



**Bridgelea Primary School  
Bridgelea Road  
Withington  
Manchester  
M20 3FB**

## **Relationships Policy with Statement of Behaviour Principles**

**Article 29: The right to be the best that you can be**

<b>Implemented</b>	<b>SLT</b>
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<b>Ratified by Governors</b>	<b>Sept 2019</b>
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**Vision “Understanding People”**

**Mission Statement**

“We work with people to build aspirations, connect, challenge, change and grow. We are an outstanding school and a proud founding member of the City of Manchester Learning Partnership.”

- We value **SUCCESS**. Children achieve academic as well as social and emotional growth.
- We value **SAFETY**. We care for each other and keep each other safe.
- We value **CO-OPERATION**. As a school we will endeavour to co-operate with the community to inspire and empower every individual.
- We value **COMMUNICATION**. We believe that all behaviour is communication.
- We value **DEVELOPMENT**. Learning is understood developmentally.
- We value **WELLBEING**. We have a holistic approach to wellbeing across the school.
- We value **DIVERSITY**. We celebrate each other as unique individuals with rights that we respect.

**UN Rights of the Child: Bridgelea 10 Articles**

**Through the School Council the children decided they would like to focus on the following 10 Articles, whilst understanding no right is more important than another:**

**Article 12**

You have the right to give your opinion, and for adults to listen and take it seriously.

**Article 13**

You have the right to find out things and share what you think with others, by talking, drawing, writing or in any other way unless it harms or offends other people.

**Article 15**

You have the right to choose your own friends and join or set up groups, as long as it isn't harmful to others.

**Article 24**

You have the right to the best health care possible, safe water to drink, nutritious food, a clean and safe environment, and information to help you stay well.

**Article 27**

You have the right to food, clothing, a safe place to live and to have your basic needs met. You should not be disadvantaged so that you can't do many of the things other kids can do.

**Article 28**

You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.

**Article 29**

Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.

**Article 30**

You have the right to practice your own culture, language and religion - or any you choose. Minority and indigenous groups need special protection of this right.

**Article 31**

You have the right to play and rest.

**Article 39**

You have the right to help if you've been hurt, neglected or badly treated.

**The Six Principles Of Nurture**

The nurturing approach offers a range of opportunities for children and young people to engage with missing early nurturing experiences, giving them the social and emotional skills to do well at school and with peers, develop their resilience and their capacity to deal more confidently with the trials and tribulations of life, for life.

1. Children's learning is understood developmentally
2. The classroom offers a safe base
3. The importance of nurture for the development of wellbeing
4. Language is a vital means of communication
5. All behaviour is communication
6. The importance of transition in children'

## Purpose of this Document

- To outline the vision guiding Bridgelea Primary School
- To develop a policy that is supported and implemented by the whole school community; children, parents and carers and staff based on our mission statement and shared values.
- To create a caring, family atmosphere and safe environment in which learning and teaching can take place
- To teach, through the School Curriculum, values and attitudes as well as knowledge and skills.
- To ensure all staff understand all behaviour is communication.
- To provide pupils with a positive behaviour framework based on the 6 principles of Nurture and Rights Respecting
- To provide a framework which supports staff to unlock potential in children at their developmental stage not age in years.

This policy should be read in conjunction with other school policies:

Nurturing School Policy

Safeguarding Policy

Physical Intervention Policy

Appropriate Touch Policy

Equality Policy

All Policies are available on the Staff Shared Server area of the school's intranet.

The role of the whole organisation is to create a consistent and calm approach that will help prevent the need for reactive measures to be taken. Pupils need at all times to have their own individual needs borne in mind – we will be flexible. **Article 29; The right to be the best that you can be.**

The Department for Education has updated its advice to schools on behaviour and discipline (January 2016). The section 'Behaviour and sanctions' outlines some examples of what is permissible. The link below has the complete document:

<https://www.gov.uk/topic/schools-colleges-childrens-services/schoolbehaviour-attendance>

This now forms part of the Bridgelea School Behaviour Policy.

