

Education Children and Families Committee

10am, Tuesday, 6 October 2015

Better Relationships, Better Learning, Better Behaviour Policy and Procedures

Item number	7.17
Report number	
Executive/routine	
Wards	

Executive summary

To seek members approval for a Better Relationships, Better Learning, Better Behaviour policy.

The proposed policy is attached with [procedures and strategy available online](#).

The purpose of the proposed policy and procedures is to ensure clarity and consistency for all staff, parents and pupils in implementing the behaviour policy and procedures in our education establishments.

Links

Coalition pledges	P5
Council outcomes	CO1 , CO2 , CO3 , CO6
Single Outcome Agreement	SO3

Better Relationships, Better Learning, Better Behaviour Policy and Procedures

Recommendations

- 1.1 To note the contents of the report.
- 1.2 To confirm approval of the Better Relationships, Better Learning, Better Behaviour policy.

Background

- 2.1 The service recognises that establishing good relationships between staff , children, young people and parents can have a significant impact on the ethos and life of the education establishment, all those who work in it and those who work in partnership with it.
- 2.2 The Scottish Government Publication 2013 “Better Relationships, Better Learning, Better Behaviour” guidance notes that there is a positive impact in schools where there is a focus on social and emotional well being and an ethos of mutual respect and trust. It also states that local authorities, heads of establishments, staff and partners should review, develop, plan and implement a policy framework to support a focus on positive relationships and behaviour.
- 2.3 With regard to policy the [Scottish Government guidance](#) clearly states that all establishments are expected to have robust policies and procedures in place to ensure a consistent approach to improving relationships and behaviour across the whole community and which consider children’s rights in accordance with the [United Nations Convention on the Rights of the Child](#) (UNCRC).
- 2.4 The Policy is underpinned by the core components, values and principles within “*Getting it right for every child*”, which are also fundamental to the detailed guidance and procedures developed in order to implement the policy.
- 2.5 [The Scottish Government and Scottish Advisory Group on Behaviour in Schools \[SAGBIS\] research of 2012](#) notes investing time and resources into improving relationships and behaviour in establishments leads to positive outcomes around inclusion, engagement and achievement in the short term, and community safety and cohesion in the long term.

Main report

- 3.1 The fundamental underpinning of this policy is that every child has a right to a high quality inclusive education where motivation, care, commitment, trust, fairness and responsibility are key principles in each learning environment.
- 3.2 Equally it is important to recognise the need for the earliest intervention and support. This earliest intervention will follow our staged intervention model in meeting the needs of children and young people at the earliest opportunity with the least intrusive level of intervention.
- 3.3 All staff have a key role to play from clear communication of policy and application of procedures to supporting children, young people, families and each other.
- 3.4 The importance of partnership working with parents and carers is crucial to the policy to ensure positive relationships are maintained which in turn support higher standards of behaviour and attainment.
- 3.5 All children and young people are also very much an integral part of the policy and procedures both in taking responsibility for their own behaviour but also in ensuring that incidents of disruption, violence or any form of harassment are reported.
- 3.6 The Policy is applicable to all education and early years' establishments.
- 3.7 The following procedures sit under the overarching [Better Relationships, Better Learning, Better Behaviour Policy](#).
 - 3.7.1 [Better Relationships, Better Learning, Better Behaviour procedure](#);
 - 3.7.2 [Physical Contact and Physical Intervention Procedure for Special Schools and Special Classes](#).
- 3.8 Other agreed procedures will also now sit under the policy as they are all relevant to Better Relationships and it allows us to group similar procedures together.
 - 3.8.1 [Improving Outcomes for Learners at Risk of Exclusion](#);
 - 3.8.2 [Promoting Pupil Attendance and Managing Absence Procedure](#);
 - 3.8.3 [Flexible Timetable Procedure](#).

Measures of success

- 4.1 The percentage of pupils who say that they feel safe and cared for in school in the secondary school survey increases.

