

Local Procedure Title	Behaviour and Relationships
Service	Bridge House
ACS Policy number and title	ACS 04 v07 Positive behaviour support
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Local Procedure Author(s)	Natalie Grant
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1. Aims

At Bridge House School, we recognise that inappropriate or challenging behaviour is often an expression of unmet need and may be a response to adverse experiences in a young person's life. When a child presents with behaviour that challenges, we seek to understand the underlying causes rather than focus solely on the behaviour itself. This includes considering the origins of the behaviour, exploring what the young person may be communicating, and responding with curiosity, empathy and support.

We believe that every child is entitled to unconditional positive regard. By embedding a culture of support, guidance and fairness, rooted in restorative practice, we aim to create an environment where all children feel valued and are able to develop and reach their full potential.

We understand the importance of children learning to self-regulate and to show respect for themselves, for others, and for the wider school community. As a school, we are committed to providing a learning environment shaped by the values of Community, Aspiration, Resilience and Empathy. This ensures that children, staff and visitors feel safe, included and able to benefit from positive, mutually respectful relationships.

Given the diverse and often complex needs of our children, we recognise the importance of a personalised approach to behaviour support. While strategies and interventions may differ from child to child, our core principles remain constant and underpin every aspect of our practice.

This procedure should be read alongside the school's:

- Safeguarding and Child Protection Policy,
- Anti-Bullying Policy, SEND Policy,
- Attendance Policy,
- Physical Intervention/Positive Handling Policy,
- Exclusion/Suspension Policy, Online Safety Policy,

Department for Education guidance on:

- behaviour in schools,
- suspensions and permanent exclusions,
- searching, screening and confiscation,
- mobile phones in schools.

It reflects a trauma-informed, attachment-aware and relational approach in line with Trauma Informed Schools UK principles: safety, trust, connection, collaboration, empowerment, voice and choice, and cultural sensitivity.

Behaviour Curriculum: Behaviour expectations are taught, modelled, practised and revisited, rather than assumed. Staff explicitly teach children what safe, respectful and ready behaviour looks like in classrooms, corridors, communal spaces, off-site activities and online. Expectations are reinforced through relational routines, visual supports, restorative conversations, social learning, individual targets and developmentally appropriate reflection.

Equality, SEND and Reasonable Adjustments: The school will consider whether behaviour may be linked to a child's SEND, disability, communication profile, sensory needs, mental health, trauma history or unmet need. Staff will take account of Education, Health and Care Plans, risk assessments, Pastoral Support Plans and advice from parents, carers and external professionals. Where appropriate, reasonable adjustments will be made to expectations, support, consequences and reintegration arrangements, while maintaining safety and high aspirations for all children.

2. Roles and Responsibilities

All adults play a vital role in shaping the behaviour of our children. We model the expectations we hold for them through our conduct towards children, colleagues and the wider school community. The pride we take in our appearance, the way we move around school, and the positive verbal and non-verbal communication we use, including facial expressions, are all powerful influences on the responses and attitudes of the young people in our care.

All members of staff and visitors have a professional responsibility to follow this policy and to consistently promote positive behaviour. High expectations must remain central to everything we do.

Senior leaders are responsible for ensuring that this procedure is clearly communicated, consistently implemented, regularly monitored and reviewed. They will ensure that expectations are taught explicitly, that staff receive appropriate training, that records are analysed for patterns or disproportionality, and that reasonable adjustments are made for children with SEND, social communication needs, mental health needs or trauma-related vulnerabilities.

We expect staff and visitors to:

- Promote positive relationships through clear, respectful and effective communication; act as strong role models and provide a nurturing, safe environment.
- Understand the links between curriculum content, teaching methods and children's motivation and behaviour; ensuring lessons are stimulating, challenging, differentiated and supported by an assessment system that is constructive rather than punitive.
- Develop a secure understanding of each child's individual needs.
- Create a safe, positive atmosphere where children feel able to take risks, make mistakes and learn from them.
- Foster a sense of value and self-worth by recognising children as individuals, involving them in decision making where appropriate, and supporting them to take responsibility for their actions.

