



Broxburn Academy

**Ready
Respectful
Responsible**

Positive Relationships

Inclusion Integrity Respect

January 2024



We are a Rights Respecting School

All young people have the same rights. These rights are listed in the United Nations Convention on the Rights of the Child.

We consider these rights in terms of what is the best for young people in a situation. Our focus is always on what is critical to their lives and what provides protection from harm.

The following rights were identified and agreed by our Rights respecting group and are reflected in all our school policies:

Article 12

I have the right to be listened to and taken seriously

Article 13

I have the right to find out and share information

Article 19

I have the right to be protected from being hurt or badly treated

Article 23

If I have a disability, I have the right to special care and education

Article 29

I have the right to an education which develops my personality, respect for others' rights and the environment



For the Child Friendly version, please see *Appendix 1*



Broxburn Academy

Positive Relationship Strategy

1. Purpose

This strategy and procedure is based on West Lothian Council Policy and Procedure and the views of staff, parents and pupils within our learning community.

In West Lothian every child or young person irrespective of identity, background or ability is part of a resilient and positive learning community where they feel;

- We belong,
- We contribute,
- We learn,
- We are supported, and we help others.

Every child should feel secure; nurtured, valued, included and supported within our learning community. Our aim is that every child is present, participating, achieving and supported. This strategy and procedure should help to establish and maintain positive relationships and mutual respect resulting in a positive learning community and a supportive and restorative ethos.

2. Scope

All staff in our learning community are covered by this strategy and procedure. It encompasses:

- Whole school approaches
- Clear expectations
- Building skills
- Additional Support Needs
- Responding to (Di)stressed behaviour
- Our Staged Approach to Positive behaviour
- Professional Development

3. Definitions

Family: Describes those considered to be related to the child by birth, affinity, choice or close personal ties and who can be contributors to the wider care and wellbeing of the child.

Parents/Carers: Describes any person who has parental responsibilities and any person who has custody of a child, including foster Carers and a parent who shares custody of a child.

Children's rights: are protected by the UN Convention of the Rights of the Child and the Children and Young People Act 2014. There is a shared understanding that these rights are unalienable entitlements which cannot be taken from children. These rights are not dependent on the child accepting certain responsibilities or on them feeling or behaving in a certain way. Children's rights will not be withdrawn because of behaviour.

Logical Consequence: This is a consequence which is directly linked to behaviour or choice. For example if a child has refused to complete work (appropriately set) they may have to work for part of break. A logical consequence is meaningful and links cause and effect; it is not a punishment.

Natural Consequences: This is a consequence that is a natural result of a behaviour or choice for example if a toy is broken it can't be played with



4. Strategy content

Promoting Positive Behaviour at Broxburn Academy

Our core values are Compassion, Commitment and Pride. They underpin all aspects of our work.

Broxburn Academy has an ethos which sets high standards and expectations for all students and is based on positive relationships. Every child and young person has the right to a high-quality education. Positive relationships are fundamental to enable effective teaching and learning to take place.

By working with students and parents together we aim to create a safe and happy school community where young people engage and meet their full potential in a positive learning environment.

We have adopted the following key principles to create a caring, supportive, learning environment:

- *an ethos that values positive, restorative and respectful relationships and promotes shared values*
- *an inclusive and safe learning environment which supports children and develops their skills and resilience enabling them to become responsible for their own behaviour*
- *recognising that behaviour is communication and that understanding what is being communicated and the underlying needs is crucial for assessing and meeting children's needs and finding solutions.*

The promotion of positive behaviour is enhanced through effective classroom management, high quality learning and teaching and mutually respectful relationships.

We want to engage directly with parents to foster and develop our positive ethos. To work together to maintain and support shared learning community values and excellent home/school communication.

We want to work together to address, prevent and resolve any difficulties should they arise and to build on our strengths together.

We wish to encourage a partnership with you to ensure the best possible standards of pupil behaviour.



5. Implementation

Whole School Approach

"I've come to a frightening conclusion that I am the decisive element in the classroom. It's my personal approach that creates the climate. It's my daily mood that makes the weather. As a teacher, I possess a tremendous power to make a child's life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or heal. In all situations, it is my response that decides whether a crisis will be escalated or de-escalated,"

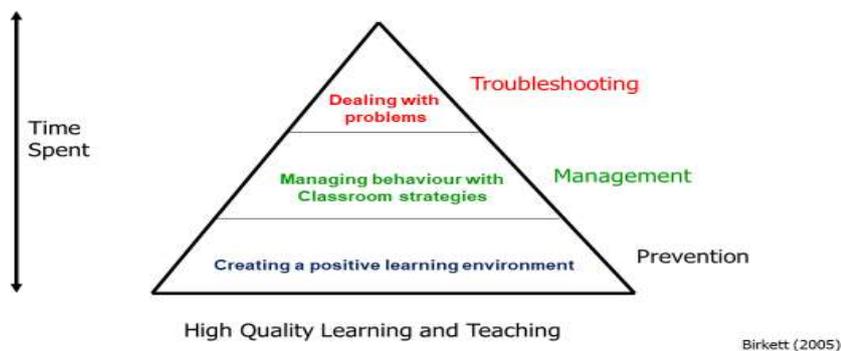
Haim G. Ginott

Good organisation, lesson planning and preparation will help to create the right learning environment. Flexibility, choice and, where appropriate, differentiation will also help to support individual needs and promote positive relationships and behaviour in our school community.

