Relationships, Learning and Behaviour Policy
August 2023

To be reviewed August 2024

Curriculum for Excellence cannot be delivered without good relationships and positive behaviour.

Fundamental to this are good relationships within a positive ethos and a climate of mutual respect and trust based on our shared values of Respected, responsible, included and kind.

1. **Purpose**

This policy and procedure is based on City of Edinburgh Council policy and procedure and the views of staff, parents and pupils within our learning community.

> In Edinburgh every child or young person irrespective of identity, background or ability is part of a resilient and positive learning community where they feel;
> We belong,
> We contribute,
> We learn,
> We are supported and we help others.[1]

Every child should feel secure; nurtured, valued, included and supported within our learning community. Our aim is that every child is present, participating, achieving and supported[2].

This policy and procedure should help to establish and maintain positive relationships and mutual respect resulting in a positive learning community and a supportive and restorative ethos.

2. **SCOPE**

All staff in our learning community are covered by this policy and procedure. It encompasses:

- Whole school approaches
- Clear expectations
- Building skills
- Additional Support Needs
- Responding to (Di)stressed Behaviour
- Our Staged Approach to Positive Behaviour
- Professional Development

3. **DEFINITIONS**

Family: Describes those considered to be related to the child by birth, affinity, choice or close personal ties and who can be contributors to the wider care and wellbeing of the child.

Parent/s: Describes any person who has parental responsibilities and any person who has custody of a child, including foster carers and a parent who shares custody of a child.

Children's rights: are protected by the UN Convention of the Rights of the Child and the Children and Young People Act 2014. There is a shared understanding that these rights are unalienable entitlements which cannot be taken from children. These rights are not dependent on the child accepting certain responsibilities or on them feeling or behaving in a certain way. Children's rights will not be withdrawn as a consequence of behaviour.

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1. Included, Engaged, Involved in Edinburgh Policy and Edinburgh Learns Inclusion Framework
2. Guidance on the Presumption to Provide Education in a Mainstream Setting (2019)

Logical Consequence: This is a consequence which is directly linked to the behaviour or choice for example if a child has refused to complete work (appropriately set) they may have to work for part of break. A logical consequence is meaningful and links cause and effect, it is not a punishment.

Natural Consequence: This is a consequence that is a natural result of a behaviour or choice for example if a toy is broken it can't be played with.

4.   POLICY CONTENT

Every child and young person has the right to a high quality education. Positive relationships are fundamental to enable effective teaching and learning to take place. We have adopted the following key principles to create a caring, supportive, learning environment:

- an ethos that values positive, restorative and respectful relationships and promotes shared values

- an inclusive and safe learning environment which supports children and develops their skills and resilience enabling them to become responsible for their own behaviour

- recognising that all behaviour is communication and that understanding what is being communicated and the underlying needs is crucial for assessing and meeting children's needs and finding solutions.

5.   IMPLEMENTATION

Whole School Approach
Good organisation, lesson planning and preparation will help to create the right learning environment. Flexibility, choice and, where appropriate, differentiation will also help to support individual needs and promote positive relationships and behaviour.

However, even in these conditions, some children and young people will present with behaviour that challenges or is difficult to interpret. The school uses approaches and strategies which are designed to help prevent and de-escalate difficult situations and identify and support individual support needs.

We understand that everyone learns best when they feel good about themselves. Punishments can make children feel bad about themselves. This can hinder their ability to engage in their learning, including their behaviour. Positive approaches to support behaviour focusses on relationships, skills building, restoration and when appropriate logical or natural consequences appropriate to the child, rather than the implementation of punishments.

To achieve this positive ethos all staff are committed to;

- Relationships -Developing positive relationships and being positive role models
- Rights Respecting - Respecting and protecting the rights of all children
- Resilience building - Through identifying strengths and developing skills
- Restorative - Acting restoratively to prevent difficulties and repair relationships when difficulties do arise.

Clear Expectations

We have a small number of easily remembered Values which everyone in our learning community knows.

