

| Version                    | Author | Review Date |
|----------------------------|--------|-------------|
| Version 1 – April 2024     | EE     | August 2024 |
| Version 2 – September 2024 | EE     | August 2025 |

### Aims

Good behaviour is central to a good education. Bridge Training need to manage behaviour well so they we can provide a calm, safe and supportive learning environment which children and young people want to attend and where they can learn and thrive. Being taught how to behave well and appropriately within the context they're in, is vital for all students to succeed personally.

Where behaviour is poor, students can suffer from issues as diverse as lost learning time, child-on-child abuse, anxiety, bullying, violence and distress. It can cause some students to stay away from school, resulting in missing vital learning time. Similarly, continually dealing with misbehaviour negatively, affects the wellbeing of teachers and/or staff directly involved with the student.

Bridge Training creates an environment where positive behaviours are more likely by proactively supporting students to behave appropriately. All students will be taught explicitly what good behaviour looks like. Some students need additional support to reach the expected standard of behaviour. Where possible this support will be identified, and a support plan will be put in place as soon as possible to avoid misbehaviour occurring in the first place and to equip the students with the necessary tools and strategies for them to be able to self-manage this in the future.

This policy aims to:

- Encourage good behaviour and respect for others.
- Secure an acceptable standard of behaviour of students.
- Promote, among students, self-discipline, and proper regard for authority.
- Prevent all forms of bullying (including cyberbullying, prejudice-based and discriminatory bullying).
- Ensure that students complete any tasks reasonably assigned to them in connection with their education; and
- Otherwise regulate the conduct of students.

### Roles and Responsibilities

The Student Support Team have an overall responsibility to ensure that all students have access to a varying level of support during their time at Bridge Training, that students have equal opportunity to an inclusive education environment and that Individual Support Needs are identified and supported at the earliest opportunity.

Behaviour Lead – is responsible for:

- Offering a clear vision for improvement in behaviour management.
- Evaluating and monitoring expectations and processes.
- Analysing data to devise specific strategies to address areas where behaviour/behaviour management is unacceptable.
- Leading behaviour management across Bridge Training.
- Provide CPD to staff to maintain knowledge and build confidence in developing and using behaviour strategies and dealing with challenging behaviour.

Behaviour Mentor – is responsible for:

- Setting up support plans where behaviour is of concern.
- Delivering targeted intervention and support to students and families.
- Arranging calls and meetings with parents to discuss behaviour concerns when earlier interventions have been unsuccessful.
- Monitoring the plan with regular, planned reviews.
- Sharing the plan with relevant members of Staff.
- Sharing the plan with parent/carer/legal guardians (where appropriate).

SEMH Mentor – is responsible for:

- Setting up support plans where SEMH concerns are apparent, and behaviour is not seriously affected.
- Delivering targeted intervention and support to students and families.
- Arranging calls and meetings with parents to discuss behaviour concerns when earlier interventions have been unsuccessful.
- Monitoring the plan with regular, planned reviews.
- Sharing the plan with relevant members of Staff.
- Sharing the plan with parent/carer/legal guardians (where appropriate).

Attendance Officer – is responsible for:

- Setting up support plans where attendance is a concern and below the acceptable percentage as stated in the Attendance & Punctuality Policy.
- Delivering targeted intervention and support to students and families.
- Arranging calls and meetings with parents to discuss behaviour concerns when earlier interventions have been unsuccessful.
- Monitoring the plan with regular, planned reviews.
- Sharing the plan with relevant members of Staff.
- Sharing the plan with parent/carer/legal guardians (where appropriate).

Student Transition & Engagement Officer – is responsible for:

- Setting up a support plan where support needs are identified during the enrolment process.
- Delivering targeted intervention and support to students and families.
- Arranging calls and meetings with parents to discuss behaviour concerns when earlier interventions have been unsuccessful.
- Monitoring the plan with regular, planned reviews.
- Sharing the plan with relevant members of Staff.
- Sharing the plan with parent/carer/legal guardians (where appropriate).
- Transitioning the student into Bridge Training, including, the handover of the student and plan to the most appropriate member of the student support team to carry forward and review.

