



- June 2018 -

Better Relationships, Better Behaviour, Better Learning

Ferryhill Primary School

Purpose

To provide clear guidance for all staff on the management of Better Relationships, Better Behaviour, Better Learning. This procedure should also be read in conjunction with the Better Relationships, Better Behaviour, Better Learning Policy.

It is widely recognised that the majority of young people are seen as well behaved. This guidance recognises the importance of an ethos of inclusion in emphasising positive relationships and behaviour. Supportive approaches contribute to positive relationships and whole school / establishments approaches help to create a positive environment for all children and young people.

Scope

This procedure applies to all staff and encompasses

- Whole school approaches
- Support systems
- Curriculum based lessons, activities and programmes
- Partnership working
- Professional Development

Definitions

- Staff describes all staff working directly with children and young people
- Parents and carers describe all those with direct responsibility for the care and welfare of children and young people
- Corporate parents describe the role of all City of Edinburgh Council staff and Councillors with regard to the provision of care and support for all of our looked after children and young people

Managing Behaviour

For individual teachers, good organisation, lesson planning and preparation will help to create the right environment within the classroom. Flexibility, choice and, where appropriate, differentiation will also help to minimise challenging behaviour.

However, even in these conditions, some children and young people will present with challenging behaviour. This section addresses the approaches and strategies which are designed to help you manage more challenging behaviour before, during and after an event.

ASL Pathways to Support

The City of Edinburgh Council is responsible for making arrangements to identify additional support needs by working in close cooperation with parents, schools and other services in contact with a pupil. It is important to identify additional support needs as early as possible in order to prevent further difficulties developing later.

CEC has adopted a structured and progressive approach to identify, assess and meet learners' additional support needs through a pathways model. It provides an effective process for identifying support and ensures a proportionate use of resources and enables effective planning and the best use of wider supports within an establishment, partner services and agencies.

It is important for all establishments to have a structured and progressive approach to meeting the needs of children and young people in place as most needs can be met within provision available in class.

What you need to do? Staged Intervention

The aim is to identify children's needs and to suggest ways in which these needs could be met effectively:

- **Stage 1:** Needs are met and managed within class
- **Stage 2:** Needs are met and managed within the establishment
- **Stage 3:** Needs are met and managed within establishments with support from Partner Services and Agencies
- **Stage 4:** Needs are met and managed through placement in a specialist setting

Triggers/ Early Warnings

The key to managing challenging behaviour is to have an understanding of any known 'triggers' and early warning signs in children and young people. If you detect them it is important to intervene early to prevent a situation from deteriorating.

De-escalation

There is no simple formula for dealing with challenging behaviour as every situation will bring its own unique set of circumstances. However there are some things we can do that will help and there are other things we should try to avoid.

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A number of key areas are essential for all staff to consider in managing behaviour. These are

- the environment
- body language
- speech

When a challenging situation develops the main objective should be to reduce the level of arousal so that discussion becomes possible.

- Suspend all talk about other things and
- Concentrate your efforts on supporting the child to regain control of their emotions and behaviour.

Support Services

Within Children and Families there is a network of support services to offer expert input and advice for schools/ establishments and provide support to individual children where needed. These include:

- Additional Support for Learning Service (ASL)
- Educational Psychologists
- Educational Welfare Officers
- Residential Care Services
- Social Workers

Beyond the department colleagues from NHS including Children and Adolescent Mental Health Services (CAMHS), the Police, including campus based police officers, voluntary organisations and other relevant agencies can play a crucial role in the provision of support to children and young people.

Whole Establishment Approaches

There are a number of whole school relationships and behaviour approaches which apply to whole staff teams in education establishments. This is particularly true of models which recognise the importance of relationships and encourage the adoption of a shared set of values across a school or other service. CEC promotes a Restorative and Solution Focused Approach in all schools.

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Continuous Professional Development

Opportunities to participate in a continuous professional development programme will be offered to allow staff to develop appropriate skills. Consult the on-line CPD directory for the most up to date information about courses including:

- Attachment Promoting Skills – The Dyadic Developmental Approach
- Challenging Behaviour: Strategies to meet the needs of learners with additional support needs in Primary / Early Years
- Emotions Talk: a support tool to help children to communicate about emotions
- Equalities training
- Resilience Building in Children and Young People
- Restorative Approaches
- Rights Respecting Schools
- Solution Focussed Child Planning Meetings