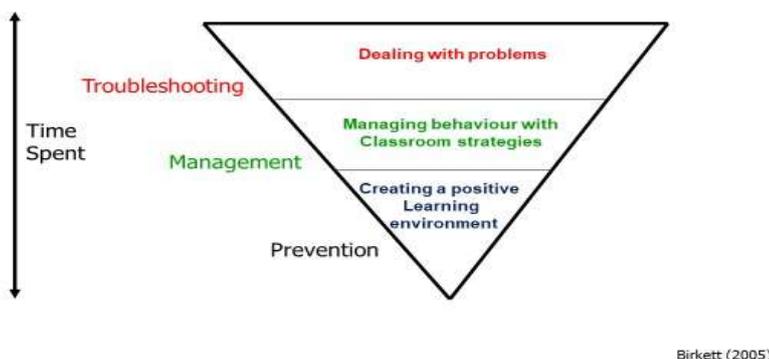
However, even in these conditions, some children and young people will present with behaviour that challenges or is difficult to interpret.

At Broxburn Academy we use approaches and strategies which are designed to help prevent and de-escalate difficult situations and identify and support the individual support needs of our learners.

Positive Model of Behaviour Management



Negative Model of Behaviour Management





We understand that everyone learns best when they feel good about themselves. An approach to behaviour management that is purely based on punishments and blame can make children feel bad about themselves. This can hinder their ability to engage in their learning, including their behaviour.

Our positive approaches to support behaviour focus on relationships, skills building, restoration and when appropriate logical or natural consequences appropriate to the child, rather than the implementation of punishments.

To achieve this positive ethos our school community is 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.

Clear Expectations

We have a small number of easily remembered rules which everyone in our learning community knows:

- **Ready**
- **Respectful**
- **Responsible**

These rules form the basis of all our conversations in relation to behavioural expectations.

It is helpful if parents can also discuss these rules / values with their children if there has been an incident in school. The purpose of these conversations is to find solutions and develop skills that will prevent problems in the future.

Our *values / rules* and ethos are summarised in a one page visual that is displayed throughout our building, shared with parents and discussed regularly. **See Appendix 2 a)**

Building Skills for Relationships

The school uses lessons and activities that contribute to positive relationships and behaviour and support children to build the skills they need to develop positive relationships, resilience, be rights respecting and act restoratively.

This includes:

- *Equitable Classroom*
- *Respect Me*
- *Cool, Calm and Connected*
- *Rights Respecting Schools*
- *Mentors in Violence Prevention (MVP)*
- *CIRCLE*



Supporting Pupil Needs

We provide support that meets the individual needs of our learners and identifies additional support needs as early as possible in order to prevent further difficulties developing later.

The needs of most children can be met in class however for a small number of children an individual child's plan will outline additional supports that should be put in place. This is co-ordinated with parents through a child planning meeting and may involve partner services like our Educational Psychologist or Additional Support for Learning Service link.

The school uses the following targeted supports:

- A support base and / or support for learning staff
- Key staff allocated for specific children HoH and DHT link
- Nurture groups
- CLS, Regulation, Wellbeing Zone
- School counsellor
- Cluster transition (positive transitions)
- Staff being available at critical times e.g. transitions, break times
- It's Ok not to be Ok group
- Various 1:1 and targeted intervention groups
- Various external agencies can be signposted to

Responding to (Di)stressed Behaviour

At Broxburn Academy we all recognise that supporting children and young people with their behaviour requires:

- acknowledgement that all behaviour is communication
- understanding how a child's needs and setting might impact on behaviour
- identifying any known **'triggers' and early warning signs**
- considering the environment, body language and speech in this process
- intervening early if warning signs are detected to prevent a situation from escalating

We explore and establish "what's happened" with children. To do this we listen to their response whether that is given verbally or expressed non-verbally 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.



Our Staged Approach to Positive Behaviour

Positive Relationships and Encouragement

All staff focus on positive relationships by looking for opportunities to encourage learner skills, recognise effort and build on strengths. Positive relationships form a foundation that minimises difficulties occurring. This may include:

- *Use of digital platforms to strengthen day to day communications*
- *Positive communication home through GroupCalls or calls*
- *Time to share success with a key adult*
- *Sharing achievements with peers*
- *PIP and RIP (Praise in public & Remind in private)*
- *Restorative conversations **See Appendix 3***

We also use a range of other support strategies to encourage positive relationships and behaviour. Please see **Appendix 8** for other support strategies.

When a challenging situation develops our main objective is to reduce the level of arousal or distress.

Distressed versus Challenging Behaviour

All 'Challenging Behaviour' meets a need – for the individual it is a solution, not a problem!

ALWAYS ASK YOURSELF

What **need** does this behaviour meet for the other person?

Will my **intervention** make things better or worse?

Am I in **control** of myself (self-regulation)?

The school uses De-escalation Techniques found in **Appendix 4**.

Physical intervention

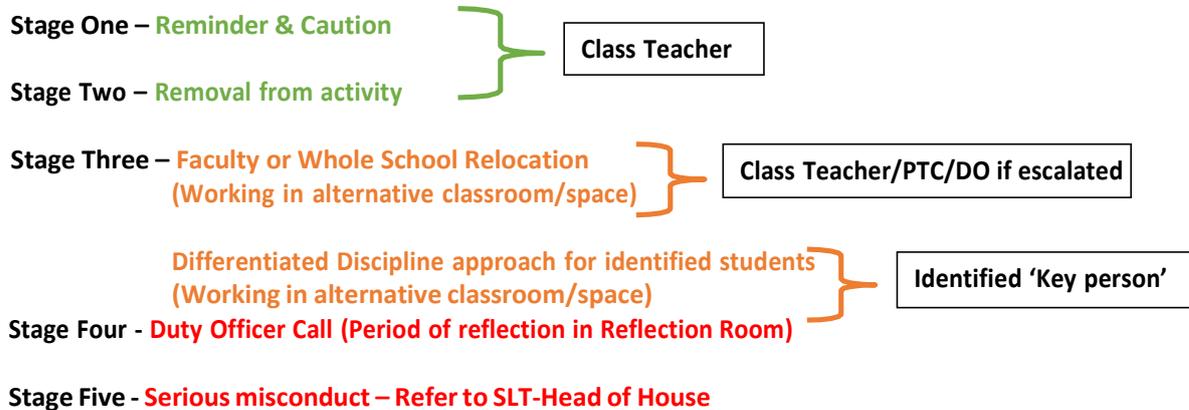
In the event of a physical intervention being required, this will be applied strictly in accordance with the WLC Relationships, Learning and Behaviour Procedure. **See Appendix 1**

If a child has been supported through physical intervention from an adult to prevent harm, parents will always be informed, and this will be recorded in pastoral notes.



