

# NEWBRIDGE SCHOOL

## Behaviour Management POLICY 2017

### OTHER POLICY LINKS

[E-Safety](#)

[Bullying Policy](#)

[ICT Acceptable Use](#)

### CURRICULUM LINKS: PHSCE/ICT/Thrive

**Created:** 2017  
**Updated:** February 2017  
**Review Date:** February 2019



A member of the Advance Trust, a Charity and Company limited by guarantee, registered in England and Wales with company number 8414933 whose registered office is at Vale of Evesham School, Four Pools Lane, Evesham, Worcestershire, WR11 1BN.

Context:

**The purpose of the behavioural policy is to ensure the behavioural ethos of the school is about keeping everyone safe. Students and staff have a right to work in an orderly safe environment where risk of harm is managed well and training is given to reduce incidents of risk.**

Newbridge is a short stay school for secondary aged students, who have been permanently excluded from their school.

Behaviour intervention is a key focus for us at Newbridge as we work to build the confidence and skills of students who have emotional, social and mental health needs.

In this policy we aim to:

- Promote appropriate behaviour, self- regulation and respect prevent bullying
- Ensure set work is completed
- Encourage self- discipline
- Create and maintain a positive, purposeful working environment that is safe for all students.

This policy relates to the schools duty to monitor behaviour beyond the school gate, working alongside other agencies including the police to assess the needs of students who display disruptive behaviour.

Introduction:

We at Newbridge believe that all students have the right to learn in a safe, caring, nurturing and supportive environment. The school promotes the spiritual, moral, social, emotional and cultural well- being of students. We endeavour to provide a caring and creative environment. We promote the right of students to speak out and seek help in all aspects of their well- being.

The school seeks to secure an environment in which everyone has high standards and where everyone is valued. Our core purpose is to develop self -esteem, a culture of respect, and ability to self- regulate so that aspirations of independent learning and living are achievable.

At Newbridge we place great emphasis on positive reinforcement of behavioural standards through de-escalation, positive modelling from staff and praise, which improves self -esteem and confidence.

We believe that parents are partners in the transition from inappropriate behaviour towards appropriate behaviour and as such we engage families in setting targets and reviewing these on a regular basis.

### **Aims:**

- To foster an environment in which everyone feels safe and where everyone can learn.
- To ensure that every member of the school community feels valued and respected and is treated fairly.
- To create an environment where appropriate behaviour is encouraged and reinforced, becoming the minimum expectation.
- To define acceptable standards of behaviour for individuals being mindful of their own learning needs
- To ensure there are CONSISTENT and realistic responses to both positive and negative behaviour
- To ensure that every member of the school's community behaves in a considerate way towards others, both in school and when working off site.
- To use Team Teach as a model for managing challenging behaviour, with the focus of de-escalation in incidents of poor behaviour as a priority, but the knowledge, skill and confidence to use positive physical intervention when necessary.

### **How will we achieve this:**

- Consistent communication about incidents of challenging behaviour – agreement on who is involved, how it will be managed – takes place twice daily in a briefing and de briefing arrangement at the start and end of each day.
- An identified area will be assigned to support students to self- regulate. It will also be used as a quiet area where students can reflect on situations and have space to solve problems. This will be staffed so that class based TA's can return to the classroom and support learning. The focus here is to manage behaviour and anxiety so that students can access learning unhindered.
- We will be consistent in recording incidents on Sleuth, positive and negative, and ensure that all information is shared during the afternoon briefing session.
- We will be clear about school rules and have deliverable rewards and sanctions in place that can be consistently and fairly applied without prejudice.
- We recognise that our priority is to support students to self- regulate impulsivity and in doing so we may need to suspend teaching if emotional and social needs are preventing learning. In this instance we will initiate Restorative Practice with the students.
- We will provide students with safe spaces within every classroom, to support their learning when they feel anxious or vulnerable.
- We will personalise the timetable for individual students to ensure they access enrichment activities.
- An enrichment visit out of school will be an entitlement every week for every student unless it would be unsafe for the student to attend
- We will deliver mindfulness sessions for every student to support their mental well-being and manage vulnerabilities during the school day.

- We will have coffee mornings, open days and opportunities for all staff to contact families to celebrate their child's success, which we hope will to engage families
- Person centred reviews are accessible to all, and student voice is a vital part of setting targets for education and for meeting SEMH needs.
- All students will have an Individual Education Plan which will reflect the wider learning that will be a focus for each child and their family as well as the school.
- We will record and share information frequently (every half term at minimum) about the individual learning journey – attendance, core subject attainment, positive behaviour, readiness to return to mainstream, emotional well- being scores and so on, so that families and students are aware of what needs to be a focus for self- regulation and self- improvement, in order to be successful at school.
- We will ensure that our students know they are cared for and that this is a safe place for them to let us know what is happening in their lives, either by communicating in terms of behaviour or verbally reporting anxieties.

