

Renfrewshire's Nurturing Relationships Action Plan

<p>Establishment</p> <p>Our Lady of Peace Primary</p>	<p>Core Principle: Nurture Principle 1 - Children's Learning is Understood Developmentally</p> <p>Underpinning action plan: All principles covered</p>
<p>Quality Indicator/s: 1.1, 1.3, 2.2, 2.4, 2.7, 3.1</p>	<p>Date: Jan 23- June 24</p>

What are we trying to accomplish?

What results we would like to get? How we would like things to be different?

All staff at OLOP recognise that wellbeing is the foundation for lifelong learning and understand the uniqueness of each individual. As a result, we have created a nurturing and supportive learning environment where wellbeing is at the heart of everything we do. Relationships across our school community are very positive and supportive, founded on a climate of mutual respect within a strong sense of community, shared values and high expectations. We have embedded almost all of the Nurture Principles within our school. Our Core Group and wider staff team feel that we are at a point within our RNRA journey that our action plan should include our changes that permeate across all principles. Wellbeing continues to remain a key priority of our school improvement plan. Our values are now embedded and are used on a daily basis. These were developed through consultation with all stakeholders.

What would we like to accomplish?

- We would like to have a clearer picture of our children's views about their own wellbeing and work towards an overall improvement in this. We are looking to create processes that allow us to analyse our children's wellbeing and identify interventions we can put in at the earliest points to support them further. We currently use wellbeing wheels to measure children's wellbeing and seek their views. This is an area we need to develop further and create clear processes for to make sure intervention is put in place at the earliest opportunity. Results will be discussed at GIRFEC meetings and interventions and targets will be tracked, recorded and reviewed. Teachers will also identify any trends overall in their class and will plan whole-class interventions. **By May 2024, most children will have an improvement in their wellbeing score by at least 10%.**

- We need to embed a Health & Wellbeing Programme within the curriculum which supports our children with emotional understanding, self-regulation and self-esteem. We have looked at other schools that are similar to ours and have decided to embark upon the PATHs Programme. **By June 2024, almost all children will be able to use the emotional language and self-regulation strategies contained within the programme.**
- We have identified a target group of children with language & communication needs. From this group, 87% are on track with Listening & Talking, 36% are on track with Reading, 28% are on track with Writing and 31% are on track in Numeracy. We have observed that although all staff have created nurturing environments where there is a safe space for children to self-regulate and almost all of our children are within their classroom environment, we want to ensure all of our children with language and communication needs are **fully engaged** in learning and there is a consistency in language and communication friendly strategies being used to support them.
- Almost all staff, particularly those working with P4-P7 children, report that most of the occurrences when children are struggling with emotional regulation is after playtime and lunchtime. Teachers reported that dealing with disagreements that happen during breaks can take up learning and teaching time. Our aim is to reduce the number of incidents in the playground and for our playground to be a happier and safer place to play that is inclusive for all children. **By June 2024, all staff and children will agree that the number of playground incidents has decreased. By June 2024, the number of SLT referrals following playground incidents will have reduced. By June 2024, all children will feel that the playground is a happier and safer place to play.**
- We have recently revised our Positive Relationships Policy and this has helped us develop a shared vision and consistent approach. Recent consultation with staff demonstrated that further development of appendices would be valuable for staff, parents and children. The appendices will support staff in using the agreed approaches and strategies. **By June 2024, all staff will be confident in the using the agreed approaches contained and appendices within our Positive Behaviour & Relationship Policy. By June 2024, incidents involving low level behaviour will have reduced in class and this will support engagement in class.**
- Positive relationships and nurturing approaches are at the heart of OLOP. We would like to upscale this further to support our wider community. We have an active community member of our Nurture Core Group, Deirdre McGowan. Deirdre provides us with a valuable link to the local community and acts as a voice for the local community within our Nurture Core Group. Deirdre is supporting our children to lead Friendship Club. Deirdre volunteers within our Primary5 & 6 base and has recently started to help them plan our latest change idea. **By Mar 24, community links between OLOP and the local community will be strong and instrumental to our whole school nurturing approach. By June 24, our nurturing approach will have extended to the local community. By June 25, we will have a clear and measured impact on the local community.**

How will we know that a change is an improvement?