Staged Intervention

When a difficulty does occur, we have a clear and consistent staged approach that all learners know and can predict:



N.B

Some young people who are being supported through the Wellbeing Hub (or other targeted interventions) will have a bespoke package of wellbeing support including an agreed set of procedures to support them to build positive relationships and remain Included, Involved and Engaged in their learning. These agreed procedures will be shared with classroom teachers/PTC's/PSW's and the Duty Officer.

See **Appendix 5** for additional information

Professional Development

We support all staff to develop their skills to support relationships learning and behaviour, this includes but is not limited to:

- *Use of the CIRCLE Inclusive Classroom resource / Early Years Up, Up and Away resource (online training available)*
- *Understanding and implementing Getting it Right for Every Child approach (online training available)*
- *Implementing strategies outlined in the CEC procedure Relationships, Learning and Behaviour*
- *Promoting Positive Relationships for learning and behaviour (online training available)*
- *Involvement in Broxburn Academy Working Groups/Collaboratives*
- *Use of WLC SharePoint*
- Whole school CLPL sessions – Positive Relationships amongst others



6. Roles and responsibilities

The **Head Teacher** has overall responsibility for ensuring the effective implementation of this strategy.

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 considered when working in partnership with children, families, and other professionals on issues of communication and behaviour.

All staff are responsible for ensuring that the strategy and procedures are followed. All staff encourage positive relationships and act as role models within our learning community.

Parents/Carers and families are regarded by the school as key partners who are asked to work in partnership with the school. Parents are expected to assist in maintaining positive relationships and support restorative approaches and high expectations for positive behaviour. Parents are invited to raise with the school any issues arising from the operation of the strategy.

Learners participate in supporting this procedure and contribute to our positive school ethos. All learners know our school values / rules. Learners are supported to ensure that incidents of disruption, violence, bullying and any form of harassment are reported. The implementation of this procedure allows learners to understand the cause and effect of their behaviour. Senior students are encouraged to contribute through being positive role models.



7. Equalities and Rights

All staff implementing these procedures have responsibilities under **The Equality Act 2010**. The Equality Act 2010 sets out rights which include legal protection from discrimination to any of the nine protected characteristics: **disability; race; sex (gender); pregnancy/maternity; religion/belief; sexual orientation; gender re-assignment; age; marriage/civil partnership**.

Having due regard for advancing equality includes:

- Removing or minimising disadvantages suffered by people due to their protected characteristics.
- Taking steps to meet the needs of people with protected characteristics where these are different from the needs of other people.
- Addressing and preventing discrimination arising from disability
- Making reasonable adjustments in relation to the implications of a learner's additional support needs or disability and the impact this may have on their relationships and behaviour.
- Paying due regard to cultural factors that are relevant in ensuring that the school's ethos is inclusive
- Implementing the local authority framework for preventing and responding to bullying.

CONCERNS, COMPLAINTS AND COMPLIMENTS

To provide feedback please contact the school by telephone (01506 282300) or alternatively email wbroxburn-ac@westlothian.org.uk

Email for complaints and enquiries at WLC:

educationcustomerservices@westlothian.gov.uk



8. Record keeping

Reflection, evaluation and de-briefing strategies

The school records any incidents of behaviour requiring significant support on the school database called SEEMIS.

Incidents that have resulted in physical harm or physical intervention being used to prevent harm are also recorded on the council health and safety database (SPHERA)

The Senior Management Team reviews these records of incidents on a regular basis.

Restorative conversations are used as an opportunity to reflect on an incident, the actions taken and lessons that can be learned to prevent reoccurrence.

See Appendix 7b – Reflection & Restorative Question Resources.

9. Self-evaluation and review

This strategy was co-created in collaboration with staff, students and parents. An electronic copy can be found on the school website. This strategy will be reviewed in January 2025.

10. Related documents (National)

Scottish Government

- Standards in Scotland's Schools etc. Act (2000)
- Included, Engaged, Involved 2 (2017)
- Guidance on the Presumption to Provide Education in a Mainstream Setting (2019)
- Developing a Positive Whole School Ethos and Culture: relationships, learning and behaviour (2018)
- Additional Support for Learning Act (2004) - amended 2009
- Parental Involvement Act 2006
- The Equality Act 2010
- UN Convention of the Rights of the Child
- Children and Young People Act 2014

West Lothian Council

- WLC Attendance, Behaviour and Bullying
- Promoting Positive Behaviour in West Lothian Education Establishments
- WLC Equality and Diversity Framework



Appendix 1 - Policies and Procedures

The UNCRC (United Nations Convention on the Rights of the Child) – Child friendly version

<G:\Staff\Staff Departments\Documents & Policies\Rights Respecting School\uncrcchildfriendlylanguage.pdf>

[Broxburn Academy \(and cluster\) Anti-Bullying and Equalities Procedures 2021-24.pdf](#)

