

## Relationships, Learning and Behaviour

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.

We have adapted this policy and procedure to fit with our school values which helps us to establish and maintain positive relationships and mutual respect resulting in a positive learning community and a supportive and restorative ethos.

*At Rowanfield Special School we build the relationships today and every day to support our pupils today, tomorrow and always.*

This policy has been developed to support the local authority to implement Scottish Government Guidance and best practice in relation to positive relationships:

- Relationships, Learning and Behaviour (2019, reviewed 2022) – City of Edinburgh Council
- Included, Engaged, Involved 2 (2017) <https://www.gov.scot/publications/included-engaged-involved-part-2-positive-approach-preventing-managing-school/>
- Guidance on the Presumption to Provide Education in a Mainstream Setting (2019) <https://www.gov.scot/publications/guidance-presumption-provide-education-mainstream-setting/>
- Developing a Positive Whole School Ethos and Culture : relationships, learning and behaviour (2018) <https://www.gov.scot/publications/developing-positive-whole-school-ethos-culture-relationships-learning-behaviour/>



# Rowanfield Special School



At Rowanfield Special Primary School we are committed to creating a nurturing environment that meets the different needs of all our pupils and promotes learning in every way.

We firmly believe all behaviour is communication and we must all remain curious to discover what each behaviour is trying to tell us.

*All behaviour is communication. If we get caught up in how the communication is delivered, instead of the need behind it, a child will turn up the volume to be heard, or shut down the need completely.*

Our policy is built on Trauma informed practices, consistency and echoes our core values of being **Compassionate**, **Courageous**, **Creative** and **Curious** within a nurturing culture of Fairness, Respect and Equality; and working in partnership with pupils, parents, staff and outside agencies.

**Four core values underpin our decisions, planning and actions.**

**These are;**

**courage, curiosity, compassion and creativity.**

**Aims of the school - We believe that:**

- Children who are **courageous** are most likely to achieve their aspirations;
- Children who are **curious** will question the world around them;
- Children who are **compassionate** can encourage others to be better;
- Children who are **creative** will be able to solve the problems of the future.

## Our Aims

- To help learners to take responsibility for their behaviour and the associated consequences of it through our restorative approach.
- To promote positive behaviour through adult/pupil modelling
- To plan lessons that engage, challenge and meet the needs of all learners.
- To ensure that all are treated fairly, shown respect and to promote good relationships as the foundation of our community and in all that we do and say.
- To promote consistency in practice – through rules, language, positive reinforcement, consequences, respect from adults, models of emotional control, 'follow-up' and certainty
- To demonstrate a learning community where each child is valued as an individual and which supports their sense of belonging and is a central part of inclusion and the core principles of the '4 Rs' – Relationships, Rights Respecting, Resilience Building and Restorative (Edinburgh Learns; Inclusion)
- To create an environment where prejudice is challenged and diversity is celebrated. The Equality Act 2010 makes it unlawful to discriminate against people with 'protected characteristics' – including age, disability, gender reassignment, pregnancy and maternity, marriage and civil partnership, race, sex, religion or belief or sexual orientation

*'An inclusive approach affords all children and young people the opportunity to be a part of a community, boosting their emotional wellbeing and aiding the development of social skills. Scotland's inclusive approach celebrates diversity and allows all children and young people to develop an understanding and recognition of differences, contributing to the development of an increasingly inclusive, empathetic and more just society.'*

