Better Relationships, Better Learning, Better Behaviour

PROCEDURES

1. PURPOSE

Drummond recognises that children are born with an urge to become independent and capable and that an ethos of inclusion with emphasis on positive relationships and behaviour are important. Whole school supportive approaches contribute to positive relationships and help to create a positive environment for all children and young people. The purpose of this procedure is to provide clear guidance for staff in our school and assist partnership work with parents on the management of Better Relationships, Better Learning, Better Behaviour using these supportive approaches. This procedure compliments Council Procedure and should also be read in conjunction with our ‘Better Relationships, Better Learning, Better Behaviour’ Policy.

2. SCOPE

This procedure applies to all staff in our school and encompasses:

- Whole school approaches (children, all staff, parents/carers)
- Support systems
- Curriculum based lessons, activities and programmes
- Partnership working
- Professional Development

3. DEFINITIONS

(see definitions in policy guidance)

4. ACTIONS

USE OF WHOLE SCHOOL APPROACHES TO SUPPORT POSITIVE BEHAVIOUR:

For individual teachers, good organisation, lesson planning and preparation will help to create the right environment within the classroom. 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 support needs.

Drummond adopts a number of whole school approaches to develop positive relationships and behaviour. Two of these key approaches are described below:

(1) Staged Intervention flow chart for classroom management

Drummond promotes a restorative and solution focussed approach.
DRUMMOND COMMUNITY HIGH SCHOOL

CLASS TEACHER

Low/Medium Level disruption

Sanctions
Discussion with pupil (restorative)
Punishment exercise
Move of seat
Verbal Warning
Time Out
Issuing detentions
Referral on to CL (written referral)
Departmental monitoring sheet
Yellow Carded (Duty Officer called and student collected)

Medium/High Level disruption

Referral to CL - a further restorative meeting
Move of class/housed by CL
Zone referral
Referral to Pupil Support Leader who may do:
Parental Involvement
Whole school monitoring sheet (PSL/DHT)
YPPM or PSG
Flexible timetable/Zone
Possible referral to external agencies
Change of class

Persistent indiscipline

Involvement of DHT/HT
Hosting
Exclusion

Verbally/ Physically Abusive
Or Aggressive
Dangerous behaviour

Duty Head
(2) **Promotion of Positive Behaviour**

Recognition of good behaviour promoted through:

- The classroom
- Tutor Time
- Plasma screen in foyer
- Assemblies
- Award ceremonies
- Diligence certificates
- Achievement ties
- 100% attendance certificates
- Monthly 100% attendance prize draw
- Positive referral/Aspire Points on OTB/Letter home

**Other Strategies**

- Equalities and Anti-bullying Policy revised in line with CEC guidelines, November 2015 (please see school web-site)
- Working towards LGBT charter status
- Solution focussed approach to all aspects of school life

**Curricular Programmes with a focus on social and emotional well-being include:**

- Cool, Calm, Connected (Pupils)
- The Teenage Brain (Staff)
- Raising Teens with Confidence (Parents) – delivered by DCHS staff
- Peer Mentoring
- MVP
- Buddy Programme

The school uses curriculum based lessons and activities that contribute to positive relationships and behaviour. This includes lessons related to

- Citizenship/participation lessons/activities
- Emotional health and well being
- Physical health and well-being/healthy living
- Empathy and emotional intelligence
- Confidence and self esteem
- Diversity
- Anti-Bullying
- Environmental/green projects or lessons

These are often delivered to whole classes over a set number of weeks and can provide a focus for pupils to explore issues and reflect on their emotions. Curricular programmes can contribute to aspects of a child’s well-being and resilience. The school
at times may use an alternative, flexible curriculum that supports children with additional support needs to engage with the curriculum.

The Children and Young People Scotland Act 2014 placed a statutory requirement that all children’s services were designed and delivered to take account of children and young people’s rights. The above is a resource which aims to develop participants’ knowledge and understanding of the United Nations Convention on the Rights of the Child (UNCRC) with the purpose of promoting rights-based values, attitudes, skills and practices among those adults who have a duty of care for children and young people.

PARTNERSHIP WORKING WITH OTHER AGENCIES, PARENT/CARERS AND CHILDREN

Drummond wishes to engage directly with parents and carers to foster a positive environment, maintain a consistent message, develop shared values and excellent home/school communication. We welcome parents/carers approaching the school to make an appointment with the Pupil Support Leader in the first instance at the earliest opportunity if they have any concerns. Similarly, the school will keep parent/carers informed of any incidents at school regarding their children.

A COMBINATION OF APPROACHES TO PROMOTE POSITIVE RELATIONSHIPS AND MEET THE NEEDS OF INDIVIDUAL OR GROUPS OF CHILDREN

Getting it right for Every Child in Edinburgh (GIRFEC) is a partnership approach to delivering children’s services. The school draws upon a network of support services within Children and Families and externally to offer expert input and advice to support individual children to meet their needs and promote their well-being. GIRFEC aims to ensure that children and young people get the right help at the right time. The child and parents/carers are involved at every step of this process.

