Education, Children and Families Committee

10am, Tuesday, 18 May 2021

Response to Incidents Survey

Executive/routine
Wards
Council Commitments

1. Recommendations

1.1 The Education, Children and Families Committee is asked to:

1.1.1 Note ongoing work with unions to ensure that physical incidents are reported and recorded correctly

1.1.2 Note ongoing work on Quality Assurance of reporting of physical incidents to ensure that these are being recorded consistently

1.1.3 Note that the Relationships, Learning and Behaviour Procedure details the actions that are taken when physical incidents are reported, including support for staff

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Response to Incidents Survey

Annual Report

December Committee by EIS, "to consider the findings in the survey and report back to the next Committee on proposed changes and improvements which can be made."

2.   Executive Summary

2.1   This report is to provide an update on the actions undertaken in response to the deputation by the EIS to the December 2018 Committee following their 'Violence at Work' Survey.

3.   Background

3.1   In December 2018, the EIS made a deputation to the Education, Children and Families Committee regarding the results of their 'Violence at Work' Survey, undertaken jointly with UNISON.

3.2   A motion was put forward and passed by the Committee instructing officers to consider the findings in the survey and report back to the next Committee on proposed changes and improvements which could be made.

3.3   Following this, information about recording and reporting of physical incidents on the SHE portal was shared with all school staff via posters and at staff meetings.

3.4   A short-life working group was convened to review and update guidance and procedures related to Inclusion to support measures addressing concerns relating to physical incidents in schools.

3.5   A short animation, 'Preventing and Responding to Behaviours of Concern, was shared with all school staff as part of the in-service programme in August 2019.

3.6   A group was convened to review and update the SHE Portal to support improved consistency in recording of physical incidents.

4.   Main report

4.1   The Edinburgh Learns Inclusion Framework forms a key part of all schools' and Early Years settings' approach to inclusion. The framework is underpinned by a range of documents which support Headteachers, Centre Managers and school staff to embed inclusive approaches.

4.2   The Relationships, Learning and Behaviour Procedure was developed in 2019 as part of the suite of documents to support schools to embed inclusive approaches. This procedure includes information about proactive approaches and strategies to support learners exhibiting distressed behaviour, and also information about reporting and recording physical incidents and supporting staff involved in a physical incident.

4.3   This procedure is next due for review in 2022, and the review will be undertaken as part of the Edinburgh Learns Inclusion Board involving schools and the relevant stakeholders.

4.4   An internal audit for 'Managing Violent and Aggressive Behaviour' was planned for February 2020. Due to the impact of Covid-19 on the service areas across the Council, Internal Audit paused core audit work with effect from March 2020 and this audit was carried forward to the 2020/21 audit plan, so is currently in progress.

4.5   The working group convened to review and update the SHE portal was temporarily halted due to the Covid-19 pandemic. This group has now re-convened to complete this piece of work with a target date for completion by July 2021.

4.6   The Edinburgh Learns: Inclusion Board will continue to take forward work to support all establishments to embed inclusive approaches, to make sure all learners are provided with inclusive learning environments further reducing the number of physical incidents in schools.

5.   Next Steps

5.1   Review Relationships, Learning and Behaviour Procedure for May 2022, involving schools and the relevant stakeholders.

5.2   Complete internal audit for 'Managing Violent and Aggressive Behaviour', to report back to GBRV Committee.

5.3   Finalise SHE Portal update and share information with schools and Early Years Establishments, by August 2021.

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5.4   Continue to liaise with Trade Unions and Corporate Health and Safety colleagues to review the number of physical incidents in schools and identify further actions as required.

6.   Financial impact

6.1   None

7.   Stakeholder/Community Impact

7.1   Improved attendance, attainment and achievement for learners with additional support needs.

7.2   Reduction in exclusions

7.3 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

8. Background reading/external references

8.1 Included, Engaged and Involved 1 (2019) https://www.gov.scot/publications/included-engaged-involved-part-1-positive-approach-promotion-management-attendance-scottish-schools/

8.2 Guidance on the Presumption to Provide Education in a Mainstream Setting (2019) 8.2 Included, Engaged, Involved 2 (2017) 8.3 The Additional Support Needs Act 8.4 Equality Act (2010) 8.5 Developing a positive whole-school ethos and culture – relationships, learning and behaviour (2018) 8.6 Health and Social Care Standards; My support my life (2017)

8.3 Included, Engaged, Involved 2 (2017) https://www.gov.scot/publications/included-engaged involved-part-2-positive-approach-preventing-managing-school/

8.4 Guidance on the Presumption to Provide Education in a Mainstream Setting (2019) https://www.gov.scot/publications/guidance-presumption-provide-education-mainstreamsetting/

8.5 Developing a Positive Whole School Ethos and Culture : relationships, learning and behaviour (2018) https://www.gov.scot/publications/developing-positive-whole-school-ethos-culturerelationships-learning-behaviour/

8.6 Additional Support for Learning Action Plan – Scottish Government https://www.gov.scot/publications/additional-support-learning-action-plan/

8.7 Additional Support for Learning Statutory Guidance 2017 https://www.gov.scot/publications/supporting-childrens-learning-statutory-guidance-education-additional-support-learning-scotland/

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8.8 Equality Act (2010) https://www.legislation.gov.uk/ukpga/2010/15/contents

8.9 Edinburgh Learns: Inclusion Framework https://democracy.edinburgh.gov.uk/documents/s11747/7.10%20Edinburgh%20Learns-Inclusion%20Framework.pdf

9. Appendices

9.1 Appendix 1   Relationships, Learning and Behaviour Procedure

Appendix 1

Procedure Title - Relationships, Learning and Behaviour
Procedure Number -

Management Information		
Lead Officer	**Name:**	Lorna Sweeney
	Designation:	Schools and Lifelong Learning Senior Manager
	Tel:	469 3138
Lead Service Area	Communities and Families	
Date Agreed	May 2019	
Last Review Date		
Next Review Date	May 2022	
Agreed by		
Has Screening for Equality Impact been undertaken for this procedure	Yes/No: No, Integrated Impact Assessment not required Date	
Has Implementation and Monitoring been considered for this procedure	Yes/No: Yes Date 3rd July 2019	
If appropriate has Health and Safety section had oversight of this procedure	Yes/No: Yes Date: February 2019	
Name of Health and Safety contact	Martyn Philips	

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Procedure Title -   Relationships, Learning and Behaviour

Procedure Number -

1. Purpose

1.1 The purpose of the procedure for Relationships, Learning and Behaviour is to promote a positive ethos and culture as the foundation for developing good relationships, positive behaviour and successful learners in their learning communities and their wider community.

1.2 The procedure supports learning communities and services to protect and promote children's rights and the implementation of the Council's Policy Included, Engaged and Involved in Edinburgh. It also aims to address the recommendations made by Scottish Government in Included, Engaged, Involved 2 (2017) and Developing a Positive Whole-school Ethos and Culture – relationships, learning and behaviour (2018). In writing the procedure the recommendations of the Children and Young People's Commissioners report 'No Safe Place' have also been taken into consideration.

