

- Take initiative in learning tasks
- Work effectively with peers, valuing different perspectives

Respect for the learning environment:

- Keep spaces tidy and treat resources with care
- Move calmly and quietly around the school

Reflection and growth:

- Accept feedback positively and act on it
- Set personal goals and strive to improve

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school/ line order
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

7.4 Mobile phones

Pupils are not allowed to use mobile phones during the school day, in line with the DfE's [mobile phone](#) and [behaviour](#) guidance. Pupil's can use their mobile phones/electronic devices in taxis/transport. Phones must be secured in the allocated locker provided when pupils arrive in school and remain there throughout the day.

8.1 Positive behaviour culture

We promote a culture of positive behaviour by:

- Setting clear, consistent expectations across all settings
- Recognising and celebrating positive contributions and progress
- Embedding restorative practices that support relationship-building and accountability

8.2 Skilled and informed staff

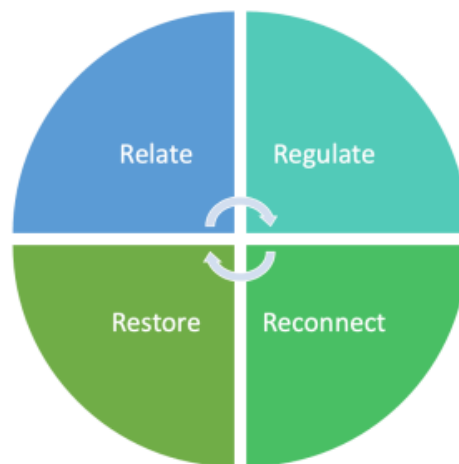
Staff across the trust are trained in:

- Team Teach, to safely and respectfully manage challenging behaviour, understand the communication behind the behaviour, use early de escalation strategies before the last resort of physical intervention which would always be in the best interest of the pupil using maximum care and minimum force.
- PACE (Playfulness, Acceptance, Curiosity, Empathy), to build trusting relationships. Pace is a way of thinking, feeling, communicating, and behaving that aims to make children and young people feel safe. It was developed by a Clinical Psychologist, Dan Hughes, and focuses on building positive and trusting relationships, emotional connections and giving a sense of security and safety. It is based on the way that caregivers interact with children. It describes a way of relating to others or 'a way of being.' It pays attention to how we deliver messages to children and young people through our communication. The principles offer a useful framework from which we can develop attunement and strengthen our relationships with the children and young people we work with. Using PACE also helps adults to slow down their reactions, stay calm and tune into what the child is experiencing in the moment. It supports us to gain a better understanding of what the child is feeling. In tricky moments it allows us stay emotionally regulated and guide the child through their heightened emotions, thoughts, and behaviours. In turn, PACE helps children and young people to feel more connected to, and understood by, important adults in their life and ultimately, to slow down their own responses.
- Emotion Coaching, to help pupils understand and regulate their emotions. Emotions themselves are natural and valid; difficulties often arise when emotions are unidentified, overwhelming, or expressed in harmful ways. Emotion Coaching helps by teaching a person (often via adults in their life) to:
 - Recognise and acknowledge emotional states
 - Validate and label those emotions (show empathy)
 - Set boundaries on behaviour (feelings are okay; not all behaviours are okay)
 - Problem-solve: help the person think through what to do next time, alternative responses, coping strategies.

This approach builds emotional intelligence, better self-regulation, stronger relationships, and reduces conflict or crisis behaviour.

- Trauma Informed Practice, to respond sensitively to pupils with adverse experiences. Bridgeview operates within a trauma-informed approach, where there is a recognition that pupils are emotionally dysregulated, and the pupils need support to become reregulated through co-regulation or supported self-regulation. Staff understand the importance of relating to the pupils' individual needs, which promotes strong professional relationships. During this process of regulation relationships are reestablished through reconnection. Part of this process will also be to remind the pupils that there will be a consequence for their choice of behaviour, with an emphasis on ways in which the pupil can develop their response to dysregulation. Strategies for supporting pupils' displaying challenging behaviours and displays of emotions are based on: an understanding of the functioning and development of the brain, the reminders of the link between choices and consequences, the role that trauma and adverse childhood experiences has on development and the importance of an emotionally available adult to support with the 4Rs – Relate, Regulate, Reconnect and Restore.

Process for supporting our pupils through stages of dysregulation and reintegration.



The Neurosequential Model of Therapeutics

This shared training ensures a consistent, compassionate approach that supports both prevention and intervention.

