

# Bridge Junior School



## Behaviour Policy

*Relationships, Readiness, Respect and Safety*



**Approved by:** Governing Board

**Date approved:** May 2026

**Review date:** May 2027

# 1. At a glance for parents and carers

## Our three school rules

We keep our rules simple and consistent across school:

1. Be Ready
2. Be Respectful
3. Be Safe

## What you can expect from us

- We focus on positive relationships and calm, consistent routines.
- We teach children what good behaviour looks like and practise it often.
- If behaviour falls short, we respond fairly and proportionately, helping children to reflect, repair and try again.
- We work with parents early when a child needs extra support.
- Suspension and permanent exclusion are last-resort measures. When they are considered, we follow the legal process and the Department for Education (DfE) statutory guidance.

## How children know they are doing well

- Adults give clear praise linked to the three rules.
- We celebrate improvement and effort.
- Our whole-school reward is a half-termly Reward Afternoon where staff run fun and engaging activities.



## વર્તણૂક નીતિનો સંક્ષિપ્ત પરિચય

### અમારા ૩ શાળાના નિયમો

અમે બધાં માટે નિયમો સરળ અને એકસરખા રાખીએ છીએ:

1. તૈયાર રહો
2. સન્માન રાખો
3. સુરક્ષિત રહો

### અમારી તરફથી તમે શું અપેક્ષા રાખી શકો

- અમે સારા સંબંધો બનાવીએ છીએ અને નિયમો સતત એકસરખા રાખીએ છીએ.
- અમે સારી વર્તણૂક શીખવીએ છીએ અને તેની પ્રેક્ટિસ કરાવીએ છીએ જેથી બાળકોને સમજ પડે કે સારી વર્તણૂક કેવી હોય છે.
- જો બાળક ખોટો નિર્ણય લે, તો અમે ન્યાયપૂર્વક જવાબ આપીએ છીએ.
- જો તમારા બાળકને વર્તણૂકમાં વધારાની મદદની જરૂર હોય, તો અમે શરૂઆતથી જ તમારી સાથે મળી કામ કરીશું.
- સસ્પેન્શન અથવા કાયમી નિષ્કાસન માત્ર છેલ્લો વિકલ્પ તરીકે જ વપરાય છે.

### બાળકોને કેવી રીતે ખબર પડે કે તેઓ સારું કરી રહ્યા છે

- મોટા લોકો “તૈયાર રહો, સન્માન રાખો, સુરક્ષિત રહો” સાથે જોડીને સ્પષ્ટ પ્રશંસા કરે છે.
- અમે પ્રયત્ન અને સુધારાની ઉજવણી કરીએ છીએ.
- દરેક અડધા ટર્મ, બાળકો સ્ટાફ દ્વારા કરાવવામાં આવતી મજેદાર પ્રવૃત્તિઓ સાથે “રિવોર્ડ આફ્ટરનૂન” મેળવી શકે છે.



## **2. Purpose and ethos**

At Bridge Junior School, we believe children behave best when they feel safe, known, valued, supported and clearly guided.

We build behaviour through positive relationships and by anticipating problems before they happen. We believe that high standards of behaviour are everyone's responsibility, and that a calm, respectful culture protects children's learning and wellbeing.

We set high expectations because this keeps everyone safe and protects learning time. We expect every member of our community to treat others with dignity, kindness and respect. Our approach is centered around creating a calm, safe and supportive environment where pupils can learn and thrive.

## **3. Statutory and legal framework**

This policy is designed so that Bridge Junior School meets its legal duties and so that expectations are clear for pupils, staff and parents/carers. We also ensure our approach has regard to and aligns with relevant DfE guidance, including guidance on behaviour, exclusions, searching and the use of reasonable force.

In practice, this means:

- We have a clear behaviour policy and school rules, communicated and applied consistently.
- We set out a clear approach to rewards, sanctions, and support.
- We explain how we respond to behaviour in and out of school (including online).
- We include how searching/screening/confiscation may be used to keep people safe.
- We explain when reasonable force may be used and how incidents are recorded and reviewed.
- We set out the process and timelines for suspension and permanent exclusion.

## **4. Links to other policies**

- Safeguarding / Child Protection Policy
- Anti-Bullying Policy
- SEND Policy and SEND Information Report
- Attendance Policy
- Online Safety Policy
- Complaints Policy
- Staff Code of Conduct

## **5. Roles and responsibilities**

### **Governing Board**

- Sets and reviews the school's behaviour principles and ensures this policy is implemented fairly.
- Ensures the school follows statutory requirements (including exclusions timelines where relevant).