(2017), Ministerial Foreword

# Ready to Learn, be Safe & Respectful

<p><b>How staff will behave</b></p> <ol style="list-style-type: none"> <li>1. 'Meet and Greet' and 'End and Send'.</li> <li>2. Model and build positive behaviours</li> <li>3. Never ignore or walk past learners who are not following the rules or are in need of support</li> <li>4. Respectfully</li> </ol>	<p><b>How learners will behave</b></p> <ol style="list-style-type: none"> <li>1. Follow the school rules</li> <li>2. Demonstrate our values</li> <li>3. Take responsibility, ask for help</li> <li>4. Respectfully</li> </ol>
<p><b>Support beyond the classroom</b></p> <ol style="list-style-type: none"> <li>1. Consistency from all staff</li> <li>2. 'Getting It Right for Every Child' approach</li> <li>3. Advice and support from other professionals out with school</li> </ol>	<p><b>Parents and Carers</b></p> <ol style="list-style-type: none"> <li>1. We expect parents/carers will support the school's Behaviour Policy</li> <li>2. Support their child by agreeing to discuss any problems that arise</li> <li>3. We expect parents/carers will celebrate their child's successes with us</li> </ol>

We love to celebrate success no matter how big or small - with phone calls home, photos, emails, postcards and even sampling the baking!

## The Rowanfield Way

We try our best to see challenging/distressed behaviours through "a new set of lenses." We believe Children do well if they **CAN**.

When they can't we continue to be curious and look for the missing need and/or skills to cope in the current situation.

These skills are areas where a child may have difficulty compared to their peers, often seen in children with unique needs or those with thinking and learning differences. These skills can encompass a wide range of abilities, including social, emotional, cognitive, and motor skills.

We base this idea on the premise that challenging behaviour occurs when the demands and expectations being placed on a child exceed the child's capacity to respond adaptively...and that some children are better equipped (i.e., have the skills) to handle certain demands and expectations.

We use this evidence-based approach and focus on solving the problems that cause the behaviour, not merely on modifying the behaviour. If we understand why and when each child is challenging, we can help them problem-solve in a collaborative and proactive way. One of the methods we use is Restorative Practice.

A benefit of Restorative Practice is that children receive a lot of practice in learning how to listen, how to understand the perspective of others, and to see how their behaviour impacts those to whom they feel connected. Adults get a lot of practice in these skills as well.

Restorative Practice begins at the point where adults model practice, regulation, scripts, routines and embed opportunities to rebuild and repair relationships. Restorative Questions are used as a basis for Restorative Conversations;

1. What has happened?
2. What were you thinking at the time?
3. **Who has been affected by the actions? (really critical question – many children just feel it is them, when they realise many have been affected – parents, other children, pastoral leaders, teacher – starts to question behaviour internally)**
4. How have they been affected?
5. What needs to be done now to make things right?
6. **How can we do things differently in the future?**

## **We hold regular meetings using the GIRFEC model (Getting it right for every child)**

These meetings are to celebrate success, discuss supports and plan together our next steps.

The 8 Well Being Indicators are used to assess the wellbeing of each pupil.



### **SHANARRI = Safe Healthy Achieving Nurtured Active Respected Responsible Included**

At Rowanfield Special Primary School we adhere to both the City of Edinburgh Council and Scottish Government advice to protect all children and young people from all forms of bullying including prejudice-based and cyber bullying and we aim to prevent such behaviours from developing ([www.edinburgh.gov.uk](http://www.edinburgh.gov.uk) and [www.respectme.org.uk](http://www.respectme.org.uk)). Bullying is a breach of Children's Rights and will be recorded and monitored in accordance with Local Authority guidance.

Bullying is both behaviour and impact: the impact on a person's capacity to feel in control of themselves. Bullying takes place in the context of relationships; it is behaviour that can make people feel hurt, threatened, frightened or left out. This behaviour happens face to face and online (respectme 2015).

- All pupils and staff have the right to feel happy, safe and include. Rowanfield Special Primary School supports every young person to achieve and attain their very best.
- We actively foster good relations between diverse groups and individuals, respect individuality and celebrate diversity.
- We are committed to promoting equality of opportunity for all and we work actively towards eliminating all forms of bullying, prejudice and discrimination. We challenge inequality and promote inclusive, nurturing environments.
- We recognise the effects that bullying, prejudice and discrimination can have on a child or young person's feelings of worth, on their health and wellbeing and on their school-work.
- We provide opportunities for success through a variety of curricular and varied activities inside and out.
- We encourage creativity and support our young people to build the skills and resilience they need for the future.
- We have the courage to aspire to the very best we can be. We belong to our school and we are very proud of our traditions.
- We use restorative approaches to repair and strengthen relationships between staff and pupils within our whole school community.

