



Behaviour Policy

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Aims

This policy aims to:

- Create a calm, safe, and supportive environment where all learners feel secure and able to learn.
- Promote a whole-school culture rooted in empathy, respect, and high expectations.
- Ensure behaviour is understood within the context of learners' developmental, emotional, and SEND needs.
- Provide a consistent, transparent, and equitable approach to behaviour support.
- Reduce incidents of crisis behaviour through early identification, regulation, and support.
- Ensure that sanctions are used proportionately, reflectively, and only when necessary.

Legislation, Statutory Requirements and Statutory Guidance

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

- Behaviour in Schools: Advice for Headteachers and School Staff
- Searching, Screening and Confiscation at School
- Equality Act 2010
- Keeping Children Safe in Education (current edition)
- Supporting Pupils with Medical Conditions at School
- SEND Code of Practice
- Restrictive Interventions, including the use of reasonable force, in schools (DfE, effective from 1 April 2026)
- Schedule 1 of the Education (Independent School Standards) Regulations 2014

Understanding Behaviour at Three Bridges

At Three Bridges, behaviour is understood as a response to internal or external experiences. Learners may display behaviour of concern when they are:

- Dysregulated.
- Overwhelmed.
- Experiencing unmet needs.
- Triggered by trauma reminders.
- Lacking the skills to communicate distress safely.

Definitions

Behaviours of Concern

Behaviour that challenges safety, learning, or wellbeing and may indicate distress, dysregulation, or unmet need.

Behaviour definitions are descriptive, not judgmental, and are always considered in context. Staff are expected to ask, "*What is this behaviour telling us?*" rather than "*How do we stop it?*"

Unwanted behaviour/Low level behaviour is defined as:

- Disruption in lessons, and other spaces around the school.
- Poor attitude.
- Not following adult led instruction.
- Not following the code of conduct on few occasions.

Unwanted behaviours/Medium level is defined as:

- Not following code of conduct consistently.
- Repeating low level behaviours over a longer period.
- Causing an unsafe environment for themselves and others.
- Directed verbal aggression.

Serious unwanted behaviour is defined as:

- Repeated breaches of the code of conduct.
- All forms of bullying.

- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent).
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments.
 - Sexual jokes or taunting.
 - Physical behaviour such as interfering with clothes.
- Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content.
- Vandalism.
- Theft.
- Fighting.
- Absconding.
- Incitement- - encouragement of another person to commit a crime.
- Smoking.
- Racist, sexist, homophobic or discriminatory behaviour.
- Possession of any prohibited items. These are:
 - Knives or weapons.
 - Alcohol.
 - Illegal drugs.
 - Stolen items.
 - Tobacco and cigarette papers.
 - E-cigarettes or vapes.
 - Fireworks.
 - Pornographic images.
- 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 learner).

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful.
- Repeated, often over a period of time.
- Difficult to defend against.

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting.
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence.
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti, or physical abuse focused on a particular characteristic (e.g., gender, race, sexuality).

TYPE OF BULLYING	DEFINITION
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching.
Direct or Indirect Verbal	Name-calling, sarcasm, spreading rumours, teasing.
Cyber-Bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI).
Social Ostracism	Social ostracism is defined as the deliberate exclusion or rejection of an individual from social interactions, events, or gatherings. It involves intentionally not including someone in a social group or activity, which can lead to feelings of isolation and separation.

Details of our approach to preventing and addressing bullying are set out in our Anti-Bullying Policy.

Roles and Responsibilities

Those in governance are responsible for monitoring this behaviour policy's effectiveness and holding the Principal to account for its implementation.

The Principal is responsible for:

- Reviewing this policy at least annually.
- Ensuring the school's behaviour policy reflects the school's values, safeguarding responsibilities, and therapeutic ethos. (Appendix 1).
- Ensuring that the school environment encourages positive behaviour.
- Ensuring that staff deal effectively with poor behaviour.
- Monitoring that the policy is implemented by staff consistently with all groups of learners.
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them.
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all learners to participate fully.
- Ensuring this policy works alongside the safeguarding policy to offer learners both sanctions and support when necessary.
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of learners are being disproportionately impacted by this policy.
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy.
- Ensure trauma-informed practice is embedded across the school
- Reviewing behaviour trends and analysis regularly with the Senior Leadership Team and reporting findings to the Governing body to inform school improvement, safeguarding oversight, and staff training.

Staff are responsible for:

- Creating a calm and safe environment for learners.
- Building safe, predictable, and trusting relationships.
- Establishing and maintaining clear boundaries of acceptable learner behaviour.
- Implementing the behaviour policy consistently.
- Communicating the school's expectations, routines, values, and standards through teaching behaviour and in every interaction with learners.
- Modelling expected behaviour and positive relationships.
- Modelling respectful behaviour at all times in accordance with the Staff Code of Conduct.

