# Boroughmuir High School                    May 2023

**Appendix 1:- Relationships, Learning and Behaviour Policy and Procedure**

## 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.[7]

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[8].

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 Children's rights will not be withdrawn as a consequence of behaviour.

**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.

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

**Natural Consequence:** This is a consequence that is a natural result of a behaviour or choice for example if a phone/ipad is broken it can't be used.

## 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.[9] 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.[10] 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.

All establishments should also develop a one page summary of their policy and procedure as a day-to-day reference document for staff, ensure core consistencies and promote a common message and experience for all children.

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[9] CEC CIRCLE / Up, Up and Away resources include tools for Inclusive Learning environments.
[10] Education Scotland – Parentzone Restorative Approaches

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.*

*We want to engage directly with parents to foster and develop our positive ethos. To work together to maintain and support shared learning community values and excellent home/school communication. We want to work together to address, prevent and resolve any difficulties should they arise and to build on our strengths together.*

**Clear Expectations**[11]

We have a small number of easily remembered rules / values which everyone in our learning community knows. These are summarised in our RESPECT code.

| | | |
|---|---|---|
| **R** | **R**espect others and the school |
| **E** | **E**nter school prepared |
| **S** | **S**ettle quickly in class |
| **P** | **P**ay attention to staff |
| **E** | **E**nsure homework is done |
| **C** | **C**ontrol your behaviour |
| **T** | **T**ry your best |

These form the basis of all our conversations in relation to behavioural expectations. It is helpful if parents can also discuss these rules / 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 *values / rules* and ethos are summarised in a one page visual that is 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
- Cool, Calm and Connected
- Rights Respecting Schools
- Mentors in Violence Prevention (MVP)
- CIRCLE

**Additional Support Needs**

[12] Dix, P. (2017) *When the Adults Change Everything Changes*, Independent Thinking Press, Wal

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 where appropriate and may involve partner services like our Educational Psychologist or Additional Support for Learning Service link. The school uses the following targeted supports*:*

- Key workers: a named person for children
- Nurture Groups
- Social Skills Groups
- Wellbeing hub for S1-3 where and when appropriate

## Responding to (Di)stressed 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:
- Positive communication home through postcards or calls
- Time to share success with a key adult e.g PSE "Good news"
- Sharing achievements with peers
- Supporting peers with a skill mastered

When a difficulty does occur we have a clear and consistent staged approach that all learners know and can predict:
- Reminder of rule / value and clear short instruction re: expectation
- Reminder of rule / value and short break from class activity to regain focus. Adult briefly 'checks' in with child before they return to activity
- Final reminder, supervised time working out with classroom e.g. in another classroom, communication to home and time set for restorative conversation

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 2 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.

**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
- Understanding and implementing Edinburgh's Getting it Right for Every Child
- Implementing strategies outlined in the CEC procedure Relationships, Learning and Behaviour
- Promoting Positive Relationships for learning and behaviour
- City of Edinburgh Council Autism Training

## 6. ROLES AND RESPONSIBILITIES

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 Childare 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 / rules. 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.

Any parent who has concerns about any of the above should contact the school in the first instance to work with us to resolve and concerns or complaints. The young person's year head would be the initial point of contact.

The school handbook which is hosted on our website, gives detail on how to raise a complaint. Please refer to page 14 of this document.

## 8. RECORD KEEPING

**Reflection, evaluation and de-briefing strategies**

The school records any incidents of behaviour requiring significant support on the school database called SEEMIS. 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).

We also have a "cause for concern" system to allow staff across the school to report any behaviours of concern. This is reviewed weekly by the guidance team and year heads in order that appropriate supports can be put in place for young people.

## 9. SELF EVALUATION AND REVIEW

This policy will be hosted on our school website as a reference for all stakeholders.
The policy will be reviewed and updated annually or as required by our Senior Leadership Team (SLT) and our extended Additional Support for Learning Team (ASL).
The Parent Council and our pupil Voice groups will also be invited to provide feedback.

## 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)

*School*
_List relevant school documents here._

| Record Title | Location | Responsible Officer | Minimum Retention Period |
|---|---|---|---|
| Education Records | Education Establishments | Headteachers/Managers | As per records retention schedule |
| Examples: Behaviour Incident | Pastoral Notes of SEEMIS | Head Teacher | |
| Physical harm or physical intervention to prevent harm | SHE portal | Head Teacher | |

**Appendix Two: De-escalation Techniques**

**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 you 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
- Make use of familiar objects, sign language, emotion talks symbols, places of refuge and visual timetables as appropriate
- Where possible separate them from the others / or remove the audience
- Get everyone to sit down – sitting helps you to calm down