**Note: Exclusion from school is the very last resort and not itself a sanction or punishment for bullying, prejudiced or discriminatory behaviour and would only be used in specific circumstances and as a last resort. We adhere to the City of Edinburgh policy.**

**In session 2023/24 the school will be aiming to gain its Rights Respecting Bronze Award.**

# The Rowanfield Way



## When the adults change everything changes

Trauma informed includes kindness, empathy, boundaries, routine and a predictable schedule. Without these you have Chaos which is one of the results of trauma.

## Listen

*"Use our ears, heart, brain & eyes"*

- ✓ Behaviour is an important form of communication – what is it telling you? You don't stop it you understand it.
- ✓ Restorative meetings when required
- ✓ We are trauma informed - we know and understand all our children and their stories.

## Keep Calm

*"it is our job to share our calm not join their chaos"*

- ✓ We do not react to a distressed child with anger.
- ✓ WAIT, deep breaths – keep calm, use the script and create a teaching moment afterwards.
- ✓ We use a common language that builds self-esteem, promotes respect and provides choices.



## Be Consistent

*"routine, routine, routine"*

- ✓ Meet & greet with a smile everyday – no matter what
- ✓ Walking in the corridors - Hoods down – hats off
- ✓ Lining up – start of and end of every activity/transition



**Shame = Fame** – *Always praise the behaviour you want to see.*

**"Modelling isn't one way of influencing people, it's the only way."**

Albert Einstein



If we expect **children** to be **kind**, we need to be **kind adults**, if we expect children to cooperate and work together we need to be **cooperative adults** capable of working together. If we expect children to follow routines and be ready to learn, we need to be **adults that can follow routines and be ready to work**. If we expect **children to participate** in activities and try new things (e.g. PE, music, dance) we need to be **adults who participate...**

## MODEL MODEL MODEL MODEL

Someone is watching how to be a person by watching you ....

*If children feel safe, they can take risks, ask questions, make mistakes, learn to trust, share their feelings and grow.*

### Courage

*The courage to be honest, with yourself and others – take time – walk away – self reflect, but always repair.*

*Courage doesn't always ROAR, sometimes it is the quiet voice at the end of the day whispering "I will try again tomorrow"*

*Big behaviour doesn't come from BAD. It comes from BIG; big need for connection, big need for felt safety.*

*Big = 'More than I can handle right now'*

### Curiosity

*Behaviour is always a form of communication - Stay curious not furious – what are they sharing?*

*If you think 'bad behaviour' you think punishment – exclusion/isolate – if you think 'struggling to handle something difficult' encourages you to help; you belong, you're safe, we've got you!*



*The child is not giving you a hard time they are having a hard time - repeat*

*You can't teach children to behave better by making them feel worse. When the children feel better, they behave better.*

### Compassion

*Don't teach self-regulation, show them – give a child endless experiences of co-regulation, over and over again.*

*You are building the relationship today for the incident tomorrow, or next week or whenever it is needed.*