1.3 The procedures will:
- help to establish and maintain mutual respect and positive relationships
- support all children to have a positive learning experience and receive their statutory right to education
- promote a positive and safe environment for all staff and learners
- support children's emotional and social development, recognising that positive relationships enable positive behaviour, effective learning and promote children's development, skills and wellbeing
- enable learning communities to manage competing needs and support restorative practice and nurture a shared understanding that when difficulties do arise we work collaboratively to find solutions

2. Scope

2.1 The scope for application of this procedure is all City of Edinburgh Council staff and learning communities.

2.2 This procedure and guidance sits within and is informed by the Communities and Families Included, Engaged and Involved in Edinburgh Policy. The ethos, values and practice outlined in the policy underpin all our work, all staff should be familiar with the policy.

2.3 This procedure should be referred to within the context of Getting It Right for Every Child (GIRFEC) child planning processes and strong collaborative working within the learning community and with partner services such as Psychological Services, Additional Support for Learning Service (ASL), Health and Social Work. It should be used as a reference document alongside wider training and development opportunities focussed on positive relationships.

2.4 The commitment of CEC Communities and Families Department to the principles of GIRFEC underlines this guidance; taking a child centred approach means consistently putting the needs of children first.

2.5 This procedure does not cover all strategies and supports but provides a broad overview of effective practice. Further advice can be sought from core partners such as Educational Psychologists and the ASL service.

3. Definitions

Authoritative Leadership: places an emphasis on professional learning, both by themselves and others, and acts in various ways to foster the development of learning communities geared to improvement in educational outcomes (Dinham 2007[1]).

Child / children: Describes any person under the age of 18.

Corporate parents: Describes the role of all City of Edinburgh Council staff with regard to the provision of care and support for all looked after children.

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.

Harm: to cause physical or emotional injury.

In loco parentis: The term used to describe the role adults take on for children left in their care for example in a school or early years setting. We are acting 'in place of parents'.

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.

Parent: 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.

Physical Contact: An active process which involves no greater activity than the action of touch to:
- guide, sooth, comfort, encourage or protect a child
- provide intimate care for a young child or a child with complex additional support needs or a disability where this is provided for in the child's care plan
- restore relationships between staff and children after a distressing incident or event where physical intervention was used
- support learning for example in hand over hand approaches.

Physical Intervention: Describes a range of approaches, which include restraint and also strategies where restrictive holding is not used, such as physically guiding an individual away from a harmful situation.

Restorative practice: Describes a council wide way of working based on shared values including working with families collaboratively, listening to what matters to children and families and building on strengths. This way of working together has a clear focus on shared and meaningful outcomes. A restorative approach that many schools use is the facilitation of restorative conversations between those involved in incidents that undermine positive relationships.

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. In some special schools, due to the frequency of incidents, staff are trained to used planned physical intervention in the form of CALM this is not the case in mainstream schools or early years settings.

Seclusion: The act of isolating a child from their peers to prevent harm. This is distinguishable from agreed use of 'safe space' or 'cool down' strategies with children. It is carried out without the child or

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[1] https://research.acer.edu.au/cgi/viewcontent.cgi?article=1001&context=research_conference_2007

parent's consent (compliance is not considered to be consent), it is for not a negligible amount of time (eg. 5 mins thinking time is not considered to be seclusion) and it is carried out at the direction of staff. It is a form of physical intervention and should only be used as a last resort.

The rights of the child: The United Nations Convention on the Rights of the Child (UNCRC) sets out the fundamental rights of all children and young people. The UK ratified the UNCRC in 1991. The Scottish Government and the Council use the UNCRC as a framework to ensure that we consider children's rights whenever we take decisions, and to help guarantee every child a good start in life with a safe, healthy and happy childhood.

4. A Positive Culture for Relationships, Learning and Behaviour

4.1 The long-term aim of an establishment's relationships, learning and behaviour policy and procedure is to support resilience, understanding of rights and responsibilities and the ability to deal with difficulties positively and restoratively. This should be done through the implementation of clear and consistent community approaches and the development of effective practitioner skills and adult role modelling.

4.2 A positive culture and restorative ethos is essential to developing good relationships and positive behaviour in learning environments, playground and wider community. Staff perceptions of school ethos is also the strongest predictor of their experience of negative behaviour.[2]

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

4.4 All learning communities must have a clear Relationships, Learning and Behaviour policy and procedure written in straightforward, accessible language. This must be known and implemented by all staff. It should be regularly reviewed and discussed. Guidance on recommended content for the policy and procedure can be found in appendix 1.

4.5 A positive ethos and culture which promotes positive relationships and behaviour cannot be delivered without strong school leadership which is authoritative and distributive in nature (Dinham 2007)

4.6 This guidance presumes that all staff take an anticipatory, positive and preventative approach to issues within the learning community, adopting early, least intrusive and collaborative approaches to meeting needs and managing safe and productive environments for learning.

4.7 There should be a focus on strategies and supports that facilitate and teach individual skills and responsibility to promote learners' independence over time.

4.8 Developing skills in self-regulation and in being able to cope with challenge have been identified as key contributors to resilience.[3]

4.9 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.[4]

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[2] Developing a positive whole school ethos and culture – Relationships, Learning and Behaviour (2018)
[3] **Strengthening the Foundations of Resilience 3,** WWW.DEVELOPINGCHILD.HARVARD.EDU

[4] Education Scotland – Parentzone Restorative Approaches

4.10 All schools and early years settings should summarise their procedure and policy in a short one-page reference document for staff, parents and learners.

5. Whole Establishment Approaches

5.1 In order to create an environment for effective learning and teaching there should be a shared understanding of wellbeing based on the wellbeing indicators and underpinned by children's rights (as defined in the UNCRC) and a focus on positive relationships across the whole school community. [5]

5.2 Every child or young person should feel secure; nurtured, valued and supported within their learning community.

5.3 It is the role of leadership teams to provide support and challenge to all staff to ensure the ongoing development of core teaching skills and values and ethos in relation to relationships, learning and behaviour.

5.4 Establishments should engage directly with parents and families to foster a positive and inclusive environment where they are encouraged to work with the school to develop consistent messages. [6]

5.5 There are a number of establishment approaches which support a positive ethos and culture for relationships, learning and behaviour. This is particularly true of models which recognise the importance of relationships and encourage the adoption of a shared set of values across the learning community.

5.6 Every member of staff should recognise that they have the potential to be a key adult for the children they work with. Research on resilience has shown the presence of one or more supportive key adults is a common protective feature in the lives of those who strive despite having had a history of adverse childhood experiences.

5.7 Work done in Edinburgh identified four pillars for our practice and approaches; relationships, resilience building, rights respecting and restorative approaches.

- o The Edinburgh Learns Health and Wellbeing Framework outlines recommended local authority training and resources.
- o Cluster partners such as the ASL Service and school Educational Psychologist can offer training and consultation to support professional learning.
- o Online learning available through CECiL include Relationships for Positive Behaviour and the CIRCLE Inclusive Classroom Resources.

6. Behaviour and Communication

6.1 The key to supporting children with (di)stressed behaviour is to recognise that all behaviour is communication.

6.2 (Di)stressed behaviour can also often indicate an area of skill deficit requiring support.

