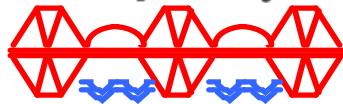
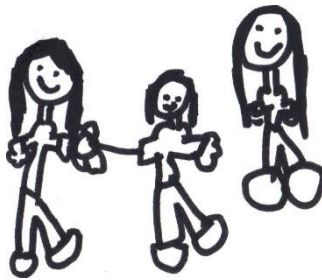


Queensferry Primary School



QUEENSFERRY PRIMARY SCHOOL

Relationships, Learning and Behaviour Policy and Procedure



March 2023

*Inspired to be our best -
in a supportive, inclusive community*

Article 28 Every child has the right to an education.

Article 29 Children's education should help them fully develop their personalities, talents and abilities.

Example 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.

At Queensferry Primary School we strive to create an environment where all children are supported to develop within the four capacities of Curriculum for Excellence – Confident Individuals, Effective Contributors, Successful Learners and Responsible Citizens.

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 example if a toy is broken it can't be played with.

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)

4. POLICY CONTENT

At Queensferry Primary School we strive to create the best learning community with a supportive and restorative ethos, within which relationships are key. Every child has the right to a high-quality education and we recognise that positive relationships amongst all involved in our school community are fundamental to enable effective teaching and learning to take place. We strive to create an ethos that values positive, restorative and respectful relationships, which promote shared values. All of this is done in an inclusive, safe learning environment which supports children and develops their skills and resilience enabling them to become responsible for their own behaviour.

Staff recognise that all behaviour is communication and that in order to meet the needs of all children we need to understand what is being communicated. Staff need to then assess and respond to this behaviour appropriately and finding solutions.

5. IMPLEMENTATION

Whole School Approach

Teachers ensure that the most appropriate learning environment is provided through good organisation, effective lesson planning and preparation.⁹ Flexibility, choice and, where appropriate, differentiation also help to support individual needs and promote positive relationships and behaviour. Staff use the CIRCLE document. Up, Up and Away resources to plan for an inclusive environment.

They aim to create calm settings which incorporate a safe and quiet space for children to use when they feel unsafe or their behaviour is dysregulated. All classes use a visual timetable which allows all children to see the organisation of the day. There are also visuals throughout the school. Staff also use a variety of strategies to support those children who need additional support to manage their behaviour and emotions – time out cards, specific safe space, individual timetables etc. We have agreed visible consistencies that all staff commit to every day, which makes it easy for adults and children to recognise good behaviour. Emotional acceleration in an adult is unacceptable so all adults should display consistent, calm behaviour. We want to encourage restorative conversations with children to help them to think carefully about their actions and hopefully avoid a repeat of any unacceptable 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.

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.

⁹ CEC CIRCLE / Up, Up and Away resources include tools for Inclusive Learning environments.

¹⁰ Education Scotland – Parentzone Restorative Approaches

Clear Expectations ¹¹

We have a small number of easily remembered values which everyone in our learning community knows. These are summarised in three¹² words:

1. Kind
2. Respectful
3. Responsible

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 values are a key part of each class charter. They are shared with parents and discussed regularly in class and at assemblies.

Building Skills for Relationships

We use 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
- Zones of Regulation
- Think Good, Feel Good

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:

- Key workers: a named person for specific children
- Link workers: e.g. pupil support officer
- Staff being available at critical times e.g. transitions, break times
- Nurture Groups
- Social Skills Groups

Responding to (Di)stressed Behaviour

We 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.

¹¹ It is important that whether the term rule or value is used there is a small number of positively worded expectations as opposed to a list of do's and do not's.

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

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, emails or calls
- Time to share success with a key adult
- 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 value and clear short instruction re: expectation
- Reminder of 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, with supportive adult or base, communication to home and time set for restorative conversation
- Restorative conversation with the child.
- Reflection Sheets
- 'Sort It Out' cards

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 form 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 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

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. To do this she has shared the policy with all families, revisited the key principles with the children regularly and reviewed the policy annually with staff.

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.
- Making
- 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.

CONCERNS, COMPLAINTS AND COMPLIMENTS: This procedure can be found on page 12 of the school handbook.

[School Handbook \(wordpress.com\)](#)

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).

9. SELF EVALUATION AND REVIEW

This policy and procedure was shared with our school community in March 2023. It will be reviewed in session 23/24 and updated to reflect our learning community's work on our values and our Rights Respecting journey.

10. RELATED DOCUMENTS

Scottish Government

- Standards in Scotland's Schools etc Act (2000)
- Included, Engaged, 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