Together we are Respected, Included, Responsible and Kind

These form the basis of all our conversations in relation to behavioural expectations. It is helpful if parents can also discuss these values with their children if there has been an incident in school. The purpose of these conversations is to find solutions and develop skills that will prevent problems in the future.

Our vision, values and aims are displayed throughout our building, shared with parents and discussed regularly.

Building Skills for Relationships

The school uses lessons and activities that contribute to positive relationships and behaviour and support children to build the skills they need to develop positive relationships, resilience, be rights respecting and act restoratively. This includes:

- Building Resilience Programme
- CIRCLE / Up, Up and Away resource
- UNCRC Rights of the Child
- Growth Mindset Lessons

Additional Support Needs

We provide support that meets children's needs and identifies **additional support needs** as early as possible in order to prevent further difficulties developing later. The needs of most children can be met in class however for a small number of children an individual child's plan will outline additional supports that should be put in place. This is co-ordinated with parents through a child planning meeting and may involve partner services like our Educational Psychologist or Additional Support for Learning Service link. The school uses the following targeted supports:

- A safe space for pupils to access
- Key workers or trusted adults: a named person for specific children
- PEF Senior Development Officer to support pupils and families.
- Staff being available at critical times e.g. transitions, break times
- Nurture Groups where appropriate
- Emotions Talks Framework

Responding to Distressed Behaviour

The school recognises that supporting children and young people with their behaviour requires:

- acknowledgement that all behaviour is communication
- understanding how a child's needs and setting might impact on behaviour
- identifying any known **'triggers' and early warning signs**
- considering the environment, body language and speech in this process
- intervening early if warning signs are detected to prevent a situation from escalating

We explore and establish "what's happened" with children. To do this we listen to their response whether that is given verbally or expressed non-verbally and act appropriately. Once the reason and purpose for the child's behaviour is known we explore how we can develop appropriate support or adaptations to address the issue by promoting well-being, offering coping strategies and agreeing constructive solutions.

Our Staged Approach to Positive Behaviour

Positive Relationships and Encouragement

All staff focus on positive relationships by looking for opportunities to encourage learner skills, recognise effort and build on strengths. Positive relationships form a foundation that minimises difficulties occurring. This includes:
- Pupil of the week based on school values
- Clan points for positive behaviour choices and certificates awarded at assembly to pupils
- Positive communication home
- Time to share success with a key adult
- Sharing achievements with peers
- Celebrating wider achievements through the school newsletter, website and Twitter

When a challenging situation develops our main objective is to reduce the level of arousal or distress. The school uses De-escalation Techniques, found in Appendix 1, which are part of the Council's Relationships, Learning and Behaviour procedures. All physical intervention to prevent harm is strictly in accordance with the city of Edinburgh Relationships, Learning and Behaviour Procedure. If a child has been supported through physical intervention from an adult to prevent harm, parents will always be informed, and this will be recorded in pastoral notes.

At the start of the year each class will create their own Class Charter, this displays the rules that all members of the class agree to make their year successful and happy.

When a difficulty does occur, we have a clear and consistent staged approach that all learners know and can predict.

P1 and 2 classes use a Sunshine behaviour system to manage behaviour – pupils are placed on the sunshine at the beginning of each day. Pupils may move to the thinking cloud or the warning cloud if they are not following the class rules.

Classes from P3 to 7 use a Traffic Light system to manage behaviour. All pupils start on the 'green' light at the start of the day. A child may be moved to 'amber' if their behaviour is beginning to demonstrate they are not following the class charter. This allows the pupils an opportunity to make good choices so that they can move back to green. If a child does not manage to make good choices after being put on amber they may move to 'red', which means they will receive a warning. In addition to traffic lights, classes also use a variety of different strategies to support positive behaviour.

