![faith - hope - love logo]

St Mungo's Academy Faculty of Performing Arts

Pupil Support Handbook
Article 28

"I have the right to an education"

Article 28 of the UNCRC says that children and young people have the right to education no matter who they are, regardless of race, gender or disability; if they're in detention, or if they're a refugee.

St Mungo's Academy
Values, Vision and Aims: 2018-2023

VISION AND DIRECTION FOR THE SCHOOL OVER THE NEXT 5 YEARS:

Increase pupils' levels of attainment and achievement

Improve the quality and consistency of learning and teaching

Focus on making sure that all pupils are supported to have the opportunity to succeed

Empower all partners (pupils, teachers, parents and other organisations) to improve outcomes for pupils

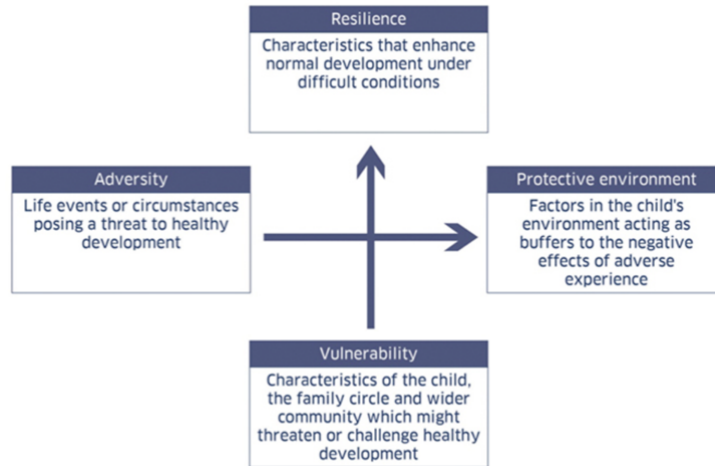## CORE VALUES UNDERPINNING OUR DECISIONS AND ACTIONS:

Faith   Hope   Love

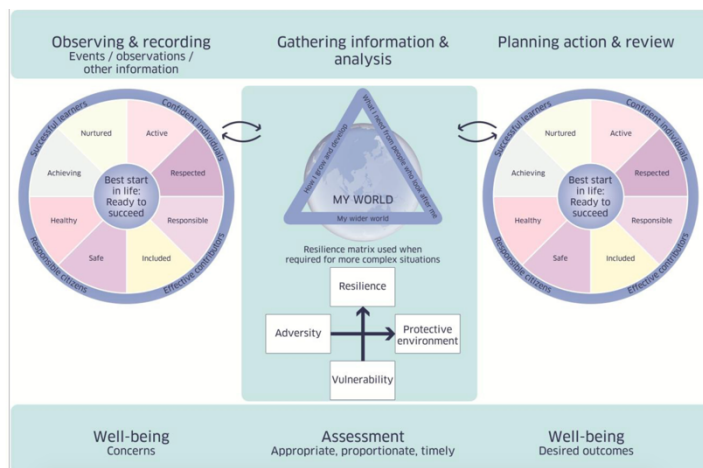# National, Local and School Pupil Support Policies

Resilience Matrix

Resilience
Characteristics that enhance normal development under difficult conditions

Adversity
Life events or circumstances posing a threat to healthy development

Protective environment
Factors in the child's environment acting as buffers to the negative effects of adverse experience

Vulnerability
Characteristics of the child, the family circle and wider community which might threaten or challenge healthy development

6 Principles of Nurture

1. Children's learning is Understood Developmentally
2. The classroom offers a Safe Base
3. The importance of Nurture for the Development of Self-Esteem
4. Language is a vital means of Communication
5. All Behaviour is Communication
6. The importance of Transition in children's lives is understood.

Transforming lives through learning

Education Scotland
Foghlam Alba

National Practice Model

Observing & recording
Events / observations / other information

Gathering information & analysis

Planning action & review

Resilience matrix used when required for more complex situations

Resilience
Adversity — Protective environment
Vulnerability

Well-being
Concerns

Assessment
Appropriate, proportionate, timely

Well-being
Desired outcomes

8 Principles of Emotional Literacy

Principle 1	*Each of us is in control of, and responsible for our actions*
Principle 2	No one else can control our feelings
Principle 3	People are different. 1) They experience the world differently 2) They feel different things 3) They want different things.
Principle 4	Whoever you and they are, is ok! (Although, this doesn't mean whatever you or they DO is necessarily OK)
Principle 5	Feelings and Behaviours are separate
Principle 6	All feelings are justified, acceptable and important.
Principle 7	Change is possible
Principle 8	Everyone has a natural tendency towards growth and health.