Data Entry will be responsible for:

- Ensuring that records are kept up to date in line with GDPR guidelines and that changes to the MIS system are made in a timely manner.

## Policy 5.4 – Student Behaviour Policy



Tutors and Learning Support Workers are responsible for:

- Dealing with one-off incidents of low-level disruption in class.
- Information gathering and recording every lesson, using the correct MIS system.
- Consistently challenging unacceptable behaviour in the classroom.
- Handing over information asap.
- Recording interventions at every point.
- Setting clear targets regarding their behaviour.
- Meeting with the students and recording discussions away from the classroom and other students.
- Give feedback (staff voice) throughout the process, to be used when setting up support plans for students (what works/what doesn't).
- Model and promote acceptable behaviour at all times.
- If a student has been signed out/asked to leave for the day, the student must be brought to reception so that the appropriate member of student support can be notified.

Parents/carers and/or students are expected to:

- Comply with the behaviour expectations.
- Model and promote acceptable behaviour at all times.
- Take part and give feedback (student voice/parent voice) at regular review meetings and take part in the construction of support plans being put in place.
- Keep staff informed of any changes in information at all times.

The Senior Leadership Team (SLT) are responsible for:

- To assist with removal from site if a student refuses to leave when asked.
- To be accountable for the appeals process where a complaint has been made or decision has been appealed.
- To update relevant information on the company SAR/QUIP relating to behaviour.
- To act as final sign off on refusal forms.
- To act as stand in assistance where needed if behaviour mentor/behaviour lead are not on site for any reason.

The Advisory Board will:

- Hold managers to account by analysing reported data against targets set.

### **Strategies for promoting positive behaviour**

Bridge Training have a whole school approach to promoting positive behaviour, our staff act as role models and model the expected behaviours of our students. We have support plans that are put in place if a student is struggling with their behaviour, the students voice is a vital part in the support plan in order to ensure that they feel heard, that we uphold our inclusive practices and so that reasonable adjustments to their programme of learning can be made in an effective and efficient manner. Support plans can be used for the reintegration of students that have struggled in education previously and help them take ownership of both their own education and behaviours. Some examples of reasonable adjustments that can be made for a student through a support plan are;

- Temporary reduced timetables (so that a student can transition into Bridge Training as comfortable as possible).
- Time-out allowances (so that a student can use some time to regulate any feelings/thoughts to avoid negative behaviours appearing in class).
- Mentoring sessions (available for any students that want assistance in changing their behaviours or to learn about different coping mechanisms that they can use in the future).
- Check-in meetings (so that a student has the option to offload any information that may regularly contribute to negative behaviours that are being displayed before entering their classroom).
- Meet and Greet (to relieve any pressure or stress of entering the premises/classrooms alone).

We recognise that a high majority of our students have not have positive experiences within educational settings before arriving at Bridge Training and is therefore a barrier to education for them before they have started. Our support plans are in place to help remove or reduce as many barriers that our students may be experiencing as possible so that they all have an equal access to education.

### **Recognition and recording of positive behaviour**

Bridge Training recognise that a high number of our students display positive behaviours throughout their time with us and it extremely important to celebrate these successes. Positive behaviour being praised, recorded, and fed back is as equally important as focusing on supporting any negative behaviours. This gives our students something to be proud of. For some of our students, this may be the first time they have received this kind of positive praise. Celebrating positive behaviour also gives the opportunity for other students that are not displaying positive behaviour to have something to work towards when the see the success and praise their peers receive. Positive behaviour should be recorded on Bridge Training MIS systems in the same way as negative behaviour is recorded. Feedback to Parents/Carers/Guardians of this should be carried out wherever possible to ensure that we are assisting with relationship building and personal growth both in and out of Bridge Training.