Behaviour management at Bridgelea Primary School should be addressed proactively not reactively, prevention is better than cure. Discussions about challenging behaviour should, where possible, focus on questions such as 'how can we ensure it does not arise?' and 'can we understand what is causing this child to behave in this way?'

The school has systems, charters and logical consequences which are reviewed with the children regularly and discussed on admission with each child and their parents/carers.

We have one golden rule:

**Treat others the way you want to be treated  
(Article 2; all children have the UN Rights of the Child)**

This is expressed through the School Charter:

- We are gentle *we use careful touch*
- We are kind and helpful *we use kind words when talking*
- We work hard *we complete all our work on time*
- We look after property *we use calm hands and body*
- We listen to people *we are quiet when others are talking*

And the 6 Principles of Nurture:

1. Children's learning is understood developmentally
2. The classroom offers a safe base
3. The importance of nurture for the development of wellbeing

4. Language is a vital means of communication
5. All behaviour is communication
6. The importance of transition in children's lives

### **Floor Charters**

The floor/ site charters for our Right Respecting School set out:

- Those rights selected from our 10 chosen UN Articles which are deemed to be most relevant. The rights are worded in language that is meaningful to the children.
- Beside each right, actions are agreed between all children and adults to ensure that the rights can be realised and enjoyed by everyone
- All children and staff agree to the charter. This is often done by all signing it. What is agreed is then set out in a way that can be easily seen around the room / area.

Charters are developed with the active participation of all children. They act as a reminder of the shared values and principles based on the UN RofC and are applicable to all.

These charters form the basis of the rewards and consequences systems agreed by staff and children. Each class will display the charter and the rewards and consequences associated with the choices pupils make in relation to the charter.

Classes use the flexibility of this approach to ensure the pupils' developmental needs are being met.

### **Creating a Positive Ethos**

At Bridgelea Primary School creating a positive ethos is paramount in ensuring the success of all pupils. We continually develop and embed this ethos through a number of school systems:

- 1 page profiles and communication charts for all pupils which are reviewed and if necessary updated each half term
- Boxall Profiles which are completed in September, January and April each year
- Floor Charters which are created at the beginning of each year and reviewed/ updated in the Spring and Summer terms. These enable classes to develop individual rewards systems. They are monitored by class teams and the Nurture Leads for each floor/ site
- Nurture time which consists of Boxall Profile target focused, developmental activities. Each class offers an activity twice a week on Tues and Fri for Milepost 3 and daily for Milepost 1 and 2.
- Raffle tickets are given to pupils for ensuring all rights are respected. This is drawn on a Friday each week.
- Interventions are delivered both in class and by the Retreat Team linked to specific behaviours around SHB, name calling, transition, bereavement, bullying and anger management. These include Kid Skills, Purr-Fect Skills, Nurturing Social and Emotional Development, The Anger Gremlin and CBT.
- Staff also work with pupils to deliver peer massage, mindfulness, yoga, and strategies to promote socially acceptable behaviour including good manners.

Parental/carer support is achieved through daily home school diaries, reviews and phone calls as necessary

### **The Role of Rewards and Celebration**

A child is less likely to display challenging behaviour if their needs are being met, and if their achievements are recognised and celebrated.

Individual certificates may be awarded across school throughout the year, for example, when a child is able to complete a piece of written work, helps others access their rights in school or for achievements in swimming. Incentive stickers may also be given. Letters may be sent out to parents/ carers to praise a pupil when they have achieved well.

Individual certificates for **Star of the Week** and **I Followed our Charter, I respected the rights of others** are awarded at the end of each week in whole school assembly. A Good Work Assembly is held by the Headteacher at the end of each term, which gives pupils opportunities to share their achievements with the rest of the school.

Most children respond to a positive approach where their efforts are acknowledged and make considerable efforts to improve their work and, when necessary, their behaviour.

