



Nurturing Newton

‘Creating a climate for learning’

Guidance for Parents



‘Nurture means to care for and protect something, or someone, while they are growing.’

Updated August 2024

Aims and Objectives

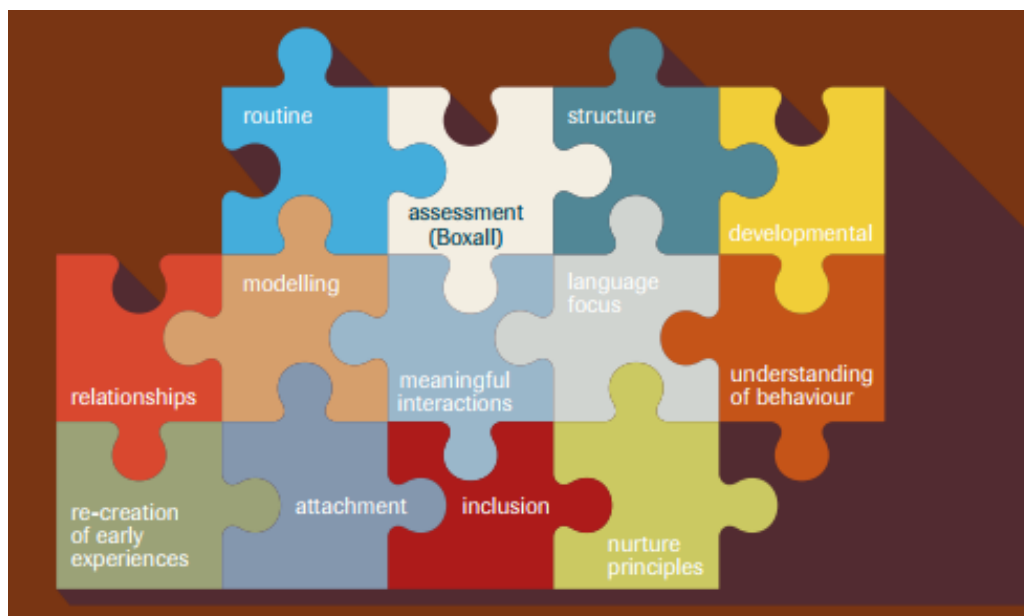
At Newton Primary School we aim to;

- Ensure that our school and nursery are places in which **all** children and their families feel **safe, welcomed, nurtured** and **valued**.
- Support our children to develop resilience and their ability to bounce back from life's challenges and thrive
- Develop our awareness and understanding about the cause of behaviour and the effective management of behaviour
- Demonstrate inclusive practice for children who are neurodivergent and may display social, emotional and behavioural difficulties and to continue to develop ways in which the school supports all children.
- Promote parental involvement and engagement in supporting children to foster a positive attitude toward school.

Rationale of a Relationship Focused Environment - a multi-pronged approach

All of the approaches used at Newton are based on a common philosophy – **relationships**. Relationships lie at the heart of the learning process and are fundamental to improving outcomes for all our children and young people.

The ethos and culture of our school as a learning centre are the foundation on which to build a supportive, inclusive and peaceful learning environment. This positive ethos has further been developed through the introduction and assimilation of approaches such as Restorative Approaches, Nurturing Approaches and the Nurture Principles to promote emotional literacy not just in children and young people, but also in staff, parents and carers.



The Six Principles of Nurture.

The core of our ethos at Newton Primary School is inclusion, and we view the 6 Principles of Nurture as integral to that ethos.

Children's learning is understood developmentally. At Newton we understand that developmental progress is different for each child. Curriculum for Excellence Levels and Benchmarks give us guidance towards what children are able to do however we understand that each child's behavioural, social and cognitive engagement in the classroom is unique and we ensure we are supporting our learners wherever they are developmentally on their learning journey.

The classroom/playroom offers a safe base. We organise our learning spaces to be engaging and safe areas, where children feel supported and happy. Teachers can accommodate differences in learning styles by creating an environment which is responsive to the needs of learners. There is a structure to the day which is predictable and adults who are reliable and firm and can set boundaries without being punitive. Children see adults working together and supporting each other. This provides security and reassurance

The importance of nurture for the development of wellbeing. Nurture is listening, being responsive, remembering and engaging in reciprocal, shared activities such as play, reading, learning, talking about events and feelings. Children respond to being valued and being thought of as individuals. Saying good morning, getting to know about our learner's lives and celebrating their achievements all contribute towards the development of wellbeing and self-esteem.

