

Oaklands School

Relationships, Learning and Behaviour Policy and Procedure



As a school we are deeply committed to the principles of this policy. We recognise that due to the complex nature of our pupils and their additional needs, much of this policy will at times seem to lack relevance to our setting. We believe however there is always value in having an up-to-date policy and keeping its contents current and shared with all relevant stakeholders. This policy should be read in conjunction with CEC Relationships, Learning and Behaviour Procedure.

OUR SCHOOL'S PRINCIPLES AROUND PROMOTING POSITIVE BEHAVIOUR

- We believe that all pupils and staff have the right to feel happy, safe and included.
- We recognise that all behaviour is communication and that understanding what is being communicated and the underlying needs of a pupil are crucial for assessing and meeting children's needs and finding solutions.
- We strive to develop open, positive and supportive relationships across the school community.
- We model behaviour which promotes positive relationships.
- We ensure fairness of treatment for all.
- We encourage a sensitive response to behaviour that considers context and individual needs.
- We promote early intervention and support.
- We encourage positive relationships with parents and carers in order to develop a shared approach to tackling challenging behaviour.
- We base all of our interactions with pupils on the principles of Gentle Teaching – see appendix 1.
- The BESTT Approach is used when concerning behaviours are identified. – see appendix 2

RESPONSIBILITIES

- The head teacher has overall responsibility for ensuring the effective implementation of this policy. In particular, the Head teacher ensures that concerns 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. This includes using the range of approaches detailed in this document to encourage positive relationships and behaviour.

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- Parents and carers are regarded by the school as key partners who are asked to work in partnership with the school to develop, implement and evaluate these policy and procedures. Parents are expected to assist in maintaining positive relationships and high standards of behaviour and are invited to raise with the school any issues arising from the operation of the policy.
- 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.

USE OF WHOLE SCHOOL APPROACHES TO PROMOTING POSITIVE BEHAVIOUR

The system that we use in Oaklands school for working with pupils is based on the principles of Gentle Teaching. This is a way of interacting with people which uses positive values as the foundation for setting goals to help the person learn and grow.

The values of Gentle Teaching include;

RESPECT - for the learner

EQUALITY - between the teacher and learner

SHARED VALUE – appreciating things together

SHARED INVOLVEMENT – doing things together

MUTUAL CHANGE – teacher and learner change together

When pupils present with challenging behaviours we recognise that this behaviour is a form of communication. In seeking to understand the communication we can seek advice from parents/carers, other professionals involved with the pupil and colleagues within the service.

When we see challenging behaviour we will recognise that we may not see the hidden causes of behaviour. These can include sensory processing, time perception, comprehension, expression, coping with change, needing attention.

The BESTT Approach is used to identify issues and possible solutions when we are presented with challenges associated with positive behaviour. See Appendix 2.

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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. We will use approaches and strategies which are designed to help prevent and de-escalate difficult situations and support needs. A flowchart covering our process can be found in Appendix 3.

City of Edinburgh Council promotes a Restorative and Solution Focused Approach in all schools. Restorative Practices and Approaches (RP) offers an approach to promoting harmonious relationships in schools and to the successful resolution of conflict and harm. RP involves describing what happened, reflecting on the impact on everyone, understanding and valuing everyone's perspectives and agreeing a way to resolve the situation. It covers a range of strategies including:

- developing a restorative climate in the school with activities such as peer support and circle time
- developing restorative conversations when teachers or peer mediators intervene in a situation
- developing more formal restorative meetings and conferences involving all those affected by an incident, including families where appropriate

Solution Oriented Services / Approaches (SOS / SOA) is a three-level, staged intervention support system for supporting pupils, parents and staff. It also provides a framework for staff to use in their day-to-day practice. It encourages a pragmatic, strengths based approach focusing on: the future, what is working well; times when the problem is either less or not there at all; and working with others to generate solutions.

PARTNERSHIP WORKING WITH OTHER AGENCIES PARENTS/CARERS AND PUPILS

The school 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 class teacher 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. 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.

EQUALITIES AND RIGHTS

We are committed in our duty to eliminate discrimination, victimisation and harassment, advance equality of opportunity and foster good relations. We will make reasonable adjustments wherever appropriate for those

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individuals with 'protected characteristics' and of particular relevance, disability; gender reassignment; race; religion or belief; sex or sexual orientation, pregnancy and maternity. This includes paying due regard to cultural factors, including differences in behaviours and dress code, that are relevant in ensuring that the school's ethos is inclusive.