How do we want things to be different when we have implemented our change?

What data do we need to collect to measure it?

Measurement of Wellbeing Score

- **By May 2024, most children will have an improvement in their wellbeing score by at least 10%.**

Measurement Tools:

- GL Pass Assessment (P4-7)
- Wellbeing Profiling Tool (P1-7)

Health & Wellbeing Programme - PATHS:

- **By June 2024, all staff** will have been trained in the PATHS Programme and be confident in delivering the messages consistently and regularly.
- **By June 2024, almost all children** will be able to use the emotional language and self-regulation strategies contained within the programme.
- **By June 2024, all families** will have had the opportunity to attend a PATHS Information Session which will enable them to use PATHS Strategies at home.

Measurement Tools:

- Pre and Post PATHS Questionnaires for staff, children and families will indicate impact of the programme.
- Child observations during PATHS lessons will show level of development.
- Annual staff and parental questionnaires will indicate confidence levels in the use of PATHS Strategies in class and at home.

Language & Communication Friendly Environment/Engagement:

- **By December 2023, all classrooms/ playroom** will be physical environments that enhance and promote inclusive opportunities for communication for all children. We will measure this using CIRCLE Inclusive Classroom Scale (CICS) – all classrooms will have a score of between 15-20.
- **By June 2024, all staff** will recognise and use the agreed communication (verbal and non-verbal) that promotes interaction and responds to individual needs.
- **By June 2024, all staff** will use supportive learning strategies to develop language and communication skills and promote participation from all learners.

- **By June 2024, almost all** of our children with ASN and language & communication needs will **make one year's progress** across all areas.

Measurement Tools:

- CIRCLE Inclusive Classroom Scale – all classrooms will have a score of between 15-20.
- SLT Classroom Observations/walk rounds.
- CIRCLE Participation Scale – improvement for score of targeted pupil in each class.
- Tracking Information – Teacher judgement and GL Assessment information.

PATHs – Promoting Alternative Thinking Styles

- **By June 2024, all staff** will have been trained in the PATHS Programme and be confident in delivering the messages consistently and regularly.
- **By June 2024, all children** will be observed to use the emotional language and self-control strategies contained within the programme.
- **By June 2024, all families** will have had the opportunity to attend a PATHS Information Session which will enable them to use PATHS Strategies at home.

Measurement Tools:

- Pre and Post PATHS Questionnaires for staff, children and families will indicate effectiveness of the programme.
- Child observations during PATHS lessons will show level of development
- Annual staff and parental questionnaires will indicate confidence levels in the use of PATHS Strategies in class and at home

Positive Playground Initiative/Friendship Makers/Positive Relationships Policy

- **By June 2024**, all staff will be confident in the using the agreed approaches consistently and appendices within our Positive Relationship Policy.
- **By June 2024**, there will be a reduction of low-level behaviour incidents in class which will lead to increased engagement.
- **By June 2024**, the number of SLT referrals will have reduced further.
- **By June 2024, all staff and children** will agree that the number of playground incidents has decreased.
- **By June 2024**, all children will feel that the playground is a happier and safer place to play.

Measurement Tools:

- All staff will report that they are confident in using the agreed approaches.
- Staff will record number of incidents, Talk Time & SLT Referrals will reduce.
- Low level behaviour monitoring survey will demonstrate that number of low-level incidents affecting learning and teaching has reduced,
- Child and parental questionnaires will show that all children feel safe in school.

OLOP Peace Pantry

- **By Sept 2024**, we will have established ourselves as an operating food pantry within the local community which will provide a less stigmatised and more dignified alternative to addressing food insecurity within our school and wider community.
- **By Sept 2024**, children and families within our community will feel safe, supported and nurtured within our school community as we promote through our GIRFEC approach.

Measurement Tools:

- Number of families accessing the OLOP Pantry
- Feedback from families using the Pantry
- Annual parental questionnaire results
- Feedback from Visitor Survey

What changes can we make that will result in the improvements that we seek?

What evidence do we have from elsewhere about what is most likely to work?

What does the team think is a good idea? What have other people done that we could try? Would this work in our school context?

