



Better Relationships, Better Learning, Better Behaviour Policy &
Procedures

2023/24

Table of Contents

3 Purpose, Scope and Definitions

4-6 Use of Whole School Approaches to Support Positive Behaviour

7 Partnership Working with Other Agencies, Parent/Carers and Children

8 A Combination of Approaches to Promote Positive Relationships And Meet The Needs Of Individual or Groups of Children

9 Interventions Targeted at Particular Young People with Behavioural Needs:

9 Dealing with incidents and responding to the needs of individual vulnerable children:

11-13 Responsibilities

13-15 Consequences

16 Policy Base and Associated Documents

16 Parental Review

17 Appendix 1 - Dealing with repeated breaking of Rules

17 Appendix 2 - Restorative Conversations

18 Appendix 3 - Managing behaviour in the playground

18 Appendix 4 - Parental Script

19 Appendix 5 – Pupil Reflection Template

20 Welfare Concerns

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.

This school recognises that children are born with an urge to become independent and capable and that an ethos of inclusion with emphasis on positive relationships and behaviour are important. Whole school supportive approaches contribute to positive relationships and help to create a positive environment for all children and young people.

The purpose of this procedure is to provide clear guidance for staff in our school and assist partnership work with parents on the management of Better Relationships, Better Learning, Better Behaviour using these supportive approaches. This procedure compliments Council Procedure and should also be read in conjunction with our 'Better Relationships, Better Learning, Better Behaviour' Policy.

1. SCOPE

This procedure applies to all staff in our school and encompasses

- Whole school approaches (children, all staff, parents/carers)
- Support systems
- Curriculum based lessons, activities and programmes
- Partnership working
- Professional Development

2. DEFINITIONS

School: Taobh na Pairce learning environments, both within and without the building, classes 1-7 and sgoil-àraich.

Staff: All those working, on a permanent or temporary basis within the school, and all regular volunteers.

Parents and carers: all those who have a role as a primary carer for any children attending TnP school or nursery class.

USE OF WHOLE SCHOOL APPROACHES TO SUPPORT POSITIVE BEHAVIOUR:

All staff will serve as positive role models. This means that in all dealings with pupils they will treat them with respect. They will avoid aggressive behaviour, including shouting, and will act as a calming and consistent presence. Staff will use their knowledge and understanding of emotional wellbeing, restorative approaches and attachment difficulties to support groups and individuals with this aspect of their learning.

All staff will work to support calm, quiet behaviour on stairs, corridors and shared areas. This will involve single file systems, door management systems, and low noise levels. The nature of our school building means that this will have to be constantly reinforced, revised and prioritised by all.

For individual teachers, good classroom management and organisation, clear lesson planning using the four phase model and thorough preparation will help to create the right environment within the classroom. Programmes of study should be followed to ensure progression.

Class projects provide a meaningful context for interdisciplinary learning. Flexibility, choice and, where appropriate, differentiation will also help to support individual needs and promote positive relationships and behaviour. CEC Circle Document is a key resource that supports teachers in creating an inclusive learning environment. In the nursery playroom and P1 classes, the Froebelian principles underpin the approach to play and room layout.

From Oct '16, the whole school is following the CEC 'Building Resilience' Programme. This is a three year programme that promotes emotional, social and physical wellbeing.

All classes agree on a set of classroom rules. These focus on key behaviours and are re-visited regularly by the class teacher.

Pupil support assistants will work under the direction of the class teacher to support positive behavior in class. For some, this will involve taking a key role in supporting an individual child. PSAs will use this approach in the playground too.

Whole school rules provide a framework for behaviour, particularly in the playground.

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 support needs.

Restorative Approaches:

CEC promotes a Restorative and Solution Focused Approach in all schools. At Taobh na Pairce we aim to give all those involved an opportunity to describe what happened, reflect on the impact on everyone, understand and value everyone's perspectives and agree a way to resolve the situation.

This can take the form of:

- restorative activities in class using materials such as Circle Time
- restorative conversations where staff intervene in a situation and support children with the process (see appendix 2)
- formal restorative meetings involving all those affected by an incident

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. Children' learning is enhanced by a positive relationship between home and school.