Language is a vital means of communication. Language is more than a skill to be learnt, it is the way of putting feelings into words. We welcome the informal opportunities for talking and sharing, and understand these are important opportunities alongside the more formal lessons teaching language skills. Words are used instead of actions to express feelings and opportunities are created for extended conversations or encouraging imaginative play to understand the feelings of others. The language used by adults supports children to feel; **'you are welcome here, you are safe here, you belong here, I like you, and you can explore and learn here, your feelings are ok with me.'**

All behaviour is communication. Understanding what a child is communicating through behaviour helps us identify and respond to what that child needs. This principle underlines our response to the children's sometimes challenging or difficult behaviour. It challenges us to ask 'Given what I know about this child and their development, what is this child trying to tell me?'

The importance of transition in children's lives. We understand that transitions, particularly from home to school, can be difficult for children. We understand the importance of positive transitions, and we support the numerous transitions a child makes each day, as well as putting in place more formal transition arrangements for children moving on to new classes each session.

Ref: Lucas,S., Insley,K. and Buckland,G. (2006) Nurture Group Principles and Curriculum Guidelines Helping Children to Achieve, The Nurture Group Network.

Our approaches are:

1. Restorative Approaches (Appendix 1)
2. 'Respect Me' Dunblane Learning Community 'Respect for All Policy' (Appendix 2)
3. Bounce Back Acronym (Appendix 3)
4. Crisis Prevention Intervention Training Guidelines (Appendix 4)

5. ABC Approach (Appendix 5)
6. GIRFEC (Appendix 6)
7. UNCRC Right of the Child (Appendix 7)

Community Building:

Building and developing relationships across our school community is key to positive learning experiences for children. At Newton, we promote positive and supportive relationships across the school and beyond. We use a number of vehicles to ensure consistency across every stage based on our school values of **Respect, Responsibility, Unity, Kindness and Fairness:**

- Class Community established throughout the first term
- Class Charter created (Expectations of Excellence/Behaviour/Community) – agreed and signed by all in every class
- All classes have nurturing and supportive positive behaviour approaches in place and embedded
- There is a continued focus on identifying and highlighting good behaviour and positive attitudes
- Pupils are regularly taught and reminded of our school values which are displayed in each classroom and have opportunities to reflect upon them.
- Restorative Conversations are used and valued (with reference to school values). Peer Mediators are trained in Restorative Approaches and support in the playground.
- Regular, planned 'Reflection Time' used as a vehicle for exploring and resolving class concerns and sharing talents and news. Teachers regularly discuss with the children their learning and experiences and comments are noted on Google Classroom and in Learning Journals.

At Newton we are clear about what is acceptable and unacceptable behaviour. It is every child's right to feel safe and protected. The ethos of our school fosters high expectations of outstanding behaviour and we will consistently challenge any behaviour that falls below this. Examples of unacceptable behaviour are noted below:

Physical - pushing, kicking, biting, spitting, hitting, punching or any use of violence

Emotional – deliberately being unfriendly, excluding, tormenting (e.g. hiding property, threatening gestures)

Religious or anti-sectarian taunts, gestures or comments

Racial – any racial taunts, gestures or comments

Sexual – any unwanted physical contact or sexually abusive comments

Homophobic – any homophobic language, commenting on sexuality and/or gender

Disability – any taunts, gestures or comments focussing on an individual's disability

Direct or indirect Verbal – swearing, spreading rumours, persistent name calling or teasing

Cyber bullying - any misuse or threatening behaviour via email and internet chat Twitter/ Facebook/Instagram, mobile threats by text messaging and calls, misuse of associated technology , i.e. camera and video facilities, iPad, games consoles

How do we manage low-level disruptive classroom incidents?

- All adults identify, name and challenge any unacceptable behaviour and remind children of expectations. Adults always refer to class charter and school values. It is important adults use language that names the behaviour rather than state 'the child is' to ensure children do not feel shame. It is important that adults do not 'shame' any child for behaviour displayed, but rather adults are non-judgemental yet reinforcing the agreed rule, expectation and standard.
- When appropriate or possible adults will try to find out what has happened to gain an understanding into what has caused a child to become dysregulated or upset. The child will be given an opportunity to explain what has happened, consequences will be agreed and the child will be given the opportunity to make amends for any negative behaviour. Adults may agree to check in regularly with the child or set targets as appropriate. Adults may use positive examples of previous positive behaviour to support the child e.g. *Do you remember when...*
- If a child continues to be dysregulated and unwanted behaviour continues, adults will take appropriate action based on good judgement of the frame of mind of the child at the time.
- Strategies such as offering a child a quiet space in the room or just outside in the open area, allows children time to calm and reflect.
- Offering a movement break to reflect and cool down before having a conversation with the adult may be appropriate.
- Giving children a job to do with a purpose to support them to feel calm also helps children to redirect negative feelings or thoughts
- Once a child is calm, it is crucial all involved discuss how children and/or adults have felt or been affected by what has happened and the child has had an opportunity to say sorry. Then it is important that all, particularly adults, can 'move on' from the incident.
- There may be natural and logical consequences directly related to the event, or the adult and child may create and agree a plan or targets for moving forward.
- Parents will almost always be contacted and informed.

