



Getting it Right for all Learners

Kirkhill Primary

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Christine McGovern, Educational Psychologist

The National Context

The National Improvement Framework

- ▶ Excellence through raising attainment
- ▶ Achieving equity

The Standards in Scotland's Schools etc. Act 2000

The presumption that the mainstream school would now be the first choice for a pupil's education and this has meant that schools and teachers have had to develop more inclusive practices.

The Education (Additional Support for Learning) Act 2004 (amended) 2009

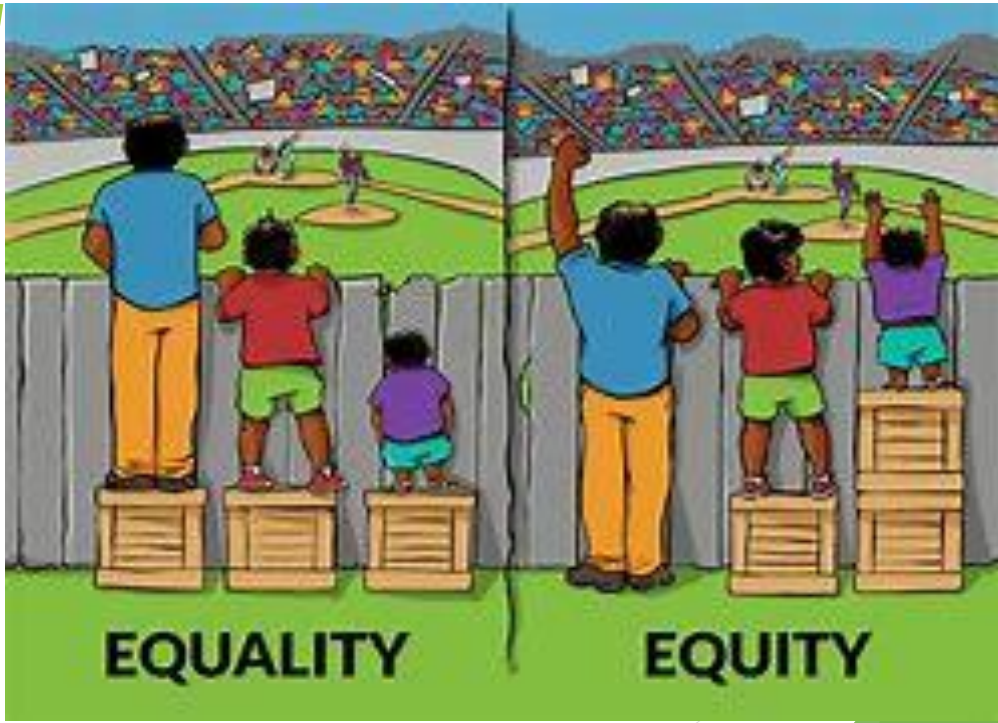
four broad themes where **additional support** may arise:

- ▶ learning environment
- ▶ family circumstances
- ▶ disability or health need
- ▶ social and emotional factors

The Local Authority Context

- ▶ West Partnership Regional Improvement Plan - Vision of Excellence, Equity and Empowerment
- ▶ East Renfrewshire Local Improvement Plan
- ▶ GIRFEC
- ▶ Wellbeing Planning
- ▶ Nurturing and Restorative Approaches
- ▶ School Improvement Plan





Meeting Pupil Needs: A New Paradigm

Every child who is struggling with their **self-regulation** should be given support.

It is the responsibility of every teacher to help all pupils to **self-regulate**

Teaching pupils to **self-regulate** requires time and patience.

Pupils should not be deprived of their education simply because they cannot **self-regulate**.

Schools should work in partnership with parents to improve a pupil's **self-regulation**.



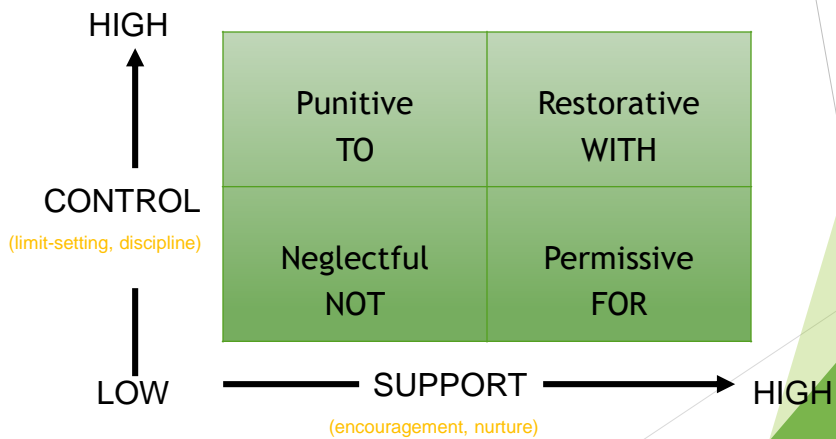
Behaviour - what we see

The function of the behaviour
(ie the need) lies beneath

Looking below the surface
is essential to understand
what is happening and
what needs to happen next

➤ Relational Approaches

Social Discipline Window



Relational Approaches

► How are punishment and discipline different?

	PUNITIVE	RESTORATIVE
MISBEHAVIOR IS DEFINED AS	Breaking school rules, disobeying authority	Harm done to one person/group by another
PROCESS RELIES ON	Authority figure establishing what rules are broken, and who's to blame	Everyone working to problem solve, build relationships and achieve a mutually-desired outcome
ACCOUNTABILITY DEFINED AS	Receiving punishment	Understanding the impact of actions, taking responsibility for choices, suggesting ways to repair harm and restore community
GOAL OF THE RESPONSE	Pain or unpleasantness to deter/prevent	Meaningful restitution to reconcile and acknowledge responsibility for choices
EFFECTS OF THE RESPONSE	Short term—behaviors often stop in the moment but return once the punishment is over	Long term—students learn critical social and emotional skills that serve them in college, career, and life



Children should learn to behave appropriately through their relationships with other people – not because of fear of what will happen to them.



➤ Wellbeing Planning

(Sample)

Long term Outcome: X will be able to follow the rules of the class independently

Short term outcome

Strategies

X will be able to show 'safe hands' with support.

Social story, fidget toy, visual prompts, sensory activities, planned breaks, restorative conversation, logical consequences

X will be able to complete a task independently on most occasions

Sensory breaks, tasks to chunked, use of ICT, provision of role, considered positioning within class