Parents can contribute in the following ways:

- Being interested in their child's learning
- Understanding and supporting school procedures and rules.
- Being willing to support activities related to school.
- Being aware of their child's role within the community.
- Supporting the school's use of Restorative Practice.

Parents can ensure their child is ready for the school day by:

- Being punctual.
- Being alert and ready to learn.
- Wearing correct school uniform.
- Having correct equipment and appropriate school bag.

Parents can communicate effectively with staff by:

- Reading and responding appropriately to school letters.
- Making appointments to see staff about concerns where necessary.
- Providing up to date emergency contact numbers.
- Attending parents' evenings and school meetings.
- Informing the school of absence by telephoning on the first day

Classroom management tools:

Teachers use a range of classroom management tools, including table points, and individual star charts to encourage and reward good behaviour. These should be used positively, as something to be earned, rather than lost. Care should be taken to avoid embarrassing or shaming children and the use of any online classroom management systems must be discussed with a leader of the leadership team before being introduced in class.

In addition to these, the following approaches/resources are used:

- regular assemblies with a focus on positive behaviour - teacher and child-led
- buddies system where older classes meet regularly with their younger buddy class

- Building Resilience CEC
- Gold Board
- quiet rooms for break-out space, including at break times
- pupil of the week
- gaelic ambassador of the week

There are clear procedures for dealing with repeated breaking of rules in class, and for incidents of very bad behaviour in class. These are detailed in consequences section. You can find our restorative conversation in Appendix 2.

There are also clear procedures for dealing with bad behaviour in the playground. These are detailed in Appendix 3.

PARTNERSHIP WORKING WITH OTHER AGENCIES, PARENT/CARERS AND CHILDREN

Schools should emphasise the importance of positive relationships and constructive communication between the school, parents/carers and children in this section.

The school wishes to engage directly with parents and carers to foster a positive environment, maintain a consistent message, develop shared values and excellent home/school communication.

At nursery, parents are welcome to stay with their child until they feel secure and settled. Key staff are available to talk with parents at the start of each session. Learning is shared using online profiles and these are used until the end of C1; the use of learning journals is being piloted into Clas 2 – Clas 7 during session 2022-23.

From c1-7 we begin each session with a Meet the Teacher event, where all parents are invited to a short, informal meeting with their class teachers. This is an opportunity to find out about the year ahead and how the teacher will manage class and homework. This is followed by parent consultations in November and again in March, when parents will have a one-to-one meeting with the class teacher to discuss progress, achievements and next steps.

We welcome parents/carers approaching the school to make an appointment with the appropriate line manager in the first instance at the earliest opportunity if they have any concerns. Please contact the school office by email or telephone and we shall get back in touch as soon as possible.

Similarly, the school will keep parent/carers informed of any incidents at school regarding their children.

Getting it right for Every Child in Edinburgh (GIRFEC) is a partnership approach to delivering children's services. The school draws upon a network of support services within Children and Families and externally to offer expert input and advice to support individual children to meet their needs and promote their well-being. GIRFEC aims to ensure that children and young people get the right help at the right time. The child and parents/carers are involved at every step of this process.

A COMBINATION OF APPROACHES TO PROMOTE POSITIVE RELATIONSHIPS AND MEET THE NEEDS OF INDIVIDUAL OR GROUPS OF CHILDREN

The school uses curriculum-based lessons and activities that contribute to positive relationships and behaviour. This includes lessons and assemblies related to

- Citizenship/participation lessons/activities
- Emotional health and well being, with a focus on resilience
- Physical health and well being / healthy living
- Confidence and self esteem
- Learning Difficulties
- Diversity
- Anti-Bullying
- Environmental / green projects or lessons

These are often delivered to whole classes over a set number of weeks and can provide a focus for pupils to explore issues and reflect on their emotions. Curricular programmes can contribute to aspects of a child's well-being and resilience. The school at times may use an alternative, flexible curriculum that supports children with additional support needs to engage with the curriculum.