- Providing a personalised approach to the specific behavioural needs of learners.
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations.
- Recording behaviour incidents promptly and factually.
- Challenging learners to meet the school's expectations.

The school senior leadership team (SLT) will support staff in responding to behaviour incidents.

Parents, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate.
- Support their child in adhering to the school's behaviour policy.
- Inform the school of any changes in circumstances that may affect their child's behaviour.
- Discuss any behavioural concerns with the teacher promptly.
- Take part in any pastoral work following unwanted behaviour (for example, attending reviews of specific behaviour interventions).
- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school.
- Take part in the life of the school and its culture.

The school will endeavour to build a positive relationship with parents by keeping them informed about developments in their child's behaviour and the school's policy and working in collaboration with them to tackle behavioural issues.

Learners will be made aware of:

- The expected standard of behaviour they should be displaying at school.
- That they have a duty to follow the behaviour policy.
- The school's key rules and routines.
- The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they don't meet the standards.
- The support that is available to them to help them meet the behaviour standards.

Learners will be supported to meet the behaviour standards. They will be supported to develop an understanding of the school's behaviour policy and wider culture.

Learners will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement, and implementation of the behaviour policy.

Learners are expected to:

- Be kind to themselves, their peers and the adults who support them.
- Respect all property, whether it is their own, the schools, or other peoples.
- Be polite, honest, and hardworking.
- Show tolerance towards others.
- Behave in a safe manner.
- Use ICT as per usage agreement.
- No mobile phones on any learner at school.
- No smart glasses (e.g. Meta glasses) to be worn at school.

Where appropriate and reasonable, adjustments may be made to ensure all learners can meet behavioural expectations.

Creating a Trauma Informed Environment

All staff will:

- Greet learners positively.
- Maintain clear routines and transitions.
- Use visual supports and non-verbal communication.
- Anticipate triggers and plan proactively.
- Prioritise relationship repair.

Mobile Phones

All staff, parents, and learners are expected to adhere to the Safeguarding and Child Protection and Online Safety policies. No personal phones are to be used whilst in school by staff, learners, parents, and visitors unless it is a Company issued phone. There may be times when learners are found with mobile phones in their possession and if this occurs, they will be required to hand this into school staff where it will be stored safely until the end of school day. If a learner fails to comply, learners will not be allowed into the learning area. Where a learner refuses to comply with the school's mobile phone procedures, staff will continue to use restorative and behaviour support strategies. If the learner is unable to access learning safely, parents may be contacted to support resolution.

Responding To Behaviour

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school. They will:

- Create and maintain a stimulating environment that encourages learners to be engaged.
- Display the code of conduct in learning areas.
- Develop a positive relationship with learners, which may include:
- Greeting learners in the morning/at the start of lessons.
- Establishing clear routines.
- Communicating expectations of behaviour in ways other than verbally.
- Highlighting and promoting good behaviour.
- Concluding the day positively and starting the next day afresh.
- Having a plan for dealing with low-level disruption.
- Using positive reinforcement.
- Always model appropriate behaviour.

Learners may access Regulation and Support Spaces to:

- Regain emotional control.
- Feel safe and supported.
- Prepare to return to learning.

These spaces are not punitive and are always supervised. Time spent is kept to the minimum necessary.

Safeguarding

The school recognises that changes in behaviour may be an indicator that a learner needs help or protection. We will consider whether a learner's unwanted behaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our Safeguarding and Child Protection Policy, and consider whether support, an early help intervention or a referral to children's social care is appropriate. Please refer to our Safeguarding and Child Protection Policy for more information.

Positive Behaviour

Acknowledging good behaviour encourages repetition and communicates the school community's expectations and values to all learners. Using positive recognition and rewards provides an opportunity for all staff to reinforce the school's culture and ethos. Positive reinforcements and rewards should be applied clearly and fairly to reinforce the routines, expectations, and norms of the school's behaviour culture.

Responding to Wanted Behaviour

When a learner's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations, and norms of the school's behaviour culture.

Positive behaviour will be rewarded with:

- Verbal praise.
- Communicating praise to parents via a phone call/Texts or written correspondence.
- Personalised rewards
- Certificates, and celebrations.
- Positions of responsibility, such as entrusted with a particular decision or project.

Responding to Unwanted Behaviour

When a learner's behaviour falls below the standard that can reasonably be expected of them, staff will respond to restore a calm and safe learning environment, and to prevent recurrence of unwanted behaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair, and proportionate manner, so learners know with certainty that unwanted behaviour will always be addressed.

