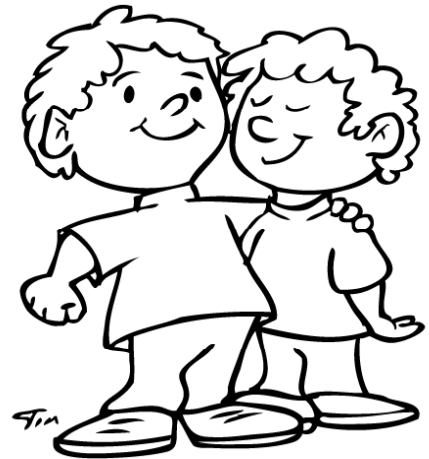
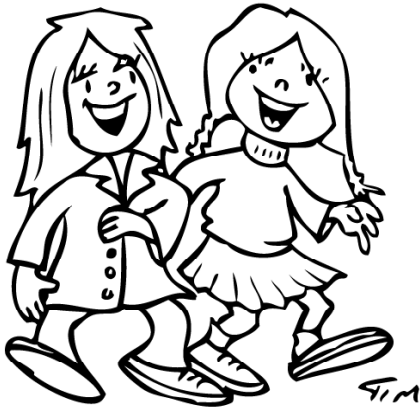




RELATIONSHIPS MATTER

What we expect at Trinity



This policy and procedure is based on the City of Edinburgh Council policy and procedure *Relationships, Learning and Behaviour 2019*.

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.

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.

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

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 Children's rights will not be withdrawn as a consequence of behaviour.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

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.

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.

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

Respect

Kindness

Perseverance

Creativity

1. Respect yourself and others
2. Work hard
3. Look after property

At Trinity we
Go Above and Beyond in all that we do

These form the basis of all our conversations in relation to behavioural expectations. It is helpful if parents can also discuss these 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 to act restoratively.

This includes the Building Resilience Programme, Rights Respecting Schools, CIRCLE document and the Principles of Nurture.

Additional Support Needs

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 dos and do nots. 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 a range of targeted supports: nurture staff, family support worker, social skills groups, external agencies etc.

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, when appropriate to do so. 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 may include:

- Positive communication home through postcards 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 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, with supportive adult or base, communication to home, if deemed appropriate 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 intervention from an adult to prevent harm, parents will always be informed and this will be recorded.

Professional Development

We support all staff to develop their skills to support relationships learning and behaviour, this may include :

- Use of the CIRCLE Inclusive Classroom resource
- 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

Headteacher has overall responsibility for ensuring the effective implementation of the 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.

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.

Concerns, complaints and compliments

If you wish to raise a concern or make a complaint please contact a member of the Senior Leadership Team in the first instance. Whilst our aim is to resolve any concerns or complaints as soon as possible, in line with council policy, school has five working days to respond. If unresolved, parents are invited to follow CEC policy and make a stage two complaint. Compliments are also very welcomed!

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 Leadership Team reviews these records of incidents on a regular basis.

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)

Appendices

De-escalation Techniques (from CEC)

Physical

- Think about your position in the room – make sure you are closest to the door. If possible avoid standing 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.
- 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.

Top Ten Ideas from Bill Rogers

1. The Black Dot in the White Square: What do you focus on? The black dot represents the negative, disruptive behaviour of certain individuals or the class as a whole; the white square represents the positive behaviour of the majority or the normally good behaviour of an individual. By focusing on the black dot, we are forgetting the white square. Avoid using sweeping statements that can harm positive working relationships

- The class is awful
- The group never works sensibly
- The student is unable to behave
- Everyone is being too noisy

Avoid picking up on the late-comers, the noise makers and the students off-task, at the expense of reinforcing the good behaviour of the majority. It is so much healthier for all concerned to swap that around

2. Using Positive Language This is so simple but packs a punch. Instead of “will you stop talking” you say “I’d like everyone listening, please”. Instead of “John, stop turning around and distracting Mike” you say “John, I’d like you facing this way and getting on with your work... thanks.”

3. Choice direction and ‘when...then’. Classic parenting techniques that work brilliantly.

- Jamil, you can either work quietly by yourself or you can come up and sit with me,
- James, you can go next door to work with Mr Anderson or you can work sensibly with Andy as I’ve asked.
- When you have finished tidying up your area... then you can sit wherever you want....

4. Pause Direction Students are in the bubble of their own a lot of the time. Just because you start talking, doesn’t mean they hear you. Make a deliberate pause between gaining a student’s attention and a direction to ensure they have had sufficient ‘take up’ time. Eg. “Michael pause...David...pause...could you face this way and listen, thanks”.

