

Behaviours of Concern

Framework for Education



Introduction

We want all learners and staff in our schools and early years centres to feel safe and free from unacceptable or concerning behaviour. To achieve this, we are proactive about inclusion and about managing risk. We work in partnership with professional associations and trades unions to understand and respond to the current context and we robustly quality assure our processes, offering challenge and support as required.

This framework sets out guidance for everyone in the Education Service to ensure that all Edinburgh's children belong and are supported, while at the same time prioritising and maintaining staff wellbeing.

The framework should be read in conjunction with

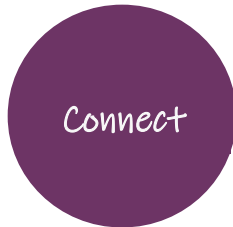
- Relationships Learning and Behaviour
- Policy on Protecting Colleagues from Unacceptable [Behaviour](#)
- Risk Protocols in Schools
- Managing critical incidents

Edinburgh Learns for Life

Our Goals



We will provide inclusive, equitable, valuable learning opportunities for everyone.



We will use a place based approach to build collaborative and sustainable learning communities and networks.



We will co-create the environments where learners can lead and shape their own learning.

Complement this with the Edinburgh Learns Inclusion Framework vision:

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

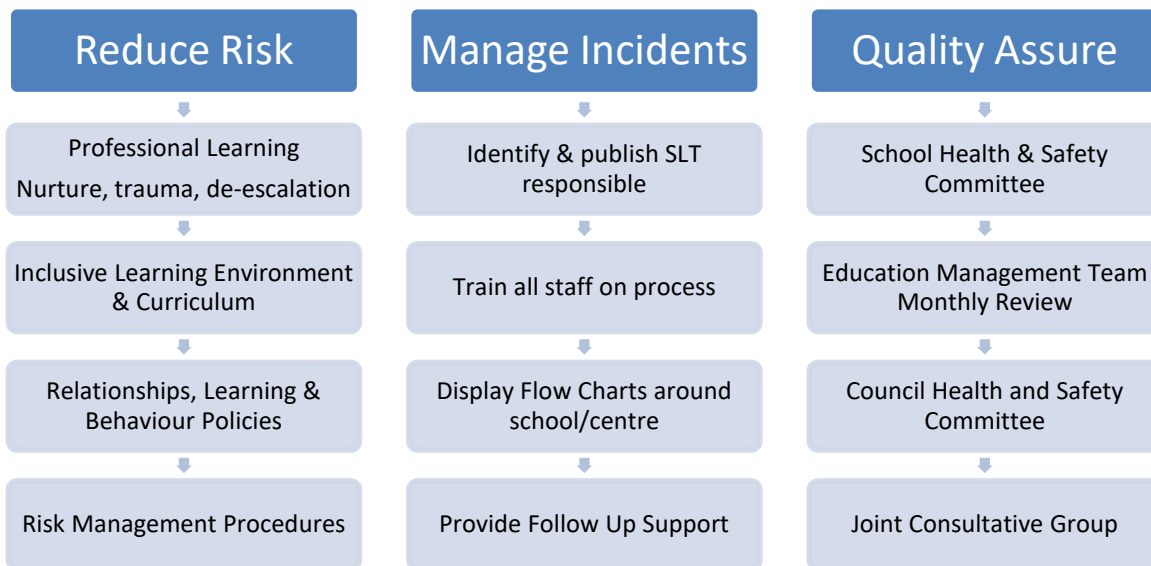
We belong, we contribute, we learn, we are supported, and we help others.

Key Concepts

To make the Edinburgh Learns for Life goals a reality takes time, commitment and effort. Strong leadership is required, with clear roles, remits, responsibilities and supporting processes. We accept that we are all human, and that things can go wrong, but that we always strive for the best outcome for every learner, and the best working conditions for every member of staff.

To achieve this, we

- **Reduce Risks** by providing effective
 - Professional Learning
 - Risk Management processes
 - Maintaining and updating policies and procedures
- **Manage incidents** by providing and communicating
 - Clear procedures for reporting, recording and follow up support
- **Quality Assure** all parts of the process via
 - School committees, Education Service Management Team meetings, Council & Union Committees



