



Nurturing Relationships Policy

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Introduction: All Learners All Achieving

Glasgow's Nurturing Relationships policy supports inclusion and promotes relational practice in all our Early Learning Centres and Schools. By following a trauma informed approach, using the Principles of Nurture we want our learning environments to be a safe place where all our children and young people are valued and respected. This Nurturing Relationships policy will ensure equality and consistency of expectations across the City.



Our Vision: A world class learning city built on the principles of nurture.

We have already come a long way on the journey towards becoming a nurturing city and our values of compassion, ambition, trust, and equity will guide us as we continue the journey. The values are what we aspire to and what we hold ourselves accountable to, but they are not exclusive.

Towards the Nurturing City

It is Glasgow's ambition to be 'the nurturing city.' A nurturing city has schools in which learners feel they belong; they are listened to, and they and their families are valued. The ethos of nurturing schools is supportive, and all staff are clear about their roles and responsibilities. In nurturing schools, staff continually and collaboratively evaluate their practice to ensure that it promotes the wellbeing of all learners. They understand that supporting all learners and ensuring they make the best possible progress depends on the curriculum they provide, on learning and teaching of the highest quality and on their commitment to continuing professional development.

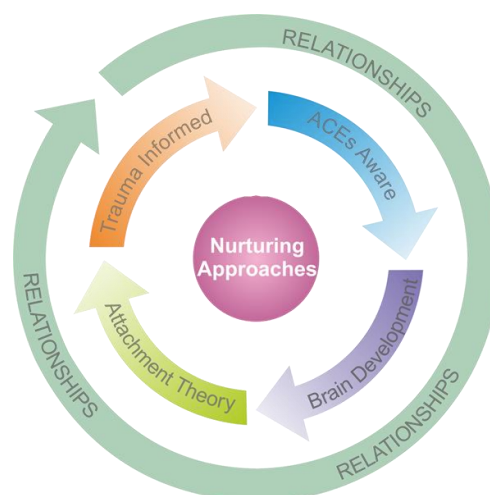
The Nurture Principles

The Nurture Principles (NP), developed by [NurtureUK](#), provide a framework for us to consider all our practice in education. They support relational practice, allow us to think about children's learning needs and help us develop a deeper understanding of how the learning environment, practitioner skills and knowledge and the relationships we develop work together to ensure we create the best conditions for learning for all our children and young people.



It is our expectation in Glasgow that every establishment uses the Nurture Principles to inform their practice and that every practitioner understands the principles and applies them in their day-to-day work.

Therefore, the NPs underpin the thinking in this guidance and will support our early learning centres and schools as they consider the changes or improvements they need to make as it is implemented.



Our Policy Aims to

- Promote positive relationships and behaviour for all pupils and staff in our Early Learning Centres (ELCs) and Schools,
- Promote a nurturing climate in which all learners feel safe, secure, and included,
- Increase understanding of the importance of creating positive relationships within educational settings and the benefits for all learners and staff,
- Help staff to think about environments which support learning and behaviour and early intervention strategies,
- Support staff in understanding that all behaviour is communication and the possible reasons/triggers that may lead to situations where a young person is distressed,
- Provide staff with approaches and strategies to respond to young people if they become distressed,
- Ensure that children, young people, and staff are appropriately supported following an incident.

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

The United Nations Convention on the Rights of the Child is an international human rights treaty which seeks to guarantee basic rights and freedoms for childhood, the period of life up to age 18 years old, including civil, political, economic, social and cultural rights. The UNCRC was signed by the UK in 1990, ratified on 16 December 1991 and came into force on 15 January 1992. It has been very influential in shaping legislation and policy across the UK since then.

This international treaty has been legally binding on the UK since 1992. However, as it had not been incorporated into UK law it was not previously directly justiciable in any UK courts.

The United Nations Convention on the Rights of the Child (Incorporation)(Scotland) Act 2024 came into force in Scotland on 16th July 2024. After a challenge by the UK Government, the duty on public authorities to act compatibly with the UNCRC was reviewed and only applies when the authority is acting under powers conferred by, or under, Acts of the Scottish Parliament, certain statutory instruments or under the common law. The 2024 Act gives children, young people and their representatives the power to go to court to enforce their rights.

The UNCRC contains 54 articles. The first 42 cover all aspects of a child's life and set out the civil, political, economic, social and cultural rights that all children have. Articles 43–54 cover how adults and governments must work together to make sure all children can enjoy all their rights. The UNCRC forms the basis of our national approach for supporting children, Getting it right for every child (GIRFEC). The use of restraint on children and young people has significant implications for their human rights, in particular with respect to:

- Article 2 (non-discrimination)
- Article 3 (the best interests of a child)
- Article 12 (respect for the views of the child)
- Article 19 (protection from violence, abuse, and neglect)
- Article 23 (children with a disability)
- Article 24 (health and health services)
- Article 28 (right to education)
- Article 29 (aims of education)

- Article 37 (inhumane treatment and unlawful deprivation of liberty)
- Article 39 (recovery from trauma and reintegration)

Legal safeguards are also found in the European Convention on Human Rights (“ECHR”, which was incorporated by the Human Rights Act 1998). In particular:

- Article 3: Freedom from torture and inhuman or degrading treatment
- Article 5: Right to liberty and security
- Article 8: Respect for private and family life, home, and correspondence
- Article 14: Protection from discrimination

This guidance should be read alongside the Scottish Government’s Guidance- [Included Engaged and Involved Part 3: Physical intervention in schools - a relationships and rights-based approach](#):

Appendix 7 includes a full list of national legislation and policies

Glasgow’s Right’s Respecting Schools

The Rights Respecting Schools Award (RRSA) is an initiative developed by UNICEF UK that aims to embed children’s rights in schools and provide a framework for creating a safe, inclusive, and respectful learning environment. Schools that achieve this award demonstrate a commitment to promoting and upholding children’s rights as outlined in the United Nations Convention on the Rights of the Child (UNCRC).

The RRSA framework consists of four key areas:

- **Leadership and Management:** Schools establish a rights-respecting ethos through effective leadership, governance, and management structures. This involves integrating children’s rights into school policies, practices, and decision-making processes.
- **Knowledge and Understanding:** Students and staff develop a comprehensive understanding of children’s rights, the UNCRC, and their relevance to daily life. This includes educating students about their rights and responsibilities, as well as fostering respect for the rights of others.
- **Teaching and Learning:** Schools incorporate children’s rights principles into the curriculum, teaching methods, and classroom activities. This encourages critical thinking, empathy, and active participation among students, empowering them to advocate for their own rights and those of others.
- **Ethos and Relationships:** Schools cultivate a positive and inclusive ethos that promotes mutual respect, dignity, and equality. This involves fostering positive relationships between students, staff, parents/carers, and the wider community, as well as addressing issues such as bullying, discrimination, and social injustice.

The RRSA is awarded at three levels: Bronze, Silver, and Gold. Schools undergo a rigorous self-assessment process, followed by external verification and assessment by UNICEF UK. To achieve the award, schools must demonstrate evidence of their commitment to promoting children’s rights across all areas of the framework.

