building curriculum for excellence through positive relationships and behaviour

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BUILDING CURRICULUM FOR EXCELLENCE THROUGH POSITIVE RELATIONSHIPS AND BEHAVIOUR

The purpose of this leaflet is to inform you of the recent *Behaviour in Scottish Schools Research 2009* and how the Scottish Government and the Scottish Advisory Group on Behaviour in Schools have identified the next steps and priority actions to further improve relationships and behaviour within *Curriculum for Excellence* in response to the findings of this research. The leaflet is also a source of support – providing essential information about the work of the Scottish Government's Positive Behaviour Team to support local authorities, schools and learning establishments with the implementation of a wide range of strategies and approaches to promote positive relationships and behaviour.

Context

The Government's purpose is to focus government and public services on creating a more successful country, with opportunities for all of Scotland to flourish, through increasing sustainable economic growth. In support of this, we are working in partnership to make sure:

› Our children have the best start in life and are ready to succeed

› Our young people are successful learners, confident individuals, effective contributors, and responsible citizens

› We have improved the life chances for children, young people and families at risk

The *Early Years Framework* will maximise the opportunities for all children to get the best start in life, no matter what their background or circumstances, with learning starting, and being supported by parents and carers in the home environment, throughout the school years. *Curriculum for Excellence* is the key delivery framework for learning, wherever learning takes place across a range of establishments from 3 – 18 years. Both frameworks are underpinned by prevention and early intervention which aim to ensure that all children and young people, including those at risk, realise their full potential. *GIRFEC* is the methodology of delivering those frameworks through a shared and co-ordinated approach across services.

Curriculum for Excellence cannot be delivered without good relationships and positive behaviour. The starting point for learning is a positive ethos and climate of mutual respect and trust based upon shared values across whole school communities where everyone can learn and work in a peaceful and safe environment. In addition, the breadth, flexibility and individualisation of *Curriculum for Excellence*, along with the support it affords, will be transformational in helping to create peaceful and positive learning environments with more opportunities for children and young people to be engaged and motivated in relevant and enjoyable learning.

Social, emotional and behavioural skills are key skills for learning, life and work. Readiness to learn, and ongoing positive relationships and behaviour, depend upon social and emotional wellbeing. Health and wellbeing across learning is a responsibility for all. Children and young people should feel happy, safe, respected and included in the learning environment and all staff should be proactive in promoting positive behaviour in the classroom, playground, and wider learning community. Underpinning this is the emotional health and wellbeing of staff.

Scottish Advisory Group on Behaviour in Schools

The Scottish Advisory Group on Behaviour in Schools (SAGBIS) provides advice to national and local government on behaviour in schools, or wherever learning takes place. The group is jointly chaired by the Minister for Skills and Lifelong Learning and the COSLA Spokesperson for Education, Children and Young People, and includes representatives from the following organisations:

› Association of Directors of Education (ADES)
› General Teaching Council for Scotland (GTCS)
› Educational Institute for Scotland (EIS)
› Scottish Secondary Teachers Association (SSTA)
› School Leaders Scotland (SLS)
› Association Headteachers and Deputes Scotland (AHDS)
› Voice the Union
› National Association of Schoolmasters Union of Women Teachers (NASUWT)
› HMIE

Behaviour in Scottish Schools Research 2009

SAGBIS is informed by a range of evidence including the recently published *Behaviour in Scottish Schools Research 2009*, carried out by the University of Edinburgh.

This research found that:
› the overwhelming majority of staff saw all or most pupils as generally well behaved
› the most frequently encountered negative behaviour is low level behaviour such as running in corridors and talking out of turn in class
› physical violence and aggression towards staff is very rare
› physical aggression between pupils is more common
› overall perceptions of behaviour including positive behaviour, low level negative behaviour, and serious indiscipline/violence have improved since 2006
› the only behaviour which is consistently perceived as getting worse is pupils withdrawing from engagement in class
› all schools use a multi pronged approach to promoting positive behaviour and responding to negative behaviour
› the overwhelming majority of staff are confident about promoting positive behaviour and dealing with negative behaviour and feel supported by senior staff
› local authorities have a key role in providing support and training to schools – they provide a strategic framework, help and advice, and access to specialist resources.

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On publication of the research, the Scottish Advisory Group on Behaviour in Schools said:

"We strongly welcome this research and congratulate the researchers on producing a robust and balanced report. We are pleased that the overwhelming majority of staff saw all or almost all pupils as generally well behaved around the school and in the classroom. We are extremely encouraged that all staff groups and especially secondary school staff are finding real and statistically significant improvements across the board in positive behaviour, low level negative behaviour and serious indiscipline and violence.

"We recognise the sustained, hard work by whole school communities and local authorities to achieve this and acknowledge the need to continue prioritising this work to make sure we improve further.

"We will use this research to inform how best we support local authorities and schools to continue developing their multi pronged approaches – from promoting whole school ethos and values based on mutual respect between staff and pupils through to staged interventions to provide more targeted support where needed."