We also give due regard to the implications of a learner's disability when implementing this policy and procedure. A very small proportion of children and young people will require greater levels of support. These children need individualised support, tailored to their needs, that is developed in partnership with children, families, and other professionals in-line with Getting it Right for Every Child (GIRFEC).

With these vulnerable children the school will develop detailed plans to offer appropriate support, build on strengths, avoid behavioural triggers, encourage appropriate coping strategies, understand de-escalation techniques, and build positive relationships. Differentiated expectations and approaches in supporting behaviour and nurturing positive relationships take into account these individual needs where necessary. All physical contact is strictly according to CALMS and only undertaken by accredited practitioners.

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 in our school 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.

PHYSICAL INTERVENTION TO PREVENT HARM

Physical Intervention is a term used to describe a range of approaches which are used with the intention of preventing a child or young person causing harm to themselves or others, by physically intervening to restrict their movement. This includes:

- The use of 'reasonable force' to prevent injury to self or others
- Guiding an individual away from a potentially harmful situation
- Mechanical restraints (e.g. wheelchair straps) except those used during the course of usual activities or transportation
- Crisis and Aggression Limitation and Management (CALM) restraint

Restrictive Physical intervention, is justifiable only when a child or young person is at risk of inflicting serious physical harm on themselves or another individual, for example; Holding a child back to prevent them running into

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traffic or climbing out a high window, preventing a child from eating a dangerous substance, reasonable measures to prevent a child injuring another child or adult.

All staff who may be involved in physical interventions are trained in CALM techniques, and where these are used, they are recorded in line with council policy.

Appendix 4 Gives further detail.

Reviewed Sept 24

Next review Sept25

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Appendix 1

THE PRINCIPLES OF GENTLE TEACHING

- All positive relationships are based on mutual trust and respect. Remember to have a calm approach during your interactions with the children.
- Try to ignore the behaviour but not the young person.
- Where possible, use redirection to de-escalate a situation.
- Do ask for help or advice about how to interact with the young person.
- Work as a team within your class team and department, and with parents/carers, to share expertise and to develop strategies for working with the young person.
- Ensure that agreed strategies are consistently applied.
- If another adult is working with a pupil, intervene only if essential or if invited to do so.
- Where difficulties persist, seek advice from other professionals – eg PT, senior management or educational psychologist.
- Review strategies regularly and keep staff up to date with them.

Strategies

- Focus on the pupil, not the behaviour.
- Communicate at the pupil's level of understanding.
- Form positive relationships with pupils.
- Where possible ignore challenging behaviour.
- Use redirection to distract from challenging or undesirable behaviour.
- Use an individual approach for each pupil.
- Use intensive interaction.
- Use a quiet tone of voice.
- Be affectionate and caring.
- Avoid using negatives – give positive reinforcement.
- Be consistent and have rules and boundaries.
- Use routines to encourage trust.
- Make sure activities have a clear beginning and end.
- Adjust the environment to suit the pupil and where appropriate take the task to the pupil.
- Understand triggers
- Work as a team.
- Reflect.

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Appendix 2

BESTT APPROACH

Steps to using the BESTT Approach

1. Identify a behaviour causing concern.
2. Following discussion list up to 3 possible causes.
3. For each of these possible causes identify possible strategies under the heading **Behaviour Intervention, Environmental Engineering, Support Structures, Teaching of Skills/Therapy**. It is not necessary to fill in a strategy under each column – only the ones teams think might be useful.
4. Decide which strategy/strategies to be tried and decide on how and when to monitor and review.

Points to Consider

Behaviour Intervention	Environmental Engineering	Support Structures	Teaching of Skills	Therapy
Distraction Planned ignoring Appropriate rewards Consistency Consequences	Wider environment Classroom environment Physical comfort Equipment Activities available Sensory concerns	Detailed observation Supervision levels Communication passport Promoting feelings of security Appropriate times for responses Structure Consistency	Routines First steps in communication PECS Signalong	Advice from Speech and Language Therapy Advice from Occupational Therapy Advice from Physiotherapy Advice from Community Child Health

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Pupil's Name:

DOB:

Class:

Assessment date:

Description of Behaviour:

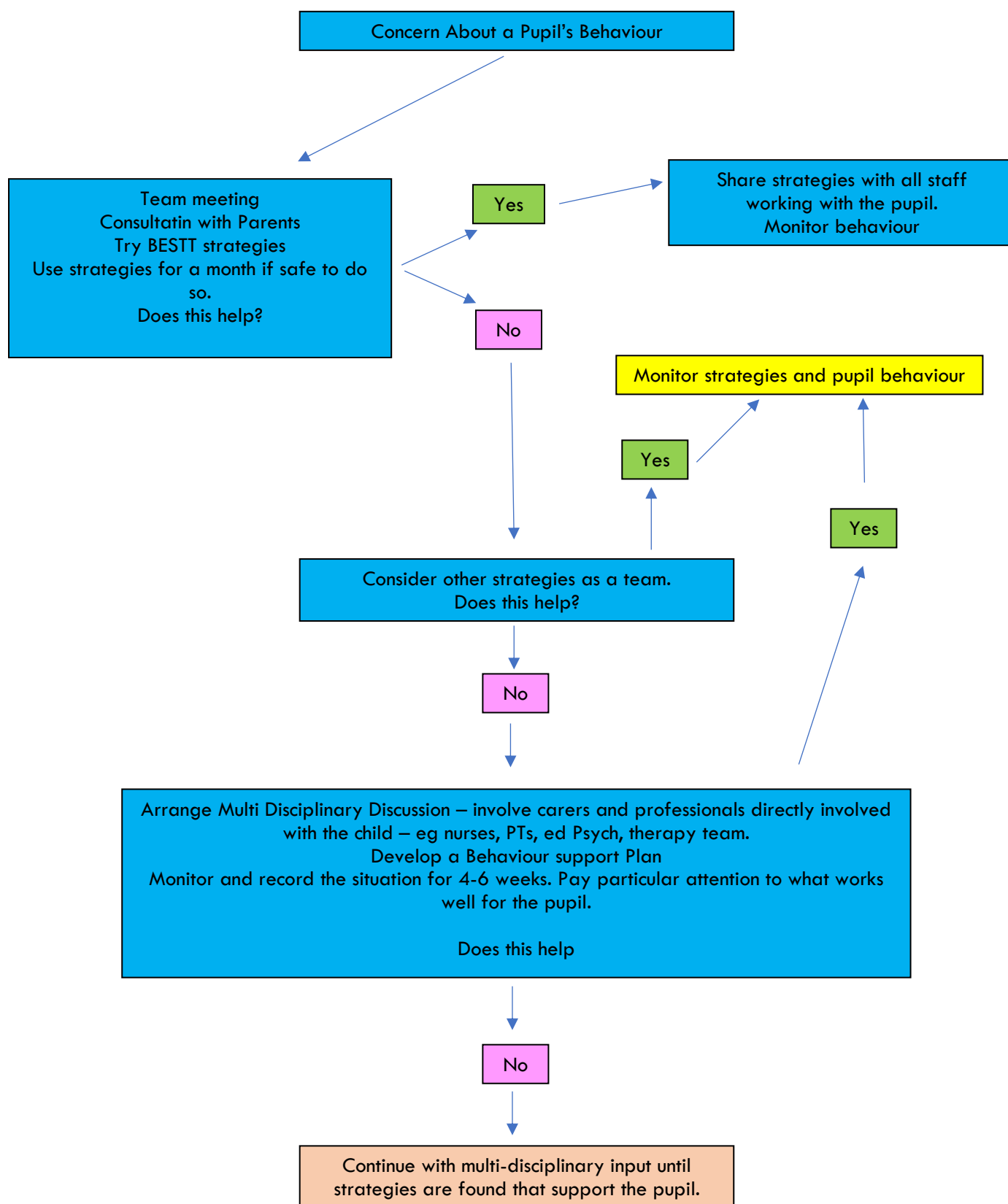
Possible Strategies

Possible causes	B Behaviour	E Environment	S Support	T Therapy and Training

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Appendix 3

Oaklands' Procedure Flowchart



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Appendix 4

Physical intervention is never a legitimate first course of action to manage behaviour. All other agreed strategies must be employed prior to using physical intervention which should be used only as a last resort to prevent serious harm. Staff should anticipate and prevent difficulties by giving the child information, support and encouragement as described earlier in this document.

Despite appropriate strategies and supports being in place there will be rare occasions in which staff have to make decisions or take action in the child's best interests to prevent serious harm. Having established the positive relationships and learning environments described earlier in this procedure means that any necessary physical intervention is within the context of safety and trust. Staff can therefore maintain communication to clearly and quickly explain the reason for physical intervention to the child during and after any incident.

The law requires that physical intervention should always be a last resort and used only when every other approach to de-escalate a situation has been attempted. The rights of children must be a key consideration when restrictive physical intervention is being considered.