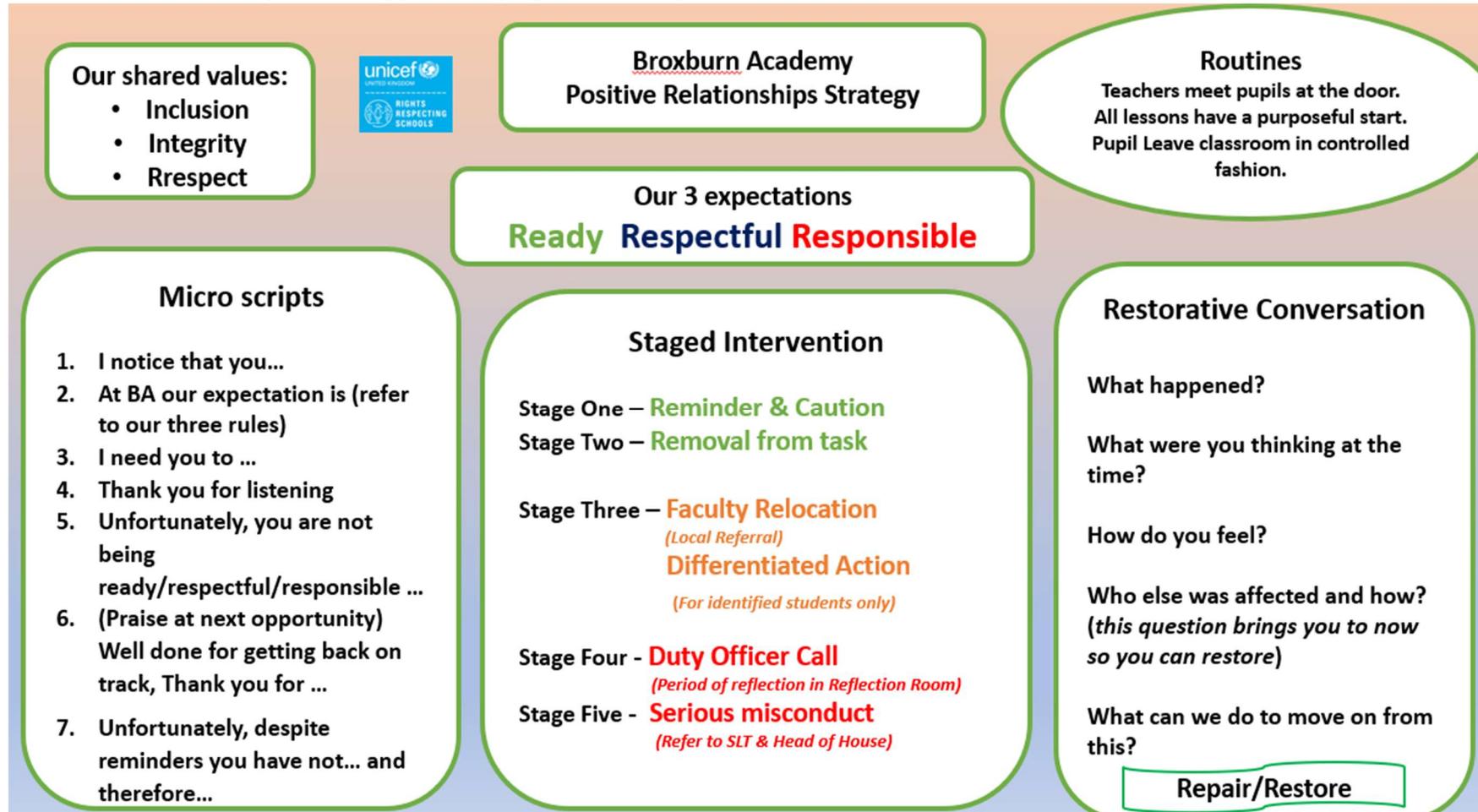
<https://education.gov.scot/resources/bullying/responding-to-bullying/>

<https://www.broxburnacademy.westlothian.org.uk/>



Appendix 2

a) Positive Relationships Strategy - One-page summary





b) Stages – Student visual

				
Stage 1 Class	Stage 2 Class	Stage 3 Local Referral	Stage 4 Reflection Room	Stage 5 Serious Incident
<p>Class teacher</p> <p>Reminder — Ready, Respectful & Safe</p> <p>Reminder of the stages.</p> <p>Observed being good, positive recognition.</p> <p>Tactical ignoring – situation will be dealt with by the class teacher.</p> <p>Fresh start next lesson.</p>	<p>Class teacher</p> <p>Reminder — Ready, Respectful & Safe</p> <p>Reminder of the stages.</p> <p>Removal from activity.</p> <p>Move of seat, or stand outside the room.</p> <p>Concerns to be discussed with PT/C at appropriate time.</p>	<p>Class teacher or PT/C</p> <p>Post-incident discussion</p> <p>Reminder — Ready, Respectful & Safe</p> <p>Potential 'Local Referral' within subject area and referral to PT/C.</p> <p>Refusal to attend Local Referral will result in escalation to a stage 4.</p> <p>Duty Officer called</p> <p>Planned referral and subject report.</p> <p>Home <i>may</i> be contacted at PT/C or DO discretion.</p>	<p>Duty Officer</p> <p>Post-incident discussion</p> <p>Reminder — Ready, Respectful & Safe</p> <p>Complete a reflection activity to help reflect on the incident. Discussion with staff.</p> <p>PTC, Head of House or Depute Link may organise:</p> <ul style="list-style-type: none"> -Flow chart -Restorative Conversation -Parent/carer call/meeting <p>Home <i>will</i> be contacted</p>	<p>Duty Officer/Senior Leadership Team</p> <p>Post-incident discussion</p> <p>Young Person <u>not</u> been Ready, Respectful and Safe</p> <p>Head of House/Depute Link will decide what happens next:</p> <ul style="list-style-type: none"> - Internal Exclusion within Reflection Room or Wellbeing Hub - Formal Disciplinary Warning-meeting with parent/carer in school - External Exclusion-stay at home - Individualised plan <p>Home <i>will</i> be contacted</p>



Appendix 3 - Restorative Approach & Conversations

Why restorative approaches?

- A strategy to support us all in building positive relationships with all students
- Separates the child from the behaviour
- Enables our young people to reflect on and recognise the effect of their behaviour on themselves and others
- Supports us all to resolve conflict without further escalation and facilitates repair to damaged relationships
- By using restorative approaches we are creating a positive ethos built on mutual respect and empathy for others

Restorative Conversation

What happened?

