

Nurturing Inverclyde

**Getting it Right for Every Child, Citizen
and Community**

Through Promoting

**Positive
Relationships
and
Positive Behaviour**

in our Education Establishments

Policy October 2012

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1. Background/introduction

This policy is the work of an authority-wide steering group. Members of the group are:

| | |
|------------------------|---|
| Janet Leicester | Head teacher |
| Elsa Hamilton | Quality Improvement Manager |
| Tom Tracy | EIS union representative |
| Gerry Mitchell | Health and safety officer |
| Mairi McFarlane | Head teacher |
| Angela Edwards (chair) | Head of Inclusive Education, Culture and Corporate Policy |
| Sally Peel | Depute Head teacher |
| Louise McVey | CLD officer |
| Joan McLennan | Social worker |
| Bill Crossan | Principal Teacher |
| Eileen Stewart | Head teacher |
| Paula Dudgeon | Depute Principal Psychologist |
| Willie Todd | Head teacher |
| Hazel Mitchell | Head teacher |
| Steve Halkett | Head of Centre |
| Margaret Nash | Scottish Government |
| Dougie Smith | Development Officer |
| Lesley McCabe | Depute Head teacher |
| Elizabeth Robertson | Development Officer |

Following an audit of all Heads of establishments it was assessed that there was a need for a behaviour policy to exist at authority level in order to support a coherent approach to this area of learning.

Effective and shared policy guides actions in organisations. In establishments where relationships and behaviour are positive, there are open lines of communication between staff members and an agreement that they are collectively responsible for learners' behaviour.

This document gives establishments a shared view of policy and best practice in promoting positive relationships and behaviour. It includes examples of existing good practice in the authority to demonstrate how the policy might be put into practice. It also includes reflections from our young people.

This policy aspires to challenge and support leaders and staff into consistently promoting positive relationships and behaviour across all our establishments

2. Rationale

'Curriculum for Excellence cannot be delivered without good relationships and positive behaviour. Children and young people should feel happy, safe, respected and included in the learning environment and all staff should be proactive in promoting positive behaviour in the classroom, playground, and wider learning community. Underpinning this is the emotional health and wellbeing of staff.'

Curriculum for Excellence

The development of a positive learning environment is essential if effective learning and teaching is to take place within an educational establishment. Effective learning and teaching is also dependent on the nurturing of positive relationships through the daily interactions between staff and learners and between learners themselves.

The policy is based on a set of core principles identified by the group which permeate all aspects of the guidance: ***Respect, empathy, aspiration, inclusion, resilience, empowerment, nurture, trust, fairness and unconditional positive regard.***

Inverclyde Council has developed a vision of creating a 'Nurturing Inverclyde' where we 'Get it Right for Every Child, Citizen and Community'.

Through this policy we strive to support the achievement of the core outcomes associated with 'GIRFEC.' All aspects of this work will lead to our learners being:



"I feel confident about dealing with conflict because I have a better understanding of other people's emotions" Inverclyde learner

3. Purposes/aims

The agreed purposes and aims of this Positive Behaviour, Relationships Policy are to:

- Value every child and develop a climate of mutual respect in all our establishments
- Maintain high expectations of the children/young people themselves, schools, support services and the community.
- Bring the work of all agencies together to encourage a partnership approach to promoting positive relationships and behaviour
- Promote early intervention.
- Demonstrate that relationships are at the heart of an excellent school
- Promote positive teaching and learning environments across all establishments
- Include all our children and young people in their schools and communities
- Improve achievement and attainment
- Actively promote the development of nurturing establishments and communities
- Ensure staff develop an in-depth understanding of emotional and behavioural issues
- Provide high quality staff development opportunities
- Establish a strategic and authority wide lead in this area
- Teach children and young people the social skills needed to interact positively with others.
- Promote an ethos of empathy and understanding of all children, young people and their families
- Reflect constantly on our practice in order to improve interventions and outcomes

4. Context and Approach

Legislative context

The policy is set within a strong legislative context. The table below states the policy's purpose in supporting the relevant legislation:

| | |
|---|---|
| Standards in Scotland's Schools etc ACT 2000 | The policy is based on the 'presumption of mainstream.' This principle is supported through the policy by ensuring almost all of our pupils maintain mainstream placements. |
| Additional Support for Learning act 2009 | Challenging behaviour may arise from any of the 4 identified barriers to learning in the act: learning environment, health and disability, family circumstances and social and emotional. The policy will support learners facing these barriers. |

The policy is also driven by 3 key National guidance documents:

| | |
|--|--|
| Curriculum for Excellence (CfE) | Health and well-being experiences and outcomes are embedded in the delivery of this policy. The CfE principles are also strongly supported. |
| Getting it Right for Every Child (GIRFEC) | The ultimate aim of the policy is that it supports learners to be safe, healthy, achieving, nurtured, active, respected and responsible and included. This is embedded in both the development and delivery of the policy through a culture of partnership working |
| Included, Engaged and Involved (IEI) | The policy aims to prevent exclusions. If exclusions happen our procedures are based on IEI guidelines. |

This policy recognises and affirms the successful practice already being adopted across many of our educational establishments to promote positive relationships and behaviour.

The policy was developed through looking at 3 key aspects of promoting positive relationships and behaviour. These are: preventative, responsive and partnerships. Each area essentially overlaps but the approach allowed the group to structure the policy appropriately.

Within each aspect the following approaches are covered:

Preventative

- Environment
- Teaching, learning and curriculum delivery
- Leadership
- Attitudes/mindsets

Partnerships

- Parents
- Learners
- Other agencies and community

Responsive

- Assessment
- Individual support planning
- Dialogue
- Strategies
- Debriefing
- Reporting
- Exclusion

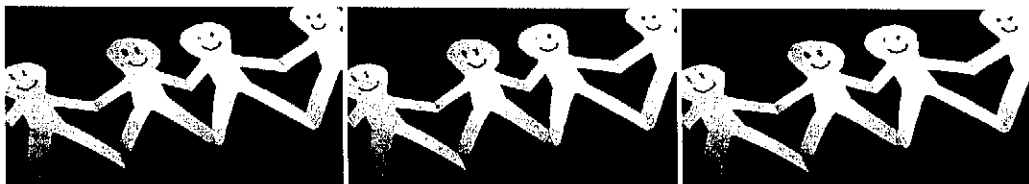
Summary

When children and young people are nurtured, guided and encouraged, they learn to behave appropriately in a variety of social and educational settings and develop positive relationships. They achieve healthy emotional growth, acquire social understanding and learn the necessary social and inter-personal skills that will enable them to succeed. Children and young people who face barriers to learning and development require help, support, strategies and understanding, within a calm, controlled environment.

Educational establishments are complex structures within which a range of staff support the learning of pupils. This policy seeks to help staff to work alongside partner agencies, to effectively support all learners and to develop resilience/emotional literacy in all pupils as a fundamental aspect of their curricular experiences.

Our approaches are based on a common philosophy:

Relationships lie at the heart of the learning process and are fundamental to improving outcomes for all our children and young people.



5. Preventative Approaches

“In any whole (authority) approach, there will be an emphasis on preventative approaches, such as negotiation, problem solving and interpersonal and communication skills” (Nelson)

As an authority, Inverclyde takes a holistic view of promoting positive relationships and behaviour and uses every possible opportunity across our educational provisions to teach the skills required for this through all subjects, conversations and our day to day interactions with children and young people.

“Behaviour” must be considered in the same way as any other area of the curriculum where staff would assess, plan, teach, differentiate and evaluate in order to ensure that pupils achieve the skills required. This work sits at the heart of the Health and Wellbeing curriculum, particularly the aspects that are ‘The Responsibility of All.’

Environment

In promoting positive relationships and behaviour it is essential that a playroom, class, playground or whole establishment environment is conducive to meeting needs and preventing any challenging behaviour from occurring.

When considering the best possible learning environment for children and young people, staff should consult environmental/attitudinal checklists (**App 1a/b**) and monitor and adapt accordingly. These checklists can also be used as a self-evaluation tool in this area of work.

A summary of key questions for practitioners are listed below. These can be used as a checklist of positive practice and can also be used to stimulate professional dialogue.

- Is the playroom/class uncluttered and well organised?
- Are areas clearly marked and signposted?
- Is the lay out and type of furniture appropriate? (heights of tables and chairs etc)
- Are there attractive, learning focused displays on view?
- Are group dynamics/seating set to allow for the most successful interactions to take place?
- Is it appropriate to have personal work stations/time out space in the classroom or establishment?
- Are there any sensory issues affecting pupil behaviour e.g., colour, light and noise/pitch levels?
- Do staff speak in a calm, non-confrontational way?
- Are establishment values/codes of conduct displayed around the establishment in pupil friendly forms?
- Are general good practice strategies in place e.g. daily schedules, signposting for all?

In one Inverclyde school, class daily plans and routines are clearly displayed and accessible for all, including cover staff. This ensures a consistent approach in all classes and children are less unsettled by a change of staff.

In the playground

- Are suitable activities available?
- Is training in place for mentors?
- Are buddies/mentors used successfully?
- Do playground staff interact with pupils?
- Are there quiet/safe haven spaces available?
- Are children and young people encouraged to sort out problems with each other through restorative approaches or peer mediation?
- Can a resolution be found to “interval difficulties” before returning to class?

Teaching /Learning and Curriculum Delivery

In all Inverclyde Educational Establishments every measure is taken to deliver an enabling and stimulating curriculum. Using active, contextualised and meaningful approaches to teaching and learning will stimulate interest and minimise opportunities for negative interactions.

Personalisation in curriculum delivery may be required in order to establish positive work patterns and engage children and young people with their learning environments.

Relationships between curriculum delivery and behaviour are well documented and within our authority we have examples of some very imaginative curriculum delivery centred on pupils' interest and needs.

All children follow a personal learning pathway, but for some this may be a very bespoke learning plan and programme.

