

Royal Mile Primary
School:
**Better Relationships,
Better Learning, Better
Behaviour Policy &
Procedures**



Better Relationships, Better Learning, Better Behaviour Policy & Procedures

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.

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. 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.

Our vision and values at Royal Mile Primary support this:

'We **SMILE** at Royal Mile because we are:

Successful

Multicultural

Included

Loved

Empowered

A pupil and parent/carers overview of this policy, can be found on our school website www.royalmileprimary.com

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

Royal Mile Primary School is RESPECTFUL, READY AND SAFE

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 Children's rights will not be withdrawn as a consequence of behaviour.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.

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.

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.
- encouraging a sensitive response to behaviour that takes into account context and individual needs.
- promoting early intervention and support.
- providing a safe environment free from disruption, violence, bullying and any form of harassment for staff and pupils.
- 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 policy and associated procedures.
- a commitment to self-evaluation and quality improvement involving all stakeholders.

5. IMPLEMENTATION

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Whole School Approach

Good organisation, lesson planning and preparation will help to create the right learning environment. 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. 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.



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

We have a small number of easily remembered rules which everyone in our learning community knows. These are summarised in three words:

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 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.

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Our *rules* and ethos are summarised in a one page visual 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
- Rights Respecting Schools
- CIRCLE / Up, Up and Away resource
- Cooperative Working Programme
- Restorative approaches/practices work
- Lessons focussed on the protected characteristics, diversity and inclusion
- Anti-Bullying lessons
- Sustainability focusses and lessons

Additional Support Needs

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:

- 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
- Lunchtime CALM club
- Seasons for Growth 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

When a child exhibits distressed behaviours, our main objective is to reduce the level of anxiety or distress. In this situation, we use a number of de-escalation techniques in line with our behaviour blueprint and behaviour strategy crib sheet.

Discussions and restorative conversations take place. We listen to children's responses and act appropriately.

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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:

- *We model 'good choices' and regularly use praise to 'catch them being good'. Staff use the 'language of choice', which encourages pupils to take responsibility for their own behaviour, through which we aim to build each pupil's self-esteem.*
- *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*
- *Pupil Achievement Awards*
- *House events*
- *Prefect/leadership roles*
- *Wider achievement display board*

When a Difficulty Does Occur

We have a **clear and consistent staged approach** that all learners know and can predict as outlined in the documents in the appendix:

Royal Mile Primary School Behaviour Blueprint

Royal Mile Primary School Behaviour Strategy Crib sheet

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
- Understanding and implementing Edinburgh's Getting it Right for Every Child approach
- Implementing strategies outlined in the CEC procedure Relationships, Learning and Behaviour
- Promoting Positive Relationships for learning and behaviour
- City of Edinburgh Council Nurture Training
- City of Edinburgh Council Autism Training

This training programme is regularly reviewed and professional development needs and opportunities are discussed and identified with all staff through annual Professional Development Review meetings.

6. ROLES AND RESPONSIBILITIES

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

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children, families, and other professionals on issues of communication and behaviour. To do this they meet regularly with pupil leadership groups, parents/carers and other professionals to gather views and seek solutions to any concerns/issues raised.

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 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.

We recognise that there may be times when parents feel that we have not dealt well with an incident/issue and we ask that any complaints should be brought to the Head Teacher's attention. Parents can do this through contacting the school office by email, letter, phone or by making an appointment.

If early resolution at this stage is not achieved, then the matter should be referred to the Advice and Complaints Service at https://orb.edinburgh.gov.uk/info/200313/policies_and_procedures/71/education_advice_helpline_and_complaints.

We are also pleased to receive feedback from parents when things have gone well.

8. RECORD KEEPING

Reflection, evaluation and de-briefing strategies

It is important that the school details a reporting, evaluation and learning process in response to an incident. This should be in line with the Council's procedure.

Details of incidents should be reviewed at Senior Leadership Team meetings on a regular basis. The school records any incidents of behaviour requiring significant support on the school database.

Details will include an interpretation of events by different parties (including the child), possible triggers, an evaluation of how the incident was managed and 'lessons learned' to help prevent or better deal with a similar incident arising again. The Senior Leadership 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:

- SHE portal report
- Pastoral Notes (SEEMiS)
- STAR (Situation, Trigger, Action, Responses) chart
- Restorative Conversation form
- Wellbeing Concern Form
- Assessment of Need
- Child's Plan
- Behaviour Risk Assessment
- Individual Behaviour Plan

The appendix shows our '**ASN Recording Information Procedure**' flowchart.

