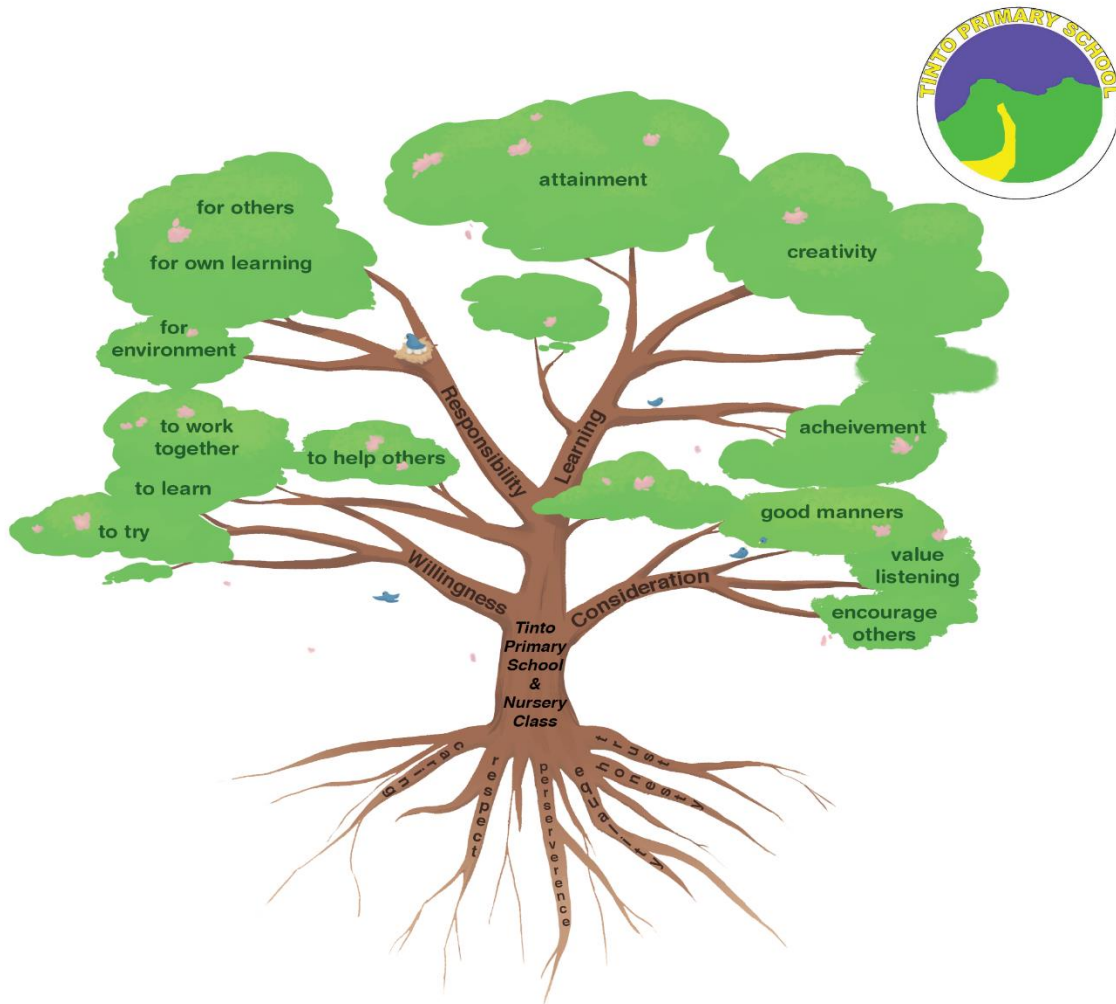


# Better Relationships. Better Learning, Better Behaviour



Our Values are at the “root” of all we do and from the basis of our relationships

- Caring
- Respect
- Perseverance
- Equality
- Honesty
- Trust

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## **“THIS IS HOW WE DO IT HERE”**

**Better Relationships** are the first words in the title of this position paper for a reason – relationships are at the centre of all we do at Tinto Primary School. Relationships are the foundation for our ethos, values and moral purpose (see title page). Without positive, meaningful relationships across the whole school community it would not be possible to provide a safe, inclusive learning environment.