Key element of a Nurturing Approach
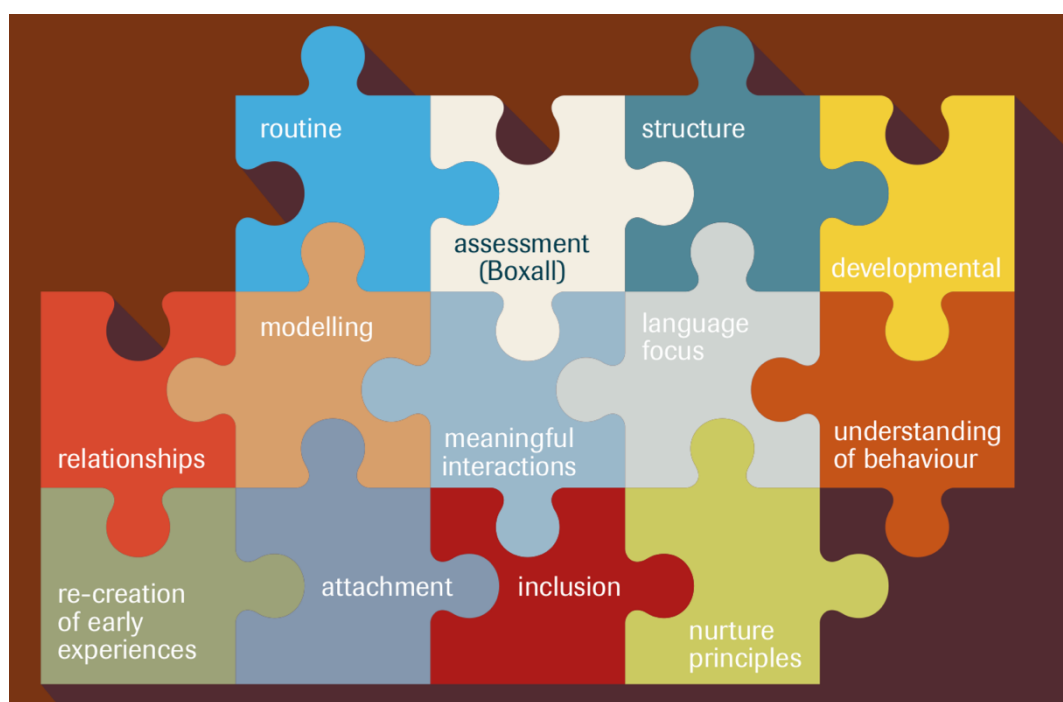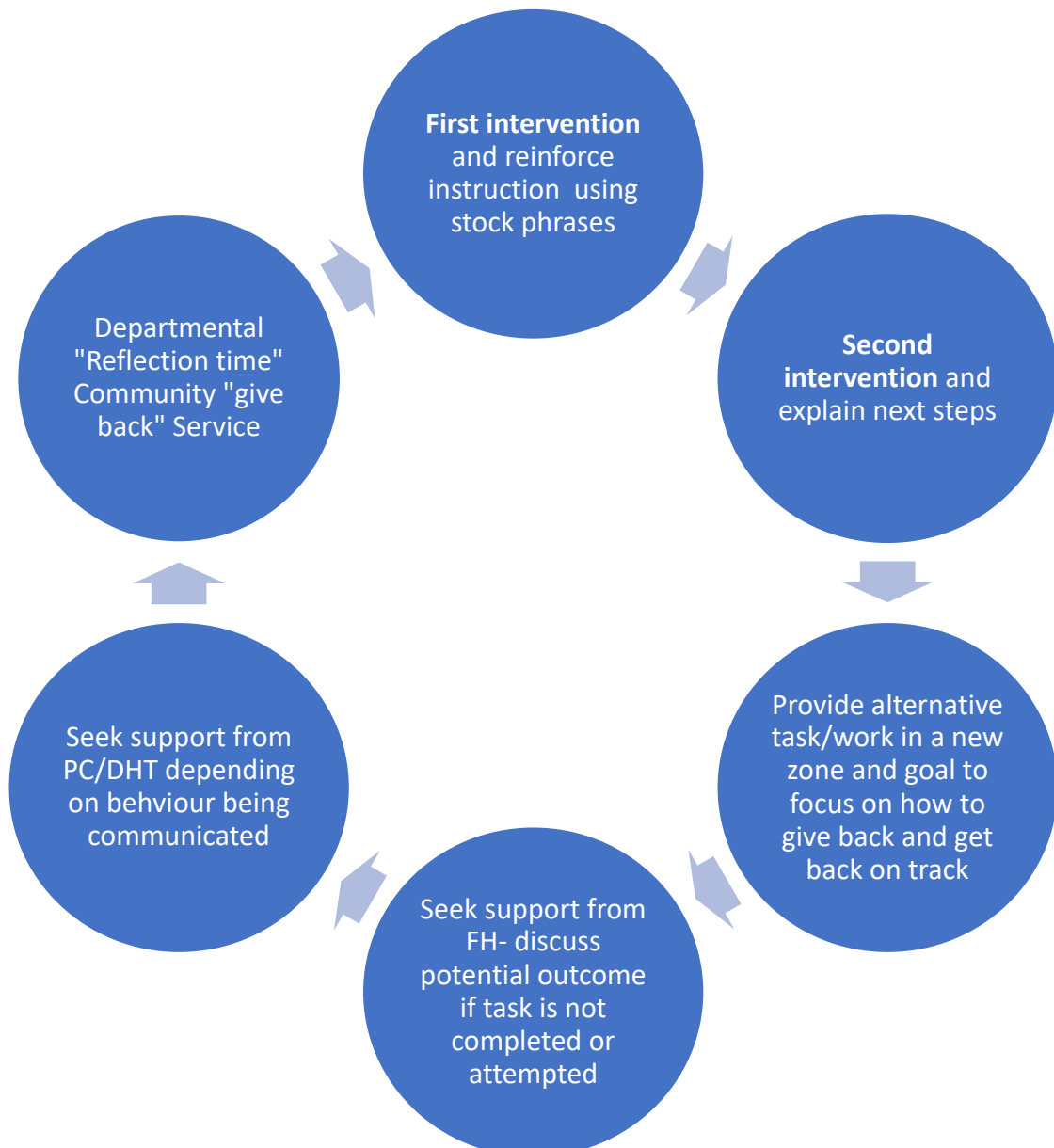
Promoting Self- Regulation and Positive Working Behaviours in the Classroom

