Bridgelea Primary School Bridgelea Road Withington Manchester M20 3FB	Bridgelea Primary School Plymouth Grove West Longsight Manchester M13 0AQ

Behaviour, Communication and Relationships Policy with Statement of Behaviour Principles

Article 12

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

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 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.

Legislation and Statutory Requirements

This policy is based on guidance and advice from the Department for Education (DfE), including:

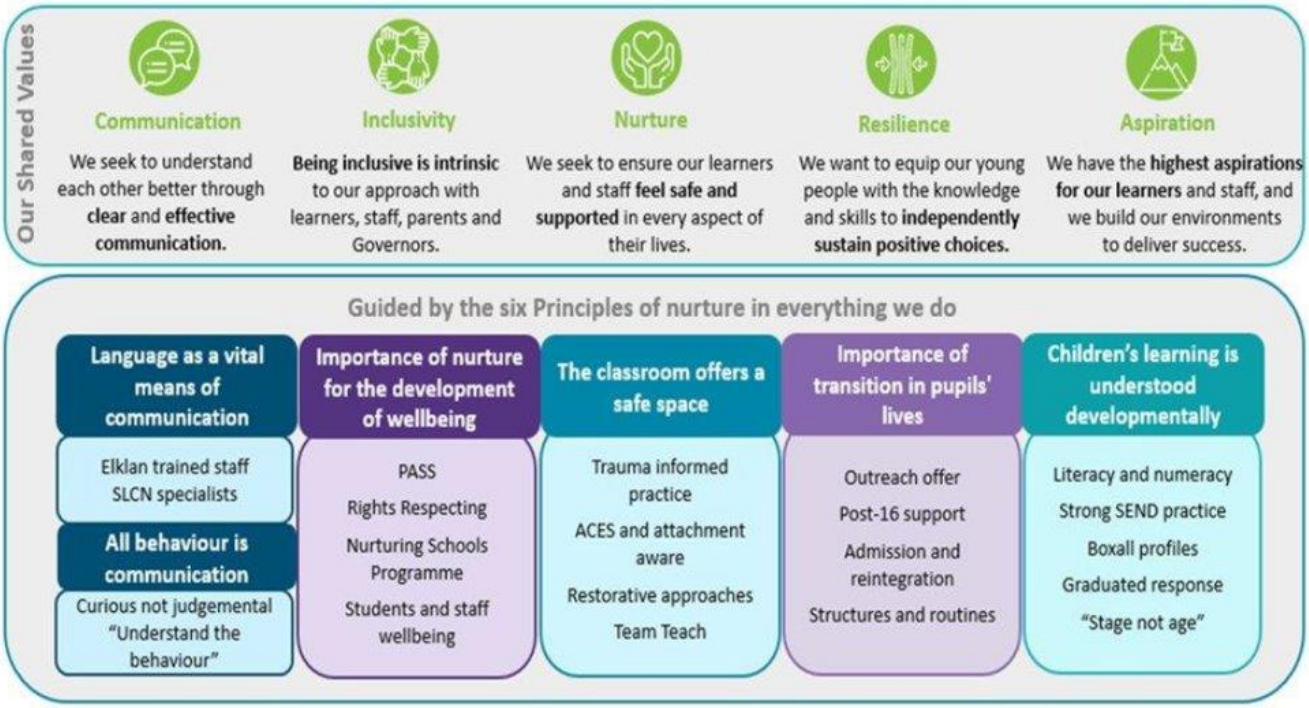
- Behaviour in schools: advice for headteachers and school staff (February 2024)
- The Equality Act 2010
- Keeping Children Safe in Education (2025)
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (updated June 2026)
- Restrictive interventions, including the use of reasonable force, in schools (2026)
- Supporting pupils with medical conditions at school
- Special Educational Needs and Disability (SEND) Code of Practice: 0–25 years (updated September 2024)

In addition, this policy is based on:

- Section 175 of the Education Act 2002
- Sections 88–94 of the Education and Inspections Act 2006
- DfE guidance requiring schools to publish their behaviour policy online

Bridgelea Primary School Vision & Mission Statement

Our overall vision of '**Understanding People**' captures our core purpose perfectly. At Bridgelea we want to help our children, families, and communities to understand themselves and others more, whilst keeping their understanding of the statutory and wider curriculum.



Gold Rights Respecting School

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, if 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 have been hurt, neglected, or badly treated.

Written Statement of Behaviour Principles

🔑 **The Bridgelea Golden Thread**

➡️ **Safe → Regulate →Relate → Reason→ Ready to Learn**

- We **make safe** through structure, safeguarding and safe relationships
- We **regulate** through co-regulation and emotional support
- We **relate** through connection, understanding and respect
- We **reason** through discussion, reflection and problem-solving

This policy is structured around these principles, and all systems, responses and interventions are designed to move pupils progressively through these stages.

Vision and Ethos

At Bridgelea Primary School, our vision of **'Understanding People'** underpins all aspects of school life. We aim to support our pupils, families and community to better understand themselves and others, while developing knowledge, skills and understanding through both the statutory and wider curriculum.

We recognise that strong relationships, high-quality support and a nurturing environment are essential in enabling pupils to succeed socially, emotionally and academically. Staff work closely with pupils and their families to develop each child's social and emotional capacity, recognising that behaviour is communication and requires both support and challenge.

All behaviour that falls below expectations is addressed **with understanding, consistently, proportionately and in a way that supports learning and development**.

Rights Respecting School

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

- Clear behavioural boundaries are maintained
- Staff remain flexible while ensuring consistency
- Dynamic risk assessments are used to respond to individual needs
- Children are treated with dignity throughout the application of rules and boundaries

All children have rights, and these must be respected by everyone. Staff adapt their approach depending on the needs of the child while maintaining a consistent, whole-school approach.

Class charters support this by:

- Promoting positive attitudes and behaviours
- Linking actions to rights
- Supporting safety and shared responsibility across the school

The Duty Bearer's Role

All adults in school are **Duty Bearers**, responsible for protecting and upholding children's rights.

This includes:

- Establishing consistent expectations for behaviour

- Tailoring rewards and consequences to individual needs-not a 'one size fits all' approach
- Using positive relationships, praise and encouragement
- Teaching children how to make good choices
- Supporting pupils to develop self-management and self-belief

This is further supported through the **Skills for Life curriculum and Zones of Regulation interventions**, which enable pupils to understand behaviour and responsibility.

Floor Charters

Floor Charters translate our values into everyday practice.

We have one golden rule:

Treat others the way you want to be treated

Floor Charters:

- Are developed collaboratively with pupils
- Are based on selected UNCRC rights
- Use language meaningful to different age groups
- Are displayed and agreed by all pupils and staff
- Set out both rights and the actions needed to uphold them

They form the foundation for:

- Rewards
- Consequences
- Behaviour expectations

Importantly, they allow flexibility to reflect pupils' developmental needs while maintaining consistency.

A nurturing and trauma-informed approach

At Bridgelea, our approach to behaviour is rooted in nurture and trauma-informed practice. We recognise that many of our children have experienced adversity and that this can impact how they feel, learn and behave. We therefore seek to understand what has happened to the child, rather than what is wrong with them, ensuring that all responses are non-judgemental, curious and empathic attitude towards behaviour. Staff are supported to focus on the feelings and emotions driving behaviour, rather than the behaviour alone. This approach recognises that behaviour is often a response to stress, trauma or unmet need.