Clan System

Each child is allocated a clan. Our Dalry clans are Alba, Dalriada, Scotia and Caledonia. Each clan has a specific colour.
Clan points are awarded to pupils who follow their Class Charter rules, who demonstrate the school values, who are polite, tolerant, courteous, and show respect for others and their property. Every pupil can collect clan points on a weekly basis.

Our Clan Chiefs and Deputes have an important role within school. They promote and encourage good behaviour across all aspects of school.

Clan points are announced weekly after assembly by the Clan Chiefs and Deputes, both for the previous week and a running total. Three times per year the winning clan is rewarded with a treat. The treat will usually take place on the Thursday before the end of term.
During the warmer weather the clan will go to outdoors for an afternoon of Loose Parts Play. During the winter terms the winning clan will have a popcorn party with a choice of three different movies to watch.
Each new term the team clan points return to zero, with each clan trying to work together to achieve the termly treat.

At assembly we will celebrate the individual collection of clan points as follows:
Bronze Certificate 50 clan points
Silver Certificate – 100 clan points
Gold Certificate - 200 clan points
Medal – 300 clan points
Pupils can receive clan points from all members of school staff.

<u>Warnings and lunchtime reflection</u>

Adults can give pupils warnings if they are not adhering to the class charter or school values. Pupils may be given a verbal signal to encourage the pupil to self-manage their behaviour or they will shortly receive a warning. If this behaviour continues this can be within the class, in the playground or while representing the school at various venues, a warning is given to the child. If a child receives one warning the class teacher speaks to the child regarding this as sensitively and privately as possible.

If a child receives three or more warnings in a week or two warnings in any one day, they are asked to come to either the Head Teacher or DHT office at 1.00pm or during the afternoon. A member of the Senior Leadership Team will oversee this. Pupils will be expected to engage in restorative conversation about their inappropriate behaviour choices and complete a reflection sheet. (Appendix 2) The reflection sheet is summarised and signed by the adult and child and is then sent home for their parent or carer to sign. This enables parents/carers to support their child with making more positive behaviour choices.

If a pupil is given a warning and removed from the class or playground regarding a serious incident SLT will be alerted and become involved as soon as possible.

If a pupil received no warnings all week they are rewarded with an extra 10 minutes of playtime on a Friday. A bell will go early to alert the pupils who have achieved this that it is time to go out. This is supervised by the Pupil Support Assistants. If a pupil has received a warning they will remain in class with the class teacher for this additional time and will complete community jobs – sharpening pencils, organising library, tidy jotters etc.

<u>Pupil of the Week</u>

Each class nominates two pupils to be pupil of the week which are based on following the school values. This is announced at assembly on a Monday and certificates a
Pupils of the week are also invited to the special Head Teacher Tea Party on a Friday morning.

<u>Other strategies</u>

- Home/school behaviour communication books for individual pupils. Staff use these with individual pupils, and in partnership with the parent.
- Target books. Pupils discuss manageable targets to try and focus on improving an agreed area with the class teacher.

Professional Development
We support all staff to develop their skills to support relationships learning and behaviour, this includes but is not limited to:
- Use of the CIRCLE Inclusive Classroom resource / Early Years Up, Up and Away resource (online training available)
- Understanding and implementing Edinburgh's Getting it Right for Every Child approach (online training available)
- Implementing strategies outlined in the CEC procedure Relationships, Learning and Behaviour
- Promoting Positive Relationships for learning and behaviour (online training available)

- City of Edinburgh Council Nurture Training
- City of Edinburgh Council Autism Training

6. ROLES AND RESPONSIBILITIES

At the start of the year each class will create their own Class Charter, this displays the rules that all members of the class agree to make their year successful and happy.

The **headteacher** has overall responsibility for ensuring the effective implementation of this policy. In particular, the headteacher ensures that the concerns of pupils are elicited, listened to and appropriately addressed and that the provisions of 'Getting it Right for Every Child' are taken into account when working in partnership with children, families, and other professionals on issues of communication and behaviour.

All staff are responsible for ensuring that the policy and procedures are followed. All staff encourage positive relationships and act as role models within our learning community.