How do we manage more serious incidents? E.g. Physical violence/high-level disruptive behaviour/verbal abuse

- If a child is displaying dysregulated behaviour it may be necessary for a class teacher or support assistant to request the support of another adult. If there is an adult close by, they may be asked to assist. If not, all classrooms have an '**Adult Assistance Required**' card which a different child will bring to the school office and a member of the Senior Leadership Team will attend immediately.
- If a child is displaying dysregulated behaviour regularly a class teacher may carry a radio to be able to contact a member of the senior leadership team immediately
- It may be necessary for staff to use de-escalation scripts or strategies to diffuse or calm a situation. E.g. *'I need you to go to your quiet space,' 'Make the right choice and go to the open area where you can have time out' 'How can I help you?' 'I wonder if you would like some quiet time'*

- The class teacher may make the appropriate decision to '*remove the audience*' and evacuate the class to another area within the school, e.g. the library, spare classroom, open area or outside for kilometre club. This allows other adults to support a child who is dysregulated and ensures the class is safe and does not witness behaviour which may make them upset.
- This is a planned action which is carried out by staff when necessary and is carried out calmly and often before escalation.
- Children in class will be reassured that they are safe and the teacher will support children who may be upset or who have been harmed.
- After any incident, it is important that the situation is fully diffused and calm before any attempt is made at follow up discussions with a child who has been dysregulated. It is common for children to appear calm and then very quickly escalate again. Discussions may take time for the child to feel ready and often a 5 point scale is used to determine how calm a child is e.g. 1 is very calm and 5 is very upset or angry.
- Once a child is ready it is important that the follow up discussion takes place and actions are agreed. This will include a restorative conversation if each party is in agreement at that time.
- The Senior Leadership Team will almost always be involved to support both child, staff and parents and a meeting will almost always be arranged to discuss further actions.
- If a child has been hurt, a member of staff will contact parents to let them know and to explain what happened. No information will be shared about another child including consequences, agreed actions etc. This will be shared and agreed with the parents of the child who was dysregulated only.
- Further agreed actions may be agreed and recorded through a team around the child meeting (TAC) as appropriate.

Sanctions and consequences:

- If appropriate, sanctions should always be **immediate** and **directly related** to the behaviour.
- It may be that privileges are lost and time is spent catching up or doing a less interesting task at a time when others are engaged in a more 'fun' activity. E.g. losing a choosing activity, loss of minutes of break or lunch time. Where possible through the restorative approach, consequences can be decided and agreed by both parties.
- It is appropriate that there is an opportunity for a child to reflect on their behaviour and recognise harm caused offering an apology to parties harmed.

** This will be based on the frame of mind of a child/children at the time. Some situations need time to be de-escalated and children need time to cool off/calm down before approaching a further conversation. **

Parents will be fully informed of any concerns. Staff will telephone parents to let them know about concerns regarding behaviour and parents may be asked to meet with teacher or senior leadership team.

Pupils who require Inclusion Support for Learning

We support all pupils at Newton Primary using restorative approaches, however some children may need further support to manage in class. Strategies below are used by the school to support pupils

- An individualised timetable
- A positive relationship plan

- An adapted timetable
- A calm plan
- An individual risk assessment.
- 1-1 support from a support for learning assistant
- 1-1 support from a member of the senior leadership team
- Small group support using nurturing approaches
- Additional support from other education professionals such as Educational Psychologist or Stirling Inclusion Support Team
- Additional support from external agencies e.g. Women's Aid, Primary Counselling Service, Parent and Family Support, Stirling Wellbeing Service, Social Work Service, etc.

For some children, who require inclusion support, apologising and moving on can be very difficult. Some children may not understand the part they have played in a situation, or can find it very difficult to see the point of view of others and are therefore unwilling or unable to accept blame or say sorry.

At Newton, our inclusive practice means that we work with families and children to support the best outcome for all.

'Respect Me' – Positive Relationships Whole School Expectations - Anti-Bullying Policy

'Bullying has a detrimental impact on children and young people's wellbeing. Children and young people have the right to be safe and secure with strong, positive relationships with peers and with adults, in order to thrive and to achieve their full potential. 'Respect me', 2015

'Bullying is both behaviour and impact; the impact is on a person's capacity to feel in control of themselves. Bullying takes place in the context of relationships; it is behaviour that can make people feel hurt, threatened, frightened and left out. This behaviour happens face to face and online.

"Respect me", 2015

Bullying behaviour can include (amongst others):

- Being called names, teased, put down or threatened face to face/online.
- Being hit, tripped, pushed or kicked.
- Having belongings taken or damaged.
- Being ignored, left out/having rumours spread about you (face to face and/or online).
- Abusive messages/pictures/images on social media/gaming platforms/phone.
- Controlling behaviours which make people feel like they are not in control of themselves or their lives (face to face and/or online), e.g. intimidation, playing on someone's self-esteem, coercion, etc.
- Labelling, e.g. name calling, etc.
- Targeting because of who you are or who you are perceived to be (face to face and/or online), e.g. homophobia, sexism, racism, etc.