UNICEF Rights Respecting Schools:

The Children and Young People Scotland Act 2014 placed a statutory requirement that all children's services were designed and delivered to take account of children and young people's rights. The above is a resource which aims to develop participants' knowledge and understanding of the United Nations Convention on the Rights of the Child (UNCRC) with the purpose of promoting rights-based values, attitudes, skills and practices among those adults who have a duty of care for children and young people. At Taobh na Pairce we continue to work on the following:

- rights-respecting values are underpinning leadership and management
- whole school community is learning about the Convention on the Rights of the Child
- school has a rights-respecting ethos
- children are empowered to become active citizens and learners
- opportunities are provided for children and young people to develop an understanding of their rights and responsibilities
- staff are modelling respectful relationships and behaviour In addition, the school provides where appropriate/possible within resource, the following group approaches to meet the needs of individuals:
 - Seasons for Growth (a programme to support children who have suffered loss or bereavement)
 - Talk and Move (a programme to support children with development of social skills)
 - Play at Home (a programme to support children and families as they prepare to start nursery)
 - T. I.P.s: Therapy Inclusion project
 - Lego Therapy
 - Art Psychotherapy
 - School Counselling
 - Music Therapy

Other groups, such as Construction Club, Cooking Group, Playground Group and Gardening Group provide learners with supportive, nurturing, small group settings where aspects of health and wellbeing can be developed. An increased focus on Outdoor Learning, including Forest Schools, provides another valuable context for work in this area.

CHILDREN REQUIRING ADDITIONAL BEHAVIOUR SUPPORT

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. Most needs can be met within provision available in class. The school follows the Department's arrangements for identifying and meeting additional support needs by working in close partnership with the parents/carers, the pupil concerned, and other services in contact with them. The Council's structured and progressive approach to identify, assess and meet learners' additional support needs through a pathways model provides an effective process for Identifying support and ensures a proportionate use of resources and enables effective planning and the best use of wider supports outwith the school.

The aim of Pathways to Support (Staged Intervention) is to identify children's needs and to suggest ways in which these needs could be met effectively:

Stage 1: Needs are met and supported within class

Stage 2: Needs are met and supported within the establishment

Stage 3: Needs are met and supported within establishments with support from Partner Services and Agencies

Stage 4: Needs are met and managed through placement in a specialist setting For further information on ASL/GIRFEC pathways, please refer to the supporting documents at:

<https://www.edinburgh.gov.uk/downloads/file/23488/guidance-for-new-girfec-child-planning-paperwork>

<https://www.edinburgh.gov.uk/information-professionals/legislation-policies-asl>

Targeted support for children and young people with needs that may impact on their behaviour may include an individual plan. **Where a child has a plan class teachers and support staff will use this as a key resource to inform approaches and priorities for the individual child.** The ASL team will provide support and guidance as required.

Children and young people can access a range of support aids or services which can make an important contribution to positive relationships and positive behaviour. The school uses the following to support children in their learning:

- Class teacher, support for learning teacher and pupil support assistants
- Key workers: a named person for specific children, where appropriate
- Psychological services and a range of other partnership agencies including speech and language therapists, occupational therapists, Barnardos, Young Carers etc.
- Staff being available at critical times e.g. transitions, break times, staff change overs

- Emotion Talks

- Social Stories (personalised stories which support children to make sense of their daily experience and to manage parts they find tricky)

- Acknowledgement that all behaviour is communication.
- Understanding how a child's needs 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 deteriorating.

We ask the child "what's happened" and listen to their response 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.

When a challenging situation develops our main objective is to reduce the level of arousal. The school uses De-escalation Techniques found in Appendix 1 of the Council's Better Relationships, Better Learning, Behaviour procedures.

