

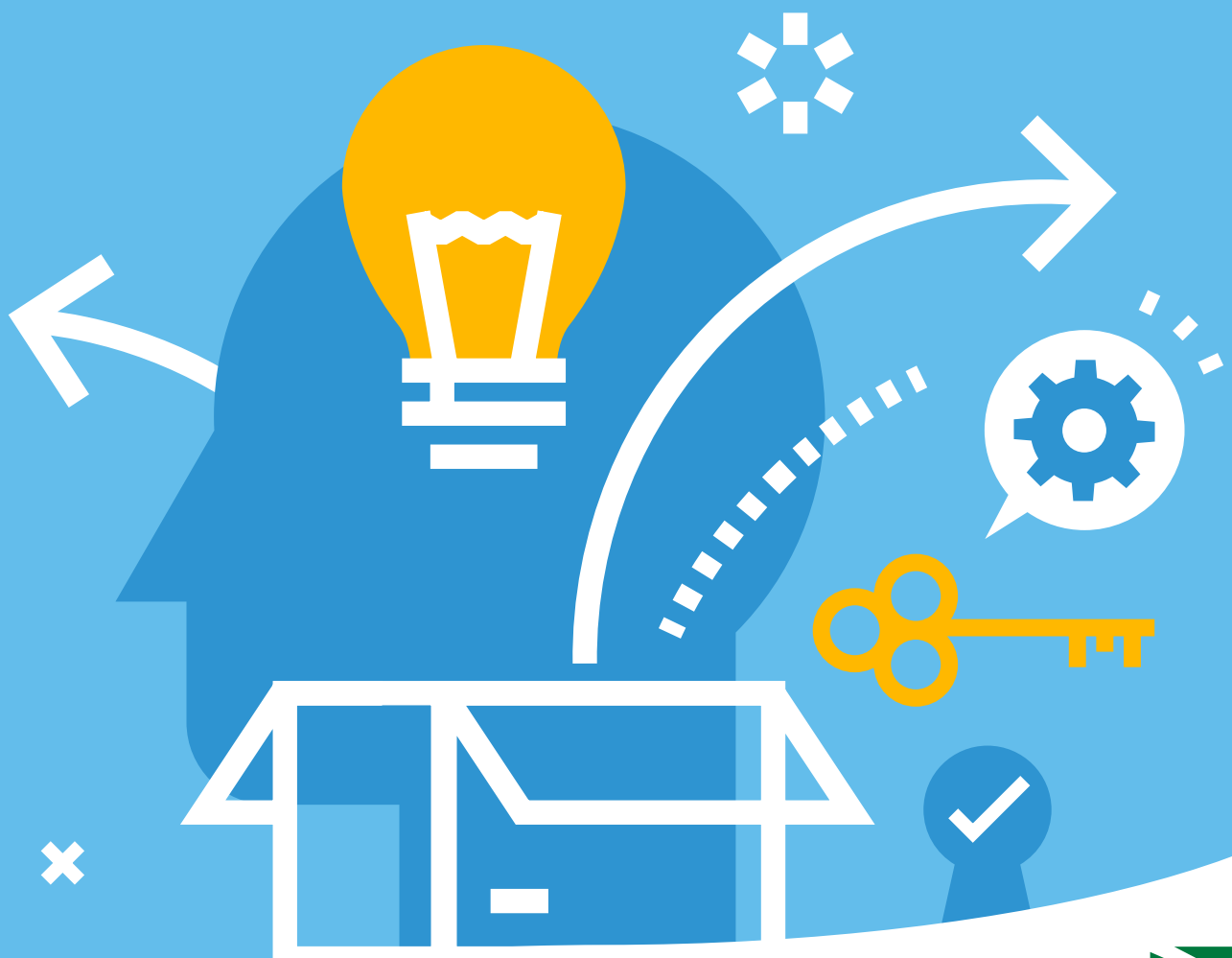
Better Relationships

Better Learning

A FRAMEWORK FOR DEVELOPING

RELATIONSHIP-RICH SCHOOLS

IN DUMFRIES AND GALLOWAY



Contents

Introduction.....3

Rationale.....3

Context5

Pupil Voice and Parental Engagement6

Approaches.....7

- Rights Respecting8
- Nurture9
- Restorative.....10
- Solution-Focused11
- Resilience13

Respect for All Anti-Bullying16

Exclusions.....17

Implementation.....18

Appendices, References and Further Reading19

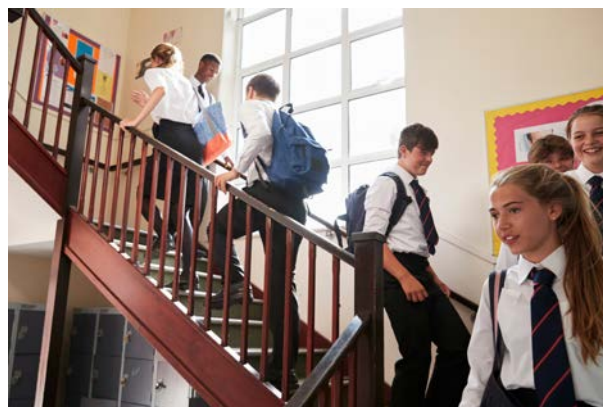


Introduction

The purpose of this document is to outline Dumfries and Galloway Council's Better Relationships – Better Learning approach which promotes a positive whole school ethos and aims to *get it right for every child*, the **vulnerable** children and young people as well as the more **resilient**.