### **Headteacher**

- Leads and models the behaviour culture.
- Ensures staff are trained and supported to implement this policy consistently.
- Makes decisions about suspensions and permanent exclusions, following the law and DfE statutory guidance.

### **All staff**

- Build positive relationships with pupils and families.
- Teach and reinforce routines and expectations.
- Use the agreed strategies and stepped responses.
- Record and report incidents following school procedures.

### **Pupils**

- Follow the three rules and routines.
- Work with adults to repair harm when mistakes are made.

### **Parents and carers**

At Bridge Junior School, we know children do best when school and home work together. We will communicate clearly with parents and involve you early if your child needs extra support with behaviour. This partnership approach is consistent with DfE guidance on supporting positive behaviour.

If you need this policy in another language or format, please contact the school office and we will help.

## **6. Our three school rules**

We keep our rules minimal so they are easy to remember and apply.

### **Be Ready**

- Arrive on time
- Have the right equipment (where relevant)
- Listen and follow adult instructions
- Be prepared to learn and try

### **Be Respectful**

- Speak kindly
- Listen when others are talking
- Let others learn
- Look after school property
- Include others and use respectful language

### **Be Safe**

- Keep hands, feet and objects to ourselves
- Move safely around school
- Use equipment safely
- Tell an adult when something feels unsafe

## **7. Our behaviour curriculum and routines**

We teach behaviour in the same way we teach learning: we explain it, model it, practise it and revisit it. This includes clear routines and 'what it looks like' examples for different parts of the day.

### **What we teach explicitly**

- Arriving at school and entering the building
- Lining up and moving through corridors
- Entering the classroom and starting learning quickly
- Speaking and listening in lessons
- Independent work and asking for help
- Break and lunchtime behaviour
- Resolving conflict and repairing relationships
- End of day routines and leaving calmly

### **Reasonable adjustments to routines**

Some pupils need adjustments to help them meet expectations. We plan this proactively wherever possible, so pupils can succeed within the same school rules and culture.

## **8. Moments that matter in the school day**

Some times of day are more likely to trigger behaviour problems. We call these 'moments that matter' because adult actions in these moments prevent issues.

### **Core moments that matter**

- Meet and greet at classroom / school entrance
- Transitions (lesson changes, lining up, moving around school)
- Starts of lessons (when expectations must be clearest)
- Independent work (when some pupils may struggle)
- Break and lunch (social pressure and play disputes)
- End of day (tiredness and rushed transitions)

### **Staff strategies in these moments**

- Visible adult presence (we notice early)
- Positive framing (for example, 'Walk, thank you' rather than 'Don't run')
- Pre-correction (remind pupils what ready/respectful/safe looks like before transitions)
- Consistent language linked to the three rules
- Low voice, calm body language (adults regulate the space)
- Follow-through (kind, firm, predictable)
- Private corrections where possible (protect dignity)
- Repair after incidents (restorative conversation and putting things right)

## **9. How children know they are doing well**

### **Daily feedback**

Children should regularly hear adults notice success:

- Thank you for being ready - you started straight away.
- That was respectful - you listened and waited.
- You were safe - you moved carefully.

Class Dojos may be awarded to children. This should focus on effort, attitude and behaviour.

### **Whole-school reward: Half-termly Reward Afternoon**

Our main reward is a Reward Afternoon each half term:

- Staff plan fun, engaging activities (sports, games, creative sessions, challenges).
- The reward celebrates children who have consistently met expectations and shown improvement.

### **Class and Year Group reward**

Teachers may have their own in-class or in-year group rewards. These rewards must be proportionate and consistent. This may include:

- Class Targets (marble jar, dojo points)
- Class recognition boards

### **Fairness and inclusion**

We want rewards to be motivating and fair. If a child is finding behaviour difficult, we will prioritise extra teaching of routines, encouragement for improvement, clear and achievable goals, and support plans where needed.

## 10. When behaviour falls short: supportive consequences and reflection

We use a clear, consistent and proportionate set of responses when behaviour falls short. This helps pupils understand what will happen and what to do differently next time.

