



Behaviour Policy

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Equality Impact			
Statement	<p>We welcome feedback on this document and the way it operates. We are interested to know of any possible or actual adverse impact that may affect any groups in respect of any of the equalities act 2010 protected characteristics.</p> <p>The person responsible for equality impact assessment for this document is the Director of Equalities and Diversity.</p>		
Screening	<p>This policy has been screened by the Equalities Team and the impact has been assessed as:</p> <p><input type="checkbox"/> Not applicable <input type="checkbox"/> Low <input type="checkbox"/> Medium <input type="checkbox"/> High</p>		

1. Purpose

The purpose of this policy is to describe our practice and the principles upon which this is based in respect of behaviours as communications in response to a feeling, experience or stimulus. Behaviour is also an individual's personal response to their own perception or interpretation of a situation or event.

Everything we do, our words, actions, postures, planning, organisation and also what we do not do contribute to behaviour management. We will endeavour to create an exciting, dynamic, caring and nurturing learning environment. This will draw upon a range of creative ideas to enable the personal, social and emotional awareness of our pupils.

2. Scope of Policy

This policy applies to all staff in all locations. It sets out the approach of New Bridge Multi Academy Trust (MAT) to behaviour management.

3. Reason for Review

This policy is being reviewed as part of the Group policy audit.

4. Aim(s):

4.1. To establish a code of behaviour that reflects the aims and ethos of the New Bridge MAT and the current Department for Education (DfE) guidelines.

4.2. All members of the New Bridge MAT are entitled to be valued as individuals, experience and achieve success, feel positive about themselves and others, and grow in knowledge, understanding and skills.

5. Procedures and practice

5.1. Appropriate Conduct

5.1.1. As per the Home/School Agreement pupils will:

- 5.1.1.1. Try to do their best at all times
- 5.1.1.2. Be kind, helpful and polite and treat others with respect
- 5.1.1.3. Take good care of equipment and the school environment
- 5.1.1.4. Behave appropriately and not resort to violence

5.2. Appropriate Behaviour

5.2.1. Appropriate behaviour is rewarded via:

- 5.2.1.1. The positive reward scheme where applicable
- 5.2.1.2. Whole school and year group celebration of full points
- 5.2.1.3. Whole school and year group celebration of individuals' work
- 5.2.1.4. Achievement certificates
- 5.2.1.5. Achieving positions of responsibility
- 5.2.1.6. 'Good News' postcards sent home
- 5.2.1.7. Class and curriculum based reward systems
- 5.2.1.8. Verbal praise

5.3. Unacceptable behaviour

5.3.1. Unacceptable behaviour is that which:

- 5.3.1.1. Makes anyone in the organisation feel unhappy or threatened
- 5.3.1.2. Subjects anyone to violence, aggression or verbal abuse
- 5.3.1.3. Damages property
- 5.3.1.4. Prevents staff from teaching and pupils from learning
- 5.3.1.5. Disrupts the running of the organisation

5.4. Sanctions for unacceptable behaviour

- 5.4.1. Sanctions for unacceptable behaviour may include:
 - 5.4.1.1. Appropriate reprimanding and reminding of desired behaviours and appropriate choices
 - 5.4.1.2. Agreed time out in the pastoral hubs
 - 5.4.1.3. Reflection time during breaks and lunchtimes
 - 5.4.1.4. Internal Exclusion in the pastoral hubs where necessary
 - 5.4.1.5. Liaising with families
 - 5.4.1.6. Exclusion following current DfE and local authority (LA) guidelines
 - 5.4.1.7. Reporting of any criminal behaviour to the police