There are also whole school celebrations at the end of each year to which parents and carers are invited.

## Home School Diaries

Daily Home/ School diaries are essential to maintaining consistency of response to behaviour, and ensuring positive and rewarding experiences for the children in all contexts. Children take their diary home at the end of each day. Parents/carers also have the opportunity to comment. Most children will respond to the Rights Respecting approach but regular verbal praise from a trusted significant adult at home is most important.

## Emotional Scale

The 10 point emotional scale is a visual system that can help to organise thinking when working through difficult moments, particularly those that require social understanding. It teaches our children that emotions have different intensities, and that we have comfortable (yellow) and uncomfortable (blue) feelings. The scale focuses on 6 key feelings/states; Proud, Annoyed, Kind, Furious, Content and Anxious. Classes follow an intervention which has been written following Elklan strategies to teach the key emotions and contextualise them. New situations are reflected upon using the scale and feelings/states explored using the same model. Children can learn to recognise what "state" they feel and begin to learn strategies to prevent crisis and anxiety. Staff model responses to situations using the emotional scale to reflect.

## Logical Consequences

Both positive and negative consequences are used at Bridgelea to support the children's understanding that all behaviours have a consequence for themselves and sometimes others. These consequences can be:

Verbal praise Stickers Raffle tickets Positive comment in book Certificate Phone call home Choice of activity Time with a friend Time with an adult Visit to the Headteacher Reward Trip	Verbal reminder of rights respecting behaviour Second request Rewards not earned Loss of free time to catch up with work, tidy up etc Moving pupil to work alone Safe Base Reflective conversation with member of SLT
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## We are a Rights Respecting School

There will be times when children are unable to make the right choices.

- It is important that we provide clear behavioural boundaries and guidelines within which our pupils operate
- It is equally important to remember to remain flexible yet consistent. Over rigid application of a 'rule' to some children may create more challenging behaviours than it was designed to avoid.
- Everyone is different, and at times, has different needs but we have rights and these should be respected by everyone.
- All staff must take a flexible approach determined by the individual needs of pupils. This should be communicated effectively through class, site and whole staff meetings to ensure consistency of approach.
- The charters include statements that encourage children to adopt a range of positive attitudes and behaviours linked to their rights and the rights of others, as well as promoting children's safety in school.

## Level 1

This is supported in the classroom through Quality First Teaching and a range of de-escalation/ distraction strategies that staff have developed alongside the children through 1 Page Profiles and Communication Charts.

Rights respecting language is used at this time;

You were really respecting her right to....., Were you respecting his right to.....?, Respect each other's right to....., How do we respect...

Reflection is completed verbally within class to encourage the use of the emotional scale to express feelings.

## **Level 2**

Continue with Level 1 strategies. Safe Base chairs might be used at this time as, over time, children are taught to manage their emotions using the emotional scale. Children will be encouraged to self-soothe and then return quickly to the learning space. Children will be rewarded when back on task. If children are unable to self-soothe staff may direct children to The Retreat Room initially with clear rewards for a quick return. Staff may support children to The Retreat Room with a low level escort if necessary.

Physical intervention is not needed as risk is low and pupils are supported by continued de-escalation and diversion.

Reflection (e.g. discussion sheets) is completed within class using the emotional scale to express feelings and support the use of different choices next time.

## **The Retreat Room**

The Retreat Room is used as a positive means by which a pupil can withdraw or be withdrawn from the classroom or other area where he/ she is experiencing difficulties with a situation.

Pupils at Bridgelea are directly taught to use The Retreat Room as an initial coping strategy ie instead of hitting out, losing control or arguing. Staff in The Retreat Room are taught to respond to each pupil in relation to their developmental need and encourage a return to the learning space as soon as possible.