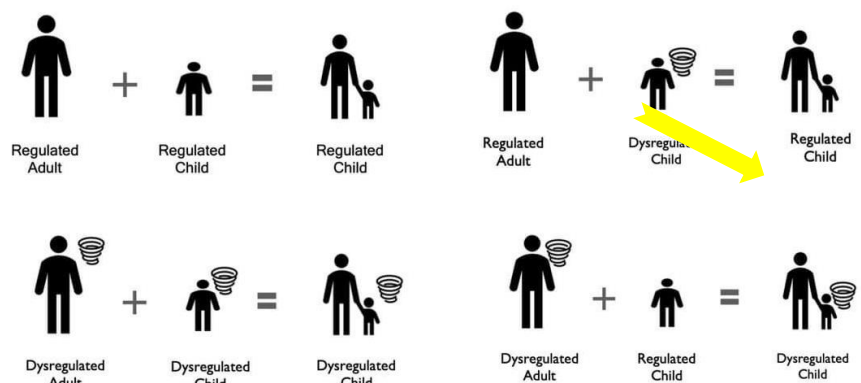
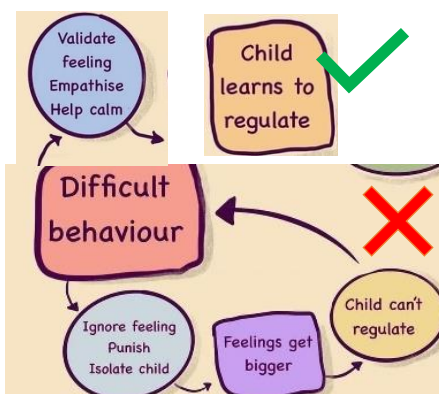
*Remember show Compassion for yourself & colleagues*

### Creativity

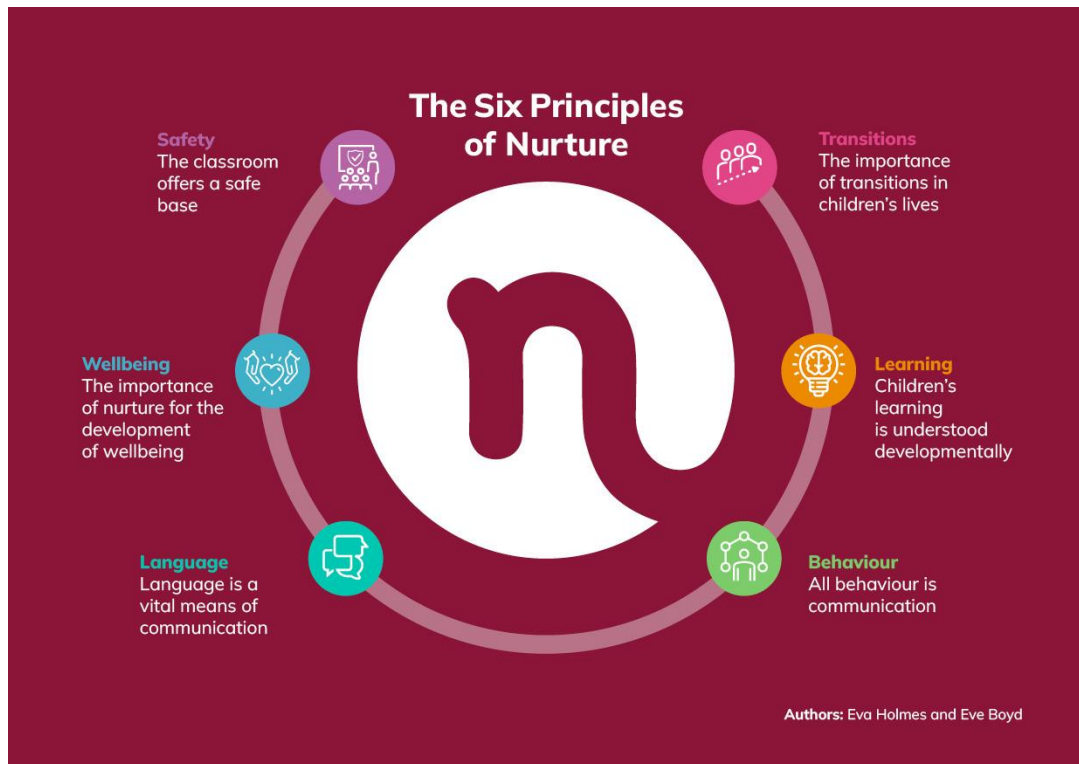
*What if instead of relying on children to be resilient, we create a school/world that is less traumatic*

*Creating a culture of kindness in school distributes the joy of problem solving to everyone, creates a safe environment that unleashes innovation and turns perceived liabilities into useful resources/skills.*

