

New Bridge Alternative Education



Behaviour and Relational Policy

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Signed: Diane Robinson/Tracey Lecointe

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1.INTRODUCTION

New Bridge Alternative Education educates and supports pupils with a wide spectrum of need in a variety of contexts. Social, Emotional and Mental Health (SEMH) needs are central to this relational policy and the nurture approach used across school. This document outlines both the philosophy and practice that informs our work. It aims to provide a practical guide for all stakeholders in managing, assessing, and meeting individual needs. The procedures and guidance in this document reflect the consistent approach taken across the school and supports students, parents and staff to understand our approaches to the management of behaviour in school.

New Bridge Alternative Education is committed to inclusive education and securing the greatest possible access to learning and achievement for pupils with SEMH and other SEND. It is also recognised that for some pupils, variance of the procedures will be needed to meet any specific SEMH, learning or needs which require a personalised approach.

The most important aspect in children feeling valued, safe, and secure is the sense of connection with a member of staff. For most children, this can be achieved by simple acknowledgement of the child and the child having the knowledge that you have them in your mind, care about them as a person and care about what they are doing.

2.AIMS

The main aim of New Bridge Alternative Education is to work in partnership with schools, parents/carers and agencies to achieve positive outcomes for pupils with Social, Emotional and Mental Health (SEMH) difficulties. To achieve this aim, staff at New Bridge Alternative Education will:

- Offer a curriculum that enables all pupils to engage with and enjoy their learning, where every pupil achieves positive outcomes and develops future aspirations.
- Provide a positive experience of education for those who have been permanently excluded or are at risk of being permanently excluded from school,
- Provide a nurturing environment and experience for all pupils; including personal development opportunities, accessing experiences that build cultural capital and preparation for transition and adulthood.
- Assist pupils in gaining skills and knowledge to enable them to make positive contributions to the school community and wider society.
- Assess and address SEMH needs in addition to any other SEND that acts as a barrier to learning.
- Model and apply The Graduated Approach to Assess, Plan, Do and Review student needs in order to enable parents, families, schools and other agencies to provide an education that fully supports individual need.

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Our curriculum is designed to support pupils returning to mainstream school through a broad and balanced offer. Pupils access core and non-core subjects in line with the National Curriculum alongside lessons and personalised interventions to support pupils' personal development and specific SEMHD and learning needs. Weekly cooking sessions, health and fitness sessions and community projects are also planned to develop pupils' life skills and their ability to be responsible citizens within the school community and their wider communities.

The curriculum and culture across New Bridge Alternative Education will be met through a nurture-based approach, that is underpinned by the 6 Principles of Nurture:

1. Children's learning is understood developmentally
2. The classroom offers a safe base
3. The importance of nurture for the development of wellbeing
4. Language is a vital means of communication
5. All behaviour is communication
6. The importance of transition in children's lives

Further information around our curriculum can be found in our Curriculum Policy.

3. LEGISLATION AND STATUTORY REQUIREMENTS

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school

In addition, this policy is based on:

- Special Educational Needs and Disability (SEND) code of practice
- DfE guidance explaining that settings should publish their Behaviour Policy and Anti-Bullying Strategy.

4. DEFINITIONS

At New Bridge Alternative Education, the learning expectations give protection to core rights and are regularly discussed with pupils and staff. Expectations are clear, positively phrased, fair, reasonable, and unambiguous.

When staff are supporting pupils with undesirable behaviour, reference should be made to which learning expectation is not being adhered to.

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Learning expectations are defined as:

- Arrive on time and be ready to learn
- Use positive language
- Allow other students to learn
- Show positive effort and attitude
- Complete all tasks to the best of my ability

This link includes strategies, activities, interventions, and resources to support need in the highlighted areas.

Non-negotiables are defined as:

- Repeated breaches of the school rules
- Breaches in the use of mobile devices on site
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Physical assault
- Smoking (Including Vaping)
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - o Knives or weapons
 - o Alcohol
 - o Illegal drugs
 - o Stolen items
 - o Tobacco and cigarette papers
 - o Fireworks
 - o Pornographic images
 - o Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

5. CHILD ON CHILD ABUSE

It is important to recognise that abuse is not always perpetrated by adults; children can abuse other children and it can happen both inside and outside of educational settings and online.

This is referred to as 'child on child abuse' and can include:

- Bullying**, including cyberbullying, prejudice-based and discriminatory bullying.
- Abuse** in intimate personal relationships between peers.
- Physical abuse** such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; this may include an online element which facilitates, threatens and/or encourages physical abuse;
- Sexual violence**, such as rape, assault by penetration and sexual assault; this may include an online element which facilitates, threatens and/or encourages sexual violence.

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- e. **Sexual harassment**, such as sexual comments, remarks, jokes, and online sexual harassment, which may be standalone or part of a broader pattern of abuse.
- f. Causing someone to engage in **sexual activity without consent**.
- g. **Consensual and non-consensual sharing of nude** and semi-nude images and or videos (also known as sexting or youth produced sexual imagery);
- h. **'Up skirting'** which involves taking a picture under someone's clothing without them knowing; this is usually with the intention of viewing their genitals or buttocks for sexual gratification, or cause the victim humiliation, distress, or alarm. Up skirting is a criminal offence and anyone, of any gender, can be a victim.
- i. **Initiation/hazing** type violence and rituals. Details of our approach to preventing and addressing bullying are set out in our Anti-Bullying Policy.