Positive relationships are essential to the promoting of positive behaviour, leading to the reduction of incidents of bullying and exclusion, improving learning and teaching and raising attainment and achievement for all ( SLC “Promoting Positive Relationships & Behaviour” p194)

Staff will ensure consistency of expectations and approach, will model appropriate relationships and behaviours and will have a focus on the mental, emotional, social and physical wellbeing of pupils and colleagues.

Research has shown that a positive ethos based on mutual trust and respect has a positive impact on improving learning and behaviour (The Scottish Government and Scottish Advisory Group on Behaviour in Schools 2012)

Using **TPS (Tinto Primary School)** as a structure, pupils, staff and parents will understand the main pillars of our shared expectations. The pupils, staff and parents should know and understand these principles. They should be displayed throughout the school and in each classroom. They should be referred to whenever discussing expectations regarding relationships, behaviour and learning.

**T** – Trust

**P** – Prepared to learn

**S** – Safe

**Trust:** All positive relationships are built on trust. Pupils, staff and parents need to trust that we have everyone's interests at the heart of all we do. Pupils, staff and parents need to trust that we have shared expectations and an understanding of what this looks like. This includes ensuring that we provide the very best learning experiences to raise attainment and achievement; that adults provide a consistent approach with regard to expectations of behaviour and learning – that there is a certainty around these expectations that are respected and unquestioned; that everyone deserves respect; that everyone's rights are embedded in all we do. Pupils, staff and parents should trust that their voice will be heard and respected (Article 12 of UNCRC/ Standards in Scotland's Schools Act 2000)

**Prepared** – All pupils should come into school each and every day prepared to learn and staff should come into school each and every day prepared to provide the very best learning experiences. Routines will support this (see "What this looks like" below)

**Safe** – The values that underpin our school ethos equate to a safe learning environment (see value tree on title page). Children feel safe to display their emotions; to "fail", to make mistakes. They do not fear being punished or embarrassed. Children feel safe to take a risk with their learning. Staff feel safe to try a new resource, new teaching approach. Staff feel safe if a colleague or SMT is in the classroom with them. There is not a judgemental ethos, but a positive ethos.

There is also the aspect of physical safety that will need to be discussed with the children – why it is safer to walk, not run; why it is safer to pass an item, rather than throw it; why it is safer to wait rather than push in etc.

### What this would look like

Routines are important in making the children and staff feel "safe" and ensure we are "prepared" to learn. Routines will ensure a consistent approach to day to day schooling. Set routines also support children in "trusting" that staff will maintain a safe, secure, consistent and predictable environment to help reduce stress and uncertainty for all pupils and especially for children with ASD/ ADHD.

- At the start of each day / after break and lunch the children will be greeted outside by the member of staff on duty. The children will be lined up in their classes, **prepared to learn**. Support and Janitorial staff will support this.
- Upon entering the open area, the children will be met at their cloakroom area by their class teacher. The children will be greeted and encouraged to change from outdoor clothing quickly and quietly. The children line up outside their classroom, quietly, **prepared to learn**.
- The children will enter their classroom, each individual greeted by the class teacher (perhaps a comment about their weekend visit/ Brownie meeting) and asked to sit quietly and be **"prepared to learn"**.

Paul Dix calls this the "drip effect" – it has a huge impact on building positive relationships with the pupils. "The effort is miniscule but the impact is huge"(p39)

Within each classroom, to ensure consistency and ensure the children feel “safe”, there should be

- A clearly identified area for quiet study / time out/ calm space.
- Visual timetables
  - these are helpful to inform all pupils about transitions and reinforce the routines. These are especially supportive for pupils with Attachment / AHD and can prevent displays of distressed behaviours (see App 3)
- Clearly differentiated learning activities that meet the needs of the child – lessening stress
- “Proud Cloud” to catch pupils being good – peers and staff can add a pupil name. Remind the children that this is a collaborative activity, the class is one team, trying to achieve one learning behaviour. There are no prizes – the class may want to clap if all names on the board. (P. Dix p27).
  - Each learning period have an agreed set goal that everyone is striving towards. This should be a learning attitude not just a functional behaviour (one voice / kind hands/speaking politely/ accurate feedback / show working/persuasive language)
  - The names go on for effort not achievement. The highest achievers will always achieve – so they get on the cloud when showing the required effort
  - The cloud needs to be refreshed regularly – depends on age/stage/context
  - Names go on “Proud Cloud” once a child has reached the target.
  - Goal is to have all children on the cloud.
  - Emphasise collective responsibility – it is not a competition
  - Names are NEVER removed from the cloud.
  - Strategy – stop the lesson after 15 mins and ask some learners to add 4 names to the cloud. Can use the cloud to support reflection during the plenary
- **TPS** poster displayed with the children’s comments on what this will look like in their classroom
- Class House Point Chart – so each time a child is awarded a personal house point, it is also added to the class chart. This will promote teamwork as well as recognising individual achievement