Benefits of participating in the RRSA include:

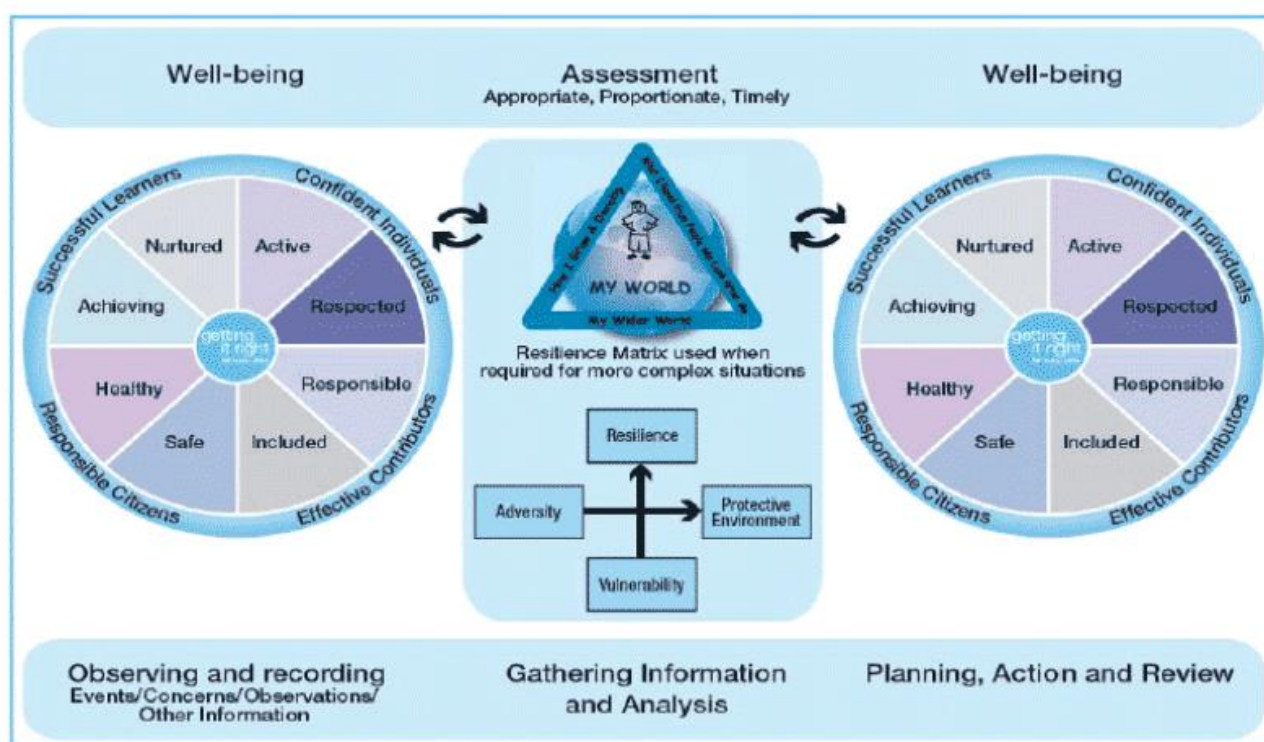
- Enhancing students’ understanding of their rights and responsibilities.
- Improving school culture and ethos by promoting respect, empathy, and inclusion.
- Strengthening relationships between students, staff, and the wider community.
- Empowering students to become active citizens and advocates for social justice.
- Recognizing and celebrating the achievements of rights-respecting schools.

At present Glasgow have 161 establishments involved in RRSA with 8 achieving Gold, 45 Silver and 63 bronze (May 2025).

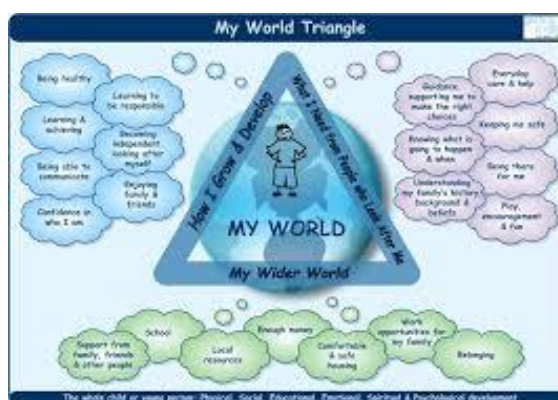
Getting it Right for Every Child (GIRFEC)

Glasgow Education Services' vision of having nurturing approaches embedded in all Glasgow establishments is a direct result of our understanding of the potential negative impact of trauma and difficult early experiences in childhood (commonly described as ACEs) on children's life-long physical, social, emotional, and cognitive development.

Nurturing approaches allow key adults to create safe contexts for learning, underpinned by an understanding of children's attachment and development needs. Strong, nurturing relationships support learners to develop skills, strengths, and resilience. These can act as protective factors throughout life.



In Glasgow, our assessment of need or risk sits within the National Practice Model for Getting it Right for Every Child and is made, in collaboration with the key people in a child's life, using the My World Triangle and the risk matrix and using the language of the eight Wellbeing Indicators. This approach supports our understanding that it is not necessarily the number of Adverse Childhood ACEs, or trauma of itself that will impact negatively on children's attainment and success in life, but rather the absence of protective factors, including supportive, nurturing relationships and opportunities to develop resilience and a range of coping strategies. Use of the risk matrix ensures that both risks and protective factors are considered as part of a holistic assessment.



Creating safe and effective learning environments

Schools must endeavour to ensure that learners feel safe and that they belong to the school community. Learners should enjoy relationships with the adults in their school which are positive, consistent, and based on trust and respect. Creating an environment in which learners feel they belong, feel valued and feel cared for is a whole-school responsibility. Positive relationships in schools and classrooms, built upon trust, kindness, safety, and security are a vital part of any school.

The promotion of positive relationships and behaviour in schools is essential to ensuring all learners develop the four capacities at the centre of Curriculum for Excellence. Research has demonstrated that investing time and resources into improving relationships in establishments leads to positive outcomes impacting on inclusion, engagement, attainment and achievement in the short term and community safety and cohesion in the longer term. (Education Scotland)

Building Relationships with Learners

Knowing our learners is the key to building positive relationships with them. The transfer of information at transition points is critical to the success of this process. From here we can continue to gather information, as necessary, to understand our learner's strengths and areas for development. Rigorous, robust tracking is a critical part of this.

In order to build and maintain positive relationships with learners, all staff in schools must consider creating an atmosphere where:

- Everyone is welcome,
- Remaining calm is a priority,
- Words are considered before speaking,
- Young people are given the choice to do the right thing,
- Young people and staff are listened to and feel heard,
- Everyone is given a fresh start each day,
- Restorative approaches are embedded for all staff.

Restorative Approaches

A whole school approach to implementing Restorative Approaches (RA) can support school leaders to create a culture and ethos where building, repairing and sustaining positive relationships are placed at the centre. Key features of a restorative school culture include a relational perspective on behaviour, respect for others, use of 'fair process', and use of restorative questions (Macready, 2009).