8.3 Early intervention and personalised support

We respond to behaviour as a form of communication:

- Early signs of distress are identified and addressed with appropriate support.
- Interventions are tailored to individual needs, often involving pastoral teams, SENCOs, and external professionals.
- Families are engaged as partners in supporting their child's development



8.4 Restorative and reflective practice

Wherever possible, we seek a restorative approach to all incidents. This process does not assign blame but encourages the pupils to look at their own and others' behaviours with a view to providing a positive outcome for all involved. Following an incident, staff will encourage pupils to engage in a restorative meeting. This will only take place when all parties are ready. Once agreed, a restorative meeting may then be arranged at which the pupil is encouraged to think about the following: • What happened • How they felt at the time • Who was affected by what happened • How they feel about it now • How can we repair it. By using this approach, pupils are taught to reflect and take responsibility for their own actions. It's not who's right or wrong, but how we approach the challenge. Repair not Blame. If a restorative meeting cannot take place due to the pupils not wanting to participate, then a parent meeting may be arranged to help support the process.

8.5 Consistency across the Trust

To ensure fairness and equity:

- All schools follow a shared behaviour policy framework, adapted to their context
- Behaviour data is monitored centrally to inform practice and identify trends
- Staff receive ongoing professional development to maintain high standards

8.6 Safeguarding and wellbeing

We understand that behaviour is often linked to emotional wellbeing:

- Our responses are always underpinned by safeguarding principles.
- We aim to create environments where pupils feel safe, supported, and understood.
- Mental health and wellbeing are prioritised across all aspects of school life.

8.7 Classroom management

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 behaviour curriculum or their own classroom rules
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh



- Having a plan for dealing with low-level disruption
- Using positive reinforcement

8.8 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information.

8.9 Responding to good behaviour

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations, and norms of the school's behaviour culture.

Positive behaviour will be rewarded with:

All staff will use a variety of techniques to promote and embed school culture.

- Reinforcing positive choices through verbalisation, for example, well done to show me you are ready. Thank you for waiting patiently.
- We are aware of the coexistence between a child's long-term academic and behavioural progress. We have several tools at our disposal to monitor the progress of the whole child over the course of their time within our school. The most important strategy through which the aims of the school are met is the full and proper recognition of achievement – both behavioural and academic. We have a commitment to emphasising the positive and always looking for opportunities to praise and encourage. Firstly, verbal praise and recognition are routinely used. Telephone calls and notes home are used to inform parents and carers of behaviour and work. Behaviour Points will support hard work and attitude in class; this will be underpinned by Fabulous Day Notes and/or a Wonderful Work Note.
- Big 'R's will celebrate whole class achievements and will support enrichment time.
- Pupils also earn RESPECT points throughout the day when staff recognise their good Resilience, Empathy, Self-awareness, Positivity, Excellence, Communication, Teamwork. These points are collected on a chart and 'cashed' in at the school shop.

The following are examples of how rewards and recognition are used at Bridgeview:



- Verbal feedback (descriptive praise)
- Non-verbal praise e.g. thumbs up
- Individual reward activity (e.g. free choice)
- Contingent touch
- Weekly Stars and Certificates
- Written feedback
- Responsibilities
- Reward trips
- Phone call home
- Stickers (on child or work)
- Stamper
- Praise from Senior Management team
- Head Teacher Awards

Although we understand, accept and use tangible rewards, it is our intention to encourage pupils to own and independently manage their behaviour. The aim is self-regulation with an increasing moral and social understanding of how their behaviour impacts in a positive or negative way on those around them. By developing these skills, children will be more able to experience social success in the future, which will impact their life choices.

Treetops at Bridgeview is a provision for pupils with specific communication and interaction needs. Their system is slightly different although all of the above positive praise and reward still apply, they do not earn points or notes throughout the day but they are rewarded with stickers. The instructions regarding behaviours are kept simple but the expectations for all pupils are still high.

Treetops behaviour policy

1) We use kind hands.

2) We use kind feet.

3) We listen to each other.

4) We take turns with each other.

5) We are a good friend.

6) We keep our environment tidy.

Who	Doing	Feeling

This is a visual support for pupils to help them to understand that some behaviours are not acceptable. The visuals will have an actual photograph of the pupil. There may also be a bespoke visual for particular behaviours displayed by individual pupils e.g. climbing.

The Script

'John, you have bitten Tom. This is unkind. This has made Tom sad.'

Descriptive Praise



If we tell people what it is exactly that we like about what they are doing, we are reinforcing the behaviours we want to promote, e.g. 'Excellent listening skills _S_, I liked the way you came the first time I asked.' 'I noticed how kindly you supported _S_. Thank you.' 'Thank you for returning to the activity so promptly.' We are also giving them positive feedback and personal recognition. This raises their self-esteem and leads to improved behaviour. The use of descriptive praise is a feature of the school's language linked to our character traits. Descriptive praise supports behaviour for learning.

