



Approval	Name	Signature	Date
Approved for Issue (Chair of Management Committee)	Dave Jackson		March 2026

BEHAVIOUR FOR LEARNING POLICY

This policy should be read in conjunction with the following policies:

Anti-Bullying Policy
Safeguarding Policy
Health and Safety Policy
Behaviour Response Model

PURPOSE

This policy describes the objectives and approach at the Bridge Achievement Centre regarding the behaviour of our pupils. We believe that supporting pupils in regulating their behaviour is fundamental to the teaching and learning process, and we therefore promote an ethos of positive behaviour management. Our main purpose is to support our pupils' emotional, behavioural and social difficulties, so that they can be fully included in school and society, fulfilling their potential and making a useful contribution to their community.

SCOPE

This policy applies to all of our pupils, staff, parents, carers, management committee, contractors, and other volunteers.

POLICY AIMS AND OBJECTIVES

The primary aim of the behaviour for learning policy is to promote good relationships, through a trauma informed approach, so that our community can work together with the common purpose of helping everyone to learn. This policy supports our community in aiming to allow everyone to work together in an effective and considerate way. Specifically, we aim to:

- Provide a calm and purposeful learning environment in which all members of our community (pupils, staff and other stakeholders) are valued and respected. Within this environment teaching and learning occurs with confidence and continual progress through the application of positive behaviour management strategies
- Encourage the development of self-discipline, respect and consideration for others as a central part of the individual's personal development
- Ensure that every member of our community is aware of the agreed expectations with regards to behaviour
- Promote the [Mission, Vision and Values](#) of the Bridge Achievement Centre

ETHOS AND PRINCIPLES

The following are the principles which underpin our Behaviour for Learning Policy:

Through a trauma informed approach the quality of the relationships between staff and pupils and the creation of a positive ethos makes a major contribution to standards and behaviour.

The underlying principle of our positive behaviour management ethos is based on a recognition that behaviour is a language and expression of how a pupil feels and that there will be times that pupils do not have sufficient self-awareness or skills to identify and communicate their feelings appropriately.

Inclusion is our commitment to offer every pupil the best education which can possibly be provided using the resources available, to allow everyone to achieve their full potential. All pupils are respected as people, valued equally and treated as individuals. Therefore:

- Good behaviour is modelled by staff
- Equity is achieved by ensuring everyone receives the support they need in order to maintain standards in behaviour
- Expectations of behaviour is at all times realistic
- Positive consequences (rewards) are key to promotion of good behaviour

- We record, promote and track behaviour through [Class-charts.png](#)
- We set out clear expectations about behaviour
- With Pupil voice, our [behaviour response model](#) was developed along with our [Code of Conduct](#) and [School Expectations .png](#) These are displayed in all our classrooms and in our corridors.
- Pupils are responsible for their own actions. Therefore, when discussing behavioural issues with our pupils, the principle of choice is used as often as possible whilst being transparent to pupils what consequences will follow if they choose to go against the agreed expectations
- It is recognised that self-discipline is a vital life skill, and this is therefore nurtured in our pupils
- Where pupils behave inappropriately, they are never made to feel that they as individuals are disliked; instead the emphasis will always be on correcting their inappropriate behaviour
- We recognise that some pupils will need more support than others in order for them to manage their behaviour appropriately; our staff therefore aim to repair and restore relationships so that pupils are fully supported whilst working towards a solution
- Where behavioural incidents result in sanctions, to ensure effectiveness of those sanctions, we ensure they are reasonable and proportionate and directly related wherever possible to the inappropriate behaviour and these are clear and consistent
- Important issues will always be followed up and all staff play a role in this: these actions are stated clearly in our Behaviour Response Model

In addition, our school is invested in supporting the very best possible relationships between;

- Parent and pupil
- Pupil and pupil
- Pupil and school staff
- Parent and school staff
- School staff
- School staff and senior leaders
- School staff and external agencies.

To this end our school is committed to educational practices which Protect, Relate, Regulate and Reflect;

Protect

- Increased 'safety cues' in all aspects of the school day; 'meet and greet' at the door and an open door policy for informal discussions with parents/carers.