Staff are supported and trained on prevention, de-escalation and support strategies as part of whole school training and by accessing CEC professional development opportunities according to individual need. There is an annual conference for pupil support staff where there is a focus on managing positive behaviour. All staff are enabled to access these opportunities which include:

- Attachment Skills
- Challenging Behaviour: Strategies to meet the needs of learners with additional support needs in Primary / Early Years
- Emotions Talk: a support tool to help children to communicate about emotions
- Equalities training
- Resilience Building in Children and Young People
- Restorative Approaches
- Rights Respecting Schools
- Solution Focused Child Planning Meetings
- Understanding and Managing Challenging Behaviour Some school staff have been trained in the Confident Staff Confident Children programme. This is a course designed to explore what

influences positive mental health and emotional well-being, and how we can best promote it in ourselves and the children we work with.

RESPONSIBILITIES

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 from protected groups where these are different from the needs of other people.

This may be particularly pertinent when supporting a child whose cultural factors or additional support needs give rise to differentiated approaches in supporting relationships, behaviour and learning.

The Role of the Head Teacher

The **head teacher** has overall responsibility for ensuring the effective implementation of this policy. In particular, the head teacher 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.

The Role of Non-teaching Staff

All school staff have a responsibility to uphold the Positive Behaviour and Restorative Practices Policy. Non-teaching staff should ensure that children move with care and quietly around the school building at all times helping to ensure a calm atmosphere in the corridors, classrooms and other school areas. Children should be made aware that rough play and potentially dangerous behaviour in the playground is unacceptable. Lunchtime Supervisors need to stay in close touch with the class teachers and communicate with them about appropriate behaviour and incidents of unacceptable behaviour at lunchtime.

The Role of the Class Teacher

We are aware that good classroom organisation and the provision of a high-quality curriculum through interesting and challenging activities influences behaviour. Teachers at Bun-sgoil Taobh

na Pairce are positive, enthusiastic and have high expectations of both learning and behaviour. They foster a sense of self-esteem in all children, linked with an understanding of the needs of others. They encourage a calm and responsive atmosphere, avoiding shouting.

The Role of Parents/Carers

Parents have a vital role to play in their children's education. It is very important that parents support their child's learning and co-operate with the school. We are very conscious of the importance of having strong links with parents and good communication between home and school. Thus, the school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school. We expect parents to behave in a reasonable and civilised manner towards all school staff.

Incidents of verbal or physical aggression to staff by parents/carers of children in the school will be reported immediately to the Head Teacher who will take appropriate action which may include reporting incidents to the relevant health and safety personnel in the LA (SHE Portal) who will take appropriate action. Staff may choose to consult their union representatives for legal advice and / or representation. There are separate procedures for unacceptable behaviour by parents. These will be followed by the Head Teacher. If parents are at all concerned with any issues regarding behaviour, the person to speak to first is the child's class teacher. The school's aim is to promptly address these issues to a satisfactory conclusion. Parents can be assured that their children will receive support when they need it and, above all, they can feel welcome in the school to discuss their child's progress in a positive atmosphere.

Role of the Learners

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.


The Role of Pupil Council

The Pupil Council meets regularly. Behaviour will be a standing item on the agenda. The Pupil Council consists of children from across the school. All classes from P1 have two elected members on the Pupil Council. Pupil Council members have their photographs on the School Council board so that they can be identified throughout the school. As part of their duties the Pupil Council will discuss behaviour across the school. They also play a major part in modeling good behavior and deciding on activities that spread a positive message around the school.

CONSEQUENCES

We feel it is important to have consistency for helping children who have difficulty with making the right behaviour choices. Where choices of inappropriate behaviour are made we have a system which, we feel, deals effectively with the inappropriate behaviour.

The following table outline some examples of inappropriate behaviours.

		
Yellow – teacher to talk to pupil re-iterate school rules	Orange – teacher-led restorative conversation	Red - Persistent repetition of medium level behaviours