5.5. Strategies to improve behaviour

- 5.5.1. New Bridge MAT promotes a pro-active and positive approach to the effective support and management of challenging behaviours, this includes:
 - 5.5.1.1. Having a programme of support and an appropriate needs based curriculum that enables the individual to achieve success, build self-esteem and focus on personal strengths and interests
 - 5.5.1.2. Identifying individual learning difficulties and needs
 - 5.5.1.3. Having on-going understanding of the individual's needs through weekly pastoral meetings, access to pupil profiles, pupil behaviour plans and care plans
 - 5.5.1.4. Strong pastoral systems, including year leaders working in partnership with pastoral managers who are available to support pupils on a daily basis
 - 5.5.1.5. Involvement of the Behaviour Support Teams where appropriate
 - 5.5.1.6. Pro-active approach to supporting pupils through individual and targeted intervention
 - 5.5.1.7. Working closely with families
 - 5.5.1.8. Working with other external agencies as appropriate
 - 5.5.1.9. Bespoke groupings to support specific needs including a Nurture Group setting to provide specialist support for young people struggling in the wider body of the organisation
 - 5.5.1.10. Raising aspirations and motivation using appropriate incentives
 - 5.5.1.11. Personalised approach to support strategies
 - 5.5.1.12. Setting clear, achievable behavioural boundaries
 - 5.5.1.13. Praising and modelling appropriate behaviour
 - 5.5.1.14. Involving pupils in their own target setting
 - 5.5.1.15. Promoting citizenship values throughout the organisation

5.6. Home School Agreement / Parent Code of Conduct

- 5.6.1. When a child starts at New Bridge parents and pupils are asked to adhere to and sign the Home/School Agreement.

- 5.6.2. When a child starts at New Bridge parents are asked to adhere to the Parent Code of Conduct.

5.7. Behaviour Support Systems and Procedures

- 5.7.1. Pastoral Hub - The Pastoral Hub provides an environment for those pupils displaying low level behaviours or who need to talk to someone or spend directed or requested time out. Pupils are referred to the Pastoral Hub for a variety of reasons and always for the shortest time possible. We aim, wherever possible, to help pupils successfully return to their class or activity, with support if required. If pupils are not ready or able to return to classes, staff work closely with pupils to enable them to effectively manage their emotions and successfully resolve any issues. If additional input is required pastoral teams work in partnership with the school's behaviour team to support our pupils.
- 5.7.2. Behaviour Support Unit (BSU) at New Bridge School - The aim of the Behaviour Support team is to provide support for those pupils who display more challenging behaviour and who may require the use of Restrictive Physical Intervention (RPI). Staff will work through the 'Post Incident Learning' process with pupils enabling them to be effectively re-introduced to the wider school setting, working in partnership with pastoral teams
- 5.7.3. The BSU consists of two distinct areas:
 - 5.7.3.1. Safe Room - This area incorporates a padded seating area for those times when Restrictive Physical Intervention (RPI) may be used. This area can also be used for calming / reflection and post incident learning.
 - 5.7.3.2. Office/Working area - This area provides a formalised working area for pupils in addition to space for individual and group intervention programmes.
 - 5.7.3.3. The Behaviour Support team is responsible for deciding when a student is ready to leave the Behaviour Support Unit. It is important that this assessment is made by the Behaviour Support team who may have been supporting a pupil through crisis, working in partnership with pastoral teams.
 - 5.7.3.4. It remains the responsibility of Year Leaders to decide and implement strategies to manage pupils' behaviours within the wider school setting (behaviour management plans, rewards, sanctions etc.) working in partnership with pastoral teams and the Behaviour Support team.
 - 5.7.3.5. Pupils displaying low level challenging behaviours will be supported by pastoral teams.
 - 5.7.3.6. Higher levels of behaviour where RPI may be required should be referred directly to the Behaviour Support team.

5.8. Intervention programmes

- 5.8.1. There are 2 main strands to the Intervention Programme:
 - 5.8.1.1. Social and Emotional programme
 - 5.8.1.2. Relationship programme
- 5.8.2. Social and Emotional Intervention Programme

- 5.8.2.1. The Social and Emotional Programme is aimed at targeting those pupils who are struggling with a wide range of social, emotional and behavioural difficulties.
- 5.8.2.2. Staff work in partnership with the LA, Educational Psychology and Clinical Psychology teams.
- 5.8.2.3. Group and individual sessions include therapeutic work, counselling and Lego Therapy. All sessions are monitored by both staff and pupils to assess the impact on pupil well-being.
- 5.8.2.4. Pupils are highlighted for the Social and Emotional Intervention programme through the New Bridge Intervention referral process in addition to repeated Pastoral Hub and BSU referrals. The overall aim of the programme is to prevent referrals to the Pastoral Hubs and the BSU and to enable pupils to successfully remain in the wider body of the school.