Financial impact

- 5.1 These policy and procedures will be delivered within existing budgets.

Risk, policy, compliance and governance impact

- 6.1 The [Policy on Better Relationships, Better Learning, Better Behaviour](#) is in accordance with Scottish Government and [The Scottish Government and Scottish Advisory Group on Behaviour in Schools \[SAGBIS\] guidance](#). This sets guidance for education establishments.

Equalities impact

- 7.1 A working group was formed to undertake an equalities impact assessment of the Better Relationships, Better Learning, Better Behaviour policy and procedure.

Sustainability impact

- 8.1 This policy will bring better outcomes to children, young people and families and potentially improve community safety and cohesion in the long term.

Consultation and engagement

- 9.1 There has been extensive consultation on the [Better Relationships, Better Learning, Better Behaviour policy and procedure](#). Schools were asked to pilot the procedure for one year then feedback to inform the next draft which was then sent out to Parent Councils via the Neighbourhood Parent Groups and Parent Council chairs for feedback. The procedure went through two rounds of consultation with parents and Headteachers and the policy one round of consultation.
- 9.2 Headteachers in the Special Schools sector have been consulted on [The Physical Contact and Physical Intervention for Special Schools and Special Classes](#).

Background reading/external references

- [Better Relationships, Better Learning, Better Behaviour procedure](#)
- [Physical Contact and Physical Intervention Procedure for Special Schools and Special Classes](#)
- [Better Relationships, Better Learning, Better Behaviour Strategy](#)
- [Better Relationships, Better Learning, Better Behaviour Scottish Government 2013](#)

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Links

Coalition pledges	PO5 – Seek to ensure the smooth introduction of the Curriculum for Excellence and that management structures within our schools support the new curriculum
Council outcomes	CO1 – Our children have the best start in life, are able to make and sustain relationships and are ready to succeed. CO2 - Our children and young people are successful learners, confident individuals and responsible citizens making a positive contribution to their communities. CO3 – Our children and young people at risk, or with a disability, have improved life chances. CO6 – Our children and young people’s outcomes are not determined by poverty and inequality.
Single Outcome Agreement	SO3 – Edinburgh’s children and young people enjoy their childhood and fulfil their potential.
Appendices	Appendix 1 – Better Relationships, Better Learning, Better Behaviour Policy

Better Relationships, Better Learning, Better Behaviour Policy

Appendix 1

Implementation date: October 2015

Control schedule

Approved by	
Approval date	
Senior Responsible Officer	Moyra Wilson , Senior Education Manager: Inclusion Pupil and Parent Support
Author	Moyra Wilson
Scheduled for review	October 2017

Version control

Version	Date	Author	Comment
0.1	26.08.15	Moyra Wilson	

Committee decisions affecting this policy

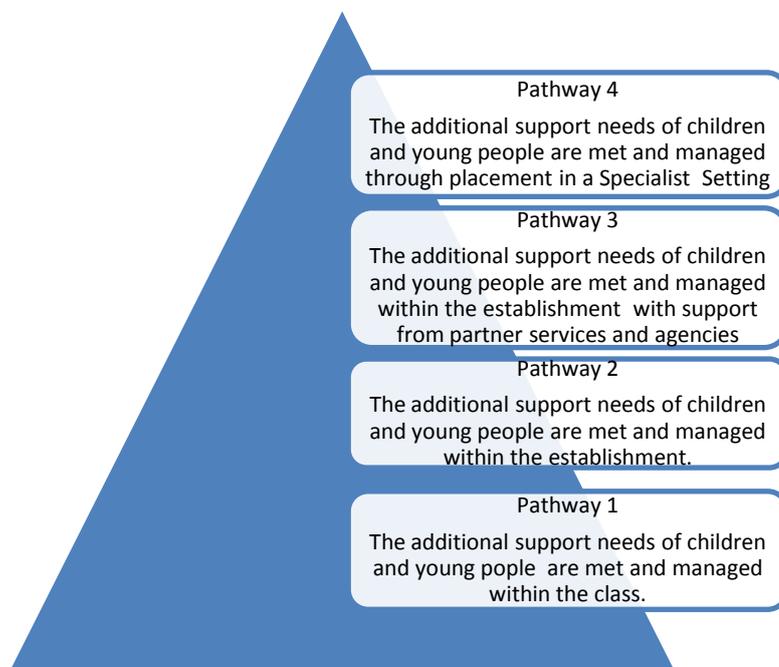
Date	Committee	Link to report	Link to minute
6.10.15			