Sometimes, bullying behaviour has no observable or actual impact on a child/young person. Indeed, the intended recipient may be completely unaffected by the behaviour. However, where the intention is to bully, the behaviour is not ignored, and will be challenged and recorded appropriately.

The use of homophobic or other derogatory language will be challenged as the language itself is unacceptable and could impact on other people.

When it is not bullying behaviour?

Children and young people fall out and disagree with each other as a normal part of growing up. Children are learning about relationships and how to negotiate with each other. Providing children and young people opportunities to discuss how they feel, helps them develop resilience in managing their relationships.

As adults, we have a responsibility to support children and young people to talk about their experiences and challenges. Adults must use a common-sense approach to manage such conversations supportively and sensibly. Often children will have disagreements and quickly make friends again. Many incidents are also handled appropriately in school without the need to contact parents.

How do we challenge bullying behaviour?

The Dunblane Learning Community have worked together, alongside children and parents/carers to create 'Respect Me: DLC's Positive Relationship Policy' (Appendix 3). This details how all schools within the Learning Community challenge bullying behaviours.



Dunblane Learning Community

Respect Me

DLC Positive Relationships Policy

You don't have to like me...agree with
me...or enjoy the same things I do.
But you do have to respect me.

Newton Primary School & Nursery Class
St Mary's Episcopal Primary School & Nursery Class
Dunblane Primary School & Nursery Class
Dunblane High School

Updated August 2024

DLC Respect Me – Positive Relationships Policy

Through their '*Respect for All*' Policy, Stirling Council is committed to providing a safe, supportive environment for all people in its educational establishments. At Newton Primary

School our values are Respect, Responsibility, Fairness, Kindness and Unity. We understand that bullying is never acceptable and that children and young people have the right to learn in a safe, secure environment.

Our Stance on Bullying

Bullying in any form is entirely unacceptable. Our aim is to have a happy community where each individual is supported and encouraged to reach their potential. This can be best achieved in an environment which is safe, nurturing and bullying behaviour is not tolerated.

What is Bullying?

In Scotland bullying is defined as:

'Bullying is both behaviour and impact; the impact is on a person's capacity to feel in control of themselves. This is what we term as their sense of 'agency'. Bullying takes place in the context of relationships; it is behaviour that can make people feel hurt, threatened, frightened and left out. This behaviour happens face to face and online'. (respect me, 2015)

Bullying behaviour can harm people physically or emotionally and, although the actual behaviour might not be repeated, the threat that it might can be sustained over time, typically by actions: looks, messages, confrontations, physical interventions, or the fear of these.

Children's Rights

It's every child's right to feel safe. Children's rights are unique in that many of them, although designed for the safety and protection of children, have to be provided for by adults and the government.

Although children and young people are covered under the Human Rights Act 1998, their rights are more clearly specified under the UN Convention on the Rights of the Child (UNCRC).

Although neither specifically mentions bullying, bullying behaviour does breach a number of the articles in both. Alongside this, both outline the responsibilities of adults to protect and safeguard children and young people from bullying behaviour.

Prejudice-based Bullying

Bullying behaviour may be a result of prejudice that relates to perceived or actual differences. This can lead to behaviour and language that could manifest in different ways. In the Scottish legal system, these are referred to as 'hate incidents' At Newton we include

education about protected characteristics, ensuring that children and young people have the language, understanding and confidence to respond to prejudice-based bullying effectively. Prejudice-based bullying includes incidents which have been motivated by one or more of the protected characteristics (below) which are listed in the Equality Act 2010.

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Race
- Religion or belief
- Sex
- Sexual orientation

High Expectations of behaviour

At Newton we are clear about what is acceptable and unacceptable behaviour. It is every child's right to feel safe and protected. The ethos of our school fosters high expectations of outstanding behaviour and we will consistently challenge any behaviour that falls below this. Examples of unacceptable or bullying behaviour are noted below:

Bullying behaviour can include (amongst others):

- Being called names, teased, put down or threatened face to face/online.
- Being hit, tripped, pushed or kicked.
- Having belongings taken or damaged.
- Being ignored, left out/having rumours spread about you (face to face and/or online).
- Abusive messages/pictures/images on social media/gaming platforms/phone.
- Controlling behaviours which make people feel like they are not in control of themselves or their lives (face to face and/or online), e.g. intimidation, playing on someone's self-esteem, coercion, etc.
- Labelling, e.g. name calling, etc.
- Targeting because of who you are or who you are perceived to be (face to face and/or online), e.g. homophobia, sexism, racism, etc.