Maintain high aspirations through relational routines, consistent support, restorative follow-up and clear, predictable boundaries.

Teach, model and celebrate developing self-regulation, reflection, repair and personal responsibility.

- Ensure a well ordered, safe, accessible and nurturing environment that encourages independence both inside and outside the classroom.
- Uphold the behaviour policy and embody the school ethos consistently in all aspects of school life.
- Show respect to children by explaining the reasons behind rules, giving clear and positive instructions, and always using appropriate body language and tone.

Offer supported choices, co-regulation, restorative problem-solving and opportunities to repair; use strategies such as calm, intentional non-response, , regulation time, attuned responses and modelling forgiveness.

- Recognise and reward academic and non-academic achievement in line with the Bridge House School Rewards Scheme.
- Recognise the importance of personal and social education in promoting mutual respect, self-discipline and social skills.
- Build positive relationships with parents and carers by maintaining clear communication and creating a welcoming, collaborative atmosphere.

Children

We recognise that children's behaviour may be influenced by a range of external factors, and that adverse experiences can significantly affect how they manage stress or conflict. As a school, we aim to support children in developing the skills needed to recognise, regulate and communicate their feelings effectively.

To help us achieve this, we ask that children:

- Seek support from a trusted adult as soon as they can if they have a problem or concern that they need help resolving.
- Treat all members of the school community with the respect they would expect for themselves; this includes refraining from bullying, intimidating or harassing others: in person, online or via mobile messaging.
- Speak politely and courteously to others.
- Bring no items into school that could cause harm or danger.
- Respect school property and equipment, treating it with the same care as their own belongings.
- Listen to and follow staff instructions respectfully.
- Complete learning tasks to the best of their ability, asking for help when they are stuck, unsure or in need of support.

Remember that everyone makes mistakes; what matters is how we are supported afterwards. Children will be helped to take part in restorative conversations, understand impact, rebuild relationships and make things right where possible.

Parents and Carers

We recognise the essential role parents and carers play in establishing and maintaining positive behaviour.

We ask that they support the school by:

- Working collaboratively with staff to uphold high standards of behaviour.
- Engaging with staff to develop and review any new support strategies or behaviour plans.
- Making early contact with school regarding any issues that may affect their child's happiness, progress or behaviour.
- Ensuring their child wears the correct school uniform (with support available where needed).
- Ensuring their child attends school regularly, punctually and in good health (including avoiding term time holidays).
- Informing the school each morning their child is absent and providing a reason.

Working with the school to understand and respond to behaviour as communication, and to strengthen consistent support strategies between home and school.

- Being realistic about their child's abilities while offering encouragement and praise.
- Participating in discussions about their child's progress and achievements.
- Taking an active interest in their child's learning by supporting homework where appropriate, listening to reading, and helping with key skills such as times tables and spellings.

3. Recognising and Rewarding Positive Behaviour

The ethos of our school is grounded in the development of high quality, trusting relationships at all levels. These relationships are characterised by mutual respect, the valuing of each child, and a genuine willingness to listen to and understand one another. Through consistent modelling of positive adult behaviour, children are encouraged to develop self-esteem, self-discipline and an intrinsic commitment to high standards.

A central part of this ethos is the promotion and reinforcement of positive behaviour. We believe that recognising, praising and highlighting positive actions is the most effective way to build sustainable, healthy behaviour patterns.

Praise and positive encouragement remain powerful motivating tools in supporting children to develop strong learning behaviours.

Bridge House School recognises that some children, particularly those who have experienced trauma, insecure attachments or negative previous experiences of schooling, may not respond to rewards in typical ways. However, when carefully considered and appropriately planned, rewards can still play an important role in motivating and supporting children.