Our response – priority actions

Building on those sustained and concerted improvements in approaches to improving relationships and promoting positive behaviour, a new policy framework will be developed to support local authorities, schools, early years learning centres and other learning environments to review, improve and plan relationship and behaviour policies. This will involve working in partnership with stakeholders including local authority education, children's and social services, health and allied health professionals, further and higher education, police and justice, and the voluntary/independent sector. The Scottish Government and COSLA will facilitate this process through consultation with key partners.

The following priority actions have also been identified and agreed by the Scottish Advisory Group on Behaviour in Schools:

› we will further develop learning environment checklists to support the creation of peaceful learning environments and manage low level negative behaviour

› we will promote further:
  › restorative practices and solution oriented approaches as whole school approaches and as approaches to address more serious negative behaviour between peers in schools
  › nurture groups and approaches in early years, primary and secondary schools
  › anti-bullying policies and practice to address both serious negative behaviour and contribute to social and emotional wellbeing

› we will develop and promote social and emotional wellbeing programmes for staff and parents in order to support the implementation of those programmes for children and young people

› we will consider other evidence on emotional health and wellbeing and consider strategies for supporting staff, children and young people with this issue.

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The Positive Behaviour Team will support the implementation of these priority actions reporting regularly to SAGBIS.

Current Approaches to Promoting Positive Behaviour

Behaviour in Scottish Schools Research 2009 identified a wide range of strategies and approaches used in schools to promote positive relationships and behaviour. All local authorities had policies on behaviour management with a common emphasis on relationships rather than the specifics of behaviour management and linked to a range of policies such as inclusion, additional support for learning, GIRFEC, looked after children and young people, and child protection. Approaches to positive behaviour were complemented by staged interventions to provide more support to children and young people with behaviour needs. Early intervention and the provision of support represent a long-term investment in promoting positive behaviour and creating successful learners, confident individuals, responsible citizens, and effective contributors. The wide array of approaches included:

> promoting a whole school ethos and shared values
> anti-bullying policies
> curriculum programmes in social and emotional skills and wellbeing
> buddying, peer mentoring, and circle time
> rules and rewards
> restorative and solution oriented whole school approaches
> pupil and behaviour support co-ordinators, teams and support bases
> additional support staff, home-link workers, and specialists or partner agencies
> nurture groups
> staged assessment, planning and intervention
> broad curriculum options
> provision beyond the school.

What the Scottish Government is doing

The Scottish Government wholly funds a national anti bullying service **respect*me*** to provide policy and practical support to developing and implementing anti-bullying policies across learning establishments and all agencies working with children and young people.
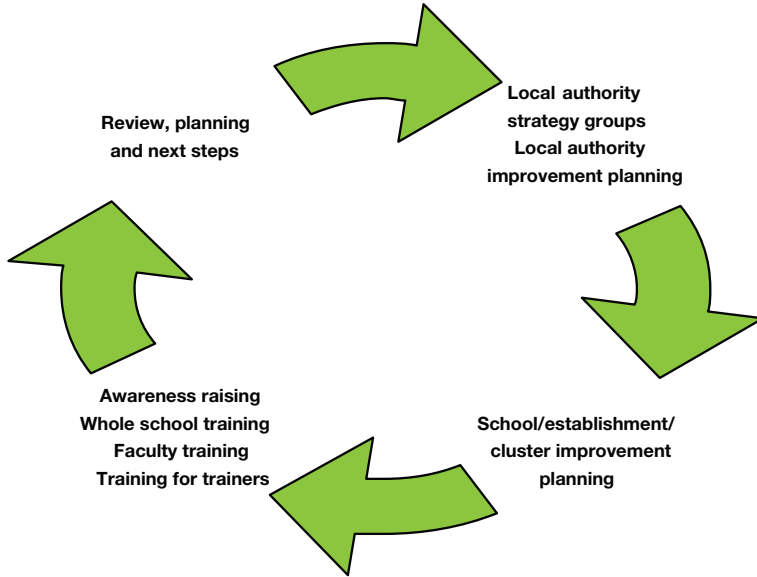
The Scottish Government's **Positive Behaviour Team** has a remit to support local authorities and learning establishments to promote positive relationships, social and emotional wellbeing, and positive behaviour as follows:

> to support local authorities to review, develop, plan and implement policy frameworks on positive relationships and behaviour, linked to related key policies and frameworks through strategic, integrated planning mechanisms
> to support local authorities to deliver probationer training programmes covering positive relationships, social and emotional wellbeing, and positive behaviour
> to support local authorities to deliver cpd training programmes covering positive relationships, social and emotional wellbeing, and positive behaviour for teachers and support staff

- to provide joint service and multi-agency training, capacity building and follow-up support in local authorities, schools, children's services, early years, and other learning establishments
- to develop and deliver training and follow-up support on a range of approaches and strategies
- to develop and maintain links and networks across local authorities and key stakeholders.