6. ROLES AND RESPONSIBILITIES

6.1 The Directors

Directors will review this Behaviour / Relational Policy annually and monitor the policy's effectiveness, holding each other to account for its implementation. They will review and approve the written statement of behaviour principles. They are also responsible for ensuring that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

6.2 Staff

Staff are responsible for:

- Implementing the relational policy consistently.
- Modelling positive behaviour and building positive relationships.
- Providing a personalised approach to the specific needs of pupils.
- Monitoring incidents.

The Senior Leadership Team will support staff in responding to periods of dysregulation and modelling positive relationships.

6.3 Parents

Parents are expected to:

- Inform the school of any changes in circumstances that may affect their child's emotional state
- Discuss any concerns with a key member of staff promptly and attend review/reintegration meetings as required.

7. PUPIL CONDUCT AT NEWBRIDGE ALTERNATIVE EDUCATION

Staff want to ensure that every pupil has a successful placement and transition, offering a rich and varied curriculum that supports the social, emotional, and mental health needs of our pupils. Pupils are expected to:

- Arrive on time and be ready to learn
- Use positive language
- Allow other students to learn
- Show a positive effort and attitude
- Complete all tasks to the best of their ability

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7. UNIFORM

New Bridge Alternative Education has a school uniform that all pupils must wear. At the start of the placement, all pupils will be provided with a New Bridge Alternative Education jumper when they start their placement. There will be the option to purchase more if required. Parents/carers are responsible for ensuring their child attends each day wearing the following:

- School trousers/skirt/shorts
- Plain polo shirt or school shirt
- New Bridge Alternative Education jumper
- Suitable shoes/trainers/boots

Pupils will be asked to remove coats upon arrival at school and after break times. Jewellery is permitted but there is an expectation that these will be removed for certain activities. There should be no wearing of balaclavas or outdoor coats in school.

8. REWARDS AND SANCTION

A reward is positive feedback given to students. A reward will reinforce, encourage, and motivate future positive presentation and relationships with pupils.

At all times, staff at New Bridge Alternative Education seek to encourage pupils, having high aspirations for all. Encouragement includes any action that conveys to the pupil that staff respect, trust, and believe in his/her value as a person.

8.1 List of rewards and sanctions

Positive behaviour will be rewarded with:

- Praise
- Phone calls home to parents
- Special responsibilities/privileges
- Post cards home
- Certificates issued
- Monetary rewards for designated venues including supermarket vouchers, treats at local food outlets and other shops linked to pupil hobbies.

The school will use a variety of strategies to support dysregulation and behaviour management, including:

- Verbal reminders
- Brain breaks
- Change of face
- Use of time out in the sensory room, the recovery room or a mutually agreed safe space
- Support from senior members of staff
- Consistent approach from all members of staff
- Phone calls home to parents
- Use of language scripts
- Agreeing a behaviour contract
- Review of a pupil's SEMH assessment, including strategies and interventions

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- Restorative approaches
- Curriculum content including the impact of cyberbullying, prejudice-based and discriminatory bullying
- Modelling of appropriate behaviours by staff including through the RSE/PHSE curriculum and reflection opportunities at allocated nurture times at the start and end of the day
- Expecting work to be completed later.

We may use one or more interventions, offsite intervention, or suspension (in exceptional circumstances) in response to serious or persistent breaches of this policy.

In the event of a serious breach of the relational policy school may contact the police or social care.

8.2 Off-site behaviour

Rewards and sanctions will continue to be applied when representing the school offsite, such as on a school trip or on the way to or from school, as appropriate to the situation. Any incident will be investigated with all parties involved, with the relevant sanction applied.

8.3 Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Director will meet with staff, parents and pupils involved to consider appropriate sanctions. This will be in conjunction with our Safeguarding and Allegations of Abuse against Staff policies. The Directors will also consider the pastoral needs of staff accused of misconduct. Where possible, restorative approaches will be explored to repair relationships.

9 Behaviour Management

9.1 Classroom management

Teaching and support staff are responsible for modelling and setting the ethos and context for positive behaviour within the classroom. They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged.
- Display the pupil learning expectations in classrooms.
- Develop a positive relationship with pupils, which will include:
 - o Greeting pupils in the morning and at the start of lessons
 - o Establishing clear routines
 - o Communicating expectations of behaviour in ways other than verbally
 - o Highlighting and promoting good behaviour
 - o Concluding the day positively and starting the next day afresh
 - o Use of effective strategies for dealing with low-level disruption
 - o Using positive reinforcement/ set language scripts
 - o Differentiated work that enables and scaffolds learning

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- o Receive training on behaviour management from experienced staff and from relevant external agencies including the educational psychology service and CAMHs
- o Through line management, learning walk outcomes and annual CPD audits staff can access and request support to improve their practice.