Associated Documents

- Ferryhill Primary School Behaviour Policy 2018
- Ferryhill Primary School Policy on a Page 2018
- Broughton Cluster Equalities and Anti Bullying Policy 2018
- Ferryhill Primary School Anti Bullying Parent Leaflet 2018

Appendices

1. Management of Behaviour
2. Merit Award System
3. Golden Rules and Rules for Safety
4. De-escalation techniques
5. Restorative Practices and Approaches
6. Growing Confidence (Confident Staff Confident Children)
7. Curricular Based Programmes
8. Building Resilience Programme
9. Resources
10. Nurture Groups
11. *Golden Time Position Paper (to be created in 2018-2019 in consultation with children)*

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Appendix 1 - Management of Behaviour

A Classroom Code of Conduct / Behaviour Charter

The Golden Rules are applicable across the whole school. We have agreed there is no requirement to have a classroom code of conduct in addition to the Golden Rules but some classes may choose to agree one. Where this is the case, the following advice should be applied.

Classroom rules should be: <ul style="list-style-type: none">• Few in number• Simple in expression• Enforceable	As teachers we must: <ul style="list-style-type: none">• Be consistent• Aim to have a positive approach
Remember: <ul style="list-style-type: none">• Involve the whole class• Discuss individual rights and responsibilities• Decide on rules• Make sure parents are aware• Have the code of conduct available to visitors to class• Display the code in class	

Guidance for Effective Behaviour Management

- Establish a friendly positive supportive relationship with the children in your care
- Make sure the children are doing purposeful activities where they can experience success
- Reward positive behaviour with attention and praise...catch them being good
- Identify when behaviour problems arise. Divert or modify behaviour before there is a need to discipline
- Know the school rules and the reasons for them. Be clear, firm and polite about behaviour boundaries
- Be consistent
- Know what sanctions you can use, but avoid using them if a quiet word or reminder will do
- Use sanctions and consequences if and when required
- Remain calm when speaking to children - this maintains authority and confidence and keeps relationships positive
- Discuss what went wrong and how they can avoid or resolve the problem in future

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Strategies for Dealing with Unacceptable Behaviour

- Initially the teacher will draw attention to such behaviour by a “look” or a verbal reprimand
- If the behaviour persists, the teacher may move the child to a different part of the classroom
- The teacher may use a “partner” class to give the child time out
- Referral to member of management team may be required either for persistent behaviour or a serious incident (use referral form)
- Parents / carers must be involved at the earliest opportunity
- Use de-escalation techniques provided in this document
- Discuss with senior leadership team as to whether referral for additional support/nurture support is appropriate.

Actions We May Take

Staff work with children and parents to develop positive relationships and promote shared values. The actions we take in response to behaviour are dependent on context and individual needs and in some cases additional support may be required:

- Restorative discussion with those concerned identifying the actions taken, how everyone felt, what needs to happen now and in the future
- Apology given either verbally or by writing a letter
- Loss of Golden Time
- Removal from class or playground
- Contact, discussion and agreement with parents as to next steps
- Formal period of exclusion within or out of school

Recording

To ensure effective communication, a written record of incidents and contact with parents is made. This is shared with/by senior leadership team, class teacher and any members of staff working with the individual child.

Appendix 2 – Our School Merit Award System

Who Awards Merits ?

- Teachers
- Senior Leadership Team
- Pupil Support staff
- Early Years staff
- Office Staff

When Are Merits Awarded ?

Children are awarded Merits over a period of time or for one occasion of special mention:

- Good behaviour
- Good manners
- Being particularly kind, caring, helpful
- Achieving targets
- Exceptional work – writing, drawing, PE, etc
- Exceptional playground behaviour and attitude
- Effort in homework that goes above what is expected
- Consistently setting a good example through the wearing of uniform
- Best effort
- Respect for class, resources, environment
- Respectful attitude towards others
- Conduct on school trips
- Participation in class assemblies / class activities / school events
- Team work
- Litter patrol, buddy duty or prefect duty particularly well done

When are Certificates Awarded ?

- Bronze – 25 Merits
- Silver – 50 Merits
- Gold – 100 Merits

What Happens When a Child Achieves a Bronze Merit ?

When a child achieves 25 Merits the teacher informs the Head Teacher and we send an invitation to parents/family to attend our Bronze Merit Award Ceremony. We try to give at least a week's notice and offer the opportunity for an alternative date for presentation to help family commitments. We arrange for the child to meet with the Head Teacher and the child's profile sheet is completed and added to the Bronze Award Book. Depending on commitments, it may take a bit of time between achieving a Merit and meeting with the Head Teacher.