What were you thinking at the time?

How do you feel?

Who else was affected and how? (*this question brings you to now so you can restore.*)

What can we do to move on from this?

Further information on Restorative Practice can be found here [Restorative Approaches. Conversations](#)



Appendix 4- De-escalation Techniques

Physical

- Think about your position in the room – make sure you are closest to the door. But do not stand across the doorway to block someone’s exit.
- Respect personal space by keeping your distance (up to 4x more than normal) and turn your body so that you are presenting at an angle to the other person.
- Be aware of your body language – try to present with a relaxed and non-threatening stance with your hands open and visible.
- Stand on the same side as their dominant hand (reducing the likelihood that they will try to grab or hit out)
- Make only intermittent eye contact – more than this is threatening
- Adopt a ‘slow motion’ mode to offset the natural tendency to match the other person’s behaviour – i.e. talk slowly, walk slowly, move your hands slowly.
- Lower your voice and try to retain a warm and empathic tone
- Make sure your facial expression is congruent with what you say
- Remain calm
- Make use of familiar objects, sign language, emotion talks symbols, places of refuge and visual timetables as appropriate
- Where possible separate them from the others / or remove the audience (RIP – remind in private)
- Get everyone to sit down – sitting helps you to calm down

Communication

- Be calm and reassuring , model respectful interactions
- Calm tone of voice - self-monitor pitch, pace and volume of voice
- Use simple short clear language and give extra time for the child to process
- Listen
- Use the young person’s name
- Remember that behaviour is communication
- Take into consideration preferred communication and communication needs e.g. use of visuals and signing
- Ensure the dignity of all concerned. Try to offer the child a legitimate way out of the situation for example offering a controlled choice.
- Ask onlookers to ignore an escalating situation; in some circumstances requesting they leave the scene.
- Cue others to what to do 'Continue working on X I'll just be a moment or two'
- Ask ‘What’s happened’
- Give them a way out/offer some time out – “Would you like to take a break...?”
- Respond empathically - recognise the emotions and feelings that the child has by naming them.
- It can be useful to acknowledge distress or wonder aloud e.g. 'I can see you are really upset, I wonder if you are feeling frustrated'
- Tell them that it’s ok to have these feelings.
- Separate the behaviour from the person.
- Tell them that you want to hear what they have to say – “Help me to understand what you’re saying to me”
- Reflect back to them – “Can I just check? I think what you’re saying to me is that you are unhappy about. ... Have I got that right?”
- Encourage them to reflect on the situation when calm, consider the impact on others and how to resolve the situation (Restorative conversations)



- Model and support problem-solving skills “What would help right now?”
(This might only be possible once they have started to calm down)
- Offer praise where you can – “Well done! You’re doing well to control yourself. Keep on taking deep breaths.”
- Always show **warmth** and **positive regard** for children and young people
- Try to be **consistent** and **predictable**
- Know your limits - don’t make promises you can’t keep and get help if you need it.

Feelings

Issues affecting the child / young person:

- All behaviour is a form of communication. The young person has something to communicate to you. Let them know that you want to listen to what they have to say and value them as an individual and their viewpoint. Make it clear that it is the way that they are communicating that is problematic and not them as a person.
- ‘Challenging behaviour’ often meets a need for the young person. For them it is a solution – A means to an end - and not a problem.
- Under stress, the young person’s survival response may dominate their actions.

Issues affecting you:

- In response to a potential threat your defense/survival system may also have been activated – your brain will be sending signals to you to fight, flight or freeze.
- The use of de-escalation techniques is therefore counter-intuitive. It goes against our instinct in a threatening situation.
- You must try to appear to be calm and in control of yourself and try to engage the ‘thinking’ part of your brain.

What’s to avoid?

Physical

Avoid;

- Adopting a threatening stance or standing across the doorway to block someone’s exit
- Invading the young person’s space (unless you are moving towards them to restrain them)
- Compromising your own safety

Communication

Avoid;

- Shouting, threatening, preaching, arguing etc.
- Pointing or shaking your finger
- Trying to ‘win’ or have the last word
- Insisting on eye-contact – for some young people this may feel threatening.
- Saying anything that might connect the young person to strong feelings of guilt or shame. This is not the time.
- Dealing with issues publicly

Feelings

Avoid;

- Telling them you know how they feel
 - Dismissing their feelings
 - Taking it personally!
- This can be challenging as we all have feelings. Try not to respond to inappropriate comments and concentrate on calming the situation down.
This can be followed up later as part of restorative conversations



Appendix 5 - Staged Intervention

Classroom

Stage One – Reminder & Caution

- Reminder - rule/value.
- 2nd Reminder - expectation with take up time.
- Praise positive outcome.
- If continues – Reminder of rule and being Ready, Respectful, & Safe.
- Reinforce expectation-outline negative behaviour choice and consequences if expectation not met.
- Praise positive outcome.

Classroom

Stage Two – Removal from activity

- Reminder of rule/value and being Ready, Respectful, & Safe.
- Move seat or wait outside classroom door for a few minutes.
- Teacher has a quick 1:1 Restorative Conversation (See script).
- Return to activity.
- Praise positive outcome.

PT/C

Stage Three – Faculty or Whole School Relocation

Faculty Relocation

(Identified students follow our Differentiated Discipline Approach–See Appendix 6)

- Class teacher/PTC facilitates student move to alternative room within Faculty.
- Class teacher or PTC attempts quick Restorative conversation same period/day or on later agreed date. Reminder- Ready, Respectful & Safe.
- Student returns to class after successful Restorative conversation.
- Local referral
- If students does not attend Local Referral, PTC will escalate to stage 4 and Duty Officer to be called
- ☐ If above not possible/student refuses to move to allocated class or causes disruption in host class, Whole School Relocation required.