It is helpful to view RA within a continuum, encompassing informal and formal practice as well as proactive and reactive approaches. Proactive practice might include teaching emotional literacy and self-regulation skills, use of circle activities throughout the curriculum and staff modelling of respectful and attuned interactions. A reactive approach may include participation in a restorative conversation. Within this context pupils will have the opportunity to develop prosocial skills and be supported to manage conflict at their developmental stage.

Training for establishments who wish to embed restorative approaches is available from Glasgow Educational Psychology Service (GEPS) with implementation support provided through [Glasgow's Restorative Approaches Framework](#) (GRAF). This can include follow up support through coaching and supplementary training modules including the links between RA and trauma informed practice, equalities, peer mediation and restorative circles.

The importance of a One Good Adult

It is recognised that children and young people can build strong and trusting relationships with individual members of staff, who can help them during times of distress. The names of any preferred contact (and where possible, substitute support) must be included in the Wellbeing Assessment and Plan (WAP). Leadership teams should continue to be alert to the potential for distress caused by the absence of any staff member who normally supports a child or young person. For children and young people at risk of significant distress, schools should work towards having a small number of adults that the child or young person progresses to feeling safe with. This will help reduce dependency on one member staff and help with continuity of support.

The Team around the Child (TAC)

For most situations, a Team Around the Child/Family is a group of people who come together around the needs of a child/family. It will bring together parents/ carers and practitioners, regardless of agency boundaries, into a small, individualised team for each child or young person who has been identified as having additional needs. The Team Around the Child approach represents collective action by people genuinely concerned and knowledgeable about the child and family. The child or young person is viewed holistically and as part of a whole family. The child or young person must be fully involved in any meetings where decisions are being made about support for them.

Planning for Pupils - Staged Intervention Framework

All Glasgow schools and early learning centres follow a staged intervention framework to ensure that all learners additional support needs are identified and they are supported. Following a staged intervention framework allows schools to ensure consistency of practice, effective allocation of resources and equity across the city.

There are 4 stages:

Stage 1

Pupil has been identified as having additional support needs. This support can be provided within the classroom setting using existing supports and resources.

Stage 2

Pupil has been identified as having additional support needs. This support can be provided outside the classroom setting but using existing supports and resources. For example, support provided by another member of staff from within the school or peripatetic staff such as a school counsellor, art or play therapist. The support is likely to be time limited.

Stage 3

Pupil has been identified as having additional support needs. This support/ assessment has to be provided outside the classroom setting and requires to be provided from an external service, Speech and Language Therapy, Health Services, non-statutory Social Work support, Third Sector/Voluntary services.

Stage 4

Pupil has been identified as having additional support needs that require multiagency involvement such as Social Work, Children's Reporter, CAMHS, referral to LC-JST, consideration of a Co-ordinated Support Plan (CSP), etc. The additional support needs are likely to be long term.

Staged intervention is a key part of planning for pupils and this is reflected in the Wellbeing Assessment and Plan (WAP), which is the key document for any pupil with additional support needs. This plan identifies and barriers to progress and details the supports and learning outcomes for each pupil. Further information on Staged Intervention can be accessed [here](#).

Structuring the Learning Environment

All learners benefit from predictable and consistent experiences throughout the school day (see Appendix 1). It is essential that schools consider what they want to be consistent about. These identified areas require a consistent approach across every classroom. This will increase their sense of safety and create a positive platform for learning to take place. Schools may wish to consider:-

- Welcome routines,
- Start/End of lessons,
- The Good Lesson Cycle,
- Transitions/ Corridor movement,
- School Uniform,
- Access to mobile phones,
- Consistency of class and whole schools' rules,
- Nurturing Principles,
- Language and Communication Friendly Establishment Training
- Use of the [Circle Framework](#)

Working towards consistency and predictability ensures that routines are supported by all staff and understood by all learners, across all classrooms. Effective management structures, e.g., leaders being visible and supportive also ensure whole school approaches are effective. Our classrooms are welcoming, positive learning environments, where learners can flourish. Lessons are well prepared and resourced by staff with excellent subject knowledge and take into consideration the needs of all learners in the classroom.

In order to meet the needs of all learners it is vital to understand what those needs are, and for this information to be shared effectively across all stakeholders to ensure consistency within departments and across the school. School processes should be outlined in a meeting learner needs policy.

Establishments must consider the effectiveness of their systems and processes for sharing information. These should be embedded across the school to support effective planning to meet the needs of all learners. Teachers must routinely access this information to keep informed of the individual needs of their learners. Quality teaching and learning experiences must take account of individual needs and

teachers must plan to remove barriers to learning, as per the [General Teaching Council for Scotland \(GTCS\) standards](#).

Effective use of resources such as Pupil Support, Support for Learning Workers, and Nurture.

Schools will consider the staged intervention framework when planning to meet the needs of pupils. It may be helpful to consider the universal supports which exist in your establishment that all learners benefit from. The deployment of additional supports e.g., Nurture/ Support for Learning Worker (SfLW) etc, must be considered strategically to ensure that there is a shared understanding of the capacity which exists across the establishment and that resources are being allocated as effectively and equitably as possible. This will require regular review at the individual pupil level and strategic level.

Quality teaching and learning experiences that meet the needs of all learners.

Establishments will engage with [How Good is our School IV](#) (HGIOS IV) and have well established self-evaluation practices in place which all staff contribute towards. The majority of learner's needs will be met within the classroom by well prepared, well-resourced lessons delivered by highly skilled practitioners. Establishments may wish to consider Career Long Professional Learning (CLPL) needs of individuals/ departments/ whole school when planning for improvement. Consideration must be given to the learning environment and, where possible, adaptations must be made. Teaching staff must be familiar with and implementing their school's curriculum rationale and associated learning and teaching policy.

When considering preventative approaches, thought must be given to the potential impact of the physical learning environment. As part of a nurturing approach to practice, the learning environment offers a safe base. Careful consideration must be given to ways in which the school estate aids the delivery of a positive learning environment; one that supports child or young person's learning and wellbeing, engenders a sense of safety, encourages participation, and reduces stress. In particular, consideration must be given to:

- classrooms and common areas which are not over-stimulating,
 - spaces which children and young people can choose to access themselves if they find this helpful (including an individualised safe space), which may also include safe opportunities to move freely around, should this be supportive to the child or young person. This must not include lockable spaces such as toilets,
 - quieter spaces that can be used to facilitate self-regulation, positive child or young person participation and decision making or where additional communication support maybe required,
 - spaces that can facilitate both low- and high-stimulus activity to support any specific sensory needs,
 - in line with the development and implementation of accessibility strategies, any safe spaces that may become associated with physical intervention must be assessed to ensure they do not increase, rather than reduce, the stress levels of children and young people and associations of shame or stigma.
- The Circle Framework and SCERTS® Model can support staff in identifying and overcoming barriers.

Self-regulation and co-regulation

The ability to self-regulate plays a key role in supporting our wellbeing throughout our lives. It impacts on our educational achievements and our physical, social, and emotional health. When we are self-regulated, we can manage our thoughts, our feelings, and our behaviours to help us make good choices, choices which will help us to be successful in our relationships wherever we are.