Bronze Award Ceremony

Our Award Ceremonies are very special events where Bronze Merit Certificates are presented by the Head Teacher in the presence of the whole school (or with a P1/2 and P3/7 split if there are many awards). Each child enters the hall to a fanfare of music and takes their place on the stage. Each child is then called out for their presentation before taking the chance for family photographs. A photograph is taken of the child after the ceremony and photographs are displayed in our Merit Award Gallery. Everyone appreciates the very high attendance of parents and families at our Award Ceremonies.

What Happens When a Child Achieves a Silver Merit ?

When a child achieves 50 Merits we send an invitation through the post for the child to attend our Silver Merit Celebration Party. This is where children meet with the Head Teacher in the staff room to enjoy refreshments and the chance to talk with other Silver Merit achievers from across the school.

What Happens When a Child Achieves a Gold Merit ?

A Gold Merit Award is an extremely high achievement. The high standard required is recognised at our P7 Valedictory Service when Gold Medals are presented. The first child to achieve Gold has their name engraved on our shield. When a child achieves a Gold Merit, they are given the opportunity to call home and to visit all the other classes in the school to celebrate their achievement.

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Questions and Suggestions from Parents

Actual statement made by parent

- *Our response to that statement*

How do you monitor number of merits being given ?

- *Teachers monitor individuals within the classroom. The Senior Leadership Team monitor across classes to ensure consistency across the school.*

Make it easier to achieve gold

- *We feel that to reduce the standard required would make the award less prestigious.*

It's a big jump from Silver to Gold – can there be something in between ?

- *We will recognise those who achieve 75 or more Merits with a special Certificate of Encouragement presented during a school assembly.*

Reward good kids with more merits as opposed to the disruptive ones

- *We feel that all levels of effort are rewarded and teachers monitor individuals in their classrooms. All children should have equal access to merits.*

Merits sometimes not used properly – don't know what they are issued for

- *We've produced this guide in response to this statement*

Revitalise Merit System

- *We'll continue to refresh and revitalise with new ideas.*

Child gets 100% in spelling tests but receives no merit – others get merits for less; more need to be given for academic achievement

- *Staff recognise this and monitor children's achievement over a period of time eg. Merits awarded to a child consistently achieving well in spelling, homework, behaviour, etc*

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Appendix 3 – School Rules

Our school promotes the Golden Rules as central to our Behaviour Policy



However we also have some additional rules to keep everyone safe. These are that:

- We walk in single file on the left hand side in the school building
- We play with footballs only in the playing field
- We dismount from cycles and scooters when we reach the school
- We only go into the forest and classroom areas when accompanied by an adult
- We switch off mobile phones during school hours and the school takes no responsibility for loss or damage

Appendix 4 - De-escalation Techniques

Physical

- Think about your position in the room – make sure you are closest to the door. But do not stand 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.
- Stand on the same side as their dominant hand (reducing the likelihood that they will try to grab or hit out)
- 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
- Where possible separate them from the others / or remove the audience
- Get everyone to sit down – sitting helps you to calm down

Communication

- Listen
- Use the young person's name
- Give them a way out / offer 'time out' – "Would you like to take a break..?"
- Respond empathically - recognise the emotions that the young person has by naming them.
- Tell them that it's ok to have these feelings.
- Let them know specifically what behaviour is unacceptable.
- 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?"
- Use problem-solving skills with the young person – "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."
- Set limits - offer choices and make them aware of consequences.
- Ask yourself, "What is this young person trying to communicate?"

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Personal attributes that will help

- Always show warmth and positive regard for children and young people
- Try to be consistent and predictable
- Be firm but fair
- 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 that it is the way they are communicating that is problematic. Make it clear that you are disapproving of their behaviour 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 will dominate their actions. They are not likely to be able to reason (i.e. engage with the 'thinking' part of their brain). Attempts to appeal to their more 'sensible' self will probably be futile.

Feelings - 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.

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.

Appendix 5 - Restorative Practices and Approaches

Restorative Practices (RP) should be used in an educational context to develop school ethos, policies, and procedures; to reduce the possibility of conflict or harm arising; and to restore good relationships where there has been conflict or harm. RP can offer an approach to promoting harmonious relationships in schools and to the successful resolution of conflict and harm. Where there is commitment, leadership, enthusiasm and staff development, restorative practices had a clear, positive impact on schools.

