



Behaviour for Learning Policy

To be read in conjunction with the Trust's
Behaviour Principles inc. Anti Bullying Policy

To be reviewed February 2021

Policy Statement

This policy supports the values and Ethos of LIFE Education Trust

Rationale

We believe that The Bridge should be a safe and secure environment for learning, where all individuals are valued and treated with courtesy and respect. By definition all of our students are referred to The Bridge because they have exhibited medical needs that have not allowed them to maintain their education in a mainstream school placement. As a result, our Behaviour Policy must go beyond that of merely maintaining good order. It must provide the framework to support students re-establish the value of education, the ability to access productively and prepare them for reintegration in to a mainstream school or life beyond the school environment, with the academic, vocational and social skills necessary for post 16.

Involvement of outside agencies

The school works positively with external agencies and other partners (e.g. mainstream schools, Education Welfare Service, Youth Service, Education Psychology Service, health professionals, (including CAMHS). It seeks appropriate support from them ensure that the needs of all students are met by utilising the range of external support available.

Approaches to Behaviour

We want school to be an enjoyable for every student. Students should be able to learn, appreciate their lessons, make friends and be enthusiastic about school. So we want to encourage good behaviour and discourage behaviour that would undermine learning and the confidence of our students. We reward good behaviour with praise and tangible rewards and we will impose consistent, clear sanctions for unacceptable behaviour. However, we recognise children with emotional and psychological needs do not respond to "hard and fast" rules.

For our students being safe means 'security in terms of their emotional and psychological wellbeing'. Our aim is to provide a learning environment which enables the student to develop trust that The Bridge will ensure their emotional and psychological safety thus facilitating the journey of reintegration into education

Aims

- To create an environment which develops, enables and supports learning and achievement for all.
- To develop and promote positive social and learning skills.
- To develop the social and emotional aspects of learning which underpin the self-discipline and skills needed for positive relationships, learning and employability
- To ensure fairness and consistency in response to both positive and unhelpful behaviours
- To work effectively with parents and other agencies in ensuring good behaviour and discipline.

The management of student behaviour is the responsibility of all staff in accordance with our policy.

Inclusion Policy

- School Uniform: All students are expected to wear appropriate clothing for a school environment. The Head of School has the final decision with regard to appropriate dress code.
- Mobile phones are not allowed in classrooms during learning time unless authorised by the class teacher. These will be confiscated on the first occasion and returned at the end of the day, subsequently they will be returned only to parents.
- Students are expected to respect school property and use all equipment appropriately.

Rights and Responsibilities

At The Bridge these rights include:

- ❖ The right to feel safe
- ❖ The right to learn
- ❖ The right to respect
- ❖ For teachers also the right to teach as well as the right to respect and the right to feel safe.

Students to learn, to feel safe, have a voice and to be given respect

- Responsibility to oneself and others
- Rights for teachers to teach and student to learn
- Routines are taught and established
- Rules - agreed rules, which are the basis for all correcting

Rights and Responsibilities outside the classroom

Around the school and on school trips the school rules apply, as do our basic rights and responsibilities.

We also need to ensure:

- ❖ We move around The Bridge in a sensible manner
- ❖ We only eat and drink in the designated areas
- ❖ We put all our litter in the bins provided
- ❖ We are polite and courteous to others
- ❖ We respect school facilities and resources
- ❖ When out on trips etc. we are excellent ambassadors for The Bridge

Rewards

‘Praise and rewards will motivate students to follow the rules.’

Effective praise is:

- ❖ Personal;
- ❖ Genuine;
- ❖ Descriptive and specific; and
- ❖ Frequent and consistent.

Praise and reward students through:

- ❖ Quiet praise
- ❖ Public praise (if appropriate)
- ❖ Notes in planner/exercise book
- ❖ Giving them choices
- ❖ Giving them responsibilities
- ❖ Enabling them to earn commendation towards a special treat /trip ;
- ❖ Displaying their work
- ❖ Positive phone call/post cards sent home

Praise increases confidence, self-esteem motivation and develops positive relationships.

Achievement Points and Postcards/Certificates

Achievement Points will be used to recognise achievements, regularly and consistently by all staff.

Reward points are one of our formal ways of rewarding students. They can be given for a variety of reasons for example:

- attendance
- effort
- helpfulness;
- creativity;
- cooperation and teamwork ;-
- showing resilience
- initiative;
- improvement;
- improved work reviews;
- academic achievement;
- sporting contributions;
- presentation;
- consistency;
- Being a good role model.