Sometimes, bullying behaviour has no observable or actual impact on a child/young person. Indeed, the intended recipient may be completely unaffected by the behaviour. However, where the intention is to bully, the behaviour is not ignored, and will be challenged and recorded appropriately. For example, the use of homophobic or other derogatory language may have no impact on the child/young person it is aimed at, but will still be challenged as the language itself is unacceptable and could impact on other people

Promoting and Role Modelling Positive Relationships through:

- Whole School Values through discussions/assemblies
- Class Charter
- Discuss Children's Rights through UNRC
- Restorative Approaches
- Bounce-Back Health and Wellbeing Programme
- Antecedent Behaviour Consequence Approach
- Getting it Right for Every Child
- Using MAPA Approach*

(MAPA Managing Actual and Potential Aggression (MAPA) is the identified programme available which endorses consistent calm adult behaviour, appropriate verbal and non-verbal communication, scripted interventions, understanding an individual's precipitating factors and adverse childhood experiences and the importance of restoring relationships)*

Restorative Approaches

Within Stirling Council and Dunblane Learning Community, Restorative Approaches are used to deal with breakdowns in relationships. This approach, which has an underpinning value of mutual respect, supports children and young people to reflect upon their thoughts, emotions and actions, and to understand the impact of these on other people. It is focused on natural consequences for behaviour and provides opportunities to repair situations where difficulties or conflicts have arisen and restore relationships. It can be used with both children and young people and adults alike.

Staff who have received appropriate training can support children and young people using restorative conversations. Practice underpinning this approach has been outlined to be more useful in supporting children and young people than those based on reward and sanction (Included Engaged and Involved: Part 2, 2017). Listening to young people at this time allows them to feel involved in the process and empower them to contribute to decision making and solutions.

Restorative Conversations are scripted and supported by staff and include the following question prompts:

Restorative Questions

RESPONDING TO CHALLENGING BEHAVIOUR

- What happened?
- What were you thinking about at the time?
- What have your thoughts been since?
- Who has been affected by what you did?
- In what way have they been affected?
- What do you think needs to happen next?

RESPONDING TO THOSE HARMED

- What happened?
- What were your thoughts at the time?
- What have your thoughts been since?
- How has this affected you and others?
- What has been the hardest thing for you?
- What do you think needs to happen next?

Consideration requires to be taken of the individual needs of each child when using the approach.

Recording and Monitoring Bullying Incidents

Accurate recording of bullying incidents helps to ensure that an appropriate response has taken place. Recording will also support us to monitor the effectiveness of our anti-bullying guidance and practice and support us to review and update as appropriate. Monitoring helps services identify recurring patterns thereby encouraging early intervention.

Recording systems will include information on:

- o The children and young people involved, as well as staff or other adults
- o Where and when bullying has taken place
- o The type of bullying experienced, e.g. name-calling, rumours, threats etc.
- o Any underlying prejudice including details of any protected characteristic(s)
- o Consideration of personal or additional support needs and wellbeing concerns
- o Actions taken including resolution at an individual or organisational level

Schools within Stirling Council and Dunblane Learning Community, in line with current national expectations, will use the Bullying & Equalities module on SEEMiS to record information alongside any other recording formats used at school level

Whole School Expectations – ‘Respect Me’

‘Bullying has a detrimental impact on children and young people’s wellbeing. Children and young people have the right to be safe and secure with strong, positive relationships with peers and with adults, in order to thrive and to achieve their full potential. ‘Respect me’, 2015

When it is not bullying behaviour?

Children and young people fall out and disagree with each other as a normal part of growing up. They are at the beginning of a journey learning about and developing an understanding of different relationships. Providing children and young people opportunities to discuss how they feel, helps them develop resilience in managing their relationships. As adults, we have a responsibility to support children and young people to talk about their experiences and challenges, without us leading their thinking and potentially mis-labelling the behaviour. This could escalate a simple fall out to something perceived to be a bullying incident, and adults use a common-sense approach to manage such conversations supportively and sensibly.

Pupil Voice

‘If you are being bullied you know who to talk to in school and who can help you.’

‘When I had a fall out with my friend it was really helpful having the teacher to talk with us both and help us find a way to figure it out and talk about what went wrong.’

‘Bullying is wrong but it happens. We should all show the school values all of the time.’

Parent Voice

‘I would like clarity on the levels of interventions school can make to deal with a bullying situation’

‘I would like clear information on how bullying will be dealt with if it persists’

‘I would like to have some detail on how information is shared with the parents of the child who is bullying others’

‘I would like to know how the victim of bullying will be supported by the school’

We wish to ensure a culture that encourages respect, values opinions, celebrates difference and promotes positive relationships will make it difficult for bullying behaviour to flourish or be tolerated

Our Commitment

We have worked in partnership with Dunblane High School, St Mary's Episcopal Primary School & Nursery Class and Dunblane Primary School & Nursery Class to create this policy.