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[5] Developing a positive whole school ethos and culture – Relationships, Learning and Behaviour (2018)
[6] Developing a positive whole school ethos and culture – Relationships, Learning and Behaviour (2018)

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6.3 It is crucial to understand how a child's needs might impact on behaviour and to identify any known triggers or warning signs. It is important that whenever possible we work together to intervene early and act preventively.

6.4 Positive behaviour is promoted when we work together to effectively identify and support underlying needs and provide learning experiences that are individualised and appropriately differentiated.

7   Early Intervention and Support

7.1   Role Models
All adults are role models for the behaviour they expect to see from children. A key element of this is the way in which we demonstrate respectful relationships and value everyone within the learning community. When there are difficulties all staff should model a willingness to positively engage with restorative approaches and seek to repair relationships.

7.2   Learning Environment and Teaching and Learning
An Inclusive learning environment is the starting point for positive relationships and behaviour. The CIRCLE Inclusive Practice resource, Classroom Environment tool and Up, Up and Away tools can be used to review, reflect on and develop positive learning environments.

Ensuring appropriate and accessible learning opportunities and experiences is a key aspect of an inclusive learning environment. Adults should consider;
- Adapting activities and success criteria to include all learners
- Pace and challenge for all learners collectively and individuals
- Reasonable adjustments for identified learners
- Differentiation for identified needs

Discussion with Support for Learning, stage partners and wider colleagues can be helpful in sharing ideas and effective practice.

For children who require targeted supports and strategies the CIRCLE or Up, Up and Away documents are key resources for staff. Documents such as Child Plan's, Individualised Educational Programmes, the Circle Participation Scale, Up, Up and Away tools and action plans should keep a record of supports, aid monitoring over time and enable the continuation of supports at points of transition.

7.3   Clear Values and Routines
A small number of clear, positively worded and developmentally appropriate values should be in place in every learning setting. In most settings these will be supported by visual cues and prompts. It is helpful if these mirror wider value based establishment rules or expectations. For example there might be a value based rule 'We respect one another' which forms the basis of conversations regarding acceptable and unacceptable behaviour to others.

Values should take a form of words or visual images (as is developmentally appropriate) that are agreed by and discussed with learners. These should be regularly spoken about, revisited and reviewed over time. They should be the basis for supporting learners to understand expectations and resolve issues.

Staff should actively plan and establish clear expectations for their regular routines for example; entry and exit to learning spaces, seeking help, the use of resources, requesting water or toilet breaks. Staff should actively teach expectations in relation to routines. Some children will need extra support to understand and follow routines and understand expectations.

Some routines will be specific to the learning environment whilst others may be applicable across the whole community. It is important that each area has a brief summary of the routines and values that can be easily

accessed in the event of supply staff cover. It is important that values and routines are regularly and consistently supported and referred to.

7.4 Communication

There must be a shared understanding across the learning community that children may communicate and understand communication in different ways. Staff must be given good information and where necessary training and resources to support children's preferred and most effective communication.

There is a strong link between communication difficulties and behavioural difficulties. Group instructions should be short, simple, clear and positively worded. Children with communication difficulties will often need instructions repeated to them individually, demonstration, non-verbal or signing support and or visual supports to aid their understanding and co-operation.

Often children need more time than they are given to process communication. This may or may not be associated with a specific diagnosis. The time required to process information or instructions will ordinarily increase when individuals are upset, stressed, overwhelmed or overstimulated.

Many children may have undiagnosed communication difficulties, so it is important to carefully consider communication in relation to children who are experiencing difficulties. When communication is used well it can reduce the likelihood of confrontation, support participation and be a key element in fostering positive relationships. Adults working with children should remember to give them Take Up Time (TUT) e.g. longer time to process communication. If in doubt keep verbal communication short, precise and simple!

7.5 Clear Expectations

Having considered individual communication needs as outlined in section 7.4, for most children who are not following an instruction, it can be useful to implement the following steps;

- Observe – Notice what they are doing: *'X you are out of your seat'*
- Explain – Explain what you are asking them to do: *'We are all listening. You need to sit down and listen. Thank you'*
- Partially agree – If they offer a reason for what they are doing partial agreement can be a useful way to avoid disagreement: *'You may need a pencil but you need to sit down just now and I will make sure you have one when we do our written task'*

Children who have been identified as struggling more widely with expectations within the learning environment may require a tailored and more specific support strategy.

7.6 Encouragement

When we know what we have done well we are more likely to do it again in the future. Descriptive encouragement or praise should be a key tool to encourage positive behaviour in all learning environments. Specific descriptive detail will support the child to understand what they are doing well and therefore the development of their behavioural awareness e.g. "You told yourself the right thing to do and then you did it." "You stopped pushing. Thanks!"

7.7 Preparation for Change

Lots of children and adults find change difficult. This can be particularly true for children with specific additional support needs. Preparing individual children and whole classes for changes, big or small, can be crucial in supporting children to feel safe and lower anxiety levels. Feeling unsafe or anxious can be key drivers for distress that can lead to behavioural issues. Many children will benefit from the regular use of visuals in supporting preparation for change.

7.8 Settings

If difficulties are beginning to emerge for individual children or groups, it can be useful to reflect on the settings where the difficulties occur. Who was there, where the child or children were, time of day and the activity that is taking place can all be triggers for behaviour. In particular, for children who are known to have sensory

sensitivities, visual, auditory or tactile stimulation may make the environment more or less manageable. A behavioural analysis can be an effective way to better understand the triggers and purpose of repeated behaviours.

7.9 Behavioural Analysis

When a behaviour is frequent and durable, e.g. It does not respond to regular positive strategies in the learning environment, it is important to gain a better understanding of the underlying drivers for the behaviour e.g. 'what is the behaviour communicating'.

- The Inclusive Practice CIRCLE Pupil Participation tool can be used to look at individual engagement and consider if there are any individual unmet needs or skills deficit's requiring targeted supports and strategies. The Up, Up and Away tools can also be used to identify underlying needs and appropriate supports.

- Using a tool such as Antecedent, Behaviour, Consequence (ABC) or Setting, Trigger, Action, Result (STAR) charts can be helpful in identifying patterns or triggers. Examples of these can be found in the Inclusion Hub. How to use a STAR chart is also covered in module one of the CECiL e-learning Relationships, Learning and Behaviour.

- Partner services such as Psychological Service can offer support and advice in the use of approaches to behavioural analysis and identification of additional support needs.

7.10   Supporting Motivation

Ideally children experience the activities they participate in intrinsically motivating e.g. they get pleasure or satisfaction from the activity itself. Adults who have positive relationships with their learners, consider their age and stage to differentiate and plan engaging and meaningful activities.

Giving children clear recognition when they positively engage, interact with others and persevere with their learning and wider activities is a really effective way to promote motivation and develop positive relationships (see section 7.6). Noticing and recognising when children have made an extra effort or 'gone above and beyond' supports learners to value one another and see the importance and benefit of going beyond the minimum requirements. This also links with literature that identifies individual wellbeing benefits from carrying out acts of service / small acts of kindness for others.

However, despite good planning and preparation for learning and a positive culture of recognition a small number of children will struggle to sustain motivation for activities that they have not selected themselves or find challenging. In these situations the team around the child should in the first instance consider adapting learning opportunities to increase their desirability, with consideration of adaptions for recognised sensory needs. Following this it may be appropriate to adapt the pace and demand of the day. For example, alternating desirable and less desirable activities in an individual timetable which will often be supported by visuals.