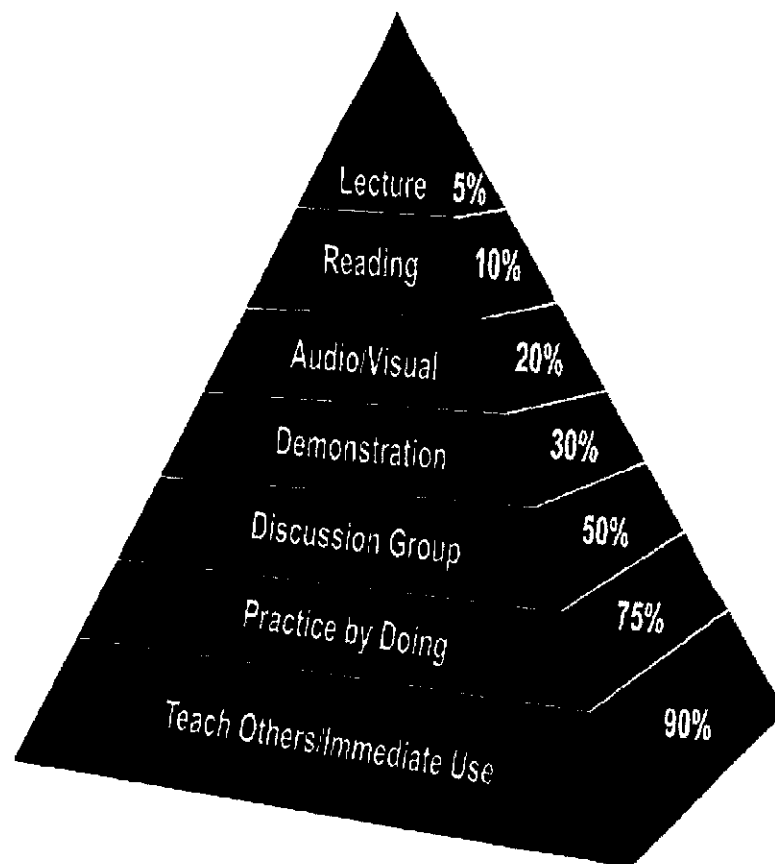


“I feel good because I can sort out hard situations by myself and I can help younger pupils in the school by talking to them.” Inverclyde learner

A pupil in an Inverclyde High School had low attendance and was being persistently excluded. Following a multi-agency review the MCMC team became involved and worked with the school and authority to establish a suitable Personal Learning Pathway. Taking account of prior learning and individual needs a programme was organised to be delivered elsewhere. The programme worked from the learner's strengths and involved Expressive Arts and work experience components. In addition another agency worked to return the pupil successfully to a school environment. The pupil has now returned to school and has re-engaged with learning using the PLP within the school environment.

Another pupil in an Inverclyde Primary followed a flexible time-table allowing him to 'opt-in' to class activities which he felt would be successful. He created his own PLP. His time was gradually increased in class at other times and he is now back in class full-time.

It is useful to note George's (1995) average retention rates by levels of learning



The Importance of Play / Active Learning

“The benefits of play are both immediate and long term, and contribute to all aspects of children’s health and development including their physical and mental well-being, their educational development, brain development, and opportunities for language development, spatial and mathematical learning, creativity, and identity formation” (Coalter and Taylor 2001)

Well planned active learning should provide opportunities for :

- progression in learning and the development of skills
- engaging and challenging children’s thinking
- investigating and exploring
- consolidating learning
- focussed learning and teaching
- fun and enjoyment

Building the Curriculum 2 ‘Active Learning in the Early Years’ describes the importance of active learning approaches across the Early Level of Curriculum for Excellence.

Staff in schools should ask the following key questions about their curriculum delivery:

- Are children and young people encouraged to have high expectations and a ‘can-do’ attitude to their learning?
- Is the curriculum planned carefully in order to meet learners’ needs?
- How can support staff be involved in planning to meet pupil needs and support the delivery of the curriculum?
- Is teaching and learning carefully matched to previous experiences of children and young people?
- Are different outcomes/achievements equally valued?
- Are lessons well structured?
- Are learning intentions created and shared with children and young people?
- Are resources matched to need?
- If IEPs are required are they appropriately challenging and do they demonstrate progression in learning?
- Is the curriculum delivered using a range of approaches?
- Are children and young people encouraged to participate using responsive planning?
- Are staff reflective - consistently asking: “could this lesson/activity/interaction be improved”?
- Do staff share best practice?
- Is full account taken of children and young people’s comprehension levels?

Explicit teaching of skills

Health and Well-Being Curriculum

'The responsibilities of all include each practitioner's role in establishing open, positive, supportive relationships across the school community, where children and young people will feel that they are listened to, and where they feel secure in their ability to discuss sensitive aspects of their lives; in promoting a climate in which children and young people feel safe and secure; in modelling behaviour which promotes health and wellbeing and encouraging it in others; through using learning and teaching methodologies which promote effective learning; and by being sensitive and responsive to the wellbeing of each child and young person. Practical responsibilities include understanding of anti-discriminatory, anti-bullying and child protection policies'

Health and wellbeing across learning: responsibilities of all: principles and practice

The aspects of the Health & Wellbeing curriculum which are everyone's responsibility sit at the heart of this policy and principles.

Health and wellbeing is not just about encouraging children and young people to eat well and to exercise: it encompasses a much broader, holistic approach. At the heart of health and wellbeing is the capacity to form and sustain good personal, social and working relationships. When children and young people have good relationships, they are more likely to feel confident about their learning, have higher self-esteem, to show resilience when faced with personal challenges and to show respect for others. An educational establishment in Inverclyde has developed a robust, tested and tried approach to teaching these experiences and outcomes. (App 2). Their model is transferrable to all establishments and to different levels. It supports the principles of explicitly teaching children and young people the skills required to develop positive relationships and behaviour. It can be adapted to suit different contexts.

"The earliest years of children's lives are critical to their future development. Scientific evidence tells us how future health and wellbeing are determined by the ways children's brains develop.

Inequalities experienced by parents and their own lifestyles such as drug and alcohol use can harm their children. Support for families that improves children's mental and physical health and life prospects is needed. This must continue through an education system that develops in young people the qualities of resilience and adaptability, together with aspirations and the capacity to go on learning and developing throughout their lives." Equally Well (2008)

Nurturing and restorative approaches

Inverclyde Council Education Services adopts a nurturing and restorative approach to promoting positive relationships and behaviour in our establishments. Staff development continues in this area and over time we expect all schools to adopt this approach. Inverclyde education staff will be trained in: *attachment theory, nurture approaches, restorative approaches and solution oriented methods*. Although all schools will have access to the training, establishments can begin to use restorative and nurturing approaches making use of basic principles and suggested resources.

Nurture staff, the PRPB working group and Educational Psychology Services can all be contacted for advice and guidance.

The adoption of Rights Respecting Schools practices also supports the principles of restorative approaches.

In one Inverclyde Primary, where they had embedded a 'Rights Respecting School' culture, well beyond accreditation and awards, support staff commented that they could not remember the last time they had intervened in a playground fight.

Key principles of nurturing approaches

- Attachment Theory can help us understand our most vulnerable pupils
- With a greater insight into the meaning and implications of pupils' emotional and social difficulties, a school's capacity to respond to pupils changes.
- Early childhood experiences affect a child's response to education. Understanding this can enhance our ability to work with learners affected by relationship damage
- Nurturing approaches can repair some of this damage and allow pupils to achieve more fully
- Whole school Nurturing approaches achieve this at a systemic level meets our responsibilities outlined in GIRFEC.
- Through nurturing approaches learners can grow and develop their resilience and emotional ability to form relationships and deal with difficult situations.

'In p4, my friend and I fell out because we were playing tig. We were shouting at each other because we kept going for each other. We took some cool time to calm down and then we talked about it. We managed to get a win/win ending by ourselves because our teacher had taught us skills to deal with difficult situations.'

Key principles of Restorative Approaches

- Being responsible for one's own actions and their impact on others
- Respecting other people, their views and feelings
- Empathising with the feelings of others
- Being fair
- Everyone in school being actively involved in decisions about their own lives
- Returning issues of conflict to the participants
- Willingness to create opportunities for reflective change in pupils and staff

Why Use Restorative Approaches?

Pupils seek fairness from adults who are dealing with behavioural issues. Whether they are a perpetrator or a victim, their focus is not on winning or losing, but on trusting in a fair process. Restorative approaches help teachers ensure that pupils, staff and parents can be part of a fair process, while helping all involved to understand the impact of their behaviour on others.

Restorative approaches can:

- Manage the varied expectations of behaviour standards which exist among all school staff
- Help develop a Whole School positive ethos
- Encourage members of the school community to effectively resolve and learn from conflict in a way which maintains relationships or terminates them in a positive way
- Support any necessary sanctions by processes of learning and reconciliation

How Can Restorative Approaches Be Used?

Restorative Approaches can be used at different levels at school:

- As **preventative** – to promote positive relationships within the Whole School Community
- As **responsive** – and repairing when difficulties arise

As part of support and intervention for more long-term and persistent difficulties the approach involves including an individual in finding a solution to the problem. Instead of asking '**Who's to blame and how are we going to punish them?**' focus is put on reasons, causes, responsibilities and feelings. Those involved are asked questions such as '**who has been affected and how?**' and '**How can we put it right and learn from this experience?**'

(Extracted from Education Scotland website)

Leadership

Positive leadership in the implementation of this policy is essential for securing its success. Leaders of establishments at a range of levels have responsibility for setting the tone in promoting positive relationships and modelling desired interactions.

Traditional behaviour management approaches often see leaders 'fixing' behavioural problems. A shared and collective approach is much more sustainable and stops practitioners from being de-skilled in this area. It is of course essential that leaders are able to offer staff support with difficult situations but it is also important that opportunities are taken to increase staff skills in this area.

In an Inverclyde Primary the SMT had worked hard with staff on embedding restorative approaches and positive behaviour management in all classes.

Leaders were seen as facilitators not 'fixers'.

After 2 years referrals to SMT fell by 50%.

Attitudes/mindsets

As an authority it is recognised how important staff attitudes are in preventing challenging behaviour and fostering positive relationships.

Staff attitudes provide positive modelling for children and young people.

"Attitudes are infectious, is yours within catching" (Anon)

In one Inverclyde primary the school uses an attitudinal checklist as part of the quality calendar process. The attitudinal checklist allows staff to self-evaluate and benchmark against expected ways of working.

"I feel better when we come to an agreement and get the chance to hear everyone's side of the story. I also feel reassured that I get the chance to clear the air with someone without a teacher interrupting." Inverclyde learner

6. Partnership Approaches

“What do we live for, if not to make life less difficult for each other?”
(Eliot)

Having a supportive, collegial ethos is essential to the positive relationships and behaviour in an establishment or authority. Building a supportive ethos with other partners or educational establishments takes time. It is important that there is a recognition that behavioural issues are best dealt with from a shared perspective.

Key principles of effective partnership working include:

- Open and honest communication
- Inclusive attitudes
- Acceptance and understanding of different experiences, values, backgrounds and perspectives
- Mutually supportive
- Being able to recognise and work to each other's strengths and challenge each other appropriately
- The development of shared goals
- A common purpose and everyone aware of the big picture
- Being able to talk about what they are doing, seeking opportunities to coach each other and give feedback

‘We have been taught skills in our school to help us deal with hard issues and because we deal with the situation we feel more grown up.’
Inverclyde learners

Parents as core partners

Parents and carers are an educational establishment's best resource in terms of understanding a child and their needs.

The Parental Involvement Act (2006) states that parents, carers and families are by far the most important influences on children's lives. Parents who take on a supportive role in their children's learning make a difference in improving achievement and behaviour. Their support can play a vital role at all stages of education. When parents and schools work together, children and young people do better. The active involvement of parents in the life of the school can help promote a learning community in which pupils can engage positively with staff and their peers.

Staff will benefit from developing positive partnerships with parents by involving them in all decisions affecting their children's education and learning. A relationship of mutual trust and respect can enable effective communication that supports both parents and teachers.