Key Responsibilities

Teaching staff (Supply & Permanent)	Support Staff (FTC & Permanent)	Senior School Leaders	Education Managers/Officers
<p>Access key policies and procedures on inclusion and positive relationships.</p> <p>Know what to do to access immediate support in the event of an incident.</p> <p>Know how to report a Behaviours of Concern incident.</p> <p>Identify the designated senior member of staff for Behaviours of Concern.</p>	<p>Access key policies and procedures on inclusion and positive relationships.</p> <p>Know what to do to access immediate support in the event of an incident.</p> <p>Know how to report a Behaviours of Concern incident.</p> <p>Identify the designated senior member of staff for Behaviours of Concern.</p>	<p>Implement policies and procedures on inclusion and positive relationships and ensure they are up to date, reflect national and local drivers and all staff are aware of expectations, responsibilities and reporting process.</p> <p>Implement a procedure for accessing immediate support in the event of an incident which all employees are made aware of, including supply staff/others in school for short periods.</p> <p>Put in place suitable arrangements in the event of senior management being out of the building so that there is a clear and consistent approach which all employees are made aware of, including supply staff/others in school for short periods.</p>	<p>Put in place key council policies and procedures and ensure they are up to date, reflect national and local drivers and make them available on the ORB.</p> <p>Ensure all staff are aware of the expectations, their responsibilities and the reporting process for Behaviours of Concern.</p>

<p>Attend Professional Learning</p> <p>Discuss learning needs with line manager and record via the PRD process.</p> <p>Display standards in line with GTCS and the City of Edinburgh Council's Teacher's charter.</p>	<p>Attend Professional Learning</p> <p>Discuss learning needs with line manager and record via the PRD process.</p>	<p>Ensure all staff have access to relevant and appropriate learning on inclusion, relationships and behaviour.</p> <p>Put in place an induction programme for new teaching and support staff.</p>	<p>Provide regular and appropriate professional learning opportunities. Ensure same are available on My People.</p> <p>Create opportunities for networking and sharing good practice.</p>
		<p>Designate a senior member of staff for Behaviours of Concern policies and procedures.</p> <p>Ensure School Health and Safety Committees meet every month to discuss reports and escalate issues to the Headteacher or Trades Unions if required.</p>	<p>Ensure Health and Safety team review all SHE submissions and contact schools if RIDDOR is required.</p>
		<p>Ensure appropriate Child Planning Processes are in place and a Team Around the Child is in place.</p> <p>Ensure a positive behaviour support plan is in place if required.</p> <p>Ensure individual risk assessments are in</p>	

		place if required.	
<p>Report Behaviours of Concern immediately to line manager.</p> <p>Escalate concerns to school Health and Safety Committee.</p>	<p>Report Behaviours of Concern immediately to line manager.</p> <p>Escalate concerns to school Health and Safety Committee.</p>	<p>Ensure all staff are clear about protocols and procedures around reporting incidents.</p> <p>Ensure safety of all concerned immediately. Offer debriefing and ongoing emotional support to staff following incidents.</p> <p>Consider whether incident is a Significant Occurrence (SON).</p> <p>Ensure all incidents are reported on SHE within 2 days. Copy in Head of Education for locality and ASL service lead.</p> <p>Follow and implement advice from central officers.</p> <p>Consider whether a risk management meeting is required for the individual child or young person.</p> <p>Review all incidents to see if any patterns are emerging, consider if amendments to school policy or practice are required, and recommend other actions that might need to be taken to support colleagues.</p>	<p>Review, investigate and support all incidents recorded on SHE.</p> <p>Respond to SHE quarterly report being alert to patterns of data and trends.</p> <p>Arrange a 2-week lessons learned meeting for SON.</p> <p>Ensure any follow up actions have taken place.</p> <p>Arrange thematic reviews when required.</p>

			<p>Quarterly meetings with Trade Unions.</p> <p>Seek strong relationships with local emergency services such as police to ensure effective emergency response plans so emergency services can provide timely support when needed.</p>
			<p>Arrange an annual summary of incidents and lessons learned to enable reporting to Council Health & Safety committee, Edinburgh Learns Inclusion Board, JCC and ECF committee as required.</p>

Key Considerations

Even with every part of the above system functioning, certain staff may be particularly vulnerable to behaviours of concern. These could include, for example

- Staff working in primary schools
- Staff working intensively with pupils
- Supply staff
- Staff working with pupils who have social, emotional, behavioural difficulties
- Staff working with pupils who have language and communication difficulties
- Staff working in specialist provisions
- Staff working in establishments with high levels of vacancies and absence

Inclusive Practice

All classrooms and playrooms should be nurturing and inclusive and should foster a climate of mutual respect. This can only be achieved when inclusion is modelled and well led, pupils' needs are appropriately assessed and met, staff are skilled and training is kept up to date, and the curriculum and environment for learning is appropriate. This takes energy and effort and an acceptance that challenging behaviour may still occur. This is particularly true of younger pupils and those with additional support needs, whose emotional regulation is not fully developed.