Our Attitudes and Values

1- Know our young people and their needs
2- Observe, Listen and Reflect
3- Be curious
4- Create /have a safe zone- opportunity to de-escalate with something sensory that is not overwhelming
5- Seek advice from pastoral care
6- Set clear boundaries, be consistent and clarify outcomes

Pupil Behaviour Support Systems

First intervention and reinforce instruction using stock phrases

Second intervention and explain next steps

Provide alternative task/work in a new zone and goal to focus on how to give back and get back on track

Seek support from FH- discuss potential outcome if task is not completed or attempted

Seek support from PC/DHT depending on behviour being communicated

Departmental "Reflection time" Community "give back" Service

'Give Back Time'

Rationale

Give back time should be seen as an opportunity not a punishment. Give back time should be issued if the class teacher feels that other interventions are not working. Give back time can be issued as a result of a poor choice that has then disrupted learning. Give back time is an appropriate intervention of targeted support.

The purpose and principle of 'Give Back Time' is to **reconnect, repair and restore relationships.** We as teachers can facilitate an opportunity for reflection, targets setting and a chance to reset for next lesson.

It could be that a pupil has behaved in a way through choice that has taken away the learning time of others or themselves. This could look like low level disruption, continuous path of negative choices or lack of engagement or not handing in homework.

If you feel that this intervention would benefit the young person you are free to have your own give back time initially.

The actual time must be agreed by the class teacher. E.g. break time, first 10-15 mins of lunch or after school. Please make it clear why this time is needed back, the task they will be doing during that time and that you have made FH/DHT/PC know that this time is being monitored to make sure it is happening and that the pupil attends.