Better Relationships, Better Learning, Better Behaviour Policy

Policy statement

- 1.1 This policy provides guidance to education establishments on meeting the needs of children and young people with emotional and social needs to ensure their needs are met and they remain included in school.
- 1.2 Understanding children's feelings, motivation and needs is key in supporting their emotional and social development and maintaining mutual respect and better relationships. The resulting better behaviour enables better learning and development. This will also contribute to ensuring improved attendance in school.
- 1.3 The Scottish Advisory Group on Behaviour in Schools - Positive Behaviour Team states in *Building Curriculum for Excellence through Positive Relationships and Behaviour 2010* that '*Curriculum for Excellence cannot be delivered without good relationships and positive behaviour. The starting point for learning is a positive ethos and climate of mutual respect and trust based upon shared values across whole school communities where everyone can learn and work in a peaceful and safe environment .*'
- 1.4 In March 2011 the national document Included Engaged and Involved Part 2 states that The overarching aim of that policy is to support whole school communities, learning establishments and their partners to keep **all** learners fully included, engaged and involved in their education, wherever this takes place; and, to improve outcomes for those learners at risk of exclusion. This is based upon a shared approach of agencies working together, and responding to the needs of learners early and effectively, in line with the principles of **Getting it Right for Every Child (GIRFEC)**, March 2011.
- 1.5 The "*Better Relationships, Better Behaviour, Better Learning*" publication from the Scottish Government in March 2013 states '*that there are two key policy drivers supporting the development and promotion of positive relationships in establishments – **Curriculum for Excellence (CfE)** and **Getting it Right for Every Child (GIRFEC)**.*'
- 1.6 This policy identifies the key principles to be adopted by all education establishments for 'Better Relationships, Better Learning, and Better Behaviour. These principles must be embedded within a positive ethos of whole school inclusion to remove barriers to participation, learning and achievement for all children and young people in Edinburgh's schools.

- 1.7 It reinforces the values of *the Better Relationships, Better Learning, Better Behaviour Strategy, Curriculum for Excellence* , *the Early Years Framework and the Parental Engagement Strategy*.
- 1.8 The key priority for all schools is that of meeting needs of children and young people at the earliest opportunity with the least intrusive level of intervention. As needs increase support becomes more targeted as in our staged intervention process.



Scope

- 2.1 All staff in education and early years' establishments are covered by this policy.

Definitions

- 3.1 Establishment describes all settings for supporting children and young people in education
- 3.2 Schools describe all mainstream, special and early years' establishments
- 3.3 Staff describes all staff working directly with children and young people
- 3.4 Parents and carers describe all those with direct responsibility for the care and welfare of children and young people
- 3.5 Corporate parents describes the role of all City of Edinburgh Council staff with regard to the provision of care and support for all of our looked after children and young people