Children's learning is understood developmentally

We recognise that children are at different stages of emotional, social and cognitive development. Effective conditions for learning—planning, pitch, pace and participation—are carefully matched to individual need. When learning is appropriately scaffolded, children are more able to engage, regulate and succeed.

The classroom offers a safe base

We prioritise creating environments that are predictable, structured and relational. Clear routines, consistent expectations and supportive adults help children feel safe. A strong sense of safety underpins both engagement in learning and positive behaviour.

The importance of nurture for wellbeing

We understand that wellbeing and learning are inseparable. Children need to feel understood, valued and supported in order to access the curriculum. Staff respond with warmth, consistency and care, recognising that positive relationships are central to improving behaviour.

Language is a vital means of communication

Definitions of Behaviour

To ensure consistency and clarity, behaviour at Bridgelea is understood through the following definitions:

- **Unsocial behaviour**
  Behaviour that is not aligned with expectations but does not cause harm to others (e.g. disengagement, refusal, low-level disruption). This is understood as **communication of need** and is primarily addressed through support and adaptation.
- **Antisocial behaviour**
  Behaviour that impacts others or the environment (e.g. disruption, verbal aggression, damage). This requires both **support and consequence**.
- **Serious behaviour**
  Behaviour that poses a **risk to self, others or property**, including physical aggression, absconding or sustained unsafe behaviour. This requires an **immediate safeguarding-led response**.

Staff respond by considering:

➡️ the **level of risk**
➡️ the **underlying need**
➡️ the **developmental stage of the child**

We use language intentionally to support understanding and reduce stigma. At Bridgelea, we use consistent, non-judgemental language that focuses on need rather than blame:

- Difficult/dangerous/unsocial or anti-social behaviour
- A child is in crisis, dysregulated or distressed
- A child is attention needing or attachment seeking, not attention seeking
- A child has additional needs

This shared language helps all adults respond consistently and reinforces our inclusive, respectful culture.

All behaviour is communication

We recognise that all behaviour provides information about a child's internal state. Children are not deliberately choosing to disrupt; their behaviour reflects their feelings, experiences and current ability to regulate. Staff take a curious, non-judgemental approach, seeking to understand underlying needs and respond appropriately through support, setting boundaries and logical consequences.

Children displaying anti-social behaviours are regarded as vulnerable rather than troublesome. As a school, we take collective responsibility for identifying and addressing these needs through supportive, responsive practice.

Transitions are significant in the lives of children

Transitions—within lessons, between activities and across the school day—are carefully planned and supported. Predictability, preparation and clear structures help reduce anxiety and support children to remain regulated and engaged.

See Appendix 2 for a detailed mapping of nurture principles and UNCRC rights to practice at Bridgelea.

Co-regulation as the foundation

Anchored within our ethos is **co-regulation**, which underpins both nurture and trauma-informed practice.

Co-regulation is the foundation of our approach:

- Adults provide a calm, consistent and attuned presence
- Adults model appropriate emotional responses and language
- Relationships are prioritised to support connection and trust
- Children are supported to regulate **before** self-regulation is expected

Through repeated, supportive interactions, children gradually develop the internal skills needed to manage their own emotions and behaviour over time.

Embedded practice

Staff develop a deep understanding of each child, including their SEND, through ongoing training and reflective practice. Teaching is adapted to remove barriers, support engagement and promote success.

By creating the right conditions for learning and responding to behaviour through a nurturing, trauma-informed lens, we enable children to feel safe, understood and ready to learn—leading to improved outcomes in both behaviour and engagement.

Relational Practice: The following section outlines how these nurture principles are enacted in daily practice.

Our approach is underpinned by strong relationships, consistent adult responses and a clear understanding that behaviour is communication. The following principles describe how this is enacted daily across the school.

Developing trusting relationships

Positive relationships are at the heart of our approach. We recognise that children can only regulate, engage and learn when they feel safe within secure relationships.

- At the start of each school year, there is a clear focus on building relationships with all children
- Transition programmes enable children to meet their new class and teacher before starting, supporting familiarity and reducing anxiety

- Children joining throughout the year are supported through planned transition visits
- Relationships are actively developed every day through kindness, connection, listening and consistent adult presence
- All children should feel safe, valued, respected and liked by adults

Strong relationships form the foundation for co-regulation and positive behaviour.

Praise and positive reinforcement

We actively promote and reinforce pro-social behaviour through a culture of noticing and celebrating success.

- Staff 'flood the positive' by catching children getting it right
- Praise is personalised and may be public or private depending on need
- Examples include:
    - Positive facial expressions and non-verbal encouragement
    - Displays recognising effort and achievement
    - Personalised compliments and recognition
    - Phone calls home or positive feedback at the classroom door
- Predictable behaviours are supported through proactive, personalised strategies
- Any discussion about non-pro-social behaviour is conducted privately to maintain dignity and reduce attention to negative behaviour

This approach supports children to feel successful, valued and motivated.

Adults as role models

Adults consistently model the behaviours, language and emotional responses we want children to develop.

- All adults demonstrate calm, regulated and respectful behaviour
- Staff speak respectfully to and about children and each other
- Pro-social behaviour is explicitly taught and reinforced through everyday interactions
- Adults model emotional awareness by naming feelings and demonstrating how to manage them
- Children are taught that all feelings are valid and that there are safe, appropriate ways to respond

This consistent modelling helps children learn through observation and experience.

Consistency and shared language

Consistency is essential in creating a safe and predictable environment.

- All staff use consistent approaches, expectations and responses
- Staff are trained regularly (e.g. Team Teach, nurture and restorative approaches) to ensure shared understanding
- This policy is reinforced through training, briefings and induction
- Agreed scripts are used across school to reduce anxiety and provide clarity, for example:
    - "Help is available"
    - "When and then"
    - "Take a minute"
    - "Let's walk to safe base"
    - "Kicking finished"

These scripts:

- Acknowledge feelings
- Offer support
- Reduce perceived threat
- Promote regulation

A consistent approach ensures children feel secure regardless of the adult supporting them.

Structure, routines and clear expectations

We create environments that are high in both nurture and structure.

- Clear, predictable routines help children feel safe and prepared
- Visual timetables and structured lessons support understanding
- Changes to routine are explained clearly and may be supported through:
    - Social stories
    - Now and next boards
    - Communication with parents/carers
- Expectations and boundaries are clear, consistent and developmentally appropriate

This structure reduces anxiety and supports engagement and positive behaviour.

Supporting transitions

Transitions are recognised as significant and are carefully managed.

- All transitions (daily, between activities, between classes or phases) are planned and supported
- Children are prepared for change through clear communication and visual supports
- Staff recognise that change can trigger anxiety, particularly for children who have experienced adversity
- Additional support is provided where needed to maintain regulation

Careful transition support helps children remain safe, calm and ready to learn.

Comfort, forgiveness and restorative approaches

We promote a culture of repair, reflection and fresh starts.

- Children are supported to return to learning following difficulty
- Adults model forgiveness, empathy and calm responses
- Behaviour is understood as a sign that a child may not feel safe or regulated
- Staff focus on identifying triggers and supporting de-escalation
- Conversations about behaviour take place only when the child is regulated, which may be later or the following day

This approach protects dignity, builds trust and supports long-term behaviour change.

Co-regulation as the foundation

Co-regulation underpins all aspects of practice.

- Adults provide calm, consistent and attuned support
- Relationships are prioritised to build trust and safety
- Children are supported to regulate before self-regulation is expected
- Adults model emotional regulation and provide scaffolding for children

Through repeated co-regulation, children develop the skills needed to manage their own emotions and behaviour over time.