Whole School

Stage Three - Whole School Relocation

- Class teacher/PTC contacts Duty Officer. ***See Appendix 7a – Duty Officer Procedures Flow Chart***
- Class teacher gives details to Duty Officer and provides work for student.
- Duty Officer informs office staff and facilitates student move to alternative room (Reflection Room).
- Staff member co-ordinates Restorative conversation (See Script) same period/later agreed date. Reminder-be Ready, Respectful, & Safe.
- Duty Officer/Reflection Room staff will add this info to the comments on Spreadsheet and pass to HoH.
- Student returns to class after successful Restorative conversation.
- If Stage 3 is a *regular pattern* for student, PTC will inform HoH and DHT Link requesting further supports/interventions e.g. conversation to challenge student, parental meeting, Formal Disciplinary Warning.



In cases where any Restorative Conversation fails:

Additional **one period out of classroom** can be issued at discretion of PTC - student would be hosted within the faculty on Planned Referral.

Reflection Room

Stage Four – Duty Officer Call (Period of reflection in Reflection Room)

- Class teacher/PTC contacts Duty Head. **See Appendix 7a - Duty Officer Procedures Flow Chart**
- Class teacher gives details to Duty Officer and provides work for student.
- Duty Officer escorts student to Reflection Room & records on spreadsheet.
- The student has a specific period of reflection in Reflection Room. Length of time at discretion of Duty Officer/Reflection Room Staff/DHT.
- Student encouraged/supported to complete reflection sheet/activity then discuss with Reflection Room Staff /Duty Officer. **See Appendix 7b – Reflection & Restorative Question Resources.**
- Phone call home by DHT/HoH to inform/discuss with parent/carer.
- Consider intervention and whether pattern of incidents e.g. restorative/positive relationships contract, flow chart, target sheet and/or speaking to student. Reminder-be Ready, Respectful, & Safe.
- Restorative conversation arranged between teacher and student facilitated by identified member of staff (DHT/HoH) at a time that suits.
- On completion of reflection time, the student can return to timetabled classes.

Decision from SLT, Head of House

Stage Five– Serious misconduct, refer to SLT-Head of House

Examples include swearing at teacher, threats/aggression towards students/staff, violent behaviour, fighting, overt racism/homophobia/misogyny.

- SLT member identifies follow-up actions, including contacting parent/carer & recording the incident. Consider: Formal Disciplinary Warning, Bullying & Prejudice Form, Pastoral Note, Restorative/Positive Relationships Contract, Creation of Flow Chart/Target Sheet, Senior Leadership Team short-term Internal exclusion-placement in Reflection Room/Learning Base/Wellbeing Zone, meeting with student/parent & carer. External exclusion may be required.
- Restorative conversation arranged and supported by SLT member prior to class return if appropriate.



Appendix 6 – Our Differentiated Discipline Approach

Stage 3 – Alternative plan for specific students with identified Key Adult support.

Wellbeing Zone/Targeted students will be supported by **key adults** using a differentiated discipline approach which is relationships based.

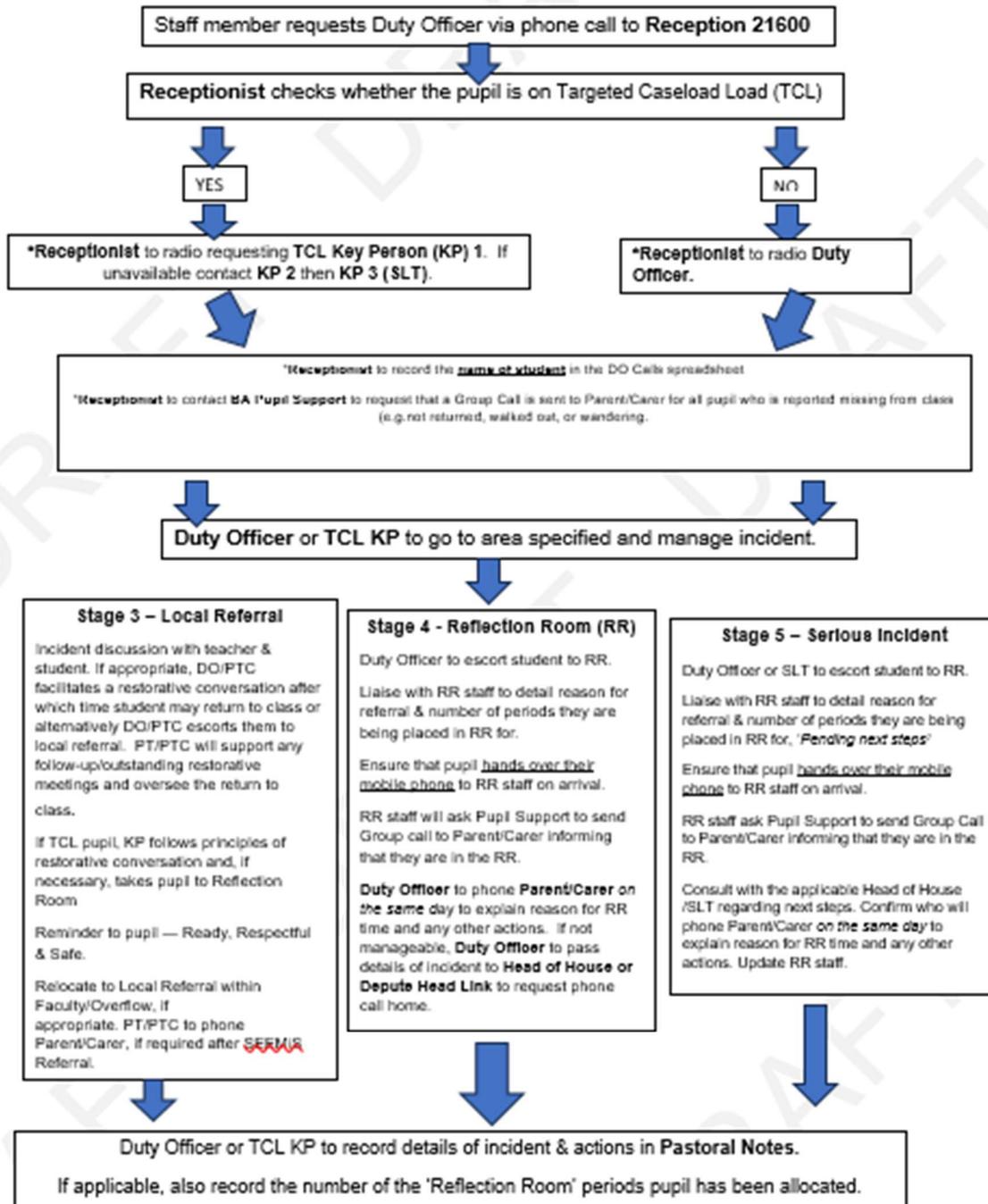
The intervention of a Key Adult at this stage of the process is to mitigate the impact of the pupil's dysregulation on staff who may have been sworn at, shouted at, etc. The Key Adult will be someone the pupil knows and trusts, with whom they have established a positive relationship and are likely to feel safe.