Further advice on strategies for motivation are detailed in the Up, Up and Away and CIRCLE resources.

7.11   Target Setting

Sometimes whole group or individual targets will be used to work on clear expectations and skills development. It is important that targets are:
- Achievable (taking consideration of additional support needs, age and stage)
- Positively worded and easily understood eg. I / We listen when others are talking
- Few in number, no more than 2 to 3

Having clear shared targets can support adults to focus their encouragement and recognition. This supports the child or group to link their effort with the positive effect on relationships and achievements. If charts or

incentives (for example extra time on a preferred activity) are felt necessary they must be used within the context of encouraging relationships and should be focussed on developing a new skill. This should be time limited with the aim of phasing out over time.

7.12   Collaboration and GIRFEC

Working with parents, children and partner services through the GIRFEC Child Planning Process can help identify and find solutions to difficulties before situations escalate. This is particularly important for children with additional support needs or vulnerabilities such as being Looked After or experiencing loss.

Good collaborative working and GIRFEC child planning processes should facilitate appropriate and proportionate sharing of information about a child's situation and new factors in their lives which have the potential to trigger behaviour change or escalation.

The GIRFEC child planning process (and where appropriate positive behavioural support plans or risk management planning - see Managing and Reducing Risk procedure) should result in a clear shared understanding of the current and most appropriate strategies and supports and provide a mechanism for reviewing and evaluating them over time.

By working together to address all of the factors that may be contributing to a child's needs we are more likely to bring about lasting progression.

8   Prevention and De-escalation

8.1 Self-Manage

The easiest behaviour to change is always our own. When dealing with a situation that may escalate our first response should be to self-manage. This should focus on how to establish calm control, manage our own emotions and protect relationships in what can be a very stressful or distressing situation. Appendix 2 outlines some key considerations and techniques in relation to de-escalation.

8.2 Communication

Section 7.4 on communication is also particularly important in relation to prevention and de-escalation.

8.3 Proximal Praise

Using descriptive praise and encouragement for children who are successfully demonstrating target behaviours near others who are struggling is a useful way to reinforce and clarify the behaviour you would like to see.

8.4 Primary and Secondary Behaviour

Learners may follow an instruction in relation to a primary behaviour (for example the primary behaviour is walking around the classroom and they are asked to sit down). However, in doing so they may exhibit secondary behaviours (being noisy, making faces, tutting). The secondary behaviours, unless serious, should be ignored. If appropriate these should be addressed later and on an individual basis. Being overly responsive to secondary behaviours can result in a situation escalating.

It is also important to note that some learners may exhibit behaviours that serve a function for them in terms of their ability to cope with situations and / or self regulate. For example, learners who have a diagnosis of autism may use 'stimming' (self stimulatory behaviour, such as hand flapping, repeating words or phrases or other repetitive behaviours).

8.5 Physical Presence

This is the use by staff of their own physical body presence as a passive activity to reassure or remind a learner of expectations non-verbally. For learners who are over stimulated or finding self-regulation

challenging a non verbal approach can be especially effective in helping de-escalate anxiety and disruptive behaviour.

Using physical presence may be a cue to remind or prompt expectations and lead to a preferred behaviour change or outcome. To achieve this, it may be supplemented by: appropriate movement, body language, symbols, sign language or verbal communication. For example, an adult might walk towards the child's table and look at how everyone is getting on with their work.

The use of physical presence to restrict a child's movement in any way should be used with extreme caution as in many circumstances it is likely to escalate the situation further. However, in some exceptional situations it may be a reasonable alternative to physical intervention to prevent likely serious harm (section 16).

8.6 Distraction
For some an activity or the use of humour to distract or remove them from a conflict or frustration may give them an opportunity to self regulate their emotions and responses or give them an opportunity for mutual regulation with adult support. Similarly offering children a restricted choice can offer a legitimate alternative to an activity that could potentially result in difficulties.

8.7 Safe Space and Time In
Planned use of a safe space can be an effective support strategy that gives a child the opportunity and time to calm down, reduce stimulation and allow them the opportunity to self-regulate.

Using a safe space is very different from the use of seclusion which is not supported by City of Edinburgh Council as an appropriate support strategy. If in exceptional circumstances seclusion is used to prevent risk to self or others it should be managed in the same way as physical intervention, as detailed in section 16.

Time in is where the adult brings the child closer to them when they are beginning to struggle rather than distancing them. This can be particularly important for children who have not had strong experiences of nurture or often feel excluded. For example the adult might bring them to sit beside them whilst they read a group story or bring them to work alongside them by their desk.

8.8 Avoid an Audience – Praise in Public, Reprimand in Private (PIP and RIP)
Staff should try to preserve individual dignity and use positive relational approaches to resolve difficulties. Redirection or a quiet word will be more successful and appropriate than a conversation carried out in full view of a class or group. Staff may need to ask the class or group to work independently for a few minutes to allow this to happen.

In situations where this is not possible and a difficulty escalates in front of others it may become necessary to remove the group from the learning environment whilst the situation is dealt with. In these circumstances it is particularly important that all staff know their establishment procedures for seeking support from colleagues.

8.9 Principle of Least Intrusive Measures
Staff should always use their professional judgement and knowledge of individual children to seek the least intrusive and most effective measures to de-escalate a situation; for example, planned ignoring or distancing may be more appropriate than physical presence for some children and distraction through humour may work well for one child but be likely to upset another.

8.10 Collaboration to Reduce Risk
If behaviours are resulting in risk to the child or others, schools should refer to the procedure 'Managing and Reducing Risk' to agree and implement a risk management plan.

Learning Communities should also have a procedure in place to respond to a child leaving the building. This should take into consideration the age, stage and skills of the individual child and should always include clear and timely communication with parents and if appropriate police.

9 Physical Contact and Physical Intervention

9.1 The following sections will look at legislation and best practice in relation to physical contact and physical intervention. Sections 10 to 15 will look at physical contact to support positive relationships and provide care, section 16 will discuss the justification for physical intervention to prevent likely serious harm.

9.2 In considering physical contact of any sort the welfare of the child is paramount. Every child has the right to be treated as an individual, with respect and dignity and have their views heard, recorded and acted on, where safe to do so. This applies to all children, even in circumstances where they display behaviour that is challenging or dangerous.

9.3 In day-to-day situations leadership teams should ensure staff deliver an appropriate balance between each child's preferences and needs, the needs of the group and protection of individuals and/or others from harm, whilst sustaining a culture of positive relationships.

10 Physical Contact for Care and Positive Relationships

10.1   The following sections offer guidance that need to be considered alongside individual professional judgement and reference to the Code of Professionalism and Conduct (CoPAC). Physical contact in the context of care and positive relationships is something that can and should be appropriately offered but never imposed on children. It should be offered in the context of positive and trusting relationships. Individual children and staff may be more or less comfortable with physical contact. Physical contact should never be used where it is not acceptable to the child unless it is to prevent greater immediate harm. It will be useful for individual settings to reflect on and discuss these sections for their unique context and the developmental stage of their children.

