



BRIDGELEA PRIMARY SCHOOL GOLD EVIDENCE

Strand B

STRAND B: TEACHING AND LEARNING THROUGH RIGHTS – ETHOS AND RELATIONSHIPS

Outcome 2 :

In school children and young people enjoy the rights enshrined in the United Nations Convention on the Rights of the Child.

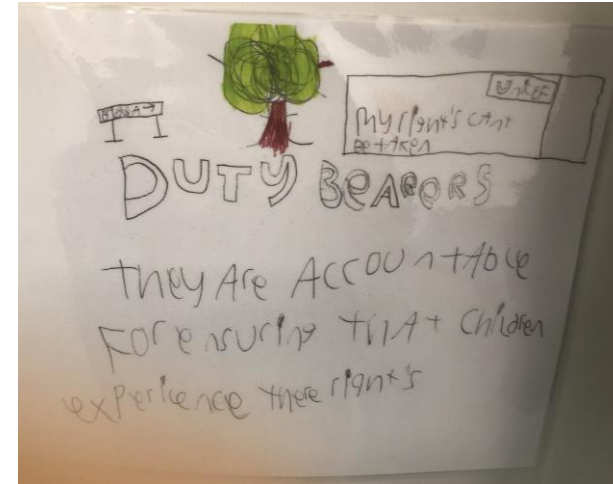
OUTCOME 2: IN SCHOOL, CHILDREN AND YOUNG PEOPLE ENJOY THE RIGHTS ENSHRINED IN THE CONVENTION

Most children and young people are able to explain how school, and duty bearers, facilitate them to enjoy a wide range of their rights.

Children at Bridgelea are educated about duty bearers. There are visual reminders in classrooms and children are explicitly taught about duty bearers.

Surveys are completed and children were able to talk about dutybearers.

Each week at special breakfast the children vote for their dutybearer of the week and produce a certificate that they then give the chosen adult.



OUTCOME 2: IN SCHOOL, CHILDREN AND YOUNG PEOPLE ENJOY THE RIGHTS ENSHRINED IN THE CONVENTION

Most children and young people know and trust that the school will act upon any concerns about their rights not being met.

“staff keep me safe
by helping me.”
Rylan aged 8

“When something is
wrong, I can tell an
adult. They will listen
to me and help me.”
Kya aged 10

“I can go to Retreat
if I need help with
something.”
Oscar aged 6

“Grown ups look
after me if I am
upset.” Molly aged
7

OUTCOME 3: RELATIONSHIPS ARE POSITIVE AND FOUNDED ON DIGNITY AND A MUTUAL RESPECT

Relationships are identified by most children, young people and adults as mutually respectful. There is evidence that respectful relationships are strengthening consistently over time.

- Ethos around relationships is clear and embedded throughout Bridgelea.
- It is important to note that due to our children's circumstances, peer relationships can be difficult to fulfil outside of school due to them living city wide. However, we acknowledge this at Bridgelea and try and encourage positive relationships through regular group activities; team building exercises such as Forest Schools; Scouts; Article 12 Squad.
- Social communication can be difficult for our children, but we encourage this with our Retreat offer. Our retreat team delivers interventions to children such as friendships, communication and emotions which gives our children a greater understanding of the importance of relationships, promoting dignity throughout.



OUTCOME 4: CHILDREN AND YOUNG PEOPLE ARE SAFE AND PROTECTED AND KNOW WHAT TO DO IF THEY NEED SUPPORT

Safety is embedded throughout the ethos of this school.

At Bridgelea the Six Principles of Nurture is embedded into the daily practice. All of the principles are as important as each other, but one that the children reference to a lot is “the classroom offers a safe base”, at Bridgelea we ensure all classrooms are welcoming and adapted to each child’s needs. We do not prevent children from working in different areas of the room if this is where they feel safe and at ease, the children are constantly communicating to us how safe they feel through both action and communication.



OUTCOME 4: CHILDREN AND YOUNG PEOPLE ARE SAFE AND PROTECTED AND KNOW WHAT TO DO IF THEY NEED SUPPORT

As a specialist SEMH setting we use Boxall Profile to track data of children's SEMH.

