



Carrongrange High School

Relationships For Learning Policy

Updated April 2024

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Introduction

Our school vision statement 'Be All You Can Be' is an expectation for everyone in the school community; staff, parents, pupils and partners. As part of this, it is an expectation for all young people within the school to:

- Respect themselves, others and the school
- Build resilience, try their best in all that they do and challenge themselves to do better
- Take responsibility for their learning and their actions

Underpinning the framework for promoting positive behaviour in Carrongrange High School are the following policies:

- Getting It Right For Every Child
- Six Nurture Principles
- Carrongrange High School Anti Bullying Policy
- Falkirk Framework for Behaviour management
- Maybo Conflict Management
- Interim Advice note for schools on the use of physical intervention, restraint, and seclusion (Falkirk Council January 2024)

Rationale

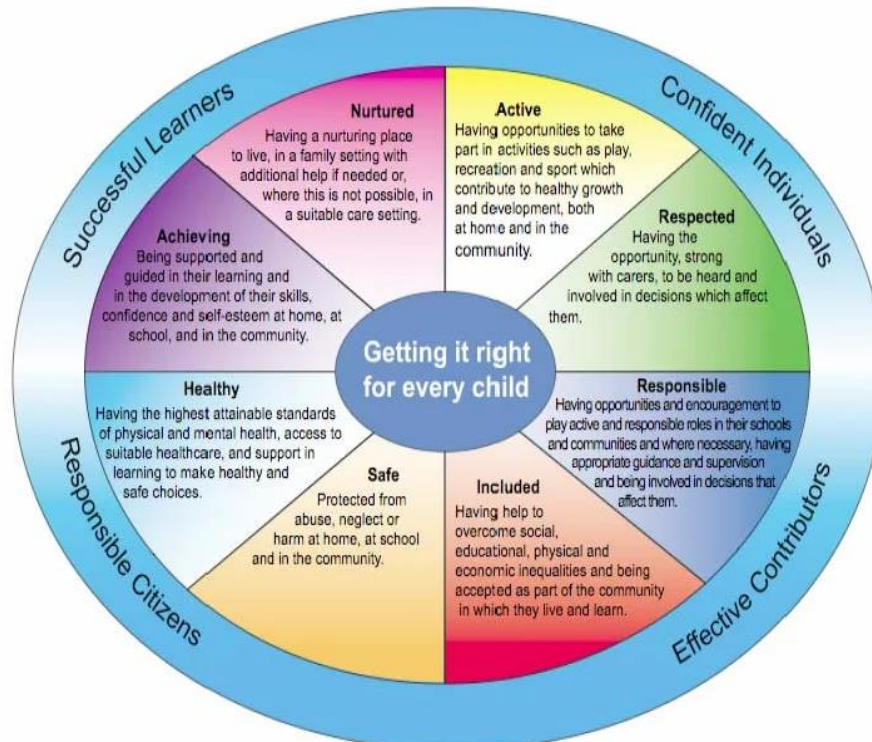
We believe that good relationships are vital to the success of our school as a learning community. Our behaviour policy is built on this belief. The purpose of this Relationships for Learning Policy is to create a system that promotes positive behaviour and deals appropriately with challenging behaviour by achieving a balance of appropriate sanction and follow up work, by pupils and staff, to ensure that similar incidents are avoided in the future.

Section 1

GIRFEC and NURTURE

It is the responsibility of staff to ensure that we 'Get it right for every child' in order for them to achieve their best. Staff understand the principles and practices of GIRFEC and strive to follow these through their daily classroom practice. All staff have a role in promoting and safeguarding the wellbeing of all our young people through creating a positive and nurturing environment for them to thrive. In order to do this staff will actively ensure that all of our young people are:

- **Safe:** Protected from abuse, neglect, harm
- **Healthy:** Educated in physical and mental health. Supported to maintain healthy, safe choices
- **Achieving:** receiving support and guidance in their learning - boosting their skills, confidence and self esteem
- **Nurtured:** having a nurturing and stimulating place to live and grow
- **Active:** having opportunities to take part in a wide range of activities - helping them to build a fulfilling and happy future
- **Respected:** to be given a choice and involved in the decisions affecting their wellbeing where possible
- **Responsible:** supported to take active roles within their school and communities
- **Included:** getting help and guidance to overcome social, educational, physical and economic inequalities; accepted as full members of the communities in which they live and learn



As well as this, all staff will ensure that they are creating a nurturing environment by recognising:

- The environment offers a safe base: The young person feels safe and secure in their environment at all times
- All behaviour is communication: There is always a reason behind a young person's behaviour. The way in which a young person acts may be as a result of external factors and other things going on in their lives. Staff will be mindful of this, reacting and addressing concerns appropriately
- Communication is the key: Our young people communicate in different ways and can become agitated if they feel they are not being listened to. Staff should be aware of this when interacting with our young people to prevent any unnecessary situations from occurring.
- Learning is understood developmentally: Although a young person may present a certain age, developmentally due to external factors, they may not act that way and the approach taken with these young people needs to be adapted appropriately.
- Transition: Transitions are important in children's lives. Some young people need supported more with making transitions as they go through their school career. This may also be during the school day moving between classes.
- Development of self-esteem: Young people will be supported to flourish and achieve their best in school and in every lesson.