10.2   For the purpose of this procedure physical contact refers to:
An active process which involves no greater activity than the action of touch to:

- Guide, sooth, comfort, encourage or protect a child
- Provide intimate care for a very young child or a child with complex additional support needs or a disability where this is provided for in the child's care plan
- Restore relationships between staff and children after a distressing incident or event where physical intervention was used (see section 9)
- Support learning for example in hand over hand approaches

Physical contact can therefore range from shaking a hand to congratulate someone to intimate care related to health needs or changing a nappy.

10.3   The sense of touch is a fundamental human need to connect with other people and appropriate touch is often a vital element for the building and sustaining of good relationships.

10.4   Touch may be integral to the day to day care of a child, especially in the care of very young children or a child with complex additional support needs or a disability, where this is provided for in the child's care plan.

10.5   A child's experience of physical contact with staff will contribute to the range of influences they will take forward into adult life. Therefore contact of any type by staff must be consistently positive, appropriate and focused on the individual child's need.

10.6   Staff acting as role models by their sensitive, consistent and suitable use of physical contact will help children to understand and learn what is appropriate in their own lives as they build their own relationships.

10.7   Forms of appropriate physical contact occur day to day in all of Edinburgh's learning communities.

10.8   Unless there is a need to conduct contact in private, e.g. for care needs, it is advisable that any physical contact is carried out publicly e.g. the offer of a cuddle for an upset child or a pat on the arm for a teenager. This provides protection to staff as it reduces any risk of misinterpretation.

11 Pupils Seeking Comfort

11.1   Staff should seek peer support and if appropriate liaise with parents to consider appropriate levels of physical contact for children regularly seeking comfort. This will change depending on the age, stage and capacity of the child concerned. Leadership teams should consider how they support staff more generally to reflect on and respond appropriately to children in distress or seeking physical contact.

11.2   If staff consider it is inappropriate in the circumstances to respond to a child seeking physical comfort, try to explain the reasons for denying this to the child in a way they understand and comfort the individual verbally if necessary. The adult concerned should advise the child's named person of the difficulties experienced.

11.3   It is important to help children understand socially appropriate times, ways or places/situations to seek physical comfort;

- Staff may need to seek further advice/reference on managing such circumstances for children who have experienced emotional trauma or with attachment difficulties
- For children seeking unusually high levels of physical contact or comfort this should be discussed with the designated school manager for child protection

12 Individual Child Planning for Planned Physical Contact

12.1   Regular, close physical contact or any form of physical intervention deployed must be documented as an integral part of a child's plan and shared and agreed with parents, partners and where possible the child.

12.2   In a mainstream setting, planned physical contact will ordinarily be in relation to a physical care need, a proportionate response to a pupil regularly seeking physical contact or comfort, in relation to sensory needs or at the advice of allied health professionals e.g. Occupational Therapy.

12.3   If the team around the child are considering implementing planned physical contact to support a child the Child's Plan should include clear information on:
- Reasons why such contact or intervention is considered justified in specific circumstances and what those circumstances are
- Nature and parameters of such contact or intervention sufficiently prescribed, for example, who will be supporting the child and the context for intervention
- The views of the child
- The date the plan will be reviewed

13 Rights of the Child

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13.1   At all times, the rights of children must be respected and effective communication, relevant to individual needs and developmental stage, must be used to convey important information to them. More information on children's rights is available on the Council Orb.

13.2   In situations where it is agreed appropriate for staff to have planned physical contact with learners, it is crucial that staff ensure contact is solely in response to the learner's needs at the time, is of limited duration and is appropriate to their:

- Additional support needs / disability
- Age and maturity
- Stage of development
- Ethnicity/cultural background

13.3   If at any time a child demonstrates verbally or otherwise that they are not comfortable with physical contact, staff should respect this unless to do so puts the child or others at risk (please refer to section 16).

13.4   Adults must always treat all children who require intimate care respectfully; their welfare, safety and dignity is of paramount importance.

13.5   Where feasible, staff should seek the child's permission before initiating contact and should listen, observe and take note of the child's reaction or feelings and – so far as is possible – use a level of contact which is acceptable to the child for the minimum time necessary.

14 Staff Accountability

14.1   Staff should use their professional judgement at all times and act within the parameters of the working practices and protocols agreed within their own establishment.

14.2   Staff must ensure that physical contact with children is age and capacity appropriate, only occurs in ways appropriate to their professional role and is for as short a timescale as possible

14.3   Whilst any form of physical contact that a reasonable person would judge to be a conscious, self-aware, reasonable and justifiable act is acceptable, leadership teams must establish clear physical contact guidance related to their own setting to ensure all staff are aware of council practice and procedures.

14.4   If physical contact could be misinterpreted, the incident and circumstances should be recorded as soon as possible and be made readily available for future reference if required.

15 Principles for Best Practice

15.1   Contact should be for the minimum time necessary to complete the activity and take place wherever possible in an open environment. Staff should remain sensitive to any discomfort expressed verbally or non-verbally.

15.2   Staff should support individuals to achieve the highest level of autonomy possible, given their age and abilities, by encouraging them to do as much for themselves as they can.

15.3   Staff must always be prepared to explain their actions and accept all physical contact must be open to scrutiny in order to ensure safety for all.

16 Physical Intervention to Prevent Harm

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16.1   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 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

In some special schools, due to the frequency of incidents, staff are trained to used planned physical intervention in the form of CALM. This is not the case in mainstream schools or early years settings.

16.2   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.

16.3   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.

16.4   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.

16.5   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.

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An example of when physical intervention <u>would</u> be legally justifiable is to prevent a child running in front of an oncoming car. An example of when it <u>would not</u> ordinary 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?

16.6   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

16.7   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

16.8   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.

16.9   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.

17 Establishment Systems and Supports

17.1   Appendix 3 provides checklists for immediate actions in relation to incidents that have required either physical intervention or the child to be isolated from their peers for a period due to an escalating situation. This includes communication with parents at the earliest opportunity on the day the incident has occurred.

17.2   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.

17.3   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.

17.4   <u>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.</u>

17.5   Staff in mainstream City of Edinburgh schools and early years settings are not trained to implement planned physical intervention to support and manage challenging behaviour (for example CALM). Planned restrictive physical intervention is therefore not permitted and alternative approaches should be agreed between the family and the team around the child through the GIRFEC child planning process.

18 **Duty of Care**

18.1   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

18.2   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

18.3   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.

18.4   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 in section 16.

18.5   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.

18.6   Safety is always a paramount concern and staff are not advised to use physical intervention if it is likely to put them at risk

19 **Recording and Reporting Physical Incidents and Near Misses**

19.1 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.

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

19.3 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 and Safety system.
*   Further guidance is provided in the SHE guidance
*   *SEEMIS pastoral notes must also be used to record details that are relevant to the care and planning of individual pupils*

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19.4   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.

20 Support to Staff and Debriefing

20.1   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.

20.2   When appropriate all establishments should also refer to the council policy and toolkit regarding violence at work.

20.3   An important element of the support offered is post-incident debriefing. The debriefing process is supportive and allows for review and analysis of planned strategies and interventions, along with the proactive development of further support strategies to minimise the risk of future incidents.