OUTCOME 4: CHILDREN AND YOUNG PEOPLE ARE SAFE AND PROTECTED AND KNOW WHAT TO DO IF THEY NEED SUPPORT

E-Safety is really important at Bridgelea and has progressively been a priority due to the current pandemic with the children spending more time at home and having more open access on the internet. At Bridgelea many sessions have been completed with the children for them to gain a better understanding of their safety online, these have included child-led e-safety visuals to give the children constant reminders.



OUTCOME 4: CHILDREN AND YOUNG PEOPLE ARE SAFE AND PROTECTED AND KNOW WHAT TO DO IF THEY NEED SUPPORT

At Bridgelea, it is important that we not only keep the children safe but also for them to learn the skills to keep themselves safe. Some examples of how this is embedded into the children's school experiences is:

Forest Schools:

The children learn outdoor survival skills



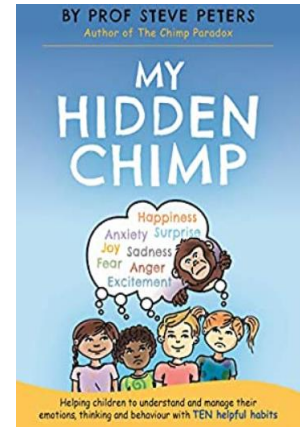
Bikeability:

The children learn how to ride safely on the roads.



OUTCOME 5: CHILDREN'S SOCIAL AND EMOTIONAL WELLBEING IS A PRIORITY. THEY LEARN TO DEVELOP HEALTHY LIFESTYLES

As an SEMH school, it is really important that we provide our children with the skills of developing their emotional regulation, self-esteem, social communication, well-being, and relationships. Within retreat we use different interventions to help provide children with the, some include NED and My Hidden Chimp.



To encourage our children's social and emotional wellbeing it is important at Bridgelea that we celebrate our children's birthdays, we complete this by baking cakes and having birthday afternoons with games which encourages a sense of belonging and build on healthy relationships.

At Bridgelea we encourage healthy eating, and we have a healthy eating silver award, we are going for the gold award but this has been postponed due to COVID-19.



OUTCOME 5: CHILDREN'S SOCIAL AND EMOTIONAL WELLBEING IS A PRIORITY. THEY LEARN TO DEVELOP HEALTHY LIFESTYLES

At Bridgelea we promote mental health awareness regularly through different activity days, the days are all child-led and ensure the day is dedicated on mental health. The children actively engage in the days and like to promote this awareness to their outer school environment' and allows the children to reflect upon mental health and the different aspects of it.

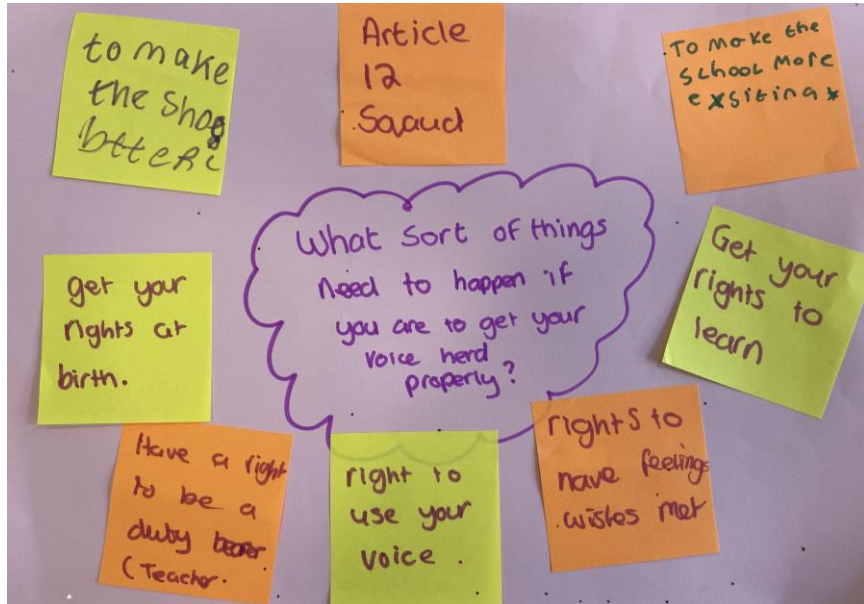
This Friday (08/10/20) we are celebrating #HelloYellow