Within the school, to ensure consistency, there should be

- All staff referring to **TPS** when discussing behaviour – positive and negative
- All staff to recognise and acknowledge positive behaviour as soon as they see it. All staff to use the term “over and above” when merited. This gives the children more than the minimum to strive for
  - Can acknowledge and praise – children need to learn that often this is enough
  - Can award a “Above and Beyond” sticker if merited
  - Can award a house point
- House points to be awarded for extra effort/ perseverance/ teamwork/ being helpful etc
- If a pupil has completed work to a high standard / achieved / understood and applied a concept for the first time – then send to Ms Stark for a “Believe, Achieve” sticker / H.T award sticker and H.T award note home
- Staff to use the home:school jotter to record effort/ achievement to parents

- All staff having restorative conversations where required (App2)
- Use of Emotion works language and strategies N-P7 to support emotional literacy and Restorative conversations
- Time between action and consequence kept as short as possible. Paul Dix terms this “immediacy of response”. The 2 minutes you hold a pupil back for a quick discussion is inconvenient enough for them to notice and is enough to deal with minor disruptions to learning. Lengthy punishments have no more impact (p23).
  - Children should not be kept in at breaks
  - Children can be kept back for a couple of minutes for the conversation about their behaviour
  - Children should be spoken to about their behaviour and the consequence asap ( taking work home to finish for example)
- If the incident merits more than above, then the child should be sent to the SMT to discuss and possibly engage in a restorative conversation (App 2)

### Hot Chocolate Friday

Each Friday a pupil from each class will have 15 minutes with the H.T. These children are the ones who always behave but can easily be forgotten. A display outside the H.T office will list who has been invited each week and the children will receive a certificate (and a sachet of hot Chocolate!) in assembly in recognition of their achievement. The names and photos will also go onto the Parent App and newsletter.

### Conclusion

This strategy will only be effective if all adults apply it consistently. We need to support each other to do this – and then we will see results. We can strengthen each other, keep each other on track and ensure that TPS is integral and embedded in every classroom and throughout the school.

*When The Adults Change – Everything Changes*

# *Appendix 1*

## *PPRUDB Risk Assessment Form*

## *Appendix 2*

### *Restorative Practice*



## Appendix 2 – Restorative Practice

### Restorative conversations

Paul Dix states that restorative practices teach behaviour. It teaches that there is an impact of behaviour on others. The positive relationships adults form with children depend on a restorative practice being the centre of the behaviour approach in school (p125). This approach has to be used proportionately however, not for every incident that occurs. It is to be used when behaviour is unacceptable or trust is broken (i.e not for dropping litter!)

The adult has a vital role in this practice, the child will be anxious, nervous, hyper vigilant. The child will need time to calm down before this conversation happens – they may be in the “flight, fright, freeze” mode and need time for their cortisol levels to drop. Let the child choose a safe place to calm down, then the restorative conversation can take place.

The place where you have this conversation matters, as does your body language and tone. If possible, walk and talk or sit side by side playing with Lego or play dough, doing a jigsaw together.

If you have to use the classroom or office then don't sit behind a desk.

### Restorative meeting guidelines (Paul Dix. P127 - 131)

- Focus on the outcomes you want
  - Reserve enough time for the meeting, at least 15 minutes
  - Don't take copious notes – it's not conducive to conversation
  - Have a glass of water for the pupil
  - Leave the door open when meeting
  - Be really careful not to use judgemental language
  - Resist any interruptions – if someone comes to the door, say you are in a really important meeting
  - End the meeting well. Plan how to conclude. Don't bring up other business
  - Main questions to scaffold the discussion – choose 5 that are most appropriate to the situation, less if the child is younger or will not manage 5. The “who else has been affected?” and “What can we do to make things right?” may be the more pertinent ones.
- 
- What happened?
    - Listen carefully and dispassionately, no interruptions or disagreeing. Give your account without judgement too.
  - What were you thinking at the time?
    - This helps the pupil reconsider their actions and replay their thought processes.
  - What have you thought since?

