

Fox Covert Primary School



Relationships, Learning and Behaviour Policy and Procedure

Updated August 2022

1. Purpose

This policy and procedure is based on City of Edinburgh Council policy and procedure and the views of staff, parents and pupils within our learning community.

In Edinburgh every child or young person irrespective of identity, background or ability is part of a resilient and positive learning community where they feel;

We belong,

We contribute,

We learn,

We are supported and we help others.

Every child should feel secure; nurtured, valued, included and supported within our learning community. Our aim is that every child is present, participating, achieving and supported.

This policy and procedure should help to establish and maintain positive relationships and mutual respect resulting in a positive learning community and a supportive and restorative ethos.

2. Scope

All staff in our learning community are covered by this policy and procedure. It encompasses:

- Whole school approaches
- Clear expectations
- Building skills
- Additional Support Needs
- Responding to (Di)stressed Behaviour
- Our Staged Approach to Positive Behaviour
- Professional Development

3. Definitions

Family: Describes those considered to be related to the child by birth, affinity, choice or close personal ties and who can be contributors to the wider care and wellbeing of the child.

Parent/s: Describes any person who has parental responsibilities and any person who has custody of a child, including foster carers and a parent who shares custody of a child.

Children's rights: are protected by the UN Convention of the Rights of the Child and the Children and Young People Act 2014. There is a shared understanding that these rights are unalienable entitlements which cannot be taken from children. These rights are not dependent on the child accepting certain responsibilities or on them feeling or behaving in a certain way. Children's rights will not be withdrawn as a consequence of behaviour.

Logical Consequence: This is a consequence which is directly linked to the behaviour or choice for example if a child has refused to complete work (appropriately set) they may have to work for part of break. A logical consequence is meaningful and links cause and effect, it is not a punishment.

Natural Consequence: This is a consequence that is a natural result of a behaviour or choice for example if a toy is broken it can't be played with.

4. Policy Content

Every child and young person has the right to a high quality education. Positive relationships are fundamental to enable effective teaching and learning to take place. We have adopted the following key principles to create a caring, supportive, learning environment:

- an ethos that values positive, restorative and respectful relationships and promotes shared values
- an inclusive and safe learning environment which supports children and develops their skills and resilience enabling them to become responsible for their own behaviour
- recognising that all behaviour is communication and that understanding what is being communicated and the underlying needs is crucial for assessing and meeting children's needs and finding solutions.

5. Implementation

Whole School Approach

Good organisation, lesson planning and preparation will help to create the right learning environment.

Flexibility, choice and, where appropriate, differentiation will also help to support individual needs and promote positive relationships and behaviour.

However, even in these conditions, some children and young people will present with behaviour that challenges or is difficult to interpret. The school uses approaches and strategies which are designed to help prevent and de-escalate difficult situations and identify and support individual support needs.

We understand that everyone learns best when they feel good about themselves. Punishments can make children feel bad about themselves. This can hinder their ability to engage in their learning, including their behaviour.

Positive approaches to support behaviour focuses on relationships, skills building, restoration and when appropriate logical or natural consequences appropriate to the child, rather than the implementation of punishments.



To achieve this positive ethos all staff are committed to;

Relationships - Developing positive relationships and being positive role models

Rights Respecting - Respecting and protecting the rights of all children

Resilience building - Through identifying strengths and developing skills

Restorative - Acting restoratively to prevent difficulties and repair relationships when difficulties do arise.

We want to engage directly with parents to foster and develop our positive ethos. To work together to maintain and support shared learning community values and excellent home/school communication. We want to work together to address, prevent and resolve any difficulties should they arise and to build on our strengths together.

Clear Expectations

Our school ethos is summarised in our motto, “Always curious, always growing” which is underpinned by our six core values of **Goals**, **Resilience**, **Outstanding**, **Wonder**, **Teamwork** and **Honesty**. Growth is at the heart of all we do encompasses all six of our values.

Our three key rules are: **Respect**, **Kindness**, and **Always Do Your Best**.

Everyone in our learning community knows and understands our motto, values and key rules. These form the basis of all of our conversations in relation to behavioural expectations. It is helpful if parents can also discuss these rules and values with their children if there has been an incident in school. The purpose of these conversations is to find solutions and develop skills that will prevent problems in the future. Our values, rules and ethos are summarised in a one page visual that is displayed throughout our building, shared with parents and discussed regularly.

