



*'Do all the good you can' Compassion,
Courage, Honesty, Responsibility, Respect,*

*'Let all that you do be done in love'
Compassion, Courage, Friendship, Respect*

RELATIONSHIPS AND BEHAVIOUR POLICY 2026

The Bridge Federation is committed to creating an environment where exemplary behaviour is at the heart of good relationships and productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our Relationships and Behaviour Policy guides staff to model self-discipline which leads to personal development for all children. It echoes our core Christian values with an emphasis on respectful behaviour, a partnership approach with children and parents to managing poor conduct and restorative interventions that support staff and learners.

Aims of this policy:

- To ensure that staff promote and actively build positive relationships with children in their class and in the school
- To create a culture of exceptionally good behaviour as a minimum expectation for all
- To ensure that all learners are treated fairly and are shown respect
- To help learners take control over their behaviour and be responsible for the consequences for it
- To build a community which values kindness, care, good humour, good temper, obedience and empathy for others

Purpose of the policy

To provide simple, practical procedures for staff and learners that:

- Ensure consistency of approach from all staff
- Recognise behavioural norms
- Positively reinforces behavioural norms
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive interventions

How will staff behave?	Expectations
1. Calmly 2. Consistently 3. Positively	1. Be Ready 2. Be Respectful 3. Be Safe
All staff, every day	Key ways to recognise conduct that is 'over and above'
1. A welcoming attitude 2. Model positive behaviour 3. Public praise, private restoration	1. Recognition board 2. Celebration assembly 3. Communication home

4. Create opportunities for praise 5. Treat every day as a new day 6. Treat children fairly 7. Be a visible presence around school		
Support beyond the classroom		Additional strategies for inclusion
1. Sensory circuits 2. ELSA/Thrive 3. External agencies		1. Safe space 2. Solo workstation 3. Reduced timetable 4. Individual behaviour plans (ANPs)

Consistency in practice

- Consistency through every interaction on behaviour
- Consistent language; consistent response: based on the relationship made between staff and learners, simple and clear expectations reflected in all conversations about behaviour.
- Consistent follow up: ensuring 'certainty' at the classroom and SLT level.
- Consistent approach to support and delegation: incidents of behaviour being dealt with by the member of staff involved; only passing responsibility for behaviour interventions to SLT for more serious incidents.
- Consistent positive reinforcement: routine procedures for reinforcing, encouraging and celebrating appropriate behaviour.
- Consistent consequences: defined, agreed and applied at the classroom level as well as established structures for more serious behaviours
- Consistent, simple expectations referencing prompting appropriate behaviour, icons, symbols and visual cues, interesting and creative signage.
- Consistent respect from adults, even in the face of disrespectful learners
- Consistent models of emotional control: emotional restraint that is modelled and not just taught, teachers as role models for learning, teachers learning alongside learners
- Consistently reinforces routines for behaviour around the school: in classrooms, around the site, at reception
- Consistent environment: display that quality of a good primary school, consistent visual messages and echoes of core Christian values.

All teaching staff will:

1. Meet and greet at the door
2. Refer to 'Ready, Respectful, Safe' in conversations with children about expectations
3. Model positive behaviours and build relationships
4. Plan lessons that engage, challenge and meet the needs of all learners
5. Use a visible recognition mechanism throughout every lesson
6. Be calm and give 'take up time' when going through the steps.
7. Follow up every time, retain ownership and engage in reflective dialogue with learners
8. Never ignore or walk past learners who are behaving badly
9. Plan lessons that engage, challenge and meet the needs of all learners

Senior Leaders:

Senior leaders are not expected to deal with behaviour referrals in isolation, rather they are to stand alongside colleagues to support, guide, model and show a unified approach.

Senior leaders will:

1. Meet and greet learners at the beginning of the day
2. Be a visible positive presence around the school
3. Regularly share good practice
4. Use behaviour data to target and assess school wide behaviour policy and practice
5. Regularly review provision for learners who fall beyond the range of written policies

Recognition and rewards for effort

The use of praise in developing a positive atmosphere in the classroom cannot be underestimated. It is the key to developing positive relationships, including those learners are hardest to reach.