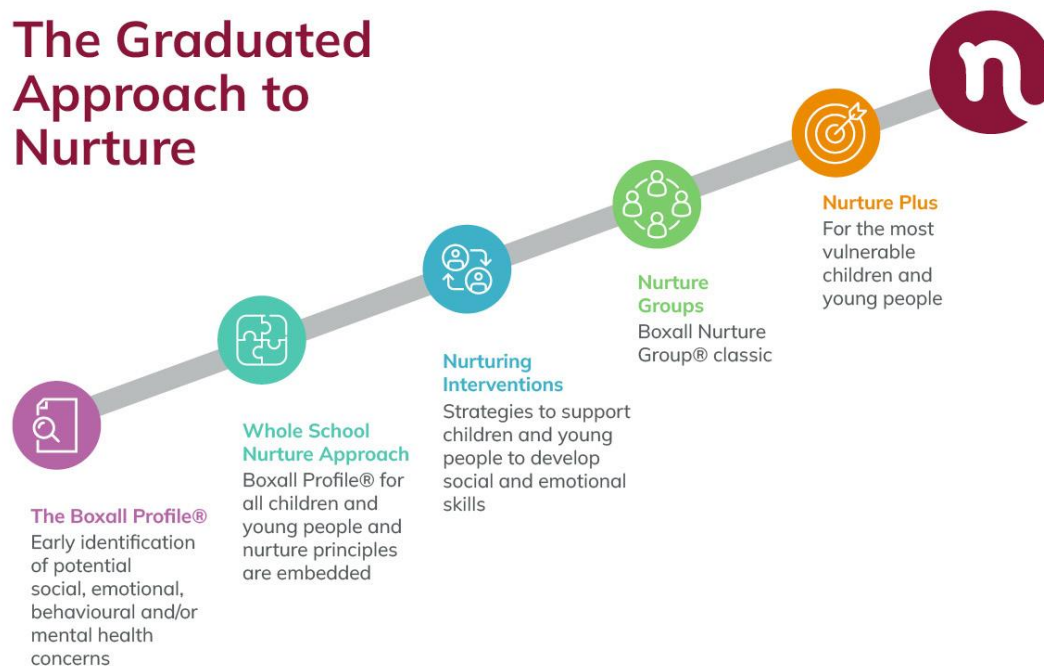
The difficult thing about creating a Trauma Informed School, is we are tasked with creating a school environment unlike anything we experienced as a child.



## Appendix 2 - Nurturing Principles



## The Graduated Approach to Nurture



**Our current Nurture Zone lead 2023/24 is our Principal Teacher Ms Turnbull if you have any questions, please contact her via the school office.**

## Appendix 3 – Physical Intervention



CALM (Crisis, Aggression, Limitation and Management) is the chosen City of Edinburgh Council provider of physical intervention training.

CALM training is provided as an additional tool in management of challenging behaviour which is violent and/or dangerous. We are aware of the function and causes of challenging behaviour and work to avoid and minimise situations which may cause arousal and/or escalation of distress. The first option is always to attempt to de-escalate the situation, however this is not always possible, and pupils can escalate and present with behaviour which is violent and/or dangerous to themselves or others. For pupils presenting with these behaviours, appropriate physical intervention is planned for in individualised behaviour plans.

CALM is a hierarchy of techniques which can be escalated and de-escalated through minimal hand movements. This allows for holds to be escalated and de-escalated to ensure that the hold is proportionate to the level of risk presented.

CALM training is undertaken by all staff at Rowanfield Special School. This training comprises of an initial online theory training program and a comprehensive series of training sessions in the physical intervention holds by the in-house CALM verified instructor. The holds taught are planned for as a result of a service risk assessment for Rowanfield. The staff are then verified by an external verifier.

Once verified, staff undertake regular practice sessions with the in-house physical intervention instructor, once a month. All staff are re-verified annually.