The children have developed different fundraising ideas to raise money for mental health charities, some ideas the children have organised are:

Selling yellow loom bands; selling banana bread;

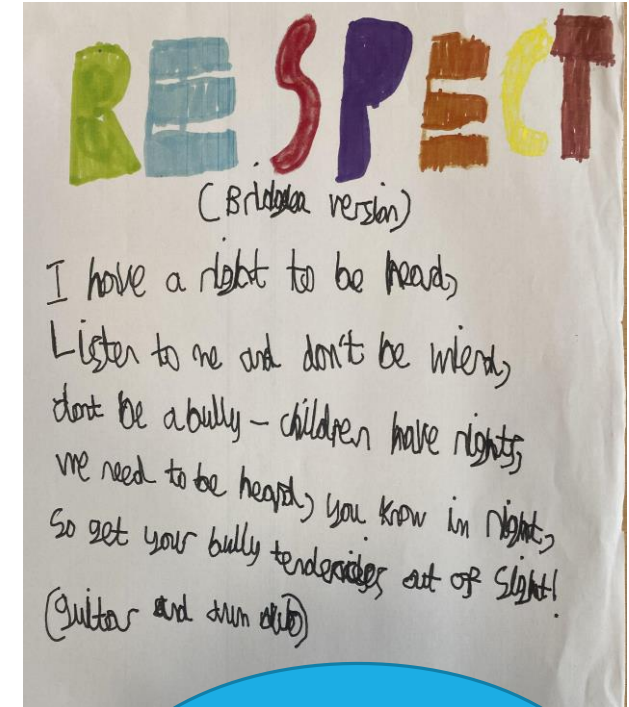
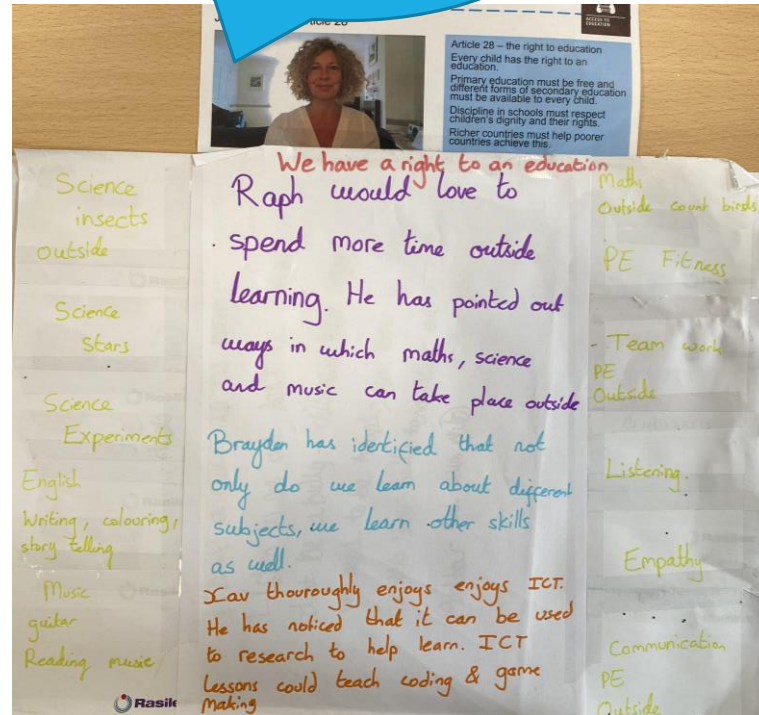


OUTCOME 6: CHILDREN AND YOUNG PEOPLE ARE INCLUDED AND ARE VALUED AS INDIVIDUALS



"I am listened to at Bridgelea and it makes me feel safe"
- Jack aged 7

"Bridgelea makes me feel bright and brave"
- Leveah aged 10



"I feel proud to be at Bridgelea"
- Romi-Rae aged 10

OUTCOME 6: CHILDREN AND YOUNG PEOPLE ARE INCLUDED AND ARE VALUED AS INDIVIDUALS

ALL children and their families are valued at Bridgelea. As an SEMH setting we understand everyone is different and everything we do is underpinned in the 6 Principles of Nurture.