We recognise and reward learners who go 'over and above' our standards. Our staff understand that a quiet word of personal praise can be as effective as a larger, more public, reward,

Classroom level:

1. Verbal praise within classroom
2. Recognition boards within classroom
3. Children sent to other staff/SLT for further praise

School level:

1. Inclusion each school's celebration assembly for Learning Powers or Christian Value recognition
2. Inclusion in celebration newsletter
3. Allocate Learning Power monitors from Year 6 who will nominate a child for each quality each week (Staplecross)
4. Allocate Christian Value monitors from Year 6 who will nominate a child for each quality each week (Salehurst)

Strategies to intervene and support

Learners are held responsible for their behaviour. Staff will deal with behaviour without delegating. Staff will use these steps, in order, for dealing with poor conduct. Staff will always use steps/act calmly and with care. It is in nobody's interest to confront poor behaviour with anger.

<i>Steps</i>	<i>Actions</i>
Redirection	Gentle encouragement, a nudge in the right direction, small act of kindness.
Reminder	A reminder of the expectations 'Ready, Respectful, Safe' delivered privately wherever possible. Repeat reminders if necessary. The teacher supports them to become aware of their behaviour. The learner has a choice to do the right thing. Deescalate and decelerate where reasonable and possible and take the initiative to keep things at this stage.

Caution	A clear verbal caution delivered privately wherever possible, making the learner aware of their behaviour and clearly outlining the consequences if they continue. The learner has a choice to do the right thing. Learners will be reminded of their previous good conduct to prove that they can make good choices. <i>(Please see the suggested approach in the box below)</i>
Time out	Gives the learner a chance to reflect and gives them a final opportunity to engage away from the situation and offers a positive choice to do so. 1. The learner is asked to speak to the teacher privately away from the others 2. A learner will be offered time in the Calm Space (5 minutes) 3. Boundaries are reset 4. Learner is asked to reflect on their next step. Again, they are reminded of their previous conduct/attitude/learning 5. Learner is given a final opportunity to re-engage with the learning/follow instructions <i>(Please see further detail in the box below)</i>
Internal referral	At this point the learner will go to their buddy class in the school for a clearly defined period of time to continue their learning.
Restore	A restorative conversation should take place as soon as practically possible in relation to the context of the incident. <i>(Please see guidelines below for support).</i>
Formal meeting	A meeting with the teacher, learner and SLT recorded on CPOMS with agreed targets that will be monitored over the course of two weeks

Caution Intervention

1. Gentle approach, personal, non-threatening, side on, eye level or lower
2. State the behaviour that was observed and which expectation it contravenes
3. Tell the learner what the consequences of their action is. Refer to previous good behaviour/learning as a model for the desired behaviour
4. Walk away from the learner, allow time for them to decide what to do next. If there are comments, as you walk away write them down and follow up later

We resist endless discussions around behaviour and spend our energy returning learners to their learning.

'Time Out' Intervention

Classroom incidents:

- Time out removes the child from the situation and can take place in an alternative safe space either within the classroom or just outside, eg using Calm Space
- It should be for a defined short period of time with a visual aid for the child (sand timer)

Play/lunch times:

- Time out removes the child from the situation
- Child should stand with an adult or in a defined space outside

Restorative Conversations

Restorative conversations are a core part of repairing damage, trust and relationships. Staff will take responsibility for leading restorative conversations between pupils.

- 1 What happened?
- 2 What was each person thinking?
- 3 Who feels harmed and why?
- 4 What have each person thought since?
- 5 What behaviours will each of us show next time?
- 6 Reaffirm your commitment to building a trusting relationship

Learners may have their behaviour monitored by teachers to show progress towards agreed targets. We make sure that this is done discreetly. In the first instance, this may take the form of a positive Behaviour Chart where the child is involved in agreeing targets and reward for success. We do not use coloured reports, advertise poor behaviour to other learners or give fame to those who choose not to meet our high standards of behaviour.

Recording on CPOMS

In the case of:

- recurring incidents of poor behaviour
- worrying incidents of behaviour
- isolated incidents of a serious nature

staff should record the incident on CPOMS giving context, clear factual details and steps they have taken. The class teacher should also communicate this to the child's parent/carer. Instances of poor behaviour will be included on our CPOMS system by the member of staff involved.

Records kept on CPOMS enable us to recognise any evolving patterns for particular children, as well as creating a record of instances. This is particularly relevant for pupils on the SEND register or children who have adverse childhood experiences (ACEs).