- **PATHs Programme:** We have visited other schools and consulted with staff, parents and pupils. We will be introducing PATHs and starting to embed consistently across the ELCC and school.
- **OLOP's Peace Pantry** is a new idea that we are planning to try within the OLOP school community. Our Primary 5 & 6 class are doing research on local food banks and setting up their own food pantry for the wider community within our school. OLOP is familiar to the wider community and families trust us. A food pantry within in our school provides an easy less stigmatised alternative to addressing food security and inequality. It will be universal and available to all.
- **Friendship Makers:** Our nurturing relationships pupil group have rebranded themselves as the Friendship Makers. They have consulted with other children and identified that some children can find it hard to find friends and can feel lonely in the playground. Children reported that they feel upset when they fall out with their friends and can ended up playing alone. Our Friendship Makers are being trained on Peer Mediation and have been in contact with local community groups and supermarkets to help them to set up their new change idea – Friendship Club.
- **OLOP Positive Playtimes Initiative:** Our nurturing relationships pupil group (Friendship Makers) are working with the Pupil Council to purchase outdoor play equipment for our Play Boxes. In Aug 23- Oct 23, we will have a whole school focus for PE based on playing games cooperatively and using the outdoor playboxes with a particular focus on good sportsmanship. Develop a plan and timetable to allow classes to have access to the various zones of the playground.

- **Wellbeing Tool** to effectively track pupils' wellbeing levels. We plan on ensuring the tool is implemented long-term and teachers take responsibility for setting individual and class targets, planning interventions and then measuring the impact of these. PT will take responsibility for setting whole-school targets.
- Update **Positive Relationships Policy** to include appendices to support staff to use consistently across the school.

What is your change idea? (Tasks)	How will you measure this? (Plan-Measure)	Who is leading/ involved? (Do)	Start/ Review date (Do)	What was your actual outcome? (Study)	What was the impact? What difference did this make? (Study)	What now? Adopt or abandon? (Act)
<p>Nurturing Relationships Pupil Group and peer mediators have come together to become the Friendship Makers.</p> <p>Many of our children were struggling in the playground to regulate emotions and entering conflict with others. Friendship Makers are working together with local community to create Friendship Club.</p>	<p>Attendance at Friendship Club.</p> <p>Children voice and feedback will be recorded.</p> <p>Feedback from Nurture Community Champion</p> <p>PDSA Records</p> <p>Friendship Makers Action Tracker</p>	<p>Friendship Makers – Nurturing Relationships Pupil Group</p> <p>Mrs Turner (Class Teacher)</p> <p>Deirdre McGowan (Community Nurture Champion)</p> <p>Emma McSporran –</p>	<p>Start May 2023</p> <p>Review - November 2024</p> <p>Further review – June 2024</p>	<p>Friendship Makers were established by combining our Nurture Relationships Pupil Group and Peer Mediators. (May 2023)</p> <p>Our Friendship Makers (FM) were all trained on peer mediation by Mrs Turner and gathered views from children in the playground. (June-Sept)</p> <p>Many children reported that they were lonely and had no friends. Friendship Makers set up buddy bench and patrolled playground with their 'Friendship Kit' helping others. (Sept-Dec)</p> <p>Friendship Makers enlisted help from community lead Deirdre McGowan and started to gather donations and raising money for Friendship Club.</p>	<p>Many children approached FM group at bench and during their shifts in the playground. FM were resolving conflicts within the playground and Classroom Assistants reported this was reducing number of 'fights' within the playground.</p> <p>Here are some of the children's favourite things about being a Friendship Maker. https://youtu.be/4AI33bkKf4w?feature=shared</p> <p>Numbers of children Accessing Friendship Group has continued to</p>	<p>Adapt – continue work on peer mediation but upscale further as high demand. 'Buddy Bench' is very busy and demand is outweighing capacity. Enlist support from community and explore possibility of 'Friendship Club' (Nov 2023)</p> <p>Adopt – develop further.</p>