- Staff trained in 'PACE' (Playfulness, Acceptance, Curiosity and Empathy)
- Staff ensure that interactions with children are socially engaging and restorative practices are used to help repair mistakes
- Interventions that help staff to get to know children better on an individual basis e.g. 'I wish my teacher knew'. (What matters to them, who matters to them, their dreams, hopes). This is key to enabling children to feel safe enough to talk, if they wish, about painful life experiences, which are interfering with their ability to learn and their quality of life.
- Children and young people have easy and daily access to at least one named, emotionally available adult, and know when and where to find that adult. If the child does not wish to connect with the allocated adult, an alternative adult is found.
- We aim to provide a calm, safe environment where pupils can access key adults or safe spaces if they are feeling or become dysregulated during the school day
- Staff are supported in such a way that they feel truly valued and emotionally-regulated and therefore able to support and interact with others positively throughout the school day.

Relate

- There is a whole-school commitment to enabling children to see themselves, their relationships and the world positively, rather than through a lens of threat, danger or self-blame.
- Children are provided with repeated interactions with emotionally available adults in order to support improved feelings of safety and trust.

Regulate

- Interventions are specifically designed to bring down stress hormone levels.. This is to support learning, quality of life and protect against stress-induced physical and mental illness, now and in later life.
- The emotional well-being and regulating of staff is treated as a priority and we support this through effective staff support

Reflect

- Staff training and development supports the art of good listening, dialogue, empathy and understanding
- Whole school approaches help to ensure that parents, carers and staff are provided with opportunities to develop skills and strategies to improve relationships with children and young people e.g. use of the PACE model,

developing empathy and the importance of being an emotionally available adult.

- Children and young people are given the opportunity to talk through emotional experiences, e.g. through art/play/drama/ music/sand/emotion worksheets/emotion cards.
- Personal and Social Education (PSE) enables children to make informed choices about how they relate to others, how they live their lives, and how they treat their brains, bodies and minds.
- Staff development and training is targeted to help children reflect on trauma or painful life experiences through 1:1 wellbeing interventions, emergency interventions, incidental conversations and timetabled group sessions.
- Our approach at The Bridge Achievement Centre is based on resolution and repair through the use of restorative conversations.

RESTORATIVE PRACTICE

We use restorative approaches to encourage learners to think about how their behaviour affects others, both pupils and staff. It helps pupils to develop respect, responsibility and truth telling. If a pupil has been negatively affected by someone's actions we will try our best to ensure they feel that it has been put right for them and it will not happen again. If a pupil makes a mistake, they are asked to put it right and change their behaviour so it doesn't happen again. It allows all parties to have their say and be listened to through restorative conversations or, where needed, a mini conference between two or more pupils or adults.

STAFF RESPONSIBILITIES

Our staff adopt a team approach towards ensuring a trauma informed approach to positive behaviour management across the Centre. Staff are supported by their colleagues and managers in managing behaviour incidents and will seek to support each other in resolving conflicts.

When a disciplinary issue is referred to the Manager/Deputy Manager/SLT, the member of staff concerned will remain as involved as possible in the outcome and action taken.

To ensure continuing good order and increasing safety cues in the classroom, all teachers will:

- Be ready for pupils at the start of the lesson, greet pupils at the door and monitor behaviour at all times
- Check that all pupils are present and mark the register

- Consider seating arrangements carefully
- Ensure that mobile phones and any other electronic devices are put into a lock box at the beginning of each day unless otherwise agreed with the class teacher
- Ensure that pupil bespoke plans are clearly linked to their OPP targets
- Allow late pupils to join the class with a minimum of disruption, ascertaining the reason for being late at the end of the lesson, and ensuring there is an appropriate consequence applied for any time missing without an adequate reason
- Follow positive behaviour management guidelines when managing pupil behaviour
- Ensure bespoke plans are following an approved scheme of learning
- Discuss any behaviour that is causing a concern at e.g. Pupil Provision meetings, SLT meetings, or is referred to the behaviour lead
- Discuss the behaviour of pupils with their key worker or emotionally available adult
- Assist in the monitoring of behaviour outside of the classroom by being visibly present at the start and end of all lessons
- Encourage and support positive behaviour by using appropriate teaching strategies, materials and positive interactions
- Form tutors of short term pupils will use the Weekly Review tracking system for Transition
- Form tutors and staff will maintain a strong focus on pupils' development of emotional literacy and social skills, ensuring that their pupils have SMART personal goals. Pupils will play a major part in setting and reviewing their personal SMART goals:
 - **S - specific**
 - **M - measurable**
 - **A - achievable**
 - **R - realistic**
 - **T – time related**