By using this approach we will ensure that all our young people and their families feel supported. We recognise that people make mistakes and at times may need a second, third, fourth..... chance to achieve their true potential.



Section 2

Restorative Approach

As part of effective classroom management, the adoption of a restorative approach by all staff members is essential. Carrongrange High school is a fully restorative school where restorative approaches are used as a strategy for managing behaviour. Restorative approaches deal with harm and conflict in a non-confrontational way which allows students who have caused harm the opportunity to accept responsibility for their actions and put things right. By means of a restorative conversation or some other restorative strategies, pupils and staff who have suffered harm are given the opportunity to express how they feel. This conversation/work should happen before pupils return to class and if possible with a PT in attendance to help facilitate the conversation or decide upon the plan of action.

All Carrongrange staff are trained in the restorative approach - at the beginning of each school year new members of staff will attend an in house training session. It is an expectation that this restorative approach will be adopted at all times when dealing with behaviour issues within the school.

At Carrongrange we understand that everyone is a unique individual and therefore we have to be flexible when dealing with instances of inappropriate behaviour. We must also be open to adapting the restorative approach to suit the needs of the pupil. Pupils with ASD, low levels of emotional maturity or those with more complex needs may need guidance and support in recognising how their actions affected others. A variety of approaches can be used to assist pupils' understanding such as social stories or boardmaker symbols. Core teachers working with these pupils on a daily basis will decide which approach would best suit the individual pupil and their needs and share effective strategies with staff.

“Scotland’s teachers need to listen to both sides in any situation and give young people a chance to explain. It is also important to think about why someone misbehaves and commit to restorative practice and help them fix these mistakes. It is also important to forgive pupils and allow them a fresh start.”

<http://www.gtcs.org.uk/web/files/the-standards/Children-In-Scotland-Review-of-Professional-Standards.pdf>

A restorative Approach

A Restorative Conversation

Step 1: The Facts

What happened?

(Affirm & Summarise)

Step 2: The Consequences

Who has been affected?

How has this affected them?

How do you feel about what happened?

(Affirm & Summarise)

Step 3: The Future

What do you think you could do to put

things right? How can we make sure

this doesn't happen again?

(Summarise)

Restorative Conversation Prompts

Points that can help if you feel stuck—remember, don't cross-examine! Let the pupil talk!

- I would like to hear your view on what happened
- What happened before this incident?
- What were you thinking at the time?
- How did you feel at the time?
- How did you feel afterwards?
- Has anyone else been affected?
- You haven't exactly answered my question?

Section 3

Positive Referrals

At Carrongrange High School our vision is for our young people to be 'Be All You Can Be'. We want to celebrate and acknowledge the success of our pupils at all levels across our school. In order to motivate pupils to be Responsible Citizens, Successful Learners, Confident individuals, and Effective Contributors staff should ensure that they are acknowledging pupils' hard work and perseverance at regular intervals.

In order for pupils efforts to be recognised and shared, positive referrals (OTB) and house tokens will be issued to pupils under the following headings:

- Successful Learners
 - Increased effort in class
 - Outstanding piece of work
 - Outstanding contribution in class
- Confident Individuals
 - Demonstrating leadership skills
 - Co-operated effectively with others
- Effective contributor
 - Improved behaviour
 - Completion of homework
 - Consistent hard work in class
 - Excellent behaviour
- Responsible Citizens
 - Helping others

As well as positive referrals there will be other opportunities for pupils to gain praise and rewards on a weekly/monthly basis.

Core Class Pupil of the Week

A pupil of the week will be chosen by the teacher and class sfla and certificated weekly to reward positive behaviour

Pupil of the Month

Pupils nominated for pupil of the month will be celebrated on a notice board in the foyer. Pupils of the month will be awarded their certificate during school assembly. Pupils are nominated by both core and subject teachers.

Golden Ticket

These will be issued termly to pupils who consistently try hard in school. Class teachers will be able to issue one ticket to a pupil from each of their classes a term. At the end of each term, a draw will take place and the pupil who's Golden Ticket is drawn will receive a reward.

Throughout the year there will be regular school assemblies where celebrating success will be a major feature, including 'House Pupils of the Month'. As well as this there will be house tokens available throughout the year for pupils to receive to reward them and their house for their efforts and behaviour in class. The winning house with the most tokens at the end of each term will receive an award for all of their hard work during the term. Consistency is essential for ensuring that pupils, parents, and staff value the system.