Informal praise and encouragement are woven into the everyday life of the school. This includes the routine use of:

- Smiles, eye contact and positive gestures
- Targeted, specific verbal praise
- Phone calls home to parents and carers
- Written acknowledgements in books
- Displaying high quality work
- Offering additional responsibilities
- Sharing positive behaviour or work with other professionals (e.g. social workers, YOS workers)

In addition to these informal strategies, children are actively involved in designing and selecting more formal rewards. This ensures that rewards feel meaningful, fair and achievable. Formal reward systems may include certificates, reward trips, off site activities, or individually agreed incentives. All rewards are tailored to the needs, interests and developmental stage of the child or class.

Reward systems will never be used to shame, publicly compare or exclude children. Staff will consider whether a child finds public praise, competition or tangible rewards dysregulating and will adapt recognition accordingly. The aim is to build intrinsic motivation, belonging and self-efficacy, not compliance through fear of loss.

4. Supporting Behaviour that Challenges

Relational Practice

Relational practice at Bridge House is built on a combination of research-informed approaches, carefully adapted to meet the individual needs of our children. This enables staff to support children with SEMH needs through a trauma-educated, attachment-aware, nurture-driven and reflection-focused approach. Our practice prioritises *connection before correction* and encourages interactions shaped by Playfulness, Acceptance, Curiosity and Empathy.

This creates an environment where staff recognise that co-regulation often needs to precede self-regulation, and where trusting relationships are at the heart of progress. At Bridge House, we firmly believe that relationships make the difference (see Appendix 1).

Restorative Practice

At Bridge House, we believe that children should always be given the opportunity to take responsibility for their behaviour and to make amends where harm has occurred. Restorative Practice is a solution-focused, relational approach that enables children to be accountable to those they have affected and to repair harm to the greatest extent possible.

Restorative Practice is built on the belief that by building, maintaining and repairing relationships in respectful and engaging ways, children develop empathy, emotional understanding and awareness of the impact of their behaviour, both positive and negative. This approach strengthens children's pro-social skills, helps identify the underlying causes of behaviour, and enables them to recognise and manage their feelings. In turn, this nurtures healthier relationships within the school community.

We aim to promote mutual respect, appreciation of differences and a culture where children feel safe, included and able to resolve difficulties in a constructive and age-appropriate way.

For restorative approaches to be effective, they must be embedded consistently across the school. All children are supported to understand what it means to act restoratively and how to do so.

Restorative questions help scaffold conflict resolution, including:

- *What happened? How did you feel about it?* – Storytelling
- *Who has been affected and how?* – Impact
- *What needs to happen now?* – Solution Focus

We also use a range of restorative tools, such as solution-focused circles, check-ins and check-outs, and restorative meetings or conferences. These are used where appropriate at the discretion of the Head Teacher and Pastoral Manager.

Unconditional Positive Regard

“Unconditional Positive Regard” originates from the work of psychologist Carl Rogers (1950s) and refers to accepting and valuing a person without judgement or condition. Within Bridge House, this means treating every child as worthy, regardless of past behaviour, background or experiences. We do not rely on compliance-based approval; instead, we recognise and encourage the smallest positive steps, such as acts of kindness or moments of regulation.

This approach ensures that children receive a fresh start each day. They are not defined by previous mistakes, but instead supported by regulated, emotionally available adults who maintain respect and empathy even when behaviour is challenging.

This principle aligns closely with our trauma-informed practice, helping us to explore the causes of behaviour, avoid shame or blame, and build a culture where children feel safe, understood and valued. All staff show unconditional positive regard for children and for one another, forming the foundation of the positive culture we promote at Bridge House.

Restorative Responses and Natural Outcomes

At Bridge House School, we take a non-punitive approach to behaviour support. Responses are designed to restore safety, support regulation, help children understand what happened and, wherever possible, repair any harm caused. When planning the next step, staff carefully consider the nature of the incident, the surrounding circumstances, the child's developmental stage, SEND, communication profile, trauma history and any significant time lapse.