Based on the work of Dr Bruce Perry and developed by Louise Bomber.

A list of identified students and key staff can be found within the school network and with the office staff.



Appendix 7a–Duty Officer Procedures Flow Chart





Appendix 7b – Reflection & Restorative Question Resources

Broxburn Academy Time to reflect

When something goes wrong, we will work together to fix it!

Think carefully about what happened. Try and answer the following questions as honestly and in as much detail as possible.

What happened?

What were you thinking at the time?

How did this incident make you feel at the time?

"Stuff will go wrong. Expect it, learn from it, fix it. That's how remarkable happens". (P Diamond)

Do you think anyone else was affected by your actions? How might they have been affected?

Now that you have had time to reflect and think about what happened. What do you think needs to happen now to make things better?

What are your next steps?

How can you make sure this situation doesn't happen again?

•

•

•

What are our next steps?

How can we support you to make sure this situation doesn't happen again?

Pupil signature:

TG:

"Stuff will go wrong. Expect it, learn from it, fix it. That's how remarkable happens". (P Diamond)



Appendix 8

Broxburn Academy Anti Bullying and Equalities Strategy

Mission Statement

Broxburn Academy aspires to empower respectful learners. We do this through compassion, commitment and pride. Broxburn Academy is therefore committed to providing a safe, caring environment in which everyone will be treated equally and with respect.

Context

In line with the United Nations Convention on the Rights of the Child (UNCRC) Article 19, Broxburn Academy will do all it can to ensure that children are protected from all forms of violence, abuse and neglect. In line with Article 28 Broxburn Academy believes that education is the right of every child and will do all it can to ensure young people receive this entitlement. Article 8 details the right to an identity. This clearly states that parties should respect the right of the child to their own identity, and Broxburn Academy will do so.

The Equality Act 2010 provides a legal framework to protect the rights of individuals and advance equality of opportunity for all. The Act covers the protected characteristics based on age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

Definition of Bullying Behaviour

Bullying is face to face and/or online behaviour which impacts on a person's sense of physical and emotional safety, their capacity to feel in control of their life and their ability to respond effectively to the situation they are in.

The behaviour does not need to be repeated, or intended to cause harm, for it to have an impact. Bullying Behaviour can be physical, emotional or verbal and can cause people to feel hurt, threatened, frightened and left out.

Respect Me (2015)

Bullying can be displayed as behaviours such as, but not limited to:

- Emotional – being unfriendly, excluding, tormenting
- Verbal abuse – name-calling, sarcasm, spreading rumours, teasing
- Physical abuse – pushing, kicking, hitting
- Online – this takes place online or by virtual means. Examples - misuse of the internet (chat rooms; social networking sites such as Facebook or Instagram; email), threats via text messaging or telephone calls, misuse of associated technology (e.g. camera and video facilities).
- Prejudiced – taunting pupils who are perceived to be different e.g on the grounds of
 - Disability
 - Sexual Orientation
 - Sex
 - Gender reassignment/transgender
 - Race
 - Religion and belief
 - Age
 - Pregnancy and Maternity
 - Marriage or Civil Partnership



Such incidents of prejudice will be monitored and reported on independently of other bullying behaviours. It should be noted that this behaviour may also be a Hate Crime and anyone involved has the right to report this to the Police:

"Hate crime is any criminal offence committed against a person or property that is motivated by hostility towards someone based on their disability, race, religion, gender identity or sexual orientation." (Crown Prosecution Service, undated)

- Racial – racial taunts or graffiti
- Gender Based
- Homophobic, Bi-phobic or Transphobic – ‘Outing’ or threatening to ‘out’ someone to their peers, teachers or family.

Signs and Symptoms

If a pupil displays any of these signs and behaviours, bullying is a possible cause of the problem and therefore should be investigated:

- Is frightened of walking to or from school; catching the bus for school. Insists on being driven to school.
- Doesn't want to actually go to school. Complains of being unwell in the morning.
- Truants periods of the school day or the whole day.
- Seems to suddenly lack confidence and becomes anxious. Starts stammering.
- Runs away; threatens or attempts suicide.
- Is upset at night time and has difficulty sleeping.
- Quality of school work goes down hill.
- Comes home with clothes torn or belongings damaged.
- Asks for more money than usual or steals money.
- Has unexplained cuts or bruises.
- Comes home starving – has had their lunch money taken.
- Change in their personality – becomes aggressive, disruptive or unreasonable.
- Is demonstrating bullying behaviour towards other children or siblings.
- Stops eating / gains weight.
- Is frightened to say what's wrong.
- Gives improbable excuses for any of the above.
- Is afraid to use the internet or mobile phone.
- Is nervous or anxious when a cyber message is received.