### Our purpose when responding

When behaviour falls short, our aim is to:

- Keep everyone safe
- Protect learning
- Help the child learn what to do next time
- Repair relationships and any harm caused

### Stepped response

- **Step 1: Reminder (gentle)**

Quiet reminder linked to the rule: 'Remember - be respectful: listening.'

- **Step 2: Clear warning and choice**

'You need to stop calling out. If you continue, you will move to reflection time.'

- **Step 3: Reflection / reset**

A short, supervised time to calm and think, with a clear plan to return to learning.

- **Step 4: Repair**

A restorative conversation and an action to put things right (for example, apology, fixing damage, rebuilding trust). Staff can use the restorative scripts in Appendix D (adult and pupil) and Appendix E (pupil and pupil) to support a consistent approach.

- **Step 5: School-based consequence (if needed)**

Proportionate and educational consequences that help pupils reflect and repair.

At Bridge Junior School, Step 5 may include:

- Written or verbal reflection (age-appropriate)
- Loss of a short privilege (not removing essential education)
- A short loss of free time (for example, break or lunch) where appropriate
- School-based community service (for example, tidying after misuse)
- Report/check-in system with a trusted adult

We contact parents/carers when:

- A pattern is emerging
- Behaviour affects safety or learning
- Bullying or discriminatory language occurs
- Consequences escalate beyond classroom strategies
- A child needs a structured support plan

Leadership involvement and additional support may include senior support, a behaviour plan, targeted interventions and increased supervision.

Suspension and permanent exclusion are last-resort measures and are used only when necessary and in line with statutory guidance.

### **Reflection questions (used with children)**

- What happened?
- Which rule was not followed?
- Who has been affected?
- What needs to happen to put it right?
- What will you do next time?

## **11. Supporting pupils who need more help (including SEND)**

We recognise that some pupils need additional teaching, support or adjustments to meet behaviour expectations. We do not lower expectations for readiness, respect and safety; instead, we increase support so pupils can succeed.

Support may include:

- Extra teaching and rehearsal of routines
- A trusted adult check-in/check-out
- Adapted tasks or sensory adjustments
- Coaching, mentoring or social skills support
- A temporary safe space to regulate
- A behaviour support plan with clear targets
- Early help / pastoral support
- Involvement of other professionals where appropriate

### **Working with parents and other professionals**

If a pattern of behaviour suggests a pupil may have unmet needs beyond what school can provide alone, we will work with parents and, where appropriate, involve other professionals through early help and/or multi-agency support.

## **12. Bullying and discriminatory behaviour**

We do not accept bullying or discrimination.

We respond by:

- Taking reports seriously and investigating promptly
- Supporting the child who has been harmed
- Addressing the behaviour and choices of the child who has caused harm
- Using consequences and education together
- Involving parents early

If bullying or discriminatory behaviour raises safeguarding concerns, we follow safeguarding procedures.

## **13. Behaviour outside school and online**

We may respond to behaviour that happens outside school (including online) when it has a clear link to our school community - for example, if it risks pupils' safety, involves bullying, or seriously affects school relationships.

## **14. Searching, screening and confiscation**

As part of Attenborough Learning Trust, we have a separate Searching and Confiscation Policy which is available on the school's website or from the school office.

## **15. Reasonable force and other restrictive interventions**

We aim to prevent situations escalating through early support and de-escalation.

If there is an immediate risk of harm, staff may use reasonable force as a last resort, only when lawful and necessary, and for the shortest time needed. Our procedures follow national guidance and we record and review significant incidents.

From 1 April 2026, schools are expected to follow the DfE guidance on restrictive interventions (including reasonable force), which includes statutory expectations about recording and reporting significant incidents.

## **16. Removal from classrooms (time out of class)**

Removal from the classroom is a serious sanction and is used only when necessary to protect safety or learning. When a pupil is removed, they are supervised, they continue meaningful work, and a reintegration conversation happens before returning to class.

## **17. Suspensions and permanent exclusions**

At Bridge Junior School, suspension and permanent exclusion are last resort measures. We use them only when behaviour is serious and/or persistent and other support has not been successful, or when a serious incident means allowing a pupil to remain in school would risk safety or serious disruption. When exclusions are considered, we follow the law and DfE statutory guidance closely, including required timescales and parents' rights.

### **Definitions**

- Suspension: a fixed-period exclusion from school.
- Permanent exclusion: exclusion from school unless reinstated through the statutory process.