Dumfries and Galloway Council's ambition is to provide the best start in life for all children and young people. It is committed to building positive relationships in all schools and early years settings. This document aims to provide practical strategies for the managers of educational establishments to implement their relational approaches in partnership with staff, parents and pupils in order to achieve positive well-being benefits for all.

The effects of Covid 19, in particular, have reinforced the importance of positive relationships in supporting mental health and building resilience. In an Educational Psychology survey of over 2500 primary and secondary school pupils in Dumfries and Galloway in June 2020, 85% of young people reported that they had been "ok" or better during lockdown. A thematic analysis of the qualitative data, obtained through the young people's statements about what had helped them during this period, identified a key theme was the importance of **connection and relationships with family, friends and school staff**.



Rationale

Better Relationships-Better Learning is part of the national multi-agency context of building positive relationships in the community by understanding the social and emotional well-being needs of all children, and then applying this knowledge with practical strategies in, and out of, the classroom. Within education, it is reflected in national policies such as Included, Engaged and Involved Part 2.

Traditionally, authoritarian discipline, or the behaviourist use of rewards and sanctions, were employed as extrinsic motivators relying on the fear and shame of punishment to act as a deterrent. However, extensive research on brain, stress and trauma has shown that these approaches can be unhelpful for children and young people, particularly the most vulnerable, who often struggle to self-regulate because many of their needs are not being met. Compared to a system based on positive relationships and mutual respect, the culture and ethos of a school can also be less positive as a result. Attachment theory highlights the importance of at least one significant positive relationship with an adult and how this can help to mitigate the harmful effects of adverse childhood experiences (ACEs). This can also contribute to a brain being more receptive to learning and improved cognitive function.



Evolution of Behaviour Management



Context

International

United Nations Convention of The Rights of The Child (1989)

All UN member states except for the United States have ratified the Convention which came into force in the UK in 1992. The rights of the child underpin all aspects of policy regarding children and young people:

Curriculum for Excellence (CfE), Getting It Right for Every Child (GIRFEC), and Developing the Young Workforce (DYW), which are the three supporting pillars of the Scottish education system.

- UN Convention on the Rights of the Child (Incorporation) (Scotland) Bill to be passed March 2021

National

Getting It Right For Every Child

- Wellbeing of children is the responsibility of all staff
- Use of the wellbeing indicators to assess and monitor children (Safe, Healthy, Achieving, Nurtured, Active, Responsible, Respected, Included - SHANARRI -).
- Targeted support for some children and young people

National Improvement Framework

- Improvement in attainment, particularly in literacy and numeracy
- Closing the attainment gap between the most and least disadvantaged children and young people
- Improvement in children and young people's health and wellbeing
- Improvement in employability skills and sustained, positive school-leaver destinations for all young people

Included, Engaged and Involved Part 1: Promoting and Managing School Attendance (2012/19)

Included, Engaged and Involved Part 2: A Positive Approach to Preventing and Managing School Exclusions (2017/19)

Education Scotland has recognised the need for schools to develop positive relationships between staff and pupils:

"A whole school approach to positive relationships and behaviour is the most effective way of supporting well-being for children and young people. This is supported by a wealth of evidence that links culture and ethos with wellbeing as well as attainment"

Developing a Positive Whole School Ethos and Culture: Relationships, Learning and Behaviour (2018)

- A positive school climate is vital in fostering good relationships and behaviour
- Clear evidence from the research links positive relationships/behaviour with learning

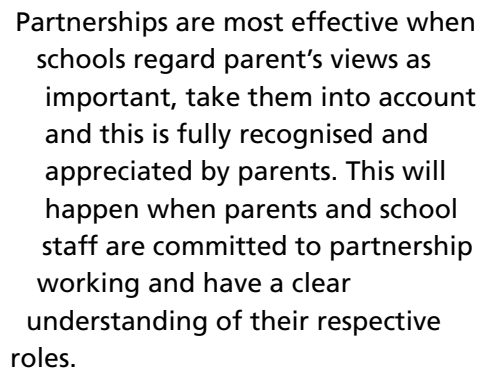
How Good is Our School? (HGIOS4?) (2015) and How Good is our Early Learning and Childcare? (HGIOSEL?) (2016)

- Self-evaluation toolkit for schools and early learning communities
- Relationships are key to a good school
- Quality Indicator 3.1 Wellbeing, Equality and Inclusion. " Relationships across the school community are very positive and supportive, founded on a climate of mutual respect within a strong sense of community, shared values and high expectations. All staff and partners are proactive in promoting positive relationships in the classroom, playground and wider learning community."

Education (Additional Support for Learning) (Scotland) Act (2009)

- This places a duty on Dumfries and Galloway Council to assess, plan and implement supports to enable children and young people with additional support needs to access education
- Stages of Intervention (2020) outlines Dumfries and Galloway's approach to Additional Support for Learning
- As part of the recent national ASL review, Support for Learning: All our Children and their Potential (June 2020), young people with additional support needs reported that meaningful relationships between children and young people and staff are important for their learning. The need to recognise and support positive relationships is emphasised with the focus being on "Relational rather than Transactional", meaning relationships first and processes second. In answer to the question, "If things were difficult then got better what was it that changed?", without exception the responses were framed in the language of: "she/he listened" "she/he cared" "she/ he just gets it". This applied to professionals commenting on management and leadership as well as the children and young people's comments.