TRAINING AND RESOURCES FOR STAFF

- Trauma Informed approaches to managing behaviour is a critical issue for all our staff and will be regularly visited during training days/staff meetings
- Additional resources to help with behaviour management can be accessed by our staff at any time
- All our staff use their colleagues as a resource in obtaining advice and support in dealing with behaviour management issues
- The Educational Psychology Service are available to provide additional support to our staff when necessary

- Every member of staff is given the opportunity to take part in training events related to supporting pupils

POSITIVE BEHAVIOUR MANAGEMENT

- Our staff will not take behaviour personally and will always take a pragmatic approach towards achieving a positive outcome
- We recognise that many of the behaviours of our pupils can be triggered easily, and our staff strive to stay aware of the issues and circumstances from which challenging behaviour arises; they will proactively plan accordingly for behaviour issues in their lessons
- Our staff, when dealing with pupils displaying challenging behaviours, will seek to adapt to the particular needs of the individual whilst maintaining clear boundaries of what is acceptable

BEHAVIOUR RESPONSE MODEL

The Behaviour Response Model has been developed to ensure consistency towards management of behaviour, rewards and consequences across all settings.

It sets out potential behaviours and the desired responses to each. It also provides graduated responses for persistently challenging behaviours.

REWARDS

We aim to ensure that positive participation is always rewarded, and promotes an environment where:

- A reward system is accessible to all pupils
- Success is recognised, celebrated and actively promoted at all times, in all areas and through rewards chosen by pupils
- Positive participation in, and contribution to, lessons is always rewarded by verbal praise and Class Charts points
- Personal phone calls to parents/carers, where pupils have made particularly good progress, are also an effective motivational tool and help us to establish positive relationships with both pupils and their families

We view it as the responsibility of all members of staff to foster good relationships and trust between parents/carers and the Bridge Achievement Centre, thereby gaining their active support. An annual report is written to parents in July to summarise and

celebrate the attainment of pupils, as well as half-termly reports. Parents are asked to comment on their child's progress.

Informal meetings with parents are encouraged when necessary to discuss progress or behaviour. Parents are invited to attend PCP/IDP meetings.

WHOLE CENTRE SANCTIONS

Whilst the focus at our Centre is on supporting pupils through positive behaviour management, from time to time, clear and consistent sanctions may be necessary.

- Where circumstances are deemed appropriate by staff, sanctions may be used according to individual circumstances and discussion with colleagues and parents
- When pupils do not gain rewards, this will never be presented to the pupil as a sanction. Pupils need to earn the recommended points in order to receive a reward. If pupils do not reach this target, this will be as a result of not having earned enough points, not because they are being punished and they are given the opportunity to continue to earn their points.

EXCLUSIONS

We recognise that many of our pupils are vulnerable and have previously experienced rejection and exclusion within the education system. We therefore strive to avoid excluding pupils from accessing educational provision. This is especially important where pupils are at significant risk; in these cases, the social worker would be alerted straightaway if the pupil were to be excluded and the Centre would work closely with other agencies to ensure adequate provision for that pupil. Where behaviour is challenging enough to warrant an exclusion, internal exclusion is our preferred choice. In this case we would ask the pupil to attend another provision for a period of time. A fixed term exclusion may be used, as a last resort, when other behaviour management strategies have failed or, an internal exclusion is simply not possible.

Exclusion criteria may apply when a pupil:

- Misbehaves to an extent that it disrupts the learning of others and other strategies have failed
- Uses threatening behaviour towards staff or their property
- Has non-accidental, aggressive physical contact with staff
- Continues to bully after appropriate warnings
- Physically attacks another pupil
- Is involved with drugs and /or alcohol on Centre premises

In all cases parents will be contacted by telephone (wherever possible) and a letter sent prior to exclusion. Parents will be requested to visit the Centre to discuss the situation.