5.9. Relationship Programme

- 5.9.1. Pupils access the Relationship programme on an individual and group basis. The programme covers a wide range of personal and relationship issues, incorporating personal hygiene and well-being, and developing and maintaining appropriate friendships and relationships. The overall aim of the programme is to enable pupils to develop their personal, social and emotional skills in order to function effectively and achieve their potential when they leave the organisation.

5.10. Nurture Group Provision

- 5.10.1. The Nurture Group is for those pupils who need a safe, secure environment for a range of social, emotional and behavioural reasons, and who would otherwise struggle within the wider body of the school. There is an emphasis on consistency of approach and developing and maintaining strong working relationships where pupils can feel nurtured, supported, encouraged and in turn challenged.
- 5.10.2. The unique structure of the group allows for 'Personalised Learning', enabling groups to take part in a range of off-site activities to help broaden personal experiences and develop a range of social and life skills. In addition to a broad curriculum offer, pupils from both groups are able to access lessons or activities (where appropriate) within the wider school.
- 5.10.3. The Nurture Group provision provides support for pupils on both a full and part-time basis as required. The Nurture Group is transient in nature, allowing for movement with pupils gradually accessing lessons, with support, and then when ready moving into the wider body of the school. The Boxhall Profile is used regularly to monitor the social and emotional progress of pupils within the Nurture Group.

5.11. Behaviour Monitoring

- 5.11.1. Planning, monitoring or reviewing pupil behaviour involves regular contact with families, pupils/students and other agencies, behaviour management plans, student tutorial sessions, weekly target sessions and individual mentoring.

5.11.2. Weekly year group meetings enable pupil behaviour to be monitored and consistent behaviour support strategies to be discussed and implemented. Detailed monitoring and assessment of all pupils accessing the Pastoral Hub highlight any patterns of behaviour or specific areas of concern, enabling individual directed support to be given to pupils where required, and the development of informed behaviour plans.

5.11.3. Consistent monitoring of all programmes and procedures should enable:

5.11.3.1. Effective monitoring of pupil behaviour

5.11.3.2. Patterns of behaviour to be highlighted

5.11.3.3. The collation of information to inform future behaviour plans

5.11.3.4. The implementation of individual behaviour support strategies

5.11.3.5. Improved communication

5.11.3.6. Clear picture of issues / difficulties

5.12. Exclusions

5.12.1. External Exclusions - It is for the Head of Site to decide whether to exclude a student/young person. Refer to the exclusions policy for further information.

5.12.2. Internal Exclusions - Internal exclusions can only be authorised by the Head of Site in partnership with Year Leaders. These should be monitored by pastoral teams to highlight any possible patterns of behaviour or potential triggers.

5.13. Searching pupils

5.13.1. The Head of Site has the power to use reasonable force to search the pupil or their possessions, without consent, where they suspect the pupil has a "prohibited item" such as:

5.13.1.1. Knives and weapons

5.13.1.2. Alcohol

5.13.1.3. Illegal drugs

5.13.1.4. Stolen items

5.13.1.5. Tobacco and cigarette papers

5.13.1.6. Fireworks

5.13.1.7. Pornographic images

5.13.1.8. Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property

5.13.1.9. Any item banned by New Bridge MAT which has been identified in the rules as an item which may be searched for

5.13.2. Where resistance is expected staff may judge it more appropriate to call the police.

5.14. Radicalisation & Extremism

5.14.1. Radicalisation is defined as the act or process of making a person more radical or favouring of extreme or fundamental changes in political, economic or social conditions, institutions or habits of the mind.