However, all staff also have a duty of care to prevent children, themselves and others from serious harm. All staff are expected to take reasonable action to prevent serious harm. It is therefore essential that all staff understand both the legal justification for physical intervention and their duty of care.

An example of when physical intervention would be legally justifiable is to prevent a child running in front of an oncoming car. An example of when it would not ordinarily be legally justifiable would be to try and get them down from standing on a low and stable chair or table. Damage to property would only be considered a relevant justification for physical intervention when such damage presents a serious physical risk to the child, or another individual. The legal justification for unplanned physical intervention is when;

- There is evidence to indicate that the adult is acting to prevent serious harm and
- There is good reason to suggest they will be successful in preventing a greater harm
- A key question that should be asked is; Would a reasonable person judge this action to be a conscious, self-aware, reasonable and justifiable act in the circumstances?

Staff should ensure their actions are acceptable to the child, however, immediate instances may occur where there is not opportunity or time to seek agreement from a child or where a child lacks capacity to understand the risk of harm or danger. For example, when the behaviour presented is so extreme and/or the degree to which a child is putting him/herself or others at risk is judged likely to cause significant harm

When physical intervention is an appropriate and justifiable course of action staff should ensure that they; use the minimal amount of physical intervention required to prevent significant harm and ensure safety eg. if leading by the hand is likely to be successful it would not be justifiable to hold the child, use physical intervention for the shortest period of time possible.

It is the responsibility of the Headteacher to ensure that staff have access to the required training and are following correct procedures with regard to de-escalation strategies and, in special schools and classes, CALM approaches.

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All staff are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions; any incident with this potential must be reported and recorded.

It is important that there should be communication with parents at the earliest opportunity on the day the incident has occurred.

Staff must work and be seen to work in an open and transparent way and discuss and/or take advice promptly from an appropriate member of their leadership team over any situation which may give rise to concern. The establishment leadership team should clearly document and where appropriate investigate any situation that may give rise to concern.

Staff have a duty to take action to prevent harm but also to include the individual in developmentally appropriate post incident debriefing and where possible restorative approaches.

In situations where physical intervention has been used to prevent serious harm learning communities must refer to the procedure Managing and Reducing Risk to implement a plan to appropriately manage and reduce future risk.

There is a duty of care: for all staff to ensure the health and safety of children wherever practicable, for leadership teams to protect the health, safety and welfare of staff and other people who might be affected; employers must do whatever is reasonably practicable to achieve this.

Duty of care means that staff have a responsibility to intervene using the least intrusive practicable means as a reasonable and proportionate response to a child's actions or threats. This is in circumstances to prevent an unacceptable risk of serious harm to the individual or others.

If staff need to use physical intervention, they must be guided by the principle of 'reasonable force'; using an amount of force in proportion to the circumstances, with as little force as is necessary in order to maintain safety and for as short a period as necessary.

Ordinarily this will be in specialist settings and involve the implementation of strategies and supports agreed through the child planning process. In exceptional circumstances staff in mainstream or specialist settings may need to take immediate action to prevent serious harm as described above.

Even if the timescale is limited staff must endeavour to consider all other options available before physical intervention to achieve any of the above goals. In all cases, it will be remembered that physical intervention may escalate the difficulty. Safety is always a paramount concern and staff are not advised to use physical intervention if it is likely to put them at risk.

All incidents of restrictive physical intervention to prevent harm must be recorded on the SHE portal along with incidents that cause harm or weapons in school (see procedure Managing and Reducing Risk). This includes instances where seclusion has been used to prevent harm.

Incidents of restrictive physical intervention to prevent harm should be reviewed weekly as part of Senior Leadership Team meetings.

Where incidents occur requiring recording and reporting in order to meet Health and Safety Executive (HSE), other legislative or Council requirements, they must be recorded via the SHE online portal which links to the Council's Health

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and Safety system. SEEMIS pastoral notes must also be used to record details that are relevant to the care and planning of individual pupils.

If physical intervention has been used by a member of staff trained in CALM, a full record of the incident including CALM holds used and the debrief undertaken should be completed and stored securely within the pupil's PPR.

Situations resulting in physical incidents or requiring physical intervention can be upsetting to all concerned and, on occasion, may result in injuries to children and staff. After incidents have subsided, all those present must be given emotional support and basic first aid treatment for any injuries and access to medical help arranged if required. When appropriate all establishments should also refer to the council policy and toolkit regarding violence at work. A debriefing meeting should be undertaken as soon as possible following an incident and should be offered to all involved.

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