OUTCOME 6: CHILDREN AND YOUNG PEOPLE ARE INCLUDED AND ARE VALUED AS INDIVIDUALS

The data below is evidence the impact of embedding Rights Respecting Schools approaches and Nurturing school. The number of FTE reduced significantly as staff embedded practice and Rights Respecting Schools was further implemented to support staff and children to embody Rights Respecting approaches.

Exclusions this term – Fixed Term and Permanent

The Classroom is a safe base.

Exclusions 2018-2019				
Data	All pupils	Special Statements EHCPs	Permanently excluded	Preventative Placement
Number of fixed term exclusions	12	12	0	0
Average number of days of fixed-term exclusions	1	1	0	0
Number of pupils given fixed term exclusions	9	9	0	0
Number of permanent exclusions	0	0	0	0

Exclusions 2019-2020				
Data	All pupils	Special Statements EHCPs	Permanently excluded	Preventative Placement
Number of fixed term exclusions	1	1	0	0
Average number of days of fixed-term exclusions	1 day	1 day	0	0
Number of pupils given fixed term exclusions	1	1	0	0
Number of permanent exclusions	0	0	0	0

OUTCOME 6: CHILDREN AND YOUNG PEOPLE ARE INCLUDED AND ARE VALUED AS INDIVIDUALS

Further to this as children's pupil voice improves alongside Rights Respecting approaches including valuing all children and their needs. The table below shows the IRIS data (used for recording restrictive physical intervention) when risk is so high staff will intervene. As you can see the vast majority of RPI, 70% have been less than one minute. The ethos of RRS has supported our staff to listen to children, give children a voice and support them to engage in learning activities to promote their life outcomes. This training has promoted a culture of non discrimination, dignity between staff and children as well as further understanding children and adults complex needs. Relationships between staff & children are excellent and are built & sustained over time. This helps children to understand themselves, be valued and belong. Therefore this minimises the Level 3 behaviours (crisis). Children want to be in school, enjoy school and have their needs met – the low level of highly challenging behaviour clearly shows this. As you can see most children had below average number of holds which is positive for our children.

See next slide for a large picture

ALL BEHAVIOUR IS COMMUNICATION

- 78 Children on role 01.09.2019-20.03.2020. (115 days)
- 3376 recorded incidents on Iris requiring any PI. This includes guides and escorts.
- 698 (20%) of the incidents are momentary
- 1674 (49.6%) of the incidents are under 1 minute.
- 479 (14%) of the incidents are up to 2 minutes.
- 257 (7.6%) of the incidents are up to 3 minutes.
- 242 (7%) of the incidents are up to 10 minutes.
- 26 (0.7%) of the incidents are over 10 minutes.

Iris Data	Aut 1 59 Ch	Aut 2 62 Ch	Spr 1 70 Ch
Above Average	(24-64) 20 (34%)	(13-39) 29 (47%)	(14-73) 27 (39%)
Average	(14-23) 9 (15%)	(6-11) 15 (24%)	(8-13) 14 (20%)
Below Average	(1-13) 30 (51%)	(1-5) 18 (29%)	(1-7) 28 (40%)
Total	1085	792	973

OUTCOME 6: CHILDREN AND YOUNG PEOPLE ARE INCLUDED AND ARE VALUED AS INDIVIDUALS

The next slide is the IRIS data of our top 20% of children having consistently the most incidents in from September 2019 – March 2020. It is important to note that the majority of these children are looked after children who have experienced placement changes or are children supported by multiagency professionals. 4 of these children are supported by additional funding through Special Heads due to highly complex needs. We do not exclude these children, we ensure that our provision changes and adapts to meet their needs, interests and a right to be in our setting. We are pleased when we analyse this data that some children are not spread across all 3 terms, meaning that their incident reduced over time.