Parental Engagement is:

- intended to support the national vision of excellence through raising attainment and achieving equity from Early Learning and Childcare through to the Senior Phase.

- Children in Scotland spend approximately 15% of their waking hours in school (OECD, 2014). The remaining 85% of children's time is spent at home or in their communities and this presents a potentially significant opportunity for learning. Equipping, supporting, and building the capacity of Scotland's parents to maximise children's opportunities for learning is key to raising attainment.

- Relationships are key to a good school and founded on a climate of mutual respect across the school community (HGIOS4)

Parental Involvement is:

- parental representation in decision-making,
- collaboration between parents and educators in matters such as school improvement planning,
- communication between home and early learning and childcare setting and school,
- the partnerships and links between home and school, and the opportunities for parents and
- families to get involved in activities in school or early learning and childcare setting.

- The following quotes capture what is meant by Parental Involvement and Parental Engagement



throwing open the doors
and heading out

**Better Relationships
Better Learning Approaches**



Approaches

Rights Respecting What Are Our Relational Approaches?	Why Are We Using Them?
Rights Respecting Schools are committed to ensuring that the children's rights are embedded in the ethos and culture of each setting. We want to ensure consistency of approach across all school communities. <i>"Where young people feel included, respected, safe and secure and when their achievements and contributions are valued and celebrated, they are more likely to develop self-confidence, resilience and positive views about themselves."</i> (Education Scotland 2014) Children's Rights: The United Nations Convention on the Rights of the Child (UNCRC) describes what every child needs to survive, grow and thrive in order to live with dignity and achieve their potential. Getting it Right for Every Child translates the UNCRC approach to special care and assistance by embedding UNCRC Articles within the GIRFEC values and principles. Most importantly, GIRFEC requires every practitioner to apply the UNCRC approach in day-to-day practice by putting children at the centre. The UN Convention is based on four general principles: Equality: the UNCRC applies to all children (Article 2) The best interests of the child must be a top priority (Article 3) Every child has the right to life, survival and opportunities to develop to their full potential (Article 6) Every child has a right to be heard and listened to in matters that affect them (Article 12)	1 What are children's rights? Children's rights are entitlements to fundamental human dignity. They are: • Universal – and they apply to EVERY child • Interrelated, interdependent and indivisible – all the articles of the UNCRC are linked and should be read alongside each other to provide the full range of a child's entitlement to dignity • Inalienable and inviolable – children's rights cannot be given or taken away: they are innate to the humanity and personhood of each child. 2 Why are children being taught about children's rights? All children, young people and adults need to know about the UNCRC (Article 42). As a member of the United Kingdom which has signed and approved the UNCRC, this applies to Scotland and therefore children and young people have the right to know that they have rights! 3 What is the impact on children's learning? Learning about children's rights can empower children and young people to be active citizens in their school, local community and across the world. Knowing and understanding children's rights is not enough; children and young people also need to be supported to develop skills of talking, listening, empathy, research, debate and negotiation so that they can claim their entitlement to dignity or share their learning in a rights-based manner with others. All children have the same rights and may need support to develop the skills that will allow them to respect everyone's rights. 4 How can parents support children's rights? Parents are the first educators of their children. Children can learn about and experience their rights at home. Parents can support their children by ensuring they know and understand what children's rights are and by discussing with their child how these rights apply to them and the lives of other children around the world.



Nurture

What Are Our Relational Approaches?

A nurturing approach recognises that positive relationships are central to both learning and wellbeing. A key aspect of a nurturing approach is an understanding of attachment theory and how early experiences can have a significant impact on child development.

It recognises that all school/ELC settings staff have a role to play in establishing the positive relationships that are required to promote healthy social and emotional development and that these relationships should be reliable, predictable and consistent where possible.

A nurturing approach has a key focus on the school environment and emphasises the balance between care and challenge which incorporates attunement, warmth and connection alongside structure, high expectations and a focus on achievement and attainment.

It is based on the six nurture principles (Lucas, Insley K and Buckland (2006):

Children's learning
is understood
developmentally

The environment
offers a safe base

The importance
of nature for the
development of
wellbeing

Language is a
vital means of
communication

All behaviour is
communication

The importance
of nature for the
development of
wellbeing

Nurture is a whole school approach which can also be applied at a targeted level through the use of a nurture group based on Boxall Profiles. It promotes inclusive, respectful relationships across the whole school community, including learners, staff, parents/carers and partners.

Why Are We Using Them?

Nurturing approaches are based on psychological theory, including child development & attachment theory. It has a growing evidence base with over sixty-two academic studies carried out over the past twenty years (Nurture Group Network, 2015).

Outcomes include:

- Long-term mental health improvements (O'Conner and Colwell, 2002)
- Greater academic attainment (Reynolds et al, 2009; Seth-Smith et al, 2010) and
- Improved attendance (Cooper, 2011)
- Cooper, Arnold and Boyd (2001) found that children with social, emotional and behavioural needs who received Nurture made more academic progress than similar children in a control group who had not received Nurture. They were also found to be more likely to remain within mainstream education.
- Cooper and Whitebread (2007) found that significant improvements were demonstrated in social and emotional functioning. They also found stronger effects where Nurture had been established for at least two years.
- Effects found in the research have shown to be sustained over time.

Boxall Profile link

<https://new.boxallprofile.org/>

Restorative

What Are Our Relational Approaches?

Restorative approaches encourage learners to reflect on the impact of their behaviours and to understand that they have the power to make choices leading to positive outcomes. They enable us to differentiate between the learner and their behaviour.

