



RELATIONSHIPS FOR LEARNING POLICY

Cramond primary

Abstract

At Cramond Primary we are committed to ensuring behaviour is understood as a form of communication. We recognise that positive behaviour communication promotes excellent learning and support our learners towards achieving this. Our policy has been created with the views of staff, learners and parent/carers included.

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DHT & HT with staff, pupil & parent group



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

#CramondCares

The purpose of this policy is to promote a positive ethos and culture across our school to continue to develop positive relationships, positive behaviour and successful learners. Within this policy, we provide clear guidance as to the procedures we follow at Cramond Primary when supporting behaviour.

At Cramond Primary School we adhere to both the City of Edinburgh Council and Scottish Government advice to protect and promote children's rights and the implementation of the Council's policy: Included, Engaged and Involved in Edinburgh. We also aim to address the recommendations made by Scottish Government in Included, Engaged, Involved 2 (2017) and Developing a Positive Whole-school Ethos and Culture (Relationships, Learning and Behaviour 2019).

SCOPE

All staff in our learning community are covered by this policy and procedure. Our aims are:

- To provide an overview of our whole school approaches
- To establish and maintain mutually respectful and positive relationships
- To ensure all learners and staff are treated with fairly and equitably
- Support all children towards having positive learning experiences and receiving their statutory right to education
- Promote a positive and safe environment for all learners and staff
- Support children and young people's emotional and social development, recognising the importance of positive relationships which enable positive behaviour and learning opportunities.
- Support restorative practice across the school and nurture with the recognition that a share understanding is required across learners, staff and parent/carers that we must work collaboratively to find solutions.
- Support learners with understanding their role in situations and associated consequences through our restorative approach
- To promote consistency in practice; through expectations and our whole school approach (Ready, Respectful, Safe)
- Supporting learners with Additional Support Needs
- Understanding and responding to (di)stressed behaviour
- Understanding behaviour is the responsibility of all. Staff work collectively to support one another when dealing with situations and a consistent approach should be applied. Senior leaders are not expected to deal with behaviour incidents in isolation, however will support colleagues.



DEFINITIONS

Child / children: Describes any person under the age of 18.

Corporate parents: Describes the role of all City of Edinburgh Council staff with regard to the provision of care and support for all looked after children.

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.

Harm: to cause physical or emotional injury.

In loco parentis: The term used to describe the role adults take on for children left in their care for example in school or early years setting. We are acting 'in place of parents'.

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.

Parent: 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.

Physical Contact: An active process which involves no greater activity than the action of touch to:

- guide, sooth, comfort, encourage or protect a child
- provide intimate care for a young child or a child with complex additional support needs or a disability where this is provided for in the child's care plan
- restore relationships between staff and children after a distressing incident or event where physical intervention was used
- support learning for example in hand over hand approaches.

Physical Intervention: Describes a range of approaches where restrictive holding is not used, such as physically guiding an individual away from a harmful situation.

Restorative practice: Describes a council wide way of working based on shared values including working with families collaboratively, listening to what matters to children and families and building on strengths. This way of working together has a clear focus on shared and meaningful outcomes. A restorative approach that many schools use is the facilitation of restorative conversations between those involved in incidents that undermine positive relationships.

Restrictive Physical intervention: Is justifiable only when a child or young person is at risk of inflicting serious physical harm on themselves or another individual. In some special schools, due to the frequency of incidents, staff are trained to use planned physical intervention in the form of CALM this is not the case in mainstream schools or early years settings.

The rights of the child: The United Nations Convention on the Rights of the Child (UNCRC) sets out the fundamental rights of all children and young people. The UK ratified the UNCRC in 1991. The Scottish Government and the Council use the UNCRC as a framework to ensure that we consider children's rights whenever we take decisions, and to help guarantee every child a good start in life with a safe, healthy and happy childhood.

City of Edinburgh Council: Relationships, Learning and Behaviour (2019)



POLICY CONTENT

Every child and young person have the right to a high-quality education.

Positive relationships are fundamental to enable effective teaching and learning.

At Cramond, we have adopted the following key principles to create a caring, inclusive and supportive environment.