Teachers should provide, as far as is practicable, an appropriately differentiated curriculum which meets the needs of all pupils. For some learners, alternative tasks, activities and resources are required, including learning through play or practical experiences, learning outdoors and activities which develop skills for learning, life and work. Where these modifications do not result in the expected improvements, teachers should approach the Depute Head Teacher (DHT) Pupil Support (Secondary) or the Support for Learning Coordinator (Primary) for support.

Training and Professional Learning

All behaviour is a form of communication and from time to time pupils with distressed and challenging behaviour present in playrooms and classes. Distressed and challenging behaviour can occur on a continuum and be exacerbated by certain factors. It is therefore essential that the DHT Pupil Support/Support for Learning Coordinator ensures that employees are appropriately trained and supported to carry out their duties. This may also include working with Inclusion staff to construct appropriate risk assessments and positive behaviour support plans. There also needs to be appropriate induction, guidance and support for supply staff who might only be in a school for a very short time.

Risk Assessment

Employers have a duty, under Managing Health and Safety at Work Regulations (1999), to assess risks of injury and ill health to which employees and others are exposed. The duties cover the reasonably foreseeable risks of violence. The assessment of risk should be ongoing for pupils as they access all areas

of education. For most pupils this will consist of dynamic discussions and decisions between employees and pupils and may not require any formal recording. For pupils who demonstrate distressed and challenging behaviour, formal risk assessment procedures and support plans must be considered from the earliest realisation that problematic behaviour is occurring or likely to occur, in accordance with Health and Safety Executive Recommendations. Staff should seek support for completing risk assessments from ASL staff, Health and Safety colleagues and/or QIEO.

Positive Behaviour Support Plans

Where a pupil requires support in the form of a Positive Behaviour Support Plan, this should be constructed with the Team around the Child (TAC) and clearly reflect the views of the pupil and family. As members of the TAC, teachers and key support staff should be fully involved in discussions, understand the rationale behind decisions and realise their role to support. Other employees who come into contact with the pupil must also be advised about the support plan and risk management strategies.

Professional Learning

Where specialist staff, in conjunction with the DHT Pupil Support/Support for Learning Coordinator, establish the need for professional learning, this should be arranged as a matter of urgency from amongst the specialist teams, including Educational Psychology, to ensure that employees are fully equipped to fulfil their responsibilities. Where learning and development from external agencies is identified, this too should be provided without delay. It is the responsibility of senior leaders to disseminate specialist information such as Suicide and Self Harm guidelines; it is the responsibility of employees to become familiar with policies or ask for support where they identify a gap in their skills or knowledge. If staff feel that essential learning is not being provided in a timely manner they should speak to their line manager or Headteacher.

Training in De-escalation and Restraint

The policy document, *Including Every Learner: Promoting positive relationships and managing behaviour that challenges (2019)* sets out a training plan and strategies to support staff understanding and management of de-escalation and restraint.

Employees should be aware that physical intervention should only be considered if you, the child or others are at risk of immediate harm. Intervention should be for the minimum amount of time and with minimum force required, trying to maintain dignity for all involved.

Management of Incidents

Schools should have a process in place to ensure that employees can access support in the event of an incident, for example a 'Red Card' policy or by telephone. Suitable arrangements should be put in place in the event of senior management being out of the building so that there is a clear and consistent approach which all employees are made aware of, including supply staff/others in school for short periods.

Following an incident, Senior Managers must decide on appropriate action, ensuring that the employee is reassured, supported and confident that their needs will be met.

Consideration of need for police support should be discussed and agreed as part of risk assessment and support planning for children and young people. If there is an emergency situation that requires immediate police attendance, the police should be contacted without delay and the Head of Service/Service Director informed. Thereafter the Head Teacher should involve the police through the Community Police.

Employees, as individuals, are entitled to involve the police but as a courtesy should inform their Headteacher, who should inform the Chief Education Officer. Employees should note that in order to make a claim to The Criminal Injuries Compensation Authority (CICA) for compensation, the incident must have been reported to the police within 48 hours of the incident occurring.

Where a physical incident involving an employee occurs, the Headteacher or representative will conduct an investigation. The extent of the investigation will depend on the severity of the incident. This may include gathering witness statements from those involved.

Following the investigation, the Headteacher or representative will agree appropriate actions which may include, for example, a restorative meeting, an amended timetable, exclusion.

In the case of extreme behaviour, the Team Around the Child (TAC) should be reconvened to discuss the Risk Management Plan and make any appropriate adjustments. Health and Safety employees and representatives of Professional Associations will be involved in these procedures, as appropriate.

Wellbeing of Staff

Following a serious incident, the overriding concern should be the wellbeing of the employee and any others involved.