### **Key principles (what we will do)**

- We use suspension and permanent exclusion only as a last resort.
- Only the headteacher/principal can decide to suspend or permanently exclude.
- We make decisions that are lawful, reasonable, fair and proportionate, following a proper investigation.
- A pupil may be suspended for one or more fixed periods up to a maximum of 45 school days in one academic year.

### **Informing parents and relevant bodies**

If a pupil is suspended or permanently excluded, we will ensure required notifications happen without delay, and parents receive clear written information about the reason for the decision, the length of the suspension (if relevant), and the next steps.

### **Education during suspension or following a permanent exclusion**

- If a suspension is more than five school days, suitable full-time education must begin no later than the sixth school day.
- Following a permanent exclusion, the local authority must arrange suitable full-time education from the sixth school day after the first day the permanent exclusion took place.

### **Governing board/trust board consideration and timescales**

The governing board/trust board has defined legal duties and timescales for considering reinstatement. We follow these timescales, including those that apply to permanent exclusions, longer suspensions, and cases where a pupil would miss a public exam or national curriculum test.

### **Independent Review Panel (IRP) for permanent exclusions**

If a permanent exclusion is upheld, parents have the right to request an Independent Review Panel within the statutory timeframe. We provide clear written information on how to do this.

### **Reintegration after suspension**

- Meet with parents/carers and the pupil (as appropriate)
- Review what happened and how to prevent recurrence
- Agree a support plan and any reasonable adjustments
- Restore relationships and support a calm restart back in class

## **18. Staff support and concerns/allegations**

We take concerns about adult conduct seriously and respond appropriately through safeguarding and HR processes where needed. We ensure pupil safety is prioritised, processes are fair and confidential, and staff are supported appropriately during any investigation.

## **19. Monitoring and review**

We monitor behaviour patterns to improve consistency and support:

- Incident patterns (time/place/type)
- Repeated incidents and pupils needing extra support
- Equality and inclusion information (to identify and address any disproportionality)
- Feedback from pupils, staff and parents

This policy will be reviewed at least annually and earlier if needed due to changes in statutory guidance.

## Appendix A: Glossary for Parents

<b>Sanction</b>	A consequence for behaviour that breaks the rules.
<b>Suspension</b>	Being excluded from school for a fixed period of time.
<b>Permanent exclusion</b>	Being excluded from school permanently unless reinstated through the statutory process.
<b>Reasonable adjustment</b>	A change to help a child with a disability or additional need access education fairly.
<b>IRP</b>	Independent Review Panel (reviews a governing board decision about permanent exclusion).

## Appendix B: One-page stepped response summary

1. Reminder (Ready/Respectful/Safe)
2. Warning + clear choice
3. Reflection/reset
4. Repair/restorative conversation
5. School-based consequence (proportionate)
6. Parent partnership + support plan
7. Leadership support / targeted provision
8. Suspension (last resort)
9. Permanent exclusion (most serious, last resort)

## Appendix C: Key DfE guidance (for reference)

This policy is designed to align with Department for Education (DfE) guidance for schools in England. The documents below are useful reference points. Staff should use the most recent versions published on GOV.UK.

- Behaviour in schools: advice for headteachers and school staff (DfE) - GOV.UK.
- School suspensions and permanent exclusions: statutory guidance for schools in England (DfE) - GOV.UK (applies to exclusions on or after 1 September 2024).
- Searching, screening and confiscation in schools (DfE) - GOV.UK.
- Use of reasonable force and restrictive interventions in schools (DfE) - GOV.UK.

## **Appendix D: Restorative conversation script (adult and pupil)**

Restorative conversations help pupils to reflect, repair and return to learning with dignity. The adult's role is to stay calm, be curious, and guide the pupil towards making things right.

### **When to use this script**

- After a pupil has had time to calm and is ready to talk.
- Following low-level disruption, unkindness, conflict, damage to property, or behaviour that affects learning.
- As part of reintegration after a reflection/reset, removal, or a more serious incident (where appropriate).

### **When not to use (or when to seek advice)**

- If the pupil is not calm enough to talk safely and respectfully.
- If there is a safeguarding concern, suspected harm, or an allegation that must be passed to the Designated Safeguarding Lead (DSL).
- If a face-to-face conversation could increase risk (for example, serious bullying). In these cases, use a safer plan agreed with leaders/DSL.