8.10 Responding to misbehaviour

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

De-escalation techniques, including the use of pre-arranged scripts and phrases, can be used to help prevent further behaviour issues arising.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and considered.

The Den	The Den is a quiet space where pupils can self-regulate or be supported by staff to coregulate.
The Regulation Station	The Regulation Station is a room where pupils are encouraged to take time and attempt to re-regulate their emotions, before being supported by an adult using co-regulation techniques. The room may also be used for individual or group interventions when required
The Green Zone	The room is fully padded and allows the pupils to not only support their emotions but also support their sensory needs.
The Sensory Room	This is a room to support pupils through a sensory experience. This could be either to coregulate with a member of staff or as a sensory break during the school day.

Any staff response to misbehaviour will maintain the culture of the school, restore a calm and safe environment in which all pupils can learn and thrive, and prevent the recurrence of misbehaviour. To achieve these aims, a response to behaviour may have various purposes.

These include:



- **Deterrence:** sanctions can often be effective deterrents for a specific pupil or a general deterrent for all pupils at the school. (Examples may include loss of privileges).
- **Protection:** keeping pupils safe is a legal duty of all staff. A protective measure in response to inappropriate behaviour, for example, removing a pupil from a lesson, may be immediate or after assessment of risk.

Personal circumstances of the pupil will be considered when choosing sanctions, and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour sanctions in the future.

The school may use 1 or more of the following sanctions in response to unacceptable behaviour:

- Temporary removal from the group to re-establish standards required of the pupil (Teacher or Support staff).
- Use of time out • Consequences at break and/or lunch time
- Phone call to parents
- Reflected on behaviour points sheet
- Meeting between school, pupils, and parents
- Agreeing a conduct agreement
- Suspensions and exclusions in line with current legislation and exclusion policy. (This is to be used as a last resort)

8.11 Reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence
- Incidents of reasonable force must:
 - Always be used as a last resort
 - Be applied using the minimum amount of force and for the minimum amount of time possible
 - 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/carers via the behaviour system the school use

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.



Restrictive Physical Intervention

There are circumstances when it is appropriate for staff in school to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. 'Reasonable' in these circumstances means 'using no more force than is needed'. This is inline from DfE guidance (Use of Reasonable Force – advice for school leaders, staff and governing bodies). Our procedures are outlined in our Restrictive Physical Intervention Policy. All pupil-based staff are trained appropriately with a Level 2 De-escalation course certified by Team Teach.

At Bridgeview Special School the behaviour and relationship policy requires all staff members to work with pupils in such a way that restrictive physical intervention is used as a last resort, and/or in emergency situations to safeguard the pupils. All staff will use methods of discussion, guidance, and negotiation to support our pupils, with language playing a key role. Incidents of restrictive physical intervention are recorded on Behaviour Smart, as well as a phone call home to parent/guardian. This must be completed before the staff members involved leave the site. Situations may arise in school whereby the police need to be called. This judgment will be made by the Head of School; in his/her absence, the most senior member of SLT will decide. In the absence of both the Head and Assistant Heads, the staff members will decide based on safeguarding of the pupils and staff. This policy acknowledges our legal duty under the Equality Act, 2010 alongside the need to safeguard pupils and staff and support those pupils with special educational needs. Please see the Restrictive Physical Intervention Policy for further information.

Procedures for Damage to Property/Equipment

Pupils learn to be accountable for their actions, therefore if a pupil damages property or equipment, they will have the opportunity to work with the caretaker during their own free time, such as, during breaks or after school as part of our restorative approach. If the pupil continues to damage, they are expected to pay a contribution towards the repair or replacement. When damage to property occurs, staff are to record on Every and inform SLT. After evaluation of the incident and damage, the Head of School will decide whether a contribution will be requested from parents/carers. A letter will be written to the parents/carers informing them of the damage and requesting either the full cost or a contribution.

8. Searching, screening and confiscation

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).



Searching, screening
and Confiscation Polic



9.1 Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the Principal, or by the Principal themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness, they should immediately report this to another member of staff, and make sure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but not required urgently, they will seek the advice of the principal, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. “I will ask you to turn out your pockets and remove your scarf”
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil’s co-operation



If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact Rob Abrahamsen Principle/Maria Hope DSL/Rebecca Smith DDSL/Christopher Hawksworth Behaviour Lead to try and determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules.

The authorised member of staff may use a metal detector to assist with the search. An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desk or locker.