Parents and families are regarded by the school as key partners who are asked to work in partnership with the school. Parents are expected to assist in maintaining positive relationships and support restorative approaches and high expectations for positive behaviour. Parents are invited to raise with the school any issues arising from the operation of the policy.

Learners participate in supporting this procedure and contribute to our positive school ethos. All learners know our school values. Learners are supported to ensure that incidents of disruption, violence, bullying and any form of harassment are reported. The implementation of this procedure allows learners to understand the cause and effect of their behaviour.

7. EQUALITIES AND RIGHTS

All staff implementing these procedures have responsibilities under **The Equality Act** 2010. Having due regard for advancing equality includes;

- Removing or minimising disadvantages suffered by people due to their protected characteristics.
- Taking steps to meet the needs of people with protected characteristics where these are different from the needs of other people.
- Addressing and preventing discrimination arising from disability
- Making reasonable adjustments in relation to the implications of a learner's additional support needs or disability and the impact this may have on their relationships and behaviour.
- Paying due regard to cultural factors that are relevant in ensuring that the school's ethos is inclusive.
- Implementing the local authority framework for preventing and responding to bullying.

8. RECORD KEEPING

Reflection, evaluation and de-briefing strategies

The school records any incidents of behaviour requiring significant support. Details will include an interpretation of events by different parties (including the child), possible factors of settings, triggers, reasonable adjustments in place, an evaluation of how the incident was managed and 'lessons learned' to help prevent or better deal with a similar incident arising again.

Incidents that have resulted in physical harm or physical intervention being used to prevent harm are recorded on the council health and safety database (SHE portal).

9. SELF EVALUATION AND REVIEW

Our policy is displayed on our school website and is reviewed annually by staff.

10. RELATED DOCUMENTS

Scottish Government
- Standards in Scotland's Schools etc Act (2000)
- Included, Enagaged, Involved 2 (2017)
- Guidance on the Presumption to Provide Education in a Mainstream Setting (2019)
- Developing a Positive Whole School Ethos and Culture: relationships, learning and behaviour (2018)
- Additional Support for Learning Act (2004) - amended 2009
- Parental Involvement Act 2006
- The Equality Act 2010
- UN Convention of the Rights of the Child
- Children and Young People Act 2014

City of Edinburgh Council
- Edinburgh Learns Framework: Inclusion (2019)
- Included, Engaged, Involved in Edinburgh Policy (2018)
- Relationships, Learning, Behaviour Procedure (2019)
- Managing and Reducing Risk Procedure (2019)
- Preventing and Responding to Bullying in Children and Young People (2019)
- City of Edinburgh Council Equalities and Rights Framework www.edinburgh.gov.uk/downloads/file/9516/equality_diversity_and_rights_framework_2017-21

Appendix One: De-escalation techniques

Triggers/ Early Warnings

The key to managing challenging behaviour is to have an understanding of any known 'triggers' and early warning signs in children and young people. If you detect them, it is important to intervene early to prevent a situation from deteriorating.

There is no simple formula for dealing with challenging behaviour as every situation will bring its own unique set of circumstances. However, there are some things we can do that will help and there are other things we should try to avoid.

A number of key areas are essential for all staff to consider in managing behaviour. They are

- the environment
- body language
- speech

When a challenging situation develops the main objective should be to reduce the level of arousal so that discussion becomes possible.
 So
1. Suspend all talk about other things and
2. Concentrate your efforts on supporting the child to regain control of their emotions and behaviour.