		(Classroom Assistant)		<p>Friendship Makers raised £148 and purchased resources. Club was started one day per week. (Jan 24)</p> <p>Many children are accessing Friendship Club (FC). FC is sponsored by Tesco and fruit is provided. DMcG (Community NG Member) attends FC and supports FM and Mrs Turner. FC is now operating 3 out of 5 days and is staffed by staff volunteering.</p>	<p>increase throughout the months. All children attending have reported that they feel safe at friendship club and it helps them to make friends.</p> <p>All support staff in the playground have reported that on the days that FC is running incidents in the playground reduced significantly.</p> <p>Children have reported that Friendship Club 'helps them to make friends' and it 'teaches me to be kind to others'.</p>	<p>During our February Nurture Core Group, the Friendship Makers expressed that they would like to help others in the wider community by starting 'Friendship Club on Tour'.</p> <p>Farrah and Lucy have contacted local care home and toddler group. They are going to adapt some of the activities they do within Friendship Club at have monthly sessions at Toddler Club and Care Home during April- June as a test of change. Deirdre (Community NG Member) is going to support this.</p>
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<p>Following CIRCLE Training for all staff. We are working towards ensuring all classrooms/ playroom are communication friendly environments that enhance inclusive opportunities for communication for all children.</p> <p>As a core group, we have agreed on a list of supportive learning strategies that all teacher/practitioners should be using. We will share this with staff and provide training/ drop in sessions.</p> <p>By June 2024, all staff will use supportive learning strategies to develop language and communication skills and promote participation from all learners. This change idea is</p>	<p>CIRCLE Classroom Participation Scale – all classrooms will have a score of between 15-20.</p> <p>Results from Staff Annual Questionnaire</p> <p>Classroom Observations</p> <p>CIRCLE Participation Scale improvement for score of targeted pupil in each class.</p> <p>Tracking Information – Teacher judgement and GL Assessment information.</p>	<p>Claire McLaren (DHT)</p> <p>Ainslie MacKinnon (CT)</p>	<p>Aug 23</p> <p>Review May 24</p>	<p>All teaching staff took part in CIRCLE Training delivered by CMcL and AMcK following CIRCLE Training for Trainers.</p> <p>Following training all teaching staff completed Circle Inclusive Classroom Scale (CICS). All staff agreed on an area of focus for their environment and created targets. In May 24, a post CICS will be completed to determine improvement in score.</p> <p>Teaching staff were encouraged to select a targeted child within their class and complete the CPS. In May 24, a post CPS will be completed to measure impact.</p> <p>Nurture Core Group discussed and developed a list of supportive learning strategies that should be used in all classes to support creation of inclusive learning environment. This was shared with teaching staff during CLPL in November 2023. CLPL also focused on accessibility tools and sharing of best practice.</p>		
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<p>working towards our aspiration that all of our targeted children language & communication needs will make one year's progress across all areas.</p>						
<p>Positive Playtime Initiative - Our Friendship Makers are working with the Pupil Council to purchase outdoor play equipment for our Play Boxes. In Aug 23- Oct 23, we will have a whole school focus for PE based on playing games cooperatively and using the outdoor playboxes with a particular focus on good sportsmanship. Develop a plan and timetable to allow classes to have access to the various zones of the playground.</p>	<p>Support staff will record number of incidents, Talk Time & SLT Referrals that are made during playtimes/lunch.</p> <p>Children focus group findings</p> <p>Parent questionnaires</p>	<p>John McGoldrick (PT)</p> <p>Pupil Council</p> <p>Friendship Makers</p>	<p>May 2023</p> <p>Review Dec 24 and May 24</p>	<p>In May-Aug 23, Pupil Council consulted with children on equipment they would like to have within Playground Boxes. Equipment was purchased and boxes were launched in August 23 at our Welcome Back Assembly.</p> <p>During Aug – Oct 23, we had a whole school focus for PE based on playing games cooperatively and using the outdoor playboxes with a particular focus on good sportsmanship. Mr McGoldrick developed a plan and timetable to allow classes to have access to the various zones of the playground and activities were planned and staff trained to support.</p>	<p>Almost all staff have reported a reduction in time spent dealing with incidents following playtime and lunchtime between May 2023 and Feb 2024.</p> <p>The number of SLT referrals during playtime/lunchtimes have reduced from an average of 11 per week in May 23 to 5 per week in Feb 24.</p> <p>Almost all children within the focus group reported that they feel safe in the playground and enjoy playtimes/lunchtimes.</p>	<p>Adopt</p> <p>From the positive impact and feedback received, we will continue to use the Positive Playtime Initiative Playground Plan and Playboxes.</p>
<p>PATHS: we are starting to implement PATHS as our Social and Emotional Learning curriculum. We have visited other schools</p>	<p>Pre and Post PATHS Questionnaires for staff, children and families.</p>	<p>John McGoldrick (PT)</p>	<p>Aug 2023</p>	<p>All staff were trained on PATHS and we have launched this with parents and children.</p>		