OUTCOME 6: CHILDREN AND YOUNG PEOPLE ARE INCLUDED AND ARE VALUED AS INDIVIDUALS

ALL BEHAVIOUR IS COMMUNICATION & CLASSROOM OFFERS A SAFE BASE

Iris Data Top 20%	Aut 1 (1085) 17/59 Ch 485 PI (43%)	Aut 2 (792) 14/62 Ch 434 PI (55%)	Spr 1 (973) 17/17 Ch 554 PI (57%)
Range	29-44 Incidents	18-39 Incidents	20-73 Incidents
DC 64/16/50 (LAC)	DL 59/22/20 (SHeads)	CB 58/25/28	RJO 50/39/20
JSP 49/30/54 (LAC/SHead/EP/SCircle)	CA 43/26/32	JB 41/11/19	CEHH 39/22/12
TL 35/23/27 (SHeads)	MH 34/25/73 (SHead/EP/SCircle)	KS 33/17/13	CM 34/16/18
LHM 30/7/3	LL 29/20/18	MS 29/10/9 (SHeads)	BB5 29/21/12
BE 29/14/30	HJ 35/24	DM 34/15	KH 33/12
JB 29/28	RR 18/20 (LAC)		

OUTCOME 6: CHILDREN AND YOUNG PEOPLE ARE INCLUDED AND ARE VALUED AS INDIVIDUALS

Below is Boxall Profile Data that we use to track and monitor children's social emotional wellbeing. Most children made progress on their Boxall profile between the 2 assessment points September to January 2020. This evidences that children's emotional wellbeing is improving.