Physical

- Think about your position in the room – make sure you are closest to the door. But do not stand across the doorway to block someone's exit.
- Respect personal space by keeping your distance (up to 4x more than normal) and turn your body so that you are presenting at an angle to the other person.
- Be aware of your body language – try to present with a relaxed and non -threatening stance with your hands open and visible.
- Stand on the same side as their dominant hand (reducing the likelihood that they will try to grab or hit out)
- Make only intermittent eye contact – more than this is threatening
- Adopt a 'slow motion' mode to offset the natural tendency to match the other person's behaviour – i.e. talk slowly, walk slowly, move your hands slowly.
- Lower your voice and try to retain a warm and empathic tone
- Make sure your facial expression is congruent with what you say
- Remain calm
- Where possible separate them from the others / or remove the audience
- Get everyone to sit down – sitting helps you to calm down

Communication

- Listen
- Use the young person's name
- Give them a way out / offer 'time out' – "Would you like to take a break..?"

- Respond empathically - recognise the emotions that the young person has by naming them.
- Tell them that it's ok to have these feelings.
- Let them know specifically what behaviour is unacceptable.
- Tell them that you want to hear what they have to say – "Help me to understand what you're saying to me"
- Reflect back to them – "Can I just check? I think what you're saying to me is that you are unhappy about…. Have I got that right?"
- Use problem-solving skills with the young person – "What would help right now?" (This might only be possible once they have started to calm down)
- Offer praise where you can – "Well do! You're doing really well to control yourself. Keep on taking deep breaths."
- Set limits - offer choices and make them aware of consequences.
- Ask yourself, "What is this young person trying to communicate?"

Personal attributes that will help
- Always show warmth and positive regard for children and young people
- Try to be consistent and predictable
- Be firm but fair
- Know your limits - don't make promises you can't keep and get help if you need it.

Feelings

Issues affecting the child / young person:

- All behaviour is a form of communication. The young person has something to communicate to you. Let them know that you want to listen to what they have to say and that it is the way they are communicating that is problematic. Make it clear that you are disapproving of their behaviour and not them as a person.
- 'Challenging behaviour' often meets a need for the young person. For them it is a solution – a means to an end - and not a problem.
- Under stress, the young person's survival response will dominate their actions. They are not likely to be able to reason (i.e. engage with the 'thinking' part of their brain). Attempts to appeal to their more 'sensible' self will probably be futile.

Issues affecting the adult:

- In response to a potential threat your defence / survival system may also have been activated – your brain will be sending signals to you to fight, flight or freeze.
- The use of de-escalation techniques is therefore counter-intuitive. It goes against our natural instinct in a threatening situation.
- You must try to appear to be calm and in control of yourself and try to engage the 'thinking' part of your brain.

What's not helpful?

Physical

Avoid

- Adopting a threatening stance or standing across the doorway to block someone's exit
- Invading the young person's space (unless you are moving towards them to restrain them)
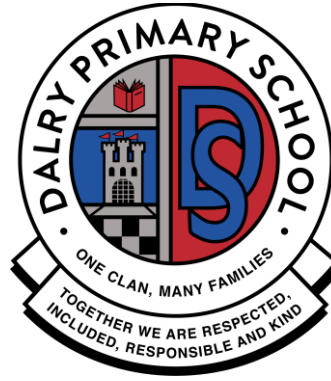- Compromising your own safety

Communication

Avoid

- Shouting, threatening, preaching, arguing etc.
- Pointing or shaking your finger
- Continuing to discuss the 'issue' or to ask 'why did you do that'?
- Trying to 'win' or have the last word
- Interrupting e.g. "No, you listen to what I'm saying for a change…"
- Saying anything that might connect the young person to strong feelings of guilt or shame. This is not the time.

Feelings

Avoid

- Telling them you know how they feel
- Dismissing their feelings
- Taking it personally. Even when comments or insults are directed at you, they are not really about you. Try not to respond to them and concentrate on calming the situation down.

Appendix Two: Reflection Sheet

In Dalry Primary School we pride our self in our motto 'One Clan Many Families'. We work together to ensure the whole school community feels valued and safe. We believe that together we are respected, responsible, included and kind.

Description of the poor choices I made

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What could I have done differently?

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How can I put things right?

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Signed ………………………………………………………… (Pupil)

Signed ………………………………………………………… (HT / DHT/SDO/ PT)

Signed ………………………………………………………… (Parent)