It is important when dealing with children and young people's more challenging behaviour that parents feel supported and not 'blamed' by the establishments. Families come from very diverse experiences and circumstances and it is important for staff to remain non-judgmental and open when working with parents.

In an Inverclyde Primary School parents who often did not appear at more traditional events were invited to take part in a shared craft activity in the Nurture Room with their child. In the same school certain families were invited to a 'tea' organised by children to celebrate their achievements. Through this non-judgmental approach some very isolated families began to re-engage with their child's learning. As a result learning and behaviour both improved.

Some examples of parental involvement to improve behaviour might be:

- Direct involvement in planning to improve outcomes/behaviour
- Parent workshops/drop-ins
- Voluntary work
- Reviews
- Informal calls/texts/activities
- Nurture sessions

A specialist establishment in Inverclyde provides a series of workshops for parents and staff on emotional literacy. This increases understanding of approaches with parents and staff learning together.

A school recognises that behavioural and emotional difficulties do not exist on their own. A parents group has been set up in an Inverclyde Primary School to help families support their children with literacy difficulties. The group recognises that literacy difficulties can be familial and it aims to assist parents with their own literacy difficulties. This model has been presented at an Education Roadshow.

Children and Young People as core partners

"The social context within which young people live has been changing significantly in recent years. All young people are subject to new, sometimes insidious pressures; many may experience temporary difficulties as they grow up; some suffer from real deprivation and do not enjoy the kind of supportive relationships which they need to feel safe and to benefit fully from their education. In this changing context it is vital that we continue to re-appraise established practices and find new ways of providing effective support to all pupils."

Support in Scottish Schools, HMIE

While ensuring that children are guided within protective boundaries engagement with children and young people around the principles of positive relationship and behaviour is essential.

Some key questions for staff to ask when involving learners in planning to meet behavioural needs or involving learners in restorative practices might be:

- What are we aiming to achieve?
- Where have we got to so far?
- What will children and young people get out of it?
- Are we prepared to involve children and young people from the start?
- Are we being honest and open with the children and young people?
- What are our expectations?
- Are we prepared to give up some power?
- Are we prepared to take some criticism?

"I feel confident that my friends will help me avoid difficult situations."
Inverclyde learner

In a secondary school in Inverclyde young people are involved in the team which creates their individual support plan. The young people gain insight into how their behaviour is perceived and can work with staff to suggest ways of improving. Targets and approaches can be agreed.

In several primary schools in Inverclyde children are encouraged to talk about how they are feeling as part of the school policy on 'daily check in'. Children learn to express their feelings and understand the feelings of others in a safe setting.

Children in an Inverclyde school are using PAtS (Promoting Alternative Thinking Strategies) to share their feelings and regulate their behaviour.

External agencies and the community as core partners

"In order to develop shared values and understanding of the needs of children and young people, and to maximise the response to those needs, partnership working involving parents/carers, education, social work, health, voluntary agencies and other professions is essential."

Better Behaviour, Better Learning, The Discipline Task Group, 2001

In one Inverclyde school the staff work closely with community youth groups to reward activities and achievements both within and outwith school. Achievements are recognised and news shared across the communities. The reward system is a shared one.

The empowering sense of community with the school at the centre successfully promotes the philosophy; 'it takes a village to grow a child'.

Meaningful partnership with appropriate agencies and the community can support the promotion of positive relationships and behaviour.

Key partners who can support this are:

- Educational psychologists
- Clinical psychologists
- Speech and Language therapists
- Social workers
- Youth workers
- Community learning development officers
- Police
- Home link workers
- Outreach support
- CAHMS
- Third sector e.g. Barnados

Each of these partners need to be fully aware of the schools vision and values and expected practice. When at its most successful partnership working can result in 'a team around the child/group/class' being formed to meet needs.

Partners can participate in whole school planning and where appropriate be involved in the following:

- Whole establishment development work
- Reviews
- Specific teaching
- Diversionary activities
- Learning partnership
- Support to families
- Personal Learning pathways
- Training
- Exclusions
- Assessment

In several educational establishments in Inverclyde, inter-agency assessments take place to inform judgements regarding young people's level of understanding and comprehension.

Appropriate approaches are then used to support individuals based on a true understanding of their intent and communication abilities.

Staff in a secondary school ran a bespoke activity group with youth workers to support an individual pupil moving from P7 to S1. The pupil successfully made her transition and is well integrated into S1.

Communication

As well as opening up shared communication with partners it is crucial for positive relationships and behaviour that internal staff teams communicate in a purposeful and productive way.

Staff might access some of the following vehicles to discuss/communicate around behavioural issues and needs.

- Whole establishment and departmental meetings
- Leadership team meetings
- Internal/external transition meetings
- Individual behaviour planning
- Interactive reviews
- Open meetings
- Informal communication
- Debriefs

Informal Communication

Informal communication is also important amongst staff. However, there can be nothing more demoralising for someone who has just had a difficult session/period with children and young people to hear someone else in the staffroom make the killer statement “he wasn’t like that when I had him” or “I never had any problems with that class” (Roger 2000)

Far more helpful, is the member of staff who suggests something that has worked for her e.g. “I know they can be difficult, but sometimes this works.....”

Staffroom conversations play an important role in our overall attitude to behaviour. The more positive, humour-filled and solution focused these are the most successful of our approach to behaviour will become. Staff can support each other to de-personalise situations

‘This is part of our job and treating it as a professional challenge is far more effective than taking it personally and reacting’ (Teacher, Journey to Excellence)

7.Responsive Approaches

Through the careful application of preventative and positive measures it is hoped that the need to “respond” to specific behaviours will be greatly reduced. There will always be occasions where situations escalate and a “response” is required. This section details some proactive responses which should assist in avoiding confrontation and restore calm.

Responsive elements will include:

- Assessment
- Individual support planning
- Dialogue
- Debriefing
- Internal incident sheets
- Authority critical incident sheets
- Consequences
- Exclusions

Assessment

One of the most commonly asked questions, regarding pupil behaviour is, “why”. Why does a child or young person act in a particular way? It is essential to have a full understanding of the possible reasons behind particular behaviour if appropriate, sustainable and longer term interventions are to be put in place.

Prior to any assessment it is essential staff have a sound understanding of children young people’s emotional and learning needs.

A child’s emotional literacy or development will vary depending on environmental and intrinsic factors. This will clearly impact in the child’s ability to interact with others or have a positive relationship.

This may be perceived as inappropriate behaviour and may occur within a range of contexts.

This might include:

- Frustration related to a range of additional support needs.
- Environmental, family issues
- Health needs
- Difficulty interpreting social situations
- Communication difficulties
- Trauma or bereavement responses
- Change or loss

Behaviour is essentially everything we do or say. People use behaviour to communicate a view, need, desire or preference. We must continually assess what needs are being communicated and adapt learning environments, teaching and demands accordingly.

Assessment procedures will include:

- Having a holistic knowledge of the child – “knowing our learners”, when staff have a thorough knowledge of a child, their emotions and triggers it is often possible to prevent difficult situations from an early entry point to avoid escalation
- Gathering as much information from as many different sources and partners as possible
- Looking for strengths, interests and motivators
- STAR - (Situation, Trigger, Action, Response) assessment sheets

(App 3)

The STAR approach will be the preferred approach to behaviour assessment in Inverclyde. If used appropriately it can be an effective assessment tool in all sectors,

In an Inverclyde Nursery staff were having difficulty meeting the needs of a learner with significant emotional issues. They kept saying ‘it’s unpredictable/we can’t find a trigger’. The Headteacher decided to do a STAR assessment over a period of 3 weeks. At the end of the designated time spell the STAR sheet showed a distinct pattern, where most behaviours occurred at transition times, between play activities or first thing in the morning. A support plan was drawn up, giving low demand activities with one person first thing in the morning and signalling transitions with a familiar song.

It is essential that behaviours or responses that are causing a particular concern go through the STAR assessment process. Possible triggers may then be more systematically identified. It can be all too easy to consider that behaviours are unpredictable and without obvious cause. It is only by using this evaluation tool that this can be judged.

In the majority of cases this method will allow for an objective and quantitative collation of behavioural triggers. The information gathered can be used to inform discussions, debriefs and the delivery of individual behaviour plans.

Also informing assessment processes would be internal incident forms (App 4), critical incident forms (APP 5) and solution focussed meeting minutes.

Individual Support Planning

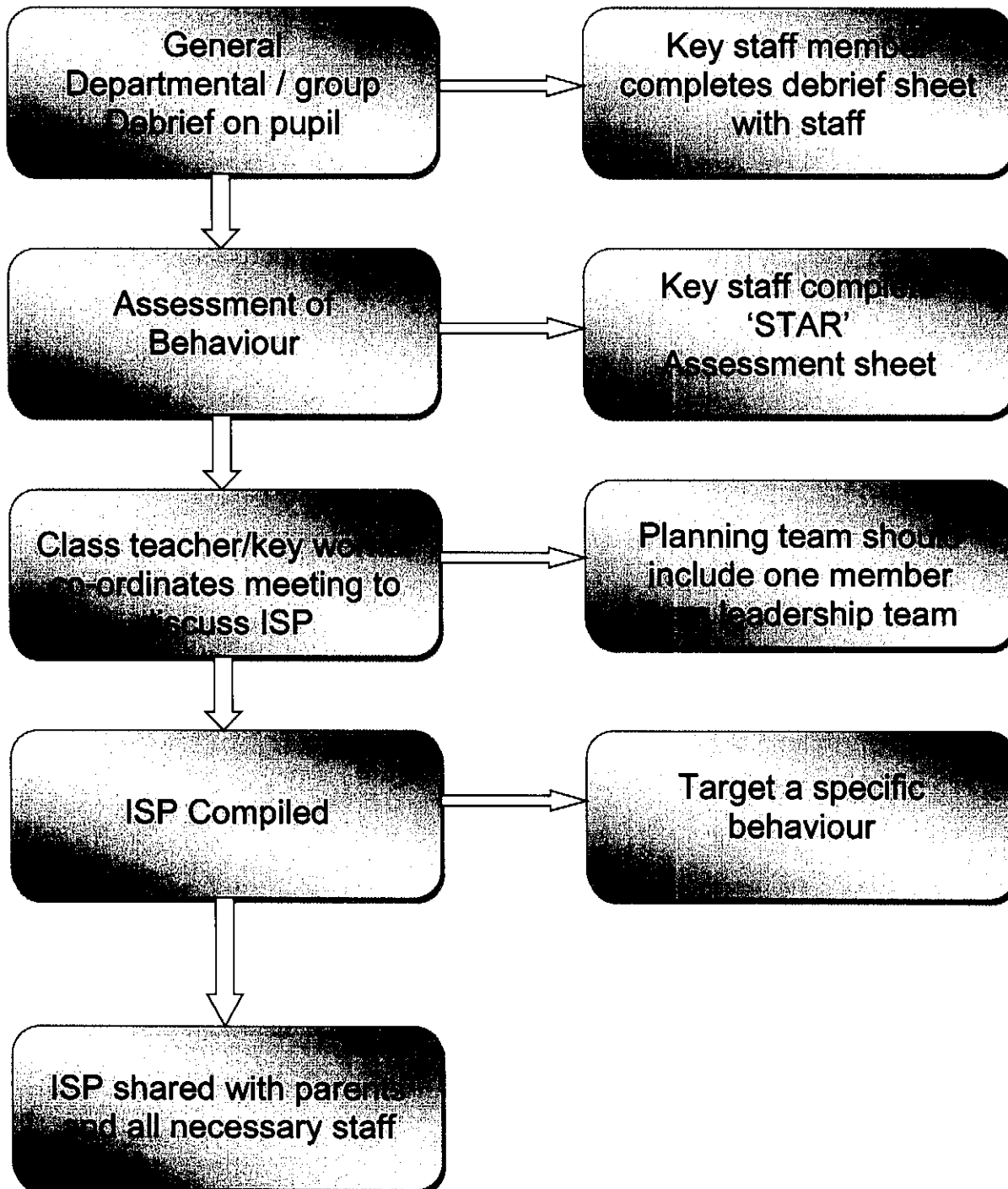
When used properly the individual support plan can be one of the most effective tools we possess. We have children in any educational establishment with differing abilities, medical conditions, experiences and resilience levels. Just as we plan carefully and individually to teach any other area of the curriculum so we must do the same with behaviour. The individual support plan helps us to do this.