We follow 3 core expectations that learners, staff and parent/carers are:

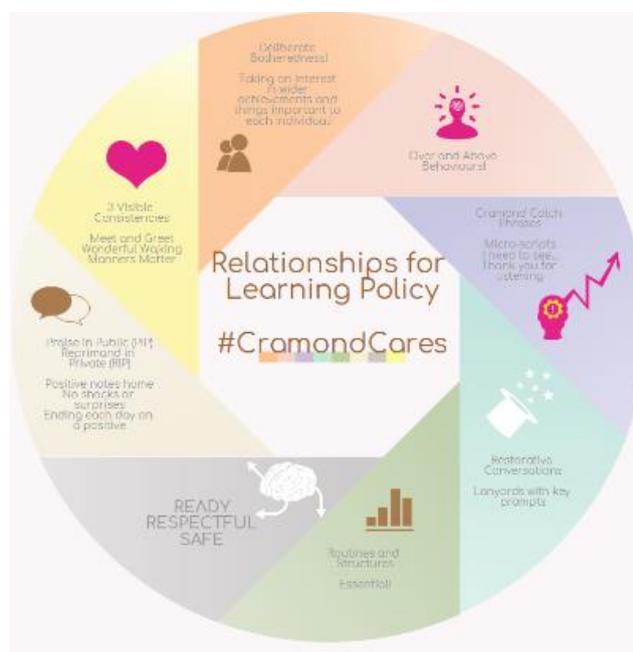
- **Ready** – Readiness to learn
- **Respectful** – respectful of others and in turn, respect is given back
- **Safe** – play/learn and act in a safe manner

We follow a restorative approach to responding and supporting behaviour.

IMPLEMENTATION

At Cramond, we use the following, to ensure that lessons are well planned and organised. Preparation helps to create a suitable learning environment which offers flexibility, choice and differentiation.

- Curriculum for Excellence Guidance,
- Benchmarks & Progression Pathways
- Circle Document & Up, Up and Away resources



At Cramond, we implement the following approaches:

- Daily Meet 'n' Greet with pupils
- Clear, well established classroom routines
- Clear, consistent expectations shared – **Ready. Respectful, Safe**
- Deliberate 'botheredness' showing how we value and appreciate each learner/staff member as an individual
- Sending positive notes home and/or making positive phone-calls/emails
- Visible consistencies: wonderful walking across the school, marvellous manners
- Praise in public, Discuss in private (PIP, DIP)



HOWEVER, EVEN IN THESE CONDITIONS, SOME LEARNERS WILL PRESENT WITH BEHAVIOUR THAT CHALLENGES OR IS DIFFICULT TO INTERPRET.

We follow the approaches below in more challenging situations:

We understand that we should respond to individual need at the time of the incident and follow a restorative approach which aims to prevent and de-escalate difficult situations.

- Reminder of unambiguous, clear instruction and expectation(s)
- Reminder of value *'Remember we respect others, I expect you to be kind'*
- Adult briefly checks in with child before allowing child time and space to action
- If behaviour continues: Use of short, micro-scripts (*the broken record technique*)
- Calm, clear tone of voice– repeat and then reduce language
- Acknowledge emotions, listen to the child(ren) and adults involved.
- Use strategies from Zones of Regulations and/or Emotions Talks
- Seek support from Senior Leadership Team when appropriate
- Allow time for de-escalation (supported and/or unsupported depending on the child)
- Restorative conversations link back to 3 core expectations: **Ready, Respectful, Safe.**
- Where appropriate, identify natural or logical consequences
- Revisit; check in and follow up to see how things are going

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 (Education Scotland). Positive approaches to support behaviour focus on relationships, skills building, restoration and when appropriate logical or natural consequences appropriate to the child, rather than the implementation of punishments.

ADDITIONAL SUPPORT NEEDS

We provide support that meets children's needs and identifies additional support needs as early as possible, 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 eg Educational Psychologist or Additional Support for Learning Service link.

It is crucial to understand how a child's needs might impact on their behaviour and help identify any known triggers or warning signs.

It is important that we work together to intervene early and act preventively. Positive behaviour is promoted when we work together to identify, and support needs in order that learning experiences are both individualised and appropriately differentiated.

We explore and establish what has happened with children. We listen to their response (whether this is given verbally or expressed non-verbally) and act appropriately.

Once we can identify the reason and purpose for behaviour then we can explore how we can support and develop solutions.