The Scottish Government's Positive Behaviour Team will therefore seek to contribute to a continuous cycle of policy review, planning, awareness raising and implementation across learning centres, clusters and partnerships.

Review, planning and next steps

Local authority strategy groups Local authority improvement planning

School/establishment/ cluster improvement planning

Awareness raising Whole school training Faculty training Training for trainers

Model of approaches to promoting positive relationships and improving behaviour

The **ethos and culture** of a school or learning centre are the foundation on which to build a supportive, inclusive and peaceful learning environment. This positive ethos can be further developed through the introduction and assimilation of approaches such as restorative approaches, solution oriented approaches, nurturing approaches, staged interventions and approaches to promoting emotional literacy not just in children and young people, but also in staff, parents and carers. In addition, **curricular programmes** have been developed which promote and enhance emotional heath and wellbeing across the curriculum, such as *Being Cool in School, What's Going On?,* and *Creating Confident Kids*.

For a very small number of young people it is recognised that they may benefit from **targeted** support which supplements the approaches outlined above. Restorative conferences and solution-oriented meetings may be part of this targeted approach. Staged interventions will ensure joint assessment, planning and delivery of support and provision which is appropriate, proportionate and timely within the context of *GIRFEC* and *Additional Support for Learning*.

Targeted Support

Curricular Programmes

Skills and Attitudes

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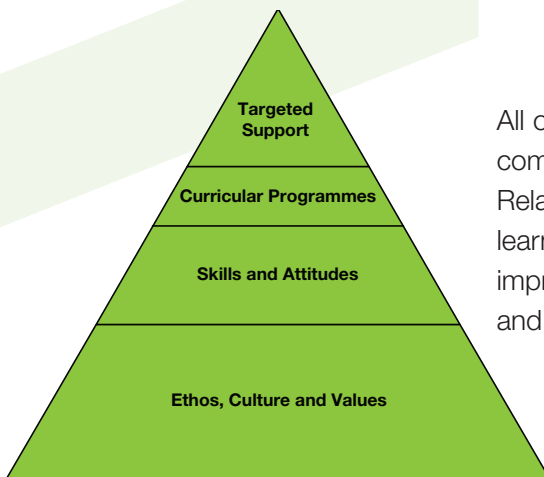
All of the approaches are based on a common philosophy – relationships. Relationships lie at the heart of the learning process and are fundamental to improving outcomes for all our children and young people.

Further information on the range of approaches can be found on the LTS website
http://www.ltscotland.org.uk/positivebehaviour/index.asp

These include:

› Staged Intervention/Framework for Intervention
› Social and Emotional Wellbeing curriculum programmes:
    ◇ *Cool in School*
    ◇ *What's Going On?*
    ◇ *Growing Confidence – Creating Confident Kids; Confident Staff, Confident Children; Creating Confident Parents/Carers*
    ◇ Emotional Health and Wellbeing for all: staff, children and young people
› Restorative approaches
› Solution oriented approaches
› The Motivated School
› Social and emotional learning frameworks (SELF) and learning stances
› *Building Positive Relationships* training programme for support staff
› Supporting the Whole Class Team
› Nurture groups and approaches

For further information on support and training, and approaches to promoting positive relationships, social and emotional wellbeing and behaviour, please contact your regional officer:

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Brian Steele	North Lanarkshire South Lanarkshire East Dunbartonshire	Restorative Approaches	Brian.steele@scotland.gsi.gov.uk 07917 580815

Materials, resources and further information can be found at:

Curriculum for Excellence
http://www.ltscotland.org.uk/curriculumforexcellence/index.asp

Curriculum for Excellence Health and Wellbeing
http://www.ltscotland.org.uk/curriculumforexcellence/healthandwellbeing/index.asp

Positive Behaviour
http://www.ltscotland.org.uk/positivebehaviour/index.asp

Personal Support
http://www.ltscotland.org.uk/personalsupportinschools/index.asp

Additional Support for Learning
http://www.ltscotland.org.uk/inclusionandequality/index.asp

HandOn Scotland
http://www.handsonscotland.co.uk/

HMIE Journey to Excellence
http://www.hmie.gov.uk/generic/journeytoexcellence

Respect*me* – national anti-bullying service
http://www.respectme.org.uk/

Early Years Framework
http://www.scotland.gov.uk/Topics/People/Young-People/Early-years-framework

Equally Well
http://www.scotland.gov.uk/Topics/Health/health/Inequalities/inequalitiestaskforce

GIRFEC
http://www.scotland.gov.uk/Topics/People/Young-People/childrensservices/girfec

Pupil Inclusion Network Scotland
http://www.pinscotland.org/

More Choices, More Chances
http://www.determinedtosucceed.co.uk/dts/CCC_FirstPage.jsp

Behaviour in Scottish Schools Research 2009, Professor Munn et al, University of Edinburgh
http://www.scotland.gov.uk/Publications/2009/11/20101438/0