Please see below the layout of Give Back Time Card.

Faculty of Performing Arts

Pupil Name	
Year Group	
Date / Time Agreed	
Subject/Teacher	

Reason for Give Back Time

Task

What have I learned?

My Targets

1

2

3

Teacher Signature
_____

Pupil Signature
_____

Faculty Head
_____

Managing and Supporting Pupil information, Profiling and Referrals

1) **Keeping up to date with PC Notifications**: Meeting Learners Needs Folder. This can be accessed Staff> Meeting Learners Needs>
2) Keep in **regular contact** with PTPC/ DHT if you have any concerns about pupil learning or wellbeing.
3) **Stage 2 Interventions:** Any pupil support cards/ SFA cards/ Monitoring cards should have a comment that is a reflection of behaviour, effort, engagement and interaction during class time. If possible, write a target for next lesson.
4) **Use Request for Assistance** (RFA) when concerned about pupil safety, social, emotional or physical wellbeing, learning, attendance or progress in anyway. Email FH/ PTPC/
5) When putting in a **behavioural referral on SEEMIS** speak to Faculty Head / PTPC/ DHT regardless if the referral is "FOR INFORMATION ONLY".

_____

Seeking External Support
_____

Important Extension Numbers for FoPA
- A Milton:
- C Keenan: 531
- G Burns: 533
- M Ruddy (CP) : 539
- P McWatt: 530
- J Andrew: 411
- A Carney 114
- D Marsh 112
- J Parker 113
- N Jenkin 117
- S Moffatt 118

Developing Positive Relationships and Creating a Nurturing Ethos in the Classroom

1) **Social targets:** Social Targets can be used alongside Learning Intentions and Success Criteria to focus on developing group processing skills and emotional regulation. When sharing social targets, pupils should be able to provide a scenario or example of what that could look like based on lesson/activity.

2) **Clear boundaries:** Classroom routines provide young people with clear expectations of the workings of your classroom. These can be established by the young people in the form of class charter/ checklist.

3) **De-escalation techniques:** When a young person is overwhelmed by any emotion giving them a task straight away may not work as their brains have gone straight to the fight, flight or freeze mode! Amygdala Hi-jack. Try and calm the young person down and then give them a task that is therapeutic, or at the level you think they can emotionally handle for what the situation entailed. Always speak to FH / PC to relay the scenario and fill out RFA or have a conversation.

SAFE SPACE AND DE-ESCALATION STRATEGIES

CREATING A SAFE SPACE	EMOTIONAL LITERACY AND PREVENTITIVE STRATEGIES
- Transition safety - Consultation - Being interested - Laughter and fun - Self-awareness - Pupil awareness - Healthy environment - Welcoming - Peer support - Safe plan for distressed pupil - Child protection procedures - Group agreement - Affirmation and validation - Respecting privacy - Non- judgement	- Check in with pupils - Developmental awareness - Flexible environment - Attunement- empathy - Calming and distracting techniques - Recognise triggers and agitation - Attachment awareness - ACES awareness - Listen for cues - Staying curious - Skill sharing - Building trust - Being Authentic - Social awareness

DO NOT GET ANGRY→ BYPASS DEFENSIVE REACTIONS → BREATHE → USE STOCK PHRASE

> ACTIVE EMPATHIC LISTENING: hearing the emotional communication.

> JOINING: giving the sense that she/he is not along "how can we work this out?"

> MIRRORING: giving a sense of the familiar mood, tone, gesture (be careful not to ridicule)

> MODELLING: subtly apologising, accepting help of demonstrating a task

> INSULATING: teacher takes the blame for the problem, "how can I make this work more engaging for you Jane? "how can I help make you feel better about this scenario?"

> CONTAINING: safely holding pupil emotion in a direct calm stand and assertion

> CONTACT FUNTION: fearful pupil controls the interaction, don't push the pupil

> CONSULTING/WONDERING ALOUD: the pupil is the expert on themselves "how are you feeling about this change John? Am I right in sensing you are getting frustrated John?"