<p>and feel this will fit perfectly under our overarching RNRA approach.</p>	<p>Child observations during PATHS lessons.</p> <p>Annual staff and parental questionnaires.</p>	<p>Kristy Fotheringham (PATHs)</p> <p>Kerry McDowall (ELCC)</p>	<p>Review – May 24</p>	<p>All classes have engaged with Pupil of the Day and are implementing the programme.</p> <p>All classes have a clear visual PATHs display/</p>		
<p>Wellbeing Tool/GL PASS Assessment implemented and processes updated to track pupils’ wellbeing and ensure interventions are meaningful and monitored.</p> <p>Profiling Wellbeing Tool (P1-3) will calculate scores. We will continue with GL PASS Assessments for P4-7.</p> <p>DHT and Class Teacher will discuss findings for all children as individuals during GIRFEC meetings. Interventions will be discussed and monitored. Class Teacher will plan whole class interventions in response to similar</p>	<p>Wellbeing Profiling Tool used to survey children (P1-3) every term (3 per session in total)</p> <p>Profiling Wellbeing Tool which will calculate pupil scores of agency, autonomy and affiliation.</p> <p>GL PASS Assessment used to survey children (P4-7) termly.</p> <p>GIRFEC Meeting minutes</p>	<p>Claire McLaren (DHT)</p> <p>Class Teachers</p> <p>Emma McSporran (CA)</p> <p>Isobel McGregor (CA)</p>	<p>Start August 2023</p> <p>Reviewed January 2024</p> <p>Review again June 2024</p>	<p>Emma and Isobel have now implemented the Wellbeing Tool in P1-3 and GL PASS in P4-7. All pupils have completed the survey and from the information gathered and in discussion with DHT, teachers have set a clear target for their class and we have allocated specific interventions to targeted children.</p> <p>Following Term 1, children who had low scores for were identified and provided appropriate interventions which included key adult time, support from our Social/Emotional Wellbeing Teacher (Linda Turner) or Classroom Assistant (Emma McSporran), support from our Friendship Makers, exchange counselling, TAC meetings with parents, leadership opportunities.</p> <p>PT collated whole-school snapshot of data and planned whole-school interventions to tackle any low areas.</p>	<p>Jan 24 - So far, the impact of implementing this tool across the has been that it has improved dialogue within GIRFEC meetings and empowered teachers to track and monitor pupils’ wellbeing. It has created a clear process for identifying needs and planning interventions to boost pupils’ sense of agency, affiliation or autonomy. Children’s voices have been captured in this process and we have been able to prioritise support for children who may have been /missed previously.</p> <p>It has helped support all teachers in making sound judgements about the wellbeing of their pupils. It has supported a shared</p>	<p>Adopt with small Adaptation</p> <p>This is a much more efficient way for us to track pupils’ wellbeing levels long term.</p> <p>For Term 3, we are trialling having the whole school completing the Profiling Wellbeing Tool as it has been hard to track improvement across the school and have data that informs us at a whole school level. We plan to implement this alongside the GL</p>