Individuals are responsible for their own actions and are responsible for putting things right. This approach encourages learners to consider consequences rather than punishments.

Restorative approaches are based on relationships and in mending relationships when they have been harmed. There is an expectation that all learners can learn to make the right choices to ensure that they are safe, respectful and ready to learn.

Just as we would teach a child to read, they need to learn how to behave in a way that is in keeping with our vision, values and aims in school.

It is worth noting that it may take up to ten years for this approach to become fully embedded and for cultural change to happen.

The 5 Restorative Questions

1. What happened?
(...and then what happened?)
2. What were you thinking at the time?
3. How do you feel about what's happened?
4. Who else has been affected by this? How have they been affected?
5. What do you need from this meeting to make things better/improve the situation/to help you to move on?

Why Are We Using Them?

Research shows that restorative approaches:

- Have a positive impact on relationships and behaviour
- Encourage learners to take responsibility for their actions
- Provide learners with a toolkit of strategies to use to mend relationships
- Encourage learners to make better choices
- Increase self-esteem and self-awareness
- Reduce the likelihood of learners repeating similar offences
- Help to reduce school exclusions
- Contribute to the development of a calm and positive ethos in schools
- Can save time in the long run once peer mediation is established and low-level conflict can be solved by the pupils themselves.
- Restorative approaches, rather than punitive ones, reduce the sense of shame and subsequent reactions in pupils

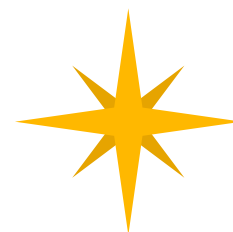
Shame reactions (compass of shame)

- Isolation
- Hiding face
- Running away
- Disengagement

Withdrawal

Attack Self

- Negative self-talk
- Self-harm
- Conviction of no agency



Avoidance

- Masking th pain
- Self-medication
- Denial
- Sex, drugs, rock and roll

Attack Other

- Blame others
- Aggression
- Violence
- Shouting
- 'Not just me'

Solution Focused Approach

What Are Our Relational Approaches? Why Are We Using Them ?

A solution focussed approach is a way of working described as 'solution-building'. It is underpinned by a set of principles and techniques/tools when thinking about a difficulty. The focus is on goals and solutions, NOT problems and barriers this is achieved by considering the positives in the present, the preferred future and what is already working, NOT the past or current weaknesses.

Main principles:

1. The emphasis is on solutions not the cause of the problem(s)
2. People have resources to make changes.
3. Collaboration enhances change.
4. Everyone is listened to for possibilities.
5. Focusing on possibilities and solutions enhances change.
6. There are always exceptions to the problem.
7. The problem is the problem, not the person.
8. Small changes can lead to bigger changes.
9. If it works do more of it; if it doesn't, do something different

SF Tools include:

- Scaling
- The Miracle Question and Coaching Questions for goal setting, identifying problems and solutions

SF approaches are now embedded in many areas of school life such as GIRFEC child's plans and School Improvement Planning and in the use of GROW coaching. As a way of being, and attitude, in pupils and staff, SF can help in developing a positive climate and ethos in the school environment. It is also very useful when tackling the 'bumps in the road' of implementing any of the whole school approaches such as Nurturing, Restorative etc.

Some reasons behind the main principles:

1. We can waste a lot of energy trying to understand Why things have happened. We can make a difference if we spend the same amount of energy in trying to improve a situation. To get to where we want to be, we need to know where we are and where we want to go. It also avoids a culture of blame.
2. People are the experts in their own lives and are more likely to have success if they come up with their own solutions, rather than those imposed upon them.
- 3 & 4. Working together is more likely to generate a variety of possible solutions.
5. If we spend so much time focussing on and talking about problems, we remain stuck with the problem, however
6. ... there are always exceptions to the problem, no matter how small. If we can find even a small example of when things are better, we can build on that.
7. We are inclined to talk about the person in terms of their perceived problems – "The Dyslexic / Self Harming / Abused Child" –as opposed to thinking about them in a holistic way. SF puts more emphasis on the whole person.
8. In SF, we look for small steps to change and if we can improve one thing, other areas improve,
9. A simple philosophy but an effective one. Often, we continue with unhelpful patterns – "He does something wrong, I shout. He keeps doing something wrong, I shout louder"

Advantages:

- Reduces time reacting to indiscipline by renewing whole-establishment efforts to promote positive behaviour and positive relationships
- Improves learning, motivation, problem-solving and creativity
- Enhances relationships with pupils, parents and carers
- Promotes the most effective partnership working on a multi-agency basis

Mentors In Violence Prevention

What Are Our Relational Approaches?

Mentors in Violence Prevention (MVP) is a peer mentoring programme that gives young people the chance to explore and challenge the attitudes, beliefs and cultural norms that underpin gender-based violence, bullying and other forms of violence.

It addresses a range of behaviours including name-calling, sexting, controlling behaviour and harassment, and uses a 'by-stander' approach where individuals are not looked on as potential victims or perpetrators but as empowered and active bystanders with the ability to support and challenge their peers in a safe way.

MVP bystander training has three main goals:

1. To help students and others develop a range of options for intervention in specific situations and scenarios.
2. To foster a peer culture ethos that motivates everyone to get involved in challenging and interrupting all forms of abuse and helping to create a climate in which abusive attitudes, beliefs and behaviours are unacceptable, uncool, and unwelcome.
3. To help people of all ages and backgrounds develop the skills to become leaders and mentors to others on the issues of sexual assault and relationship abuse prevention.