INTERVENTIONS TARGETED AT PARTICULAR YOUNG PEOPLE WITH BEHAVIOURAL NEEDS

Drummond provides support that meets children’s needs and identifies additional support needs as early as possible in order to prevent further difficulties developing later. Most needs can be met within provision available in class. The school follows the Department’s arrangements for identifying and meeting additional support needs by working in close partnership with the parents/carers, the pupil concerned, and other services in contact with them. The Council’s structured and progressive approach to identify, assess and meet learners’ additional support needs through a pathways model provides an effective process for Identifying support and ensures a proportionate use of resources and enables effective planning and the best use of wider supports outwith the school.
The aim of Pathways to Support (Staged Intervention) is to identify children’s needs and to suggest ways in which these needs could be met effectively:

Stage 1: Needs are met and supported within class
Stage 2: Needs are met and supported within the establishment
Stage 3: Needs are met and supported within establishments with support from Partner Services and Agencies
Stage 4: Needs are met and managed through placement in a specialist setting

For further information on ASL/GIRFEC pathways, please refer to the supporting documents at:

http://www.edinburgh.gov.uk/downloads/download/980/in_on_the_act-supporting_children_and_young_people_with_additional_support_needs

Targeted support for children and young people with needs that may impact on their behaviour may include an individual plan. Children and young people can access a range of support aids or services which can make an important contribution to positive relationships and positive behaviour. Drummond uses the following to support children in their learning:

- Key workers: a named person for specific children
- Link workers: e.g. home-school link workers, family support
- Staff being available at critical times e.g. transitions, break times, staff changeovers
- The Zone accommodates a small number of pupils extracted from class to work on individual programmes
- The Hub used for extraction of pupils for specific programmes eg SRA reading programme
- Trusted key adult
- Restorative meeting with other party
- Discussed at weekly ASL team meetings and weekly House Head meetings
- All staff up-dated and asked to keep a ‘sympathetic eye’ on relationships in class and out
- Regular review meetings for Resource pupils
- CPMs as and when required
- Communication with parent/carer throughout process
- In some cases partner agencies will get involved e.g. ENABLE, Educational Psychologist

A variety of software packages and resources are also available to support improved relationships and behaviours. The school uses/is investigating using:

- Board Markers
- Emotions Talk
- Social Stories
- Talking Mat

Strategies in place to deal with incidents include:

- Visual version of behaviour policy
- Referral to ASL, PSL or DHT as appropriate
- PSAs trained to recognise and deal with issues
- Time out card for pupils with ASN
- Safe space and safe table at break and lunch supervised by PSAs
- PSAs supervise playground at break/lunch time
Drummond recognises that supporting children and young people with their behaviour requires
• Acknowledgement that all behaviour is communication.
• Understanding how a child’s needs 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 deteriorating.

We ask the child “what’s wrong” and listen to their response 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 well-being, offering coping strategies and agreeing constructive solutions.

When a challenging situation develops our main objective is to reduce the level of arousal. The school uses De-escalation Techniques found in Appendix 2a of the Council's Better Relationships, Better Learning, Behaviour procedures

http://www.edinburgh.gov.uk/downloads/file/6279/better_relationships_better_learning_better_behaviour_procedure

The school takes advantage of the following continuous professional development that the Council’s offers to allow staff to develop appropriate skills. The Head Teacher ensures that staff are enabled to access this Professional Development.
• Attachment Promoting Skills – The Dyadic Developmental Approach
• Emotions Talk: a support tool to help children to communicate about emotions
• Equalities training
• Recent CEC training on Teenage Brain
• Restorative Approaches
• Rights Respecting Schools
• Sexual health and Relationships Education: SHARE training for secondary schools, for use with young people
• Solution Focused Approaches – an Introductory Course
• Solution Focused Child Planning Meetings
• Thinking it, Feeling it, Doing it: Promoting Emotional Well-being
• Understanding and Managing Challenging Behaviour
• We can and must do better

5. RESPONSIBILITIES

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 from protected groups where these are different from the needs of other people.

This may be particularly pertinent when supporting a child whose cultural factors or additional support needs give rise to differentiated approaches in supporting relationships, behaviour and learning.
Parental involvement in all new policies and procedures is encouraged. Parents can participate through:
- Parent Council
- Parents’ Evenings
- Meetings with individual members of staff
- Questionnaires/surveys posted home
- Focus Groups

6. POLICY BASE The procedure has been developed to implement the school’s “Better Relationships, Better Learning, Better Behaviour” Policy

7. ASSOCIATED DOCUMENTS

This policy links with a number of other school and Council policies and procedures:
- Additional Support for Learning Policy
- Complaints Policy
- Equality and Rights Policy
- Child Protection Policy
- Physical Handling Procedures

8. RECORD KEEPING

Reflection, evaluation and de-briefing strategies
Drummond records any incidents of behaviour requiring significant support on the school database OTB (this will change to SEEMIS for session 2016/17). Details will include an interpretation of events by different parties (including the child), possible triggers, an evaluation of how the incident was managed and ‘lessons learned’ to help prevent or better deal with a similar incident arising again. The Senior Management 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.

<table>
<thead>
<tr>
<th>Record Title</th>
<th>Location</th>
<th>Responsible Officer</th>
<th>Minimum Retention Period</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education Records</td>
<td>Education Establishments</td>
<td>Headteachers/Managers</td>
<td>As per records retention schedule</td>
</tr>
<tr>
<td>Examples: Behaviour Incident</td>
<td>Pastoral Notes on SEEMIS/OTB</td>
<td>Head Teacher</td>
<td>7 years from school leaving date</td>
</tr>
</tbody>
</table>