20.4   Debriefing enables Senior Leadership Teams to:

- Respond to physical incidents in a structured and supportive manner, allowing those involved to reflect on the impact of the incident.
- Engage in a supportive conversation to clarify the issues that led to the incident occurring.
- Examine and reflect on the techniques used to de-escalate the situation.
- Collaboratively plan proactive strategies to minimise the risk of similar incidents occurring in future.
- Consider and address any necessary individual or establishment development or training needs
- Ensure appropriate supports for those directly effected
- Inform future risk management and reduction measures
- Agree appropriate restorative approaches

The debriefing meeting should be undertaken as soon as possible following an incident and should be offered to all involved.

20.5   The meeting should take place in a comfortable and confidential environment and should be conducted in a constructive and non-judgemental manner. It will usually be led by a member of the establishment's Senior Leadership Team. A written record of the meeting should be retained by the school and shared with the people involved.

20.6   The meeting should follow a format similar to that outlined below:

a. Establish the facts
   o What were the circumstances leading up to the incident?
   o What happened?
   o Who was involved?
   o Which planned strategies were effective? Which were not?

b. Allow the member of staff to discuss their feelings
   o How did they react?
   o How did they feel at the time?
   o How do they feel now?

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- o On reflection, is there anything they would have done differently?
- o What further supports do they need?

   c. Allow reflection on strategies and supports for the learner:
- o How might similar circumstances be avoided/prevented?
- o What additional strategies would have been helpful in supporting this learner?

20.6 The debriefing process offers an important opportunity for safe and supported reflection. It is important to ensure any learning from this process feeds into Child Planning, Risk Management planning and whole school strategic work on predictable needs.

20.7 In addition to the debriefing meeting, staff may also benefit from the following supports:

- Arrange for staff to talk about the incident individually / in a group, with a member of staff who understands the likely impact; offer access to the Council's counselling service if required

- Appropriate time to ensure that wellbeing issues were assessed and any actions put in place to support staff

- Follow-up action after a period of time to ensure that staff affected have fully recovered and do not require any additional assistance or support

- Offering staff at risk from physical harm protective clothing e.g. arm/shin guards/hats

- Refer staff to the *Procedure for Protection against Infection with Blood-borne Viruses in all Children and Families Educational and Care Settings,* if required

20.8 Further advice and support regarding debriefing can be sought from Psychological Services.

20.9 In situations where the Headteacher has been directly involved they should notify and discuss this with their line manager. If they are unable to contact their line manager they can also access support from Psychological Services either through their link Psychologist or the service managers.

21. Investigations

The Headteacher or head of establishment should ensure investigation of the incident where appropriate to establish the facts and circumstances

This will help to assess the effect of particular measures, review requirements and need for new measures. Where a preventive strategy has been introduced in one area or aspect of a child's plan but not another, a comparison can be made to judge effectiveness.

Further assistance to aid the review process can be obtained from Communities and Families senior management / Psychological Services where necessary

22. Staff continuing professional development

- All staff should be offered the opportunity to review their professional development needs in relation to relationships, learning and behaviour through Communities and Families Induction and Performance, Review and Development (PRD)

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Some recommended resources include;

- o Up, Up and Away and CIRCLE Inclusive learning and collaborative working resources
- o CIRCLE CECIL e-learning
- o Getting it Right for Every Child (GIRFEC) CECIL e-learning
- o Promoting Positive Relationships for Learning and Positive Behaviour CECIL e-learning / blended learning (this training includes guidance on physical intervention)
- o Sharepoint Inclusion Hub https://cityofedinburgheducation.sharepoint.com/sites/365CentralResources/inclusionhub/SitePages/Home.aspx
- o City of Edinburgh Council Pupil Support Guides
- o Dix, P. (2017) *When the Adults Change Everything Changes*, Independent Thinking Press, Wales
- o Hook, P. and Vass, A. (2011) *Behaviour Management Pocketbook 2nd Edition*, Teachers Pocketbooks, Hampshire
- o Strathclyde Vulnerable Children Course https://www.futurelearn.com/courses/vulnerable-children/0/steps/5876

23. RESPONSIBILITIES

The senior managers for Schools and Lifelong Learning have responsibility for the maintenance and review of this procedure.

Establishment management teams are responsible for the implementation of this procedure within their learning community.

24. POLICY BASE

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

- 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/

25. ASSOCIATED DOCUMENTS

Appendix 1 Guidance to Schools and Template Policy and Procedure

Appendix 2 De-escalation Techniques

Appendix 3 Supporting Pupils and Staff Following Physical Harm, Physical Intervention or Pupil Isolation from Peers to Prevent Harm

Appendix 4 Local Authority Inclusion Statement 2019

Violence at Work - toolkit

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8. RECORD KEEPING

When a procedure has been followed there are often outputs such as decisions made or events occurred that need to be recorded. These outputs are considered Council records. Please list all Records, including completed forms, generated by this procedure. For each record, list its title, location, responsible officer and minimum retention period.

Record Title	Location	Responsible Officer	Minimum Retention Period

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Appendix 1: Guidance to Schools and Policy and Procedure Template

City of Edinburgh Council, Communities and Families Department
Guidance to Schools on Developing and Reviewing Your Relationships, Learning and Behaviour Policy and Procedure

This guidance has been prepared to help schools in Edinburgh develop their own 'Relationships, Learning , and Behaviour Policy and Procedure. It is based on the Communities and Families Department 'Relationships, Learning and Behaviour Procedure.

A number of conventions have been used in the text.

Text in which is underlined and in Italics, *gives ideas on content* *that you will likely wish to amend for your individual context.*

Text which is not underlined or in italics, this is recommend text that must be included in your school policy and procedure with very minimal or no changes.

All establishments should also develop a one page summary of their policy and procedure as a day to day reference document for staff, ensure core consistencies and promote a common message and experience for all children.

Example Relationships, Learning and Behaviour Policy and Procedure

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.[7]

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[8].

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.

.[7] Included, Engaged, Involved in Edinburgh Policy and Edinburgh Learns Inclusion Framework
[8] Guidance on the Presumption to Provide Education in a Mainstream Setting (2019)

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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.

Further definitions can be added if appropriate from the City of Edinburgh Relationships, Learning and Behaviour procedure.

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.

There may be other principles identified by parents, staff and pupils of the school that complement those above. These must be in keeping with the City of Edinburgh Relationships, Learning and Behaviour procedure.

5.   IMPLEMENTATION

Whole School Approach

Good organisation, lesson planning and preparation will help to create the right learning environment.[9] 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.[10] Positive approaches to support behaviour focusses on relationships, skills building, restoration and when appropriate logical or natural consequences appropriate to the child, rather than the implementation of punishments.

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[9] CEC CIRCLE / Up, Up and Away resources include tools for Inclusive Learning environments.
[10] Education Scotland – Parentzone Restorative Approaches

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[11]
We have a small number of easily remembered *rules / values* which everyone in our learning community knows. These are summarised in *three[12] words / short phrases*:

1. *Ready*
2. *Respectful*
3. *Safe*

These form the basis of all our conversations in relation to behavioural expectations. It is helpful if parents can also discuss these rules / 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[11] that is displayed throughout our building, shared with parents and discussed regularly.