All Dumfries and Galloway Secondary Schools have had training in MVP

Why Are We Using Them?

Figures from the Scottish Government

highlight the problem of gender-based violence in Scottish society, and there is evidence that young people - particularly girls - encounter physical, emotional and sexual violence (see [Barter, McCarry, Berridge and Evans \(2009\) Partner Exploitation and Violence in Teenage Intimate Relationships](#)).

The Mentors in Violence Prevention programme was introduced in Scottish schools in response to these issues.

MVP helps local authorities to create positive learning environments where all pupils are supported to reach their potential.

Within MVP sessions, young people are provided with a range of potential interventions to prevent the escalation of unhealthy behaviours in relationships and given space to consider their options. It is designed this way to reduce 'fight or flight' responses to dangerous or unhealthy situations



Developing Resilience

What Are Our Relational Approaches?

"No child is immune from pressure in our current, fast-paced, stress-filled environment."
(Rutter, 2006)

Resilience helps children to deal more effectively with stress, pressure, everyday challenges and bounce back from adversity, solve problems and treat oneself and others with respect.

Effective programmes which support the development of resilience have common features:

A strengths-based approach which emphasises and focuses on existing positives and focuses on factors which allow the individual to thrive.

A multiple agency approach which recognises that children develop in families, schools and communities.

A focus on positive relationships which involves getting to know young people as individuals, asking and listening to their opinions and acknowledging that they have a positive contribution to make.

Celebrating the positives in everyday situations within a variety of settings both inside and outside of school.



Why Are We Using Them?

To create a sense of power, self and belonging

Curriculum for Excellence

- At the "heart of Curriculum for Excellence, lies the aspiration that all children and young people should be successful learners, confident individuals, responsible citizens and effective contributors". (Scottish Government, 2006)
- The characteristics which are evident in the resilient classroom can be "protective factors" which align with the aspirations of Curriculum for Excellence because "when they appear in sufficient number they appear to insulate children from the negative effects of risk and appear to make it more likely that children will grow into successful adults with ample education, rewarding vocations, satisfying family lives and making important contributions to their communities" (Goldstein and Brooks, 2013)
- Research demonstrates that resilience development programmes can support teachers to meet pupils' needs. "Deliberately intervening to strengthen children's lives is an essential goal of most dedicated teachers." (Schorr, 1988)

Characteristics in the Resilient Classroom (Doll, LeClair and Kurien, 2009)

Excellent Relationships

- Between class teacher and student
- Between peers
- Between staff and families

Pupil Autonomy

- Students are empowered to set their own goals and be involved in decisions which affect them
- Students are supported to manage their own behaviours

Positive Classroom/School Culture

- Foster an expectation of success
- Foster an expectation of hope and optimism
- Foster a Growth Mindset

Staff Wellbeing

The emotional environment in school helps create feelings of safety for children and young people and depends heavily on the emotional wellbeing of the adults in the school, you can't pour from an empty cup. To fully support the pupils in your care, you need to make sure your own staff are cared for too.

School staff also have different feelings about change and the introduction of new approaches in school, including relational approaches. Good staff wellbeing is essential for cultivating a mentally healthy school, for retaining and motivating staff and for promoting pupil wellbeing and attainment.

Creating a plan for supporting staff wellbeing is an essential aspect of all relational approaches.

Good staff wellbeing can have several benefits for schools including:

- Staff feeling valued and supported
- Positive impact on pupils, including improved educational outcomes, as both staff and children and young people are more engaged
- Increased productivity of staff members
- Reduced absences from work in relation to sickness (both short term and long term)
- Staff being able to manage stress better and develop healthier coping strategies
- Improved job satisfaction, which can support retention

How to support wellbeing in your school

Providing a staged approach to supporting wellbeing for all staff which incorporates support available at the universal, targeted and specialist levels is an important part of any whole school approach.

A Staged Approach Staff Wellbeing

Specialist

Managerial or self-referral to
Occupation Health, GP NHS supports

Targeted

Telephone consultation. Training around mental health e.g. Stress/Anxiety/self care. Supervision. Regular wellbeing check-in meetings for all staff using a personal or peer support. Model GROW coaching. Wellbeing events for staff: workshops, taster sessions e.g. Mindfulness. Signposting to GLOW wellbeing tile

Universal

Dedicated staff room. Staff wellbeing policy created in consultation with staff. Staff wellbeing team created and supported to offer regular events and activities. Drop-in session for any concerns. Encouraging positive work/life balance. Psychoeducation RE child and family mental health. Culture of no blame and stigma in relation to mental health needs in school / community

Creating a Staff Wellbeing Plan

The following 2-stage process should provide you with a great framework to start addressing the wellbeing of teachers in your school.

1. Nurture Resilience

Start by creating an environment where staff feel able to seek help from one another. You can do this by encouraging them to **form groups or pair up with a buddy**.

This can help create a mutual support network where staff can influence outcomes positively and work towards solutions as a team.

Another key factor in this step is training.

Make sure you offer staff at every level continuing professional development (CPD) - it's been proven in many studies to increase job satisfaction and contribute to wellbeing and resilience.

2. Address Stress

Once you've identified sources of stress in your staff, there are many ways to address them. Here are a few ideas to get you started:

Work-life balance - make sure the day isn't only dominated by work and ensure your staff have time off for eating and can fence off set times in the day for their families. This way, the burden of the workload can be broken up and make it more achievable.