Policy content

- 4.1 Every child and young person has the right to a high quality, inclusive education. Positive relationships and behaviour in all aspects of school life are fundamental to enable effective teaching and learning to take place.
- 4.2 The key principles to create a caring, learning environment in establishments include:
 - 4.2.1 An ethos that values and encourages inclusion, motivation, and commitment amongst staff and pupils to develop positive relationships and promote shared values;
 - 4.2.2 Appropriate communication which supports good relationships;
 - 4.2.3 An environment which supports children becoming responsible for their own behaviour;
 - 4.2.4 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;
 - 4.2.5 Promoting equalities, self-esteem, responsibility and positive relationships based on mutual respect;
 - 4.2.6 Ensuring fairness of treatment for all;
 - 4.2.6 Encouraging a sensitive response to behaviour that takes into account context and individual needs;
 - 4.2.7 Promoting early intervention and support;
 - 4.2.8 Providing a safe environment free from disruption, violence, bullying and any form of harassment for staff and pupils;
 - 4.2.9 Encouraging a positive relationship with parents and carers to develop a shared approach, involving them in the development, implementation and ongoing evaluation of the school's policies and associated procedures;
 - 4.2.10 A commitment to self evaluation and quality improvement involving all stakeholders.
- 4.3 Learning environments should promote and support positive relationships and equalities acknowledging that children and young people are generally keen to build positive relationships and to learn and develop.
- 4.4 A very small proportion of children and young people will require greater levels of support. These children need individualised support, tailored to their needs, that is developed in partnership with children, families, and other professionals in-line with Getting it Right for Every Child (GIRFEC). With these vulnerable

children it is particularly important to have detailed plans to offer appropriate support, build on strengths avoid behavioural triggers, encourage appropriate coping strategies, understand de-escalation techniques, and build positive relationships.

- 4.5 This policy should be read in conjunction with the following procedures:
- 4.5.1 Better Relationships, Better Learning, Better Behaviour;
 - 4.5.2 Physical Contact and Physical Intervention for Special Schools, Special Classes and Children's Respite Services;
 - 4.5.3 Improving Outcomes for Learners at Risk of Exclusion;
 - 4.5.4 Promoting Pupil Attendance and Managing Absence Procedure;
 - 4.5.5 Flexible Timetable Procedure.

Implementation

- 5.1 The policy should be implemented in all education establishments from October 2015.

Roles and responsibilities

- 6.1 Children and Families Senior Managers will ensure that:
- 6.1.1 The *Better Relationships, Better Learning, Better Behaviour Policy and all included procedures* are established and communicated to pupils and parents, are non-discriminatory and the school's expectations about pupil behaviour are clear.
 - 6.1.2 The *Better Relationships, Better Learning, Better Behaviour Policy and Procedure* are disseminated throughout all education establishments.
 - 6.1.3 Officers will support education establishments in maintaining and building a shared ethos of mutually respectful relationships.
 - 6.1.4 Officers will engage with staff, parents and children about the policy and its implementation, evaluation and further development.
- 6.2 Managers and staff in each establishment. The head teacher/ manager is responsible for:
- 6.2.1 Encouraging and developing an ethos of inclusion and culture of mutual respect, shared values and responsibility.
 - 6.2.2 Ensuring that their own establishment's behaviour policy and procedure are developed and implemented in line with the Children and Families' Policy, Procedure and template.

- 6.2.3 Developing a wide range of approaches to encourage positive relationships and behaviour. For example:
 - 6.2.3.1 Curricular focus on social and emotional well-being;
 - 6.2.3.2 Nurturing approaches;
 - 6.2.3.3 Peer mentoring;
 - 6.2.3.4 Anti-bullying programme (Respect Me);
 - 6.2.3.5 Peer to peer conflict explored through opportunities to engage with positive approaches (e.g. "Solution" or "Cool in School").
- 6.2.4 Ensuring an emphasis on acknowledgement of good communication practices and using restorative and solution focused approaches where needed.
- 6.2.5 Ensuring all staff and pupils have a clear understanding of their rights and responsibilities.
- 6.2.6 Ensuring that the concerns of pupils are elicited, listened to and appropriately addressed.
- 6.2.5 providing clear planning and practical guidance in line with Children and Families' procedures.
- 6.2.6 the provision of support for staff faced with behaviour that challenges together with appropriate training on prevention, de-escalation and support strategies, to support the implementation of the policy and procedures.
- 6.2.7 Taking into account equalities legislation ensuring a context-dependent whole-child approach. Consideration may need to be given to making reasonable adjustments to meet the needs of the child in-line with the Equality Act 2010 possibly including variations to local behaviour policy or procedures.
- 6.2.8 Ensuring that the provisions of Getting it Right for Every Child (GIRFEC) are taken in to account when working in partnership with children, families, and other professionals on issues of communication and behaviour.
- 6.2.9 Ensuring that the implementation of policies, procedures and approaches are evaluated.
- 6.3 All staff are responsible for:
 - 6.3.1 contributing to an ethos and culture of mutual respect, shared values and responsibility
 - 6.3.2 being role models for positive behaviour, respectful relationships and constructive communication