9. SELF EVALUATION AND REVIEW

We communicate our policy and procedures to the learning community on the school website and through regular newsletters. *We have worked with pupils and parents/carers to produce user-friendly versions of our Better Relationships, Better Learning, Better Behaviour Policy.*

We evaluate this policy using the following measures:

- Examining staff, parents and pupils views from surveys or focus groups
- Reviewing data generated by records of incidents
- Rates of attendance, exclusions and attainment and achievement of pupils in protected groups e.g. care experienced, young carers
- From the comments received in our comments box.
- The number of complaints and compliments that we receive from parents.
- The policy and procedures will be reviewed every 4 years and staff will undertake an annual refresher in our procedures.

10. RELATED DOCUMENTS

Scottish Government

- Standards in Scotland's Schools etc Act (2000)
- Included, Engaged, Involved 2 (2017)
- 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

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- 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)



Royal Mile Primary School Behaviour Blueprint

We **SMILE** at Royal Mile because we are:

Successful
Multicultural
Included
Loved
Empowered

All adults at Royal Mile primary strive to be:












1. Calm, considered, consistent.
2. Relentlessly positive and have high expectations for everyone.
3. Nurturing and build relationships with unconditional positive regard for all.
4. Committed to supporting regular opportunities to reflect on, repair and restore all relationships.

Our 3 school rules are:

Be Ready
Be Respectful
Be Safe



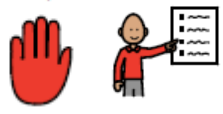


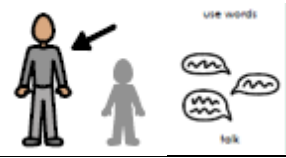

Our **Microscripts** are:

1. I notice you are...
2. We care about you and here we expect...
3. Remember when you...That's who I need to see today.
4. Thank you for listening.

Our behaviour strategy- crib sheet	
FIRST ATTENTION FOR BEST BEHAVIOUR    	<ul style="list-style-type: none"> Acknowledge good behaviour choices 5:1 Use positive and personal praise Use positive reinforcement to re-engage Re-explain task if needed Use non-verbal reminders Listen to the pupil
DEESCALATION	
1. REMINDER 	<ul style="list-style-type: none"> Remind the pupil of the classroom rules/expectation (e.g. in P3 we listen while others are talking) Draw back from the confrontation (e.g. I can see you're angry now, I'll come back when you're calmed down) Speak to the pupil privately and at their eye level (PDP and ADB- Drives in Public/Reprimand in Private)
2. CAUTION 	<ul style="list-style-type: none"> Give the pupil time and space to rectify their behaviour Draw back from the confrontation (e.g. I can see you're angry now, I'll come back when you're calmed down) ALWAYS follow up Speak to the pupil privately and at their eye level Make them aware of their behaviour (e.g. "You are talking and your classmates cannot hear me, I need you to listen quietly")
3. LAST CHANCE  	<ul style="list-style-type: none"> Give clear verbal warnings Give the pupil time and space to rectify their behaviour (ignore any secondary behaviours, focus on your primary request e.g. ignore if child has made a face while folding up mats) Speak to the pupil privately and at their eye level
4. COOL DOWN 	<ul style="list-style-type: none"> Give appropriate logical consequences Give the pupil "time out" to calm down Ask the pupil to spend 15 minutes in another class
5. REPAIR 	<ul style="list-style-type: none"> Listen to the pupil(s) Have brief restorative conversation Speak to the pupil privately and at their eye level Use the restorative conversation skills to support If issues persist, speak to parent to inform and SLT to record a Restoral Note
WHEN TO ESCALATE TO SLT 	<p>Send system to SLT/OH via</p> <p>Yellow Card - I require SLT-Non-Urgent (e.g. if needing to have restorative conversation with child and no additional staff member available)</p> <p>Red Card - I require SLT- Urgent (e.g. pupil hurting children or staff, throwing heavy items, running out of the building)</p>

RESTORATIVE CONVERSATION (5. REPAIR)	
What happened? 	What happened?
Who has been affected? 	Who was affected?
How did you feel? 	How did you/they feel?
What needs to happen now to make it better? 	What can we do to put things right?
How can we do things differently in the future? 	How can we do things differently in the future?

NB If a red card has been used (indicating a 'behaviour of concern') SLT will respond immediately, parents informed, and appropriate next steps will be discussed and agreed.

