

Bridge Specialist Academy

Behaviour and Relationships Policy



Aims and objectives

In seeking to define acceptable standards of behaviour we acknowledge that these are goals to be worked towards rather than expectations which are either fulfilled or not. We believe that the school has a central role in the children's social and moral development just as it does in their academic development. In the same way as we measure academic achievement in terms of progress and development over time towards academic goals, so we measure standards of behaviour in terms of the children's developing ability to conform to our behavioural goals. The children bring to school a wide variety of behaviour patterns based on differences in home values, attitudes and parenting skills. At school we work towards standards of behaviour based on the basic principles of honesty, respect, consideration and responsibility. It follows that acceptable standards of behaviour are those which reflect these principles.

Aims:

- To create an environment which encourages and reinforces good behaviour;
- To define acceptable standards of behaviour;
- To encourage consistency of response to both positive and negative behaviour;
- To promote self-esteem, self-discipline and positive relationships;
- To ensure that the school's expectations and strategies are widely known and understood;
- To encourage the involvement of both home and school in the implementation of this policy.

School Ethos

The adults encountered by the children at school have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence on the children. As adults we aim to:

- create a positive climate with realistic expectations;
- emphasise the importance of being valued as an individual within the group;
- promote, through example, honesty and courtesy;
- provide a caring and effective learning environment;
- encourage relationships based on kindness, respect and understanding of the needs of others;
- ensure fair treatment for all regardless of age, gender, race, ability and disability;
- show appreciation of the efforts and contribution of all.

The Curriculum and Learning

We believe that an appropriately structured curriculum and opportunities for effective learning for all contribute to good behaviour. Thorough planning for the needs of individual pupils, the active involvement of pupils in their own learning, and structured feed-back all help to avoid the alienation and disaffection which can lie at the root of poor behaviour. Therefore, our lessons are planned with clear objectives that can be understood by the children, and differentiated to meet the needs of children of different abilities. Marking and record keeping are used to provide feed-back to the children on their progress and achievements, and as a signal that the children's efforts are valued and that progress matters.

Classroom Management

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between teacher and children, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way children behave.

It follows that our classrooms are organised to develop independence and personal initiative. Furniture is arranged to provide an environment conducive to on-task behaviour. Materials and resources are arranged to aid accessibility and reduce uncertainty and disruption. Displays help develop self-esteem through demonstrating the value of every individual's contribution, and overall the classroom provides a welcoming environment.

Teaching Methods

A variety of teaching methods are used to encourage enthusiasm and active participation for all. Lessons aim to develop the skills, knowledge and understanding which will enable the children to learn and play in co-operation with others. Praise is used to encourage good behaviour as well as good learning. Challenging inappropriate behaviour is made as private a matter as possible between teacher and child to avoid resentment. We encourage careful use of 'scripts' (personalised to each child if needed) when challenging pupil behaviour, for example, stressing the positive behaviour that is required and avoiding labelling the child in a negative way. We also prefer to use prevention rather than intervention wherever appropriate.

Rules and Procedures

Rules and procedures are designed to make clear to the children how they can achieve acceptable standards of behaviour. They illustrate to the children how, in different situations, they can observe our principle that everyone- themselves and others- has the Right to Safety, to be able to Learn and to Respect.

Rules and procedures:

- are kept to a necessary minimum;
- are positively stated, telling the children what to do rather than what not to do;
- actively encourage everyone involved to take part in their development;
- have a clear rationale, made explicit to all;
- promote the idea that every member of the school has responsibilities towards the whole.

Each classroom will have on display 'Our Expectations' which promotes a positive perspective to expected behaviour in learning. They will also have a copy of the Behaviour pyramid.

Rewards

Our emphasis in our behaviour management is on using rewards to reinforce good behaviour. We recognise that most children respond better if they receive praise more frequently than correction. We believe that rewards have a motivational role, helping children to see that good behaviour is valued. The most common reward is verbal praise, informal and formal, public and private, to individuals and groups. It is earned by the maintenance of good standards as well as by particularly noteworthy achievements. Recognition of achievement in learning or behaviour can also be rewarded by

- Stickers and sticker charts
- Postcards home

- Reward activities e.g. treasure hunts
- Certificates
- Medals and trophies
- End of Year prizes

Consequences

All pupils at the school will have an identified SEMH need captured in an EHCP; this sometimes, but not always can also present as challenging behaviour. Although rewards are central to the encouragement of good behaviour, there is a need for consequences to register the disapproval of unacceptable behaviour and to protect the security and stability of the school community. In an environment where respect is central, loss of respect, or disapproval, is a powerful deterrent.

Our use of consequences is characterised by certain features:

- It must be clear why the consequence is being applied;
- It must be made clear what changes in behaviour are required to avoid future consequences;
- Group punishments are avoided as they breed resentment;
- There is a clear distinction between minor and major offences;
- The focus is on the behaviour, not the person.

Consequences range from expressions of disapproval, through withdrawal of privileges and/or time out inside and outside the classroom, contact with parents and, ultimately and in the last resort, exclusion (following the LEA guidelines). A behaviour pyramid can support this process, but staff use this with discretion. A daily record of incidents is kept and discussed as a staff at the end of every day. Additional specialist help and advice from internal and external professionals may be necessary.

This section also needs to be read in conjunction with the school's Positive Handling policy

Communication and parental partnership

We give high priority to clear communication within the school and to a positive partnership with parents since these are crucial in promoting and maintaining high standards of behaviour.

Staff communicate with parents at the start and/or end of the school day if present; alternatively, staff will communicate regularly using email or telephone. It is important that all those working with the child in school are aware of any concerns and of the steps which are being taken in response. The key professional in this process of communication is the class teacher who has the initial responsibility for the child's welfare.

Monitoring and review

The behaviour policy will be reviewed at the beginning of each academic year.

Signature..... Date.....
Chair of Governors