<ul style="list-style-type: none"> • Name calling/ deliberately unkind e.g. put downs • Misuse of school property • Messing about/ preventing self and others from working - fiddling/ distracting • Poor participation in class activities - not paying attention • Delay tactics such as wandering around the classroom or needlessly visiting the toilet <ul style="list-style-type: none"> • Swinging/ rocking on chair (repeatedly) • Lying - dependent on context e.g. in defence • Not responding 	<p>Persistent repetition of low level behaviours</p> <ul style="list-style-type: none"> • Purposeful defiance • Deliberate throwing of objects e.g. rubber, pencils & papers (exercising poor judgement) • Rough play - pinching and pushing • Misbehaviour in toilets • Lying - dependent on context e.g. in defiance • Ignoring instructions • Misbehaviour in the dining hall • Non-directed swearing • Climbing on school furniture • Cruel name calling with intent to belittle e.g. friendship issues that can be resolved with intervention • Responding inappropriately/rudely to correction of behaviour from adult 	<p>Persistent repetition of medium level behaviours</p> <ul style="list-style-type: none"> • Absolute defiance • Willfully damaging property • Throwing objects with the intention to hurt • Swearing at anyone • Aggressively arguing with a member of staff • Constant refusal to cooperate with reasonable requests • Removing themselves from close supervision i.e. running out of the class without permission/ running away from a member of staff • Racist comments <ul style="list-style-type: none"> • Homophobic comments • Sexist comments • Extremely aggressive behaviour towards others • Biting • Hitting anyone
---	---	--

Yellow and Orange behaviours: Actions/ consequences that may be taken are:

- Child may be required to write an account of what happened (Appendix 5)
- Child may be verbally reprimanded
- Child may be invited to apologise, either verbally or in writing
- Position in class changed for a period of time decided by the class teacher
- Be separated from others for a specific period – within class
- Loss of part or all of lunch break (this must be supervised)

- Catch up with the work missed in lesson time, during their leisure / playtime – work sent home
- Tidying up mess made
- Restorative activity
- Children may have their behaviour monitored over a period of time and then reviewed
- Where any property is damaged, parents are informed and asked to replace the item

Red Behaviours

- Reported to the Head Teacher immediately
- Removal from class. Time out agreed between Head Teacher and Class Teacher
- Parents informed (by either CT or HT after discussion) and – where appropriate – invited into school to discuss
- Class Teacher discusses with Head Teacher and then incident recorded on SHE portal (underlined red behaviours have a specific reporting procedure)

It is not acceptable to send a child out of class to stand in the corridor for any length of time.

Fresh Start: although persistent or serious misbehaviour should be recorded, every child must feel that every day is a fresh start as far as practically possible.

Consequences

As a staff we have developed a 'Behaviour Procedure Flow Chart' (Appendix 1). This flow chart outlines our commitment to reminding children of our consistent high expectations. Staff use a range of strategies to support children in following our school rules. We rely on our home/school partnerships to help find the best way to reach a positive solution. As such communication with parents/carers at an early stage where issues arise is a key part of supporting pupils to make positive changes in their behaviour and relationships.

Verbal Warning and Restorative Discussions

Staff speak to the child individually about the rule they are not following and remind them of our expectations using our restorative discussion script. This discussion should take place quietly and where necessary outside the classroom.

Thinking Time in/out of Class

Thinking time is used to help defuse a situation and gives a pupil time to reflect and think about making positive choices. Pupils are expected to complete our 'Pupil Reflection Sheet' (Appendix

5) before returning to class. Teachers keep a record of pupils' reflections to monitor use of this support and any further supports that need to be in place.

Restorative Actions

On occasions the Senior Leadership Team will agree with the pupil, staff member and where appropriate parent/carer that the pupil needs a further consequence in order to reflect upon the impact of their behaviour and take action to make amendments. Any consequence agreed should be proportionate and take account of the nature of the incident and the individual needs of the pupil. For example, it may be necessary for the pupil to spend their playtime writing a letter of apology to someone harmed or spend time learning about the impact of discrimination.

Exclusion

Only the Head Teacher has the power to exclude a child from school. City of Edinburgh Improving Outcomes for learners at risk of exclusion will be followed. If a child is to be removed from class learning time for any period of time then the Head Teacher and parents must be informed.