Where difficulties persist, parents and carers will be invited to meet with the Pastoral Manager to develop an Additional Support Plan tailored to the needs of the child. Staff work collaboratively with families to identify potential underlying causes and to explore effective strategies for addressing repeated challenges. Where appropriate, external professionals may be involved to ensure early and effective support for more complex needs.

Our Behaviour Support Framework outlines how behaviour that communicates distress, unmet need or unsafe feelings is responded to in a consistent, fair, proportionate and restorative manner. Grounded in our ethos of Unconditional Positive Regard, the framework helps children to recognise feelings, understand impact, practise safer alternatives and rebuild trust. At each stage, children are supported to reflect, regulate and reconnect.

See examples of behaviours and supportive responses in Appendix 1.

Removal from classrooms: Where a child needs to leave a lesson for a short period, this will usually be framed as regulation, support or repair rather than punishment. Removal from the classroom will only be used when necessary, proportionate and in the interests of safety, learning or wellbeing, and after classroom strategies have been attempted unless there is an immediate serious risk. Children will be supervised, supported to continue meaningful learning where possible, and helped to return through a planned and restorative approach. Parents and carers will be informed where removal has been used as a serious response.

Reasonable force and positive handling: Any use of reasonable force or positive handling must be lawful, necessary, proportionate and used for the shortest time possible to prevent harm, serious disruption or significant damage. It must be carried out by trained staff wherever possible, recorded promptly, reviewed through debrief, and followed by support for the child and staff involved. Physical intervention must never be used as a punishment.

Searching, screening, confiscation and mobile phones: The school will follow current DfE guidance and safeguarding procedures when searching, screening or confiscating items. Any action will be proportionate, respectful, recorded where required and communicated appropriately. Mobile phone expectations will be clearly taught and consistently applied in line with the school's mobile phone and online safety arrangements, with particular consideration given to safeguarding, bullying, exploitation, harmful online behaviour and individual needs.

Behaviour outside school and online: The school may respond to behaviour outside the school site, including on transport, educational visits, work experience, community activities or online, where it affects the safety, wellbeing or reputation of the school community, poses a safeguarding concern, or impacts relationships and learning. Responses will remain proportionate, restorative and trauma-informed.

5. Recording, Monitoring and Debriefing

All behaviour incidents are logged within the school Management Information System (MIS). Each incident is graded according to its severity and includes a clear, detailed description of events, including any observed antecedents, behaviours and consequences.

Following an incident of challenging behaviour, staff involved, or those who witnessed the event, meet to discuss what happened, explore possible underlying causes, and reflect on how the situation was managed.

For Level 1, 2 or 3 incidents, this typically takes the form of an informal group discussion led by the campus Pastoral Team Lead. Information gathered during this meeting is used to inform and complete the incident record on the MIS. The discussion also ensures that any additional support measures required can be identified promptly and communicated to relevant stakeholders.

In the case of a **serious Level 4 incident**, the Pastoral Team Lead will arrange a more formal **COPING debrief**, ensuring that emotional and practical support is offered to staff involved. This debrief is facilitated by a Pastoral Team Lead from a different campus and is attended, where appropriate, by a member of SLT (usually the Pastoral Manager).

Incident logs are regularly monitored at multiple levels: individual child, class group, campus and whole school. This enables patterns to be identified, targeted interventions to be put in place, and strategic decisions to be made. Information from these analyses is shared with senior leaders in a weekly report.

The overarching aim of all monitoring and logging activity is to ensure that stakeholders are well-informed and equipped to provide the most effective support possible. Whether through individualised intervention or wider strategic planning, our goal is to help each child overcome challenges and make meaningful progress in understanding and managing their behaviour. Monitoring will include consideration of any trends linked to individual need, protected characteristics, SEND, attendance, time of day, curriculum area, location, staffing, peer relationships or known triggers. Where patterns are identified, leaders will review whether preventative support, reasonable adjustments, staff training, environmental changes or external advice are required.