AT CRAMOND PRIMARY WE ENSURE THE FOLLOWING TARGETED SUPPORTS:

- Specialist skilled staff eg Pupil Support Officer (PSO), play therapist, transition teacher
- Staff being available at critical times e.g. transitions, break times
- Nurture Groups inbuilt throughout the day and Social Skills Groups



The GIRFEC child planning process (and where appropriate, individual risk management plans) should result in a clear shared understanding of the current, most appropriate strategies. We review and evaluate these regularly with relevant stakeholders.

By working together to address all factors that may be contributing to a child's needs, we are more likely to bring about lasting impact on child's wellbeing and engagement.

'THE KEY TO SUPPORTING CHILDREN WITH (DI)STRESSED BEHAVIOUR IS TO RECOGNISE THAT **ALL BEHAVIOUR IS COMMUNICATION**'

1 – STAGED APPROACH TO POSITIVE BEHAVIOUR

1.1 - ROLE MODELS

All adults are role models for the behaviour they expect to see from children.

A key element of this is the way in which we demonstrate respectful relationships and value everyone within the learning community. When there are difficulties all staff should model a willingness to positively engage with restorative approaches and seek to repair relationships.

1.2 - CLEAR VALUES AND ROUTINES

- Each class has their own class charter which reflects their own clear values (UNCRC).
- Staff and learners use values to understand expectations and resolve issues.
- Staff actively plan and establish clear expectations for regular routines e.g. entry and exit to learning spaces, seeking help, the use of resources, requesting toilet breaks.
- Some children need extra support to understand expectations and follow routines.
- Good, clear visuals of expectations to support understanding.
- We provide a simple summary of the routines and values for continuity of class cover. Values and routines are consistently supported and referred to frequently.

WIDER SCHOOL:

Our Cramond expectations (in replacement of classroom/playground rules) are:

- **READY**
- **RESPECTFUL**
- **SAFE**

Everything can and should be linked back to the above e.g. when outside in the playground and a child is being aggressive towards someone else you can frame the discussion around this behaviour '*is the choice you are making a safe one?*'

We promote positive behaviour eg '**wonderful walking**' or '**marvellous manners**'.



RESPONDING TO (DI)STRESSED BEHAVIOUR

The school recognises that supporting children and young people with 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.

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

ROLES AND RESPONSIBILITIES

The headteacher and depute head teacher have overall responsibility for ensuring the effective implementation of this policy. The headteacher ensures that the concerns of pupils are elicited, listened to and appropriately addressed. DHT organises, hosts and minutes child planning meetings. She identifies with staff any children who require a risk management plan in place and review this on a regular basis (as required).

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.



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 local authority framework for preventing & responding to bullying.

CONCERNS, COMPLAINTS AND COMPLIMENTS

It is hoped that you will be completely satisfied about your child's education at Cramond. Feedback is encouraged and actively sought from both parents and pupils. If you have a complaint or a concern about the school, please let us know as soon as possible. It is better that these things are shared openly and resolved quickly. There will be no negative consequences arising from making a complaint and issues will be dealt with as confidentially as possible. Please make any complaints initially to Helen Donaldson, Headteacher. This gives the school an opportunity to respond and resolve the issue. Efforts will be made to respond as quickly as possible, but often issues are complex and time is needed to investigate the matter fully. If you are still unhappy with the service or with the response then you can contact Advice and Conciliation [0131 469 3233] If you are still unhappy after the further investigation and reply, you can contact the Scottish Public Services Ombudsman

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). The Senior Management Team reviews these records of incidents on a regular basis.

SELF EVALUATION AND REVIEW

This policy has been written in consultation with the Cramond staff team, parent short life working party and pupil equality group. The policy will be published and shared via our school website and app.

This policy will be reviewed in August 2023.