Restorative practices cover a range of strategies including:

- developing a restorative climate in schools with activities such as peer support and circle time
- developing restorative conversations when teachers or peer mediators intervene in a situation
- developing more formal restorative meetings and conferences involving all those affected by an incident, including families where appropriate

In session 2018-2019 we are currently exploring the use of restorative practices and approaches. This policy will be updated as a result of our findings.

Appendix 6 - Growing Confidence (Confident Staff Confident Children)

Confident Staff Confident Children is a 16 hour CPD course which has been undertaken by our staff in session 2016-2017. It is designed to

1. increase understanding and awareness of the factors affecting mental health and well-being
2. increase confidence in capacity and skills to promote positive mental health in children and young people
3. improve understanding and awareness of supporting your own positive mental health and well-being
4. increase multi-disciplinary and partnership working

The 16 hour course aims to bring practitioners together on a personal and professional journey to look at what influences positive mental health and emotional well-being, and how we can best promote it in ourselves and the children we work with.

Drawing on the latest findings and evidence from biology, neuroscience and psychology, the course aims to explain why what we do makes a difference.

- Emotional Health & Well-being: Why relationships matter
- Understanding Brain Development
- Promoting Attachment
- Building Resilience
- Developing Empathy
- Exploring Beliefs & Mindset
- Looking after our own well-being
- Insights and Inspiration

Appendix 7 - Curricular based lessons / Curricular Programmes

Within the school, curriculum based lessons or activities contribute to positive relationships and good discipline. This includes lessons related to:

- Citizenship / participation lessons / activities
- Emotional health and well being
- Physical health and well being / healthy living
- Empathy and emotional intelligence
- Confidence and self esteem
- Diversity
- Bullying and
- Environmental / green projects or lessons

Most curricular programmes are delivered to whole classes over a set number of weeks. They often provide a focus for pupils to explore issues and reflect on their emotions. Curricular programmes contribute to aspects of a child's well-being including confidence, self esteem and empathy. Additionally, an alternative, flexible curriculum where appropriate can support specific children to engage with the curriculum.

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Appendix 8 - Building Resilience Programme



Resilience is a key factor in protecting and promoting good mental health. This whole school programme aims to look at ten different things that can help support children to develop resilience.

The programme is run over a three year period. Each theme is introduced with a launch assembly and the key messages are followed up in class activities and at follow up assemblies. A parent and carer information guide will be provided for each theme. There is a related 'Family Activity' to support learning at home.

Appendix 9 - Resources

Boardmaker

Boardmaker is a well known software package that allows you to make and adapt curricular materials using standardised Picture Communication Symbols (PCS). It is particularly effective in supporting children with special learning needs.

Emotions Talk

Emotions Talk has been developed by the City of Edinburgh Children and Families Department. It offers staff a staged framework that supports children to develop the skills required to recognise and talking about their own and others' emotions.

Social Stories

Originally devised for children with Autism, *Social Stories* are personalised stories which support children to make sense of their daily experience. They are often used to support children at parts of the day they find challenging – playtime, going to the gym, the start of the week, the end of the week and so on. Social stories reinforce acceptable or desirable behaviour and help the child to understand why things happen the way they do. For some children a social story can be developed into a cartoon strip, making it more accessible.

Sing-along

Sign-along is a signing system which offers children with learning disabilities an aid to communication. It uses facial expression and body language to enhance communication. This combination means that often children can sign before they can talk.

Talking Mats

Talking Mats is a low tech communication tool involving sets of symbols or pictures (Boardmaker-style) that can help people to express themselves. It is easy to use and provides users with a simple and effective, non-threatening way of communicating. The use of the mats is supported by the use of solution oriented questions such *scaling* and *exceptions finding*.

Appendix 10 - Nurture Groups

Nurture groups provide targeted support to vulnerable children whose barriers to learning arising from social, emotional or behavioural difficulties prevent them and other pupils to fully access the curriculum.

Self evaluations have identified positive impacts for those children assessed and selected for nurture groups and those who remain in the mainstream.

The approach is consistent with early intervention, raising attainment, and working with the most vulnerable children. The approach involves small groups (6-12) of (mostly) primary school children where the focus is on appropriate social and emotional development while also providing access to the formal curriculum.

Based on a formal assessment tools including Boxhall Profiles, strength and difficulties questionnaires, and data on attendance, well being, curricular progress, pilots have identified benefits and improvements including self esteem, confidence, behaviour, concentration, social skills, relationships, numeracy and literacy skills and engagement with learning.

Appendix 11 – Golden Time Position Paper

To be added in consultation with pupils in session 2018-2019