See Appendix 2 for examples of behaviour support systems and monitoring arrangements.

6. Exclusion and Suspension

Bridge House School recognises the significant and potentially harmful impact that suspension or exclusion can have on children, particularly those who have already experienced multiple adverse childhood experiences. For this reason, exclusion is viewed as an **absolute last resort** and is only considered when all other interventions, supports and restorative approaches have been exhausted.

The Head Teacher will only consider applying a suspension in the most severe circumstances, and after careful evaluation of every available alternative. On the rare occasion that suspension is deemed necessary, we ensure that:

- **Regular contact is maintained with the child**, including phone calls at the beginning and end of each school day to check on their wellbeing and progress with any work set.
- **Restorative Practice** is used to structure reintegration meetings, reduce blame, and support relationship repair.
- **The child's voice remains central** to each step of the process, ensuring they feel heard, respected and supported.

Circumstances that may warrant suspension or exclusion include:

- Serious physical assault resulting in actual bodily harm
- Deliberate and significant criminal damage to school property
- Use, possession or selling of alcohol or prohibited drugs
- A serious safeguarding or safety concern where remaining in school would place the child, other children or staff at significant risk and no reasonable alternative can safely manage that risk at that time.

Before any suspension or permanent exclusion decision, the Head Teacher will consider the child's age, SEND, disability, EHCP, known trauma history, safeguarding context, previous interventions, reasonable adjustments, parental and professional views, and whether further support or alternative provision could reduce risk. Permanent exclusion will only be considered in line with statutory guidance and where allowing the child to remain in school would seriously harm the education or welfare of the child or others.

Following any suspension, the school will hold a reintegration meeting before, or as soon as practicable after, the child returns. The meeting will be restorative and supportive, identify what happened and what support is needed, review risk and support plans, agree any reasonable adjustments, and ensure that the child understands how they will be helped to re-engage safely with learning and relationships.

7. Pastoral Support

The Pastoral Team at Bridge House School holds specific responsibility for supporting children who may be struggling to access their learning. In addition to providing support both in and out of the classroom, the team is responsible for:

- Maintaining clear, accurate and up to date records of incidents, enabling robust and precise planning of interventions and targeted support.
- Providing advice and guidance to all staff on all aspects of behaviour, including positive handling.
- Working alongside staff to plan and prepare Risk Assessments, Positive Handling Plans, and Pastoral Support Plans.
- Offering timely support, advice and feedback to parents and carers, acting as a consistent point of contact.

Each child is allocated an individual Pastoral Mentor, who is responsible for ensuring that, following any incident, the child's Pastoral Support Plan and Risk Assessment are updated to reflect changes in behaviour, risk level or support needs. Mentors work collaboratively with the wider staff team to identify any required interventions or additional support and ensure that updates and decisions are clearly communicated to all relevant staff.

Pastoral Support Plans are co-produced with each child. These plans capture the voice of the child, taking account of their wishes and feelings, while also integrating observations, professional recommendations and insights from the wider team working with them.

Each child's behaviour analysis is shared with them in a supportive and developmentally appropriate manner. This empowers children to recognise their behavioural patterns, understand challenges they may be facing, and take ownership of their personal development. Pastoral staff work closely with children to interpret their behaviours and to set and review progress toward termly pastoral targets, developed through this shared understanding.

Pastoral targets are viewed as equally important as academic targets at Bridge House. Children's successes in both areas are recognised and celebrated equally, reflecting our holistic approach to progress and wellbeing.

8. Staff Training

Upon induction at Bridge House, all staff receive initial training in our non-punitive, unconditional positive regard and relational approaches to supporting behaviour that challenges. Staff are also booked onto the next available Team Teach training session to ensure they develop a secure understanding of the de-escalation strategies and practical skills we rely on to support our children safely and effectively.