<p>themes within the results</p>					<p>language with which to discuss feelings, emotions.</p> <p>For Term 3, we are trialling having the shole school completing the Profiling Wellbeing Tool as it has been hard to track improvement across the whole school and have data that informs us at a whole school level. We plan to implement this alongside the GL PASS Assessment for P4-7 as teachers felt the results provided in the PASS assessment were valuable and opened important discussion opportunities for staff and children.</p>	<p>PASS Assessment for P4-7 as teachers felt the results provided in the PASS assessment were valuable and opened important discussion opportunities for staff and children.</p>
<p>OLOP's Peace Pantry is a new idea that we are planning to try within the OLOP school community. Our Primary 5 & 6 class are doing research on local food banks and setting up their own food pantry for the wider community within our school.</p>	<p>Number of families accessing the OLOP Pantry</p> <p>Feedback from families using the Pantry</p> <p>Annual parental questionnaire results</p>	<p>Jamie Rankine (Class Teacher)</p> <p>Deirdre McGowan (Community Link)</p> <p>Jemma Reid (Class Teacher)</p>	<p>January 24</p> <p>Review – Sept 24</p>	<p>Following discussions with Deirdre McGowan the children of Primary 5 & 6 wanted to support families within the local community. Members of the class visited our local foodbank and researched impact of a Food Pantry on the local community.</p> <p>Primary 5 & 6 created a business plan and shared this with the Nurture Core Group. Discussed within this was the importance of</p>		

<p>OLOP is familiar to the wider community and families trust us. A food pantry within in our school provides an easy less stigmatised alternative to addressing food security and inequality. It will be universal and available to all.</p>	<p>Feedback from Visitor Survey</p>	<p>Primary 5 & Primary 6</p>		<p>Maslow’s triangle and ensuring physiological needs, safety needs, love/belonging needs were met before expecting attainment and children to be ready to learn. See link for business plan and video from children to raise funds. https://tinyurl.com/2bu976ex</p> <p>Feb 24 – Primary 5& 6 have transformed a space in the Rainbow Room and have set up processes required. See video links. https://youtu.be/Sol8NvxFvQw?feature=shared</p>		
<p>Review of appendices – Positive Relationships Policy</p> <p>A small group of staff will develop appendices to support our new Positive Relationships Policy. We need to ensure staff have a shared understanding and are confident in the using the agreed approaches consistently.</p>	<p>Annual staff questionnaires to determine confidence levels in staff in using the agreed approaches</p> <p>Staff Records on number of incidents, Talk Time & Think Break Slips will reduce</p>	<p>Claire McLaren (DHT)</p> <p>Lesley-Anne Dick (HT)</p> <p>Jemma Reid (CT)</p> <p>Matthew Clyne (CT)</p>	<p>Jan 2023</p> <p>Review Sept 2023</p> <p>Reviewed again May 2024</p>	<p>Positive Relationships Group were formed and discussed the problems we were still facing. The group consulted with staff and children. A few staff were not using Positive Relationships Policy consistently and did not have a shared understanding of processes and procedures. Some staff felt low level behaviour was impacting on other children and engagement levels. A few staff felt that a clear escalation process was required so all interventions were consistent. There was a lot of good practice within the school and was</p>	<p>Early indications of self evaluation are demonstrating that as a result, almost all children learn within their classroom environment and engage in meaningful learning experiences.</p> <p>Staff have reported a Steady decrease in low level behaviour within their classroom and the playground. (SURVEY)</p> <p>Furthermore, incidents of</p>	<p>Adopt</p> <p>We will continue to involve and seek feedback from children, staff and parents in regularly reviewing and updating our Relationships Policy to ensure it stays relevant and effective.</p>

<p>Staff have reported that there has been a clear reduction in distressing incidents. Staff are still experiencing a high number of low level behaviour incidents and this is impacting engagement levels in class.</p>	<p>Low level behaviour monitoring survey results</p> <p>Child and parental questionnaires will show that all children feel safe in school.</p>			<p>important to identify this, upscale and use consistently. Children identified low level behaviours that they find concerning and stops them being able to engage fully in learning.</p> <p>Group agreed on appendices required and these were developed and trialled within a class base.</p> <p>Agreed appendices are detailed below. Appendices were launched in Aug 24.</p> <ol style="list-style-type: none"> 1. Positive Relationships & Behaviour – the OLOP Way Poster 2. OLOP’s Toolbox of Approaches 3. Positive Relationships & Behaviour Personalised Plan 4. OLOP Escalation Process 5. OLOP’s Helpful Tips & Advice 6. Good Day Diary 7. OLOP 30 Second Scripts 8. The 5 Restorative Questions 9. Example of Class Charter 10. OLOP Expectations 11. Playtime Incident Record Sheet 12. Talk Time Slips 	<p>children displaying distressed behaviour/requiring support with regulation are supported effectively without impacting on the wider school.</p>	
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