We learn to self-regulate from infancy through our interactions with caregivers, teachers, coaches and mentors and this learning continues throughout our lives. To learn healthy self-regulation, we need to experience predictable, responsive, and supportive environments both at home and in nursery/school. Self-regulation helps us when we feel challenged or overwhelmed. By using self-regulation strategies such as self-talk, breathing, movement, or music we learn how to calm ourselves and manage our emotional responses.

Children's ability to self-regulate will depend on their developmental stage, their early experiences of caregiving, their exposure to traumatic events and their access to supportive adults.

Some children can self-regulate well and have a range of strategies to manage their emotions and behaviours whilst others will seek regulation in ways which are functional for them but may be challenging in a playroom or classroom. For example, children may constantly seek proximity to an adult by constantly calling out or putting their hand up, or they may seek sensory stimulation by humming, hitting themselves or making noises.

Some children may struggle to self-regulate most of the time, frequently going in to 'overwhelm.' Many of these children do not know what emotions they are experiencing and cannot differentiate between different emotional states. They also do not know how to adapt their emotional response to different situations and cannot regulate across social situations.

These learners need additional support to develop self-regulation.

The supportive process between caring adults and children that fosters self-regulation development is called "**co-regulation**." This term began as a description of adult support for infants but is now used to describe an interactive process of support that can occur within the context of caring relationships across the lifespan.

Ref: Murray, Rosanbalm, Christopoulos, & Hamoudi, 2015: Foundations for Understanding Self-Regulation from an Applied Developmental Perspective

To facilitate co-regulation and support learning of self-regulatory skills all staff can:

Provide a warm, responsive relationship by displaying care and affection; recognizing and responding to cues that signal needs and wants; and providing caring support in times of stress. Teachers can build strong relationships with learners by communicating, through words and actions, their interest in the young person's world, respect for the young person as an individual, and commitment to caring for the young person no matter what (i.e., unconditional positive regard).

Structure the environment to make self-regulation manageable, providing a buffer against environmental stressors. This means creating an environment that is physically and emotionally safe for learners to explore and learn at their level of development without serious risk to their wellbeing. Consistent, predictable routines and expectations likewise promote a sense of security by providing clear goals for behaviour regulation, in addition to well-defined logical and meaningful consequences for negative behaviours.

Teach and coach self-regulation skills through modelling, instruction, opportunities for practise, prompts for skill enactment, and reinforcement of each step towards successful use of skills. Like a coach on a sports team, teachers can first teach skills, and then provide needed supports, or scaffolding, for self-regulation enactment in the moment. Some children may need these skills broken

down into small steps with regular naming of the emotions being experienced, the skills required and frequent praise for progress.

When children need additional support:

Though all learners, and indeed adults, need co-regulation support at some point, there are individual differences in capacity and need. Some learners with self-regulation difficulties due to either internal or environmental factors may have more sensitized neurological responses to interpersonal and environmental stimuli, and may need greater levels of support, skill-building, and coaching. These young people may be more easily overwhelmed by physical sensations (for example: sound, touch, sight, smell) and by emotions such as anxiety or fear, and as a consequence are likely to have strong reactions when they find the environment overstimulating.

The use of positive physical contact

Physical contact between a member of staff and a learner for the purpose of education, communication, providing aid, reassurance, or comfort where there is no element of restriction would not be considered restraint, e.g.

- This may include giving a young child a hug if they are upset or a helping hand if they have fallen over,
- Physically prompt a child or young person e.g. to demonstrate how to hold an instrument, to execute a movement in PE,
- To encourage - a light pat on the forearm,

Non-restrictive contact may also be an important part of communicating with learners' people with complex speech and language communication needs.

Such contact must always be in line with the principles of safeguarding and child protection; their use does not need to be recorded. Positive physical contact may support learners to regulate emotionally. However, all staff must be aware that this must be appropriate to their age and developmental stage. For some learners, the use of touch can be a trigger for past trauma.

Use of De-escalation

The least restrictive approach to supporting a child or young person whose stress levels are rising is to use de-escalation strategies. The use of de-escalation must always be considered as a first response. De-escalation is most effective when planned and tailored to the individual child or young person. However, de-escalation strategies can still be used when unplanned. Principles of de-escalation include:

- communicating in a calm, non-judgemental and non-threatening manner,
- maintaining a quiet sensory environment by speaking in a quiet voice, reducing the number of people present, noise and if possible, reducing lighting,
- giving the child or young person time to de-stress,
- distraction in the moment where this is helpful to the child or young person,
- an activity or movement break that supports self-regulation,
- time with a trusted adult or time alone, with an adult in close proximity (within sight and hearing) if the child or young person identifies that this is helpful to them,
- respecting their personal space at all times, by maintaining a suitable distance,
- being mindful of open and engaged body language, facial expressions, and tone of voice (and not speaking, when appropriate),
- agreed strategies or unplanned requests that de-escalate, including a pupil-led withdrawal.

Glasgow's All Behaviour is Communication Training package includes specific de-escalation guidance, specifically how staff should follow the Arousal Cycle to try and identify where a distressed learner may be in terms of crisis and the most appropriate responses to support them. The training materials can be accessed [Here](#)

Rebuilding and Restoring Relationships

Distressed Behaviour

Distressed behaviour is when a young person displays behaviour that could be considered as emotional crisis or physical distress. It is recognised that for some young people with additional support needs periods of distress may be regular and will require planning to understand behaviours and create safe and productive school environments for all.

Emotional distress may present as emotional crisis: sobbing, absconding, hiding, refusal to communicate or respond, crying, screaming, or shouting. This could be accompanied by anger and physical behaviours.

Physical behaviours can include attempts to harm themselves or others. Physical distressed behaviours can present in many forms for example, through hitting, biting, kicking, spitting, slapping, hair pulling, use of objects to cause harm, targeted throwing of items etc. This could also include damage to property.

All behaviour is communication and distressed behaviour can be due to an identified learning need or disability; an unmet need resulting in frustration; a perceived stressor which the young person feels is too great to manage or young person is overwhelmed by expectations.

Young people may present distressed behaviours due to a variety of factors including:

- A response to a perceived injustice or threat,
- A feeling of being overwhelmed by an identified stressor,
- Task avoidance,
- Peer relationships / bullying,
- An Additional Support Need,
- A developmental stage that is not in line with chronological age,
- Attachment issues and inability to regulate emotions,
- Difficult home circumstances that impact on feeling safe,
- Trauma including abuse, bereavement, feelings of abandonment,
- A disability that results in behaviours that are outwith the young person's control.

To support young people through periods of distress a preventative, trauma informed approach must be prioritised through person centred planning using appropriate frameworks which may include Wellbeing Assessment and Plan (WAP), Coordinated Support Plan (CSP), Risk Assessments. The purpose of a preventative approach is to understand a young person's needs and any potential barriers. Planning collegiately, and with appropriate partner agencies if required, a preventative approach which aims to meet any identified needs and minimise barriers should be identified. Individualised planning underpinned by nurture principals is key to successfully preventing, supporting, and de-escalating distressed behaviours.

Rebuilding relationships

Positive relationships are central to supporting young people through distressed behaviour. Positive relationships between school staff and young people are key to supporting de-escalation and preventing episodes of distressed behaviour. A school's vision and culture must place respectful, supportive relationships at the heart of all-inclusive practice. It is recognised that some young people may build strong relationships with key members of staff. However, best practice would be for young people to be supported by a team of supportive adults rather than an overdependence on one key adult.