Tackle the environment - make sure you have a good environment for your teams to work in. Simple things like essential repairs, tidying and de-cluttering are easy and affordable changes to make to do and can enhance the workplace to help reduce stress.

Discourage perfectionism - nobody's perfect, but the desire to be perfect can be overwhelming. So make sure you encourage your staff to be the best they can be, but don't put unrealistic demands on them- these can offer spill over into their personal lives too and are a major contributor to stress and anxiety.

Focus on happiness - rewarding achievements, sharing success and encouraging your staff to spend time in reflection whether it's prayer, meditation or contemplation have all been shown to improve happiness. So, look to encourage these practices and consider running classes for your staff to help promote them.

The following provide further ideas for supporting wellbeing:

D&G GLOW Wellbeing Tile

[Anna Freud Centre for Children and Families.
www.youngminds.org.uk](http://www.youngminds.org.uk)



Dumfries and Galloway Respect for All Anti-Bullying Guidance (2018)

These guidelines are intended for staff, pupils and parent/carers across every educational establishment. They incorporate the revised Scottish Government anti-bullying guidelines (Respect for All - The National Approach to Anti-Bullying). They outline the importance of developing respectful relationships within school communities, emphasising the importance of creating environments where everyone feels safe and respected in order to support attainment and achievement.

Scottish-based research indicates that schools, where attainment is higher than expected for their catchment area, demonstrate positive relationships throughout the school community and that children and young people are involved meaningfully in decisions which affect them at all levels of the school (Behaviour in Scottish Schools 2016). This guidance sets out the expectation, that each school will work collaboratively with pupils and parents/carers to develop their own anti-bullying policy. It promotes nurturing and restorative approaches, in keeping with the standards set by Education Scotland:

Approaches that should be encouraged within schools, and in which help promote positive behaviour and raise awareness of the approaches towards bullying include:

- Education and awareness of rights e.g. UNICEF Rights Respecting Schools

- Development of an inclusive and positive ethos and climate of respect, responsibility and positive relationships; and a culture where bullying and discrimination is unacceptable
- Pupil involvement and engagement
- Circle time, peer mediation, buddies, mentoring, playground pals and playground supervision
- Proactive information strategies and campaigns.
- Mental, emotional and social health and wellbeing programmes and activities
- Implementation of whole organisation programmes in positive relationships and behaviour, social and emotional skills and personal development
- Restorative approaches
- Nurturing approaches and principles
- Mentors in Violence Prevention
- 'Buddying' or mentoring systems
- Peer mediation

Trailblaze - Dumfries and Galloway Council are piloting the 'respectme reward' programme in October 2020 for schools who can evidence on how anti-bullying policy resonates with daily practice. One Secondary and one Primary school will be part of the pilot.

[Respect for All Anti-Bullying Guidance](#)





Developing and updating the Dumfries and Galloway Exclusion's Policy (2020)

Positive relationships will underpin the updated D and G Exclusions Policy. Promoting Positive Behaviour can prevent the need for exclusion.

A positive culture and ethos where children and young people feel safe, supported and encouraged is essential to promoting positive relationships and behaviour.

Included, Engaged and Involved Part 2 – A Positive Approach to Preventing and Managing School Exclusions states that schools should promote:

- An inclusive ethos where everyone's contribution is valued and respected
- Pupil, staff, parent and community participation and involvement at all levels
- The celebration of achievements and successes
- High expectations of every child and young person
- Positive pupil/teacher relationships
- Approaches which contribute to feelings of belonging

Leadership of Change and Teacher Empowerment

Better Relationships-Better Learning approaches will improve Quality Indicator 3.1 (Ensuring wellbeing, equality and inclusion) Wellbeing. Fulfilment of statutory duties. Inclusion and equality.

In order to do this, it is important that the focus is on Qis 1.1-1.5

Leading school improvement cannot be done by one person alone, developing leadership capacity is essential.

The whole school community needs to be involved in developing a shared vision, values and aims of a Better Relationships-Better Learning approach. (Leadership of Learning 1.2 and Leadership of Change 1.3)

NB: This is a 3-year minimum commitment on SIP, the first steps are gathering information to help a school to see where they are and where they want to go (i.e. which approach is best suited for the school)