## **Level 3**

Children who begin to display behaviours that show increased risk to themselves, others or the environment may need support to regain control. Staff are encouraged to continue with Level 1 and 2 strategies whilst being mindful a physical intervention may be necessary. (See the Physical Intervention Policy)

Safe Base rooms are available to support pupils who need to be moved or supported to regain control.

## **Serious Incidents and logical consequences**

Repeated episodes or a single severe in nature occurrence of the following behaviours:

- Absconding from the school site
- Unprovoked assaults on members of staff or pupils
- Serious disruption of the learning environment

may lead to the child working in internal exclusion away from the other children, sometimes including lunch and breaks, so that the seriousness of the incident can be acknowledged and recognised by the child and that the rights and feelings of other children and staff are recognised.

Whilst in internal exclusion the child will:

- Undertake restorative justice
- Continue with developmentally appropriate learning tasks, depending on the child's position within the stages of crisis.

Should an incident be so serious that a fixed term exclusion is decided upon by the Headteacher, then a Pastoral Support Plan will be written or reviewed.

The fixed term exclusion will be used by the team and SLT to write and/ or review the Pastoral Support Plan (PSP) and ensure that systems are in place for when the child returns.

Before returning to school a meeting will be held with a member of the SLT, parent/ carer, child and a member of the class team in order to discuss the incident and to share the PSP. At this meeting the PSP will be agreed and a possible phased return to class may be decided upon.

If after further investigation and the implementation of different strategies the child's behaviour remains a considerable risk to all staff and children within the school a review of the Communication Chart and PSP will be made and the Headteacher may make provision for one to one tuition, possibly at another part of the Bridgelea provision or at home whichever is deemed most appropriate.

## **Absconding**

If a child leaves the building they are to be followed but only to the boundary of the school premises. The pupil is to be reminded, if appropriate, that if they leave the school site and go out of staff sight

the police and their parents/ carers will be informed. Staff must continue to observe/ support as long as the pupil is in sight, perhaps moving back towards the building if the pupil begins to return. If the pupil does go out of sight a phone call is to be made to parents/ carers and the police. If the pupil is younger and/ or of higher risk as noted on their Communication Chart, a member of staff may follow after taking a school mobile from the office and informing the senior member of staff on site. A risk assessment is completed linked to the absconding incident and uploaded to CPOMS.

### **Child Protection**

It must be noted that the above stages will be adapted if it is felt that child protection issues are involved and a full consideration of implications will be made. The school safeguarding policy will be followed at all times.

### **Appendix 1: Written Statement of Behaviour Principles**

The Education and Inspections Act 2006 requires Governors to make, and from time to time review, a written statement of general principles to guide the Headteacher in determining measures to promote good behaviour.

Our principles are rooted in our vision 'Understanding People'. Our mission statement: 'We work with people to build aspirations, connect, challenge, change and grow. We are an outstanding school and a proud founding member of the City of Manchester Learning Partnership', guarantees that we work unstintingly with pupils to help them achieve their absolute best in terms of academic outcomes. Additionally, staff work closely with pupils and their parents and carers to develop pupils' overall social and emotional capacity. Unacceptable behaviour is always challenged in an appropriate and systematic way.

Our relationships are underpinned by the Rights Respecting principles of equality, mutual respect, fairness and consistency and the nurturing principles linked to communication, transition, wellbeing and creating a safe base. We have high expectations that support the development of young people as effective and responsible citizens.

The purpose of the behaviour and relationships policy is to encourage the best possible behaviour from all of our children and adults and we endeavour to work alongside pupils and parents/carers to plan individual approaches to maintain positive conduct.

Our priority is to encourage socially appropriate behaviour from and for all:

- Every pupil has the right to feel safe, valued and respected and able to learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, consequences and reasonable force are used consistently by staff, in line with the behaviour and physical intervention policy
- The Relationships Policy is understood by all pupils and staff
- Pupils are helped to understand the result their action has on the rights of others
- Families are involved in behaviour and relationship discussions to foster good relationships between the school and pupils' home life