Where there has been a breakdown in relationships, it is important that there are opportunities for repair. As outlined earlier, a restorative culture and ethos must exist if more formal practices such as restorative conversations to be used at these times (Thorsborne and Blood, 2013). Explicitly naming the thoughts, feelings and impact a situation has had on those involved supports young people to develop empathic responses and scaffolds conflict resolution skills (Gus, Rose, Gilbert and Kilby, 2017). This scaffolding takes place through the staged use of restorative questions:

1. What happened?
2. What were you thinking at the time?
3. Who has been affected?
4. How have they been affected?
5. What needs to happen now to put things right?

At times, particularly following distressed behaviour, relationships may be damaged or ruptured. It is important that restorative practice supports the repair of relationships. Mediation, solution orientated approaches and restorative practices should be embedded in school practice. Further training in these areas may be required. Meetings could involve members of staff and young person's peer group, if appropriate. Planning around such meeting should promote inclusive practice and consideration should be given to allow all young people to participate and communicate. The use of visuals, talking mats or Augmented and Alternative Communication (AAC) should be considered. Where a child or young person has a disability (as defined in Section 6 Equality Act 2010) reasonable adjustments must be made to any process, including the appropriateness of the restorative approach being considered.

Schools must actively involve all partners, including parents/carers, supporting all involved to repair ruptured relationships.

Relationships and Bullying Behaviours

Bullying affects individuals, families, and relationships as well as a young person's education and participation. A young person who experiences bullying will not feel safe, included, or respected and this can therefore constitute a well-being concern. Please refer to [Glasgow Education Service's Anti-bullying Policy](#) for further information.

Consequences in response to distressed behaviour

There is some general confusion when using the term consequences in relation to someone's behaviour. It is often perceived in a negative way in that it is interchangeable with punishment or sanctions. In fact, a consequence comes after, or as a result of something you do. The consequence of touching a hot iron with your hand is that you are likely to be burned or experience pain. A consequence is a "result" or "conclusion," and the Latin sequī, "to follow," is part of its history.

Everything has a consequence, whether positive or negative but we must be clear that in terms of referring to distressed behaviour that we are specifically not meaning punishment. A consequence to a young person's distressed behaviour may be a change to their support plan, a change to their learning environment or possibly the way in which others respond to them. It is more important that learning takes place in response to supporting someone who presents with distressed behaviour so that the likelihood of it occurring again is reduced or prevented.

There is clear research that taking a punitive approach in response to distressed behaviours is more likely to increase the probability of future distress. Research by Jennings and Greenberg (2009) highlights that an overemphasis on punitive approaches can contribute to increased stress, anxiety, and even disengagement among students.

Post incident support for the young person and for staff

As recognised in '[Holding Safely](#)', a handbook for staff, schools/centres, and education authorities, it is best practice that both staff and learners are offered the opportunity of a debriefing session following an incident that involves the learner becoming highly distressed, staff being verbally or physically abused or where some form of physical intervention has been used. This is seen as part of the duty of care of a Head Teacher to staff.

Debriefing is not a simple or a stand-alone solution, but is part of a supportive, no blame culture. It offers the employee the opportunity to discuss the incident in a safe controlled environment. There is a need to promote comfort, and ensure the individual has a non-judgemental environment to reflect on the incident and its' effect on them. It is essential that the aims of a de-briefing session are specific and openly stated. Those involved in debriefing must be sensitive to emotional distress of staff and learners. As mentioned earlier the appropriate reasonable adjustments must be in place for an individual who has a disability.

For guidance on debriefing please refer to the Education Service Violence Management Standard (Including the Management of Distressing and Dysregulated Behaviour) in Appendix 6.

Role of Parents/ Carers as partners in supporting relationships and Schools

Parents and carers are the people who know and understand their children's behaviour and their physical and mental wellbeing best. They have a key role to play in supporting their children when they experience difficulties with relationships and behaviour. They are often able to offer advice to school staff on extra support their child might need or any creative solutions that may help resolve the situation. Parents/carers have a wealth of knowledge that schools should call on when reviewing relationships policy. It is important that schools/ early learning centres listen to, respond to the concerns of parents/carers, and ensure that there is clear communication between them when dealing with incidents relating to their children. Schools will have procedures to engage with parents /carers and the wider school community.

In order to support effective partnerships Parents and Carers are encouraged to:-

- Work collaboratively and respectfully with staff, children and young people and other parents/carers where appropriate to help promote positive relationships with others,
- Address their children's behaviour when it affects others negatively and refrain from engaging directly in a negative way with any other children involved or their parents/carers/families,

- Manage their children's use of electronic devices, mobile technologies, and social media, including setting parental controls, ensuring privacy settings are in place and adhering to age guidelines,
- Understand we seek to understand the experiences and address the needs of all children and young people, who experience difficulties with relationships or present with distressed behaviour within a framework of respect, responsibility, resolution, and support,
- Be given the opportunity to express their views and help shape policy development in this area,
- Be aware of the complaints process set out by the school and local authority and their rights with regard to these procedures.

Parents/Carers should inform the school of anything that they consider may be affecting the child's behaviour. The school should record this information, seek further advice if appropriate and put any required supports in place.

Duty of Care

All members of staff within Glasgow City Council Education Services have a Duty of Care which requires them to take reasonable steps to prevent injuries (physical and psychological) to learners and other staff. This includes any member of staff who is either responsible for an individual learner or group of learners as well as any member of staff who observes another person at potential risk, any such incident places a duty of care upon the member of staff to take some form of action. This might range from seeking help, informing others, or having to intervene in some way to prevent harm.

Unforeseen or emergency intervention may be necessary when a learner behaves in an unexpected way that places either themselves or others at immediate risk. In such circumstances staff retain their duty of care to the learner and any response must be proportionate to the circumstances. Staff must use the minimum intervention necessary to prevent injury and maintain safety, consistent with the appropriate training they have received.

Example of situations which would require emergency Intervention are:

- Where a learner is in immediate danger, e.g., running out in front of a car,
- Where a learner is about to or is in the process of physically assaulting another individual,
- Where a learner is causing or threatening to cause significant self-harm e.g., aiming a fist at a window or leaning over a railing at a height.

It is impossible to provide a definitive list and staff must make a professional judgement based on the immediate risk and situation. All such incidents must be reported to a designated member of staff who will be responsible for the recording of appropriate details. Following an unplanned intervention, the recording and post incident debrief will be carried out.

Policy Review

This policy will be reviewed every 3 years as a minimum. It is next due for review in July 2028

Appendix 1- Examples of good practice

The importance of routines and consistency of practice.

Entry to a classroom

- Staff should be visible in corridors at period changeover.
- Staff should aim to meet pupils at the door on arrival to the class
- Welcome/greet pupils as they enter.
- Be prepared for their entry with a settling task displayed.