Fox Covert Primary School is a Gold Rights Respecting School. Our ‘rights based’ approach underpins our ethos and curriculum. We believe that a shared understanding of expectations helps us to protect these rights. Each class creates a ‘Class Charter’ which outlines their chosen UNCRC rights of learners and staff in the classroom at the beginning of each new school year. We also have a Playground Charter which was designed and developed by the children and is displayed within our school grounds to support respectful behaviour during break and lunchtimes.



Building Skills for Relationships

The school uses lessons and activities that contribute to positive relationships and behaviour and support children to build the skills they need to develop positive relationships, resilience, be rights respecting and act restoratively.

This includes:

- Building Resilience Programme
- Rights Respecting Schools
- Relationships, Sexual Health and Parenthood resource <https://rshp.scot/>
- CIRCLE/Up, Up and Away resource

Additional Support Needs

We provide support that meets children's needs and identifies additional support needs as early as possible in order to prevent further difficulties developing later. The needs of most children can be met in class, however, for a small number of children an individual child's plan will outline additional supports that should be put in place. This is coordinated with parents through a child planning meeting and may involve partner services like our Educational Psychologist or Additional Support for Learning Service link. The school uses the following targeted supports:

- Key workers: a named person for specific children
- Quiet space for lunch
- Link workers: e.g. home-school link workers, family support (Barnardos),
- Staff being available at critical times e.g. transitions, break times
- Therapy Inclusion Project; TIP Groups
- Soft starts; which includes daily sensory circuits

Responding to (Di)stressed Behaviour

The school recognises that supporting children and young people with their behaviour requires:

- acknowledgement that all behaviour is communication
- understanding how a child's needs and setting might impact on behaviour
- identifying any known '**triggers**' and **early warning signs**
- considering the environment, body language and speech in this process
- intervening early if warning signs are detected to prevent a situation from escalating

We explore and establish "what's happened" with children. To do this we listen to their response whether that is given verbally or expressed non-verbally and act appropriately. Once the reason and purpose for the child's behaviour is known we explore how we can develop appropriate support or adaptations to address the issue by promoting wellbeing, offering coping strategies and agreeing constructive solutions.

Our Staged Approach to Positive Behaviour

Positive Relationships and Encouragement

All staff focus on positive relationships by looking for opportunities to encourage learner skills, recognise effort and build on strengths. Positive relationships form a foundation that minimises difficulties occurring. This includes:

- Positive communication home through certificates or phone calls
- Time to share success with a key adult
- Sharing achievements with peers; in class and at assemblies
- Positive buddy relationships with P1 and P7
- Pupil of the week certificate awarded at weekly assembly
- Hot Chocolate/Freeze Blast Friday
- Visit to HT/PT to share success
- Achievements shared in weekly bulletin sent to parents

When a difficulty does occur, we have a clear and consistent staged approach that all learners know and can predict:

- Reminder of rule / value and clear short instruction re: expectation
- Reminder of rule / value and warning given
- Final reminder results in a consequence:
 - A short-timed break from partner/ group/ class activity to regain focus Adult briefly 'checks' in with child before they return to activity.
 - Time out from chosen activity
 - Supervised time working out with classroom e.g., in another classroom, with supportive adult or base
 - Supervised time out in the playground and or dining hall
 - Time set for restorative conversation after each consequence
 - In the event of three consequences in a week, communication to home will take place, and SLT informed
 - In the event of persistent difficulties occurring, or if support is required, communication to home will take place with SLT

When a challenging situation develops our main objective is to reduce the level of arousal or distress. The school uses De-escalation Techniques found in Appendix 2 of the Council's Relationships, Learning and Behaviour procedures. All physical intervention to prevent harm is strictly in accordance with the city of Edinburgh Relationships, Learning and Behaviour Procedure. If a child has been supported through physical intervention from an adult to prevent harm, parents will always be informed, and this will be recorded in pastoral notes.

