

|                                           |                                                              |
|-------------------------------------------|--------------------------------------------------------------|
| <b>Local Procedure Title</b>              | <b>Relationship, Regulation and Behaviour Support Policy</b> |
| <b>Service</b>                            | <b>Bridge House</b>                                          |
| <b>ACS Policy number and title</b>        | <b>ACS 08 v05 Rewards and Consequences</b>                   |
| <b>Local Procedure template reference</b> | <b>ACS LP 08</b>                                             |
| <b>Local Procedure date</b>               | 28.06.2026                                                   |
| <b>Local Procedure review date</b>        | 28.06.2027                                                   |
| <b>Local Procedure Author(s)</b>          | Natalie Grant                                                |
| <b>Local Procedure Ratification</b>       | Checked and Approved by: Clare Hiom                          |

## 1. Aims

At Bridge House School, we recognise that behaviour is a form of communication and that behaviour which challenges is often an expression of unmet need, distress, anxiety, sensory overload, communication difficulty or a response to adverse experiences in a young person's life. In line with trauma-informed practice, adults seek to understand what has happened to the child and what the child needs, rather than focusing solely on what the child has done.

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.

Our approach is informed by the Trauma Informed Schools UK principles of Protect, Relate, Regulate and Reflect. This means we prioritise emotional and physical safety, build trusted relationships, support co-regulation before expecting self-regulation, and use reflection and repair to help children learn from incidents without shame or blame.

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 Local Procedure should therefore be read as a relationship and regulation policy rather than a punitive behaviour policy. Boundaries remain clear and consistent, but they are held with empathy, proportionality and an understanding of each child's SEND, EHCP outcomes, risk assessments, communication needs and individual support plans.

## 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.

Staff are expected to use consistent trauma-informed responses that follow the sequence: protect safety, relate through calm connection, regulate with the child, then reflect when the child is ready. Reflection must never be forced while a child is dysregulated.

**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 expectations by reinforcing positive behaviour, applying fair and consistent consequences, and establishing clear routines and procedures.
- Teach, model and reward the development of self-discipline and personal responsibility.
- Ensure a well ordered, safe, accessible and attractive 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.
- Apply choice and consequence fairly and consistently; encourage peer negotiation; use strategies such as tactical ignoring, cool off time, and modelling forgiveness.
  - Use co-regulation strategies before expecting self-regulation, including calm tone, reduced language, emotional containment, sensory supports, movement breaks, predictable routines and access to safe spaces where appropriate.
  - Avoid responses that may escalate shame, fear or rejection, including public reprimands, sarcasm, humiliation, isolation as punishment, or removing a trusted relationship as a consequence.
- Recognise and reward academic and non-academic achievement in line with the Bridge House Independent 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 respond afterwards. Children should engage in restorative discussions, accept consequences where appropriate, and work towards making amends.

#### 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.
- Supporting the school's efforts to address and modify inappropriate behaviour.
- 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

A central part of this ethos is the promotion and reinforcement of positive behaviour, emotional regulation and pro-social choices. We believe that noticing, naming and celebrating positive steps is the most effective way to build sustainable, healthy behaviour patterns. Praise must be specific, sincere and attuned to the child, recognising that some children with SEMH needs may find public praise, competitive rewards or sudden attention difficult to tolerate.

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.

Rewards must not be used to publicly rank children, withdraw relational support, shame those who are struggling, or create unnecessary competition. Where point systems are used, staff must consider whether they are supporting motivation and self-worth or unintentionally increasing anxiety, avoidance or dysregulation. Adjustments must be made for individual children where required.

#### 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.

#### **Natural, Logical and Restorative Consequences**

At Bridge House School, we take a non-punitive approach to behaviour support. Consequences are natural, logical and restorative wherever possible. They are designed to keep everyone safe, support the child to understand impact, restore relationships and repair harm. Consequences must be proportionate, individualised, developmentally appropriate and informed by the child's SEMH needs, SEND profile, EHCP, risk assessment and current emotional state.

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 Framework outlines how inappropriate behaviour is addressed in a consistent, fair, proportionate and restorative manner. Grounded in our ethos of Unconditional Positive Regard, the framework encourages children to make choices and take responsibility for their actions by understanding the consequences associated with those choices. At each stage, children are supported to recognise the impact of their behaviour and the outcomes that follow.

A consequence should never remove a child's access to emotional safety, basic care, safeguarding support, learning entitlement or a trusted adult. Consequences must not be used to humiliate, isolate, threaten, or escalate distress. Where a child is unable to engage in reflection immediately after an incident, staff will prioritise regulation and revisit reflection at a later, more appropriate time.

See examples of behaviours and consequences in Appendix 1.

Where behaviour raises a safeguarding concern, including harmful sexual behaviour, discriminatory abuse, exploitation, self-harm risk, significant violence, weapons, drugs or absconding, staff must follow safeguarding procedures alongside this policy.

See examples of behaviours and responses in Appendix 1.

### **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 attention to equality, safeguarding and SEND patterns, including repeated incidents involving individual children, protected characteristics, specific locations, times of day, peer dynamics, staffing patterns and

curriculum triggers. Leaders will use this information to adapt provision, update support plans and reduce the likelihood of recurrence.