Why use an individual support plan?

- Provides individualised consistency
- Ensures specific targeted intervention
- Helps to identify strategies which might support the child at home as well as in school.
- Becomes part of the behavioural assessment process
- Prioritises a strong focus for staff discussion and teamwork on behavioural issues
- Becomes a preventative measure
- Allows for reflection and review
- Provides a vehicle for recognising positive changes.

In an Early year's establishment when planned support strategies were put in place with a clear review date recorded, staff started to notice small improvements about the child's behaviour. This led to more positive attitudes surrounding the child and his family. Staff adopted a 'no blame' approach with the parents as they worked together on the identified strategies in his plan.

Procedures for compiling ISP



Senior Managers monitor ISPs throughout the establishment

Dialogue

A helpful list of basic dialogue dos and don'ts should assist in considering appropriate communications when responding to difficult situations. This list is not exhaustive nor is it in any particular order.

| | |
|--|--|
| Listen Actively. | Shout. |
| Give time. | Ask why – most children can't tell you! |
| Say as little as possible. | Challenge or confront when a child is acting out or distressed. |
| Be solution focussed. | Judge |
| Remind child of their strengths. | Use sarcasm. |
| Use 'When ___ then'. | Makes threats you are unlikely to carry out. |
| Use language of shared concern e.g. 'I can understand you must be upset just now ...' | Change goal posts. |
| Model appropriate tone, body language. | Dismiss child's viewpoint. |
| Use other pupils as models and state these positively. | Over-react or become highly emotive Place blame. |
| Compromise – be prepared to show that you are looking for a way forward that is acceptable to all concerned, one where everyone feels they are a winner. | Get into win/lose battle scenarios. |
| Give a way out – always make sure the child has a face saving way out of the situation. ('Maybe it was a bit hot in here' 'You look as though you have a headache' etc!). | Go over previous difficulties in every new situation. |
| Talk about anything other than the concerning behaviour | Ask lots of questions. |
| Paraphrase the child's statements | Bombard child with your opinion on the situation. |
| When appropriate, indicate choices available and consequences. Be prepared to say sorry if you have made a mistake. Respect any opportunity a child takes to apologise. We are in the business of re-engagement as quickly as possible. | Refuse to accept a child's apology. If a child is being returned to class by another member of staff to apologise, then accept this quickly and move on. |
| Use assertive statements e.g. 'I need you to ___ thank you' and allow for pick up time. (Geoff Moss 2004). | Lack confidence in your communications. |
| State desired behaviour positively (ALWAYS state what a child should be doing, not what he shouldn't). | State a negative e.g. 'Don't run' this is far more effective a direction if stated simply as 'Walk'. |

| | |
|---|-----------------------------|
| Use the technique known as norm of reciprocity (Rob Lang): Make a deliberate friendly gesture 'Tomorrow I will give up my break to help you with this' 'I'm going to lend you a special pen of mine'. It is hard to be angry with someone who is offering to do you a favour. | Personalise. |
| If appropriate make an admission that you 'can see they have a point' | Take the high moral ground. |
| Ask for their help e.g. 'I've never dealt with this before (even though you clearly have!), what would you do if you were me?' 'If I came to you with this problem how would you advise me?' | Give up! |

Staff in an Inverclyde Primary decided collectively to stop raising their voices. They could still be assertive but only through very calm voices. Staff initially saw an increase in low level behaviours. They persevered and within only 3 months, referral rates, internal incidents and exclusions had all dropped. Staff reported a much more relaxed and calm atmosphere throughout the school.

"I have learned skills in coming to an agreement and using the correct tone of voice, it really helps sort out difficult situations." Inverclyde learner

Useful Strategies

- Redirection – ignore the behaviour and quickly redirect, then tackle the difficult behaviour at a less challenging time. Never just ‘ignore’ – there must always be an attempt at redirection, otherwise the behaviour will merely escalate
- Minimise dialogue – often it is better to say very little and be non-reactive if a child is extremely distressed
- Non-confrontational, calm and confident approach at all times. Children/young people pick up very quickly on any sense of staff anxiety or hesitation.
- Actively listen to what the child is saying. When you listen you stay controlled, while showing real concern which will help the child take control of the situation.
- Offer to write down what the child is saying about an incident. This gives the child/young person the opportunity to have his/her thoughts recorded and can be a good way of slowing things down and de-escalating a difficult situation.
- Carefully gauge level of eye contact. Insisting on this may be unhelpful and cause a situation to escalate
- De-personalise all negative interactions. You are doing your job – do not take any insult personally
- Unless a whole class are involved, any interventions should be done as privately and quietly as possible.
- If appropriate remove the rest of the class and potential audience
- Changing staff can sometimes help a situation. A fresh face, different voice can often distract a child into changing a particular behaviour pattern. This is never a reflection on one person not coping, but merely another form of redirection which can assist a situation
- Time-limited ‘time-out’ preferably within, but occasionally outwith the class. Always alert someone else to the fact that a pupil is outwith the class setting. The use of controlled time-out tokens can support learning here
- Ask another member of staff to have a pupil in his/her class for a short period of time – this may break a pattern
- It is always better for a member of staff to manage situations successfully within their own learning environments. Sometimes it may be necessary to call for assistance from another member of staff or a member of the leadership team. (PT, DHT or HT). It can also be useful for a promoted staff member to take the class while the teacher deals with the child/young person experiencing difficulties. This will allow for more sustainable solutions within an existing relationship to be found.

Consequences

Consequences for specific actions should be seen as constructive, relevant and as short as possible. They should always include an element of teaching and be fit for purpose e.g. It is pointless to exclude a child for truanting.

Withdrawal from curricular trips (during usual establishment hours) or subjects which are perceived as "preferred" will not be appropriate consequence. The only exception to this would be if there was a health and safety issue.

"Everything can be taken from man but one thing: the last human freedom – to choose one's attitude in any given set of circumstances to choose one's own way" (J McClure 1995).

It is well researched and that the more punitive and finger pointing, the stance taken for a young person with challenging behaviours, the more the person feels entitled to deny a demand or request.

Consequences could include:

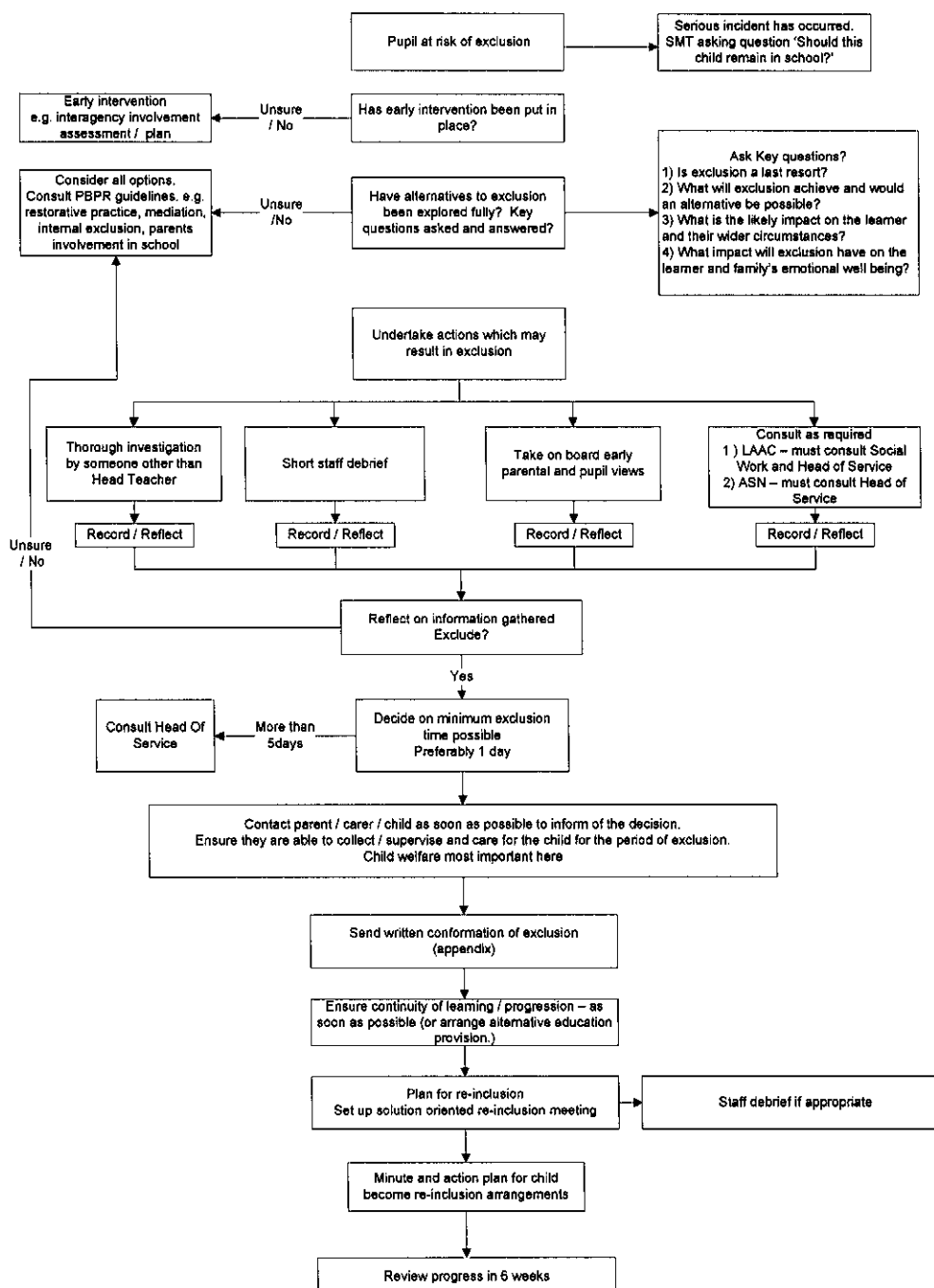
- Points in achievement scheme merits/demerits are allocated and discussed and evaluated with a learner.
- Writing an apology letter/picture
- Loss of break/leisure to complete a community task or reflective activity. (any loss of break must involve purposeful learning)
- Completion of pupil contract/agreement
- Involvement in restorative dialogue
- Participation in a shared resolution activity
- Completion of pupil reflection sheet

In an Inverclyde secondary school staff stopped using punishment exercises and detentions. They are using the merit/referral systems to analyse behaviour patterns and involve learners in the decisions they are making. Staff must make time to let pupils know when they have received a merit or referral and why. The dialogue about this is the most important aspect.