Broxburn Academy Action on Bullying Behaviour Strategy Prevention

Broxburn Academy will endeavour to tackle bullying behaviour by doing the following:

- All members of the community being vigilant and taking responsibility to report incidents of bullying behaviour.
- Issuing and implementing the updated anti bullying strategy.
- Assemblies to remind students of the issues related to bullying behaviour.
- Education on bullying behaviours in HWB for all year groups.
- Staff creating a safe environment for learning.
- Providing peer support through 'buddies' and supported areas.
- Educating young people on the difference between banter and bullying.

Strategies to create a positive and safe environment

SPEAK to someone, a trusted adult, if you have any information about bullying behaviour – a member of staff; parents; friends; a buddy; a family friend.

All reports will be listened to and dealt with sensitively.

Staff will work in conjunction with families to support all parties involved in the incident.

Responsibilities

Bullying behaviour of any kind will NOT be tolerated at Broxburn Academy.

SPEAK about the problem – anyone who knows about bullying behaviour going on **MUST** report it to allow our school to promote good relationships and create an ethos in which this type of behaviour is less likely.

All members of the school community must **SHARE** information about concerns regarding bullying behaviour with the relevant member of staff (Head of House, Pupil Support Manager or House Depute Link).

Recording and monitoring

All incidents of bullying involving young people must now be recorded on SEEMiS. SEEMiS now enables schools to record any underlying prejudice or other negative attitudes reported in an incident of bullying, including those relating to a protected characteristic under the Equalities Act 2010.

Incidents need to be reported timeously, within three days of the investigation being started. As important as the recording of the incidents themselves is, a record of the action taken is essential. Additional information or greater detail may be included in pastoral notes.

Bullying will be entered on the BULLY LOG by the young person's Head of House. Parents/carers will be informed. The incident will then be followed up within 3 weeks, and further appropriate action taken if required.

Staff should exercise professional judgement on the validity of a reported incident but attention must be given to the feelings of the person experiencing bullying behaviour. If, after an investigation is carried out, an incident is **not** substantiated, then it must be captured on SEEMiS as "unfounded".

Procedure to report incident

- Report bullying behaviour to a member of staff, friend, parent, buddy, extended family member, this needs to be shared with the school for action to be taken.
- Ensure this information is passed to Head of House or Pupil Support Manager. The member of staff will listen to your concerns and record the incident.
- The personal safety of the individual experiencing the bullying is the first priority.



- The incident will be investigated – statements from all involved will be recorded.
- Support will be put in place for all parties involved (this might be restorative practice, counselling, anger management, peer mentoring, or external agency help). This will continue as long as deemed necessary and appropriate by staff member, parents and individuals involved.
- Restorative practice is when both parties meet with a member of staff or appropriate professional to discuss the incident(s) and come to a reasonable agreement on the way forward for everyone involved.
- Parents of all relevant parties will be informed of the incident and the measures put in place to support their child.
- If necessary and appropriate the police will be consulted.
- Bullying behaviour may result in a Formal Disciplinary Warning or result in an Exclusion from school.

REMEMBER:

No-one deserves to experience bullying behaviour –

- It should not be dismissed as part of growing up.
- It can hurt mentally as well as physically.
- It is NOT the person's fault.
- If you witness it and do nothing you are preventing the person from receiving help.
- Telling about how you feel is not "grassing".
- Being different in any way is not a justification for someone to be picked on.

It is the individuals who are displaying this bullying behaviour who need to change their behaviour, not the other person.

SPEAK about the problem – it will help.

Organisations for further support and advice:

www.respectme.org.uk

www.thinkuknow.co.uk

www.anti-bullyingalliance.org.uk

www.kidscape.org.uk

www.bullying.co.uk

www.parentlineplus.org.uk

www.cyberbullying.org

www.lgbtyouth.org.uk

www.childline.org.uk



Appendix 9

INCLUSION COMMITMENT

Our shared commitment to be an inclusive and equitable school

Broxburn Academy is an inclusive, supportive, and compassionate school community. Our school delivers inclusion and equity in an environment enriched by positive relationships. Every young person feels safe, valued and respected and is supported to achieve their full potential.

Committed to getting it right for every young person, our curriculum has a clear vision and rationale shaped by learner voice and the shared values of our diverse school community. Grounded in a shared commitment to securing children's rights and wellbeing it takes account of learners' entitlements, the four capacities and reflects the uniqueness of our setting.

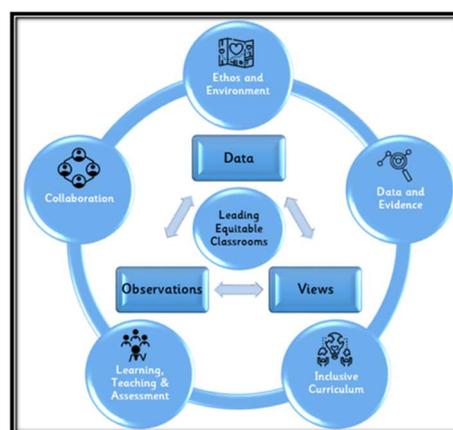
We provide flexible and bespoke learner pathways which promote the best possible attainment at all levels. Our creative and innovative approaches to curriculum design support positive outcomes for all learners.

Our equitable classrooms are informed by data and evidence. We know our young people well and there is strong culture of collaboration and sharing of good practice.

In every classroom, we provide universal, targeted and personalised support to remove any barriers to learning and ensures we can and do meet the needs of all learners. Learning experiences are differentiated accordingly to ensure that all young people can access their learning, are actively engaged in their learning and are challenged and supported to do their very best.

All staff have a role to play in meeting this commitment for all and are empowered supported to this end through our in-house professional learning offer and further engagement through their own professional learning journeys.

We will continue to live through our values of inclusion, integrity and respect as we strive every day to Nurture creativity and ambition for all.



Leading equitable schools, WLC 20