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*
- *Cool, Calm and Connected*
- *Rights Respecting Schools*
- *Mentors in Violence Prevention (MVP)*
- *CIRCLE / Up, Up and Away resource*

Additional Support Needs

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[11] It is important that whether the term rule or value is used there is a small number of positively worded expectations as opposed to a list of do's and do not's.
[12] Dix, P. (2017) *When the Adults Change Everything Changes*, Independent Thinking Press, Wales

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 co-ordinated 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*:*

- *A support base and / or behaviour support staff*
- *Key workers: a named person for specific children*
- *Link workers: e.g. home-school link workers, family support, pupil support officer*
- *Staff being available at critical times e.g. transitions, break times*
- *Nurture Groups*
- *Social Skills Groups*

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 well-being, 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 postcards or calls*
- *Time to share success with a key adult*
- *Sharing achievements with peers*
- *Supporting peers with a skill mastered*

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 short break from class activity to regain focus. Adult briefly 'checks' in with child before they return to activity*
- *Final reminder, supervised time working out with classroom e.g. in another classroom, with supportive adult or base, communication to home and time set for restorative conversation*

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

You should refer to the comprehensive list of responsibilities in the Included, Engaged, Involved in Edinburgh policy and Relationships, Learning and Behaviour procedure and briefly describe how these responsibilities are applied in your school.

*The **headteacher** has overall responsibility for ensuring the effective implementation of this policy. In particular, the headteacher 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. To do this they have……….*

***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: You should include reference to relevant documents with information on how parents and others can provide feedback or raise a concern/compliment.

8. **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 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.

9. **SELF EVALUATION AND REVIEW**

You should include information about how you plan to communicate this policy and procedure to all stakeholders including parents and pupils. You should also include the means by which you will evaluate and review this document, how you will include parents and children in this process, and the date when this policy will be due to be reviewed.

10. **RELATED DOCUMENTS**

Scottish Government
- Standards in Scotland's Schools etc Act (2000)
- Included, Enagaged, 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 www.edinburgh.gov.uk/downloads/file/9516/equality_diversity_and_rights_framework_2017-21)

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School
<u>List relevant school documents here.</u>

Record Title	Location	Responsible Officer	Minimum Retention Period
Education Records	Education Establishments	Headteachers/Managers	As per records retention schedule
Examples: Behaviour Incident	Pastoral Notes of SEEMIS	Head Teacher	
Physical harm or physical intervention to prevent harm	SHE portal	Head Teacher	

Appendix Two: De-escalation Techniques

Physical

- Think about your position in the room – make sure you are closest to the door. But do not stand across the doorway to block someone's exit.
- Respect personal space by keeping your distance (up to 4x more than normal) and turn you body so that you are presenting at an angle to the other person.
- Be aware of your body language – try to present with a relaxed and non threatening stance with your hands open and visible.
- Stand on the same side as their dominant hand (reducing the likelihood that they will try to grab or hit out)
- Make only intermittent eye contact – more than this is threatening
- Adopt a 'slow motion' mode to offset the natural tendency to match the other person's behaviour – i.e. talk slowly, walk slowly, move your hands slowly.
- Lower your voice and try to retain a warm and empathic tone
- Make sure your facial expression is congruent with what you say
- Remain calm
- Make use of familiar objects, sign language, emotion talks symbols, places of refuge and visual timetables as appropriate
- Where possible separate them from the others / or remove the audience
- Get everyone to sit down – sitting helps you to calm down

Communication

- Calm tone of voice - self-monitor pitch, pace and volume of voice
- Use simple short clear language and give extra time for the child to process
- Listen
- Use the young person's name
- Remember that all behaviour is communication
- Take into consideration preferred communication and communication needs eg. use of visuals and signing
- Ensure the dignity of all concerned. Try to offer the child a legitimate way out of the situation for example offering a controlled choice.
- Ask onlookers to ignore an escalating situation; in some circumstances requesting they leave the scene.
- Cue others to what to do 'Continue working on X I'll just be a moment or two'
- Ask 'What's happened'
- Give them a way out/offer 'time out' – "Would you like to take a break..?"
- Respond empathically - recognise the emotions and feelings that the child has by naming them.
- It can be useful to acknowledge distress or wonder aloud e.g. 'I can see you are really upset, I wonder if you are feeling frustrated'

- Tell them that it's ok to have these feelings.
- Separate the behaviour from the person
- Tell them that you want to hear what they have to say – "Help me to understand what you're saying to me"
- Reflect back to them – "Can I just check? I think what you're saying to me is that you are unhappy about.... Have I got that right?"
- Encourage them to reflect on the situation when calm, consider the impact on others and how to resolve the situation

- Model and support problem-solving skills "What would help right now?" (This might only be possible once they have started to calm down)
- Offer praise where you can – "Well done! You're doing really well to control yourself. Keep on taking deep breaths."
- Soothing reassuring words can help the child to feel calmer

Personal attributes that will help

- Always show **warmth** and **positive regard** for children and young people
- Try to be **consistent** and **predictable**
- Be calm and reassuring , model respectful interactions
- Know your limits **-** don't make promises you can't keep and get help if you need it.

Feelings

Issues affecting the child / young person:

- All behaviour is a form of communication. The young person has something to communicate to you. Let them know that you want to listen to what they have to say and value them as an individual and their viewpoint. Make it clear that it is the way that they are communicating that is problematic and not them as a person.
- 'Challenging behaviour' often meets a need for the young person. For them it is a solution – a means to an end - and not a problem.
- Under stress, the young person's survival response may dominate their actions.

Issues affecting you:

- In response to a potential threat your defence/survival system may also have been activated – your brain will be sending signals to you to fight, flight or freeze.
- The use of de-escalation techniques is therefore counter-intuitive. It goes against our natural instinct in a threatening situation.
- You must try to appear to be calm and in control of yourself and try to engage the 'thinking' part of your brain.

What's not helpful?

Physical

Avoid

- Adopting a threatening stance or standing across the doorway to block someone's exit
- Invading the young person's space (unless you are moving towards them to restrain them)
- Compromising your own safety

Communication

Avoid

- Shouting, threatening, preaching, arguing etc.

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- Pointing or shaking your finger
- Continuing to discuss the 'issue' or to ask 'why did you do that'?
- Trying to 'win' or have the last word
- Interrupting e.g. "No, you listen to what I'm saying for a change…"
- Saying anything that might connect the young person to strong feelings of guilt or shame. This is not the time.
- Dealing with issues publicly where possible

Feelings

Avoid

- Telling them you know how they feel
- Dismissing their feelings
- Taking it personally. Even when comments or insults are directed at you, they are not really about you. Try not to respond to them and concentrate on calming the situation down.