Exclusion

Guidance on exclusion is attached as an appendix (**App 6**). The flow chart below gives an at a glance overview of procedures.

CONSIDERING EXCLUSION IN INVERCLYDE



'I used to get kept in all the time and once I got excluded. It didn't really bother me. Then my school started doing this restorative thingy. It was much harder to have to talk to someone, say you're sorry about what happened. Then you had to be friends. I stopped getting into fights.' S1 pupil in Inverclyde

Reflective Practice

An important aspect of responding to behaviour is the need for constant reflection on our own practice.

The use of “should’ve, would’ve, could’ve” type thinking following incidents will allow staff to consistently consider what else they could have done to improve or prevent a negative outcome. We are always learning and by reflecting on our practice we will ensure our approaches remain flexible enough to meet the ever changing needs of our learners

When reflecting on challenging behaviour you may want to consider:

- Have you talked over the issues with a colleague?
- Have you been observed by a colleague and received depersonalised feedback?
- Have you observed a colleague working with the same individuals and/or groups who are presenting you with challenging behaviour?
- Have you considered asking a colleague to be a mediator between you and the young person/people to bring problems out into the open and look for a shared solution?
- Have you involved pupils in discussing what you and they can do differently/better to improve the situation?

Debriefing either following a critical incident or where a series of concerns have emerged for a child can be a useful way for staff to share issues, reflect on what happened and consider difficult options. (**App 7**)

Debriefs can be completed by the establishment alone or with Educational Psychology Services.

Over time this will become a useful form of self evaluation in this area of work.

Another important part of staff reflection and debriefing is for staff to express feelings about an incident. Working with challenging behaviour can be difficult and staff should be aware of support mechanisms available. This includes a referral to Occupational Health who offer a counselling service if this is appropriate.

Monitoring and evaluating

The Positive Relationships, Positive Behaviour Working Group will continue to meet in order to monitor the policy, plan training and be available as a reference point to establishments seeking advice. Members of the group may change as time passes.

Exclusion and attendance rates are already rigorously monitored at both school and authority level. These are both strong indicators of how well we are promoting positive relationships and behaviour across the authority.

Conclusion

The Positive Relationships, Positive Behaviour Scottish Government team state that Curriculum for Excellence cannot be delivered without good relationships and positive behaviour. The starting point for learning is a positive ethos and climate of mutual respect and trust based upon shared values across whole school communities where everyone can learn and work in a peaceful and safe environment.

In addition, the breadth and personalisation of Curriculum for Excellence, along with the support it affords, will be transformational in helping to create peaceful and positive learning environments with more opportunities for children and young people to be engaged and motivated in relevant and enjoyable learning.



VERSION CONTROL

Last printed 14 August 2013

Individual Support Plan

Date:

Name of child:

Brief Summary of needs

Planning Team

Behaviour Assessment Completed

☐

Target Behaviour

Triggers Assessed

Shared with parent / child. Views recorded

Plan to be reviewed:

Individual Support Plan

Date:

Name of child:

Brief Summary of needs

Planning Team

Behaviour Assessment Completed

☐

Target Behaviour

Triggers Assessed

Approaches to be used

- Use calm, non-confrontational approach at all times
- Do not engage in extensive dialogue about negative behaviours – try to redirect before difficulties arise
- Always tell **** what he should be doing, not what he shouldn't i.e. "speak calmly" not "stop shouting"
- Give **** 6 time out tokens in the day. He can use these to "opt out" and draw within these parameters. Gradually reduced the number of tokens available
- Key teacher to include 1:1 relationship building time with ****
- Constantly remind **** that he is liked / likeable etc.
- Fresh start each day. All consequences / rewards within one day

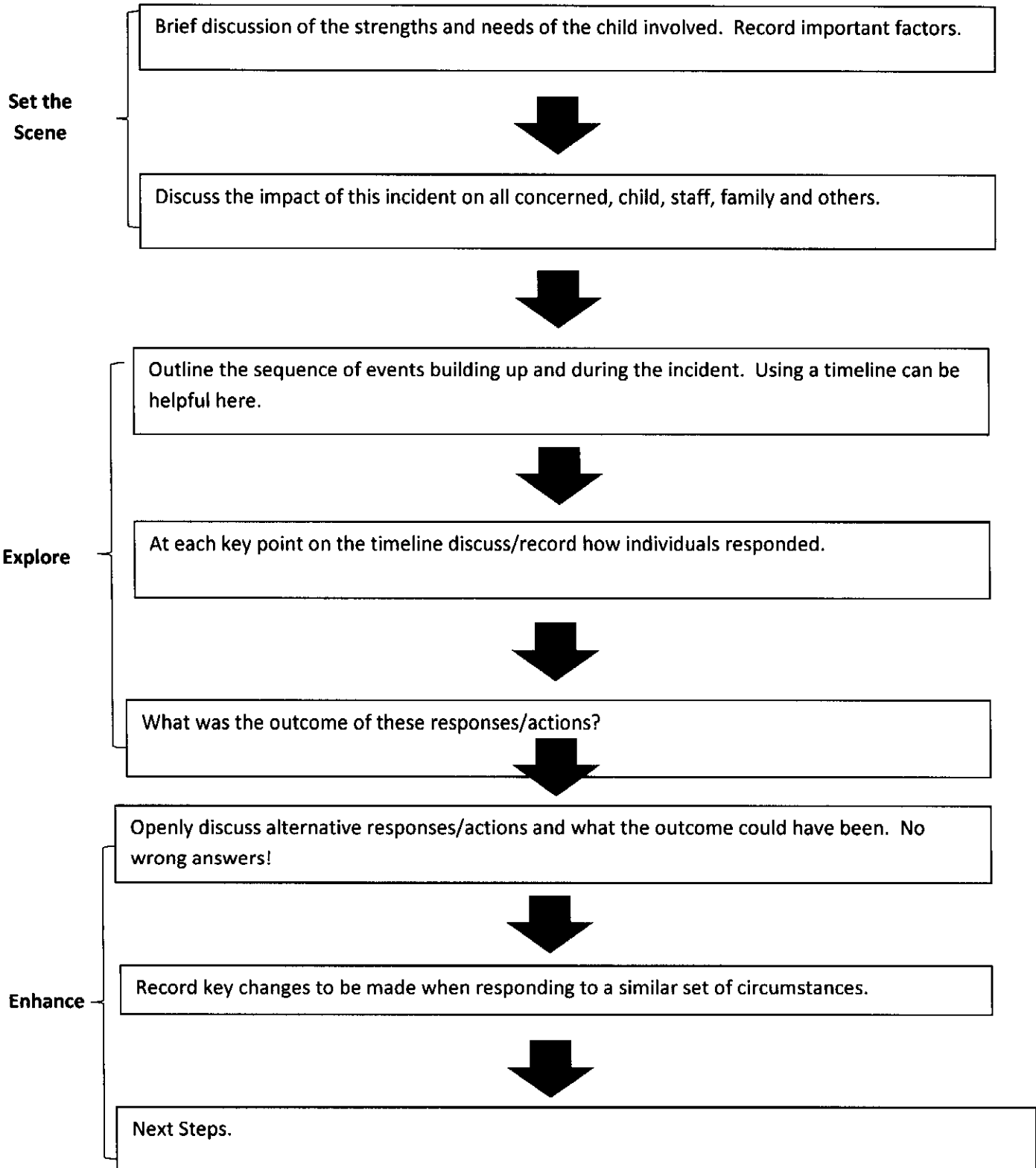
Shared with parent / child. Views recorded

Plan to be reviewed:

NOTE: Psychological Services can support a professional debrief if required

"SEE"

Critical Incident debrief prompts



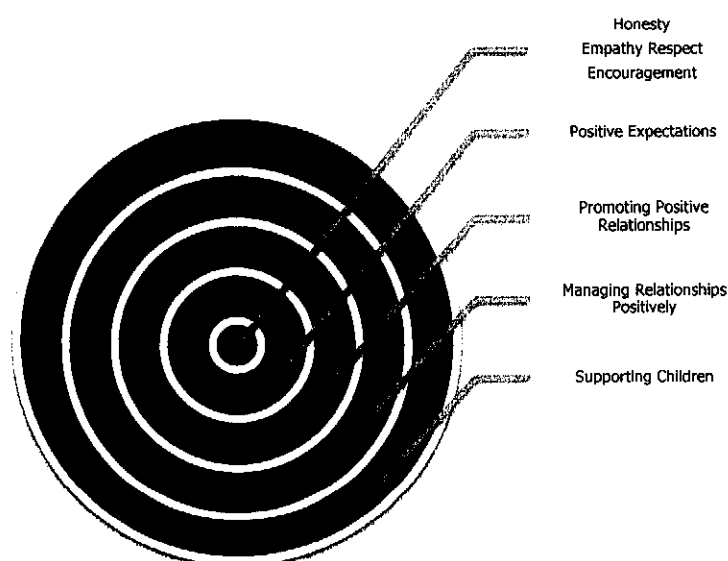
Sample Environmental Checklist from an Inverclyde School

* The term 'Positive', used throughout this policy, is synonymous with 'Healthy'. Positive relationships build and maintain an individual's emotional, mental and social health and wellbeing.

This checklist aims to support and challenge all staff in its implementation and it outlines our school's approach to the following areas:

- 1. Positive Expectations:** Our school's Code of Conduct and its role in how we communicate our vision of positive relationships.
- 2. Promoting Positive Relationships:** The proactive measures we take in order to establish opportunities for positive relationships to thrive.
- 3. Managing Relationships Positively:** The active skills we use to manage, protect and repair relationships.
- 4. Supporting Children:** The reactive whole school framework for meeting the Additional Support Needs of children, including those children who are experiencing the type of social and/or emotional difficulties, which may result in disruptive patterns of behaviour and unhealthy relationships.

This is illustrated in the diagram below.



The School Community has identified the following values on which we base all of our decisions.

We believe in:

- Honesty
- Empathy
- Respect
- Encouragement

Positive Expectations

This is the vision we have for conduct within our school.