You gain their attention, with eye contact, before you say what you want to say. Try it....

5. Take-up Time This avoids the horrific teacher domineering – “come here Boy!” nonsense. Simply, “Michael...(pause to gain attention)... come up here a sec please.” Then deliberately look away... talk to someone else. Michael will come. He just will. In his own time. It works – try it. It also works in the corridor. “John, come over here for sec please... then walk away to a private area, away from peers. John will follow – and not lose face. You can then have a quiet word about the behaviour without the show-down.

6. ‘You establish what you establish’ This refers to the establishment phase with a new class. Right from the start, anything you allow becomes established as allowed; and

anything you challenge is established as unacceptable. The classic is noise level and off-task talking. If you do not challenge students who talk while others talk, you establish that this OK; it is no good getting bothered about it later... Similarly with noise level. If you ask for "quiet" and then accept noise – then your message is 'quiet means noise'. If you want silence – you have to insist on it. Invest time in setting up routines – a signal for attention, how you come in and out of the classroom, the noise level. Talk about it explicitly and reinforce it regularly. The start of a new term is a good time. At any point, if you are not happy with the behaviour in your lessons, you have to address it explicitly. Otherwise, the message is that you accept it.

7. Teacher Styles

- Don't be an **Indecisive teacher**: hoping for compliance but not insisting; being timid in the face of a challenge; pleading not directing.
- Don't be the opposite: **an Autocratic teacher** : using a power relationship to demand compliance without any room for choice. (No-one likes or wants a bullying teacher.)
- Be an **Assertive teacher**: This teacher *expects compliance* but refuses to rely on power or role status to gain respect. The teacher plans for discipline, uses clear, firm direction and correction, but acts respectfully, keeping the aims of discipline clearly in mind.

8. Controlled severity – but where certainty matters more than the severity. Most great teachers establish very clear boundaries. How? Well, usually, this happens through the occasional dose of 'controlled severity'. A sharper, harder corrective tone that conveys: "No! You will not do that –EVER!" Followed quickly by a return to the normal friendly, warm tone. Ideally, the simple sharp reprimand is all that is needed – that cross tone that says: "I still love you dearly, but you know that is beyond the boundary and you know I will not tolerate it again". Most teachers regarded as 'good with discipline' only need to use the severe tone very occasionally – because it works and the class remembers. Daily use won't work, neither will shouting.

9. Partial agreement (aka being the Grown-up) Teachers need to be able to model the behaviour they expect. This includes not wanting the last word. **Partial Agreement** is an essential strategy for avoiding or resolving conflict. It means teachers not trying to have the last word, or asserting their power in a situation when a student disputes their judgement.

- Student : "I wasn't talking, I was doing my work"
- Teacher : "OK, Maybe you were but now I want you to press on to finish the task."
- Student: "It wasn't me... it's not mine... I didn't do anything"
- Teacher: "Maybe not – but we're all clear on the rules about that aren't we..and I'd like you to help me out next time, Thanks. "

The focus is on the primary behaviour, giving students take up time and a choice about consequences. Expecting compliance is key but we should not regard 'giving in' as a sign of weakness. Communicating to students that you may be wrong is an important part of building relationships whilst maintaining your authority. My pet hate is a teacher who wants his pound of flesh; is uncompromising and moans about kids 'getting away with it'. It never

ever helps. (This is where I find the concept of Emotional Intelligence helpful...some teachers simply cannot bear it when asked to give ground; it is a problem they need help to recognise.)

10: Behaviour Management is an emotional issue

There is a need to recognise explicitly that behaviour is about emotions and associated traits: confidence, self esteem, peer relationships, group acceptance, empathy, belonging, resilience, .. and all the opposites. Crucially, this is for the teacher and the students. There is just no excuse for an angry outburst that has no resolution; for forcing a child into an emotional corner through power or using sarcasm to humiliate. We are the adults. BUT –we are human and we sometimes fail to manage. Sometimes, things go wrong and as teachers we put ourselves on the line emotionally all day. No other job is like that –

If you do 'lose it'... acknowledge it.. "I am angry because...."; "I am raising my voice now because I'm so frustrated..." And then, after a cool-off, as soon as you can, model the behaviour you want to – calm, measured, warm, encouraging and showing you care. 'Repair and Rebuild' is a great concept. Sometimes, the trick is to take the most difficult student aside, away from a lesson and build up a rapport so that they see you as human – and you see them as more than just rude, non compliant etc.