Our behaviour strategy- crib sheet	
<p>FIRST ATTENTION FOR BEST BEHAVIOUR</p> 	<ul style="list-style-type: none"> Acknowledge good behaviour choices 5:1 Use positive and proximal praise Use positive reinforcement to re-engage Re-explain task if needed Use non-verbal reminders Listen to the pupil
DEESCALATION	
<p>1. REMINDER</p> <p>rules</p> 	<ul style="list-style-type: none"> Remind the pupil of the classroom rules/expectation (e.g in P3 we listen while others are talking) Draw back from the confrontation (e.g I can see you're angry now, I'll come back when you've calmed down) Speak to the pupil privately and at their eye level (PIP and RIP- Praise in Public/Reprimand in Private)
<p>2. CAUTION</p> <p>stop rules</p> 	<ul style="list-style-type: none"> Give the pupil time and space to rectify their behaviour Draw back from the confrontation (e.g I can see you're angry now, I'll come back when you've calmed down) ALWAYS follow up Speak to the pupil privately and at their eye level Make them aware of their behaviour (e.g "You are talking and your classmates cannot hear me. I need you to listen quietly")
<p>3. LAST CHANCE</p> <p>stop think go</p> 	<ul style="list-style-type: none"> Give clear verbal warnings Give the pupil time and space to rectify their behaviour (ignore any secondary behaviours, focus on your primary request e.g ignore if child has made a face while tidying up mess) Speak to the pupil privately and at their eye level
<p>4. COOL DOWN</p> <p>think</p> 	<ul style="list-style-type: none"> Give appropriate logical consequences Give the pupil "time out" to calm down Ask the pupil to spend 15 minutes in another class
<p>5. REPAIR</p> <p>adult</p> 	<ul style="list-style-type: none"> Listen to the pupil(s) Have brief restorative conversation Speak to the pupil privately and at their eye level Use the restorative conversation visuals to support If issues persist, speak to parent to inform and SLT to record a Pastoral Note
<p>WHEN TO ESCALATE TO SLT</p> 	<p>Card system to SLT/Office</p> <p>Yellow Card- I require SLT- Non-Urgent (e.g if needing to have restorative conversation with child and no additional staff member available)</p> <p>Red Card- I require SLT- Urgent (e.g pupil hurting children or staff, throwing heavy items, running out of the building)</p>

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6. INFORMAL CONTACT WITH PARENT	<ul style="list-style-type: none"> - CT calls parent to let them know SLT intervention was needed (beyond Stage 5 /supporting CT with Yellow or Red Card) - Brief summary of conversation to be emailed to SLT so they can save in Pastoral Notes.
7. CIRCLE PARTICIPATION SCALE & STAR CHART	<ul style="list-style-type: none"> - If pupil goes through steps 1 - 6 repeatedly, a CIRCLE Participation Scale should be completed by the class teacher and PSA to ensure all CIRCLE supports are in place. These should be shared with parents. - The class teacher or PSA should also complete the first STAR chart 'behaviour concerns' after each incident of distressed behaviour. If three or more STAR Charts have been completed, these should be shared with SLT.
8. INDIVIDUAL POSITIVE BEHAVIOUR PLAN	<ul style="list-style-type: none"> - If all appropriate supports are in place and distressed behaviour continues, an individual positive behaviour plan should be created in consultation with all staff working with child (CT and PSAs, PE teacher etc). SLT can free support staff to contribute during CT NCCT if necessary. - The Behaviour Plan should be shared with SLT first, and then parents. Copies filed in planning folder and PPR.
9. *BEHAVIOUR RISK ASSESSMENT*	<ul style="list-style-type: none"> - If a pupils' behaviour is serious enough for a SHE Portal Form to be completed a SCERTS Risk Assessment should be carried out with the member of staff, class teacher, SLT and/or ASL/EP or other agencies if appropriate. - The Risk Assessment should be shared with all relevant staff and discussed with parents. - The RA should be filed in the pupil's PPR.
10. GIRFEC PLANNING PROCESS	<p>GIRFEC Planning process may begin at this stage. SLT will decide in consultation with CT if a multiagency Child Planning Meeting is appropriate.</p>

A Note About Exclusions

Royal Mile Primary School is an inclusive and nurturing school. We try to ensure that all pupils are able to flourish with us therefore we try to avoid the use of school exclusions. However, on very rare occasions, a pupils' distressed behaviour may require significant additional supports to be put into place to ensure theirs and others' safety or a very formal consequence may be required to underline the seriousness of a pupils' actions. In these instances, the Headteacher may take the decision to exclude a pupil either internally ie; in school but not in class or, formally ie; out of school and recorded officially on the council's SEEMiS database. In either instance, the Headteacher or Depute Headteacher will hold a readmittance meeting with the pupil or the pupil and their parents to agree on terms and behaviour expectations for being readmitted to school.