Section 4

Behaviour Management for those Pupils who can Change Behaviour

Managing behaviour, challenging negative behaviour, is the responsibility of all staff in Carrongrange High School. Some of our pupils don't have the capacity to manage their behaviour, it is a part of the characteristics of their additional support need. However, for those we know can change and improve behaviour, we expect high standards and respect towards each other in whatever we do. When pupils' behaviour challenges our standards and expectations, we all have our part to play in managing this. Strong, positive relationships is at the heart of managing pupils' behaviour.

In corridors or in the school playground, if we see behaviour that does not fit with our expectations, that does not fit with our school rules and values, we act in a proactive manner.

- Have a restorative conversation with pupils, highlighting the issue and clarify expectations moving forward
- If they need it, give pupils time out to calm down, to re-group before having conversation
- If pupils walk away, if they are angry, give them time to calm down before finding them and having a conversation

Action and consistency in our practice will change poor habits of behaviour. By taking time to invest time and effort into challenging poor behaviour choices, we will change behaviours and see improvements in our school.

- Always note the incident and your conversation on OTB, in this way, PTs can note patterns and escalate actions where necessary.

In classrooms good learning and teaching which builds relationships and inspires and engages learners is the best way to keep pupils' behaviour on track. Our policy *Agreed Basics of a good Carrongrange Lesson* underlines what good learning and teaching should look like in our school.

There are a number of strategies staff can use in their classroom to help support the changing of behaviour. Restorative practice is at the heart of this. By building good relationships with pupils, by knowing their profiles, their likes and dislikes, we have a better chance of engaging them. When we recognise the triggers, as adults, we must adapt our approach. There are a range of classroom strategies staff can use to manage behaviour:

- ✓ Distraction and humour
- ✓ Restorative conversation clarifying expectations
- ✓ Seat move, traffic light card or ownership cards (if pupil uses them/ should they use them)
- ✓ Use of time out space /quiet room (where staff have access to one, outside door in corridor if not) or agreed time out plans/people
- ✓ Use of support staff for more 1:1 work, possibly in a different room or space
- ✓ Always note any incident on OTB even if you've managed it. It allows us to monitor patterns of behaviour.
- ✓ Use of Seesaw messages home to parents to ask them to reinforce expectations.
- ✓ On call system supports staff managing ongoing low level disruption.

On a Monday morning, PTs, DHTs and HT will be given an OTB report that highlights pupils who have received the highest number of referrals in the last week. PTs will be able to recognise patterns of behaviour for pupils (and staff) that exist across classes and speak to pupils about recurring behaviours and the need to change these. They will alert core teachers to this discussion.

Depending on the scale of issues, PTs should use and monitor strategies to challenge but encourage change in behaviour:

- Restorative conversation clarifying expectations and next steps if behaviour does not improve.
- Suitable detention e.g. interval or lunchtime for an agreed period. This could be done in subject areas to support the building of relationships or could include other options Inc. mindfulness.
- Target card for an agreed period of time. This is the responsibility of the pupils but is checked daily by the PT and core teacher. If pupils fail to follow this agreed action, then further actions are used.
- Parent/carer phone call or meeting.
- Time out of class.
- Use of alternative strategies or support staff to work on improving behaviour using emotion works or other suggested strategies. This could include the Hive.
- Escalating to DHT level where pupils and parents are already involved and no change to behaviour is made. DHT should work with PT, pupils and parents to monitor strategies.

HT to receive the same weekly report as PTs. HT will monitor and spot check pupil behaviour, using their behaviour card or by visiting classes so that pupils are aware they are being monitored. HT will check in with PTs/DHTs for an update during the week and will end the week by speaking to pupils. PTs are directly responsible for the behaviour plan for individual pupils however, the DHTs and the HT will reinforce on a weekly basis, spot checking throughout the week.

A reminder that pupil profiles and ICMPs contain information to support our understanding of pupils' behaviour and should be used by staff to support their planning for each individual.

Some suggested reading materials:

Paul Dix : 'When the Adults Change, Everything Changes'

Bo Elvien: 'The Low Arousal Approach'

Naoki Higashida & David Mitchell: 'The Reason I Jump'