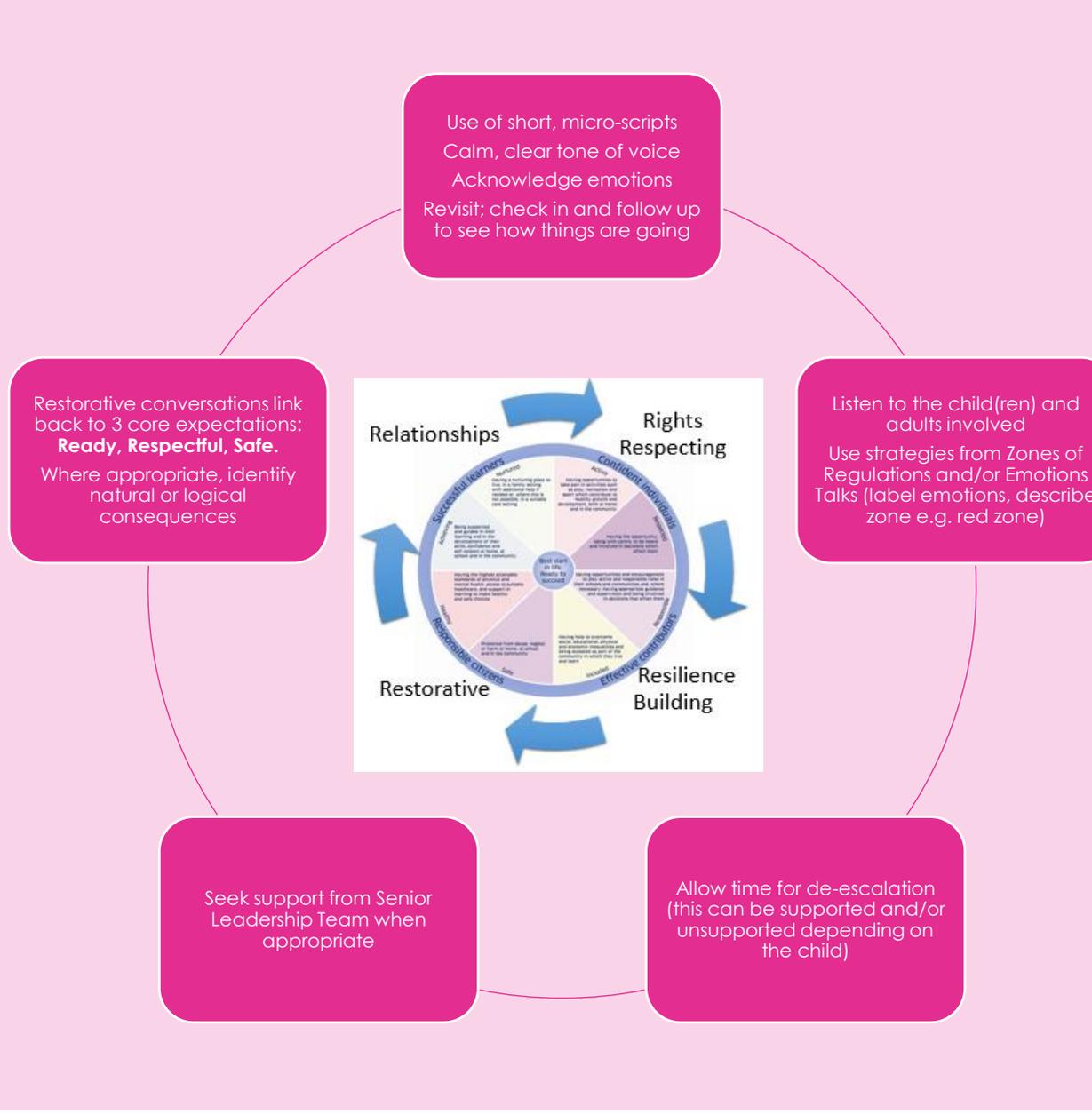
RELATED DOCUMENTS

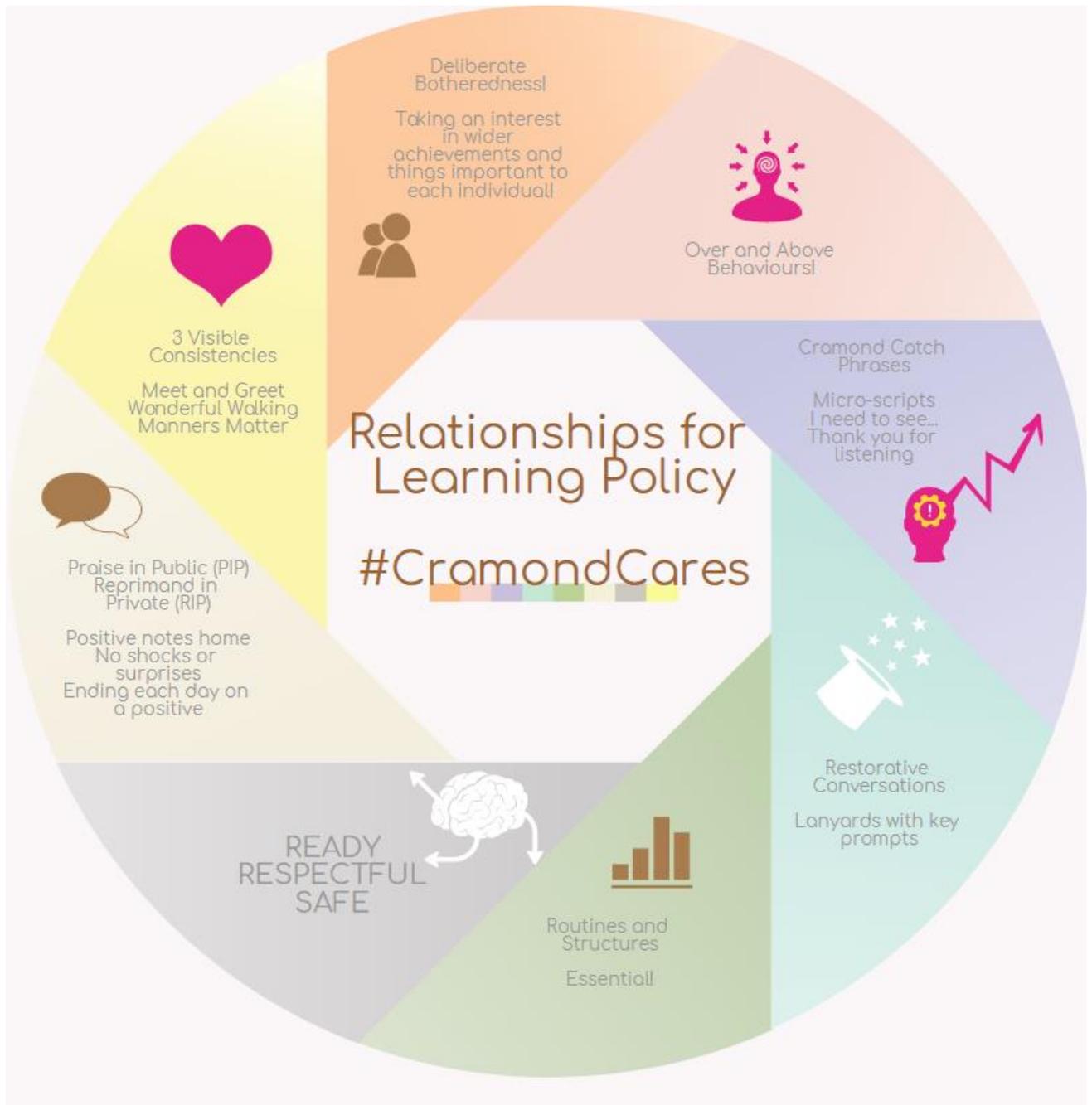
Scottish Government

- 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 (www.edinburgh.gov.uk/downloads/file/9516/equality_diversity_and_rights_framework_2017-21)



APPENDIX 1







APPENDIX 2 **A Restorative Conversation**

1. Ensure the meeting takes place in a place/format where the pupil feels comfortable. This may be during a task, walking alongside each other or in a comfortable space.
2. Ensure the meeting and time is valued. Resist interruptions and make sure the conversation is seen as important, valued and is used for a quality discussion.
3. Be aware of your behaviour and response in reaction to the situation. Try not to use judgemental language or take too many notes as this may cause a defensive or uncomfortable approach from the pupil.
4. End your meeting on a positive note. Look to the future and try and plan next steps of how to resolve the situation in the future.



RESTORATIVE CONVERSATION SCRIPT – LISTEN & SCRIBE.

WHAT HAPPENED?

WHAT WERE YOU THINKING AT THE TIME?

WHAT HAVE YOU THOUGHT SINCE?

HOW DID THIS MAKE PEOPLE FEEL?

WHO HAS BEEN AFFECTED?

HOW HAVE THEY BEEN AFFECTED?

WHAT SHOULD WE DO TO PUT THINGS RIGHT?

HOW CAN WE DO THINGS DIFFERENTLY IN THE FUTURE?