### **Attendance**

Please see Student Attendance Policy for definitions/types of absences.

Any of the below could result in the student being placed on to Support Plan with targeted intervention and support put in place and recorded on to our MIS systems. This will be reviewed on a regular basis and if there is little to no improvement, this could result in removal from programme and signposting/referrals to external agencies being made.

- Where a student is persistently absent from class, late arriving to Bridge Training or late back from break or lunch or leaves early on a regular basis.
- Where a student attends a lesson but there is no engagement throughout the duration of the lesson, the student will be marked as 'N' on the registers, this mark shows that though the student may have been physically present, they did not take part and therefore carries an unauthorised penalty and will go against their attendance percentage.

- Where a student attends onsite but does not enter the classroom, they will be marked as unauthorised on the registers but will still be recorded as present onsite on the student signing in sheets for the building.

### **Exams/Registrations**

Unacceptable behaviour will not be tolerated during examinations, Bridge Training have the right to remove any student behaving inappropriately or not following the clear guidelines as displayed in the exam rooms and explained before each exam by the invigilator in the exam room. Bridge Training will report this to the awarding body for the qualification(s) (Please see Exams policy for further details).

Bridge Training have the right to withdraw any candidate currently registered for qualifications if a candidate is found to have committed any form of plagiarism or malpractice (please see Exams Policy, Plagiarism Policy and JCQ Guidance for further details). Candidates have the right to appeal these decisions if they feel that the decision is unfair (please see Appeals procedure for further details).

### **SEND (Special Educational Needs & Disabilities)/Vulnerable Children**

Bridge Training consistently and fairly promote high standards of behaviour for all students and provide additional support where necessary to ensure that all students can achieve and learn as well as possible. Bridge Training does not assume that because a student has SEND, it must have affected their behaviour on a particular occasion – this is a question of judgement for Bridge Training on the facts of the situation alone.

Bridge Training will consider whether the students SEND has contributed to the misbehaviour and if so, whether it is appropriate and lawful to sanction the student (see Equality Act 2010 and SEND Policy). Bridge Training will consider whether any reasonable adjustments need to be made to the sanction in response to any disability the student may have. It is important that Bridge Training seek to try and understand the underlying causes of the negative behaviour and whether any additional support is needed.

Any student that is considered vulnerable, for example, is a looked after child, has a child protection or child in need plan currently in place are not exempt from consequences listed in this policy, Bridge Training will consider whether the vulnerable students current circumstances have contributed to the misbehaviour and if so, whether it is appropriate to sanction the student or whether any reasonable adjustments can be made and additional support is needed to avoid further occurrences of these negative behaviours.

### **Additional Support, Information, Advice & Guidance available to all students**

- SEMH (Social, Emotional and Mental Health)
- Safeguarding
- Behavioural
- SEND (Special Educational Needs & Disabilities)
- Careers
- Attendance
- Personal support (including financial, relationships etc.)

### **Recruitment/Transition**

During our enrolment process, behaviour expectations are explained to all students and discussions are had on an individual basis to find out if the student has any potential barriers to education or if Bridge Training can make any reasonable adjustments to make transitioning into education as smooth and comfortable.

Bridge Training follow a safer recruitment process to ensure that all students are safe and that behaviour expectations are model from our staff to our students (Please see Safer Recruitment Policy for full details).

### **E-Safety**

Ensuring the safety and wellbeing of both our staff and students is paramount when using the internet, social media, or mobile devices. Examples of unacceptable behaviour regarding E-Safety are; Accessing/downloading inappropriate materials, sharing private, confidential or sensitive information, sharing of passwords/log in details, inappropriate usage of social media sites, online bullying, gaming websites etc. Unacceptable behaviour could result in a student being placed on to a Support Plan or removal from programme depending on both frequency and severity. (Please see our E-Safety, Data Security and On-Line Safety Policy for full details).

