

Dean Park Primary School
**Relationships, Learning &
Behaviour Approach**



Updated May 24

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 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.

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.¹

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 supported².

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.

¹ Included, Engaged, Involved in Edinburgh Policy and Edinburgh Learns Inclusion Framework

² Guidance on the Presumption to Provide Education in a Mainstream Setting (2019)

1. 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

2. 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.

3. 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.

4. IMPLEMENTATION

Whole School Approach

Good organisation, lesson planning and preparation will help to create the right learning environment.³ Flexibility, choice and, where appropriate, differentiation will also help to support individual needs and promote positive relationships and behaviour.

³ CEC CIRCLE / Up, Up and Away resources include tools for Inclusive Learning environments.

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.⁴ 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.*

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 through assembly
- Rights Respecting Schools
- CIRCLE / Up, Up and Away resource
- RSHP programme
- Learning for Sustainability
- Respect Me

Additional Support

At Dean Park our approaches to promoting better learning, relationships and behaviour is child centred and responsive.

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:

- Lead Professionals identified for any pupils in need of significant additional support
- Staff being available at critical times e.g. transitions, break times
- Nurture provision
- Skilled PSA team and teaching team
- Nurture nest spaces around the school
- Suite of Health and Wellbeing Supports

⁴ Education Scotland – [Parentzone Restorative Approaches](#)

- School Counsellor
- Art Therapy

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:

- *Time to share success with a key adult*
- *Sharing achievements with peers*
- *Recognition boards*
- *In class points systems*
- *House points*

When a difficulty does occur we have a clear and consistent staged approach that all learners know and can predict (Appendix 1):

- Reminder of rule and clear short instruction re: expectation
- Reminder of rule 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, communication to home and time set for restorative conversation
- All intervention is child centred and takes account of their individual needs

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. <https://www.edinburgh.gov.uk/downloads/file/25520/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 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)
- Emotions Talks: a support tool to help children communicate about emotions
- Equalities training

- Restorative approaches
- 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
- Inclusion CLPL from ASLS Suite of Supports

6. **ROLES AND RESPONSIBILITIES**

The **headteacher** has overall responsibility for ensuring the effective implementation of this policy. In particular, the headteacher ensures that the views of children 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 implementation of this policy.

Learners participate in supporting this procedure and contribute to our positive school ethos. All learners know our school rules and are expected to take responsibility for their behaviour on and off the school site. 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.

Please refer to our Equality, Diversity and Anti-bullying Policy and Procedures for further information.

Concerns, Complaints and Compliments

We recognise there may be times when parents feel we have not dealt well with an incident, and we ask that this be brought to the head teacher's notice. If early resolution at this stage is not achieved, then the matter should be referred to the Advice and Complaints Service at

https://orb.edinburgh.gov.uk/info/200313/policies_and_procedures/71/education_advice_helpline_and_complaints

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We are also pleased to receive compliments from parents when things have gone well.

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).

The Senior Management Team reviews these records of incidents on a regular basis. Please find below a list of all Records, including completed forms that may be generated or amended by this procedure.

9. SELF EVALUATION AND REVIEW

Communicating this policy

- We publicise our policy and procedures on the school website
- We work with parents and pupils to produce user friendly versions of our Better Relationships, Better Learning, Better Behaviour policy.

Evaluating and Reviewing this Policy

We evaluate this policy using the following measures:

- Examining staff, parents and pupils views from surveys or focus groups
- The number of incidents that are reported to staff over a given period.
- Rates of attendance, exclusions and attainment and achievement of pupils in protected groups, e.g. looked after
- The number of complaints and compliments that we receive from parents.

This policy and procedures will be reviewed every 4 years.

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

School

- Child Protection Policy
- Equality, Diversity and Anti-Bullying Policy

Appendix 1: Procedure flow chart