For misbehaviour in the classroom:

- Ask student to leave your classroom and wait outside
- If possible, send to Head of School
- Log incident
- Take the opportunity to discuss the behaviour with the student at the end of the day

Internal Isolation

Students may be placed with the Head of School or Head of Teaching and Learning following more serious or persistent incidents. Parents are informed formally of the reason their son/daughter has been removed from lesson. All calls to parents must be recorded on Student Behaviour Log.

Internal Isolations - Students:

- Are isolated and sit in silence with a member of staff
- Work from text books, worksheets provided by teachers
- Follow specific directions given by member of staff

Exclusions

Fixed Term - Students are at home and the exclusion is formally registered. Students will be externally excluded for some incidents (fixed term exclusion). This is a serious formal sanction and parents are informed. Exclusion paperwork must be completed and signed by the Head of Centre. Following a Fixed Term Exclusion parents/ carers must meet with the Head of Centre and / or a senior member of staff before a student returns to normal lessons. The student has to set targets for improved behaviour following fixed term exclusion. In most cases fixed term exclusions will be kept to one/two days.

Permanent Exclusion from the Centre is the ultimate sanction and only used as a last result after consultation with the mainstream school, the IYFAP and partner agencies involved with the family.

All exclusion data must be reported to the Advisory Group as part of the termly report.

Disciplinary Procedures

Students whose behaviour is a concern will be placed on report and students on report are monitored by the Head of Teaching and Learning at the end of each day. Following a number of incidents students will be supported to improve their behaviour through working with the Life Coach and/or Head of Teaching and Learning, Head of Centre with the input of outside agencies such as: CAMHS

Additional Whole School Support for Improved Behaviour:

- Academic mentoring and regular academic, social and behaviour assessments.
- Implementation of the agreed behaviour policy this must be implemented by all staff as consistency is essential.
- All behaviour incidents must be recorded by the relevant member of staff as well as action taken

Behaviour Curriculum

All staff act as role models for students and should teach appropriate behaviours and specific classroom behaviours sometimes through circle time or group work.

Other Agencies

Students and staff should be supported by other agencies these include:

- **Educational Psychologist**
- **Youth Service**
- **Health Professionals including CAMHS, School Health**
- **Behaviour Support and Staff**

To implement the behaviour policy and to raise standards and expectations.

All Staff are expected to:

- Monitor behaviour, uniform, jewellery etc. on a daily basis and report to Head of Teaching and Learning
- Note concerns re: behaviour and discuss with students
- Note good or improved behaviour, praise/reward students
- Deal with low level disruptive behaviours
- Monitor student attitudes/ equipment and refer as appropriate to Centre Manager
- Monitor lateness and absences, put on report as appropriate following discussion with Head of School/Head of Teaching and Learning
- Share concerns at weekly pastoral meetings with all members of staff

All subject teachers are expected to deal with:

- Uniform/Mobile Phone infringements
- Lateness to lessons
- Lack of equipment
- Non completion of homework
- Low level disruptive behaviours
- Rewarding achievements, including good or improving behaviour
- By implementing the agreed behaviour for learning policy.

Head of Centre and Head of Teaching and Learning are expected to:

- Ensure as a team implement the agreed behaviour for learning policy consistently;
- Follow up incidents of poor behaviour
- Support individual staff with strategies
- Plan with team a range of strategies
- Discuss concerns with the parents/carers and appropriate partner agencies

- Request immediate support from CAMHS, SENCo, (where necessary) Youth Worker and Social Worker
- Ensure improvements in behaviour are noted and rewarded
- Support all staff in implementing the agreed behaviour for learning policy
- Issue appropriate reports/ sanctions

Support staff are expected to:

- Deal with incidents or request help
- Report incidents of poor behaviour to the appropriate member of staff, seriousness of incident
- Praise and reward good behaviour

Parents/carers are expected to:

- Support the school's behaviour policy and code of behaviour
- Support the school in its use of rewards and sanctions
- Take responsibility for the behaviour of their children
- Accept help and support if required

Advisory Group members are expected to:

- Support the agreed behaviour policy
- Regularly review the behaviour policy in conjunction with the Trust Behaviour Principles Inc. Anti-Bullying Policy
- Acknowledge the achievements of staff in managing behaviour issues