Positively affirm the basics – at the beginning of the lesson

- Plain black tops, without hoods or coloured logos, can be worn in class (a reasonable adjustment of alternative clothing may have been agreed for a child with a disability) .
- Only water can be consumed in the classroom.
- Mobile phones should be stored in bags (Further specific guidance will be issued on the use and access to mobile phones and technology). .
- Outline what will happen during that period – what are the aims of the lesson, what will be the learning outcome?

During the lesson

- Use a seating plan.
- Teachers should be visible and circulate the room.

End of a lesson – a couple of minutes before the bell (use professional judgement)

- Pupils pack up and remain at their desk.
- Pupils are dismissed in an orderly manner.
- Pupils adhere to the One-way system.

If reasonable adjustments are made for a child with a disability or normal rules are suspended to accommodate a child with any other protected characteristics in terms of the Equality Act 2010 the relevant “good practice” may not be applicable to that child.

Appendix 2 – Self Evaluation- Secondary School Example

The table below provides information which you should consider when evaluating your own and your department's success in meeting the needs of all learners.

Have you engaged in Professional dialogue ?	<ul style="list-style-type: none"> Obtain information about previous attainment and successful strategies used by colleagues to support planning and preparation of appropriate resources. Speak to PTPC regarding any concerns, or to seek further support and guidance, in managing individual pupils/groups within classes.
Have you consulted the GIRFEC Profiles ?	<ul style="list-style-type: none"> Information from the GIRFEC Profile / Care File / staff memos is vital and should always inform lesson and activity planning. Knowing a young person's barriers to learning will allow you to help them to overcome them. Children with additional support needs must be provided with the correct support. Children with a disability must have reasonable adjustments in place.
How do you effectively manage your Classroom ?	<ul style="list-style-type: none"> Establish routine quickly (how do pupils enter the room, assign seats, where are resources stored, lesson starter on the board, etc.). The more successful the start, the higher the chance of continuing success throughout the lesson. Pupils will find routine and predictability reassuring and will feel safe in the classroom.
How do you articulate your/your department's Expectations clearly ?	<ul style="list-style-type: none"> Academic and behavioural expectations should be communicated clearly to all pupils from the outset and repeated/reaffirmed regularly. Pupils cannot strive to meet expectations if they are not clear about what they are. Follow guidance from wider PPR Policy to deal with behaviour concerns (e.g., text home, Seemis referral to PTC, etc.).
Are the Nurture Principles embedded in your classroom?	<ul style="list-style-type: none"> Pupils' learning should be understood developmentally. The classroom must offer a safe base. Nurture is as a key part of the development of wellbeing. Language is a vital means of communication. All behaviour is communication. Transition times are key in a child's life.
How do you build rapport and trust ?	<ul style="list-style-type: none"> Make pupils feel welcome every day. Meet pupils at the door. Smile. Make eye-contact. Check in / ask pupils how they are. Listen to pupils when they speak. Deal swiftly and firmly with instances of pupils being unkind/disrespectful to their peers. Talk to pupils about their interests outside of your classroom/subject.
How do you Lead by example?	<ul style="list-style-type: none"> Promote a positive ethos in the classroom at all times. Focus on the school values.
How are you celebrating success?	<ul style="list-style-type: none"> Praise pupils in a way which motivates them (some may enjoy the attention; others may prefer a quiet word). Praise pupils for improvement as well as a high level of attainment.

<p>How do you ensure the Pupil is at the centre of your practice at all times?</p>	<ul style="list-style-type: none"> • Offer encouragement and kind words. • Find opportunities for pupils to succeed, even in small roles within the classroom. • Remember the bigger picture – striking a balance between consistency/fairness, equality and equity/understanding can be tricky. Each pupil faces their own challenges, benefits from different types of support, responds in different ways depending on their circumstances. Be mindful of this and seek support from your colleagues/PTC/wider Pupil Support team if required. • Take time to speak to pupils so they feel heard and understood
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Appendix 3 : List of resources for training/ CLPL

Title of Course/ Resource	Type of Support or Training	Target Group	Cost	Further Information/ Contact
All Behaviour is Communication	Modular training programme for anyone working with young people who may present with distressed behaviours. Training covers reasons for distress and how to de-escalate confrontations.	Staff working with Ages 3 to 23 years Early Years and Primary Modules Secondary Modules	Free, training for trainer courses are delivered by a central training team from Glasgow Educational Psychology Services. 3 T for T courses are run each year with a capacity for 40 participants. Bespoke courses can be arranged on request.	Contact Barry Syme, barry.syme@glasgow.gov.uk or Alison Crawford, alison.crawford@glasgow.gov.uk
EY Online Modules	A series of short online modules which can be accessed independently. Modules 1 to 3 cover the theme of attachment, and modules 4-6 provide an introduction to the Nurture Principles.	Anyone working with children at Early and Pre-Early Level in Glasgow. Ideally should be completed with colleagues to allow for discussion of content.	Free.	Access through GEPS website: EY Online Modules
Nurture Training; Awareness Raising and Individual Nurture Principle Training	Support to carry out individual school needs analysis. Training then supported by EP over INSET / twilight sessions.	Any practitioner group of Early Years, Primary and / or Secondary staff who wish to develop their self-evaluation journey in Nurturing approaches.	Free.	Discuss process with your link Educational Psychologist or through SIIM.
The Language & Communication Friendly Establishment (LCFE)	Whole establishment training on supporting the language and communication skills of children and young people. Training covers the link between	Early Years, Primary and Secondary establishments	Free; training is delivered jointly by reps from Glasgow Educational Psychology Service and Speech and Language Therapy Service.	

	poverty and language skills and understanding of how to reduce impact.		There is a clear implementation plan around the training input; requirement that it supports the establishments' improvement priorities, and commitment to engaging with ongoing mentoring.	
Primary Inclusion Support and Development Groups	This is an opportunity for Primary school staff to share good practice and increase awareness of approaches which support inclusion. It is recommended that participants attend all six sessions and that there are structures in place to support sharing of their learning with colleagues in their respective establishments.	Primary school staff	Free. The sessions are jointly facilitated by representatives from Glasgow Educational Psychology Service and Speech and Language Therapy Service. Three groups run throughout each session; NE, NW and South, and there are six sessions for each. Staff sign up through CPD Manager.	
Supporting Autistic Learners	<i>Whole establishment professional learning:</i> Increased capacity of education staff to meet the needs of their autistic learners; increased participation of autistic learners. Bespoke training input is available, tailored to the needs of individual establishments. Inputs are informed by evidence-based approaches and the National Autism Implementation Team resources. P1 Let's Not Just See How it Goes workshop and We were expecting you! Primary Workshop.	Early Years, Primary and Secondary establishments	Free. Training inputs are jointly planned with individual establishments, following needs analysis. There is an expectation that staff will have engaged with more entry level developments through the <i>Glasgow Autism Professional Learning Framework for Education Settings</i> .	
Alternative Autism Strategies Training	The training is to support staff who are working with young people for whom the standard autism support strategies, implemented appropriately, are not effective. Staff attending the training should therefore already have a good understanding of	The training is targeting staff working in Primary or Secondary establishments (Mainstream and ASL provision).	Free. There are 3 session dates on offer - these all have the same content, so potential attendees would sign up for one. Input is jointly facilitated by Middlefield School and reps from Glasgow Educational Psychology Service. Tuesday 26 th November 2024 Tuesday 25 th February 2025	