- ❖ We are kind and caring.
- ❖ We show good manners to everyone.
- ❖ We make safe and responsible choices.
- ❖ We always try our best.
- ❖ We let others learn.
- ❖ We look after our school.

The Code of Conduct is intentionally simplistic in language and can be applied to all stages. The primary aim of following the Code is to ensure healthy, positive relationships between everyone within our school community.

| Positive Expectations | |
|---|--|
| I demonstrate a clear understanding that better learning leads to better behaviour by striving to deliver excellent learning and teaching. | |
| I actively promote the highest possible expectations of all pupils in all areas of our school; in classrooms, in the playground, in the corridors and in the dining hall. | |
| I model the Code for all people within our school. | |
| I clearly display and refer to the Code positively within our class. | |
| I engage children in regular discussion and activities related to the Code of Conduct and make it clear that we follow the Code to ensure the school is a happy, safe place for everyone to be. | |
| I reinforce expectations in a firm, fair and friendly manner and with a clear focus on building and maintaining the positive relationships within the school. | |
| I maintain a safe and orderly environment by ensuring close supervision in less-structured, busier settings such as the corridors, lunch hall and playground. | |
| I identify, praise and reward positive conduct, by giving positive attention to positive behaviour. | |
| I deliver praise in a way that helps pupils understand the specific behaviour that is being recognised and the impact this has on others. | |
| I create a climate in school in which all pupils earn praise every day and can be recognised as Golden Pupils during the school year. | |
| I ensure that the school 'Magic' reward scheme and other class-based reward systems are delivered in line with school procedures (appendix i). | |
| I avoid over-using rewards to ensure we discourage 'positive behaviour for self-centred motives'. | |
| I ensure that rewards are only awarded and never taken away. | |
| I provide a short, description of any reward systems with the class Daily Plan (or on clear display within the classroom) to inform visiting staff. | |
| Promoting Positive Relationships | |
| I know that positive, healthy relationships are achieved when individuals become Emotionally Intelligent and I ensure that Health and Wellbeing learning and teaching reflects these four factors: Self-awareness (ability to recognise their own feelings) Self-management (ability to manage these feelings positively) Awareness of others (ability to recognise the feelings of others) Relationship management (ability to manage their relationships) | |
| I lead the delivery of high quality learning and teaching, which specifically sets out to teach children the social skills required to be emotionally intelligent individuals. | |
| I identify patterns/issues or barriers to positive relationships and help address these situations proactively through the curriculum, at class, stage or school level. | |
| I ensure I am up-to-date with school, local and national policy and good practice on promoting positive relationships (stringently evaluated in terms of their connectedness with our core values) and I recognise the important role my own professional development plays in being able to achieve this. | |
| I ensure that when pupils work together they are clear on what behaviours or social goals are expected and how to achieve these. | |
| I ensure that children support their fellow group members in meeting social goals and | |

| | |
|--|--|
| that the focus is on a cooperative approach and collective responsibility. | |
| Managing Relationships Positively | |
| I use calming strategies which are based on positive communication and meet the immediate emotional needs of children (appendix ii). | |
| I lead by example and minimise unnecessary confrontation by responding assertively, but not aggressively, even in challenging situations. | |
| I judge the behaviour and not the person. | |
| I am sensitive to pupils' self-esteem by discussing issues with them privately rather than publicly. | |
| I seek school-based support from colleagues to help establish strategies for promoting positive relationships and managing relationships positively. | |
| I provide 'no-blame' support and nurture to colleagues, who are dealing with challenging behaviour or unhealthy relationships, and I ensure that my colleagues know that seeking support equates with competency. | |
| I actively promote a 'culture of listening' when responding to others and I ensure that respectful listening occurs at all available opportunities; children are trained to actively listen as a matter of priority. | |
| I relax with colleagues, have fun and ensure everyone can be included. | |
| I acknowledge and celebrate when things go well and talk openly and constructively about things that go wrong. | |
| I respect that making mistakes is part of learning and understand that 'incidents' of behaviour that contradict our school Code of Conduct can provide useful points of reference in helping children develop more appropriate forms of behaviour and relationships. | |
| I look at each challenging situation individually and emphasise repairing harm and I do not assign blame and dispense punishment. | |
| I ensure that almost all consequences are agreed or negotiated through restorative approaches, as part of a process of repairing harm (appendix iii). | |
| I value the views/feelings of all and work from their current point of view, even if their perception of a situation is different. | |
| I effectively use the school's 'Cool Time' procedures as a non-punitive consequence to assist with pupils' self-management skills (appendix iv). | |
| I am able to defer conversations about challenging situations until all people who are involved are calm enough to communicate positively. | |
| I effectively use the school's 'Mediation' procedures when conflict occurs to assist with pupils' relationship management skills (appendix v). | |
| I only impose consequences when these are required to maintain the safety and wellbeing of children or staff and I ensure any imposed consequences help to maintain and build the wellbeing and relationships of all those involved. | |
| I use my professional judgement when deciding whether to report incidents to a member of the Management Team; hierarchical referral systems are understood to be disempowering, although seeking support to <u>assist</u> with significantly challenging situations can allow for 'ownership' for those involved to be protected. | |
| I ensure when responding to a serious incident (in which a child's behaviour may put him/her in danger, other children in danger or a member of staff in danger) appropriate members of staff are contacted using a red card/walkie-talkie system and that I fulfil my duty of care by making decisions which reduce the risk of harm. | |
| I record all serious incidents, including violence to staff and those where a physical intervention is required, in line with school procedures (appendix vi). | |

| Supporting Children | |
|---|--|
| I identify children who may require Additional Support in order to develop healthier relationships, contribute to the solution-oriented assessment and planning process and I provide support for identified children in line with our 'Supporting Pupils' Learning' policy. | |
| I maintain accurate behaviour monitoring records for pupils identified as requiring additional support in line with school procedures (appendix vii). | |
| I respect the confidentiality of pupils who require additional support by only sharing information with those who need to know and by doing so in a way which is consistent with school values. | |
| I work in partnership with parents/carers in a way that is Solution-Oriented and reflects school values and I notify parents/carers promptly of improved relationships and behavioural patterns. | |
| I know that behaviour which contradicts our Code, if left unchecked, can lead to bullying and that I have a duty to respond to this type of behaviour and the impact it is having, rather than relying on a rigid definition of 'bullying'. | |
| I understand that 'bullying' represent a dysfunctional or unhealthy relationship and is a breach of Children's Rights. I do not use the term 'bully' or 'victim' to label individuals, but, instead, describe behaviour as 'bullying behaviour' | |
| I explicitly state to children that 'bullying behaviour is never acceptable' and I show equal concern in addressing all 'bullying behaviour'; irrespective of whether the behaviour was displayed at school, out of school or online. | |
| I demonstrate that anti-bullying procedures are more formal types of additional support (e.g. a Restorative Conference) that are required to effectively repair the harm for all concerned, when less formal methods have proven to be ineffective. i.e. the fear or worry about what has happened, or that it might happen again, has not yet been effectively addressed | |

Environmental Checklist

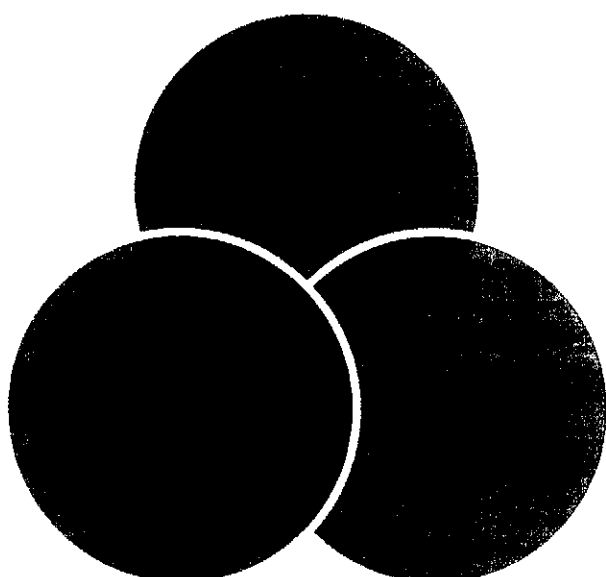
Example from Inverclyde School

Learning and Teaching Checklists

These checklists aims to support and challenge all staff in its implementation and it outlines our school's approach to the following areas:

- 1. Planning:**
- 2. Learning and Teaching:**
- 3. Assessment:**

This is illustrated in the diagram below.



The Planning, Learning & Teaching and Assessment Cycle.

The processes of planning, learning & teaching and assessment inform each other. The combined process is flexible and responsive to pupils' learning needs and interests.

This allows our planning to reflect the 7 principles of CfE curriculum design:

- Challenge and enjoyment
- Breadth
- Progression
- Depth
- Personalisation and choice
- Coherence
- Relevance

Teachers and pupils are involved in dialogue, which is integral to the planning process; teachers strive to ensure children are involved in planning topics and chunks of learning.

Teachers and colleagues, who are stage partners, also use professional dialogue to plan cooperatively. Senior Managers have regular, informal discussions with teaching staff to monitor the process of planning, learning & teaching and assessment. This is supplemented with scheduled Learning and Development meetings, (a minimum of once per term); a detailed professional dialogue which follows this agenda:

- Planning: How do the Strategic Forward Plans direct the Daily Plans?
- Learning & Teaching: What's going well and what are the challenges which need to be addressed?
 - Curriculum
 - Methodology
 - Resources
- Assessment: What progress are children making, how is this being recorded and how will next steps be achieved?