5.14.2. Extremism is defined as the holding of extreme political or religious views.

5.14.3. We will not tolerate extremist activity of any sort, which creates an environment for radicalising individuals and could lead them on a pathway towards terrorism.

- 5.14.4. Our curriculum promotes respect, tolerance and diversity. Pupils are encouraged to share their views and recognise that they are entitled to have their own different beliefs which should not be used to influence others.
- 5.14.5. We will ensure that our staff are fully informed through staff training days of the threats, risks and vulnerabilities that are linked to radicalisation; are aware of the process of radicalisation and how this might be identified early on.
- 5.14.6. There are a number of behaviours which may indicate a pupil at risk of being radicalised or exposed to extreme views. These include;
 - 5.14.6.1. Spending increasing time in the company of other suspected extremists
 - 5.14.6.2. Changing their style of dress or personal appearance to accord with the group
 - 5.14.6.3. Day-to-day behaviour becoming increasingly centred on an extremist ideology, group or cause
 - 5.14.6.4. Loss of interest in other friends and activities not associated with the extremist cause
 - 5.14.6.5. Attempts to recruit others to the group/cause
 - 5.14.6.6. Communications with others that suggests identification with a group, cause or ideology
 - 5.14.6.7. Using insulting or derogatory names to another group.
 - 5.14.6.8. Increase in prejudice-related incidents committed by that person – these may include;
 - 5.14.6.8.1. physical or verbal assault
 - 5.14.6.8.2. provocative behaviour
 - 5.14.6.8.3. damage to property
 - 5.14.6.8.4. derogatory name calling
 - 5.14.6.8.5. possession of prejudice-related materials
 - 5.14.6.8.6. prejudice related ridicule or name calling
 - 5.14.6.8.7. inappropriate forms of address
 - 5.14.6.8.8. refusal to co-operate
 - 5.14.6.8.9. attempts to recruit to prejudice-related organisation
 - 5.14.6.8.10. condoning or supporting violence towards others.
- 5.14.7. All incidents of such behaviours will be reported directly to the CEO or the Head of Site and fully investigated.

5.15. Violence and Gangs

- 5.15.1. New Bridge MAT has a duty and responsibility to protect our pupils and to ensure that they feel safe at school all the time. Pupils are encouraged to be aware of how to keep themselves and others safe and understand what unsafe situations are.
- 5.15.2. We will not tolerate violence or gangs and will challenge such aggressive behaviour to prevent the recurrence of such behaviours.
- 5.15.3. We will work with local partners, such as the police and youth offending teams to prevent anti-social behaviour or crime.
- 5.15.4. All incidents of such behaviours will be reported directly to the CEO or the Head of Site and fully investigated.

5.16. Malicious Damage or Negligence

5.16.1. Charges will be made for damage to any of our properties caused through negligence or malicious behaviour.

5.17. Health & Safety

5.17.1. Health and safety issues are described fully in the Health and Safety policy. It is the responsibility of all staff to report any issues without delay to a member of the senior leadership team.

5.18. Professional Development

5.18.1. Staff will be given information and advice on Behaviour strategies through in-house training or external training events where appropriate.

6. Sources and references

6.1. This policy takes into account:

- 6.1.1. Equality Act 2010
- 6.1.2. Education Act 2011
- 6.1.3. Education and Inspections Act 2011
- 6.1.4. Guidance on the Use of Restrictive Physical Interventions for Staff Working with Children and Adults who Display Extreme Behaviour in Association with Learning Disability and/or Autistic Spectrum Disorders” 2002 (modified 2012)
- 6.1.5. DOH & DFES Guidance for Restrictive Physical Interventions July 2002
- 6.1.6. Use of Reasonable Force Guidance July 2013 (England)
- 6.1.7. Local Authority policies
- 6.1.8. DfE Guidance Addressing Youth Violence and Gangs

7. Other useful documents

Anti-Bullying Strategy
Restrictive Physical Intervention policy
Allegations of Abuse Against Staff policy
Whistleblowing policy
Compliments and Complaints policy
First Aid policy

8. Monitoring

This policy will be monitored through the MAT’s accountability framework.