Approach to Behaviour

At Bridgelea, nurture, Rights Respecting values and trauma-informed practice **permeate all aspects of school life**, including the curriculum, relationships and behaviour systems.

Our approach is structured through four key principles based around the trauma-informed framework created by neuroscientist Dr. Bruce Perry. It dictates that you MUST help a distressed individual calm their nervous system, feel safe and connect emotionally before you can expect them to think or rationally learn:

Make safe → Regulate → Relate → Reason

Make safe – Creating Safety, Structure and Belonging

We establish a safe, predictable and inclusive environment, recognising that children need to feel secure before they can regulate and learn.

This includes:

- Highly structured routines and differentiated expectations
- Personalised support through pupil profiles and communication systems
- Open communication with parents/carers
- Ongoing staff training in nurture, attachment and trauma-informed practice

Children develop a strong sense of belonging through:

- Relationships-first practice
- Safe base provision
- Consistent expectations and routines

A graduated response supports early identification of need through:

- Floor Meetings
- Communication with families
- Retreat referrals

Retreat provides both proactive and responsive intervention support tailored to individual needs.

Regulate – Supporting Emotional Development – (Soothe the Brain Stem)

We support pupils to develop strategies to manage their emotions and behaviour.

- Communication Charts identify personalised regulation strategies
- Staff use calm tone, scripts and body language
- Co-regulation supports pupils through moments of dysregulation

This is supported through:

- Structured routines and visual timetables
- Bespoke reward systems
- Zones of Regulation
- Retreat-based interventions
- Use of rhythmic, repetitive actions like deep breathing, sensory tools and calm movements

Relate – Building Strong, Trusting Relationships – (connect with the Limbic system)

At Bridgelea, we "understand people".

- Staff develop a deep understanding of each pupil's experiences
- Behaviour is approached with curiosity and empathy
- Relationships are prioritised over punitive responses
- Staff foster trust and empathy
- Emotions are validated and children are supported to manage them

We promote:

- Unconditional positive regard
- A fresh start approach
- Reflection and repair when relationships are strained

Strong relationships are built with:

- Pupils
- Families
- External agencies

Safeguarding is embedded through:

- Effective information sharing
- Strong multi-agency working

Reason – Supporting Growth and Change – (Engage the Neocortex)

Reason and reflection supports pupils to understand themselves and their behaviour over time.

- Post Incident Learning is personalised and carried out when pupils are ready
- Conversations are supportive and avoid shame
- Staff help pupils make sense of their experiences

This approach supports:

- Development of trust and relationships
- Movement from self-reliance to help-seeking
- Positive identity and emotional wellbeing

Staff also:

- Support families with Early Help

- Work collaboratively with external agencies
- Maintain a strong multi-agency approach

Ongoing Reflection and Evaluation

We ensure continuous improvement through:

- Regular EHCP and progress reviews
- Termly or half-termly meetings with families and professionals
- Monitoring of academic, social and emotional development

Celebration systems reinforce positive behaviour:

- Weekly certificates linked to Rights Respecting values
- Skills for Life recognition
- Raffle systems and wider rewards

Partnership with Families

Strong partnerships with families are essential.

- Parents/carers are actively involved in behaviour and relationship discussions
- Communication includes:
    - Reach More Parents
    - Meetings and workshops
    - Phone calls and targeted support

This ensures consistency between home and school.

Roles and Responsibilities

Clear roles ensure consistency, accountability and effective implementation:

The Governing Board

- Reviews and approves the behaviour policy and statement of principles
- Holds leaders to account for implementation and impact

The Headteacher

- Ensures the policy is implemented consistently
- Monitors behaviour systems, data and safeguarding links
- Ensures staff are trained and supported

Staff

- Implement the policy consistently and relationally
- Model positive behaviour and language
- Record and respond to behaviour accurately
- Adapt approaches to meet individual needs

Parents and Carers

- Work in partnership with the school

- Share relevant information
- Support agreed approaches and strategies

Safeguarding and Inclusion

All behaviour principles are underpinned by safeguarding:

- Behaviour is considered within the context of individual need and vulnerability
- Staff identify where behaviour may indicate risk
- A whole-school safeguarding culture is maintained

Suspension and Permanent Exclusion

The school may use suspension or permanent exclusion in response to **serious incidents**, or where **persistent behaviour has not improved despite appropriate support, interventions and in-school sanctions**.

All decisions will be made in line with **DfE statutory guidance on suspension and permanent exclusion (2026)** and will reflect the school's commitment to safeguarding, inclusion and proportionality.

Principles

- Suspension and exclusion are used **only as a last resort**
- Decisions are made by the **headteacher**
- All decisions are **lawful, reasonable, fair and proportionate**
- The school will consider the **individual needs and circumstances** of the pupil, including:
    - SEND
    - Social, emotional and mental health needs
    - Safeguarding vulnerabilities
- The school will ensure that **discipline does not discriminate unlawfully against any pupil**

Safeguarding and Inclusion

In line with the Ofsted Education Inspection Framework, safeguarding is integral to behaviour management; behaviour, attendance, wellbeing and safeguarding are considered as interconnected indicators of risk and pupil need.

At all levels, support and consequence operate together: consequences address the behaviour, while support addresses the underlying need.

Before making a decision, the school will consider whether:

- The behaviour may be linked to a **safeguarding concern**
- Additional support or intervention is required
- All **reasonable adjustments** have been made for pupils with SEND
- A **multi-agency response** is required

Where appropriate, the school will:

- Seek advice from the **Designated Safeguarding Lead (DSL)**
- Consider referral to **early help or children's social care**
- Work with external professionals to support the pupil

Behaviour Beyond the Classroom

The school's expectations apply:

- In school
- On educational visits
- Travelling to and from school
- Online and in the community where pupils are identifiable

Where behaviour outside school:

- Poses a risk to others
- Affects the safety or wellbeing of pupils
- Impacts the orderly running or reputation of the school

The school will respond **proportionately and in line with safeguarding principles**.

Where behaviour may constitute a **criminal offence**, the school will:

- Work with external agencies, including the police where appropriate
- Maintain a safeguarding-first approach
- Continue to support the pupil alongside any investigation

Graduated response

Suspension or exclusion will only be considered after a **graduated response**, which may include:

- Personalised support and intervention
- Behaviour plans or contracts
- Retreat provision and targeted interventions
- Multi-agency involvement

In exceptional circumstances (e.g. where there is a **serious risk to safety**), immediate suspension may be necessary.

Following suspension or exclusion

The school will:

- Work with parents/carers and relevant professionals to support the pupil
- Put in place a **reintegration or support plan** where appropriate
- Ensure continuity of education in line with statutory requirements
- Monitor outcomes to reduce the risk of recurrence

Levels of Response

Please read alongside Appendix 4: Co-regulation Strategy

At Bridgelea, behaviour is understood as communication. Staff respond through a **graduated, relational and consistent approach**, with increasing levels of support based on **need, risk and regulation**.

At all levels, support and consequence operate together: consequences address the behaviour, while support addresses the underlying need.

At Bridgelea, "Safe Base", "Retreat" and structured internal provision are part of a continuum of support spaces used to support regulation and learning, rather than punitive isolation.

Level 1 – Universal Support (Regulation and Prevention)

At this level, pupils are supported through **consistent, high-quality classroom practice**.