At Newton we are committed to staff development and training to develop our skills in managing bullying behaviour and supporting children. We are committed to working within the parameters and guidance set out by Stirling Council's 'Respect for All' and 'Positive Relationships' policies.

Crisis Prevention – All staff trained October 2024

Respect Me – All staff trained in Feb 2020

Restorative Approaches – All staff trained April 2022

Policy Created	Session 2017-2018
Policy Reviewed	Session 2021-2022
Policy due to be reviewed	Session 2025-2026

Appendix 3

Bounce Back Acronym P1 - 3

When you feel unhappy, you can
BOUNCE back again and feel better



B

Bad feelings always go away again.

O

Other people can make you feel
better if you talk to them.

U

Unhelpful thinking makes you feel
more upset.

N

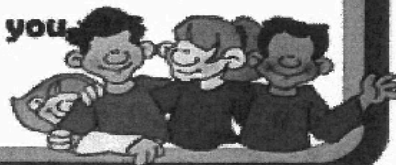
Nobody is perfect.
Mistakes help you learn.

C

Concentrate on the good things and
have a laugh.

E

Everybody feels sad and worried
sometimes, not just you.



BOUNCE BACK ACRONYM

B L M

4.2

When things go wrong for you, or you get 'knocked down' by what happens in your life, remember that you can decide to **BOUNCE BACK!** and be yourself again

Bad times don't last. Things always get better.
Stay optimistic.

Other people can help if you talk to them.
Get a reality check.

Unhelpful thinking makes you feel more upset.

Nobody is perfect—not you and not others.

Concentrate on the positives (no matter how small) and use laughter.

Everybody experiences sadness, hurt, failure, rejection and setbacks sometimes. They are a normal part of life. Try not to personalise them.

Blame fairly—how much of what happened was because of you, how much was because of others and how much was because of bad luck or circumstances?

Accept the things you can't change, but try to change what you can first.

Catastrophising exaggerates your worries. Don't believe the worst possible picture.

Keep things in perspective. It's only one part of your life.

Appendix 4

Crisis Prevention Guidance

Care	Demonstrating respect, dignity and empathy; providing support in a non-judgemental and person-centred way.
Welfare	Providing emotional and physical support; acting in the person's best interests in order to promote independence, choice and wellbeing.
Safety	Protecting rights, safeguarding, and reduction or managing risk to minimise injury or harm.
Security	Maintaining safe, effective, harmonious and therapeutic relationships that rely on collaboration.

Important considerations when managing high level behaviour;

Non-verbal communication – conveying calm, consistent non-verbal behaviour (body language). Staff will be aware of their posture and position, ensuring the child has adequate personal space.

Paraverbal communication – what can impact messages and perceptions (e.g. the vocal part of the speech excluding the actual words one uses.) Consider tone, volume, cadence, rhythm etc. speak slowly, clearly and calmly.

Verbal interventions – Staff remain flexible, be clear, talk quietly with the child to reduce embarrassment, allow time and space and listen with empathy.

Staff should

- Ensure they are giving the child undivided attention – focus on the message by making eye contact and leaning slightly forward.
- Be non-judgemental. Stay neutral and listen.
- Focus on feelings, not just the facts. Listen carefully to the person's real message.
- Allow silence for reflection. Although sometimes uncomfortable, silence is ok! Count to 3 before responding – often the other person will break the silence.
- Use re-statement to clarify the messages. Use your own words to repeat what the person has said.

Precipitating Factors – Be aware of internal and external factors that influence behaviour e.g. internal (sleep, diet, illness, self-perception), external (relationships, transitions, weather). These can all have an impact on how a child presents in school, therefore it is important adults are aware of these.

Fear & Anxiety – understanding how emotions impact on our readiness to deal with situations. Learn to keep yourself safe, keep the person in crisis safe, use a team approach, understand what may affect decisions.

Scripted Intervention Framework.

Interrupt: clearly state the behaviour and request to stop. Interrupt the behaviour/thing that a child is doing and walk away. If it continues...

*"I've noticed that" (identify the behaviour that needs to change) "This is the ** time I've had to speak to you"*

Redirect: Remind and reinforce the task/behaviour expected

"You know our rule about....." (remind the learner about the agreed rule/expectation/standard. "You will need to....."

Reinforce: Reinforce positive choices with reminders of when they have made a good choice in the past e.g. remember that time you...

"Do you remember when you"? (positive example of previous behaviour/good choices)

Staff will take the time to acknowledge and praise the child when they see a change in their behaviour. It is good practice to revisit after a period of time and can be a simple, 'Well done, I can see you are trying really hard, I'm proud of you for making that choice.'

Fogging: Can be used if child is still finding things challenging/unwilling to stop/responding in a verbally negative way

"I can hear what you are saying but remember I asked you to....."

"I understand that is how you feel right now but just now I need you to....."