- This allows the pupil to change attitude / shift in explanation / or possibly an apology. The pupil may need support to think about this
- How did this make people feel?
  - The child may be unaware of how others reacted to their behaviour. It is important to raise this. The child needs to have the opportunity to consider others, think about the impact on their classmates, younger children, adults
- Who has been affected?
  - The child may say “me” in initially. The child may need gentle encouragement and links can be made to the question above. You could ask the children to list all the people affected – can point out it was more than just “me”
- How have they been affected?
  - This is teaching children empathy
- What should we do to put things right?
  - This question can cause tension. It is important that an apology is not demanded. A forced apology is worthless
  - If an apology is offered – accept it, even if not really happy with the tone or grudging way it’s given.
- How can we do things differently in the future?
  - The child will meet similar situations again so some prior planning may help them recognise the triggers

If the child clams up try using:

- Ok, imagine there were...(people affected / a way of putting it right / things you could do differently) What would they be?
- 1-10 scales. On a scale of 1-10, how angry were you?
- Offer a postponement if the child is not ready to speak. “I can see you are not quite ready to talk. Do you need a minute or two? /Would you like to speak to someone else? /Would you like to meet tomorrow?”

**Other advice:**

*Take into account the level of the children’s understanding and language development when carrying out restorative practices (ELKLAN)*

*Think about the complexity of questions, some children might not understand ‘Why did you do that, What should you have done’*

*You might have to tell the child directly and clearly what happened and how their behaviour affected others. Don’t ask questions about why*

*Describe appropriate behaviours using short simple sentences*

*Avoid negative statements such as ‘Don’t run’ try ‘Walk’ instead*

*Or next level Ask the child to describe what happened, what people said, and how others felt*

*Don't ask child to justify behaviour*

*State the justification ie say why they should not have done something*

*Next level more complex questions – repeat the question, model the answer (Found in ELKLAN Language Builders)*

*(Based on Blank., Rose,S.A.,Berlin,L.J (1978b) The language of learning:The pre school years. New York,NY: Grune and Statton*

# *Appendix 3*

## *Managing Distressed Behaviours*

## Appendix 3

### Managing Distressed Behaviours

“All behaviour is communication” (No Safe Place, 2018). Distressed behaviours are responses to anxiety, confusion, vulnerability and a range of other needs. The set routines (see above) will provide a daily context for pupils with additional support needs at any given time.

Below is a table of possible signs of distress – *having a positive relationship with the children will allow you to spot these signs early on and enable you to intervene and support.*

Distress signs	Examples
<b>D:</b> Displaying out of character behaviours	<ul style="list-style-type: none"> <li>• Becoming quieter/more talkative than usual</li> <li>• Giving away possessions</li> <li>• Saying goodbye to loved ones</li> <li>• Behaving strangely</li> <li>• Talking and/writing about things that do not make sense</li> <li>• Complaints of unexplained pain</li> </ul>
<b>I:</b> Injuries that are unexplained	<ul style="list-style-type: none"> <li>• Bruises, cuts, burns, scars</li> <li>• Tendency to hurt self</li> </ul>
<b>S:</b> Sudden changes in appearance, interests, habits	<ul style="list-style-type: none"> <li>• Neglecting personal appearance and / or wellbeing</li> <li>• Unkempt appearance</li> <li>• Poor hygiene</li> <li>• Sleeping or eating too little / much</li> <li>• Sudden loss of interest in previously pleasurable experiences</li> <li>• Sudden loss of interest in studies</li> </ul>
<b>T:</b> Temperamental changes	<ul style="list-style-type: none"> <li>• Becoming more irritable, agitated, moody, stressed or anxious</li> <li>• Expressions of worry, anxiety, fear</li> </ul>
<b>R:</b> Rebellious/aggressive behaviours	<ul style="list-style-type: none"> <li>• Display of defiant behaviour</li> <li>• Unaccountable rage, anger or aggression</li> <li>• Overly hostile or irritable</li> </ul>
<b>E:</b> Extended absence/ social withdrawal	<ul style="list-style-type: none"> <li>• Unexplained and repeated absence and/or truancy</li> <li>• Declining to join in social activities</li> <li>• Becoming withdrawn and avoiding others</li> <li>• Having a lack of social contact</li> </ul>
<b>S:</b> Struggling to pay attention / increased lethargy	<ul style="list-style-type: none"> <li>• Inattentiveness</li> <li>• Difficulty in concentrating making decisions</li> </ul>
<b>S:</b> Sending/posting moody or morbid messages (including expressions of death)	<ul style="list-style-type: none"> <li>• Expressing frequent negative and/or illogical thoughts</li> <li>• Expressing feelings of hopelessness, helplessness and worthlessness and / or perceived lack of control</li> <li>• Threatening or expressing plans to kill themselves</li> </ul>