See Appendix 1 for examples of behaviours and responses.

## 6. Exclusion and Suspension

Bridge House School recognises the significant and potentially harmful impact that suspension or exclusion can have on children, particularly those with SEMH needs, SEND, histories of trauma, disrupted attachments or previous experiences of rejection from education. For this reason, suspension and exclusion are viewed as an **absolute last resort** and are only considered when all reasonable adjustments, interventions, safeguarding responses, relational repair and support strategies have been considered, and where the safety or education of the child or others cannot otherwise be secured. 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:

Before any suspension is agreed, leaders will consider whether the behaviour may be linked to SEND, unmet need, communication difficulty, trauma response, safeguarding concern or failure of provision. The school will review the child's plan, risk assessment and reasonable adjustments, and will record the rationale for the decision.

- **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

**Appendix 1: Behaviour Support Framework**

|                | Examples                                                                                                                                                                          | Adult Response and Support                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Restore and Repair                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Level 1</b> | 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. | <p>Classroom Management:</p> <ul style="list-style-type: none"> <li>• Praise positive behaviour</li> <li>• Provide alternative work</li> <li>• Humour</li> <li>• Verbal support</li> <li>• Clear direction</li> <li>• Negotiation</li> <li>• Distraction</li> <li>• Diversion</li> <li>• Reassurance</li> <li>• Calm talking/stance</li> <li>• Patience</li> <li>• Change of face</li> </ul> <p>Reminder of agreed support plan, choices and next steps:</p> <ul style="list-style-type: none"> <li>• Success reminders</li> <li>• Sensory item</li> <li>• Positive mentorship</li> <li>• Role modelling</li> </ul> | <p>Positive verbal support to improve presentation in class.</p> <p>Staff will seek to understand what the behaviour may be communicating and respond with curiosity, consistency and empathy.</p> <p>Recognition focuses on effort, regulation, repair and readiness to re-engage; points are awarded accordingly.</p>                                                                                                                                                                                                     |
| <b>Level 2</b> | Ongoing difficulties with engagement, regulation or behaviour that are having a greater impact on the learning, wellbeing or sense of safety of others.                           | <p>Classroom management, with possible pastoral reminders.</p> <p>As above, plus:</p> <ul style="list-style-type: none"> <li>• Time out of classroom for regulation</li> <li>• Pastoral advice/support</li> <li>• Proactive, planned interventions</li> </ul>                                                                                                                                                                                                                                                                                                                                                       | <p>Supported time to complete missed learning, regulate, restore relationships and/or repair damage caused, with help from the pastoral mentor.</p> <p>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.</p> <p>1:1 pastoral work to explore challenges. Additional intervention work might be considered where behaviours are repeated or escalating into more serious concerns.</p> |

## Children's Services: Local Procedure Template

|                    |                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|--------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Level<br/>3</b> | 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. | <p>Pastoral support offered.</p> <p>Supported access to a safer, lower-arousal environment where the pupil can regulate with trusted adults and maintain dignity.</p> <p>Liaison with parents/carers.</p> <p>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.</p>                                                                                                                                                                    | Repeated Level 3 behaviours will prompt a review meeting, updated support planning and closer monitoring to understand patterns and strengthen preventative support.                                                                                                                                                                                                                                                                                                                                         |
| <b>Level<br/>4</b> | Serious incidents where there is a significant risk to the safety or wellbeing of the young person, peers or staff.                                                                                 | <p>Risk assessment may be put into place to inform next steps.</p> <p>Possible support from external agencies to provide bespoke/targeted support.</p> <p>Depending on the seriousness and/or nature of the incident such incidents would be considered for referral to police.</p> <p>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.</p> | <p>Agreed by the Head Teacher and Pastoral Manager, in line with the child's needs, risk assessment, PSP and EHCP:</p> <ul style="list-style-type: none"> <li>Enhanced Intervention as directed by Pastoral Mentors to explore difficulties and repair relationships.</li> <li>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</li> </ul> |

## Children's Services: Local Procedure Template

### Appendix 2: Policy Contents Checklist

| <b>Contents Checklist</b> (Local Services may add additional items – this is a core list)                            |   |                                                                              |   |
|----------------------------------------------------------------------------------------------------------------------|---|------------------------------------------------------------------------------|---|
| How are behaviour expectations which may lead to consequences and rewards communicated to children and young people? | ✓ | Who can decide that a reward has been earned, and what that reward might be? | ✓ |
| How are children and young people made aware of what consequences and rewards may be applied?                        | ✓ | How are records of consequences and rewards maintained, and who does this?   | ✓ |
| How are staff made aware of what consequences and rewards may be applied?                                            | ✓ | How are consequences and rewards monitored?                                  | ✓ |
| Who can decide that a consequence should apply, and what that consequence should be?                                 | ✓ |                                                                              |   |

### Local Procedure Review History:

| Date Reviewed | Reviewer | Summary of revisions |
|---------------|----------|----------------------|
|               |          |                      |
|               |          |                      |
|               |          |                      |
|               |          |                      |
|               |          |                      |
|               |          |                      |
|               |          |                      |