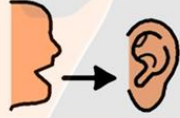
Carrongrange School Rules



Carrongrange High School



Be all we can be



Follow instructions given by staff



Show good manners and be polite



Take responsibility for your own behaviour



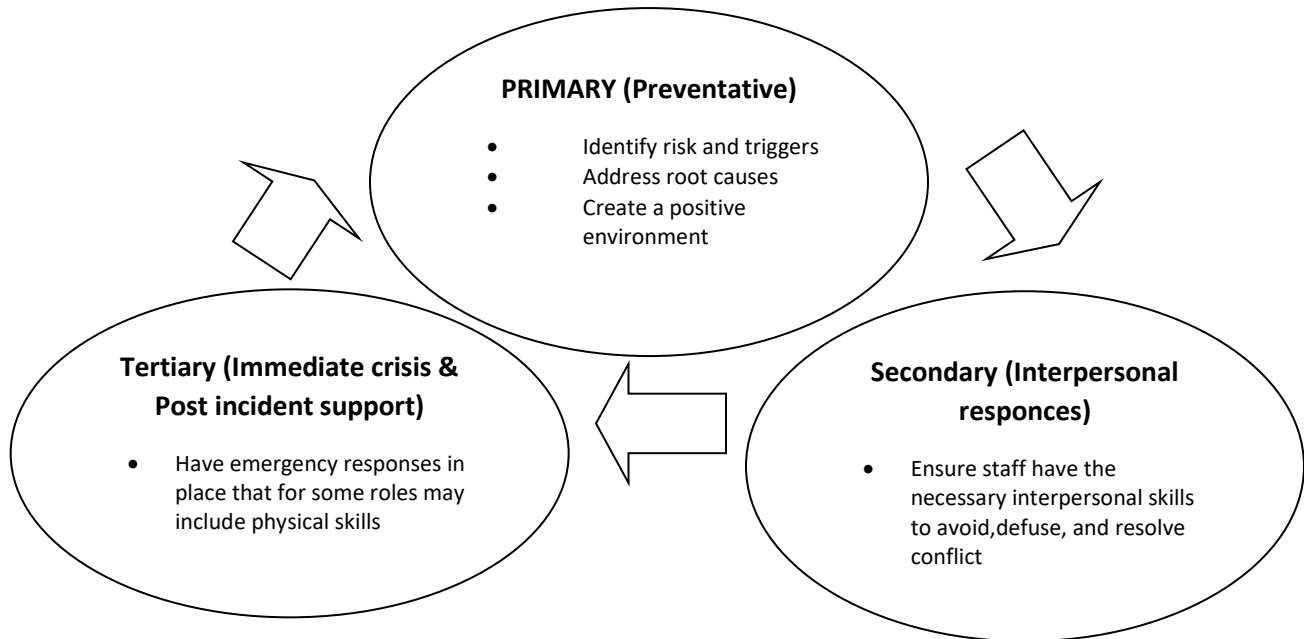
Respect, tolerate and be kind to each other

No  phones during class time unless requested by teacher

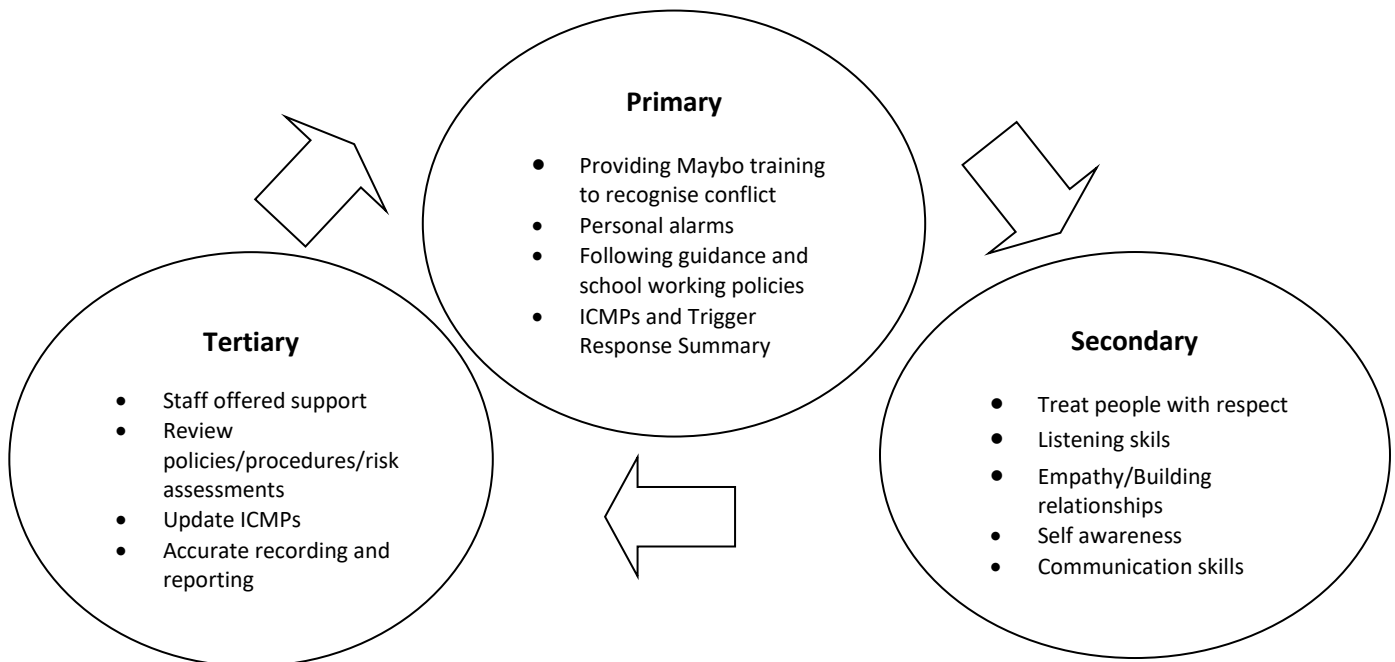
Section 5

Maybo Risk Reduction Model

staff are trained in MAYBO to support low level physical intervention



Carrongrange Risk Reduction Model



Tertiary support links to our *Managing and Supporting Challenging Behaviour Policy* in Section 8.

