

# **Frogston Primary School**



## **Relationships, Learning and Behaviour Policy and Procedure**

*August 2023*

## **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.

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 Children's rights will not be withdrawn as a consequence of behaviour.

## **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.

## **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 and affect their behaviour. Positive approaches to support behaviour focus on relationships, skills building and restoration.



To achieve this positive ethos all staff are committed to:

- **Relationships** - Developing positive relationships of mutual trust and respect 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.

## **Relationships**

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.

## **Rights Respecting**

### **Every child has the Right to an education. Article 28**

We respect this Right by always trying our best and coming to school with a positive attitude. We use our knowledge to help us persevere and overcome any challenges we are faced with in our education.

### **Every child has the Right to play and to be included. Articles 15, 23 and 31**

We respect this Right by not leaving people out and welcoming new friends to our school and classes. Where someone may find it difficult to join in with a game we make adjustments to support them.

### **Every child has the Right to share their opinions and ideas. Article 13**

We respect this Right by hearing the opinions of others and by making sure that what we do and say does not cause harm or offend anybody.

### **Every Child has the Right to choose their religion and beliefs. Article 14**

We Respect this Right by finding out about other religions and celebrating the beliefs of others and our own.

As a new school we have the opportunity to shape our positive ethos, values and culture from the beginning. We are committed to attaining the status of a Rights Respecting School . The award helps children to grow into confident, caring and responsible young citizens not only in school but in the wider community. We not only learn about our Rights but also how to respect the Rights of others. From August 2021, when all ages and stages will be represented in our community, a Rights Respecting School pupil group will be established with the aim to ensure that all children are treated fairly in line with our policy.

Charters are used in Rights Respecting Schools. At the beginning of each academic year pupils will create their own class charter by choosing the articles they feel most relevant to them. The charter will then outline the agreed actions between the adults and pupils for the coming year. By doing this, pupils are taking ownership of their classroom and learning while understanding that Rights should be enjoyed by everyone.

## **Resilience building**

The City of Edinburgh's Building Resilience programme supports the development of pupils' mental, emotional, social and physical wellbeing through effective learning and teaching in partnership with staff, parents and pupils. It provides practical strategies to help children cope with the ups and downs of everyday life and tools that they can use when they experience, difficulties, frustrations and challenging times now and in the future. We will begin this programme in August 2021 and will have regular launch and sharing assemblies throughout the year that everyone is welcomed and encouraged to attend.

## **Restorative and Solution Focused Approaches**

We use restorative and solution focused approaches to restore relationships where there has been conflict or harm. By doing so, pupil understanding of the consequences of unwanted behaviours is developed, pupils are listened to and supported to reflect on incidents. The focus is on finding a solution to help everyone move forward in a productive way.

## **Our School Values**

We will select a small number of easily remembered values which everyone in our learning community will know. These will be summarised into three words:

**A – Achieve**

**L – Lead**

**L - Love**

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 and ethos will be summarised in a one page visual that is displayed throughout our building, shared with parents and discussed regularly.

## **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.

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:

- 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 values and clear short instruction re: expectation;
- Reminder of values 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.

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 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)
- 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.

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. 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.

### Concerns, Complaints and Compliments

If you wish to give us feedback you can do so by emailing the school in the first instance. If it is regarding a concern or complaint the head teacher will respond within 5 working days of receiving communication. If you remain dissatisfied you have the right to contact Advice and Complaints service:

[cf.complaints@edinburgh.gov.uk](mailto:cf.complaints@edinburgh.gov.uk)

## **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**

We gather views from our community in a variety of ways. We speak to children in class about our values and what they look like in practice, through school assemblies and pupil groups such as Equalities, Pupil Council, Playground Pals. We have regular staff meetings and training opportunities where we review to ensure we are following our policy and procedure. Parents views are gathered through meetings with the Parent Council, surveys and through formal and informal interactions.

## **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](http://www.edinburgh.gov.uk/downloads/file/9516/equality_diversity_and_rights_framework_2017-21))

