



INCLUSIVE BEHAVIOUR SUPPORT POLICY

Committee:	Governing Body
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Required to publish on a website?	Yes
Statutory:	Yes

1. Context

1.1 The St Marylebone CE Bridge School, in alignment with our Church of England ethos, is committed to creating an inclusive environment where all learners can thrive, regardless of their individual needs.

1.2 We aim to empower learners to succeed in an atmosphere of safety, respect, and mutual inclusion.

1.3 All members of our community are expected to behave responsibly and respectfully, take ownership of their actions, and understand the impact of their behaviour. Through consistent, supportive feedback, we encourage positive behaviour and promote accountability.

1.4 Our approach to developing positive behaviour is rooted in the values of wisdom, peace, kindness, compassion, patience, and forgiveness, drawn from the teachings of Colossians. These values guide us in nurturing respectful, responsible, and empathetic learners.

2. Purpose of this Policy

2.1 This policy provides a clear framework for promoting positive behaviour and managing behavioural challenges across the school community. The policy aims to:

- Reinforce and recognise expected behaviours across the school community.
- Use positive reinforcement to encourage learners to meet behavioural expectations.
- Promote self-esteem, self-discipline, and emotional regulation, with a particular focus on supporting learners with additional needs. Tailored strategies help each learner navigate their emotions and develop positive behaviours in a supportive environment.
- Teach and model appropriate behaviour through restorative, trauma-aware interventions, ensuring learners feel valued, understood, and supported.
- Foster an environment where learners have the opportunity to reflect on their actions, learn from their experiences, and make positive changes.

2.2 Trauma-Informed Approach

Recognising that some learners may have experienced trauma or adverse childhood experiences, this policy is designed with a trauma-informed lens. Staff are trained to understand the impact of trauma on behaviour, ensuring that interventions focus on healing, emotional well-being, and long-term positive change. This approach ensures that behavioural support is compassionate and effective, addressing the root causes of behaviour.

3. Positive Behaviour

3.1 Proactive Behaviour Management

One of the most effective strategies for managing behaviour in schools is **careful planning** that reduces the chances of difficulties arising. Preventative strategies help create an environment where **positive behaviour is encouraged**, and negative behaviours are minimised. Our approach emphasises cooperation, responsibility, self-respect, and respect for others while promoting **social and emotional learning**.

We recognise the importance of using **trauma-aware** approaches to manage behaviour. This involves understanding the emotional triggers of each learner and fostering **safe, predictable environments** where learners feel secure and supported. By proactively pre-empting potential difficulties, we create an atmosphere that allows all learners to thrive.

3.2 Pupil Feedback on Adult Support

Learners value being treated as individuals and express a desire for supportive adult interactions that facilitate a positive learning environment. They appreciate when adults:

- support them in learning, building confidence, and achieving success.
- Make the school day a pleasant and positive experience.
- Maintain a sense of humour, especially in challenging moments.

Additionally, learners prefer that adults do not react with upset or anger in response to misbehaviour, instead favouring a calm and collected approach. These insights align with research on emotional regulation in both pupils and staff, highlighting that maintaining a calm, responsive attitude helps pupils feel safe and better able to reflect on their actions.

3.3 Creating a Relaxed Yet Purposeful Atmosphere

At **The St Marylebone CE Bridge School**, it is essential to foster an environment that is both relaxed and purposeful. Learners are expected to engage fully with their education when they feel valued and supported by the adults around them.

Staff are required to provide consistent, firm, yet caring guidance to create a space where learners can make academic progress. This approach helps ensure that every learner feels acknowledged as an individual, which contributes positively to their educational experience.

3.4 Positive Behaviour and Our Reward System

Positive behaviour is the foundation of our reward system. At St Marylebone CE Bridge School, we use **Class Dojo** to track and promote positive behaviour throughout the school day. Our values, rooted in **wisdom, peace, kindness, and compassion**, are reinforced through this system, and learners who embody these values receive:

- **Dojo points** during lessons and other school activities.
- **Values letters** are sent home to recognise their achievements.
- **Phonecalls home**
- **Reward time** or special privileges.
- Recognition in assemblies, such as the **pupil of the Term** award or **Jack Petchey Award** nominations.

These rewards serve as positive reinforcement for learners, to ensure learners who demonstrate positive behaviour choices are acknowledged and celebrated. This system also helps identify learners who may need additional support to make progress in their behaviour, ensuring that tailored interventions can be provided.

3.5 Using Class Dojo to Promote Positive Behaviour

In every lesson, every learner has the opportunity to earn Dojo points for making **expected behaviour choices**, which reflect our school's core values. This system encourages learners to take ownership of their actions and work towards demonstrating these values in their everyday interactions. Teachers are expected to consistently use Class Dojo to:

- **Celebrate improvements in behaviour** and alignment with the school's core values.
- **Monitor and support sustained positive behaviour** that reflects our school values.
- **Identify learners who may need additional support** to make progress in their behavioural goals, including specific goals such as not swearing or other individualised targets.

Equity in the use of this system is vital. Staff are supported to ensure the fair, consistent, and accurate application of Class Dojo across all lessons and activities, recognising individual progress and needs.

3.6 Examples of Positive Behaviour and Corresponding Actions

Learners are encouraged to display positive behaviours that align with our school values. Below are examples of positive behaviours and the actions taken to reinforce them:

Example of Positive Behaviour	Actions
Excellent work	Verbal praise, dojo points
Demonstrated effort	Dojo points, Values letters
Achievement of personal goals	Reward time, Pupil of the Term
Kind behaviour	Dojo points, special recognition
Respectful conduct	Values letters , nominations for awards
Outstanding contributions	Jack Petchey Award nomination
Significant improvements in behaviour choices	Parents are informed special trips

This structured approach ensures that learners are consistently rewarded for their positive efforts and are supported to continue developing their behaviour in line with school expectations.

4. Learner Support

4.1 Collaborative Behaviour Support

At **St Marylebone CE Bridge School**, all staff work collaboratively to support positive behaviour. Staff are considered key stakeholders in the development and implementation of a learner's **Behaviour Management Plan (BM Plan)**, ensuring a shared approach that is personalised to each learner's needs. This collaborative effort extends to teachers, support staff, and members of the **Wellbeing Team**, ensuring that all aspects of support—academic, pastoral, and emotional—are addressed. The **BM Plan** includes information about behaviour patterns, environmental factors, triggers, coping strategies, and how the learner may present in different zones, allowing for a holistic, tailored approach to behaviour management.

4.2 Personalised Pastoral and Academic Interventions

Our approach to behaviour management is rooted in **positive relationships** with learners and a deep understanding of their individual challenges. We offer **personalised interventions** that focus on both **academic** and **pastoral** support. These interventions are designed to help learners manage feelings of **anger, frustration, or anxiety** within a **safe and supportive environment**. Staff are trained in **emotional regulation techniques** that allow them to guide learners through difficult emotions while maintaining clear boundaries.

4.3 Structured Time-Out and Mindfulness Spaces

When learners need time to reflect, we provide structured time-outs or mindfulness spaces where they can articulate their concerns and emotions. These spaces serve as opportunities for learners to regulate their emotions, and for staff to engage in restorative conversations that help reset boundaries and clarify expectations. Time-outs are not punitive but are designed to be a moment for reflection and emotional reset, helping learners reintegrate into the classroom successfully.

4.4 Reintegration into Class

Where possible and appropriate, once a learner has had sufficient time-out, our goal is always to reintegrate them back into their class. We know that learners are most successful when they are engaging with our adapted curriculum, which is designed to meet their individual learning needs. By quickly restoring learners to their classroom environments, we ensure they have the greatest chance of continuing their progress.

4.5 Additional Support: Mentoring and Therapeutic Interventions

In addition to classroom support, we offer a range of targeted interventions to help learners manage their behaviour and emotional well-being. These include:

- **1:1 Mentoring:** For learners who need more individualised support.
- **Art Therapy:** A creative outlet that helps learners express and process their emotions.
- **Additional Interventions:** Including **drama therapy, group sessions**, or external agency support, as required, to address specific behaviour concerns.

These interventions are designed to address the **underlying emotional and psychological needs** of learners, ensuring they receive the support necessary to regulate their behaviour and succeed both academically and socially.

5. The Role of Parents/Guardians

At **The St Marylebone CE Bridge School**, we recognise that parents and carers play a vital role in supporting their child's education and behaviour. We expect parents and carers to:

- **Support Attendance and Punctuality:** Notify the school promptly of any absences or lateness, reinforcing the importance of regular attendance as a foundation for academic success.
- **Communicate Factors Affecting Behaviour:** Inform the school of any factors, such as changes at home or medical issues, that may affect their child's behaviour. This open communication allows staff to provide appropriate support and adjustments.
- **Engage in Collaborative Support:** Actively support their child by attending **Annual Reviews, Learner-Led Conferences**, and other meetings. Engaging in these discussions helps to create a consistent approach to behaviour and learning, ensuring that everyone is working towards the same goals.
- **Foster Understanding of the Positive Behaviour Policy:** Be aware of and support the **Inclusive Behaviour Policy**, reinforcing the school's expectations at home. Parents are encouraged to discuss behaviour norms with their children and model positive behaviour in their interactions.
- **Participate in School Activities:** Engage with school activities and workshops that promote positive behaviour, well-being, and emotional regulation. Opportunities for parental involvement can strengthen the partnership between home and school, benefiting the child's learning environment.
- **Support Open Dialogue:** Maintain an open line of communication with staff regarding their child's progress and any concerns that may arise. Parents are encouraged to reach out to teachers or the **Well-being Team** whenever they feel their child may need additional support.

By working together, we can create a supportive network that promotes the well-being and positive behaviour of all learners, ensuring they have the best possible chance to thrive in our school community.

6. Dealing with Difficult, Inappropriate, or Unacceptable Behaviour

6.1 Behaviour Pathway

At The St Marylebone CE Bridge School, we implement a clear and supportive Behaviour Pathway designed to guide learners in making positive choices. This approach focuses on understanding the underlying causes of behaviour and promoting self-regulation rather than relying on punitive measures. The process includes the following steps:

- **Friendly Reminder:** A gentle prompt to remind the learner of the expected behaviour.
- **First Warning:** A formal warning indicating the need for a change in behaviour.
- **Second Warning:** The learner is given a chance to reflect and improve. They may be provided with time and space to reflect, which can occur outside the classroom with an adult.
- **Third Warning:** A reflection on the behaviour with the learner, offering them the opportunity to recognise their choices and understand the impact.
- **Reset Room:** If behaviour does not improve, the learner will be sent to the Reset Room to regain self-regulation. They will also participate in a follow-up conversation with a staff member to discuss behaviour expectations and strategies for improvement.

This pathway ensures learners have clear, consistent guidance while fostering reflection and growth, focusing on their individual needs and promoting long-term positive change.

6.2 Tailored Support for Learners with Complex Needs

While the majority of learners thrive within our standard Behaviour Pathway, we recognise that some learners may benefit from tailored strategies that address their unique needs, particularly in relation to social, emotional, and mental health (SEMH), Autism Spectrum Disorder (ASD), or other neurodivergent profiles.

We focus on **equitable** approaches rather than strict consistency. Each learner’s circumstances are unique, and their responses to behaviour expectations may differ. For some, working through the pathway too quickly may not address their needs and could lead to exclusion, which we seek to avoid. To support these learners, we implement the following strategies:

- **Restorative Conversations:** Engaging learners in compassionate and reflective conversations about their behaviour and feelings, focusing on understanding, personal growth, and finding constructive solutions.
- **Individualised Support Plans:** Tailored strategies developed in collaboration with the Therapy Faculty (including Speech and Language Therapists, Occupational Therapists, and the Well-being and Behaviour Support teams) to address specific triggers, offering learners the tools they need to manage their emotions and behaviour in a positive, self-regulating manner.
- **Mentorship:** Providing 1:1 mentorship from trained staff to support learners in managing emotions and improving peer and adult interactions, while fostering self-awareness and emotional intelligence.

Our commitment is to provide an adaptable and supportive environment for all learners, holding them accountable while helping them develop the skills needed for positive, long-term behaviour change.

6.3 Strategies for Managing Behaviour

We employ a range of strategies to understand and address behaviour in a way that promotes reflection and growth. These strategies include using visual aids, such as **comic strips** or other tools, to help learners unpack and understand their behaviour. Examples of behaviour and appropriate responses include:

Possible Negative Behaviour	Action
Failing to observe Behaviour Expectations	Classroom management strategies by the teacher, including the warning pathway and possible follow-up conversation during break or lunchtime
Persistent lateness	Check in with the learner to understand the cause and provide support
Smoking/vaping or possession of mood-altering substances	Immediate home notification and referral to appropriate support services.
Ongoing Bullying, racism, sexism, homophobia, ageism	Immediate investigation, implementation of anti-bullying policy, and engagement of external support if necessary.
Serious incidents (e.g., verbal or physical abuse, possession of weapons)	Immediate referral to the Behaviour Team, Head of Key Stage, or Senior Leadership Team (SLT), with restorative conversations and follow-up support.

These strategies help us support learners in making positive changes, encouraging understanding, and addressing the root causes of their behaviour.

6.4 Responses to Offensive Language

We do not condone offensive language, especially language that is racist, homophobic, or harmful. While we emphasise understanding and support, we apply clear boundaries to help learners recognise the seriousness of their actions. Responses to offensive language include:

- **Restorative Conversations:** Staff engage in compassionate, reflective conversations with learners to explore the reasons behind their language choices, the impact on others, and alternative ways to express themselves.
- **Individualised Support Plans:** For learners who frequently use offensive language, we develop tailored strategies in collaboration with the Therapy Faculty. These plans may include emotional regulation techniques, social communication support, and check-ins with a mentor.
- **Clear Boundaries:** Offensive language will be addressed through appropriate follow-up actions, which may include reflective time-out and discussions with staff to reinforce behavioural expectations. We believe it is essential to set firm boundaries while also offering support to help learners make positive, respectful choices.
- **Collaborative Approach:** We engage with parents/carers to ensure they are informed and involved in addressing the behaviour. Where appropriate, we work with external agencies, including the police or the Prevent programme, to provide further learning on the impact of harmful language.

Our approach aims to address the root causes of behaviour, promote respect and understanding, and create an inclusive school environment where learners can reflect on their behaviour and grow.

7. ResetRoom Procedure and Reflective Time

7.1 ResetRoom Procedures

At The St Marylebone CE Bridge School, if a learner's behaviour impacts the learning environment or interferes with the rights of others to learn, they may be taken to the ResetRoom. This procedure is a formal way of managing behaviour, ensuring the learner remains under the supervision and care of an adult at all times.

Supervision: A named adult will supervise the ResetRoom as part of their weekly duties, ensuring a safe and supportive environment for learners to reflect on their actions.

Transportation: An adult will accompany learners to the ResetRoom. The time-out will last until the end of the lesson, providing the learner with sufficient time to regulate and reflect.

On-Call Duty: An 'on-call' timetable will be displayed at reception, identifying the member of staff on ResetRoom duty.

Continuous Supervision: Learners are supervised throughout their time in the ResetRoom, ensuring their safety and providing support for reflection.

Exhausting Strategies: Referral to the ResetRoom will occur only after other behaviour management strategies have been exhausted and the learner needs additional support to regain self-regulation and return.

7.2 Mindfulness and Reflection

During time out, learners will be given the opportunity to regulate, using mindfulness strategies such as Lazy 8 breathing or finger breathing techniques. This helps promote self-regulation and emotional management.

Continued Learning: While in the Reset Room, learners will engage with work sent from their class or complete pre-planned tasks designed to maintain their learning progress.

Reflective Conversations: The supervising adult will take this opportunity to engage in a restorative conversation with the learner. Together, they will explore:

- The events leading up to the behaviour.
- The learner's actions and any alternative actions they could have taken.
- The impact of their behaviour on others and how the situation can be resolved.

This reflective process is crucial for restoring relationships and fostering a sense of responsibility for one's actions.

7.3 Learning Opportunity, Not Punishment

Time-out in the ResetRoom is a **learning opportunity** rather than a **punitive measure**. Our goal is to help learners understand their behaviour and support them in developing strategies for positive change.

- **Supportive Strategies:** When a learner has spent time in the Referral Room, they will be supported in understanding the incident through various **therapeutic strategies**, such as **comic strip conversations**, **social stories**, and other visual aids. These tools help learners process the situation, fostering insight and promoting positive behavioural change.
- **Documentation:** It is the responsibility of the supervising staff member to document the incident that led to the learner's removal, using the behaviour recording sheet. This ensures that all incidents are tracked and used for ongoing reflection and learning.
- **Follow-Up Conversations:** After their time in the ResetRoom, learners will be given the opportunity to engage in a **follow-up conversation** with the subject teacher or relevant staff. This dialogue aims to promote understanding, re-establish relationships, and reinforce the expectations for positive behaviour moving forward.

8. The Alternative to Exclusion

8.1 Understanding Learner Needs

At **The St Marylebone CE Bridge School**, we recognise that various circumstances and individual needs may lead to incidents of negative behaviour. We are committed to supporting learners as they navigate challenges within the school environment.

8.2 Separation Without Exclusion

There are occasions when learners may breach the behaviour policy and need to be separated from their peer group. However, home exclusion may not be the most appropriate response. Instead, we focus on ensuring that learners continue to receive support while away from their usual classroom setting.

8.3 Alternative Support Arrangements

In such cases, learners may spend time at our affiliate school, **The St Marylebone CE School**, in their **Reset Room** or **Personal Learning Space**, or at the **Westminster Education Centre (WEC)**. These environments are designed to provide focused support while maintaining educational continuity.

- **Communication with Parents:** Parents will be notified of such arrangements, and appropriate work will be provided for learners during their time away from their regular classroom. This ensures that their learning continues and they remain engaged.

8.4 Promoting Restorative Practices

During these alternative arrangements, our focus remains on fostering understanding and promoting restorative practices, helping learners reflect on their behaviour and explore strategies for positive change.

9. Staff Guidelines and Training

9.1 Communication Between Staff and Families

Timely and clear communication between staff and families is essential for managing good behaviour and promoting discipline. Regular updates ensure that families are informed about their child's progress and any behaviour concerns.

9.2 Daily Briefings and Information Sharing

Daily briefings and meetings provide opportunities for the staff team to share information related to behaviour and ensure that all incidents are recorded and followed up. Without timely sharing of information—including personal events outside of school—staff members may struggle to respond effectively to behaviour that could have been anticipated or addressed in advance.

9.3 Flexible Response Framework

9.3 Flexible Response Framework

We believe that it is not always possible to respond to **challenging behaviour** in the same way for every child. However, having a guiding framework of responses for both positive and challenging behaviours helps ensure that learners at The St Marylebone CE Bridge School can be confident that every behaviour, whether positive or challenging, will prompt an adult intervention. This approach fosters a supportive atmosphere where all learners feel acknowledged and guided.

9.4 Ongoing Staff Development

We utilise our **weekly training programme** and scheduled **INSET days** to deliver behaviour management training, led by the Senior Leadership Team or external providers as appropriate. When individual staff require support in managing specific pupils or situations, tailored guidance and training will also be provided. This commitment to ongoing professional development ensures that all staff are equipped to support learners effectively.

10. Behaviour Recording and Reporting

10.1 Recording Behaviour Incidents

Any behaviour deemed by staff to warrant an official response is recorded using the **IRIS Behaviour Recording System**. This system captures the following essential information:

- **Details:**
 - **Pupil Name:** The learner involved in the incident.
 - **Staff Reporting:** The name of the staff member documenting the incident.
 - **Incident Date:** The date when the incident occurred.
 - **Session, Subject, and Location:** The relevant context of the incident.
 - **Other Pupils Present:** Names of other learners involved.
 - **Target Pupil:** The primary focus of the report.
- **Behaviour:**
 - **Behaviour Type:** Categorised as non-physical or physical (N or P).
 - **Primary Behaviour:** A description of the main behaviour exhibited (e.g., dysregulation, hitting, throwing things, swearing).
 - **Additional Behaviours:** Any secondary behaviours that were present (e.g., name-calling, arguing, inappropriate gestures).
 - **Tags:** Indicators for specific issues such as bullying, homophobia, racism, or sexual misconduct.
 - **Details of What Happened:** A brief narrative of the incident.
- **Antecedents:**
 - **Triggers:** What led to the incident.
 - **Activity:** What the pupil was doing at the time of the incident.
 - **Description of Events:** A narrative that outlines the events leading up to the incident.

10.2 Purpose of the Behaviour Recording System

The IRIS Behaviour Recording System serves as a valuable tool for debriefing and learning following any incident. It allows staff to reflect on mistakes or oversights, fostering an environment of continuous improvement. Additionally, it helps identify patterns of behaviour over time, enabling targeted interventions and support.

10.3 Objective and Dispassionate Recording

All content recorded in the IRIS system is done so dispassionately and focuses solely on the behaviour at hand. Staff feelings about incidents can be discussed in separate forums, ensuring that the recorded information remains objective and factual.

10.4 Expectations for Recording Behaviour

When completing an entry in the IRIS system, staff members are expected to:

- Record all relevant information in full, ensuring accuracy in the **date, time of day, and staff initials**.
- If additional details cannot be included in the system, they should be recorded in a separate document and hyperlinked to the IRIS report in the designated comments section.
- Avoid personal or emotional responses and sarcasm; stick to the **facts** of the incident.
- List all individuals present during the incident, as this can be useful in understanding the context and dynamics of the behaviour.
- Make decisions, where possible, about outcomes (e.g., discussed with learner or telephoned home) and indicate when the incident is resolved. If staff feel unable to resolve an incident, they should refer to the appropriate **Head of Key Stage** or a member of the **Senior Leadership Team (SLT)** for further support.

10.5 Data-Driven Decision Making

In addition to the recording of behaviour incidents, we emphasise the importance of using data from the **IRIS Behaviour Recording System** to inform our policies and practices. Regular analysis of this data allows us to:

- Identify patterns of behaviour over time, enabling targeted interventions for learners who may require additional support.
- Monitor the effectiveness of our behaviour management strategies and make necessary adjustments based on real-time information.
- Foster a culture of continuous improvement, ensuring that our approaches remain responsive to the needs of our learners.

This commitment to data-driven decision-making strengthens our ability to support all pupils effectively and promotes an environment where every learner has the opportunity to succeed.

11. Consistency

11.1 Consistency in Behaviour Management

At The St Marylebone CE Bridge School, we recognise that true consistency in behaviour management comes from the behaviour and actions of adults, particularly in how they model respectful, inclusive, and supportive interactions. It is not only about the application of procedures but also about how staff engage with learners in a way that reflects understanding, empathy, and consistent expectations. By modelling the behaviours we wish to see in learners and maintaining clear, supportive expectations, we foster a culture of respect, inclusivity, and accountability.

11.2 Sustainable Consistency

A genuinely sustainable approach to behaviour management requires every staff member's commitment to uphold behavioural expectations while remaining flexible and responsive to the unique needs of each learner. Consistency is built through collective effort and can be easily undermined if not maintained together. In the face of inconsistencies, we adapt our approach, always staying true to our core values, ensuring that we continue to support all learners equitably.

11.3 Valuing Individual Learners

To achieve this consistency, we prioritise valuing learners as individuals. Every interaction with a learner should reflect the respect we have for their unique qualities. When learners feel valued and respected, they are more likely to engage positively with the school community and adhere to the behavioural expectations we set.

11.4 Addressing Inconsistencies

Effective communication, robust recording systems, and the sharing of experiences among staff are key to identifying and addressing any inconsistencies in behaviour management. We view inconsistencies as opportunities to reflect and improve our approach. Regular discussions about behaviour, along with data from our behaviour recording systems, help us to pinpoint areas where the application of policies may diverge from our values. Staff are encouraged to engage in open dialogue with the Senior Leadership Team (SLT) about any inconsistencies they observe, ensuring that our approach remains collaborative, equitable, and effective for all learners.

12. Prevention

12.1 Understanding and Preventing Behavioural Challenges

Learners are more likely to face challenges with behaviour when they lack structure or purpose, encounter difficult situations, or are dealing with external factors unrelated to school. To best support our learners, we aim to prevent behaviour challenges before they arise by implementing proactive strategies. By understanding and addressing the underlying causes of behaviour, we create an environment where learners are more likely to engage positively, preserving valuable learning time and reducing stress for everyone.

12.2 Proactive Measures for Prevention

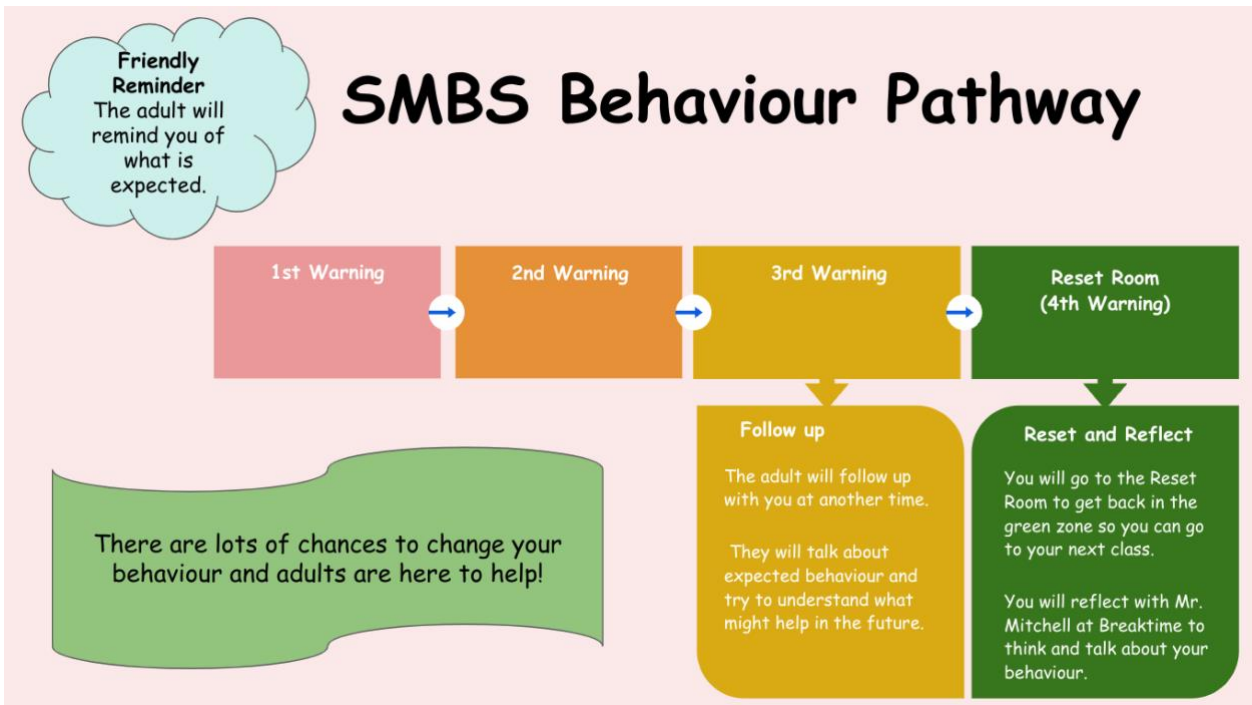
We implement proactive strategies to prevent inappropriate behaviour by providing a clear structure, delivering an engaging curriculum, fostering positive relationships, and addressing external factors that may influence behaviour. These approaches aim to build self-regulation skills and promote emotional intelligence, empowering learners to manage their emotions constructively. Key strategies include:

- **Structured Environment:** A clear, supportive structure across classrooms and the school helps learners understand expectations and reduces confusion that could lead to behaviour challenges.
- **Engaging Curriculum:** A stimulating and relevant curriculum tailored to learners' needs keeps them engaged, reducing the likelihood of disengagement or disruptive behaviour.
- **Building Positive Relationships:** Strong, positive relationships between staff and learners foster a sense of safety and belonging, making learners less likely to exhibit negative behaviours.
- **Addressing External Factors:** By collaborating with families and external agencies, we address external challenges that may influence behaviour and offer comprehensive support.
- **Empowerment Through Skill-Building:** We teach self-regulation and emotional intelligence, helping learners manage emotions and make positive behaviour choices.
- **Training and Awareness:** Ongoing staff training in behaviour management, trauma-informed practices, and recognising disengagement ensures proactive and empathetic approaches to behaviour.
- **Regular Assessment and Adaptation:** We assess and adapt our strategies regularly to ensure they continue meeting the needs of our learners.
- **Feedback Conversations:** We value feedback from both pupils and staff, fostering a collaborative environment to maintain a positive and safe school climate.

12.3 Relevant Policies and Documents

To reinforce our commitment to prevention, the following related school policies and documents provide additional guidance:

- Exclusions Policy
- Anti-Bullying Policy
- Behaviour Pathways (see Appendix 1)



Appendix 2: School Rules

The St Marylebone CE Bridge School

OUR SCHOOL RULES

- BE KIND AND POLITE TO OTHERS, AND DO NOT SWEAR
- FOLLOW INSTRUCTIONS FROM ADULTS
- LOOK AFTER SCHOOL PROPERTY
- FOLLOW THE SAFE TOUCHING RULE
- HAND IN YOUR PHONE EACH MORNING
- FOLLOW THE HEALTHY SCHOOL GUIDELINES (INCLUDING NO SWEETS, CHEWING GUM, OR SUGARY/ENERGY DRINKS)
- WALK (DON'T RUN) IN THE SCHOOL CORRIDORS
- USE THE TOILET AT BREAK AND LUNCH AND NOT DURING LESSONS
- FOLLOW THE SCHOOL UNIFORM GUIDELINES (INCLUDING JEWELLERY AND MAKEUP)

The St Marylebone CE Bridge School

Appendix 3: Learner code



What is the Learner's Code?



Everyone has the right to learn, to feel safe, to be respected, and to be fairly treated. The learner's code explains the behaviour that is needed for this.



Be ready to learn

- Be on time
- Wear the correct uniform
- Stay in lessons



Be safe

- Follow the rules
- Be in the right place at the right time
- Follow instructions



Be respected

- Use kind words
- Listen to others
- Expect to be listened to
- Keep hands, feet, objects and personal comments to yourself



Adults will:

- Treat you as a person
- Help you learn and feel confident
- Try to make the day a nice one
- Be fair and just
- Not get upset or angry if you make a mistake



The St Marylebone
CE Bridge School

Our Learner's Code