In order for the risk reduction model to be effective all 3 stages must be followed and adhered to. The maybo model of risk has been applied and used successfully in many settings including schools and can reduce violent incidents by 80%.

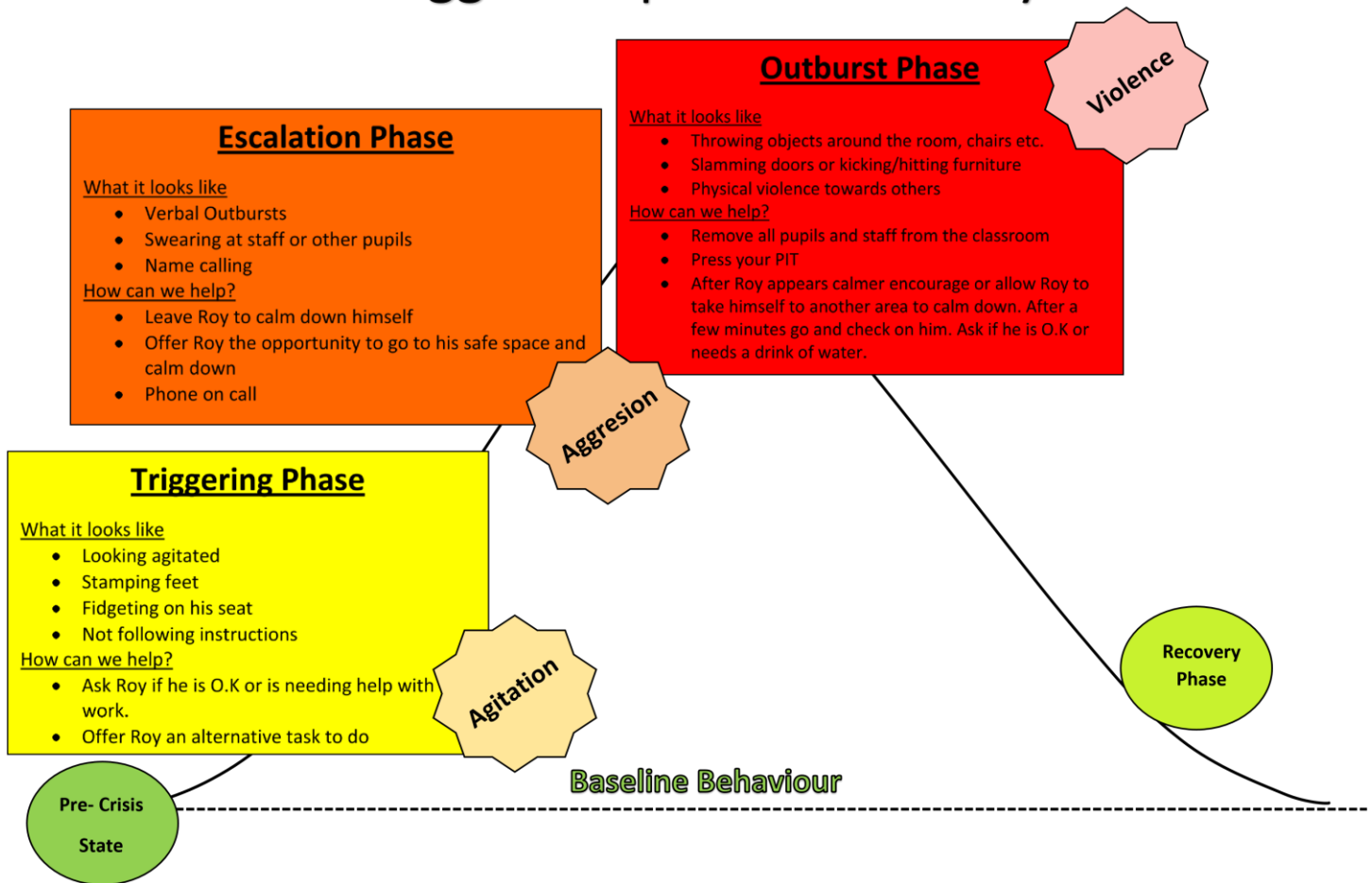
Trigger Response Summary

Every child has a baseline behaviour or a normal state of functioning that is specific to that child. Some children and young people have high levels of anxiety and stress when they are at baseline. These children are more vulnerable to changes in the environment and are more easily agitated. Because of high levels of anxiety some young people may not be able to follow certain rules or meet some expectations (not because they do not want to but because they cannot). Expectations and rules for these young people need to be adjusted so that they can be successful.