9.2 Positive Handling

In some circumstances, staff may use positive handling to prevent pupils from putting themselves or others at risk of harm or damaging. Incidents of positive handling must:

- Always be used as a last resort when all other de-escalation strategies have been exhausted;
- Be applied using the minimum amount of force and for the minimum amount of time possible.
- Be used in a way that maintains the safety and dignity of all concerned.
- Never be used as a form of punishment.
- Be recorded and reported to parents/carers in the bound and numbered book.
- Follow Team Teach techniques as per Team Teach training received by all staff.

9.3 Confiscation

Any prohibited items (listed in section 3) found in pupils' possession will be confiscated. These items will not be returned to pupils. We will also confiscate any item which could potentially be harmful or detrimental to staff or pupils. These items will be returned to pupils at the end of the school day, after discussion with senior leaders and parents, if appropriate. Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

9.4 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour is differentiated to cater to the needs of the pupil. Through the use of initial assessments, specific interventions and strategies are used to meet the needs of the pupils. These interventions include but are not limited to:

- Lego therapy
- Social stories
- Draw and talk
- Therapeutic story writing
- Circle of friends
- Zones of regulation
- Restorative practices

Pupils can also access support from external agencies offering health, wellbeing and therapeutic services or music therapy and mentoring if available from New Bridge or the home school. The school's consultant Special Educational Needs Adviser will support staff to initiate relevant external assessments where needed for pupils exhibiting high levels of challenging behaviour. Where necessary, the home school will be asked to seek support and advice from

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specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with the home school and plan support programmes in line with our SEN policy and practice. For pupils who are at risk of, or engaged in, criminal and risky behaviour, referrals will be discussed with the student, parent and home school for local services like, Early Help, Violence Reduction Partnership or services specific to the pupil's need.

Effective restorative meetings

A restorative meeting is not just a meeting or a set of questions, it is a way of working with people to manage, correct and restore positive relationships. The aim is to:

- Understand the reasons for a person's behaviour.
- Put your own views across.
- Help the person understand the impact of their behaviour on others.
- Restore the relationships.
- Identify ways to prevent this happening again in future.

Prior to speaking to the pupil:

- Spend some time reflecting on the incident and see how you could have helped to prevent this.
- Plan what you want to say, so that you can put across your thoughts calmly and articulately.
- Ensure you are in a calm state and are receptive to hearing what the other person has to say.
- Ensure you have enough time to meet the pupil.
- Plan where the meeting will be held so that it can be a calm and purposeful meeting.

When speaking to the pupil ask the following:

- What happened?
- What were you thinking?
- What have you thought since? Their last word isn't their last thought
- Who suffered as a result?
- What do we need to do put things right?

It is important that, as the adult, an apology from the pupil is accepted and a willingness to restore the relationship is evident. The student needs to know that the next lesson/day will be a fresh start.

9.5 Absconding

To abscond is to leave site without permission. If a pupil leaves site without permission, the Absconding Procedures must be adhered to. Any incidents of absconding must be recording as soon as possible after the incident. The police will be informed where there are highlighted additional risks.

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10. PUPIL TRANSITION

Pupil will be supported to transition into and out of the Alternative Provision. All staff understand the importance of transition and provide personalised interventions to support transition at the beginning and end of their placement. Reasonable adjustments are made for pupils experiencing a period of transition and strategies that work well to support positive behaviour are shared with a pupil's receiving school through their re-integration reports and school visits.

11. TRAINING

Our staff are provided with training on understanding and managing behaviour, including the use of Trauma informed approaches, identification of SEMH needs and strategies to support need as part of their induction process. Behaviour management will also form part of continuing professional development.

12. MONITORING ARRANGEMENTS

This Behaviour / Relational Policy will be reviewed by the Directors every year.

13. LINKS WITH OTHER POLICIES

This Behaviour Policy/Relational Policy is linked to the following policies:

- Safeguarding policy
- Anti-bullying policy
- Behaviour Principles
- Positive Handling Policy

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Appendix 1

Absconding Form

When a student leaves site without permission, the following procedures should be followed.

Actions needed:	Notes
1. Alert a senior member of staff that a student has absconded.	
2. If possible, staff to follow or keep student in sight without putting oneself at risk.	
3. Maintain contact with staff back at school via phone or walkie talkie.	
4. Gather information and report to SLT why , when and where the student absconded from.	
5. DSL to inform parent /carer and keep them updated on the situation.	
6. Assess the degree of risk the student might face based on factors such as vulnerability, CP issues, CCE, social care status, age etc.	
7. Dependent on the outcome of this assessment, the DSL/ SLT must report this incident to the Police.	
8. If the student returns to site, Police and parents/carers are to be informed and a restorative conversation had.	
9. If the student travels home, New Bridge will arrange a review meeting with the child, parent/ carer and home school if appropriate.	
10.The incident should be recorded on the child's safeguarding file and their risk assessment amended to indicate an increased risk of absconding.	

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Appendix 2