'Outer clothing' includes:

- Any item of clothing that isn't worn wholly next to the skin or immediately over underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes or boots

9.2 Searching pupils' possessions

Possessions means any items that the pupil has or appears to have control of, including:

- Drawers
- Baskets
- Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the school rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.



9.3 Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school's safeguarding system.

9.4 Informing parents / carers

Parents / carers will always be informed of any search for a prohibited item. A member of staff will tell the parents/carers as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

9.5 Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

9.6 Screening

In order to safeguard the welfare of everybody on our school sites, we operate security arches on key entrances. These are metal detecting devices, used to reduce the risk of bladed articles or offensive weapons being brought on to site. As everyday working practice pupils and staff will both pass through these arches on arrival to the school site and upon departure.

Procedure for use:

- On arrival possessions will be handed to staff e.g. Mobile phones or personal devices.
- The young person will pass through the arch as they walk through the school entrance. If the arch detects an item it will alert staff by beeping and flashing.
- Staff will ask the pupil if they have anything to hand in, whilst also asking the person to remove any outdoor clothing and shoes.
- The young person will then be asked to walk through the arch again.



- If the arch alerts again, a common-sense approach will be adopted. If there is suspicion the young person possesses an item of concern they will be referred for further screening.

For further information see [Searching-screening-and-confiscation-policy-BV.pdf](#)

9.7 Confiscation

Any prohibited items (listed in section 3) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents / carers, if appropriate.

9. Off-site misbehaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

10. Online misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

11. Suspected criminal behaviour



If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the Principle.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

12. Zero tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police

Please refer to our child protection and safeguarding policy for more information.

13. Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or



malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

15.1 Suspension and permanent exclusion

The school can use suspension and permanent exclusion in response to serious incidents. Most pupils have experienced suspensions and/or exclusions and the emotional damage caused by it. Bridgeview Special School will, where possible, use alternatives to fixed term suspensions, such as changing the environment for the pupil. For example, supported working 1:1 with a member of staff until the school feels it is safe for the pupil to return to the classroom environment. It is understood by all stakeholders that suspensions will be used as a last resort and in serious circumstances where a clear message is being given that for a temporary period of time, the pupil is unsafe to be part of the school community, as their choices and actions have been harmful and hurtful. The Head of School and Executive Head has the right to impose the ultimate sanction of exclusion in accordance with current legislation

(https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101498/Suspension_and_Permanent_Exclusion_from_maintained_schools_academies_and_pupil_referral_units_in_England_including_pupil_movement.pdf)

One of the aims of Bridgeview is to include our pupils and not exclude them. Suspension and Exclusion, however, can and will be used as a very last resort and only when it is deemed the most appropriate course of action due to specific behaviours and/or prolonged periods of these behaviours. The reasons below are examples of the types of circumstances that may warrant a suspension or permanent exclusion.

- Physical assault against a pupil
- Physical assault against an adult
- Verbal abuse or threatening behaviour against a pupil
- Verbal abuse or threatening behaviour against an adult
- Use, or threat of use, of an offensive weapon or prohibited item that has been prohibited by a school's behaviour policy
- Bullying
- Racist abuse
- Abuse against sexual orientation or gender reassignment •
- Abuse relating to disability



Suspensions truly are the last resort, and the head teacher will ensure that all other reasonable steps of support have already happened and that planned interventions specific to the child have already taken place. Suspensions and Exclusions will not be a punitive and reactionary measure but a measured response. The length of suspension will consider the specific needs, age and circumstances of the child and will also consider previous behaviours that have been presented. We will endeavor to work closely with parents/carers and the child to support them through this period and how we can best return them to school. Parents/carers are consulted and kept abreast of the situation from the initial decision being made through to the reintegration meeting when the child will be expected to return to our school. The reintegration meeting will be an opportunity to discuss the exclusion and how best we can work together to ensure a successful return to school. A reintegration strategy will be clearly communicated at a reintegration meeting before or at the beginning of the pupil's return to school. During a reintegration meeting (Appendix A), we will communicate to the pupil that they are valued, and their previous behaviour should not be seen as an obstacle to future success. This meeting should include the pupil's parents. However, it is important to note that a pupil should not be prevented from returning to a mainstream classroom if parents are unable or unwilling to attend a reintegration meeting. To ensure ongoing progress, the strategy should be regularly reviewed and adapted where necessary throughout the reintegration process in collaboration with the pupil, parents, and other relevant parties. Bridgeview will work with relevant staff and multi-agency organisations, such as teachers, pastoral staff, mentors, social workers, educational psychologists, and the local authority, to identify if the pupil has any SEND and/or health needs. Any part-time timetable agreement will not be used to manage a pupil's behaviour and would only be in place for the shortest time necessary. There would be formal notification to the local authority in place for regularly reviewing it with the pupil and their parents. In agreeing to a part-time timetable, a school has agreed to a pupil being absent from school for part of the week or day and therefore must treat absence as authorised. Bridgeview will take a range of measures to enable the pupil's successful reintegration which can include, but are not limited to: • Maintaining regular contact during the suspension or off-site direction and welcoming the pupil back to school; • Daily contact with a designated pastoral professional in-school; • Use of a reintegration plan with personalised targets leading to personalised rewards; • Ensuring the pupil follows an equivalent curriculum during their suspension or off-site direction or receives academic support upon return to catch up on any lost progress; • Planned pastoral interventions.