- Staff use **dynamic risk assessment** to identify where a pupil is within the arousal cycle
- Emotion coaching strategies are used to:
    - Name feelings
    - Identify triggers
    - Support understanding

This is supported through:

- **Quality First Teaching (QFT)**
- Personalised strategies identified in:
    - One Page Profiles
    - Communication Charts

Staff use **help scripts** to support regulation and prevent escalation, for example:

- "I can see something has happened, I'm here to help"
- "You talk and I'll listen"
- "I wonder if you are feeling… because…"

Promoting positive behaviour

Rights Respecting language is used to reinforce positive choices:

- "You are respecting their right to…"
- "How do we respect…?"

Pupils are supported through:

- **Zones of Regulation**
- Explicit teaching of emotional literacy and regulation
- In-the-moment **restorative conversations**

At this level, the focus is on: ➡️ **Prevention → Regulation → Connection → Engagement**

Level 2 – Targeted Support (De-escalation and Recovery)

When a pupil shows signs of escalation, additional support is provided.

- Pupils receive **1:1 adult support**
- Staff use **de-escalation strategies** and minimise language (linked to ELKLAN practice)
- Communication Charts guide individualised strategies

Support may include:

- Use of **safe base chairs or spaces**
- Access to **Safe Base or Retreat** if required

- Encouragement to self-regulate and return to learning as quickly as possible
- Positive reinforcement when re-engaging

Where necessary:

- Pupils may be **guided or supported physically** in line with agreed strategies

Post-incident learning

Once regulated, pupils take part in a **'Listen, Link, Learn' conversation**, supported by:

- Elklan friendly approaches
- Visual supports
- Guided reflection

Focus: ➡️ **Co-regulation → Regulation → Reflection → Re-engagement**

Level 3 – Intensive Support (Risk Management and Safety)

At this level, behaviour presents an **increased risk to self, others or property**.

Staff will:

- Continue using Level 1 and 2 strategies
- Prioritise **safety and risk reduction**
- Use **calm, non-confrontational responses**
- Consider what action is **necessary, reasonable and proportionate** to the risk displayed

Additional support

- Seek support from senior leaders and Team Teach Tutors where required
- Use **safe base rooms or appropriate spaces**
- Provide reassurance and avoid discussion until the pupil is regulated

Situations may include:

- Significant or repeated verbal or physical aggression
- Serious damage to property
- Risk to others
- Prolonged or repeated dysregulation
- Discriminatory or abusive language

Restrictive intervention

Where necessary, and as a last resort:

- Physical intervention may be used in line with policy
- It will be:
    - Proportionate
    - Time-limited
    - Focused on safety

Post Incident Learning (All Levels)

Restorative practice is central to our approach.

All pupils are supported to:

- Reflect
- Repair relationships
- Learn new strategies

Using **Listen, Link, Learn**:

- **Listen** – What happened?
- **Link** – How did you feel?
- **Learn** – What could you do differently?

Additional restorative questions:

- Who has been affected?
- What do you need to feel better?
- What can we do next time?

This is:

- Personalised
- Supported with visuals where needed
- Completed when the pupil is emotionally ready

Serious Incidents and Logical Consequences

Repeated or serious incidents may include but are not limited to:

- Absconding from site
- Physical assault
- Serious disruption

In these cases:

- Pupils may work in **internal exclusion** to:
    - Maintain safety
    - Acknowledge impact on others
- Reasonable adjustments are made to support reintegration

Support may include:

- Solution circles
- Reintegration planning
- SENCO/SLT involvement

Reintegration Following Suspension

Where a suspension occurs:

- A **Reintegration Plan** will be developed or reviewed

- A **reintegration meeting** will take place with:
    - Parent/carer
    - Pupil
    - Class team
    - SLT

This will:

- Review the incident
- Agree support strategies
- Consider phased return where appropriate

Where necessary:

- Additional provision may be put in place (e.g. 1:1 support, alternative provision)

Reduced Timetables

The school recognises that all pupils are entitled to a **full-time education**.

- Reduced timetables are:
    - Used only in **exceptional circumstances**
    - **Time-limited**
    - Agreed with parents/carers
    - Reviewed regularly

They may be considered where:

- Pupils are returning after absence
- There are medical or mental health needs
- A phased reintegration is required

All reduced timetables:

- Are recorded as **authorised absence**
- Aim for a return to **full-time provision as soon as possible**

Reintegration, Safety and Monitoring

Reintegration Plans

A **Reintegration Plan** is implemented for pupils at risk of suspension or exclusion.

- The plan sets out **clear targets, strategies and support** to enable the pupil to successfully return to full engagement
- It is **closely monitored over a defined period**, with regular review points
- Additional interventions may be introduced, including:
    - Targeted support
    - Retreat provision
    - Multi-agency involvement
    - A short-term personalised or reduced timetable (where appropriate and agreed)

A **demonstrable improvement in behaviour and engagement** is expected to reduce the risk of exclusion.

Absconding

The safety of pupils is paramount. Where a pupil attempts to leave the building:

- Staff will follow the pupil, maintaining **safe supervision**, but only to the **boundary of the school site**
- The pupil will be reminded, where appropriate, of:
    - Safety expectations
    - That parents/carers and the police may be informed if they leave supervision

If the pupil remains in sight:

- Staff will continue to observe and support, encouraging return to the building

If the pupil moves out of sight:

- Parents/carers will be contacted immediately
- The police will be informed

Where risk is higher (as identified on Communication Charts or risk assessments):

- A member of staff may continue to follow beyond the boundary, having:
    - Informed a senior leader
    - Taken a school mobile phone
- Staff will use **dynamic risk assessment**

For pupils identified as at risk of absconding:

- A **specific absconding risk assessment** will be in place

The school maintains responsibility for safeguarding the pupil until they are:

- Returned safely, or
- Handed over to a parent/carer or appropriate authority

Communication with Parents and Carers

We work in close partnership with parents/carers to support positive behaviour outcomes.

- Parents are informed **early** of concerns
- Incidents of unsocial or anti-social behaviour are communicated promptly
- Families are encouraged to share information from home to support understanding of the child

Where concerns persist:

- Review meetings are arranged (led by SENCO or SLT)
- These focus on:
    - Health and safety risk to the child or others
    - Progress and strengths
    - Areas of need
    - Agreed strategies and interventions

Plans may include:

- Pastoral Support Plans
- Risk Assessments or Safety Plans
- Reintegration Plans

Parents are expected to attend meetings (with remote options available where needed).

Safety and Support Plans (RAMPs)

A **Safety and Support Plan (RAMP)** will be implemented where risk to a pupil or others is identified, including following incidents of:

- Sexual harassment
- Sexual violence
- High-risk behaviours

Plans will:

- Identify risk to:
    - Victim
    - Perpetrator
    - Other pupils
- Outline clear expectations and supervision
- Detail intervention and support strategies
- Ensure all staff understand their **duty of care**

Sexual Harassment and Sexual Violence

The school adopts a **zero-tolerance approach**.

All incidents will be:

- Taken seriously
- Acted upon promptly
- Never dismissed as "banter" or low-level

Pupils are encouraged to report concerns at all times.

The school's response will be:

- **Proportionate**
- **Considered**
- **Supportive**
- Based on a **case-by-case risk assessment**

This may include:

- Managing internally
- Early Help referral
- Referral to Children's Social Care
- Police involvement

(See Safeguarding Policy for full procedures)

Pastoral support will also be provided to:

- The pupil making the allegation
- The individual accused

Managing Allegations

Where an allegation is made against a member of staff or another pupil, the school will:

- Follow safeguarding procedures
- Seek advice from the **Designated Safeguarding Lead (DSL)**
- Involve the **Local Authority Designated Officer (LADO)** where appropriate

Where an allegation is found to be **unsubstantiated, unfounded or malicious**, the school will:

- Consider whether the pupil may require support
- Respond proportionately, recognising that this may be a communication of need
- Provide support for both the individual making the allegation and the person subject to it

The school will ensure that **all individuals are treated with dignity, fairness and care throughout**.