Physical intervention is **only justified** in law when it is:

- In the best interests of the pupil and will have a beneficial effect.
- The intervention used least restrictive response and its use is proportional to the level of risk presented.
- A planned response as recorded in the pupil's Risk Assessment/GIRFEC Planning, or for the first time in an emergency situation.
- It is used for a minimal period of time to restore safety.
- Other strategies as detailed in the Risk Assessment/GIRFEC Planning have been attempted but escalation is continuing.

Physical intervention must be planned and written into the pupil's Risk Assessment and for the parents/carers to be informed.

Each occasion must be recorded, and the team must meet to review the use of physical intervention and how this use can be reduced and prevented.

\*Behaviour Assistants will bring children of concern to the attention of the Team (team meetings) and SLT immediately so a supportive proactive plan can be put in place to prevent any increase in restraint.

**Our current CALM trainer 2023/24 is our PSO (Pupil Support Officer) Mr Paton if you have any questions, please contact him via the school office.**



## Appendix 4 – Preventative, Protection and Responsive

### Approaches

City of Edinburgh Council is committed to the key themes of promoting positive relationships, resilience, restorative approaches and developing Rights Respecting Schools at the heart of our communities. Welcoming diversity and ensuring equality underpin the ethos of our establishments and create the right environment to prevent bullying and discrimination. To promote respect, positive attitudes and relationships City of Edinburgh Council uses a variety of preventative, protective and responsive approaches, some of which are described below.

#### Preventative approaches

- Establishments to have clear procedures that guide staff responses to bullying incidents, informed by this procedure. Consultation with stakeholders on establishment procedure is recommended.
- Using the advice of **respectme**, and 'Included Engaged and Involved' (Scottish Government / Education Scotland).
- Ongoing events involving the school community that promote equality and diversity.
- Building resilience and empathy through Edinburgh Health and Wellbeing Team's range of Growing Confidence and Building Resilience programmes.
- Use of appropriate approaches and resources for example nurture and Emotion Talks, to develop social skills and emotional literacy.
- Staff learning and development on core themes: promoting positive relationships, equalities, resilience, restorative approaches, rights respecting schools, growing confidence, nurture etc.
- Consistent responses to negative interactions, distressed behaviours, bullying and prejudicial behaviours, led by restorative practices.
- Frequent opportunities for children and young people to discuss issues and for them to request private discussions with staff to talk.
- Use of self-evaluation tools which measure ethos, relationships and confidence in the establishment, such as pupil well-being questionnaires and surveys.
- Involvement of other agencies and partners in social work, health, police and the voluntary sector.
- Audits of race equality, inclusion and achievement of bilingual and minority ethnic pupils (Additional Support for Learning Service can offer advice)
- Promotion of training opportunities provided through partner agencies and the City of Edinburgh Council to parents that explore the development of attachment, empathy and resilience and developing problem solving skills e.g. Psychology of Parenting Project, Incredible Years, Growing Confidence, Teen Psychology of Parenting Project.

#### Protective approaches

- Establishments will have a number of interventions that aim to build protective resilience factors in children and young people, particularly those who are identified as being vulnerable or at risk.
- Groups to support identified pupils for example nurture groups, Gold & Grey and 'Relax Kids'
- Specialist individual supports within and beyond school e.g. Play/Art Therapy as well as time with therapy students.
- Use of Scottish wide Health and Wellbeing programme 'RSHP' – Relationships, Sexual Health and Parenting
- Use of materials such as 'Keeping Myself Safe'.
- Participation in the Emotional Wellbeing academy led by Psychological Services and Child and Adolescent Mental Health Service (CAMHS).
- Nurture and Health and Wellbeing areas identified in school, including Zone and Relax Kids, for pupils and staff to access
- Encouraging everyone to respect others even if they don't like them, they don't agree with them or do they don't enjoy the same things they do.
- Involvement of other agencies and partners in social work, health, police and the voluntary sector.
- Involvement of Psychological Services where appropriate and with consent from the child and their parents