If a child is consistently displaying behaviours described in the table, then staff should discuss with SMT the use of the PPRUDB BASP and monitoring and tracking sheets (App 5). These will allow a close look at patterns and triggers, thus allowing a prevention strategy to be in place.

- All incidents should be discussed with SMT and entered onto Pastoral notes (SEEMIS)
- Staff have the option of a debrief meeting with SMT (PPRUDB App 3a/3b) *This will always be offered following a distressing incident*

De-escalation: Staff need to use their relationship with the child and their professional judgement and their knowledge and understanding of the child to use strategies that are appropriate. This will include the child's level of learning, the child's behaviours, background, home life, medical needs. This knowledge will help prevent behaviours reaching crisis point. Staff need to model appropriate behaviours re body language and tone of voice.

Strategies include

- Seeking to understand what the child is communicating by the behaviours
- Talking quietly and calmly to the child – Emotion words vocab may support this
- Allowing the child time to think and make a choice
- Giving the child the opportunity to explain their perspective – active listening
  - listen to what is being really said
  - be clear in your response. Short words and sentences
  - use “I” messages
    - I understand ( that you are angry / upset)
    - I need you to (come with me so we can resolve this)
    - I hear you ( its not easy but I know you can do it)
- Teaching the child interventions to use such as self talk
  - I can choose to walk away
  - I can stop myself
  - I am ok
  - I am in control of myself
  - I can choose to be calm
  - I have a bigger goal than this fight
  - I can use the Calm box / space
- Interventions such as
  - Hand clapping or clenching to release tension
  - Taping on their wrist to divert negative thoughts
  - 7/11 breathing ( in for 7, out for 11)
- Redirecting attention to positive activities
- Providing personal space
- Removing others from the vicinity
- Setting limits in a non-confrontational way
- Planned ignoring of low level unacceptable behaviour and positive reinforcement of positive behaviour
- Allowing time out
- Involving another adult who has a positive relationship with the child
- Using restorative conversations as an opportunity to repair relationships (see below)
- Allowing each day to be a “new day”

## *Appendix 4*

### *ASN: Managing Aggressive Behaviours*

## Appendix 4

### ASN

A child with a pattern of behaviours requiring additional support may have to have an ASP, written in partnership with external agencies such as the Educational Psychologist. The child will be at Staged Intervention 3-4, depending on need.

The child may also require a BASP with appropriate risk assessment (PPRUDB Management guidance App1/2/4)

### Managing Aggressive Behaviour

This situation is one where having a positive relationship with the child is essential. It is vital to remain calm as the child will not be in a “safe place” to listen or be rational. Strategies include:

- Keep talking in a calm, reassuring manner – use Emotion works vocab
- Be aware of the “flight, fright, freeze” mode the child will be in
- Keep a safe distance
- Avoid prolonged eye contact
- Be understanding – not dismissive of the child’s feelings
- Use active listening
  - listen to what is being really said
  - be clear in your response. Short words and sentences
  - use “I” messages
    - I understand ( that you are angry / upset)
    - I need you to (come with me so we can resolve this)
    - I hear you ( its not easy but I know you can do it)
- Respect personal space
- Be aware of own body language – standing to the side is less confrontations and safer
- Avoid shouting
- Be clear about what is acceptable behaviour – consistency is key
- Impose realistic sanctions
- Keep calm, professional and objective when challenged
- Follow the principle of minimum intervention – use a range of de-escalation techniques when possible
- Plan ahead