De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases.

All learners will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered to a learner to help them to meet behaviour standards in the future.

Any use of Sanctions will be agreed on an individual basis as part of a learner's individual plan. Sanctions will be agreed by a multi-disciplinary group to ensure that the sanction and its use are proportionate and appropriate for the learner's special educational needs and/ or disabilities (SEND).

Sanctions must never be punitive in nature. They should always be proportionate, restorative where appropriate, educational, and tailored to the learner's needs. Caution should be exercised to ensure that sanctions do not act as positive re-enforcement of unacceptable behaviour.

Sanctions will only be imposed, as a last resort, where it is not possible to use other, more positive methods of control. They will only be applied where a learner is fully aware of the intentionality behind their behaviour and able to understand fully the consequence of an applied sanction.

Before any sanction is imposed staff must be satisfied of the following:

- That the learner was capable of behaving acceptably and understands what was required of them.
- That other encouraging and rewarding strategies have not worked or would not work in the circumstances. Rewarding good behaviour is often the most successful technique for building positive behaviour and is more successful than punishing difficult behaviour. Staff must be aware of the learner's abilities and limitations and set tasks which are achievable. Where appropriate, tasks must be broken down into smaller steps to avoid the learner becoming frustrated or demotivated.
- That the sanction imposed is relevant, fair and must last no longer than is necessary.
- That the sanction imposed is carried out as close to the time of the incident as possible.
- That there is a view that the sanction may encourage acceptable behaviour or act as a disincentive to unacceptable behaviour.
- That it will not be applied open-endedly without effect.
- That the learner understands the relevance of the sanction.
- Only approved sanctions may be imposed.

Reasonable Force

Reasonable force covers a range of interventions that involve physical contact with learners. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a learner from:

- Causing disorder.
- Hurting themselves or others.
- Damaging property.
- Committing an offence.

Incidents of reasonable force must:

- Always be used as a last resort.
- 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.

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the learner, including SEND, mental health needs or medical conditions.

Confiscation, Screening and Searching

Searching, screening and confiscation is conducted in line with the DfE's latest guidance.

Confiscation

Any prohibited items found in a learner's possession as a result of a search will be confiscated. These items will not be returned to the learner. We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to learners after discussion with senior leaders and parents, if appropriate.

Searching a Learner

Searches will only be carried out by a member of staff who has been authorised to do so by the Principal, or by the Principal. Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the learner, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the learner can carry out a search without another member of staff as a witness if:

- *The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency;*
and
- *In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the learner; **or***
- *It is not reasonably practicable for the search to be carried out in the presence of another member of staff.*

When an authorised member of staff conducts a search without a witness, they should immediately report this to another member of staff and make sure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the Principal, Designated Safeguarding and Prevent Lead (or Deputy Designated Safeguarding Lead) or support staff who may have more information about the learner. During this time, the learner will be supervised and separated from other learners.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the learner is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the learner has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other learners. The search will only take place on the school premises or where the member of staff has lawful control or charge of the learner, for example on a school trip or educational visit.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search.
- Assess whether not doing the search would put other learners or staff at risk.
- Consider whether the search would pose a safeguarding risk to the learner.
- Explain to the learner why they are being searched.
- Explain to the learner what a search entails – e.g. "I will ask you to turn out your pockets and remove your scarf."
- Explain how and where the search will be carried out.
- Give the learner the opportunity to ask questions.
- Seek the learner's co-operation.

If the learner refuses to agree to a search, the member of staff can give an appropriate behaviour sanction. If they still refuse to co-operate, the member of staff will contact the Principal, to try to determine why the learner is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the learner. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the learner harming themselves or others, damaging property or causing disorder.

An authorised member of staff can use reasonable force to search for any prohibited items, but not to search for items that are only identified in the school rules. An authorised member of staff may use a metal detector to assist with the search. An authorised member of staff may search a learner's outer clothing, pockets, possessions, desk, or locker.

'Outer clothing' includes:

- Any item of clothing that isn't worn wholly next to the skin or immediately over underwear (e.g., a jumper or jacket being worn over a t-shirt).
- Hats, scarves, gloves, shoes, or boots.

Searching Learners' Possessions

Possessions means any items that the learners have or appears to have control of, including:

- Desks.
- Lockers/ cupboards/ drawers.
- Bags.

A learner's possessions can be searched for any prohibited items and items identified in the school rules.

An authorised member of staff can search a learner's possessions when the learner and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the Designated Safeguarding and Prevent Lead (DSPL)

The staff member who carried out the search should inform the DSPL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a learner was in possession of a prohibited item.
- If they believe that a search has revealed a safeguarding risk.
- All searches for prohibited items (including incidents where no items were found, will be recorded in the school's safeguarding system.

Informing Parents

Parents will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents as soon as is reasonably practicable:

- What happened.
- What was found if anything.
- What has been confiscated if anything.
- What action the school has taken, including any sanctions that have been applied to their child.

Support After a Search

Irrespective of whether any items are found as the result of any search, the school will consider whether the learner may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the Designated Safeguarding and Prevent Lead (DSPL). The DSPL will consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Strip Searches

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the learner's mental and physical wellbeing and the risk of not recovering the suspected item.

Staff will consider whether introducing the potential for a strip search through police involvement is necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the learner(s) involved. Staff retain a duty of care to the learner involved and should advocate for learner's wellbeing at all times.

Communication and Record-Keeping

Where possible and unless there is an immediate risk of harm, before the strip search takes place, staff will contact at least 1 of the learner's parents to inform them that the police are going to strip search the learner and ask them if they would like to come into school to act as the learner's appropriate adult. If the school cannot contact the parents, or they are not able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for information about the role of the appropriate adult).

The learner's parents will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises and monitor them for any trends that emerge.

Who Will Be Present

For any strip search that involves exposure of intimate body parts, there will be at least 2 people present other than the learner, except in urgent cases where there is risk of serious harm to the learner or others.

One of these must be the appropriate adult, except if:

- The learner explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search; **and**
- The appropriate adult agrees.

If this is the case, a record will be made of the learner's decision, and it will be signed by the appropriate adult. No more than 2 people other than the learner and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

- Act to safeguard the rights, entitlements, and welfare of the learners.
- Not be a police officer or otherwise associated with the police.
- Not be the Principal.
- Be of the same sex as the learner, unless the learner specifically requests an adult who is not of the same sex.

Except for an appropriate adult of a different sex if the learner specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the learner could be seen by anyone else.

Care After a Strip Search

After any strip search, the learner will be given appropriate support, irrespective of whether any suspected item is found. The learner will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, the school will consider whether the learner may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

Staff will follow the school's safeguarding policy and speak to the Designated Safeguarding and Prevent Lead (DSPL). The DSPL will consider if, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.

Any learner (s) who have been strip searched more than once and/or groups of learners who may be more likely to be subject to strip searching will be given consideration, and staff will consider any preventative approaches that can be taken.

Off-Site Unwanted Behaviour

The school will only regulate behaviour outside school where it is reasonable, proportionate, and lawful to do so, taking account of the circumstances of each case. Sanctions may be applied where a learner has presented with unwanted behaviours off-site when representing the school. This means unwanted behaviour when the learner is:

- Taking part in any school-organised or school-related activity (e.g., school trips/ educational visits).
- Travelling to or from school.
- In any other way identifiable as a learner of our school.
- Sanctions may also be applied where a learner presents with unwanted behaviours off-site, at any time, whether the conditions above apply, if the unwanted behaviour:
 - Could have repercussions for the orderly running of the school.
 - Poses a threat to another learner.
 - Could adversely affect the reputation of the school.

Sanctions will only be given out on school premises or elsewhere when the learner is under the lawful control of a staff member (e.g., on a school-organised trip).

Online Unwanted Behaviour

The school can issue behaviour sanctions to learners for online unwanted behaviour when:

- It poses a threat or causes harm to another learner.
- It could have repercussions for the orderly running of the school.
- It adversely affects the reputation of the school.
- The learner is identifiable as a member of the school.

Sanctions will only be given out on school premises or elsewhere when the learner is under the lawful supervision of a staff member.

Suspected Criminal Behaviour

If a learner is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police. When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police. If a decision is made to report the matter to the police, the Principal will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions if it does not conflict with police action. If a report to the police is made, the Designated Safeguarding and Prevent Lead (DSPL) will make a tandem report to children's social care, if appropriate.

Zero-Tolerance Approach to Sexual Harassment and Sexual Violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored. Learners are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate.
- Considered.
- Supportive.

Decided on a case-by-case basis.

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report.
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally.
 - Refer to early help.
 - Refer to children's social care.
 - Report to the police.

Please refer to our Safeguarding and Child Protection Policy for more information.

Malicious Allegations

Where a learner makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the learner in accordance with this policy.

Where a learner makes an allegation of sexual violence or sexual harassment against another learner and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the learner in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false, or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the learner who made the allegation needs help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and learners accused of misconduct.

Please refer to our Safeguarding and Child Protection Policy and Whistleblowing Policy for more information on responding to allegations of abuse against staff or other learners.

Serious Sanctions

Removal from Learning Spaces

In response to serious or persistent breaches of this policy, the school may remove the learner from a learning space for a limited time.

Learners who have been removed will continue to receive education under the supervision of a member of staff which is meaningful.

Removal is a serious sanction and will only be used in response to serious unwanted behaviour. Staff will only remove learners from the classroom once other behavioural strategies have been attempted unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore calm if the learner is being unreasonably disruptive.
- Maintain the safety of all learners.
- Allow the disruptive learner to continue their learning in a managed environment.
- Allow the disruptive learner to regain calm in a safe space.

Learners who have been removed from the learning spaces are supervised by a member of staff and will be removed for the minimum amount of time required.

Learners will not be prohibited from group learning spaces for prolonged periods of time without the explicit agreement of the Principal.

Learners should be reintegrated into the learning spaces as soon as appropriate and safe to do so. The school will consider what support is needed to help a learner successfully reintegrate into the learning space and meet the expected standards of behaviour.

Parents will be informed on the same day that their child is removed from the group learning space.

The school will consider an alternative approach to behaviour management for learners who are frequently removed from group learning spaces, such as:

- Discussions and assessments at multi agency meetings and statutory reviews.
- Deployment and use of Learning Support Assistants.
- Review of behaviour plans and Individual education plans.

Staff will record all incidents of removal from the learning spaces along with details of the incident that led to the removal, and any protected characteristics of the learners in the behaviour log.

Suspension and Permanent Exclusion

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and

interventions. The decision to suspend or exclude will be made by the Principal, and only as a last resort. Please refer to our Exclusions Policy for more information.

Responding to Unwanted Behaviour from Learners with SEND

Recognising the Impact of SEND on Behaviour

All learners at Three Bridges School have complex SEND. We recognise that learners' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of unwanted behaviour arise, we will consider them in relation to a learner's SEND, although we recognise that not every incident of unwanted behaviour will be connected to their SEND. Decisions on whether a learner's SEND had an impact on an incident of unwanted behaviour will be made on a case-by-case basis.

When dealing with unwanted behaviour, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled learner being caused by the school's policies or practices
- Using our best endeavours to meet the needs of learners with SEND

All learners at Three Bridges School have an education, health, and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies.

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of unwanted behaviour, and put in place support to prevent these from occurring.

Any preventative measures will consider the specific circumstances and requirements of the learner concerned. For example:

- Short, planned movement breaks for learners who find it difficult to sit still for long.
- Adjusting seating plans to allow learners with visual or hearing impairment to sit in sight of the teacher.
- Training for staff in understanding conditions such as autism.
- Use of separation spaces where learners can regulate their emotions during a moment of sensory overload.

Adapting Sanctions for Learners with SEND

When considering a behavioural sanction for a learners SEND, the school will consider:

- Was the learner unable to understand the rule or instruction?
- Was the learner unable to act differently at the time as a result of their SEND?

If the answer to any of these questions is 'yes,' it may be unlawful for the school to sanction the learner for their behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

Considering Whether a Learner Displaying Challenging Behaviour may have Unidentified SEND

We will evaluate a learner who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from the multi-agency team, to identify or support specific needs.

When acute needs are identified in a learner, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies. If the school has a concern about the behaviour of a learner, it will contact the local authority to discuss the matter. If appropriate, the school may request an emergency review of the EHC plan.

Supporting Learners Following a Sanction

Following a sanction, the school will consider strategies to help the learner to understand how to improve their behaviour and meet the expectations of the school.

This could include measures like:

- Reintegration meetings/ plans.
- Learning through PSHE.
- 1:1 session with the wellbeing lead.
- Reflection time.
- Parent partnership meeting.

Learner Transition

Inducting Incoming Learners

The school will support incoming learners to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

Preparing Outgoing Learners for Transition

To ensure a smooth transition learners have transition sessions with their new teacher(s). In addition, staff members hold transition meetings. To ensure behaviour is continually monitored and the right support is in place, information relating to learners' behaviour issues may be transferred to relevant staff at the start of the term or year.

Training

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- The proper use of restraint, through Team Teach.
- The needs of the learners at the school.
- How SEND and mental health needs can impact behaviour.
- Trauma informed schools (TIS).
- Behaviour management will also form part of continuing professional development.

Team Teach provides accredited, award-winning training in positive behaviour management strategies. The training equips individuals and teams working with both children and adults to transform from challenging situations and behaviours into positive outcomes and to maintain positive relationships. It provides an understanding of the causes of challenging behaviour, along with respectful, supportive, and practical strategies for de-escalation and crisis intervention. Please see [Team Teach – Training in positive behaviour management](#) for more information.

All staff receive accredited training yearly with as much support and advice as required from Team teach trainers, Melrose Senior leadership, and other associated professionals.

Monitoring Arrangements

Monitoring and Evaluating Behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from learning spaces.
- Attendance, permanent exclusions, and suspensions.
- Use of managed moves.
- Incidents of searching and confiscation.

The data will be analysed at least every term by school's senior leadership team. The data will be analysed from a variety of perspectives including:

- At school level.
- By age/ learning group.
- At the level of individual members of staff.
- By time of day/week/term.
- By protected characteristic.

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of learners are identified by this analysis, the school will review its policies to tackle them.

Monitoring This Policy

This behaviour policy will be reviewed by the Principal at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data.

Links with Other Policies

This behaviour policy is linked to the following policies:

- Safeguarding and Child Protection Policy.
- Online Policy.
- Exclusion Policy.
- Anti Bullying Policy.
- Equity, Inclusion, and Diversity Policy.
- Use of Restrictive Interventions Policy.

Use of Specialist Support

Three Bridges School recognises that in some instances further support may be required for our learners, which requires specialist intervention. School makes sure these areas are covered wherever possible.

Speech and Language Therapy

External specialists will be sourced to support any learner with speech, language, or verbal communication difficulties.

Educational Psychologists

An external specialist who will support with further strategies to ensure success at school.

Referral to External Services:

Where appropriate, referrals to external providers, such as CAMHS, GP, and OT, will be made to support.

Recording and Reporting

Reporting of behaviour is recorded in a timely manner on our CPOMS system. The Principal and SLT are notified of the recorded behaviour and regularly analyse the number and level of incidents. If an ABC chart is being used, these are uploaded to the CPOMS system on a daily basis or when completed.

Information is gathered in a timely and consistent manner, which enables the senior leadership team to analyse and review positive trends, informing learning and strategic development. Incidents are reported in a timely manner and are reviewed by the senior leadership team. This is completed within 24 hours of any incident that involved physical intervention, with any follow-up actions taken as soon as possible.

Data is collated and analysed to inform strategy and practice, highlighting any additional support needs. Behaviour data is collated each month and shared with all relevant stakeholders.

Appendix 1

Behaviour Principles

- Every learner understands they have the right to feel safe, valued, and respected, and learn free from the disruption of others.
- All learners, staff and visitors are free from any form of discrimination.
- Staff and volunteers model respectful, professional behaviour at all times in accordance with the Staff Code of Conduct.
- Rewards, sanctions, and reasonable force are used consistently by staff, in line with the behaviour policy.
- The behaviour policy is understood by staff and shared with learner to help them to understand it.
- The exclusions policy explains that suspensions and exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions.
- Learners are helped to take responsibility for their actions and are taught strategies to help them manage their behaviour.
- Parents are involved in behaviour incidents to foster good relationships between the school and the learner's home life.
- The school and Melrose Senior Leadership Team emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed by the Principal at least annually.

Appendix 2

Parent and Learner Code of Conduct

This document serves to inform learners and their parents, caregivers, or guardians regarding the code of conduct that all learners are expected to adhere to while enrolled at the school. This code has been crafted to ensure that both learners and staff can engage in a safe and welcoming environment, in alignment with The Health and Safety Policy.

School Uniform

This shall be appropriate to the activity undertaken. The uniform is optional and available from Hudson Sports. www.hudsonsports.co.uk Learners are required to come to school dressed ready to participate in their school day. They must have suitable safe footwear e.g., trainers. Open-toed shoes are not allowed. It is not acceptable to wear vests or t-shirts which can fall down, and which are not long enough to be tucked in. Shorts must be worn under short skirts and a skirt or shorts over leggings. Learners cannot tie items of clothing to make them higher/ tighter. It is not acceptable to wear trousers which are low slung, even if track suit or other trousers/ clothing are being worn underneath.

Attendance

Day commences at 9.00 am and finishes at 3.00 pm unless otherwise notified, with time for lunch. Breakfast is available from 8.40 am to 8.55 am (where previously agreed with Principal) Attendance should be 100% unless there are extenuating circumstances or an absence through sickness/illness. Notification to the school is paramount at the earliest convenience, failure to do so will result in your child receiving an unauthorised absence mark. Under no circumstance can a learner leave the building without consent. If learner leaves the building the school will call the police and families to alert them to the learner being offsite.

Behaviour

To ensure the school provides a safe environment for all, unacceptable behaviour towards staff and other learners will not be tolerated at any level. This includes verbal and physical abuse, bullying, vandalism, graffiti, or theft (any damage to equipment or property, the costs will be passed on to parents/carers/guardians if proven to be purposeful) this list is not exhaustive. Threatening behaviour with or without implements (knife, wood, chairs etc) will not be tolerated and may be put the learners' placement at risk.

Damage to School Property

We acknowledge that, in exceptional circumstances, the school may incur property damage when learners are dysregulated, and the school will absorb these costs. However, the school may seek recovery of costs where intentional damage has been caused.

Snacks and Food

The school endeavor to operate a healthy food and snacks policy and we request you do not send your learner in with sweets, biscuits, chocolate, energy drinks, or fizzy drinks; learners must hand these goods in as they arrive and will get them back at the end of the day. The high level of sugar in these products affect mood and energy levels. The school will provide breakfast, lunch, and snacks.

Mobile Phones

All mobile phones and personal devices are handed in as learners enter the school and will be returned to them as they leave the school. If learners refuse to hand in their mobile phones and or devices will be contacted by the school and must come to take the mobile phone or device from their child.

Smoking and Vaping Policy

The school operates a strict no smoking and vaping policy. Therefore, smoking or vaping in the building or on the grounds is forbidden. Any smoking or vaping paraphernalia will not be returned to the learner and will be destroyed by the school.

Alcohol and Drug Policy

Alcohol and drugs are prohibited. Parents and the relevant agency will be notified if anyone is in possession or under the influence of illegal substances or alcohol. A parent will be asked to collect the learner from the school, and a meeting will be arranged for a later date.

Sanctions

- In the first instance a member of the school staff will deal with any breaches of the Code of Conduct, unless otherwise stated above. The incident will be reported to the senior leadership team.
- If unacceptable behaviour persists a formal meeting with the relevant agency will take place and parents will be informed of the outcome.
- Where there is continuous unacceptable behaviour a four-way meeting will be arranged with the school staff, parent, agency, and learner.
- If the issue cannot be resolved an emergency annual review will be called.

Learner Name	
Parent Name	

Learner Code of Conduct (simplified)

All learners at Three Bridges School are expected to:

- Be kind to themselves, their peers and the adults who support them.
- Respect all property, whether it is their own, schools or other people.
- Be polite, honest, and hardworking.
- Behave in a safe manner.
- Use ICT as per usage agreement.
- Show tolerance.
- Ensure they do not have a mobile phone – or other device - with them at school.

Learners are expected to meet these standards when at school and at all the other places we visit and work.

Appendix 3

Behaviour Definition and Support Around Behaviour

Code of conduct		Positive Behaviour			
Being a good role model Completing learning objectives Respecting self, others and equipment Being kind to self and others Following instructions		Positive engagement in lessons/activity Positive attendance/improvement in attendance Positive school day, week, term			
How we recognise positive behaviour					
Phone call/Text home/email Postcard home SLT phone call/email		Short term incentives Reward/treat Certificates			
Low level/Green behaviour		Medium level/Amber behaviour		Serious/ 3 Red behaviour	
Verbal aggression Unkind to others Refusal to follow adult led instructions/ Noncompliance Spitting at others		Repeated green behaviours consistently throughout a day/2 day Directed swearing/making threats Minor damage to property/throwing of items Physically hurting someone/ assault Stripping Intimidating and threatening behaviour Causing an unsafe environment for others		Serious damage to property Bullying- (9 protected characteristics) Possession of controlled substance/weapon Absconding Self-injurious behaviour Incitement- encouragement of another person to commit a crime	
How we would support the above					
Verbal warning Use agreed strategies in IEP Movement break Sensory break Allow some time in another location Log behaviour- Engage and or scatterplot (See ISP) Teachers to manage with LSA Log behaviour on Engage		All support from green Implement support strategies Restorative work with key adults Phone call home Parent partnership- Teacher level Reflection room Outside agency support- (CAMHS, Early help, Social, LA) Log Behaviour- Engage Teachers to manage with LSA moving towards 'red support' Advanced team help.		Support as per Amber Parent partnership meeting- SLT level Parent partnerships- Melrose SLT level CPOMS Restorative work Reflection room Short term suspensions Longer term suspensions Permanent exclusion Outside agency support Log Behaviour- Engage	
		Any team teach physical intervention must be notified on Engage and @notifications notified-SLT, Parent/carers notified		Any team teach physical intervention must be notified on Engage and @notifications notified- SLT, Parent/Carer notified	

All behaviour incidents and Team Teach physical interventions will be logged on CPOMS and SLT alerted.

Appendix 4

Graduated Behaviour Response

The examples below provide a graduated framework to support professional judgement. Responses will not necessarily follow each stage in sequence and will always take account of the individual learner, their needs, the context of the behaviour and any safeguarding considerations.

Before any sanction is imposed staff must be satisfied of the following:

- That the learner was capable of behaving acceptably and understands what was required of them.
- That other encouraging and rewarding strategies have not worked or would not work in the circumstances. Rewarding good behaviour is often the most successful technique for building positive behaviour and is more successful than punishing difficult behaviour. Staff must be aware of the learner's abilities and limitations and set tasks which are achievable. Where appropriate, tasks must be broken down into smaller steps to avoid the learner becoming frustrated or demotivated.
- That the sanction imposed is relevant, fair, proportionate and must last no longer than is necessary.
- That the sanction imposed is carried out as close to the time of the incident as possible.
- That there is a view that the sanction may encourage acceptable behaviour or act as a disincentive to unacceptable behaviour.
- That it will not be applied open-endedly without effect.
- That the learner understands the relevance of the sanction.
- Only approved sanctions may be imposed.

LEVEL	ACTIONS TAKEN	EMOTIONAL HEALTH ACTIONS
1	Reminded of expectations by support staff.	
2	Reminded of expectations by Teacher and reminder of consequences.	Teacher/preferred person check in.
3	Reminded of expectations by SLT.	1:1 with teacher.
4	Reminded of expectations by Principal/AP, code of conduct gone through to ensure no misconceptions.	1:1 with Principal/AP.
5	Removed from lesson and spoken to about further consequences if behaviour keeps being repeated.	Health and wellbeing session 1:1. Produce a plan with Teacher of something to work towards.
6	Reflection area out of the main school for 1 day- Parent phone call to discuss what had happened.	Health and wellbeing session 1:1.
7	Reflection area for longer period following a parent partnership meeting with Principal.	Daily Health and wellbeing sessions for duration of reflection.
8	Suspension.	
9	Permanent Exclusion.	

Where possible use positive reinforcements and positive praise for the behaviour we want to see, to help learners understand the difference in what we expect. Staff to model appropriate language and behaviour at all times.

Appendix 5

Staff Guide – Trauma-Informed Behaviour (Quick Reference)

What Trauma-Informed Behaviour Looks Like Day to Day

Adults regulate first. *Your calmness is the intervention.*

Before behaviour escalates. *Greet learners by name - Notice changes in mood or energy - Anticipate triggers and transitions - Offer choice and predictability.*

When behaviour of concern appears: *Ensure safety - Reduce demands - Use calm, consistent language - Offer regulation strategies - Stay connected.*

Key question: *What is this learner communicating right now?*

Language We Use

We avoid: - “Refusing” - “Manipulative” - “Non-compliant”

We use: - “Struggling” - “Dysregulated” - “Needs support to engage”

Regulation Before Sanction

Sanctions are only considered when: *The learner is calm - They understand expectations - Support strategies have been attempted.*

Sanctions never replace: *Safeguarding - SEND provision - Therapeutic support.*

Regulation and Support Spaces

These spaces: - *Are supervised - Are time-limited - Are supportive, not punitive - Focus on calming, safety, and readiness to return.*

After an Incident

Staff support learners to: - *Reflect once calm - Repair relationships - Rebuild trust - Identify future strategies.*

Appendix 6

Parent and Carer Guide – Behaviour Support at Three Bridges

Our Approach

At Three Bridges, we understand that behaviour is a form of communication. Many of our learners have experienced trauma, disruption, or ongoing challenges that affect how they cope with emotions, change, and relationships.

Our priority is always: - *Safety* - *Wellbeing* - *Learning*

What Happens When a Child Is Struggling?

Staff will: *Support emotional regulation* - *Reduce pressure where appropriate* - *Use trusted adults* - *Help your child feel safe.*

We do not rush to punishment.

Regulation and Support Spaces

If your child becomes overwhelmed, they may be supported in a Regulation and Support Space. These spaces are: - *Supervised* - *Calm* - *Supportive* - *Focused on helping your child return to learning when ready.*

Sanctions

Sometimes boundaries are needed. Any sanctions: *Are proportionate* - *Are individualised* - *Are agreed with senior staff* - *Always include emotional support.*

Sanctions are used only when other strategies have not worked.

Working Together

We value partnership with parents and carers. We will: *Keep you informed* - *Listen to your concerns* - *Work with you to support your child.*

Please share anything that may help us understand your child's needs.

Our Commitment

We are committed to helping every learner feel: *Safe* - *Understood* - *Supported* - *Ready to learn.*