Please refer to our exclusions policy for more information.



Suspension and
Exclusions Policy

14. Responding to misbehaviour from pupils with SEND

16.1 Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be



connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will take its legal duties into account when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As a part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measure will take into account the specific circumstances and requirements of the pupil concerned.

Pupils with SEND will have the following adaption made in personal plans:

- Short, planned movement breaks for a pupil whose SEND means they find it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism
- Use of separation spaces (sensory zones or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload

16.2 Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will consider whether:

- The pupil was unable to understand the rule or instruction
- The pupil was unable to act differently at the time as a result of their SEND
- The pupil was likely to behave aggressively due to their particular SEND

If the answer to any of these is 'yes', it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess whether it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

16.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND



The school's special educational needs co-ordinator (SENCO) 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/carers to create the plan and review it on a regular basis.

16.4 Pupils with an education, health & care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the matter. If appropriate, the school may request an emergency review of the EHC plan.

15. Supporting pupils following a consequence

Following a consequence, strategies should be considered to help all pupils to understand how to reflect on their behaviour and meet the behaviour expectations of the school.

These might include:

- A targeted discussion with the pupil, including explaining what they did wrong, the impact of their actions, how they can do better in the future. This may also include advising them to apologise to the relevant person, if appropriate
- A phone call with parents, and the Virtual School Head for looked after children
- Inquiries into the pupil's conduct with staff involved in teaching, supporting, or supervising the pupil in school
- Inquiries into circumstances outside of school, including at home, conducted by the designated safeguarding lead or a deputy.
- Considering whether the support for behaviour management being provided remains appropriate.

Designated staff should be appropriately trained to deliver these interventions. These interventions are often part of a wider approach that involves the wellbeing and mental health of the pupil. Taking disciplinary action and providing appropriate support are not mutually exclusive actions. They will be approached at the same time where necessary. We are clear about our approach and in which category any action falls, ensuring that the action complies with the law relating to each category. We will consider whether the misbehaviour gives cause to suspect that a pupil is suffering, or is likely to suffer, harm. Where this may be the case as set out in Part 1 of Keeping children safe in education, school staff will follow the school's child protection policy and speak to the designated safeguarding lead (or deputy). We will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate. Alternative arrangements for sanctions will be considered on a case-by-



case basis for any pupil where the school believes an alternative arrangement would be more effective for that particular pupil, based on our knowledge of that pupil's personal circumstances. The Whitehouse will maintain regard to the impact on consistency and perceived fairness overall when considering any alternative arrangements.

16. Pupil transition

18.1 Inducting incoming pupils

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

18.2 Preparing outgoing pupils for 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 relating to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

19 Training

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on: Team Teach, Responding to behaviour and the use of reasonable force. Within the trust we have a dedicated Behaviour Lead, Mike Walker, who is a team teach instructor.

Behaviour management will also form part of continuing professional development. Regular staff training will take place by the school and the trust.

In addition to this assurance checks take place from the trust on a regular basis.

20 Monitoring arrangements

20.1 Monitoring and evaluating behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusions and suspensions
- Use of pupil referral units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Perceptions and experiences of the school behaviour culture for staff, pupils, local governors, trustees and other stakeholders.

The data will be analysed from a variety of perspectives including:



- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle them.

The trust will work with its academies to consider this data, and whether there are patterns across the trust, recognising that numbers in any 1 school are often too low to allow for meaningful statistical analysis. A regular review of any Restrictive Physical Intervention will also take place by the trust.

20.2 Monitoring this policy

This behaviour policy will be reviewed by the Director of Safeguarding and the Trust Behaviour Lead and the board of trustees at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data. At each review, the policy will be approved by the board of trustees.

21 Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Child protection and safeguarding policy
- Bridgeview Restrictive Physical Restraint policy
- Mobile phone policy
- Attendance policy
- Antibullying policy
- Searching, Screening and Confiscation policy
- Safeguarding policy