

Brunstane Primary Relationships, Learning and Behaviour Policy and Procedure



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.

Included

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

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 Children's rights will not be withdrawn as a consequence of behaviour.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

Natural Consequence: This is a consequence that is a natural result of a behaviour or choice for

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.

At Brunstane we are kind and safe.

Values

- Creativity
- Ambition
- Community
- Respect

Relationships are key to everything we do at Brunstane Primary. Staff work tirelessly to include all learners and remove any potential barriers to their learning. We are committed to being a nurturing school and consider the six key principles in all our practice.

The six key principles of nurture are:

1. Children's learning is understood developmentally
2. The classroom/school offers a safe base
3. Nurture is important for the development of self-esteem
4. Language is understood as a vital means of communication
5. All behaviour is communication
6. Transitions are significant in the lives of children`

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.

Strategies to Support Positive Relationships and Behaviours

- Greetings on entering the class at the start of the day
- Soft start for first 20 minutes of the day
- Together time each week in each classroom
- Visual timetable for the day shared at the beginning of the day and used throughout the day
- Expectations and target for the day gone over each morning
- Visuals and social stories are used to show rules/expectations
- Class charter made with pupils at start of the year
- Classrooms are designed to be a safe and nurturing environment with safe-spaces co-constructed with pupils
- Specific teaching of zones of regulation, self-esteem and growth mindset is carried out throughout the year
- A consistency of language is used throughout the school with the use of scripts
- Targeted recognition board
- Class stars
- Notes home/praise pads
- Pupil of the week certificate in assembly
- Sending home post cards/phone call home

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

We have a small number of easily remembered *values* which everyone in our learning community knows. This is shared with the pupils as At Brunstane we are kind and safe.

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.

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
- Rights Respecting Schools
- CIRCLE / Up, Up and Away resource

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:

- Positive communication home through postcards or calls
- Time to share success with a key adult
- Sharing achievements with peers

When a difficulty does occur we have a clear and consistent staged approach that all learners know and can predict. Scripts are used to support this.

Scripts

- We use scripts to provide predictability and to ensure our language supports de-escalation and regulation. While delivering scripts we are also mindful of our body language, tone of voice and facial expression.

| Incident De-escalation Script | Emotional De-escalation Regulation script |
|--|--|
| I noticed/can see that you are... I wonder if you are in the... name of zone Remember we are trying to be If you continue to be ... then you are choosing... Remember when ... (share a positive time when the child was following expectations/doing well That is what I need to see today. Thank you for listening | I wonder if you are feeling... Sometimes when ... I feel ... Something that helps me is... |

Restorative Approaches to Support Relationships and Positive Behaviours

- Staff modelling self-regulation strategies and nurture principles
- Using restorative language in everyday teaching
- When relationships have broken down or incidents have happened that need to be resolved restorative conversations will take place. These will take place once all parties are calm and have had time to reflect
- Management cover if conversation needs to happen between teacher and pupil
- Sanctions are meaningful, proportionate and immediate

Restorative Conversation

- When relationships have broken down or incidents have happened that need to be resolved restorative conversations will take place.
- These will happen once both parties have calmed and are ready to talk it through and will happen away from where the incident took place.
- The conversations will aim to repair relationship and move things forward in a solution focussed way.
- Conversations will be facilitated by a member of SMT either facilitating the conversation or covering the class for the teacher to facilitate.
- Conversations will be kept simple and will follow emotion talks format.

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.

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 the parent will always be informed.

Professional Development

We support all staff to develop their skills to support relationships learning and behaviour, this includes but is not limited to:

- A whole school nurture approach
- Use of the CIRCLE Inclusive Classroom resource / Early Years Up, Up and Away resource
- Understanding and implementing Edinburgh's Getting it Right for Every Child approach

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 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 / 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.

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).