Throughout the academic year, staff receive regular, ongoing professional development in behaviour support and trauma-informed practice through a range of channels:

- INSET training delivered by external partners such as **Team Teach** and **TISUK**

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- In-house training, including Positive Regard and relational practice, delivered by qualified staff and trained practitioners during weekly staff meetings
- **Cascade training**, where senior and middle leaders attend external training and subsequently share learning with colleagues through staff meetings or our "Workshop Wednesday" sessions

All training, regardless of the provider or method of delivery, is recorded on the school's **Staff Training Matrix**, ensuring that professional development is monitored, tracked and reviewed consistently.

Appendix 1:

	Examples	Adult Response and Support	Restore and Repair
Level 1	Early signs that a pupil may be struggling to engage with learning expectations or maintain regulation, primarily affecting their own learning and only briefly affecting others.	Classroom Management: • Praise positive behaviour • Provide alternative work • Humour • Verbal support • Clear direction • Negotiation • Distraction • Diversion • Reassurance • Calm talking/stance • Patience • Change of face Reminder of agreed support plan, choices and next steps: • Success reminders • Sensory item • Positive mentorship • Role modelling	Positive verbal support to improve presentation in class. Staff will seek to understand what the behaviour may be communicating and respond with curiosity, consistency and empathy. Recognition focuses on effort, regulation, repair and readiness to re-engage; points are awarded accordingly.
Level 2	Ongoing difficulties with engagement, regulation or behaviour that are having a greater impact on the learning, wellbeing or sense of safety of others.	Classroom management, with possible pastoral reminders. As above, plus: • Time out of classroom for regulation • Pastoral advice/support • Proactive, planned interventions	Supported time to complete missed learning, regulate, restore relationships and/or repair damage caused, with help from the pastoral mentor. Parents and carers are kept informed and involved so that home and school can work together to understand emerging needs, provide consistent support and reinforce shared expectations. 1:1 pastoral work to explore challenges. Additional intervention work might be considered where behaviours are repeated or escalating into more serious concerns.

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Level 3	Significant dysregulation, distress, aggression or behaviour that requires additional adult support to maintain safety and wellbeing and is having a wider impact beyond the classroom environment.	Pastoral support offered. Supported access to a safer, lower-arousal environment where the pupil can regulate with trusted adults and maintain dignity. Liaison with parents/carers. Meetings may be arranged with broader team around the Young Person (parents; social worker/early help worker; SEND caseworker) to further explore changes to or management of new behaviours.	Repeated Level 3 behaviours will prompt a review meeting, updated support planning and closer monitoring to understand patterns and strengthen preventative support.
Level 4	Serious incidents where there is a significant risk to the safety or wellbeing of the young person, peers or staff.	Risk assessment may be put into place to inform next steps. Possible support from external agencies to provide bespoke/targeted support. Depending on the seriousness and/or nature of the incident such incidents would be considered for referral to police. Suspension will be considered only as a last resort by the Head Teacher, where risk cannot be safely managed through reasonable adjustments, support planning or alternative arrangements. Following any suspension, a reintegration and restorative support plan will be implemented.	Agreed by the Head Teacher and Pastoral Manager, in line with the child's needs, risk assessment, PSP and EHCP: - Enhanced Intervention as directed by Pastoral Mentors to explore difficulties and repair relationships. - Additional measures considered on 1:1 basis in line with PSP and EHCP, this may involve measures such as 1:1 support outside of the classroom with planned re-integration following reparative or restorative work

Appendix 2:



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Contents Checklist (Local Services may add additional items – this is a core list)			
Aims and ethos	✓	Behaviour support analysis systems	✓
Local code of conduct	✓	Monitoring arrangements	✓
Behaviour support planning	✓		
Training	✓		
Local sanctions or consequences system	✓		
Local rewards system	✓		
Debrief processes	✓		

Local Procedure Review History:

Date Reviewed	Reviewer	Summary of revisions