	<p>supporting autistic learners – any previous training or experience around autism/supporting the needs of autistic learners would be sufficient.</p> <p>The training aims to:</p> <ul style="list-style-type: none"> • Offer approaches for young people with Autism for whom traditional strategies are ineffective • Prioritise targeted changes • Prioritise pupil voice and choice <p>Promote positive relationships</p>		<p>Tuesday 29th April 2025</p> <p>Venue: Govan High School (Glasgow Educational Psychology Service Conference room)</p> <p>There is also an optional follow-up session which will be held on Tuesday the 3rd of June (3:45pm-5pm) This will be a virtual input delivered on Microsoft TEAMS.</p> <p>Staff sign up through CPD Manager.</p>
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Appendix 4 : Withdrawal

The Use of Pupil Led Withdrawal

A pupil-led withdrawal can be reactive, in response to an unexpected situation, or part of a planned approach. The child or young person is not prevented from leaving the space to which they have gone. It is therefore not considered a restraint and does not need to be recorded for the schools' monitoring purposes but must be documented within the establishment and added to any child's plan.

Considerations for using pupil-led withdrawal:

- The learner wishes must be considered and, where possible, accommodated.
- The learner may have previously agreed safe spaces that they can withdraw to in their plan. This could be any safe and comfortable space (indoors or out) on the school campus.
- For some learners, a physical activity, such as a walk, may be more beneficial than calm space.

Any planned use of pupil-led withdrawal must be fully documented as an integrated part of the learner's plan, including a Co-ordinated Support Plan, describing the reasons and likely situations arising for use. If agreed, all staff must be made aware.

- The learner and their family must be active participants in the consideration of and planning for the use of pupil-led withdrawal.
- A risk assessment may be required to determine whether pupil-led withdrawal is a safe approach for the individual learner, should this become a recognised support. For example, this may not be a suitable option for a learner who is prone to running away.

Safeguards for using pupil-led withdrawal:

- Staff planning and facilitating a pupil-led withdrawal must be trauma-informed and trauma-responsive.
- The most effective way to monitor and support a distressed learner is often to be in the same room with them. There are however exceptions to this. For example, if a learner asks to be left alone or the proximity of another person is clearly distressing them, it might be more effective to allow them some appropriate space. It is important to consider that some learners may find the close proximity of other people to be an additional and unnecessary cause of stress. This is particularly relevant for learners who have previously experienced harm through relationships with adults.
- Even if not physically in the room with the child or young person, staff responsible must remain close enough to monitor the situation, offer immediate reassurance and support.
- The child or young person must be free to leave the space when they wish otherwise this would be categorised as seclusion.
- The learner should be supported to return to their class, once they are feeling composed, safe, and ready.
- If the use of pupil-led withdrawal is considered, it is important to review the effectiveness of this on a regular basis. Reflective questions may include:
 - -Does this approach offer a lower level of intrusion?
 - -Does it help the learner to calm more effectively than other strategies?
 - -Does it offer improved safety for those around?

Staff-led withdrawal

This is defined in Included and Engaged and Involved Part 3 as:

"Leading a child or young person away from a situation which they are finding challenging to a place where they have a better chance of regulating their emotions and behaviour."

The child or young person is not prevented from leaving the space they are moved to."

Considerations for using staff-led withdrawal:

- Staff-led withdrawal is a restraint if:
 - it takes place against a child or young person's will.
 - the child or young person is prevented from re-joining their peers.
- Although initiated by staff, staff-led withdrawal can involve the consent of the child or young person, who may become responsive when they are engaged and able to participate in the decision of moving to another location or space. In these circumstances, staff-led withdrawal is not considered restraint.
- Staff-led withdrawal without the consent of the child or young person involved must only be used to avert immediate danger of physical injury to any person where no less restrictive option is viable.
- In some circumstances, it may be more appropriate for other children and young people to leave the learning environment so that it is less stressful for the distressed child or young person.
- The child or young person should be moved to a space that will help them regulate. This may involve undertaking a specific activity in this space. Both the space and the activity may be an agreed part of any child's plan.
- A staff-led withdrawal can be used in response to an unexpected situation, or part of an agreed approach in any child's plan.

In addition to the general safeguards for restraint, the following additional safeguards apply to the use of staff-led withdrawal.

- Staff planning and facilitating a staff-led withdrawal must be done in a trauma informed and trauma responsive way.
- Any room or area that might be used must be risk assessed to ensure it is safe, dignified, and comfortable and would help co-regulation of the child or young person's emotions of behaviour and not add to stress levels.
- Communication with the child or young person must take place before and throughout the period of withdrawal to ensure that their views can be taken account of and to help them to regulate their emotions or behaviour. Non-verbal communication is recommended as an initial means of communication.
- While staff may prevent the child or young person from re-joining their peers if the risk of injury to themselves or others remains high, the child or young person must not be prevented from leaving the space they are moved to or from moving to another space if it can be safely accommodated. If a child or young person is not allowed to leave, the staff-led withdrawal would escalate to **seclusion**.
- Any planned use of staff-led withdrawal must be fully documented as an integrated part of any child's plan describing the reasons and likely situations arising for use.
- Where a venue or area requires to be used regularly for withdrawal, that setting must be risk assessed. Spaces should be areas which are designed to keep children and young people safe in a supportive and reassuring way.
- Staff-led withdrawal must be used for the shortest possible time and end when the immediate risk of injury has passed.
- Staff-led withdrawal must be recorded to enable the monitoring of use, post incident reviews and future restraint reduction planning. This must involve the school leadership team and, where applicable, Education Headquarters.

Seclusion

This defined as:-

“An act carried out with the purpose of isolating a child or young person, away from other children and young people and staff, in an area which they are prevented from leaving.”

Recognising seclusion

The following are key features of any seclusion.

- The child or young person cannot leave the space in which they have been secluded.
- Staff blocking an open door, or in any other way preventing the child or young person from leaving a room or space in which they have been moved to, would be considered seclusion.
- A child or young person's consent is not a feature of seclusion.
- If a child or young person is free to leave the space they have been moved to by staff, then this would be considered a **staff-led withdrawal**, rather than seclusion.

Restrictions of movement

When considering practice, it must be acknowledged that in the school context, as in other areas of children's lives, some restrictions of movement are normal and desirable, for example, in the interests of children's safety. Within a school context, these may include restrictions around leaving the school campus, break times and agreed parameters around the unsupervised activity of children. These types of restrictions, which are sometimes known as blanket restrictions, in that they apply equally to all children and young people, must always be proportionate and not discriminate against individual or groups of children and young people with particular protected characteristics. Such restrictions of movement would not amount to seclusion.

Implications of using seclusion

Seclusion, similar to other forms of restraint, places an additional level of temporary restriction on a child or young person's freedom of movement. **However, the use of seclusion also carries the risk of depriving a child or young person of their liberty.**

There is no legal process for authorising a deprivation of liberty in a school context.