Confiscation

Prohibited or harmful items will be confiscated in line with DfE guidance.

- Prohibited items will **not be returned to pupils**
- Other items may be returned following discussion with:
    - Senior leaders
    - Parents/carers

Searching, screening and confiscation procedures are conducted in line with statutory guidance and detailed in the **Search and Screening Policy**.

Child Protection Considerations

Where behaviour raises safeguarding concerns:

- The safeguarding policy will take precedence
- Behaviour responses will be adapted accordingly
- Social workers or external agencies will be informed where involved

Any adjustments to provision (e.g. timetable changes) will be made **with safeguarding considerations at the forefront**.

Monitoring and Review

The behaviour policy will be:

- Reviewed **at least annually** by the Headteacher and Management Committee
- Reviewed more frequently where monitoring identifies a need

Monitoring includes:

- Behaviour data analysis (including trends and groups)
- Evaluation of interventions and outcomes
- Feedback from staff, pupils and families
- Monitoring will include analysis of behaviour data, evaluation of impact over time, and scrutiny of outcomes for vulnerable groups.

Monitoring, Recording and Review

Behaviour is monitored to ensure consistency, effectiveness and equity.

The school uses:

- **Learntrek** to log incidents
- **Communication Charts** and **One Page Profiles** to track patterns and needs

Leaders:

- Review behaviour data **regularly (weekly/termly)**
- Analyse trends, including vulnerable groups
- Evaluate the impact of interventions and provision

Monitoring ensures that:

- Responses are **fair and proportionate**
- Support is targeted effectively
- Practice continues to improve over time

Consultation

Governors

- Governors have been consulted throughout the development of this policy
- Their feedback has been incorporated and the policy formally ratified

Parents and Carers

- Parents/carers have been consulted and informed of the policy
- The policy is available on request and supports partnership working

Staff

- Staff are consulted annually (Summer term)
- Feedback informs ongoing development and refinement

Review

These principles are reviewed regularly by the governing body to ensure they:

- Remain compliant with statutory guidance
- Reflect the school's ethos
- Continue to promote positive behaviour and safeguarding

🌱 Bridgelea Approach to Behaviour (Appendix 1)

Nurture • Trauma-Informed • Co-Regulation

🧠 1. Understand the Child

➡️ *What is the behaviour telling us?*

- Behaviour = communication
- Focus on feelings, not just actions
- Children are **vulnerable, not troublesome**
- Ask: *What has happened to this child?*

🤝 2. Build the Relationship

➡️ *Connection before correction*

- Warm greetings every day
- Listen, notice, show interest
- Children feel **safe, valued, liked**
- Strong relationships = better regulation

🛑 3. Co-Regulate First

➡️ *Adults regulate → children learn to regulate*

- Stay **calm, consistent, curious**
- Reduce threat, offer support
- Use scripts:
  "Help is available" | "Take a minute"
- Regulate **before** expecting compliance

🏫 4. Create Safe, Predictable Classrooms

➡️ *Structure reduces anxiety*

- Clear routines & expectations
- Visual timetables / now & next
- Prepare for change
- Match **pitch, pace and participation** to need

🔁 5. Teach & Model Behaviour

➡️ *Children learn from adults*

- Model calm, respectful behaviour
- Use positive phrasing
- Teach emotions + how to manage them
- *"Children can't be what they can't see"*

🌟 6. Notice the Positive

➡️ *Catch children getting it right*

- Praise effort and success
- Personalised recognition
- Quiet praise / public celebration
- Reduce "airtime" for negative behaviour

🧭 7. Use Consistency & Shared Language

➡️ *Same message, every adult*

- Agreed scripts reduce anxiety
- Non-judgemental language:
  - "Dysregulated"
  - "In crisis"
  - "Attention needing/Attachment seeking"
- Consistency = safety

🔁 8. Support Transitions

➡️ *Change can trigger anxiety*

- Prepare in advance
- Use visuals / clear explanations
- Support small transitions (lesson → playground)
- Reduce uncertainty

💛 9. Restore & Repair

➡️ *Every day is a fresh start*

- Stay calm and empathetic
- Allow time to regulate before conversations
- Focus on repair, not blame
- Model forgiveness

🔑 The Golden Thread

➡️ **Safe → Regulate →Relate → Reason→ Ready to Learn**

- Children feel safe
- Children co-regulate with adults
- Children have an emotional connection with adults
- Children learn to self-regulate over time

📌 In Practice

✅ Be curious, not judgemental
✅ Focus on connection first
✅ Use consistent language and scripts
✅ Adapt the environment, not just the child

🌱 Bridgelea Nurture + Rights Mapping Table (Appendix 2)