> CONTRACTING OR AGREEMENTS: Pupil participates in the setting of procedures, educational goals etc- supported-made together-sense of ownership

> ACKNOWLEDGEMENT/POSITIVE STROKES: smiling, nodding, playfulness, interest

> NAMING ACTIONS: "That took a lot of courage Jill, I admire your honesty"

> RECEIVING, CHECKINGM WAITING, TAKING TURNS AND CO-OPERATING

> MANAGING CONFLICT: Saying No in a supportive, fair way demonstrating equality.

> SCAFFOLDING SUPPORT: Building a supportive network, attuned strategies/environment around a pupil.

> COACHING: "How can we challenge each others behaviour in a respectful way?"

De-escalation Strategies & Techniques

1. Act calm even if you're not.
2. Say, "Let's talk about this later".
3. Use humor to lighten to mood.
4. Lower your voice.
5. Give a choice.
6. Walk away.
7. Ask, "What would help you right now?"
8. Change the subject to a positive one.
9. Give personal space.
10. Say, "I see where you are coming from."
11. Distract with a photo of something they like.
12. Show that you are listening.
13. Remove the audience.
14. Say, "I want to help you."
15. Talk about something they like.
16. Make a joke.
17. Encourage the person.
18. Remind them of something amazing they did.
19. Say, "You can do this."
20. Call another adult for help.
21. Say, "Let's call... I think they can help."
22. Be willing to find a solution.
23. Offer to change the way you are doing something.
24. Re-state what the person is saying.
25. Validate their thoughts.
26. Avoid over-reacting.
27. Use active listening.
28. Offer a solution.
29. Let the person talk without interrupting.
30. Say, "I see your point."
31. Offer to take a walk with the person.
32. Clarify expectations.
33. Remind them of something they love.
34. Apologize for something you did wrong or the way it was taken.
35. Invite them to do a preferred activity.
36. Ask if they can explain more about how they're feeling.
37. Try to understand the person's perspective.
38. Slow yourself down to avoid getting worked up.
39. Say, "So, you're upset because... right?"
40. Don't say "calm down".
41. Show empathy.
42. Encourage the person to use a coping strategy.
43. Don't take items or personal property from them.
44. Encourage the person to take a walk or get a drink.
45. Give the person an "out" (i.e. letting them go to another room or walking away).
46. Ask, "Would it help if... ?"
47. Keep escape routes open to the door.
48. Coach the person with positive remarks.
49. Acknowledge where you agree with the person.
50. Remind the person, "You're not in trouble".
51. Tell the person, "I'm here for you."
52. Say, "Talk to me," and listen.
53. Tell the person to take a minute to themselves.
54. Ignore the behavior.
55. Distract by saying, "Hey, let's go..."
56. Be respectful in your tone.
57. "Do what works" in the moment.
58. Spend time de-briefing after the incident to identify ways to improve.
59. Ask them to draw a picture of what happened.
60. Avoid needing to get the last word.

De-escalation Strategies

Act calm even if you're not.

Give a choice.

Use humor to lighten the mood.

Ask them to draw a picture.

Say, "I see where you are coming from."

Talk about something they like.

Try to understand their perspective.

Let the person talk without interrupting.

Avoid needing to get the last word.

Remind them they are not in trouble.

Say, "I'm here for you."

Ignore the behavior if you can.

Say, "What would help you right now?"

Offer to change something you are doing.

Let them take a walk or get a drink.

Professional Readings

- https://education.gov.scot/improvement/Documents/inc55ApplyingNurturingApproaches120617.pdf

- https://education.gov.scot/improvement/documents/nih087-compassionate-and-connected-classroom.pdf

- https://www.weareteachers.com/10-things-about-childhood-trauma-every-teacher-needs-to-know/

- https://www.nurtureuk.org/sites/default/files/ijne_vol_5_final.pdf

- https://www.gov.scot/policies/girfec/

- https://www.cypcs.org.uk/rights/uncrcarticles

- https://www.nuffieldtrust.org.uk/files/2018-03/1521031084_child-health-international-comparisons-report-web.pdf

- https://education.gov.scot/improvement/documents/sac86-Glagsow-GPS-Nurturing-City.pdf

- https://www.jrf.org.uk/report/closing-attainment-gap-scottish-education

- https://www2.gov.scot/Publications/2013/03/7388/1