**Communication**

- Calm tone of voice - self-monitor pitch, pace and volume of voice
- Use simple short clear language and give extra time for the child to process
- Listen
- Use the young person's name
- Remember that all behaviour is communication
- Take into consideration preferred communication and communication needs eg. use of visuals and signing
- Ensure the dignity of all concerned. Try to offer the child a legitimate way out of the situation for example offering a controlled choice.
- Ask onlookers to ignore an escalating situation; in some circumstances requesting they leave the scene.
- Cue others to what to do 'Continue working on X I'll just be a moment or two'
- Ask 'What's happened'
- Give them a way out/offer 'time out' – "Would you like to take a break..?"
- Respond empathically - recognise the emotions and feelings that the child has by naming them.
- It can be useful to acknowledge distress or wonder aloud e.g. 'I can see you are really upset, I wonder if you are feeling frustrated'

- Tell them that it's ok to have these feelings.
- Separate the behaviour from the person
- 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?"
- Encourage them to reflect on the situation when calm, consider the impact on others and how to resolve the situation

- Model and support problem-solving skills "What would help right now?" (This might only be possible once they have started to calm down)
- Offer praise where you can – "Well done!  You're doing really well to control yourself.  Keep on taking deep breaths."
- Soothing reassuring words can help the child to feel calmer

Personal attributes that will help

- Always show **warmth** and **positive regard** for children and young people
- Try to be **consistent** and **predictable**
- Be calm and reassuring , model respectful interactions
- 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 value them as an individual and their viewpoint.  Make it clear that it is the way that they are communicating that is problematic 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 may dominate their actions.

### Issues affecting you:

- 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.
- Dealing with issues publicly where possible

**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 3 – Supporting Pupils and Staff during and Following the Need for Physical Intervention, physical harm or Pupil Isolation from Peers to prevent harm

| Immediate Support to Pupil | |
| --- | --- |
| Follow strategies and procedures specific to the child or general principles of the establishment about staying with them or allowing them space | |
| Move the pupil to a calm environment or remove the danger/hazard, where possible and safe to do so | |
| Help them to calm down using agreed strategies; calming words or, where considered appropriate, touch | |
| See, ask and check whether the child is hurt; needs first aid or any other practical help e.g. offering a drink; seek medical help immediately if required | |
| Reassure through actions and what is said that the child knows staff still care for them and want to continue to help | |
| Decide who should work with the child and the amount of discussion/reflection reasonable to undertake; be aware the child may need time to fully regulate (even after they appear calm) | |
| Decide whether the child needs time away from the rest of the group or if the group needs time away from them | |
| Ensure agreed, local processes are followed by relevant staff to inform parents or carers of any incident that has involved their child; what happened and what the next steps will be. | |
| **Following Immediate Supports** | |
| Seek the view of the child at a developmentally appropriate level (consider the use of Emotion Talks, Talking Mats, Wellbeing Web, Solution Focussed Conversation) | |
| The head teacher should ensure investigation of the incident where appropriate to establish the facts and circumstances | |
| Investigate the likely cause of the incident e.g. was the child or young person:<br>• Affected by the environment, routine, behaviour of others or other circumstances<br>• Under stress<br>• Frustrated by the inability to express feelings or to complete task<br>• Angry with another child, staff or him/herself<br>• Acting in self defence<br>• Affected by family or personal circumstances<br>• Missing support or adjustments<br>• Bullied or provoked | |
| Communicate what has happened to the parents of the child at the earliest opportunity on the day it has occurred | |
| If appropriate review Child's Plan and / or Risk Management Plan | |
| Engage those involved in restorative approaches where appropriate | |

| Wider Pupil Supports | |
| --- | --- |
| Be aware of others who were in the room or immediate areas and how they felt / what they heard or saw – they may need explanations and calming | |

| | |
|---|---|
| Look after the needs of the other children or young people and work to get the group back together; provide appropriate explanations and reassurance | |
| Where appropriate, get back to planned activities but be open to the possibility of change. Try to honour commitment to other children so that an individual child's needs do not continue to take priority over all others | |
| Stay in tune with the mood of the group listening closely to what is being said and be sensitive to how the incident may have affected them | |
| Ensure agreed, timely, local processes are followed by relevant staff to inform parents or carers of any incident that has involved their child; what happened and what the next steps will be. | |
| If appropriate review Child's Plan and / or Risk Management / Safety Plan for individuals who have been most affected | |
| Engage those involved in restorative approaches where appropriate | |
| Relevant staff should conduct an internal review of the incident itself to consider investigation findings and identify the need for revised strategies including measures to reinforce positive behaviour, prevent or reduce the risk and level of intervention required to manage unavoidable risk in the future | |