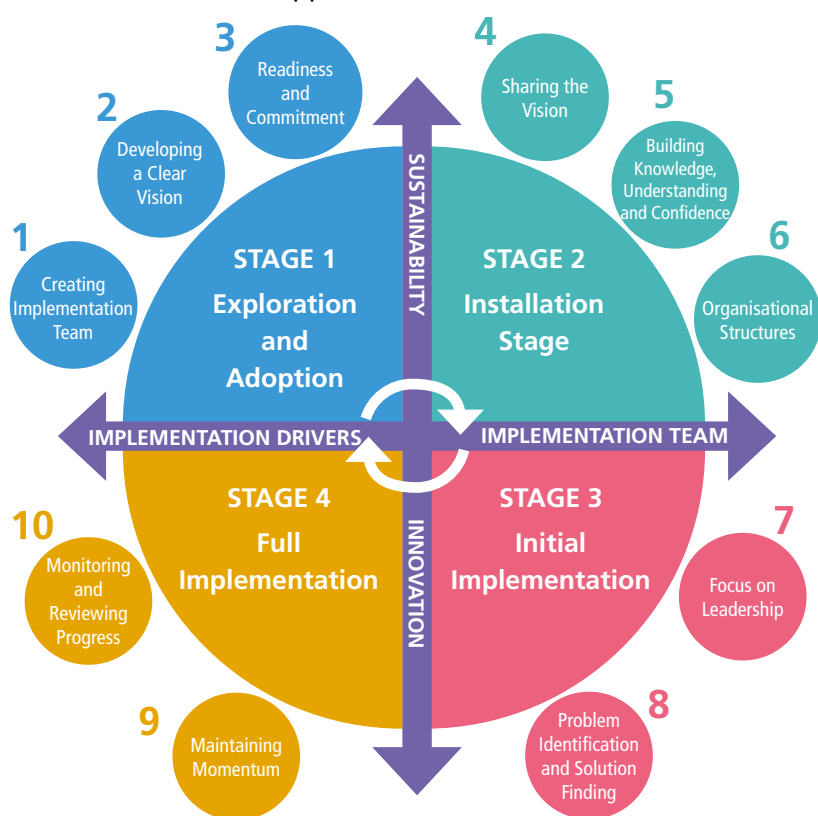


Implementation

It is important when considering change that we think about why we want to change – what is our rationale. There can be a multitude of reasons for change – but at its heart is meeting the needs of our children.

Having a clear model for implementation of change helps provide a framework to guide actions. There are several models available, however Fixen's model (Fixen 2009), adapted and used by Education Scotland, has proved useful in relation to the implementation of other projects in Dumfries and Galloway.

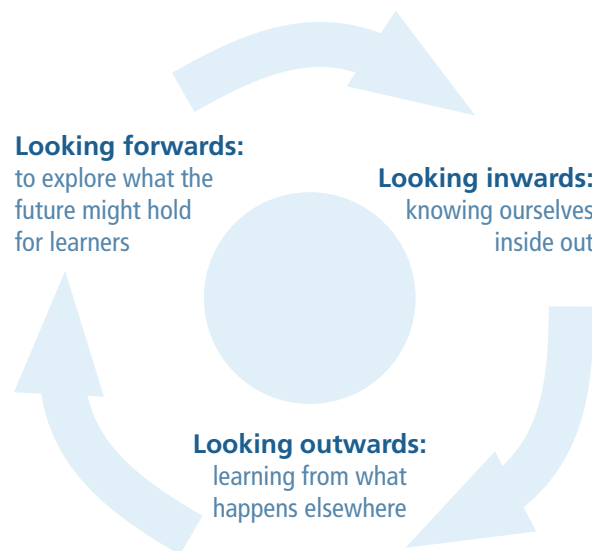
Implementing a new project is not linear. It involves a complex set of activities that occur over time so that a programme is implemented with fidelity, and can be regenerated and improved on as staff, leadership and stakeholders appear on the scene



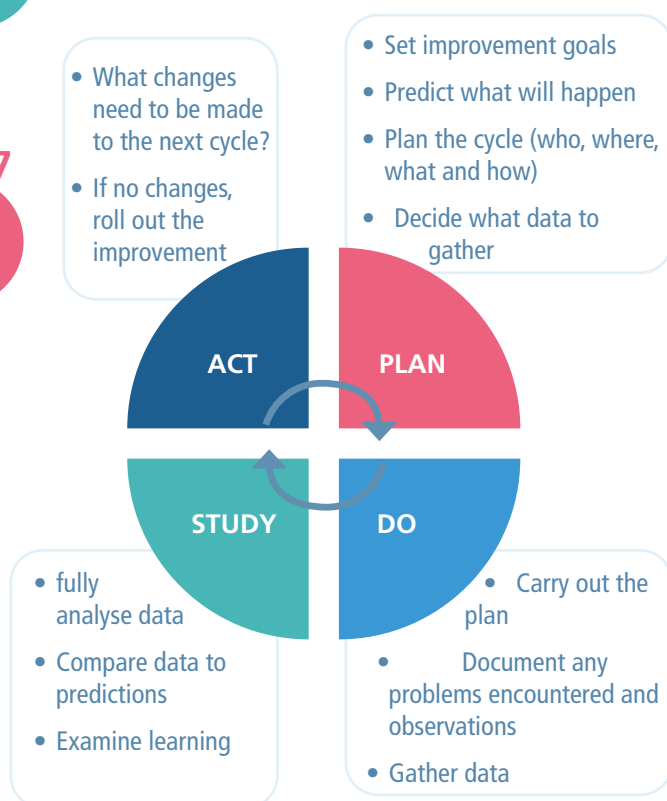
(See Appendix 1 for planning template)

A needs analysis is an essential first step in identifying the Relationships Based Approach which meets the needs in your context. A needs analysis is fundamental to stage 1

Needs Analysis - The Cycle of Improvement



When your setting has identified the Relationships Based approach you would like to implement, the PDSA approach and solution focussed methodology and tools will be also be helpful in planning small steps towards a longer-term goal.