### **Unacceptable behaviours**

Some examples of what is meant by the term 'unacceptable behaviours' are;

- Low Level (Managed by Teachers/LSW's)
  - Repeatedly talking out of turn in class
  - Unauthorised phone use in class
  - Non-engagement during lesson
  - Refusal to complete work set
  - Unauthorised lateness/leaving early
  - Eating/Drinking in the classroom
  - Shouting/Swearing
- Serious/Extreme
  - Fighting
  - Bullying (including cyber bullying)
  - Substance/alcohol consumption
  - Damage to property
  - Violence or aggression towards staff/students

This list is not exhaustive.

### **Removal from classroom**

Bridge Training have the right to ask for a student to be removed from the classroom if persistent negative behaviour is occurring. If a student is requested to be removed from the classroom, the expectation is that the learner will be taken to reception to wait for the Behaviour Mentor to see them, the Behaviour Mentor will then either have a discussion with the student about what has happened, speak with the staff member and make a decision as to whether it is appropriate for the student to remain on site

or be asked to leave site and not return until a meeting can be arranged (if offsite then 2 members of staff must attend this meeting).

### **Suspension/exclusion from programme**

Bridge Training have the right to suspend/exclude a student from training if negative or unsafe behaviours have taken place in order to thoroughly and formally investigate the incident.

### **Criminal behaviour**

If any student is found to have committed or suspected of committing any criminal behaviour, Bridge Training have the right to suspend a student's programme of study pending investigation. If a student is found guilty of committing a crime, then their programme of study will be suspended until full details have been supplied and a full risk assessment has been completed. A decision will then be made as to whether it is appropriate for the student to return to their normal programme of study, whether reasonable adjustments can be made or whether the student is removed from programme if they are deemed too high risk.

### **Confiscation/searching of student**

If a student is suspected of having an inappropriate item on their persons, Bridge Training can ask for the student to show evidence of this, such as emptying pockets, or bag themselves in front of 2 appropriate members of staff. Bridge Training cannot physically search or confiscate a student's personal property, if the student is found to have an inappropriate item on their persons, then they will be requested to leave site for the day and appropriate personnel will be contacted to inform them of this decision and why it has been made.

### **Risk Rating Students**

A student's 'level of risk' is determined each month, based on their presenting level of support needs. They are then risk-rated according to the level of severity of risk, using a RAG rating system whereby:

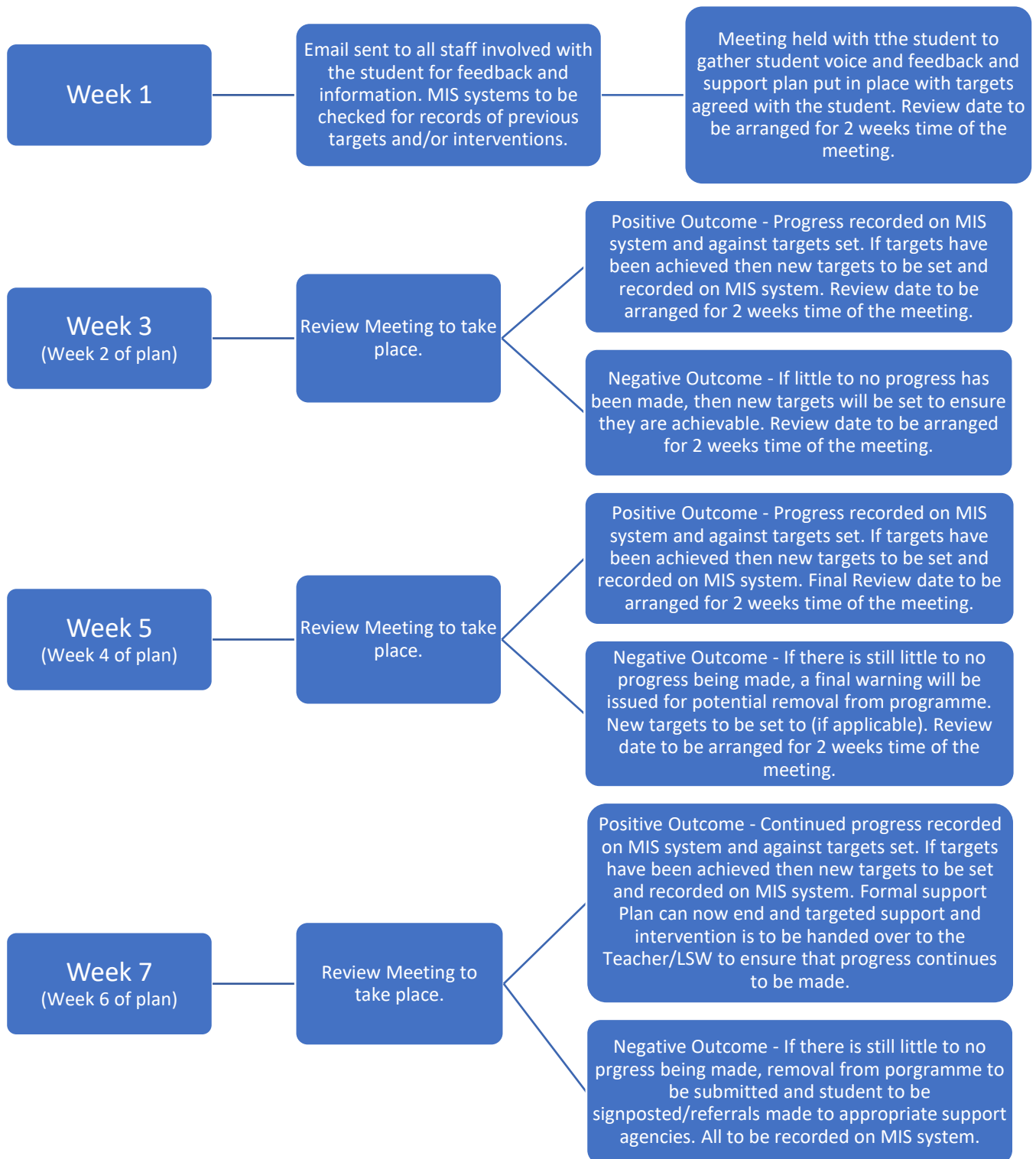
- RED = HIGH RISK
- AMBER = MEDIUM RISK
- GREEN = LOW RISK

Based on this rating, the following measures will be implemented:

| <b>Risk Level</b>           | <b>Intervention</b>                                                                                                                                                                                                                                                                                                                            |
|-----------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>GREEN</b><br>Low risk    | Monitored by Tutor's/LSW's to avoid any negative changes in behaviour. Student is on track to achieve and is displaying positive behaviours in class and at Bridge Training.                                                                                                                                                                   |
| <b>AMBER</b><br>Medium risk | Interventions put in place and targets set by Tutor's/LSW's. All meetings/discussions/targets to be recorded on appropriate Bridge Training MIS Systems for future reference. Tutor's/LSW's to inform Behaviour Mentor/Lead on progress/incidents in their classrooms to ensure that guidance and support is given to both staff and students. |
| <b>RED</b><br>High risk     | Student is placed or currently on a behaviour-based support plan. This is held by the Behaviour Mentor and will include further targeted support and intervention with regular review                                                                                                                                                          |

|  |                                                                                                             |
|--|-------------------------------------------------------------------------------------------------------------|
|  | meetings. Support, guidance and recommendations will also be offered to any staff working with the student. |
|--|-------------------------------------------------------------------------------------------------------------|

### Appendix 1 – Support Plan Process



### Appendix 2 – Process for monitoring interventions