NURTURE IS IMPORTANT FOR THE DEVELOPMENT OF WELLBEING

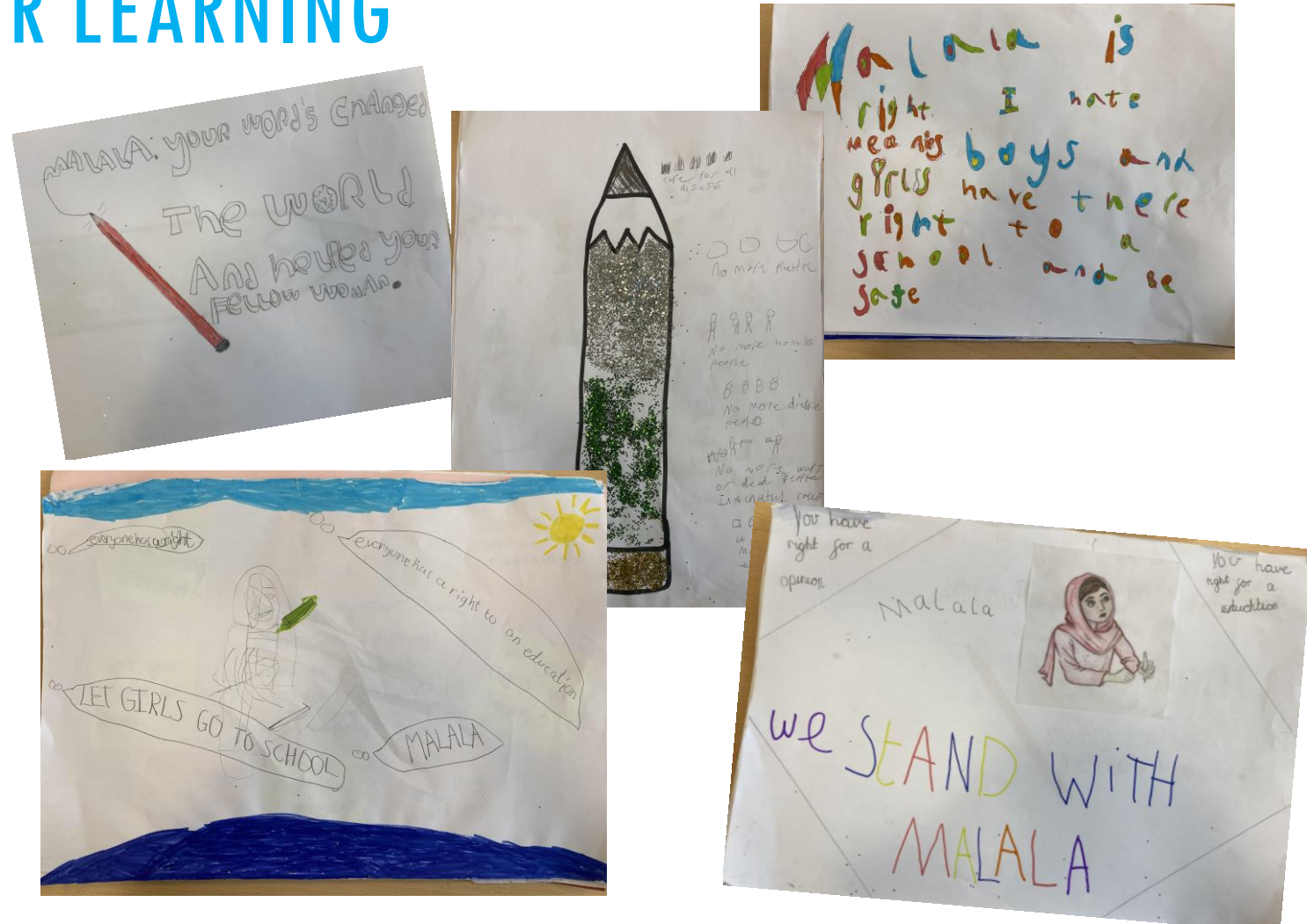
Sep 2019-Jan 2020	Organisation of Experience 38 children (51%) Progress within band	Internalisation of Control 35 Children (47%) Progress within band
Working Below 50%	Sep: 13 (17%) Dec: 5 (6%) 11% Progress	Sep: 17 (22%) Dec: 14 (19%) 3% Progress
Working Between 50-70%	Sep: 17 (22%) Dec: 26 (36%) 14% Progress	Sep: 26 (36%) Dec: 17 (23%) 13% decrease
Working towards ARE 70-89%	Sep: 35 (47%) Dec: 30 (42%) 5% decrease	Sep: 27 (36%) Dec: 35 (48%) 12% Progress
Working at 90% plus	Sep: 9 (12%) Dec: 11 (15%) 14% Progress	Sep: 4 (5%) Dec: 6 (8%) 3% Progress

- Boxall data is monitored and CTs are supported to address strands from the developmental profile via family meetings. This impacts on the diagnostic profile with a reduction in unsupported and undeveloped behaviours. In the developmental profile we track Organisation of Experience and Internalisation of Control.
- QFT focuses on A and B strands. If there is a significant deficit then additional interventions are provided.
- Boxall Profile has not been updated since Jan 2020. Covid has impacted on progress captured.

OUTCOME 7: CHILDREN AND YOUNG PEOPLE VALUE EDUCATION AND ARE INVOLVED IN MAKING DECISIONS ABOUT THEIR LEARNING

Each term focuses on a different vehicle, these vehicles will have the focus of different rights that are relevant to that vehicle. Doing this has allowed our children to be aware of how rights are relevant to learning and how it can have an impact on situations and experiences of others around them.

One of the books we have been reading during this term is the story of Malala, the children really engaged in this and became aware of how rights affects people globally.



OUTCOME 7: CHILDREN AND YOUNG PEOPLE VALUE EDUCATION AND ARE INVOLVED IN MAKING DECISIONS ABOUT THEIR LEARNING

Please see attached pupil voice information as this would not connect onto this.

Children have 1 page profiles, communication chart that they have a part in developing with the staff.

Children's voice is really valued in this school.