"That might be the case, but your job just now is to....."

Adverse Childhood Experiences (ACEs) & their Impact



Appendix 5

ABC Approach

(Reference: Stirling Council SEBN ABC Training, November 2013)

‘Understanding problem behaviour will not be found by focusing on the child, nor by focusing on the school, but the study and analysis of the interactions between them.’ Fauper 1990

ABC stands for **Antecedents, Behaviour and Consequence**. It focuses on what happens prior to the behaviour being exhibited (antecedents) the behaviour itself and the consequence for that behaviour.

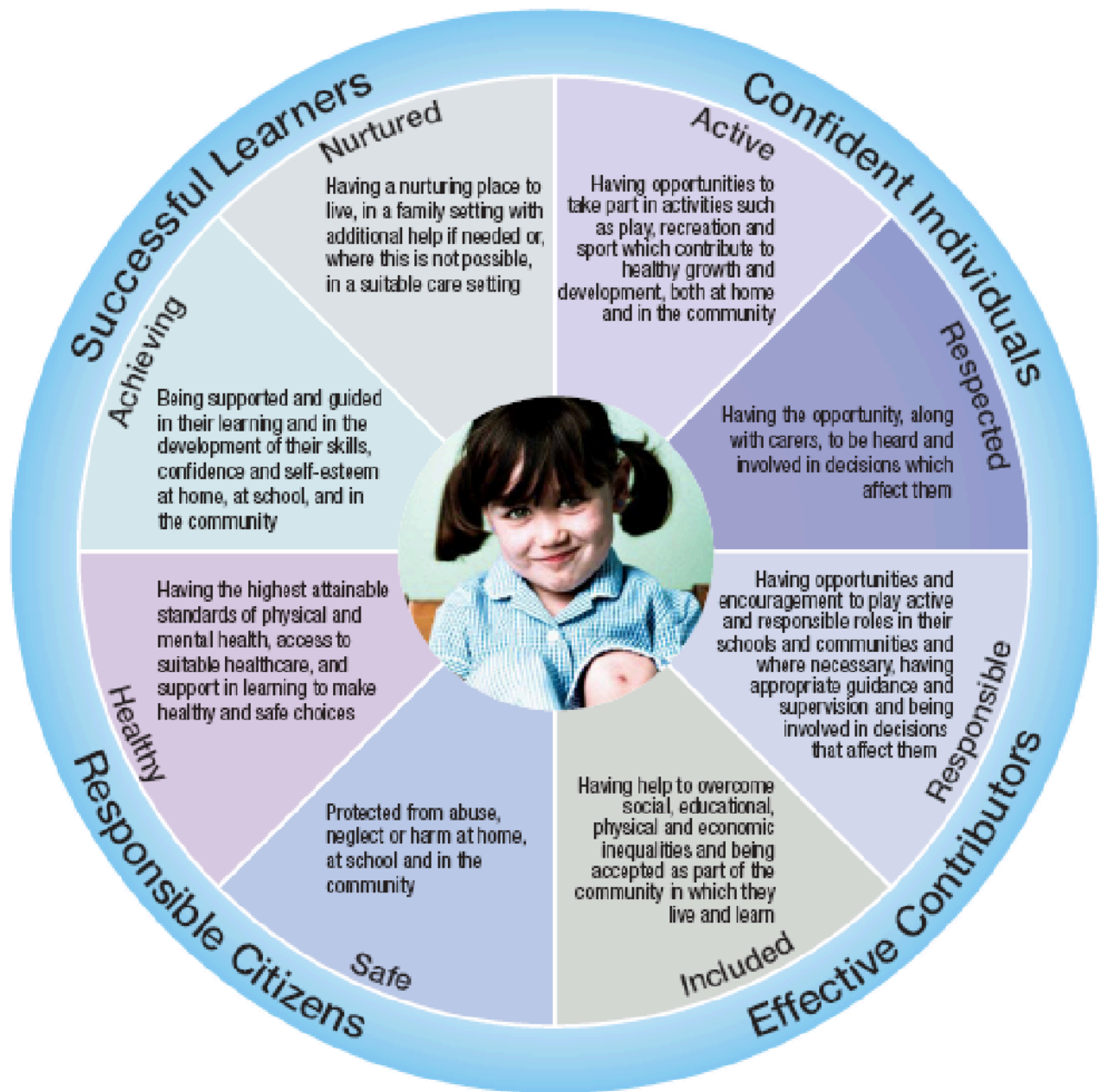
Behaviour management systems that rely primarily on consequences (positive and negative) are known to be relatively ineffective with children and young people with self-regulatory weakness. Consequences generally produce only immediate, not enduring changes in behaviour. **Effectively organising antecedents** is a more effective way to build persisting changes in positive habits of behaviour.