| **Support to Staff** | |
|---|---|
| Inform the head teacher about the nature of any physical intervention (including seclusion) used to keep child or others safe | |
| Make sure no staff are physically hurt/need medical attention; take appropriate steps to help them deal with the current situation; check how they are feeling | |
| Ensure the incident has been recorded and reported in line with council procedures (SHE portal, pastoral notes and where appropriate critical incident form) | |
| Arrange a debriefing meeting - the head teacher should ensure that emotional support and practical information/guidance is offered automatically without an individual having to ask; they should be assured they will receive sympathetic and sensitive treatment and can express anxiety without fear of criticism | |
| Reassure staff of appropriate risk management and safety planning. Take care to avoid immediate comment on measures that will be taken | |
| Consider the impact on the relationship between staff and the child and give them the time, space, support and contact they need; to restore good relationships over time | |
| Engage those involved in restorative approaches where appropriate | |
| Examples of further staff support may include:<br>• Arrange for staff to talk about the incident individually / in a group, with a member of staff who understands the likely impact; offer access to the Council's counselling service if required<br>• Appropriate time to ensure that wellbeing issues were assessed and any actions put in place to support staff | |

| | |
|---|---|
| • Follow-up action after a period of time to ensure that staff affected have fully recovered and do not require any additional assistance or support<br>• Offering staff at risk from physical harm protective clothing e.g. arm/shin guards/hats<br>• Refer staff to the Procedure for *Protection against infection and Blood-borne Viruses in all Children and Families Educational and Child Care Settings*, if required | |
| Headteachers can seek support and advice from Psychological Services | |

**Appendix 4 – Local Authority Inclusion Statement 2019**

**·EDINBVRGH·**
THE CITY OF EDINBURGH COUNCIL

getting it right *for every child*

**In Edinburgh children and young people are at the heart of our vision for the future.**

As an inclusive community we work with parents, carers and, where appropriate, partner agencies to support all children and young people.

By working together, we help children and young people to develop understanding about relationships, respect, teamwork, honesty, fairness, patience, and compassion. We do this by offering interesting and relevant learning experiences, by providing our staff with the training and resources they need, and by working with the whole community to accept and care for one another. This isn't always easy, but we believe it is essential so that our children and young people understand the people they meet and learn how to work together to handle setbacks and difficult situations throughout their lives.

When children and young people experience adverse events or as a response to their additional support need, they let us know by reacting in different ways. This presents difficulties for those around them. By working together, by understanding the cause and working out solutions, we can find a way to solve or deal with a problem. If it takes time to get over a problem we will work with a child, young person, and their family to work out the best way forward. This may involve making adaptations and providing additional support or in exceptional circumstances identifying a change of environment.

We recognise that we all experience difficult times, and that everyone deserves the best possible care and support. In Edinburgh we support children and young people to learn in different ways according to their needs. As children and young people learn to read, write, and count some require more support than others do. This need for support arises for a variety of reasons learning difficulties, challenges with emotional regulation and social communication issues. We must meet the needs of all our students in a fair, compassionate, and proportionate way.

In considering how to support all children and young people reach their full potential it may not always be possible to arrive at a resolution all parties agree. However, we will to listen to any parent, young person, child or member of staff and work together to resolve difficulties.

We are committed to do all we can to make Edinburgh an inclusive place to live and learn.

**Alistair Gaw**
**Executive Director for Communities and Families**

getting it right *for every child*

**Appendix 5: Additional Guidance on Physical Contact for Early Years Settings**

**Early Learning and Childcare: Physical contact**

Touch is often an important element in building positive relationships and a sense of security with very young children.

**Intimate Care**

In Early Learning and Childcare settings intimate care is regularly required. There is an expectation that each setting will have wet clothes/ nappy-changing procedure to ensure a consistent approach to intimate care from all members of the staff team. This procedure should include guidance on:
-   Respect for children's dignity
-   Developing children's independence throughout the process
-   Supporting children's emotional wellbeing
-   Demonstrating a positive model of physical interaction
-   effective hygiene procedures

No child should be forced to change their clothes. If necessary, the family may need to be informed. For a few children, a written agreement of the steps to follow should be produced following discussion with the parents/carers.

**Emotional wellbeing**

Best practice includes ensuring there are opportunities for children to initiate close physical contact if they need it for reassurance, to communicate, or to enhance a learning experience; when sharing a story, for example. Some children will seek this level of reassurance regularly, some children will not be comfortable with this. It is appropriate for members of the staff team to respond warmly to children initiating contact. It is also appropriate for staff members to use physical contact to support children through moments of conflict or distress, if this is welcomed by the child. No child should be cuddled against their wishes. Members of staff need to know their children well and should observe each child closely to determine whether physical contact is an appropriate support for an individual child.

**Lifting children**

Babies

Babies need a high level of physical contact and interaction. Responsive care is fundamental to ensuring high quality provision. The adult is the caregiver and it is important that key staff members are identified to ensure consistency and warm attachments. [See Pre-birth to Three national guidance]

Young Children

Lifting young children should be considered carefully. There are physical risks to the staff member to consider, as well as previously noted considerations regarding independence and dignity for the child. There may be times when lifting a child is appropriate, if a child is hurt, for example. Professional judgement is required as to what is appropriate, and a whole-setting, consistent approach is recommended.