| | |
|---|--|
| Planning | |
| I ensure that Strategic Forward Plans highlight the breadth of learning outcomes towards which pupils are working. These plans are simple in terms of detail and demonstrate the breadth of the curriculum experiences for pupils. | |
| I ensure Strategic Forward Plans contain discrete planners for literacy, numeracy and health & wellbeing and context-based planners which identify: curricular area, key E&Os, intended learning, assessment evidence, evaluation of learning and next steps. | |
| I ensure that Daily Plans articulate how pupils will demonstrate their learning by linking E&Os with clear learning intentions, success criteria and learning activities designed to meet the needs of all learners. These plans are more detailed (in practical terms) and demonstrate how pupils will apply their skills in increasingly challenging contexts. | |
| I create Daily Plans that focus on the learning, teaching and assessment of skills, rather than a route through resources. | |
| I ensure that all planning documents are well maintained, up-to-date, organised and easy to access for colleagues (including visiting staff providing cover). | |
| Learning and Teaching | |
| I establish a classroom atmosphere which is nurturing, happy and safe and conducive to learning; pupils and adults are welcomed with a smile and friendly greeting and worries or concerns are addressed effectively to allow children to concentrate on their learning and leave school happy at the end of every day. | |
| I ensure lessons have a stimulating start, which captures pupils' interests. | |
| I ensure lessons use active methodology and maintain pupils' motivation throughout. | |
| I explicitly build on pupils' previous learning. | |
| I relate lessons to pupils' real-life experiences. | |
| I ensure that learners are given opportunities to work and think independently. | |
| I ensure learners are given opportunities to work and think cooperatively and I use pupils as instructional resources for each other. | |
| I deliver lessons which reflect a variety of different learning styles and differentiate lessons in all areas of the curriculum to meet learners' needs. | |
| I clarify the purpose of the lesson and criteria for success with pupils. | |
| I ensure learners are given opportunities to be creative and show initiative. | |
| I provide easily-accessible, relevant and enjoyable tasks and activities for children to complete independently to ensure that there is no "Dead Time" in class. | |
| I ensure that lessons are effectively summarised. | |
| I establish creative routines for children to reflect on their learning and complete Learning Logs to record achievements and personal targets. | |
| I model an enthusiasm for learning, which pupils respond positively to. | |
| I establish and maintain high and achievable expectations throughout the lesson; including written tasks and other areas of presentation. | |
| I ensure pupils' contributions are encouraged, valued and built upon. | |
| I teach pupils when and how to seek help and I respond efficiently and effectively to this. | |
| I effectively use humour and fun to engage pupils. | |
| I ensure wall displays are bright and creative, and celebrate and motivate children's learning with clear links to learning intentions and skills. | |
| I establish and maintain a classroom environment which is tidy, with resources labelled and accessible to children and in which children are supported to ensure trays and other 'personal' spaces are tidy and clear of clutter. Classrooms are left tidy at the end of the day to allow our cleaners to clean, not tidy up! | |
| Assessment | |
| I effectively monitor progress of individuals/groups during the lesson. | |
| I ensure explanations and instructions are clear to pupils and check this regularly. | |
| I skilfully use a range of effective questioning techniques (e.g. Bloom's Higher Order questions). | |
| I skilfully use a range of effective answering techniques (e.g. 'no hands up rule'/random selection/show me boards) to establish high levels of positive individual accountability. | |
| I integrate informal assessment effectively within the lesson. | |
| I use quality feedback which clarifies what a pupil has achieved and the next steps in their learning; verbal feedback and comments in jotters/folders/learning logs reflect this. | |
| I maintain useful notes within the class Daily Plan, which comments on pupils who require further support or extension and gather this information efficiently with the purpose of reporting to parents. | |
| I use a variety of approaches (from day to day activities to specific tasks and tests) and a range of evidence (observations, records, interactive questioning, written responses, products, accounts from others etc) in relation to agreed E&Os in literacy, numeracy and health & wellbeing for the purpose of tracking pupils' progress. I record this on individual pupil tracking records to identify how well each pupil has learned (i.e. the depth of the pupil's learning) and use this information to plan next steps. | |

Example for HWB area

HWB Planners

Class/Group:

It is not essential to complete all evidence contexts

App2

| Learning Intentions with cross-referenced E&Os | Evidence of progress exemplar | | |
|---|--|-------|---------------------------|
| | Possible Methodology/Learning Activities | Class | Assessment/Date Completed |
| | Individual | Class | Department |
| <p><i>We are learning to make helpful choices when we are in situations that strongly affect our feelings. (HWB -02a, -03a, -06a, -07a)</i></p> <p>Early</p> <ul style="list-style-type: none"> I can look for someone to play with or ask an adult if I cannot find anyone to play with. I can try not to be sad if I do not get what I want and find something else to do. I can ask for something using polite manners. I can give something back if I have borrowed it. I can keep trying if I get stuck. <p>First</p> <ul style="list-style-type: none"> I can use 'I' statements in a cool voice to explain how I am feeling in difficult situations. I can use a hand shield when it's helpful. I can turn my back and ignore when it is helpful. I can seek help or advice from a friend or adult when it's helpful. I can give a 3 chance warning when it's helpful. I can use a cool voice when I am angry or sad. I can use cool body language when I am angry or sad. I can say sorry and admit responsibility in a cool way if I have done something wrong. I can talk about choices I have made and explain how they were helpful or unhelpful. <p>Second</p> <ul style="list-style-type: none"> I can send out the right signals using cool facial expressions and body language. I can be assertive by using a cool voice. I can use a cool word shield. I can accept when things don't go my way. I can forgive myself for the mistakes that I have made. <p>I can reflect on the choices I have made and describe what I might do differently next time.</p> | | | |

Self-Awareness

Self-Management

Awareness of Others

Relationship Management

| Learning Intentions with cross-referenced E&Os | Evidence of progress exemplar | | |
|--|--|-------|---------------------------|
| | Possible Methodology/Learning Activities | | Assessment/Date Completed |
| | Individual | Class | Department |
| <p><i>We are learning to look after ourselves by maintaining and improving our own mental and physical health and wellbeing. (HWB -06a, -07a, -12a, -15a)</i></p> <p>Early</p> <ul style="list-style-type: none">I can take part and enjoy a variety of activities. <p>First</p> <ul style="list-style-type: none">I can accept a compliment.I can explain how the activities I choose to take part in help me to feel happy and healthy.I can participate in a variety of relaxation techniques. <p>Second</p> <ul style="list-style-type: none">I can make personal choices that have a positive impact on my own health and wellbeing.I can use relaxation techniques that I know work for me. | | | |

Behaviour Assessment Sheet

| Date | Time | Situation | Trigger | Action | Response |
|------|------|-----------|---------|--------|----------|
| | | | | | |

Behaviour Assessment Sheet

| Date | Time | Situation | Trigger | Action | Response |
|------|------|-----------|---------|--------|----------|
| | | | | | |

Internal incident form

App4

Inverclyde
council

School:

Name: **Date of Birth:**

Date/time: **Referred by:**

Location of incident:

Issue/Concern:

Situation:

Trigger:

Action:

Response:

Other information:

Previous Intervention Attempted:

| | | | |
|--|--------|----------|---------|
| Class | School | Partners | Parents |
| | | | |

Management comments:

Follow up action for school (to be completed by manager):

| | | | |
|---|--|--------------|--|
| Referring Staff's Signature: | | Date: | |
| Head of Establishment Signature: | | Date: | |

Critical Incident Notification and Prevention Report

App5

Inverclyde
council

Pupil ☐
Staff ☐
(Designation)

School:

Name: **Date of Birth:**

Date/time: **Other staff involved:**

Location of incident:

Relevant pupil needs/information: (LAC, CP register, ASN)

Description of serious incident:

Situation:

Trigger:

Action:

Response:

Other information:

Previous Interventions Attempted:

| | | | |
|-------|--------|----------|---------|
| Class | School | Partners | Parents |
|-------|--------|----------|---------|

Date of staff debrief and issues arising (if appropriate)

Follow up action for school (to be completed by manager)

| | | | |
|---|--|--------------|--|
| Referring Staff's Signature: | | Date: | |
| Head of Establishment Signature: | | Date: | |

Head of Service comment and action/follow-up required (to be returned to HT/member of staff)

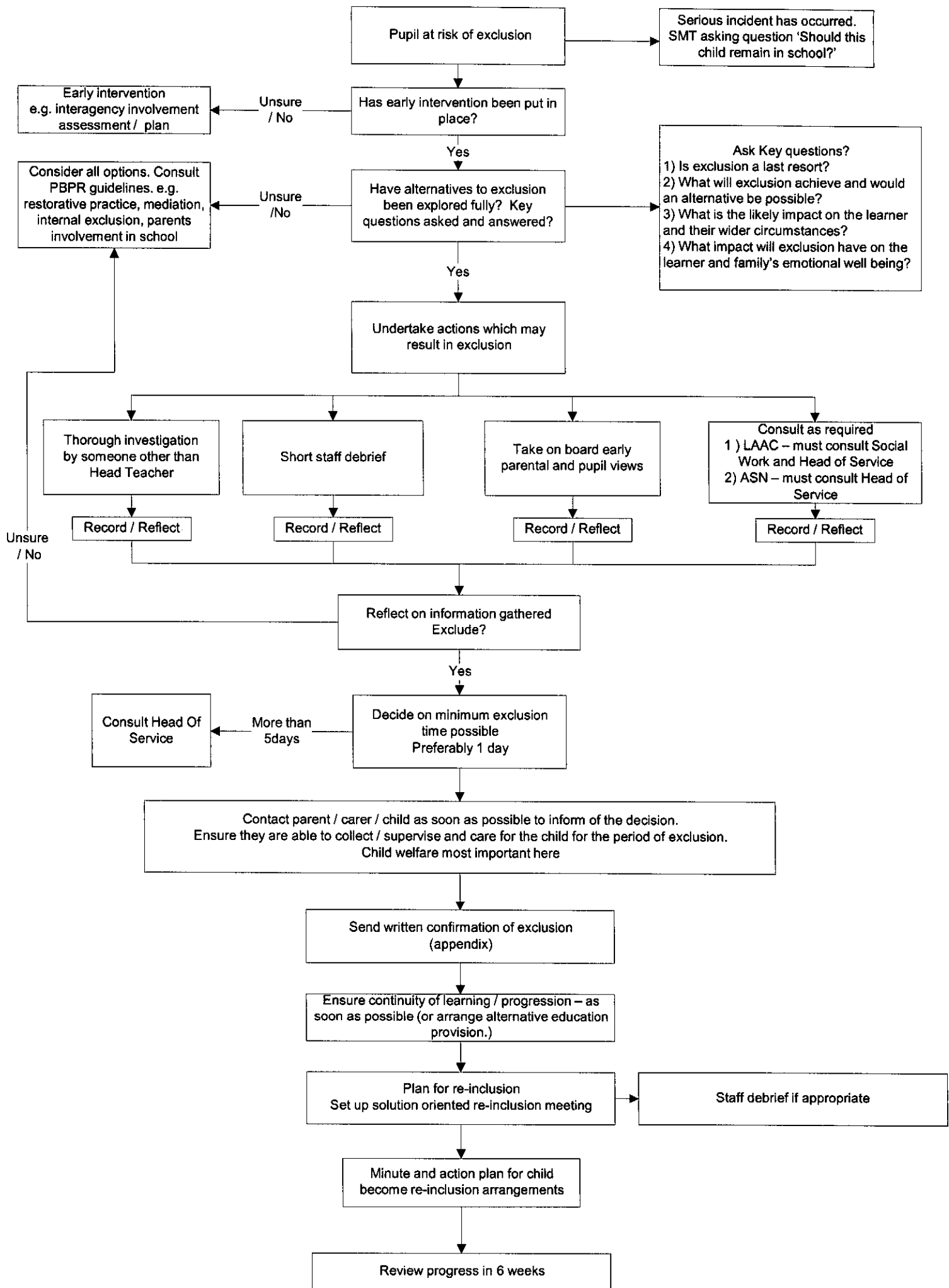
| | | | | | |
|--|--|----------------------------------|--|-----------------------|--|
| School suggested actions appropriate - no further action required at present | | Behaviour assessment/plan needed | | H & S risk assessment | |
| Supported debriefing with psychological services | | Staff development | | Meeting at HQ | |

Other:

| | | | |
|-----------------------------------|--|--------------|--|
| Head of Service Signature: | | Date: | |
|-----------------------------------|--|--------------|--|

If you feel this response is unsatisfactory please contact Education HQ to discuss

CONSIDERING EXCLUSION IN INVERCLYDE



Inverclyde Council

A Positive Approach to Promoting Inclusion and Managing Exclusions

Introduction/rationale

In line with the principles outlined in '*Included, engaged and involved*' Part 2: *A positive approach to managing exclusions*, Inverclyde Council supports the development of 'peaceful, positive and inclusive' learning environments, where all our learners can be **safe, healthy, active, nurtured, achieving, respected, responsible and included**.