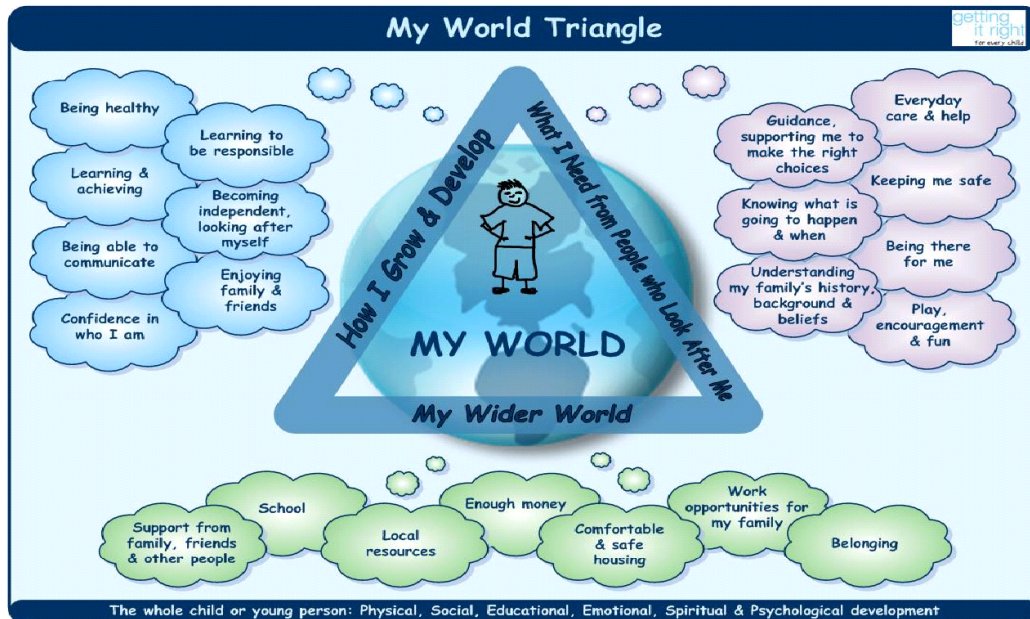
When dealing with challenging behaviour it is helpful to think of the antecedents to that behaviour (what happens before the behaviour). These include environmental antecedents, preparation antecedents and personal antecedents. Antecedents can be planned to minimise disruptive behaviours and conflicts. Some examples of antecedent planning are listed below;

- Seat next to a good role model
- Keep the child close to adult
- Consider a learning partner
- Seat away from distracters – objects or human
- Plan for transitions
- Adjust expectations according to known indicators of stressful times
- Use emotional check in
- Build positive momentum by offering opportunities for success before more challenging tasks
- Use individual daily planner/graphic organisers
- Regularly check for understanding
- Plan which scripts to use in advance
- Plan with the child in advance for the ‘hard to do’ tasks
- Showcase children when displaying good behaviour – catch them being good
- Find something to praise in child’s behaviour
- Praise non-target children
- Remain mobile
- Reinforce desirable behaviour
- Give opportunities for responsibility
- Use specific praise for effort in trying to achieve behaviour target
- Encourage children to comment positively on their peers
- Talk children up while they are within earshot.

Appendix 6

Children's Wellbeing Indicators





Questions to Consider:

What is getting in the way of this child or young person's well-being?

Do I have all the information I need to help this child or young person?

What can I do now to help this child or young person?

What can my agency do to help this child or young person?

What additional help, if any, may be needed from others?

Appendix 7

UNRC Rights of the Child

The UNCRC consists of 54 articles that set out children's rights and how governments should work together to make them available to all children.

Under the terms of the convention, governments are required to meet children's basic needs and help them reach their full potential. Central to this is the acknowledgment that every child has basic fundamental rights. These include the right to:

- ***Life, survival and development***
- ***Protection from violence, abuse or neglect***
- ***An education that enables children to fulfil their potential***
- ***Be raised by, or have a relationship with, their parents***
- ***Express their opinions and be listened to.***

Further details on the UNRCRC can be found at

<https://www.savethechildren.org.uk/content/dam/gb/reports/humanitarian/uncrc19-summary2.pdf>

Further Information Links:

GIRFEC:

<http://www.scotland.gov.uk/Topics/People/Young-People/gettingitright>

For Scotland's Children (2001):

<http://www.scotland.gov.uk/Publications/2001/10/fscr>

It's Everyone's Job to Make Sure I'm alright (2002):

<http://www.scotland.gov.uk/Publications/2002/11/15820/14012>

The Education (ASL) (Scotland) Act 2009:

<http://www.scotland.gov.uk/Topics/Education/Schools/welfare/ASL>

Better Health, Better Care

<http://www.scotland.gov.uk/Publications/2007/12/11103453/0>

The Early Years Framework (2009)

<http://www.scotland.gov.uk/Publications/2009/01/13095148/0>