POLICY BASE

The procedure has been developed to implement the school's "Better Relationships, Better Learning, Better Behaviour" Policy

ASSOCIATED DOCUMENTS This policy links with a number of other school and Council policies and procedures:

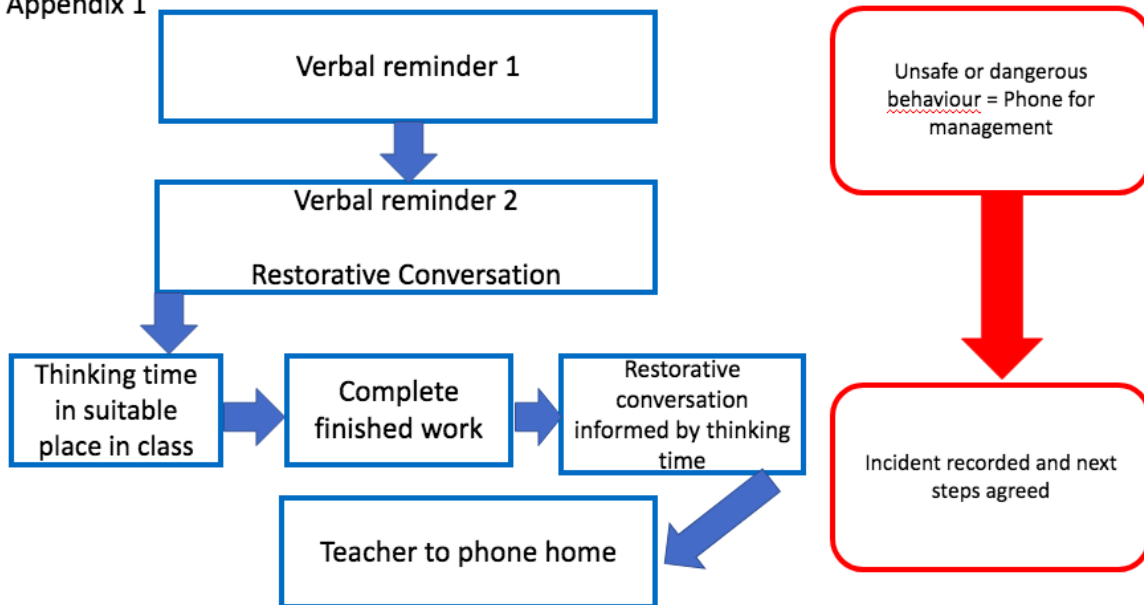
- Additional Support for Learning Policy
- Complaints Policy
- Equality and Rights Policy
- Child Protection Policy
- Physical Handling Procedures

Parental Review

A focus group of interested parents/carers were invited to review this policy and procedure in December 2022, and to suggest any alterations or additions. The policy and procedure will be introduced at Parent Council in May 2023.

Appendix 1: Dealing with repeated breaking of classroom rules.

Behaviour Procedure Flow Chart
Appendix 1



Appendix 2: Restorative Conversation

Sgrìobt Tidsear

Nuair a tha thu...(a' caitheamh am peansail)

Tha mi a' faireachdainn (brònach nach eil thu a' leantainn na riaghailtean againn)

Feumaidh mi faicinn gu bheil (thu a' togail am peansail)

A bheil sin math gu leòr?

Sgrìobt a bharrachd

A bheil cuimhne agad nuair a chuidich thu mi le (bhith a' toirt a-mach na deotairean) Sin an (lain) air a bheil mise eòlach. Sin an (lain) a dh'fhaodadh tu bhith fad na h-ùine.

Feumaidh tu tuigsinn gu bheil buaidh air gach rud a bhios sinn a' dèanamh. Ma thaghas tu an obair a dhèanamh bhiodh sin sgoinneil (is gheibh thu an cothrom cluich aig àm saor)

Ma tha thu taghadh gun an obair a dhèanamh (chan fhaigh thu cothrom cluich) 'S e do roghainn fhèin a th'ann. Fagaidh mi thu gus am smaoinich thu air dè thaghas thu.

Tapadh leat airson (crìochnachadh d'obair)

Crìochnachadh

Nad bheachd-sa, dè na roghainnean dona a ghlac m' aire?

Dè tha thu a' smaoinichadh a b' urrainn dhut a dhèanamh gus stad a chuir air seo a thachairt a-rithist?