In order to do this it is essential that we keep all our learners engaged in education and that this document is set in a context where exclusion is prevented and only used when all other measures have been exhausted.

The authority's guidance for staff on 'Establishing Positive Relationships and Behaviour' for all our learners (available in August 2012) outlines attitudes, approaches and strategies which will support the engagement and involvement of all our young people.

Inverclyde Council Education Services fully adopts the approaches detailed in the document '*Included, engaged and involved*' (IEI) Part 2: *A positive approach to managing exclusions*. This Standard Circular outlines the key areas for schools to focus on when considering the exclusion of a learner from their establishment. Senior Managers should refer to the IEI guidelines throughout this process. They should also ensure that all staff are aware of these guidelines.

Our Educational Establishments educate learners from 0-18. The scope of legislation related to exclusion covers the 5-18 age range, but it should be acknowledged that Early Years Establishments supports children and families in engaging with learning from a very early age. Inverclyde Council does not exclude any child from an early year's establishment.

The rationale behind this paper is that Inverclyde Education Authority bases educational provision on nurturing and restorative principles. It is hoped that the authority's use of exclusion will be minimal and where this is necessary will be conducted in a supportive way which repairs relationships and improves behaviour for the future.

Comments at the bottom of the pages are taken from young people across Scotland talking about their experiences of being excluded.

'I keep getting in trouble and nobody helps.'
Kelly (S1)

Legislative Background

- The power to exclude a learner rests ultimately with Education Authority. The Authority has given delegated power to Heads of Establishments (or their delegated Senior Manager) to exclude learners where appropriate for a maximum of 10 days. An exclusion of more than 3 days would only be sanctioned as a result of a serious incident. The authority is ultimately responsible for the decisions that schools make on their behalf and may advise a change of decision if required.
- The power to exclude a learner from a school and the circumstances under which a learner may be excluded are set out in Regulations 4 and 4A of the Schools General (Scotland) Regulations 1975 ("the 1975 Regulations"), as amended [S.I 1975/1135: the relevant amending Regulations are the Schools general (Scotland) (Amendment) Regulations 1982 (S.I 1982/56) and the Schools General (Scotland) Amendment (No 2) Regulations 1982 (S.I 1982/1735).
- The exclusion policy should be seen in the wider context of an authority's duties to:
 1. *Under section 1 of the Education (Scotland) Act 1980: "... secure that there is made for their area adequate and efficient provision of school education ..."*
 2. *Under section 2(1) of the Standards in Scotland's Schools etc. Act 2000 ("the 2000 Act"): ".....secure that the education is directed to the development of the personality, talents and mental and physical abilities of the child or young person to their fullest potential".*
 3. *Under section 2(2) of the 2000 Act in regard of section 2(1): ".....have due regard, so far as is reasonably practicable, to the views (if there is a wish to express them) of the child or young person in decisions that significantly affect that child or young person, taking account of the child or young person's age and maturity.*
 4. *Under section 28 of the Education (Scotland) Act 1980: ".....have regard to the general principle that, so far as is compatible with the provision of suitable instruction and training and the avoidance of unreasonable public expenditure, pupils are to be educated in accordance with the wishes of their parents".*

'No-one really listens at meetings. They don't care what me or my Mum think'

Craig (S 3)

Regulations

- Regulation 4 states that an Education Authority shall not exclude a learner from school unless the authority;

“are of the opinion that the parent of the pupil refuses or fails to comply, or to allow the pupil to comply, with the rules, regulations, or disciplinary requirements of the school”, or

“consider that in all the circumstances to allow the pupil to continue attendance at the school would be likely to be seriously detrimental to order and discipline in the school or the educational well-being of the pupils there”.

- Complying with Regulation 4 is essential. If this is not the case the authority may be open to legal challenge by the parent and/or learner.
- Educational establishments must take account of all facts and circumstances surrounding an incident or learner before deciding to exclude.
- All exclusions must adhere to anti-discrimination, human rights and equalities discrimination. This includes Equalities Act 2010.
- Parents/learners (aged 12+) must be informed on the day of exclusion that the decision has been made. They must also be given a date of a meeting to return to the educational establishment.
- Educational establishments must also contact parents prior to the exclusion to ensure that appropriate care arrangements can be made.
- The views of learners and parents should be listened to and recorded
- Parents and learners over the age of 12 must be informed of their right to appeal and given the relevant information.
- Overall a learner should only be excluded when all other measures have been tried and have failed. or in the case of a very serious incident. Educational establishments will be expected to provide evidence of strategies and approaches already used e.g. behaviour assessment and planning.

‘I don’t want to go to school, things always go wrong’

Dean S1

Decision making

The decision to exclude is never taken lightly. Heads of establishments should ask themselves and relevant staff key questions before excluding.

These are:

- *what interventions/learning will be affected?*
- *is exclusion a last resort?*
- *what will exclusion achieve?*
- *would an alternative be possible?*
- *what could this alternative be?*
- *what is the likely impact upon the learner, and their wider circumstances?*
- *what impact will exclusion have on the learner's emotional well-being?*

Parental partnerships

Maintaining positive parental partnerships is essential to securing and understanding of learners' needs and establishing a way forward for a child or young person. It is important that parents feel valued as part of this process and not perceived as observers of the process. They need to be fully involved in a situation which will have a huge impact on their child's life.

Additional Support Needs

- Where exclusion is being considered for a learner with additional support needs, establishments should seek to balance the case for the exclusion with the need to fulfil statutory duties (Education Act 2004, 2009) and the authority's statutory duty to take all reasonable steps to ensure that appropriate provision is made for a learner's additional support needs.
- Any decision to exclude a child with additional support needs should firstly be discussed with the relevant Head of Service.
- In considering the exclusion of a learner who receives additional support, school staff should take account of the potential impact of the loss to both their learning and support provision. Learners should be allowed to continue to access any therapeutic support such as physiotherapy, speech and language therapy or occupational therapy as ongoing and necessary support and intervention.
- The authority expects that exclusion rates within all specialist establishments will be in line with or below the national average for this sector.

Learners on the Child Protection register and Looked After Learners

- The exclusion of a learner who is looked after or on the Child Protection register can mean that already very challenging circumstances are likely to be exacerbated.
- Heads of establishments should consider very seriously the decision to exclude a learner who is looked after or on the Child Protection register. Any decision to do so should be discussed with the relevant Head of Service and immediately involve Social Services.
- A Senior Manager of the educational establishment must always consult with the relevant social worker prior to exclusion of a learner who is looked after. The decision made should be fully informed by their views. This consultation must take place prior to taking a decision to exclude.

Duration of Exclusions

- Exclusions should be for as short a time as possible. This time should be used to plan for a successful return. Continually ask the question ***'Why would I need to exclude for more than 1 day?'***
- All exclusions should be resolved prior to the end of a term.

Heads of Establishments have delegated authority to exclude for up to 10 days. Any exclusion which is longer than this can only be sanctioned by the appropriate Head of Service or their delegated senior manager.

- In the case of multiple exclusions which totals periods of exclusion in excess of 15 days in any school session, the case is sufficiently serious that it must be reported fully to the Head of Service. The Head of Service will then arrange to meet the learner, his/her parents, the Head of establishment and if appropriate relevant external agencies.
- As a matter of good practice exclusions of more than 5 days should always be discussed with the appropriate Head of Service.
- In some circumstances, a learner's behaviour or the occurrence of an incident may lead to exclusion around the time where a learner is due to be presented for examinations. Every effort should be made to ensure that the learner is able to sit their exams as planned, or within an alternative location in the school. Where this is not possible schools should make arrangements to enable the learner to sit their exams within another centre or location. Schools should contact the Scottish Qualifications Authority (SQA) for advice and to progress any arrangements should this be required.

- Continuity of learning is essential. As soon as possible, following an exclusion, Educational Establishments should send work home for a learner to complete. At all times the educational establishment and authority have a duty to provide education for excluded learners.
- Occasionally it may be appropriate for continued learning during an exclusion to take place in another establishment.

Re-admission

- Prior to re-admission key staff involved should have undertaken a debrief of the incident leading to exclusion, to allow for a positive return to take place. Where appropriate Psychological Services can support this process
- Learners and parents need support to facilitate a successful return to an educational establishment.
- A restorative and solution focused meeting should take place to allow a learner to return to school.
- The minute of this meeting should include key action points which will become the return to school agreement.
- This should be reviewed with an appropriate timescale with all relevant parties and agencies.

Recording exclusions/data collection

- Exclusions should be recorded using the attached paperwork and educational establishments/authority should collate patterns and trends of exclusions on an annual basis
- On an annual basis education services will share exclusion data for the whole authority with all heads of establishment, and the relevant Head of Service and principal psychologist will undertake annual visits to establishments to share good practice, and support them in including, involving and engaging all learners.
- Regulation 10(1A) of the 1975 Regulations provides that, where a pupil's progress record contains information relating to a decision to exclude, certain other information is also to be recorded. Regulation 10(1A) requires any decision of an appeal committee to be recorded and also a requirement to inform the parent/young person of the terms of the entry. However, information about exclusion is not something which must be included on the record, although there are requirements where such information is included. It is therefore also possible to remove the record of exclusion from a learner's progress record, but any record of an appeal decision must also be removed.

***'I hate going home when the school puts me out'* Sara P7**

Terminology

Historically the terms 'temporary exclusion' and 'permanent exclusion' are used by some establishments. **The legislation does not make such a distinction. In legislative terms, a pupil is merely excluded.** Terms used to describe the exclusion have included 'temporary exclusion' 'suspension', 'informal exclusion', 'cooling off period' and 'sending a pupil home'. **All such instances are forms of exclusion and must be recorded as such.**

Removal from the register

Previous terms used to describe the above have included 'permanent exclusion' and 'expulsion'. Establishments should no longer use these terms. The term 'exclusion/removal from the register' should be used in the ScotXed documentation when a pupil is excluded from a school, the pupil's name is removed from the school register and the education authority having decided that the pupil should not return to that school. This action will only be taken in very extreme circumstances.

Conclusion/summary

As stated previously Inverclyde educational establishments are committed to creating inclusive and nurturing learning environments for all. Research shows that excluding children and young people from school regularly has consequences from them for the rest of their lives. Educational establishments in Inverclyde view exclusion as a last resort and focus their work on prevention, early intervention and responding to individual needs.