Appendix 3 – Supporting Pupils and Staff during and Following the Need for Physical Intervention, physical harm or Pupil Isolation from Peers to prevent harm

Immediate Support to Pupil	
Follow strategies and procedures specific to the child or general principles of the establishment about staying with them or allowing them space	
Move the pupil to a calm environment or remove the danger/hazard, where possible and safe to do so	
Help them to calm down using agreed strategies; calming words or, where considered appropriate, touch	
See, ask and check whether the child is hurt; needs first aid or any other practical help e.g. offering a drink; seek medical help immediately if required	
Reassure through actions and what is said that the child knows staff still care for them and want to continue to help	
Decide who should work with the child and the amount of discussion/reflection reasonable to undertake; be aware the child may need time to fully regulate (even after they appear calm)	
Decide whether the child needs time away from the rest of the group or if the group needs time away from them	
Ensure agreed, local processes are followed by relevant staff to inform parents or carers of any incident that has involved their child; what happened and what the next steps will be.	
Following Immediate Supports	
Seek the view of the child at a developmentally appropriate level (consider the use of Emotion Talks, Talking Mats, Wellbeing Web, Solution Focussed Conversation)	
The head teacher should ensure investigation of the incident where appropriate to establish the facts and circumstances	
Investigate the likely cause of the incident e.g. was the child or young person: • Affected by the environment, routine, behaviour of others or other circumstances • Under stress • Frustrated by the inability to express feelings or to complete task • Angry with another child, staff or him/herself • Acting in self defence • Affected by family or personal circumstances • Missing support or adjustments • Bullied or provoked	
Communicate what has happened to the parents of the child at the earliest opportunity on the day it has occurred	
If appropriate review Child's Plan and / or Risk Management Plan	
Engage those involved in restorative approaches where appropriate	

Wider Pupil Supports	
Be aware of others who were in the room or immediate areas and how they felt / what they heard or saw – they may need explanations and calming	

Look after the needs of the other children or young people and work to get the group back together; provide appropriate explanations and reassurance	
Where appropriate, get back to planned activities but be open to the possibility of change. Try to honour commitment to other children so that an individual child's needs do not continue to take priority over all others	
Stay in tune with the mood of the group listening closely to what is being said and be sensitive to how the incident may have affected them	
Ensure agreed, timely, local processes are followed by relevant staff to inform parents or carers of any incident that has involved their child; what happened and what the next steps will be.	
If appropriate review Child's Plan and / or Risk Management / Safety Plan for individuals who have been most affected	
Engage those involved in restorative approaches where appropriate	
Relevant staff should conduct an internal review of the incident itself to consider investigation findings and identify the need for revised strategies including measures to reinforce positive behaviour, prevent or reduce the risk and level of intervention required to manage unavoidable risk in the future	

Support to Staff	
Inform the head teacher about the nature of any physical intervention (including seclusion) used to keep child or others safe	
Make sure no staff are physically hurt/need medical attention; take appropriate steps to help them deal with the current situation; check how they are feeling	
Ensure the incident has been recorded and reported in line with council procedures (SHE portal, pastoral notes and where appropriate critical incident form)	
Arrange a debriefing meeting - the head teacher should ensure that emotional support and practical information/guidance is offered automatically without an individual having to ask; they should be assured they will receive sympathetic and sensitive treatment and can express anxiety without fear of criticism	
Reassure staff of appropriate risk management and safety planning. Take care to avoid immediate comment on measures that will be taken	
Consider the impact on the relationship between staff and the child and give them the time, space, support and contact they need; to restore good relationships over time	
Engage those involved in restorative approaches where appropriate	
Examples of further staff support may include: • Arrange for staff to talk about the incident individually / in a group, with a member of staff who understands the likely impact; offer access to the Council's counselling service if required • Appropriate time to ensure that wellbeing issues were assessed and any actions put in place to support staff	

• Follow-up action after a period of time to ensure that staff affected have fully recovered and do not require any additional assistance or support • Offering staff at risk from physical harm protective clothing e.g. arm/shin guards/hats • Refer staff to the Procedure for *Protection against infection and Blood-borne Viruses in all Children and Families Educational and Child Care Settings*, if required	
Headteachers can seek support and advice from Psychological Services	

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Appendix 4 – Local Authority Inclusion Statement 2019

·EDINBVRGH·
THE CITY OF EDINBURGH COUNCIL

In Edinburgh children and young people are at the heart of our vision for the future.

As an inclusive community we work with parents, carers and, where appropriate, partner agencies to support all children and young people.

By working together, we help children and young people to develop understanding about relationships, respect, teamwork, honesty, fairness, patience, and compassion. We do this by offering interesting and relevant learning experiences, by providing our staff with the training and resources they need, and by working with the whole community to accept and care for one another. This isn't always easy, but we believe it is essential so that our children and young people understand the people they meet and learn how to work together to handle setbacks and difficult situations throughout their lives.

When children and young people experience adverse events or as a response to their additional support need, they let us know by reacting in different ways. This presents difficulties for those around them. By working together, by understanding the cause and working out solutions, we can find a way to solve or deal with a problem. If it takes time to get over a problem we will work with a child, young person, and their family to work out the best way forward. This may involve making adaptations and providing additional support or in exceptional circumstances identifying a change of environment.

We recognise that we all experience difficult times, and that everyone deserves the best possible care and support. In Edinburgh we support children and young people to learn in different ways according to their needs. As children and young people learn to read, write, and count some require more support than others do. This need for support arises for a variety of reasons learning difficulties, challenges with emotional regulation and social communication issues. We must meet the needs of all our students in a fair, compassionate, and proportionate way.

In considering how to support all children and young people reach their full potential it may not always be possible to arrive at a resolution all parties agree. However, we will to listen to any parent, young person, child or member of staff and work together to resolve difficulties.

We are committed to do all we can to make Edinburgh an inclusive place to live and learn.

Alistair Gaw
Executive Director for Communities and Families

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Appendix 5: Additional Guidance on Physical Contact for Early Years Settings

Early Learning and Childcare: Physical contact

Touch is often an important element in building positive relationships and a sense of security with very young children.

Intimate Care

In Early Learning and Childcare settings intimate care is regularly required. There is an expectation that each setting will have wet clothes/ nappy-changing procedure to ensure a consistent approach to intimate care from all members of the staff team. This procedure should include guidance on:
- Respect for children's dignity
- Developing children's independence throughout the process
- Supporting children's emotional wellbeing
- Demonstrating a positive model of physical interaction
- effective hygiene procedures

No child should be forced to change their clothes. If necessary, the family may need to be informed. For a few children, a written agreement of the steps to follow should be produced following discussion with the parents/carers.

Emotional wellbeing

Best practice includes ensuring there are opportunities for children to initiate close physical contact if they need it for reassurance, to communicate, or to enhance a learning experience; when sharing a story, for example. Some children will seek this level of reassurance regularly, some children will not be comfortable with this. It is appropriate for members of the staff team to respond warmly to children initiating contact. It is also appropriate for staff members to use physical contact to support children through moments of conflict or distress, if this is welcomed by the child. No child should be cuddled against their wishes. Members of staff need to know their children well and should observe each child closely to determine whether physical contact is an appropriate support for an individual child.

Lifting children

Babies

Babies need a high level of physical contact and interaction. Responsive care is fundamental to ensuring high quality provision. The adult is the caregiver and it is important that key staff members are identified to ensure consistency and warm attachments. [See Pre-birth to Three national guidance]

Young Children

Lifting young children should be considered carefully. There are physical risks to the staff member to consider, as well as previously noted considerations regarding independence and dignity for the child. There may be times when lifting a child is appropriate, if a child is hurt, for example. Professional judgement is required as to what is appropriate, and a whole-setting, consistent approach is recommended.

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