### **A simple script for staff**

#### **1. Set up (30 seconds)**

- Find a quiet space where possible. Stand or sit at the pupil's level.
- Use a calm voice: "I'm here to help you get back on track. Let's talk so we can put this right."

#### **2. What happened (facts first)**

- "Tell me what happened."
- "What did you do? What did you say?" (Keep it simple; avoid leading questions.)

#### **3. Feelings and reasons (build understanding)**

- "What were you feeling at the time?"
- "What were you trying to do or achieve?"
- "What have you thought about since?"

#### **4. Link to our rules (Ready, Respectful, Safe)**

- "Which rule does this connect to - ready, respectful or safe?"
- "What should it have looked like instead?"

#### **5. Impact (who has been affected)**

- "Who has been affected by what happened?"
- "How have they been affected?"

#### **6. Repair (make things right)**

- "What needs to happen now to put this right?"

- “What can you do to repair the harm?” (For example: tidy, fix, replace, kind words, writing a note, giving someone space.)
- If appropriate: “Would an apology help? What would a good apology sound like?” (Do not force an apology.)

#### **7. Plan for next time (teach the alternative)**

- “If this happens again, what will you do instead?”
- “What will you do first? Who can you ask for help?”
- Practise a short phrase if helpful (for example: “Please can I have a turn?” or “I need help.”).

#### **8. Adult support and follow-up (close well)**

- “What support do you need from me/us to help you succeed?”
- Summarise the agreement: “So we have agreed that you will... and I will...”
- End positively: “Thank you for talking. I’m glad we have a plan. I will check in with you at [time].”

#### **Notes for consistency**

- Keep the conversation brief and focused. Most restorative conversations should take 2 to 5 minutes.
- Correct privately where possible, and protect the pupil’s dignity.
- Use the same language across school: ready, respectful, safe; reflect, repair, return.
- Record and share key information with relevant staff when needed (in line with school procedures).

## **Appendix E: Restorative conversation script (pupil and pupil)**

This is used when two pupils have had a conflict and it is safe and appropriate to bring them together. The aim is to repair relationships, agree next steps, and return both pupils to learning feeling safe and respected.

### **Before you bring pupils together**

- Check both pupils are calm enough to talk.
- Speak briefly to each pupil separately first to understand what happened and to set expectations.
- Choose a quiet space with a clear time limit (usually 5 to 10 minutes).
- If there are bullying concerns, repeated targeting, or safeguarding issues, seek advice from leaders/DSL before arranging a joint conversation.

### **Ground rules (say these at the start)**

- One person speaks at a time. No interrupting.
- We use respectful language.
- We tell the truth as best we can.
- We focus on solutions: how we put things right and what we will do next time.

### **A simple script for staff**

#### **1. Opening (adult)**

- “Thank you both for coming. My job is to help you sort this out so you can both feel safe and respected.”
- “This is not about blaming. It is about understanding what happened and putting it right.”

#### **2. Each pupil explains (adult keeps it fair)**

- To Pupil A: “Tell us what happened from your point of view.”
- Adult summarises neutrally: “So you are saying...”
- To Pupil B: “Thank you. Now tell us what happened from your point of view.”
- Adult summarises neutrally again.

#### **3. Feelings and impact (build empathy)**

- To each pupil: “How did that make you feel?”
- “What did you need in that moment?”
- “Who has been affected by what happened?”

#### **4. Link to our rules**

- “Which rule was not met - ready, respectful or safe?”
- “What would ready/respectful/safe have looked like?”

#### **5. Repair and agreement**

- “What needs to happen now to put it right?”
- “What will each of you do next time if this happens again?”

- If helpful, give sentence starters: “I felt \_\_\_ when \_\_\_.” and “Next time I will \_\_\_.”
- Agree a clear action: for example, returning an item, giving space, a kind message, playing separately for a short time, or an adult check-in.

#### **6. Close and follow-up**

- Adult summarises: “We have agreed that...”
- “Thank you for sorting this out respectfully. I will check in with you both at [time/day].”

#### **If an apology happens**

Apologies are most effective when they are specific and linked to action. We do not force apologies. A useful structure is:

- “I am sorry for...” (what I did/said)
- “It affected you by...”
- “Next time I will...”

#### **Record and communicate**

Where appropriate, record the incident and the agreed actions in line with school procedures, and share key information with relevant staff so the plan is followed consistently.