### **The curriculum and learning:**

We provide:

- An appropriately structured curriculum
- Access to challenging discussions through tutor time about individual targets to improve attainment
- Opportunities to access restorative discussions following a recordable incident, so that we can work towards providing clear and safe learning environments.
- A personalised timetable to meet individual need
- Lessons will all have clear learning objectives
- All students are aware of what they are currently working on in every subject, and what their next steps will be
- All students will be aware of their IEP, so they can work towards their targets. This will be discussed weekly at minimum with students and termly at minimum with parent carers.
- Marking and record keeping will be up to date and will support learning so that students are aware of their progress.
- The curriculum will be appropriate to the learning, social emotional and mental health needs of each student, and will be differentiated to ensure full engagement.
- **Classroom Management:**
- Classroom management has an important influence on student behaviour – if they are engaged their behaviour will be more easily self- regulated. Effort and engagement will be valued and rewarded.
- Classroom will be organised, with all equipment labelled and easily accessible to students. Seating arrangements must be considered to enable students to see supportive materials and to hear the teacher appropriately.

- Classrooms should have engaging displays which are changed frequently and reflect the work of the students to develop self-esteem and provide examples of good work.
- Teaching will be based on a Quality First Teaching model, to ensure students all have access to the highest quality teaching at all times.
- All planning is to be consistent following the agreed school format.
- A daily schedule will be available for every student as well as supporting resources. This will include a personal recording slip detailing their point score linked to sleuth which is discussed during the plenary at end of every lesson.
- Plenary will be a focus for reflection on learning and engagement and recorded on Sleuth with each student.
- Every classroom will have resources appropriate for “work reward work reward” model – food, stickers, points for Vivo as appropriate.
- Lessons will be planned based on model of REPETITION, structured approach, with clear sections to include, preparation for learning, focus on delivery of learning objectives, plenary, self-reflection and recording.
- Based on principle of work reward work reward, we will reward positive Sleuth recording at end of each lesson with the five point system. Students achieving 4 or 5 points during the morning will receive access to the Café in the hall for drinks and cookies/muffins. Other rewards will be given during the day based on five point system – contact home, points towards the end of week awards.
  
- Positive information on Sleuth will be used to reward achiever of the week in every class/tutor group in end of week assembly – dip into reward box, certificate and contact with home to report achievement.
  
- End of term awards will be given for attendance, achievement in terms of core subject attainment, general improvement in an element of IEP.
  
- Parents will be contacted with positive news at least once a week.
  
- Longer term rewards will include – surprise presents, outings, enrichment days/activities within school (animal person in school)

School rules (see appendix 1) (developed through student council and agreed during tutor time) will be displayed around school – and attention brought to them during assemblies and tutor based activities.

When students make mistakes, we will follow the process for reparation through Restorative Practice.

We will ensure staff use scripts based in restorative practice to engage students when mistakes have been made – (“What happened” “How do you think ---- felt when this happened?” “How can we make this situation better?”

We use a 5 point system to make judgements on performance and behaviour during lessons: 3 is the score given when behaviour and engagement is as expected. 4 and 5 points earn vivo points and are rewarded throughout the day – during break students who have achieved scores of 4 or 5 during the morning will have access to the Newbridge café given cookies/muffins and hot chocolate as reward for achieving high scores in lesson.

2 points – as this is below expectation, results in a 5 minute detention within lunchtime and an opportunity to catch up on some of the work not achieved during lessons. Getting the score of 1 results in a 15 minute lunchtime detention, with opportunities to put it right by completing work missed.

3 scores of 1 in any single day results in a one hour detention after school. Parents are informed that this may be an option if their child does not behave appropriately. They will be asked to collect their child or to give permission for school to arrange a taxi or fare for public transport home.

Sleuth has been adapted to reflect this score system, and this will be part of EVERY LESSON during the PLENARY stage.

Repeated failure to honour school rules will result in a person centred review with family and students present, to review the situation. The outcome may be a reduced timetable and move to afternoon session, from 2pm until 3.30, until behaviour and ability to learn have been resumed.

Return to Main School Day would be achieved when student has demonstrated a change in attitude and this has been agreed by school council. A further review will be arranged to include parents and student, and arrangements made for a return to usual school day.

Signed: \_\_\_\_\_ (Chair of Governors)

Date: \_\_\_\_\_

Signed: \_\_\_\_\_ (Head Teacher)

Date: \_\_\_\_\_



**Approved By:**

Chair of Governors:

Headteacher: