

Behaviour Policy



The Bridge London Trust Philosophy

The Trust's behaviour support policy is rooted in a positive, preventative approach – valuing mutual respect, participation and reward – and is an absolute and categorical rejection of anything that could be construed as punishment. We use Positive Behaviour Intervention and Support as a school wide system.

Our approach is based on a belief that each pupil is capable of learning through a process of mutual exchange. It is therefore paramount that any behaviour that challenges us as a school or community should be viewed as a communication and as staff we should explore the meaning of this behaviour and any unmet needs.

We believe that our pupils can develop a strong sense of self-worth, a belief in their own abilities and therefore confidence in themselves which will enable them to become happy, motivated learners.

Hungerford School

At Hungerford School we share the philosophy of The Bridge London Trust. We expect our staff to get to know each child as an individual and to consider the child's behaviour as form of communication. We expect our staff to be positive with children and to develop a culture of mutual respect within their classrooms.

Hungerford School Rules

At Hungerford we have three school rules

1. Be safe
2. Be respectful
3. Be responsible

All adults and children in the school are expected to know the school rules and uphold them at all times.

If children do not know how to keep to the school rules it is the job of the adult to teach and support them, just as they would in any other area of the curriculum

Positive Behaviour Intervention and Support

At Hungerford, as with all the schools in the trust we use PBIS to help us take a proactive response to managing children's behaviour.

A proactive response is a *response* to a behaviour that promotes learning in a positive way; categorically rejecting negative reinforcement, fear and punishment.

- It supports children to understand and fulfil their needs and focus on finding alternative ways, where necessary, to communicate.
- Responding proactively = responding to try and prevent the behaviour happening again – with meaning and positive intention

At Hungerford we use the 3 R's when using proactive responses:

- Related - the response is clearly connected to the pupil's behaviour and its function. Relies on staff knowing the child well and that the function of the same behaviour may be different for each child, or even for the same child at different times.
- Respectful - responses need to be given with empathy –by being respectful in tone of voice and body language.
- Reasonable – if boundaries are put in place they must be fair and appropriate for that child's' level of understanding.

Whole School PBIS Implementation

At Hungerford we have a whole school approach to PBIS. We have an implementation team who meet regularly and liaise with staff as to which areas of behaviour we need to improve – for example transitions around the building, behaviour at lunchtime. Baseline data is collected and shared with the children in assembly. The children then concentrate on fixing that behaviour over a certain period of time. Data is again collected and any improvements are shared with the children and celebrated.

In addition, we have a PBS focus specific to whole school assembly. For example, leaving quietly or sitting respectfully. The children decide on a reward – a fun activity that the whole school can take part in – and then earn tokens for their behaviour. The reward is earned only once each class has the correct number of tokens

There is a weekly PBIS whole staff briefing and the school receives termly input on PBS from Joke Kamstra (Windesheim University, Amsterdam)

Class Based PBIS Implementation

Each class teacher is able to use their own skills and creativity in deciding on how to implement PBIS in their own classroom as long as they follow the PBIS philosophy. Any visual display regarding behaviour must only show positives. There should be no visual reminders of negative behaviour and rewards can only be earned, not taken away.

Exclusion/ Inclusion

Although we retain the right to exclude a child in extreme circumstances, as a school we do not believe that exclusion is in the best interests of the child. We believe that children's behaviour is a form of communication and that it is our job as a school to work creatively with the child, parents and other agencies in order to teach them more appropriate ways of communicating need.

Recording behaviour

Any behaviours of concern are recorded on Bromcom on the day that they happened. The adult who witnessed the behaviour is responsible for recording.

Reporting behaviour

Any behaviours of concern should be reported to the child's class teacher in the first instance. Should the behaviour be concerning enough to warrant a phone call home the class team should first discuss this with a member of the School Leadership Team. Communication with parents should be managed very carefully. The parent should leave the conversation feeling that we will work with them as part of a team in supporting their child.

Policy Owner and Contact Details

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For further information on the Policy, please contact via email penny.barratt@thebridgelondon.co.uk or phone 020 7619 1000

Next Review Date: September 2020