Staff have a duty of care in respect of the health, safety, wellbeing and welfare of children in our care. The Council’s position is that it is only acceptable to physically intervene with or to restrain a pupil where the member of staff believes that not do so would mean that the pupil’s actions are likely to cause physical damage or harm to that pupil or another person. (Promoting Positive Relationships & Behaviour p206)

Any intervention /restraint should use minimum force for the shortest possible time. The intervention must be reasonable, appropriate and necessary in all the circumstances. The use of physical intervention and restraint must be as a last resort. (Promoting Positive Relationships & Behaviour p206)



The legislation governing education in Scotland recognises that staff may require to physically intervene and restrain a pupil in certain circumstances:

Section 16 of the Standards in Scotland's Schools Act 2000 establishes that where anything is done for reasons which include averting

- An immediate danger of personal injury
- An immediate danger to the **property of**, any person (including the pupil concerned)

These actions are not deemed corporal punishment (which is unlawful)

**SLC do NOT accept damage to property alone as being a reason for restraint / physical intervention.**

However, if the view is that damage to property will lead to the injury of the pupil or others then minimum restraint / intervention may be justified. (Promoting Positive Relationships & Behaviour p206)

In line with PPRUDB guidance

- A violence at work form **MUST** be completed using People Connect if a member of staff is assaulted
- Staff have the option of a debrief meeting with SMT (PPRUDB App 3a/3b) This will always be offered following a distressing incident
- If a child is consistently displaying behaviours described in the table, then staff should discuss with SMT the use of the PPRUDB BASP and monitoring and tracking sheets (App 4). These will allow a close look at patterns and triggers, thus allowing a prevention strategy to be in place.
- All incidents should be discussed with SMT and entered onto Pastoral notes (SEEMIS)

Staff have the right to contact the Police if it is the only safe way to protect themselves from assault or to prevent a crime. The H.T should be advised immediately if this is the case.

## *Appendix 5*

### *PPRUDP BASP & Tracking and Monitoring forms*

## *Appendix 6*

### *References*

This paper was written in consultation with all staff (including Support for Learning & Ed. Psychologist), pupils, Parent Council

## **References**

School handbook- aims and values

Nursery Behaviour Position Paper

### Tinto Position papers

- Anti bullying policy
- Mobile phones and online safety
- Nurture
- H&WB
- Staged Intervention

### Education Scotland

- Better Relationships, Better Behaviour, Better Learning (2013)
- GIRFEC
- CfE
- Included, engaged, Involved Part 2(2011)
- The Education (Additional Support for Learning) (Scotland) Act 2004
- Behaviour in Scottish Schools Research (2012)
- The Children (Scotland) Act 1995
- Education (Scotland Act 1980)

### National Policies

- Health and Safety at Work Act (1974)
- Management of Health and Safety at work Regulations (1999)
- Improving Children and Young Peoples Understanding of Their Wellbeing (Children in Scotland 2019)

### Education Resources Policy Statements

- Wellbeing and Care
- Inclusion and Equality
- Leading on Learning
- Quality Management
- Maximising the use of Resources

- Communication and consultation

#### Education Operating Procedures

- Child Protection (A22 & A22a)
- Additional Support for Learning (A28)
- Preventing and Managing School Exclusions (A8)
- Violence at work Reporting (A30)
- Prevention and Management of Incidents Involving Offensive Weapons
- Occupational Health and Safety Management Systems risk assessments

#### SLC Guidance papers

- Treat Me Well ( anti-bullying approaches)
- Promoting Positive Relationships and Positive Behaviour
  - Approaches and Strategies for Preventing and Dealing with Challenging Behaviour
  - Challenging Behaviour Management Arrangements
- Promoting Positive Relationships and Understanding Distressed Behaviour ( guidance and posters)
- Framework for Inclusion and Equality - Staged Intervention

#### Other Reading

- Paul Dix – When the Adults Change Everything Changes (2017)
- United Nations Convention on the Rights of the Child (1991)

#### CLPL

- Learn on line modules
- People connect Courses
- PPRUDB training matrix ( P.C & Glow tile)
  - If training is required, App 5 Impact matrix should be completed
- Psychological Services
- Inclusive Education Services
- Education Scotland's Rights, Support and Wellbeing Team
- [www.schoolbag.sg/story/watching-for-signs-of-distress-in-children](http://www.schoolbag.sg/story/watching-for-signs-of-distress-in-children)