When we know a young person's normal baseline behaviour, we can identify when the young person is starting to escalate and we can hopefully intervene to prevent the young person from going into crisis.

Carrongrange High school has a responsibility to conduct a risk assessment for each young person and determine the need for an Individualised Crisis Management Plan (ICMP). When a young person has an ICMP within the school they will also have a Trigger Response Summary which every member of staff will be given access to. This TRS is the individualised behaviour management policy and strategies for the young person involved. With this plan in place the school can look at interventions that address prevention of problematic situations, the teaching of alternative skills, responses to crisis situations, and long term goals to decrease the young person's need for external controls. Everyone in our school community has a role in helping these young people to learn new strategies for achieving their goals.

Trigger Response Summary



It is important for all teachers to know what pupils within the school are on the Trigger Response Summary as they must make themselves aware of the triggering phase for these pupils and how to de-escalate the situation if possible.

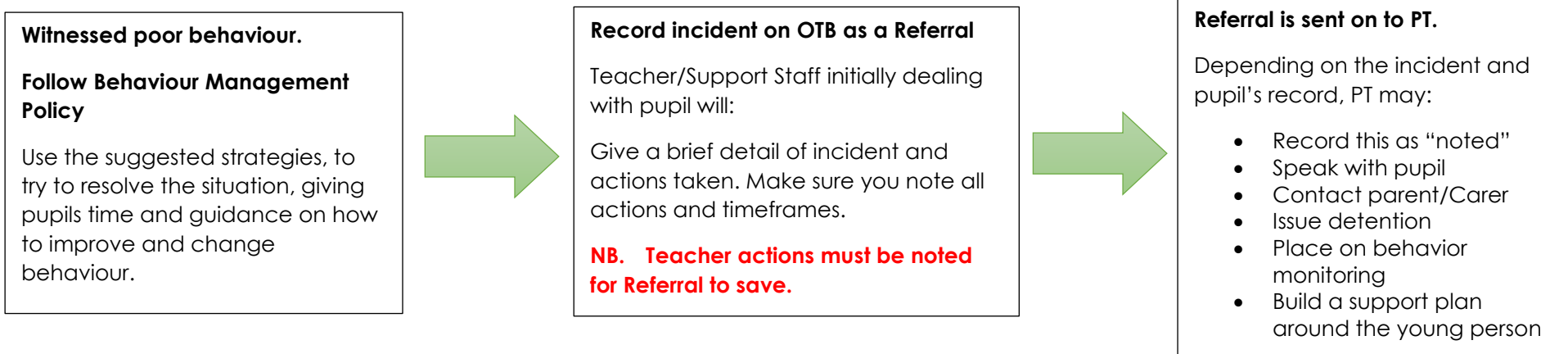
Staff will be able to access this information in:

- Shared for staff/confidential pupil info/pupil folders
- OTB Pupil Profile
- Intranet/resources/documents/ICMP TRS Overview

Recording of Behaviour Incidents on OTB

In order to improve the behaviour of pupils across our school, all staff must be proactive with regards to the recording and management of incidents of poor behaviour. The key part of this process is the regular recording of incidents on OTB which allows PTs to track and monitor patterns of behaviour.

The following gives guidance on how all incidents, in classrooms or in corridors, should be recorded.



If any incident continues or escalates then it may be appropriate to use "On Call" or in emergency situations, "PinPoint".

On Call should be used when a pupil is continually disrupting the lesson.

Persistent poor behaviour that is resulting in the inability of teaching and learning to take place.

Staff phone Reception (Ext 201) to ask for the "On Call" Manager.

What next?

Record incident on OTB as a Referral

Teacher should give details of incident and actions taken. Ensure "On Call" is recorded in Teacher Action.

What next?

On Call Manger logs their part in the incident and their subsequent actions in OTB in the Pupil Record as "On Call" update.

Referral is sent on to PT.

To be followed up as part of pupil overview.

Pupil leaves the class without permission due to instance(s) of poor behaviour.

Q. Is there immediate danger to pupils or staff?

Yes

Pin Point

A referral should be logged on OTB as above for each instance of "PinPoint".

Responding ELT will record a "PinPoint" pupil update record afterwards.

No

SfLA should go with the pupil, following at a safe distance.

Once they have calmed down, the class teacher should have a restorative conversation and encourage them back to class.

There is no need for "On Call" at this time.

No

Q. Is the situation escalating?

Yes

Record incident on OTB as a Referral

Teacher/Support Staff initially dealing with pupil will:

Give a brief detail of incident and actions taken.

Staff phone Reception (Ext 201) to ask for the "On Call" Manager.

Recording of incident as a referral, as above.

Yes

Record incident on OTB as a Referral

Teacher/Support Staff initially dealing with pupil will:

Give a brief detail of incident and actions taken. Ensure a restorative conversation takes place before next lesson. Ideally when there is time and not in front the next class.