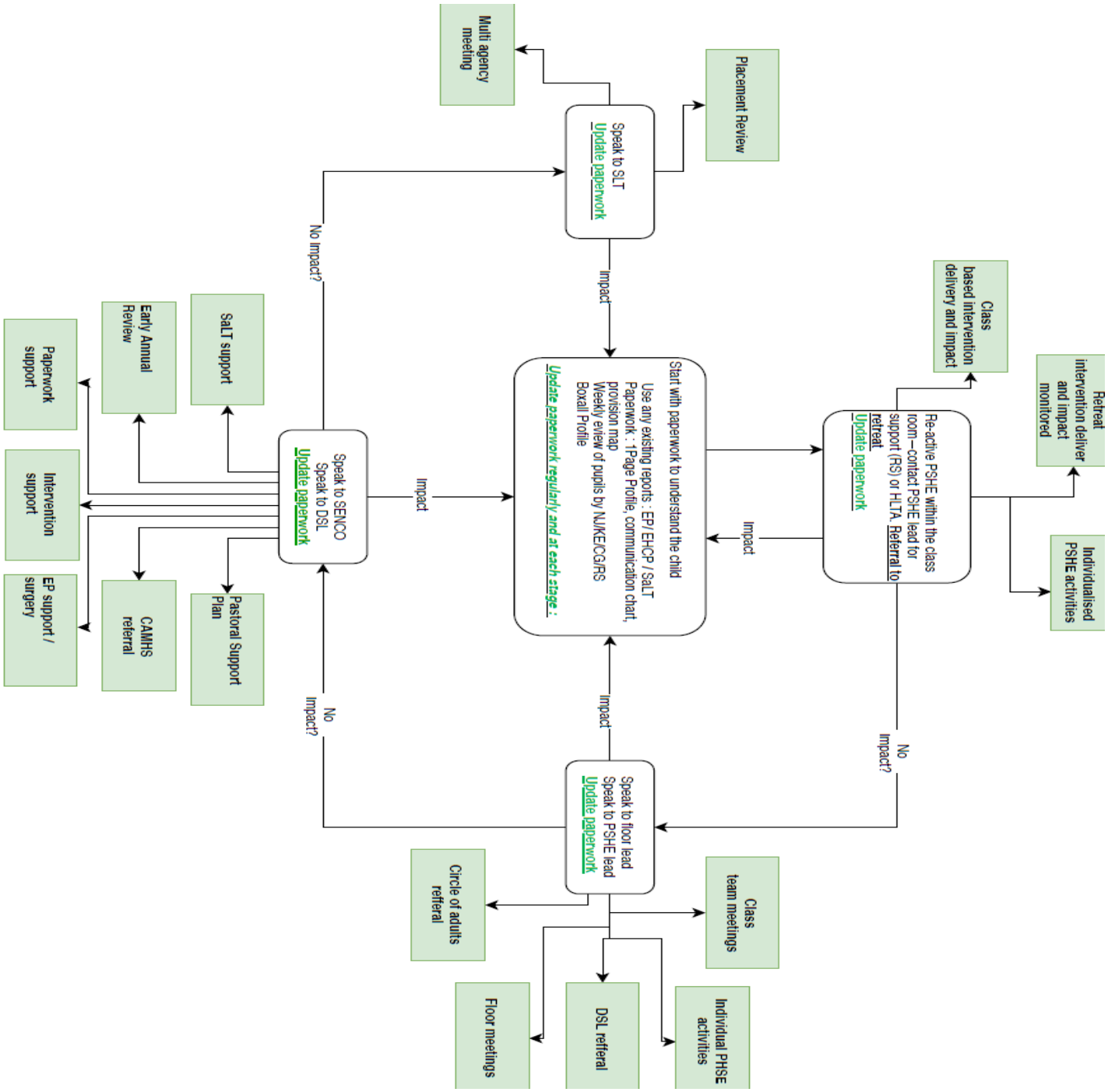
How our principles are lived every day

Nurture / Rights Principle	What this means	What this looks like at Bridgelea
🧠 **Learning is understood developmentally**	Children's behaviour and learning reflect their stage of development, not just their age	• Differentiated timetables, expectations and targets • One Page Profiles, Boxall Profiles, Communication Charts • Graduated response through Level 1–3 support • Personalised reintegration plans and interventions
🏫 **The classroom offers a safe base**	Pupils need to feel physically and emotionally safe before they can learn	• Highly structured routines and predictable environments • Safe base spaces in classrooms and Retreat • Visual timetables, consistent expectations • Strong relationships and daily meet-and-greet
💛 **Nurture supports wellbeing**	Emotional wellbeing is fundamental to behaviour and learning	• Zones of Regulation, mindfulness, emotional literacy teaching • Retreat interventions (e.g. anxiety, anger, social skills) • Post Incident Learning and restorative support • Staff prioritise connection before correction
🗣️ **Language is a vital means of communication**	Children need support to express themselves and understand others	• Emotion coaching and help scripts ("I can see…", "I wonder if…") • ELKLAN-informed communication approaches • Consistent, non-judgemental language (e.g. "dysregulated", "in crisis") • Explicit teaching of emotional vocabulary
💬 **All behaviour is communication**	Behaviour reflects unmet needs, feelings or experiences	• Curiosity-led approach: "What is this child telling us?" • Behaviour linked to Communication Charts and triggers • Staff consider safeguarding, SEMH and contextual factors • Support prioritised alongside consequences
🔄 **Transitions are significant**	Change can trigger anxiety and dysregulation	• Transition visits and gradual starts • Clear preparation for changes in routine • Now/next boards, social stories • Retreat and additional support at key transition points

🌍 Rights Respecting Principles (UNCRC)

Right	What this means	What this looks like at Bridgelea
🛡️ **Article 19 – Right to be safe**	Children must be protected from harm	• Strong safeguarding culture embedded in behaviour systems • Safe base, Retreat and risk assessments • Clear procedures for safeguarding-linked behaviour
⚖️ **Article 2 – Equality / non-discrimination**	All children are treated fairly and equally	• Personalised support to meet individual needs • Monitoring of behaviour data (e.g. IRIS) for disproportionality • Inclusive practices and adjustments for SEND
🗣️ **Article 12 – Right to be heard**	Children's views are valued and respected	• Floor Charters co-created with pupils • Pupil voice in behaviour discussions and reviews • 'Listen, Link, Learn' restorative conversations
📚 **Article 28 – Right to education**	Every child has the right to access learning	• Behaviour systems protect learning environments • Graduated response supports engagement • Reintegration and reduced timetable plans support access
🌱 **Article 29 – Education develops the whole child**	Education supports social, emotional and moral development	• Skills for Life curriculum • Emotional regulation teaching and nurture provision • Focus on resilience, relationships and independence

Appendix 3 Graduated Response



Appendix 4

Co-Regulation in Practice
Adults will: • Use calm voice, body and pace • Stay physically and emotionally available • Consider then gently lead emotional state • Reduce language during escalation • Offer safe choices • Model regulation strategies • Prioritise **connection before correction**
At Bridgelea we aim to move children from co-regulation (adult support) → guided regulation → independent self-regulation.

Co-regulation section Behaviour Policy linked to Risk and Restraint Reduction Strategy for **Withington and Ground floor** (our developmentally younger students)

Below is how we expect our Staff to conduct themselves when in school.

Be safe	Be Ready	Let's Learn
Key Nurture principle:  	Key Nurture principle:  	Key Nurture principle: 
How we praise children being safe: **Well done i can see safe behaviour you are...** • Feet on the floor • Hands by your side • Empty hands • Good listening • Looking at me • Showing me that you are listening • Using an inside/quiet voice • "You're looking at me, which shows me you are listening."	**How do staff praise children being ready:** **Actions:** • Staff give out raffle tickets • Staff can award children with additional reward time for after learning • Thumbs up • High fives **Scripts:** Thank you NAME, I can see you are ready	**How do staff praise children learning-link to Rights.** Staff use: • Verbal praise • Prize boxes • High fives • Reward time • Raffle tickets for Rights and Skills • Sticker charts • Positive phone call home • Personalised reward (time with a friend, retreat time) • Showing work to other people (peers/adults/SLT)

Scripts: • You have respected your right to a clean and safe environment (Make this really specific so that the children know exactly what they are doing that is safe)	Well done to NAME, for, HOW THEY ARE SHOWING READY. I can see NAME is earning their... Well done for sitting and being safe Well done, I can see you are ready to learn Thank you for... (small things too)	**Scripts:** NAME, I can see you respecting your right to learn. NAME, I can see you are respecting your friends right to learn. I can see NAME is keeping a clean, safe environment. I can see NAME is respecting peoples right to an opinion
Scripts to challenge negative behaviour: I have noticed WE are not safe...let's do... I can see we are not safe...lets How can we help each other be safe... (DO NOT mention the negative behaviour-science behind it neurons are built by repetition, if we want to build positive behaviour we need to model and repeat the positive we want to see).	**Scripts to challenge negative behaviour:** I have noticed WE are not ready... I can see we are not ready...lets How can we help each other be ready... Do we need? E.g. more minutes I can notice you seem _____ would you like to talk or some space? I know finishing __is hard but we can come back to it after. _____ now _____ next If you are not readt now it's okay. Can you let me know when you are?	**Scripts to challenge negative behaviour:** I have noticed WE are not learning... I can see we are not learning...lets How can we help each other learn... I have noticed we've not started, is there something wrong? Shall we do this together? Do you know _____? I'm not sure if I do. Shall we do ____ and then have a break?
How do adults model being safe: When children become dysregulated we... • play with a ball • complete a puzzle • do 10 star jumps- • mood change ideas	**How do adults' model being ready:** **On arrival:** • Say the child's name, hello and notice something positive about them	**How do adults model learning:** **In Lessons:** • Sitting at table, engaging with learning • Hands up to answer questions