- 6.3.3 ensuring that the policy and procedures are followed
- 6.3.4 using a wide range of approaches to encourage positive relationships and behaviour (see examples above)
- 6.3.5 playing a key role in advising the head teacher/manager on the effectiveness of Children and Families Policy and Procedure and that of their own school

Parents and carers

- 6.4 Parents and carers will be encouraged to work in partnership with the school at every level (policy, procedures, implementation, evaluation and development) to assist in maintaining positive relationships and high standards of behaviour and will have the opportunity to raise with the school any issues arising from the operation of the policy. City of Edinburgh Council recognises that parents and carers are key partners in their children's' education and in consultations at school and city level as identified in the Parental Engagement Strategy. It is vital that schools engage directly with parents and carers and foster a positive environment and where appropriate maintain a consistent message, shared values and excellent home/school communication.

Learners

- 6.5 Learners are expected to take responsibility for their own behaviour on or off the school site and will be made fully aware of the school policy, procedure and expectations. Learners also have a responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported.

Related documents

7.1 Legislation

- Standards in Scotland's Schools etc Act (2000);
- Additional Support for Learning Act (2004) - amended 2009;
- Parental Involvement Act 2006;
- Equality Act 2010;
- Children and Young People Act 2014.

7.2 National Policies and Strategies

- Included, Engaged and Involved 1;
- Included, Engaged and Involved 2 March 2011;
- Better Relationships, Better Learning, Better Behaviour March 2013.

7.3 City of Edinburgh Council Policies, Procedures and Strategies

- Better Relationships , Better Learning, Better Behaviour Strategy;
- Better Relationships, Better Learning , Better Behaviour Procedure;
- Physical Contact and Physical Intervention for Special Schools and Special Classes;
- Outcomes for Learners at Risk of Exclusion;
- Promoting Pupil Attendance and Managing Absence Procedure;
- Flexible Timetable Procedure;
- Parental Engagement Strategy.

Equalities impact

- 8.1 Staff should ensure that they promote equalities and that, where appropriate, they make reasonable adjustments in the application of the policy and procedures for those individuals with 'protected characteristics' and of particular relevance, age; disability; gender reassignment; race; religion or belief; sex or sexual orientation.
- 8.2 This may include, for example, paying due regard to cultural factors that are relevant in ensuring that the establishment's ethos is inclusive and that cultural differences in behaviours and dress code are taken into account. It would also include ensuring that due regard is given to the implications of a learner's disability in the design and implementation of school policy and procedures regarding behaviour and creating differentiated expectations and approaches to take into account individual needs where necessary.

Sustainability impact

- 9.1 This policy will ensure better outcomes for children, young people and families and potentially improve community safety and cohesion in the long term.

Risk assessment

- 10.1 The Policy on Better Relationships, Better Learning, Better Behaviour is in accordance with Scottish Government and The Scottish Government and Scottish Advisory Group on Behaviour in Schools [SAGBIS] guidance. This sets guidance for education establishments in this area.

Review

11.1 This policy and accompanying procedures will be reviewed in October 2017.