Professional Development

We support all staff to develop their skills to support relationships learning and behaviour, this includes but is not limited to:

- Use of the CIRCLE Inclusive Classroom resource/Early Years Up, Up and Away resource (online training available)
- Understanding and implementing Edinburgh's Getting it Right for Every Child approach (online training available)
- Implementing strategies outlined in the CEC procedure Relationships, Learning and Behaviour
- Promoting Positive Relationships for learning and behaviour (online training available)
- City of Edinburgh Council Nurture Training
- City of Edinburgh Council Autism Training

6. Roles and responsibilities

The **Head Teacher** has overall responsibility for ensuring the effective implementation of this policy. In particular, the Head Teacher ensures that the concerns of pupils are elicited, listened to and appropriately addressed and that the provisions of 'Getting it Right for Every Child' are taken into account when working in partnership with children, families, and other professionals on issues of communication and behaviour.

All staff are responsible for ensuring that the policy and procedures are followed. All staff encourage positive relationships and act as role models within our learning community.

Parents and families are regarded by the school as key partners who are asked to work in partnership with the school. Parents are expected to assist in maintaining positive relationships and support restorative approaches and high expectations for positive behaviour. Parents are invited to raise with the school any issues arising from the operation of the policy. Learners participate in supporting this procedure and contribute to our positive school ethos. All learners know our school values / rules.

Learners are supported to ensure that incidents of disruption, violence, bullying and any form of harassment are reported. The implementation of this procedure allows learners to understand the cause and effect of their behaviour.

7. Equalities and rights

All staff implementing these procedures have responsibilities under **The Equality Act 2010**. Having due regard for advancing equality includes;

- Removing or minimising disadvantages suffered by people due to their protected characteristics.
- Taking steps to meet the needs of people with protected characteristics where these are different from the needs of other people.
- Addressing and preventing discrimination arising from disability
- Making reasonable adjustments in relation to the implications of a learner's additional support needs or disability and the impact this may have on their relationships and behaviour.
- Paying due regard to cultural factors that are relevant in ensuring that the school's ethos is inclusive.
- Implementing the local authority framework for preventing and responding to bullying.

Concerns, complaints and compliments:

If you would like to make a complaint or pass on a concern or compliment, this can be done via phone (0131 339 3749) or email (admin@foxcovert.edin.sch.uk)

Complaints should be addressed to the Head Teacher in the first instance. The City of Edinburgh Council's complaints procedure can be found at www.edinburgh.gov.uk/complaints.

Record keeping

Reflection, evaluation and de-briefing strategies

The school records any incidents of behaviour requiring significant support on the school database called SEEMIS. Details will include an interpretation of events by different parties (including the

child), possible factors of settings, triggers, reasonable adjustments in place, an evaluation of how the incident was managed and 'lessons learned' to help prevent or better deal with a similar incident arising again.

Incidents that have resulted in physical harm or physical intervention being used to prevent harm are recorded on the council health and safety database (SHE portal).

The Senior Leadership Team reviews these records of incidents on a regular basis. Please find below a list of all Records, including completed forms that may be generated or amended by this procedure:

- Minutes of SLT meetings
- Welfare Concern Forms
- SEEMIS records
- GIRFEC plans

8. Self evaluation and review

We engage all stakeholders in a consultation process to evaluate and review policies. This policy was discussed with all stakeholders via staff meetings, Fox Covert Parent Council, and shared via ParentPay. This policy will be reviewed as needed, but at least every 3 years, and will be available to all stakeholders on our school website.

9. Related documents

Scottish Government

- Standards in Scotland's Schools etc Act (2000)
- Included, Engaged, Involved 2 (2017)
- Guidance on the Presumption to Provide Education in a Mainstream Setting (2019)
- Developing a Positive Whole School Ethos and Culture: relationships, learning and behaviour (2018)
- Additional Support for Learning Act (2004) - amended 2009
- Parental Involvement Act 2006
- The Equality Act 2010
- UN Convention of the Rights of the Child
- Children and Young People Act 2014

City of Edinburgh Council

- Edinburgh Learns Framework: Inclusion (2019)
- Included, Engaged, Involved in Edinburgh Policy (2018)
- Relationships, Learning, Behaviour Procedure (2019)
- Managing and Reducing Risk Procedure (2019)
- Preventing and Responding to Bullying in Children and Young People (2019)
- City of Edinburgh Council Equalities and Rights Framework School Policies and Practices

Record Title	Location	Responsible Officer	Minimum Retention Period
Education Records	Education Establishments	Head Teachers/Managers	As per records retention schedule
Examples: Behaviour Incident	Pastoral Notes on SEEMIS	Head Teacher	
Physical harm or	SHE Portal	Head Teacher	

physical intervention to prevent harm			
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