Behaviour for excellent teaching and learning

High quality behaviour for learning is underpinned by relationships, lesson planning and positive recognition.

The Code of Conduct, Ready, Respectful, Safe is displayed in each classroom and space and is referred to in conversations around conduct.

All learners must be given time to take up time in between steps. It is not possible to leap stages or accelerate steps for repeated low-level disruption.

- 1) Redirection – non verbal cues, adjust seating plan, acknowledgements
- 2) Disappointment points – emphasise student's choices, show disappointment, re-engage
- 3) Rule reminder – clarify expectations, give choices, remind of previous good choices
- 4) Caution – calm assertive interventions, clear verbal warning, clarify choices
- 5) Last chance – scripted intervention, reframe

Individual Behaviour Plans

If any child finds it hard to conform to everyday expectations, they may need further support. Support may take the form of interventions such as participation in sensory circuits first thing in the morning or referrals for ELSA sessions. Any pupils who find it difficult to keep to the expectations of Ready,

Respectful and Safe will have their own Individual Behaviour Plan (ANP). Parents will be involved in putting together any Individual Behaviour Plan.

Suspension

A serious breach is an incident that may lead to a fixed term suspension. Any such decision is carefully thought about and executed by the Executive Headteacher. When dealing with a serious breach of behaviour, the East Sussex guidance is followed towards suspension.

Restrictive Physical Intervention

Restrictive Physical Intervention (RPI) should only be used when a situation warrants immediate action. It is a rare occurrence and is proportionate to the safety risk. Any Restrictive Physical Intervention is to be recorded on the relevant form on CPOMS, as quickly as following the incident and the parents informed. We follow the ESCC Restrictive Physical Intervention/Use of Reasonable Force Guidance (May 2021).

Role of parent and governing body (from DfE guidance)

The role of parents is crucial in helping schools develop and maintain good behaviour. To support the school, parents should be encouraged to get to know the school's Relationships and Behaviour Policy and, where possible, take part in the life of the school and its culture. Parents have an important role in supporting the school's Relationships and Behaviour Policy and should be encouraged to reinforce the policy at home as appropriate. Where a parent has a concern about management of behaviour, they should raise this directly with the school while continuing to work in partnership with them.

Both schools will reinforce the whole-school approach by building and maintaining positive relationships with parents, for example, by keeping parents updated about their children's behaviour, encouraging parents to celebrate pupils' successes, or holding sessions for parents to help them understand the school's behaviour policy. Where appropriate, parents should be included in any further steps put in place to support their child, eg Individual Behaviour Plans, Reduced Timetables, external agency involvement.

The role of the governing board is to review the Relationships and Behaviour Policy regularly, using governor monitoring to ensure that the good practice detailed in the policy is maintained in daily school routines. Data linked to behaviour incidents is reported to the governing board via the Safeguarding Report.

To be reviewed: February 2027

Appendix 1

Ready, Respectful, Safe

On a daily basis Ready, Respectful, Safe will be evident in the following behaviours:

Ready

Children are ready to learn by being punctual to school, arriving in their class so they are ready to start learning at 9am.

Children are ready for school by wearing the correct school uniform.

Children are ready for PE; children have their PE kits in school on PE days, if not all week.

Children complete their homework and reading, regularly and on time.

Children are ready to do as the adults ask and follow their instructions.

Children are ready to listen to adults and their peers, without interrupting.

Children sit calmly and quietly, without fidgeting or distracting others and keeping their hands and feet to themselves.

Children are ready to share in partner or group learning.

Respectful

We are polite, we do not use rude or unkind words (joking is not an excuse for rudeness).

Children follow instructions respectfully.

We respect everyone's body and feelings; we don't hurt anyone's body or feelings.

We are kind and understanding when we or others make mistakes.

We are truthful and don't tell lies.

We talk and don't shout.

Children sit quietly in Collective Worship and during prayer times.

We use equipment properly and take care of our own and school's property and our environment.

At lunchtimes, we eat our food with good manners and talk to others in a polite way.

Safe

Children sit safely on their chairs, keeping their hands and feet to themselves.

Children walk around school and only run when in a safe place at play or in PE.

Children hold on when using steps and stairs, giving others space and time to move.

Children communicate safely, using kind words.

Children play safely; they do not play rough games or play fight.

Children line up quietly without pushing or interfering with others.