Referral is sent on to PT.

No

Q. Has the period for this subject ended?

Section 8

Managing and Debriefing Challenging Situations (1 of 3)

Supporting the Incident

1. On responding to an emergency request for assistance, the responding manager offers immediate support. This may mean:
 - Managing the child(ren) back into class
 - Removing the child(ren) for some time out
 - Supporting staff welfare including offering staff time in a quiet place to recompose, whatever is appropriate.
2. Where harm or ongoing upset has been caused the responding manager should:
 - Remove the child(ren) from the situation to the management area/other appropriate area. If a child cannot be removed from the situation, the class must be removed until the child has returned to a calm state. Length of time depends on the incident and if the pupil is return to a calm state. Pupil should be returned to class or a class within the pod if necessary, after discussion with staff involved or following debrief and any necessary follow-up actions.
 - Support the staff member(s) to return to duty or make alternative welfare arrangements eg. medical assistance, time out, 1:1 support and discussion, send home and arrange cover.
 - If the member(s) of staff goes back to class, arrange a time to debrief the incident with all staff involved. If the member(s) of staff or any pupils involved are sent home, on their return, arrange a time to debrief the incident.
 - Other staff in the class may require debrief earlier if a member of staff involved is absent.
 - Contact parents/carers to make them aware of the incident and that restorative work and action planning will take place as a result.
3. If a child is removed from class due to a harmful incident, the agreed restorative process for the pupil should be followed (led by the responding manager involved or someone else they deem more appropriate) eg. conversation, social stories, conversation with parent/carer etc, in order to support a return to class ASAP. For any young person who lacks the capacity to understand or undertake the restorative process, key staff involved will agree actions to support the young person which will focus on reducing further harm moving forward.
4. Note the incident on OTB. If numerous staff in the room were involved, agree one OTB record. Responding manager notes their input.

Process following a reportable incident

Where a staff member has been harmed as a result of behaviours exhibited by another individual a SheAssure incident form should be completed and a debrief must take place.

1. Debrief time arranged with member(s) of staff/pupil at end of incident or on the their return to work/school. This can be done by the responding manager or another 'more appropriate' agreed manager.
2. Prior to debrief, the incident is noted on OTB and a SHEASSURE report is completed and brought to the debrief meeting.
3. Debrief and resulting tertiary action planning takes place by the pupils Pastoral PT or Maybo Co-ordinator to learn from the incident within a 7 day timeline where possible. Pastoral PT will ensure that any multi-agency involvement, case conference, ICMP or risk assessment update takes place.

4. Pastoral PT monitors the situation thereafter as part of the plan around the child(ren).

Restraint or Seclusion

Definition of physical restraint:

“The use of direct physical force to restrict freedom of movement.”

This should only be used to avert immediate danger of physical injury and where no **less restrictive** option is available.

Definition of seclusion:

“An act carried out with the purpose of isolating a child or young person, away from other children and young people and staff, in an area which they are prevented from leaving.”

The key features of any seclusion are: The child or young person cannot leave the space in which they have been secluded, staff blocking an open door, or in any other way preventing the child or young person from leaving a room or space in which they have been moved to. A child or young person’s consent is not a feature of seclusion, If a child or young person is free to leave the space they have been moved to by staff, then this would be considered a staff-led withdrawal, rather than seclusion.

If Restraint or Seclusion has been carried out it must be reported via the SheAssure system on the same day and a debrief must be carried out within 24 hours. It is recommended that staff should be brought together for an initial debrief and a lead for the incident identified. If Maybo level 3 has been used all members of staff involved in this will be debriefed as a group initially.

The staff member identified is responsible for reporting the physical restraint incident via the She Assure Portal.

The incident should be investigated by a member of the senior management team or Maybo Co-ordinator including speaking to all of those involved in the incident. If CCTV is available this should be gathered and reviewed. Parent/ carers must be contacted by a member of the Senior Management team, at the earliest opportunity the same day.

Both the child or young person and their parents/ carers must be made aware of the reasons why restraint or seclusion was necessary, through an immediate TAC or meeting/phone call. The views of the child or young person and their parents/ carers should be recorded at the time of discussion. Following this, the child’s ICMP/ TRS/ Individual Pupil Risk Assessment should be updated (or created if none) to reflect the discussion to ensure steps are taken to prevent future instances.

Staff may wish to arrange a further debrief discussion with F Cavana or J Proudlock regarding an incident where MAYBO was used or possibly could have been used. This can happen at any time staff feel the need to consider practice in managing challenging behaviour. Fiona is available during her Maybo days and a Wednesday after school and Janine is available anytime.