Feuchaidh sinn latha nas fheàrr a bhith againn a-màireach.

English

When you (throw the pencils on the floor)

I feel (upset you are disrespecting our lovely classroom)

I need to see you (pick up the pencils) **Is that ok?**

Extended Script

Do you remember when you (helped me hand out the class jotters)? **That is the** (John) **I know. That is the** (John) **you can be all the time.**

You need to understand that every choice has a consequence. If you choose to do the work that would be fantastic (and you will get to join in during soft finish)

If you choose not to do your work then (you will complete work at soft finish/have a phone call home/take work home/have a time out/talk to me at lunch time). **I will leave you to make your decision.**

Thank you for (doing your work).

Soft Finish What do you think the poor choices were that caught my attention?

What do you think you could do to stop this happening again?

Let's have a better day tomorrow.

*"Micro scripts are not a magic bullet and will only work when we have emotional currency, clear established routines and have addressed our own behaviours" (Pg 104 Paul Dix)

The P.S.A. team plays the key role in managing behaviour in the playground. There is an expectation that the team will initiate games, encourage fun activities, support individual children as required. The team will monitor the whole playground area and the toilets by spreading out across the whole playground area and by keeping moving and scanning. The leadership team will provide high levels of support, spending time in the playground when possible, and will deal with any significant or serious incidents.

Playground rules:

Be respectful

Kind hands, feet, words

Look after our resources

There is a recognition that playtime can be challenging for many children, as they are learning a range of complex skills including negotiation, compromise, assertiveness, When things go wrong in the playground, often there is a need for a restorative conversation, where both parties have an opportunity to express how they feel. These often provide opportunities for apologising, forgiving and learning.

In addition, where learners are struggling to manage their behaviour, in line with the rules, the following approaches may be used:

- time in (time spent close to a grown-up, to help with self-regulation)
- time out, usually for older children, for up to 10 mins
- quiet space (inside, usually as a preventative measure)

With more serious incidents, the leadership team will be involved, the child will to come in from the playground, it will be recorded on an incident form and parent/carer will be informed.

Serious incidents include repeated violent behaviour, bullying behaviour, repeated use of bad language, racist behaviour

Appendix 4 - Parental Script – guidance for teaching staff phoning home

- Explain what happened
- Explain what the child did – the consequence
- Going forward, monitor the situation.

Please speak to your child – follow class rules, follow school values.

Appendix 5: Pupil Reflection Sheet

Duilleag Meorachaidh Sgoilear

Ainm _____

Deit _____

Innse dhomh dè thachair	
Anns na faclan agad fhèin, innse dhomh dè thachair. Dèan cìnnteach gun innse thu dhomh dè rinn THUSA .	An toiseach An uairsin As dèidh sin
Carson a tha thu a' smaointinn gun do thachair seo?	
Ciamar a bha thu a' faireachdainn gun do thathair seo?	

Dè bha a dhìth ort?
Dè thachair ron tachartas seo?

A bheil rudeigin ann a bha a dhìth ort?
Dè dh'fheumadh tu dèanamh cinnteach nach tachair seo a-rithist?

Ciamar as urrainn dhuinn seo a dhèanamh ceart?		
Cò air an tug na gnìomhan agad buaidh? Feuch an dèan thu liosta dhiubh agus comharraich ciamar thug thu buaidh orra.	Ainm	Mar a thug iad buaidh orra
Dè na ceumannan as urrainn dhut a ghabhail airson càradh do dhàimh ris gach neach? A bharrachd air leisgeul a ghabhail, dè eile an urrainn dhut a dhèanamh gus an suidheachadh a chàradh?		

A' Glusad air adhart

Dè na ro-innleachdan no na sgilean as urrainn dhut obair air adhart gus na freagairtean agad a leasachadh san àm ri teachd?

Ma thachras rudeigin coltach ris a-rithist san àm ri teachd, dè a nì thu?

Dè an cuideachadh a dh'fheumas tu a bhith soirbheachail?

Flow Chart – Welfare Concerns