APPENDIX 1

3-year Implementation Plan Template

Core component	Where are we now	Next steps
1.Exploration and Adoption - Getting ready for change		
Readiness and commitment • Collect data • Gather views • Readiness for change • Involve stakeholders • Evaluation measures		Year 1
Developing a clear vision • Research evidence • Goodness of fit (evidence and data) • Linking to policies and practice		
Implementation Group (timeline, vision, etc.)		
2. Installation - Capturing hearts and minds		
Building knowledge, understanding and confidence Selection of Staff • Identify appropriate staff to support training, implementation, etc. Pre and in-service training • Awareness raising (all staff) • SMT involvement • Indepth training for implementation group		Year 1
Organisational Structures Resources • Financial, organisational, human • Physical capacity of school		Year 1/2
Consultation and Coaching • Who will coach • How will they coach		Year 1/2
Policies and Procedures • Continue to check fit with schools current plans and procedures – keep, rebrand, let go • School Improvement plan		Year 1/2
Evaluation and Measurement		Ongoing

Core component	Where are we now	Next steps
3. Initial Implementation - Getting the ball rolling		
Developing Practice (focusing on the vision) • Whole School (vision, roles, tracking, procedures, evaluations) • Nurture Group (identification and assessment, target setting)		Year 2
Problem Identification and solution finding • Accept barriers/problems as part of the process • Provide opportunities to discuss these and find solutions • Continue to gather evidence and data and ensure decisions are based around these		
4. Full Implementation - Making it natural		
Gaining Momentum • Leadership – keep on agenda • Share aims with all • Update policies • Information sharing		Year 3
Continued Training and support for whole school community • Learning rounds • Involvement of ch/yp • Involvement of parents/carers		
Monitor and review progress • Continue to gather evidence in relation to progress/impact • Embed in systems – use language		
Planning for short and long term • Plan for ongoing evaluation • Maintain and review systems • Ensuring planning for long term sustainability		Year 3+



Appendix 2

References and Links to Further Reading

UN Convention on the Rights of the Child

<https://www.unicef.org.uk/what-we-do/un-convention-child-rights/>

Rights Respecting Schools

<https://www.unicef.org.uk/rights-respecting-schools/>

Getting it Right for Every Child

<https://www.gov.scot/policies/girfec/>

The Compassionate and Connected Classroom

<https://education.gov.scot/improvement/learning-resources/compassionate-and-connected-classroom>

Developing a Positive Whole School Ethos and Culture: Relationships, Learning and Behaviour (2018)

<https://www.gov.scot/publications/developing-positive-whole-school-ethos-culture-relationships-learning-behaviour/>

Children and Young People's Mental Health

<http://www.healthscotland.scot/health-topics/mental-health-and-wellbeing/children-and-young-peoples-mental-health>

Adverse Childhood Experiences

<http://www.healthscotland.scot/population-groups/children/adverse-childhood-experiences-aces/overview-of-aces>

National Trauma Training Programme

<https://www.nes.scot.nhs.uk/education-and-training/by-discipline/psychology/multiprofessional-psychology/national-trauma-training-framework.aspx>

References on Nurture

<https://education.gov.scot/improvement/practice-exemplars/developing-whole-school-nurturing-approaches/>

<https://education.gov.scot/improvement/self-evaluation/applying-nurture-as-a-whole-school-approach-a-framework-to-support-self-evaluation/>

<https://www.nurtureuk.org/> - The International Journal of Nurture in Education

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Boxall, M. (2002). Nurture groups in school: Principles and practice. Sage.

Education Scotland and Glasgow City Council (2017). Applying Nurture as a Whole School Approach. Crown Copyright

Rae, Tina. (2013) Beyond the Boxall Profile for Young People – Strategies and Resources Nurture Group Network

References on Resilience

Doll, B., LeClair, C., & Kurien, S. (2009). Effective classrooms: Classroom learning environments that foster school success. In T. Gutkin & C. Reynolds (Eds.) The handbook of school psychology. (pp. 791–807). Hoboken, NJ: Wiley.

Goldstein, S and Brooks, R.B. (Eds.) (2013) Handbook of Resilience in Children. Second edition. New York: Springer.

Rutter, M. (2006). Implications of resilience concepts for scientific understanding. Annals of the New York Academy of Sciences, 1094, (pp. 1–12).

Schorr, L. (1988). Within our reach: Breaking the cycle of disadvantage. New York, NY: Doubleday.

Scottish Government. (2006). A Curriculum for Excellence. Building the curriculum 1. Edinburgh: Scottish Government.

References on Solution-Focussed Approaches

Highland Council

www.highland.gov.uk/NR/rdonlyres/5F757120-034F-45BB-B02

Metcalf, L. (1995) Counselling Toward Solutions: A Practical Solution-Focused Program for Working with Students, Teachers and Parents.

<https://blogs.glowscotland.org.uk/ac/Aberdeenresources/files/2012/08/Various-SOA-Meetings.doc>

References on Restorative Approaches

<https://education.gov.scot/parentzone/additional-support/specific-support-needs/social-and-emotional-factors/restorative-approaches/>

<https://www.ed.ac.uk/education/rke/centres-groups/creid/projects/eval-scottish-pilot>

Hopkins, Belinda (2004) Just Schools - A Whole School Approach to Restorative Justice; Jessica Kingsley Publishers, London

Thorsborne, M. and Vinegrad D. (2009) Restorative Justice. Teachers' Pocketbooks, Alresford, UK

Documentaries

Paper Tigers (2013) and Resilience (2016) by James Redford. D and G have the license to show Resilience

<https://kpjrfilms.co/resilience/>

<https://kpjrfilms.co/paper-tigers/>

Short Films

It's All About Relationships –

Barnado's and Public Health Scotland (2020)

[**It's all about relationships - Animation**](#)



Adverse Childhood Experiences - NHS (2017)

[**Adverse Childhood Experiences - NHS Health Scotland**](#)