• model something different- SHOW them what we want to see • sit with the children during learning and at the nurture table for snack and lunch • Copy the attention grabber (model to pupils) • Engage with learning to support the class • I can see NAME is being safe by ____, well done • Demonstrate how to use equipment safely • Putting cutlery/plates/kettles away and unplugging electrics • Stack chairs when not in use • Tidy equipment away, encourage and praise others that help them put equipment in cupboard/Nurture room • Showing respect for environment/equipment • Model positive language • Calm voice • Sitting and listening • Safe/calm body language • Modelling manners • Using language that is simple and clear • Asking to sit next to someone • Asking to touch someone (Hug/high 5) • Praising each other when showing the above • Model good friendships with staff, showing professionalism and respect • Encourage children to apologise • Clear expectations and boundaries	• Greet them with a positive attitude • Walk together into class • Have Early Bird ready • Offer breakfast • Lunch list • Interact with children • Classroom ready and staff prepared/ on time • Listening to instructions **For Lessons:** • Sit at the table modelling • Engage with the lessons • Hands up to answer questions • Chat with children about their work & join in with discussions • Re-engage children, remind of good listening • Listening whilst adult is talking/not speaking to the children **For Lunch:** • Sit at the lunch table, modelling good manners • Play appropriate games • Use inside voices • Engage in dialogue with children • Table is ready • Modelling washing hands • All sat before handing out the dinners **For Breaktimes:** • Interact with the students • Play games • Model turn taking • Don't pick up children • Model safe play/apologising • Verbal reminders • Lining up quietly • Coat on if necessary	• Re-engage children in learning • Rewarding with raffle tickets/praise • Paying attention • Asking questions • Supportive touch • Telling children who their adult is **At Breaktimes** • Interaction with students • Model how to turn take and share • Play with the children • Model accepting disappointment • Model positive social interactions • Positive language • Leading • Teamwork • Following rules • Model letting everyone join in • Encourage participation • Choice of activities

We support challenging behaviour and dysregulation by co regulating with children we:	**If children aren't ready we try to support them by:**	**If children aren't learning, what can we do to support them:**
• We show calm bodies, voice and actions/movements. • Play with a ball • Complete a puzzle • Do 10 star jumps • Mood change ideas • Model something different – SHOW them what we want to see • Sensory circuit • Use distraction • Offer alternative choices • Praise for the safe choices/behaviours they have previously made • Offer time outside/ in the hall	• Regulation time • Positive encouragement • Humour • Reminders – success, consequences • Sensory circuits • Give space • Distraction • Trying different explanations • Simplifying • Asking them what would make them feel ready • Scripts/adjusting these to the child	• Regulation • Reminders – success – consequences • Time out • Change of face • Carousel activities • Wait • Repeat when they are ready • Make sure they understand the task/question by asking them to repeat/summarise • Same thing but different • Incorporate the learning into something they enjoy/ are interested in • Resources to support • Finding if it's the work or environment or another issue • Verbal support and praise • Boost self-esteem/reassurance • Break it down to take the pressure away • Activities of their choice • Play with them on their own but encourage joining others

Co-regulation section Behaviour Policy linked to Risk and Restraint Reduction Strategy for **Middle and Top floor** (our developmentally older students)

Below is how we expect our Staff to conduct themselves when in school.

Be safe "Are you safe?"	Be Ready "Are you regulated?"	Let's Learn "Are you ready to learn?"
Key Nurture principle:  	Key Nurture principle:  	Key Nurture principle: 
How we praise children being safe: **Well done i can see safe behaviour you are...** • Feet on the floor • I like the way you ….. • All 4 chair legs on the floor • Using kind words • Using the equipment safely/sensibly • Managing big feelings • Safe Hands • Bottom on chair, feet on floor • Learn places, thank you • Safe hands and feet • Be aware of triggers for specific children • Good listening • Thumbs up • In your learning space • Facing forward • Showing good listening • Showing a safe body • Respecting everyone's rights to learn • Bespoke gola of the week	**How do staff praise children being ready:** **Actions:** • Staff give out raffle tickets • Verbal praise • Verbalising the desired behaviour • Verbal praise/recognising that they are ready to learn • Drawing children's attention to signage around the room • listening/speak to the child, referencing Skills Builder • 'Well done for…' (Being specific with praise) • 'I can see…is ready (Go round class) • 'Well done for being in your learning place.' • Well done for keeping safe.' • High 5 • Celebrations • Extra break • Raffles • Dojos • Fist bumps • Free time when work is completed • Time on the laptops • Lunch with a friend	**How do staff praise children learning-link to Rights.** Staff use: • Verbal praise • Repeat the vocabulary of right • Linking language to Rights Respecting • Pointing out Rights around the room e.g. 'You have respected yours/their right to learn' • Staff sat with children during learning and praising specific learning • Sharing children's learning during the lesson • Raffle tickets • Dinner with friend/staff • Hall time • Certificates in special breakfast • Prize boxes • Send positive messages home • Bespoke goal of the week

Scripts: (Make this really specific so that the children know exactly what they are doing that is safe) • Well done to X for showing me a safe, relaxed body. • You are respecting everyone's rights to a safe environment.	• Time in Retreat • Time in the hall • Time with preferred staff • Prizes from the prize box • Send positive messages home • Bespoke goal of the week **Scripts:** • Thank you NAME, I can see you are ready • I can see you are ready by the way you are ….. • NAME, you really have respected your right to ____ by …… • I can see X is ready because… • X is looking at me so I know you are ready, well done. • Well done, I can see X is paying attention.	**Scripts:** • NAME, I can see you respecting your right to learn. • Thank you for respecting your right to ____ by …..
Scripts to challenge negative behaviour: • I have noticed WE are not safe...let's do... • I can see we are not safe...lets • How can we help each other be safe... • (DO NOT mention the negative behaviour- science behind it neurons are built by repetition, if we want to build positive behaviour we need to model and repeat the positive we want to see). • Let's wait until everyone is showing they are safe • Let's think about your weekly goal. • DO you need to leave/take a minute on the corridor/safebase? • Calm body • I'll help by…You can help by…	**Scripts to challenge negative behaviour:** • I have noticed WE are not ready... • Remember how we solved this last time … • What can I do to help …. • I understand why you feel …… • What do you need to help you? • What would help you? • Would you like a minute on the corridor? • Let me know when you are ready to … • Would you like to talk about it? • What happened? • Use your words? • Are you ready to talk? • I'll help by…You can help by… • Let's respect our right by…	**Scripts to challenge negative behaviour:** • I have noticed WE are not learning... • I can see we are not learning...lets • I can see you have • We are just waiting for everyone to be ready. • We can start when everyone is ready • Let's think about your weekly goal. • Are you ready to learn? • Can you explain…? • Now it's…then it's… • Remember it's…(success reminder) • When we have …then we can… • Let's respect our right to …by… • I can see that you are almost ready. Let's take a minute then we can start.