SheAssure: <https://sheassure.net/falkirkcouncil/Portal/hhD2CKWX95/index>

How to use tutorial: <http://ior.ad/6ZzY>

Use of Pinpoint Alarm System and “Mr ERIS” call out

Managing and Debriefing Challenging Situations (2 of 3)

Pinpoint alarm system should be activated for:

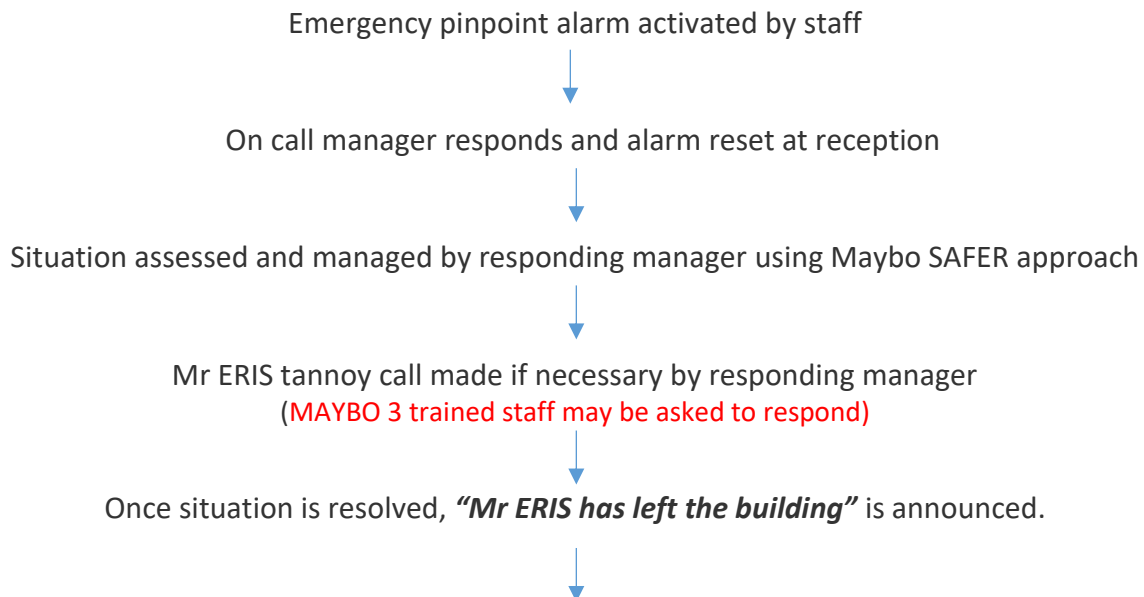
- Aggressive behaviour (others & property)
- Pupils to be removed from class for safety
- Runner
- Major medical incident
- Loss of control in corridors

In the event of an emergency, operate the green cylinder pinpoint by pressing the button on the end. Do not pull the cap out of the top as they are prone to breaking. On the blue alarm, press the button in the centre.

Mr ERIS (emergency response in school) announcement to staff:

- On call staff support when a young person is highly dysregulated in the corridor or social areas of the school.
- Responding manager calls office staff to tannoy “**Mr ERIS is in the building**” (where appropriate, highlight a specific location).
- This indicates to all staff that an incident is taking place and to help keep pupils and staff safe from dysregulated behaviour by an individual, everyone should stay in or go back to class. Staff should stay in class, even if the period ends, until the call that - “**Mr ERIS has left the building**” is made.
- The responding manager attends the area where the incident is occurring to support the situation.
- The responding manager asks the office to make the “**Mr ERIS has left the building**” call when appropriate.

Procedure:



Responding manager arranges debrief and action planning, see *Managing and Debriefing Challenging Situations Policy*

Staff complete an **OTB referral and also a SHEASSURE report** if the situation requires this.
The **responding manager** should complete an **OTB on call/pin point update**

Managing and Debriefing Challenging Situations (3 of 3)

Debrief Template

The following framework will support discussions with staff after an incident form on the SheAssure System has been completed. Not every pinpoint alarm (SheAssure incident form) will require this level of debrief however, where staff have used MAYBO to manage a situation, this kind of debrief must take place. This debrief will also support SHEASSURE paperwork.

1. **Describe the circumstances of the incident: (POPS – person, object, place, situation)**
 - Context (*What? Who? Where? Why?*)
 - Triggers identified
 - Behaviour presented (be specific)
 - Risks
2. **Describe and account for own actions: (SEAL – Safe? Effective? Appropriate? Lawful? *If you can say yes to the first 3, then it is lawful*)**
 - State options open to you and the reason for your choice:
 - ✓ Secondary, non-physical de-escalation techniques (**calming, distraction, persuasion etc**)
 - ✓ Tertiary, emergency exit, use of physical intervention (**technique, duration, justification**)

3. Describe any follow up actions and details of evidence:

- Description of injuries

- Debriefing or support measures

- Duty of care actions

- Who informed

- Details of any evidence, witness details, caught on CCTV etc

4. Resolve

- What can we learn from this?

- What should we do differently next time?

- Now what? (Update pupil plan/procedures/resources?)