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 your 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 talk 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)

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- 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 exit
- Invading the young person's space
- Compromising your own safety

Communication

Avoid

- Shouting, threatening, preaching, arguing etc.
- 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

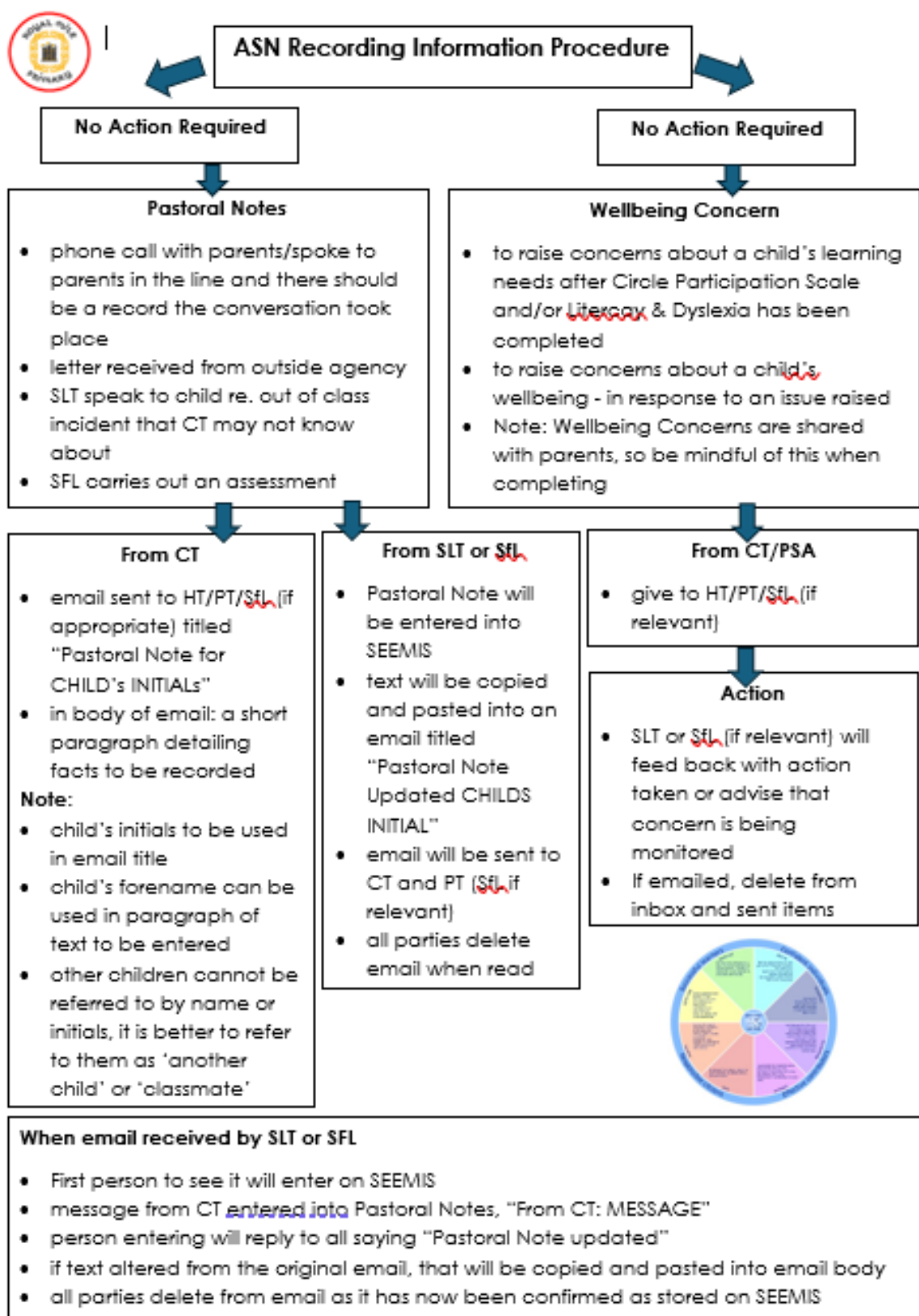
Avoid

- 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.