• I need to keep you safe, let's …(move away from whatever is unsafe) • I can see you are a bit bouncy, let's go for a movement break • Offer reassurance	• Thank you, X, you are almost ready. We will begin in (time given depending on pupil need).	
How do adults model being safe: When children become dysregulated we... • Consistent verbal instruction • Set example - knife and fork, personal space …. • Remain calm and regulated • Take a minute, if needed • Change of face • Using appropriate distraction • Co-regulation • Sit with children at the nurture table during lunch • Store cutlery in the cupboard • Pour out water from the kettle • Calm voice • Attention grabbers • Adults in learning spaces next to the children • Talk to adults and children with respect • Join in with games • Demonstrate • Engage with learning • Positive language • Counter swearing with 'Did you mean…? • Non-threatening stance • Reminder that staff are not cross, we are just worried • Take deep breaths • Distractions/talking • Giving space • Time on the corridor with a ball/trusted adult • Sit and hold space. An adult's regulated presence is a powerful co-regulator.	**How do adults' model being ready:** **On arrival:** • Say the child's name, hello and notice something positive about them • Do not mention learning yet – wait for readiness • Adults to be sat with pupils ready • Attention grabbers • One voice unless noise is escalating • Dult to ensure early bird is ready (laptops, ec.) • Register ready • Lunch list ready • Visual timetable updated • Ask about day/weekend • Relate to a hobby/like • Class and work ready • Greeting – 'Good Morning' • You are looking ready to do superstar learning today! Fabulous! **For Lessons:** • Sit at the table modelling – work with the children • Use fidgets as example to regulate • Reminding of good listening • Encouraging independence • Now and Next	**How do adults model learning:** **In Lessons:** • Sitting at table, engaging with learning • My TAs sometimes do the worksheet etc alongside children • Help on a 1:1 basis, if needed • Lead by examples- whiteboards on tables • Hands up to answer questions • Model thinking, talking through strategies • Offer examples to encourage children's ideas • Raffles • Join in answering questions • Prompting children to answer • Processing time – let's think/ what do you think? • Encourage peer discussion or talk partners • Behaviour for learning • Modelling respect, listening, hands up, turn-taking • Providing examples **At Breaktimes** • Interaction with students • Model how to turn take and share • Rules of games etc – model • Encourage sportsmanship

	• Have equipment ready • Refer to other pupils making right choices • Model good listening, saying 'It's learning time, I'm listening to Miss/Sir. • Repeat back incorrect sentences correctly • WAGOLL • 'I write/you write' • Share the learning with an adult or peer. **For Lunch:** • Sit at the lunch table, modelling good manners • Compliments • Appropriate conversation starters • Help get lunches ready • Heat up, if needed • Modelling washing hands • Modelling using cutlery • No talking with mouth full **For Breaktimes:** • Interact with the students • Use voluntary time outs to regulate • Play games • Encourage team games • Praise sportsmanship	• Facilitate social interactions with peers and adults • Reminders of freedom and time to let energy go • Join in play • Support pupils to manage big feelings when they lose a game/make a mistake • Shared games • Positive language
We support challenging behaviour and dysregulation by co regulating with children we: • We show calm bodies, voice and actions/movements. • Reduced language • Breathing strategies • Tennis ball on corridor • Time out of class • Time in hall • 3rd choice • Safebase • Change of face	**If children aren't ready we try to support them by:** • Regulation time • Taught strategies • Sensory time • Self-soothe boxes • 5 senses • Timers • Movement break • Change of face • Time out chairs • Distraction • Guessing game if unable to communicate issues, e.g. I wonder are you cross with	**If children aren't learning, what can we do to support them:** • Regulation • Stop and come back to activity • Sensory time • Brain breaks • Reminders of rewards and consequences • Incentives • Timers • Space • Distraction • Talking

• Blanket around them, teddies, ball throwing • Positive touch • Regulation strategy practice • Reassuring words • Sometimes, no words as a dysregulated child will not be able to cognitively process language	an adult/child/someone at home? I wonder if you have been hurt/didn't get what you want/are hungry? • Drawing • Offering choice (but not too much choice as that in itself can be overwhelming) • A relaxed, low-demand start to the day/lesson/activity	• Interest-led learning to engage • AfL • Offer different options to learn using the UDL approach

Appendix 5

🌱 Bridgelea Behaviour Quick Guide (Staff Use)

Nurture • Trauma-Informed • Rights Respecting • Safeguarding First

🔑 The Golden Thread

➡️ Safe → Regulated → Able to Learn

- **Protect** → Create safety
- **Relate** → Build connection
- **Regulate** → Support emotions
- **Reflect** → Enable learning

If a child is not regulated, they are not ready to learn

🧠 Core Principles (Non-Negotiables)

✅ Behaviour = communication
✅ Children are vulnerable, not troublesome
✅ Connection before correction
✅ Co-regulation before self-regulation
✅ Consistency = safety
✅ All responses protect dignity

🌍 Rights in Practice (Use this language daily)

- "You are respecting their **right to learn**" (Article 28)
- "We all have the **right to feel safe**" (Article 19)
- "Let's listen to each other's ideas" (Article 12)
- "We treat everyone fairly" (Article 2)

📊 Graduated Response (What to do in the moment)

🟢 Level 1 – Prevention (All staff, all the time)

Focus: Keep children regulated and engaged

Do:

- Use calm tone, body, pace
- Use **help scripts**:
  - "I can see something has happened…"
  - "I'm here to help"
- Use **emotion coaching**

- Reinforce rights:
    - "You're respecting their right to…"
- Use structure:
    - Visual timetables, routines, clear expectations

Goal:
➡️ Prevent escalation

🟡 **Level 2 – De-escalation (Early signs of dysregulation)**

Focus: Support regulation

Do:

- Reduce language (ELKLAN approach)
- Offer safe choices:
    - "Would you like space or help?"
- Use safe base / calm space
- Allow time to regulate
- Guide using Communication Chart

Avoid:

- Lengthy discussion
- Challenging or arguing

Goal:
➡️ Regulation → return to learning

🔴 **Level 3 – Crisis / High Risk**

Focus: Safety first

Do:

- Stay calm, non-confrontational
- Call for support (SLT if needed)
- Use safe spaces (Retreat)
- Use **restrictive intervention only if necessary**
- Reassure:
    - "You are safe, I'm here"

Do NOT:

- Reason or lecture
- Use shame or raised voice

Goal:
➡️ Keep everyone safe

🔁 **After the Incident (Always happens)**

Post Incident Learning (PIL)

Only when child is **calm and ready**

Use:

- **Listen** – What happened?
- **Link** – How did you feel?
- **Learn** – What next time?

➡️ Focus on learning, not blame
➡️ Keep it short, safe and supportive

🤝 **Everyday Relational Practice**

Build relationships

- Greet every child
- Notice something positive
- Be emotionally available

Model behaviour

- Stay calm
- Speak respectfully
- Show emotional language:
    - "I feel… so I will…"

Flood the positive

- Catch children getting it right
- Praise specifically:
    - "You're sitting safely – thank you"

🧭 **Scripts to Use (Keep it simple)**

✅ **Support / regulate**

- "I'm here to help"
- "Take a minute"
- "Let's go to safe base"

✅ **Prompt behaviour**

- "When…, then…"
- "We are waiting for everyone to be ready"

✅ **Link to rights**

- "You are respecting their right to learn"

✅ **Challenge (low threat)**

- "I can see we're not ready yet…"
- "How can we help each other?"

🚫 What we DON'T do

❌ Shouting or public telling off
❌ Shaming or humiliating
❌ Removing learning as punishment
❌ Ignoring safeguarding indicators
❌ Over-talking during dysregulation

🛟 Safeguarding Reminder

Always ask:

➡️ *Is this behaviour telling me something?*
➡️ *Could this be a safeguarding concern?*

If yes:

- Record on CPoms
- Report to DSL
- Follow safeguarding procedures

🏫 Key Systems (Use them consistently)

- **Communication Charts** → personalised strategies
- **One Page Profiles** → triggers + needs
- **Retreat** → regulation + intervention (not punishment)
- **Learn Trek**→ record incidents accurately

🎯 Quick Decision Guide

Is the child…

- Calm? → Teach
- Starting to escalate? → De-escalate
- Dysregulated? → Co-regulate
- At risk? → Ensure safety

💛 Final Reminder

Children do well if they can.
If they can't, we teach them how.