The City of Edinburgh Council offers a range of support to employees who have been subject to verbal or physical incidents arising from their workplace. A Wellbeing meeting should be held as soon as possible after the incident to determine how best to support the employee. This could include being made aware of Employee Wellbeing (PAM Assist) and how to access legal support.

Those who suffer physical or verbal incidents will require sympathetic support to rebuild their professional and/or personal confidence. Where required, employees should seek medical advice and may wish to contact a relevant agency such as Victim Support Scotland. Managers and employees should also consult the Managing Critical Incidents policy.

An employee can also access guidance and support through their trade union representative.

As soon as possible afterwards, the Headteacher or representative should arrange a meeting to consider the incident and any matters arising from it: the employee has the right to be accompanied at any such meeting. A companion may be a fellow worker or a trade union official. A representative acting in a legal capacity will not be considered an appropriate companion.

Reporting and Recording Incidents

Recording of incidents helps to build up a true picture of the risks and triggers for behaviours of concern, and therefore helps in the monitoring and development of appropriate prevention strategies. Employees are encouraged to report and record behaviour of concern incidents and be aware of the process for doing so. **Employees should report all incidents and should not accept that BoC should be tolerated nor that reporting BoC will be considered as demonstrating poor practice or incompetence.**

Staff experiencing BoC are encouraged to contact their appropriate trade union representative for further advice and support if required.

It is the responsibility of the designated senior manager to work with the employee to record the incident using the SHE portal and provide a copy of the paperwork to the employee concerned on the day of the incident or as soon as possible thereafter. The Senior Education Officer/Head of Service should be copied into the referral along with the ASL service leader for the school. This is vital for tracking and monitoring purposes as well as support to reduce further risk of such incidents.

The Health & Safety team will record the accident/incident and depending on the nature of the incident, may investigate it further.

The SEO/HoS will contact the Headteacher for background information and support as required.

Quality Assurance

School Health and Safety Committees (SHSC) meet every month to discuss reports and should escalate issues to the Headteacher or Trades Unions if required. The SHSC should proactively review all incidents to see if any patterns are emerging, consider if amendments to school policy or practice are required, and recommend other actions that might need to be taken to support colleagues.

The Education Management Team (EMT) is provided with monthly summaries and use these to quality assure processes and offer support and/or challenge to schools where patterns of concern emerge. Senior Education Officers/Heads of Service may make visits to schools or remit to other officers for a report.

Quarterly reports are sent to the Council Health & Safety Committee for discussion. This includes the presentation of the volume of incidents reported along with an analysis of trends to inform future actions.

Thematic Reviews are conducted in schools where practice is noted to be strong, concerning or improving. Schools are provided with individual reports and asked to take forward next steps. These Reviews are conducted in partnership with trades unions and professional associations, and supported by Headteachers and Inclusion staff.

The Joint Consultative Group regularly reviews this area of work to challenge officers and elected members on the safety and wellbeing of workers.

Reports may be taken to the Education Children and Families Committee as requested.

Appendix 1

Essential Learning for Education Staff

Process

There are 5 recommended essential training listed below along with a link to essential induction training for all new staff.

Early Years

Early years classes can join their whole school training. There is a training programme for standalone and private partner early years settings.

Primary and Secondary Schools

Discussion takes place at Inclusive Practice Planning Meetings in March each year between school, ASL and PS leads. At these meetings, a plan of whole school and staff specific inclusive practice training is agreed based on needs for the following session.

These training offers are delivered at whole school level and where possible/appropriate may be adapted to deliver at learning community level/similar profile school level.

Specialist Provisions

Specialist provisions can access training in the Inclusive Practice Training Framework. ASL completed an audit of training needs for provisions and a plan of training has been shared for session 23/24. A SLWG has been formed to review and create a longer term plan for this sector.

Essential Training	Contact
EL Inclusive Practice training 2023 2024.docx	Online learning - linked
CIRCLE	ASL Service Leader
Nurture	Aicha Reid
Trauma	Educational Psychologist Claire Ryan-Heatley
Autism	EY/Primary Nicola Hammond- Evans Early Years Secondary Lorraine O’Hanlon and Fiona Gorrie
Promoting Positive Relationships	Educational Psychologist

Extended Essential Learning for Specialist Provision Staff

Essential Training	Contact
Intellectual disability and adaptive curriculums	Jilly Catlow

SCERTS	ASL DHT for locality SE/NE Lisa Oliver NW Joanne Matchett SW Nicola Hammond-Evans
CALM	Jackie Sloan

In addition to this, all staff access training relevant to needs from:

The Inclusive Practice Training Framework [EL Inclusive Practice training 2023 2024.docx \(sharepoint.com\)](#)