Royal Mile Primary Restorative Conversation

<p>What happened?</p>	<p>hurt</p>	<p>took my things</p>	<p>name calling</p>	<p>left out</p>	<p>made a mistake</p>	<p>damage property</p>	<p>no symbol something else</p>
<p>Who has been affected?</p>	<p>friends</p>	<p>classmates</p>	<p>teacher</p>	<p>brother / sister</p>	<p>myself</p>	<p>no symbol someone else</p>	
<p>How did you feel?</p>	<p>upset</p>	<p>angry</p>	<p>worried</p>	<p>stressed</p>	<p>I'm sorry</p>	<p>lonely</p>	<p>no symbol something else</p>
<p>What needs to happen now to make it better?</p>	<p>time away</p>	<p>hug</p>	<p>play together</p>	<p>say something nice</p>	<p>say sorry</p>	<p>repair damage</p>	<p>cool down</p>
<p>What could we do differently in the future?</p>	<p>walk away</p>	<p>count to ten</p>	<p>tell an adult</p>	<p>go to a quiet place</p>	<p>take five deep breaths</p>	<p>talk with kind words</p>	<p>no symbol something else</p>



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THE CIRCLE PARTICIPATION SCALE (CPS)

Learning Environment: Physical		
a	Classroom space is suitable and engaging for learner (consider accessibility, furniture, layout)	1 2 3 4
b	Playground is suitable and engaging for learner (consider safety, accessibility, play)	1 2 3 4
c	Common areas (e.g. corridors) are suitable for learner (consider accessibility, safety, signage)	1 2 3 4
d	Required tools or equipment have been identified and are available/accessible to learner	1 2 3 4
e	Sensory demands of classroom space have been considered for learner (e.g. noise, light, clutter)	1 2 3 4

Learning Environment: Social		
a	Peers include learner in class activities	1 2 3 4
b	Peers include learner in play/recreation activities	1 2 3 4
c	Relevant school staff recognise and understand learner's needs	1 2 3 4
d	Relevant school staff proactively provide support to meet learner's needs	1 2 3 4

Name: _____

DOS: _____ Class: _____

Date of Scoring: _____

Person Scoring: _____

Circle one answer for each question
Try and answer all questions.

SCALE
4 Strongly supports school participation / Observed almost all of the time
3 Supports school participation / Observed most of the time
2 Interferes with school participation / Observed some of the time
1 Strongly interferes with school participation / Observed hardly any of the time



STAR Approach – behaviour analysis chart

Child's name/initials		Completed by		
Date & time	Setting	Trigger	Action	Result
	Where did incident occur?	What happened just before the incident?	What behaviour did the child display?	How did other children respond? What was the result for the child? How did the adult/s respond?
Reflections/Actions				

Pupil Risk Assessment and Behaviour Plan

NAME OF SCHOOL: Royal Mile Primary

PUPIL'S NAME	
DOB	
SEEMIS ref no	

Hazards	
KNOWN BEHAVIORS	Please ensure that you describe the behaviour in as much detail as possible. State any known triggers. State the frequency of the behaviour and give an indication of any pattern you are aware of (eg every Tuesday after lunch).
<p>Behaviours:</p> <ul style="list-style-type: none"> Refusing to follow instructions Screaming Shouting <p>Triggers:</p> <ul style="list-style-type: none"> Not getting her own way If someone says something that annoys her If plans change without prior notice <p>Patterns:</p> <ul style="list-style-type: none"> Transitions (in particular lunch time to class) Certain children/staff 	

Risks	
ASSOCIATED RISKS	Please outline the risks to the pupil and / or to staff and others. Please state who might be harmed and how.
<p>Risk to peers:</p> <p>-risk of being hit by an object being thrown (not necessarily at them)</p> <p>Risk to staff:</p> <p>-risk of being hit by an object being thrown (not necessarily at them)</p> <p>Risk to himself:</p> <p>-Could hurt herself when throwing objects</p>	

Actions (prevention)	
RISK PREVENTION	Please outline the actions that are likely to minimise or prevent the challenging behaviour from occurring in the first place. Can you reduce the likelihood of the risky behaviours? Can you reduce the impact of the risky behaviours?

Actions (de-escalation)	
MANAGING THE BEHAVIOUR	Please outline the actions that are likely to support the pupil and keep them, yourself and others safe. Make use of information from anyone with a good relationship with / understanding of the pupil. Make reference to the guidance note on de-escalation.
<p>De-escalation:</p> <ul style="list-style-type: none"> Speak in a calm and soothing manner with a blank face Diversion by talking about toys, cats and dogs 	

PLEASE NOTE: A risk assessment must be kept up to date. It should be reviewed after every incident or every term.