This means that the use of any act which deprives a child or young person of their liberty would not be in accordance with the law, and the Council may be legally challenged. The safeguards listed in this section will help support children and young people and reduce the risk of a deprivation of liberty occurring; however, this risk cannot be mitigated entirely if seclusion is used.

In addition to human rights implications (outlined in Appendix 7)), the use of seclusion can also cause harm to children and young people's health, wellbeing, and dignity, particularly when prolonged and, or, frequently used.

The use of seclusion in Glasgow schools and Early Learning Centres

Seclusion is not recommended for general use in our schools, either as part of routine practice or as a "default" response to distressed behaviour.

Seclusion should only ever be used in an emergency to avert an immediate risk of significant harm to the child or young person, or others, where no less restrictive option is viable. It must end

as soon as the immediate risk is reduced. If seclusion is used in an emergency, the safeguards outlined below must be in place.

Safeguards for using seclusion.

Before seclusion is used, the following safeguards must be in place.

- Seclusion must not form part of any child's plan. Staff may wish to review current plans and update where necessary to reflect this position.
- In emergency situations, a dynamic risk assessment must always take place. This must consider:
 - the best interests of the child or young person.
 - the risk of injury posed to others.
 - the age of the child or young person, physical health, additional support needs,
 - disability and any known experience of trauma – some children and young people would find it excessively stressful to be secluded, which in some cases could cause panic attacks; the least restrictive response available; and all viable alternatives, which may include co-regulation strategies, staff-led withdrawal, and the risk of not intervening.
- Seclusion must **never** be used as a form of punishment or as a means of securing compliance.
- There must be a rational connection between the method, severity and duration of seclusion and the risk of injury posed.
- Any room or area that might be used must be subject to a dynamic risk assessment to ensure it is safe, dignified, comfortable and would minimise the distress that a short period of seclusion would bring. The use of locks or high handles is not acceptable and any use is a restriction of liberty, and as such unlawful.
- All staff must be made aware of the alternative, less restrictive approaches that should be considered ahead of emergency seclusion.

If seclusion is used for **any** reason, then the following safeguards **must** be in place.

- Seclusion must only ever be used for the shortest possible time and in the least restrictive manner possible.
- Every effort must be taken to protect the dignity of the child or young person during seclusion.
- If staff consider there to be a strong justification of why it is essential for a child or young person to be confined to a space and prevented from leaving, staff must be asked to supervise the child or young person. A senior member of staff must also attend to undertake an additional dynamic risk assessment of the incident and the response.
- If seclusion involves a physical restraint, the safeguards outlined for physical restraint must be followed at the earliest opportunity.
- The child or young person must never be left unsupervised. Wherever possible, staff must remain in the same space as the child or young person to help them regulate their emotions and behaviour in order to bring the period of seclusion to an end.
- Efforts must be made to maintain positive communication with the child or young person for the duration of the seclusion.
- As soon as the immediate risk of significant harm has passed, the child or young person must be free to leave the space they are in and must be offered support to return to an appropriate space.

After seclusion, the following safeguards must be in place.

- Support must be provided and learning reviews must always take place following the use of seclusion.
- This must always involve an immediate health, safety and wellbeing assessment of the child or young person who was secluded by those involved. This may be led by the witness monitoring the incident.
- Where a child or young person or a member of staff has been physically injured or needs medical assistance, this must be sought immediately from the first-aider or relevant health service, if appropriate.
- Any specific post-incident support identified in any child's plan must be followed.
- While children and young people and staff may benefit from a learning review and support to process the events and make sense of them, this should only happen when they feel composed and safe enough to participate. Some children and young people may be unable to participate in this process due to their stage of cognitive development.
- If a child or young person has been physically injured or is judged to have suffered significant harm as a result of the seclusion, child protection procedures must be followed.
- All uses of seclusion must be recorded, monitored, and reported. This includes reporting to parents/carers at the earliest available opportunity.
- Preventative approaches must be considered following the use of seclusion to ensure it does not become a frequent occurrence in a child or young person's school life. Any use of seclusion could amount to a deprivation of liberty.
- If seclusion is being used frequently, an urgent assessment of the child or young person's support and a review of their plan must be undertaken to enable immediate steps to be taken to prevent its re-use.

Seclusion versus time out

Seclusion does not prevent distressed behaviour from occurring and should never be used as a form of punishment or as a means of securing compliance. Its aim is to reduce an immediate risk of injury. Time out, on the other hand, is a punitive behaviour change technique.

Definition of time out:

“The act of removing a child or young person from a space, or ending their participation in an activity, to disincentivise, and ultimately stop, an ‘undesirable’ behaviour from occurring.”

The core expectations of the inclusive approach within Scottish education are that children and young people be present, participate, support, and achieve. Time out is not considered to be an inclusive practice and its use must be minimised.

Should a child recognise that they benefit from time away from a group or on their own to help them regulate, then this would be **pupil-led withdrawal**. Should an adult recognise this and be supporting a child or young person to understand that this approach helps them, this would be **staff-led withdrawal**.

It is recognised that the term “time out” may be used to describe a range of practices within schools. It is recommended that any schools currently using a practice termed “time out” must review its use in light of this guidance. Irrespective of the name applied, if the practice involves any form of restraint, the safeguards outlined in this guidance should be applied.

Appendix 5 : The use of planned Physical Intervention

Physical Intervention is qualitatively different from other forms of physical contact. Physical Intervention refers to the actions by which movements of another are restricted and is an act of care and control aimed at ensuring the safety of the child/young person and others.

Physical contact in the context of “positive handling” refers to manual prompting, physical care, physical guidance or simply support which might be used in teaching, therapy or in the administration of first aid. Physical Intervention may be used: to disengage from a dangerous situation; to prevent the child or young person inflicting self-injury, injuring others, or damaging property; to protect oneself from harm. Where Physical Intervention is required, a central concern must be to return personal control of his/her actions to the child or young person.

Staff are not expected to put themselves at risk by such Intervention, or to become involved in a situation they do not feel confident to handle. Any Intervention must be considered and be used as a last resort using professional judgement.

In all cases, staff must not use physical intervention:

- when you can restore safety in another practicable way.
- when you are not in control of yourself
- when you consider it clearly unsafe to do so (e.g., if the child/young person has a weapon).
- if you know the child or young person has a diagnosed medical condition that may be made worse by being safely held (e.g., asthma).
- when you consider there are not enough adults to safely hold the child.
- that even with enough adults you are not confident that you can manage to safely hold the child.
- when you are on your own with a child or young person, unless you assess safely holding them to be the least risky action to take (in very rare circumstances such as risk of immediate serious injury).
- other than at the minimum necessary level and duration required to resolve or defuse a situation.
- as a punishment.
- out of malice or with indecent intent.
- where contact is possibly gratuitous.
- to enforce compliance with adult instructions or rules

Please refer to [Included, Engaged, and Involved part 3: A relationship and rights-based approach to physical intervention in Scottish schools.](#)

Appendix 6: Education Services Violence Management Standard and Debriefing for Staff and Pupils following an incident.

ES 'Violence Management Standard' (Including the Management of Distressing and Dysregulated Behaviour) in order to ensure incidents of violence occurring within educational establishments are reported, managed, and monitored in compliance with both legislative requirements and the council's policy regarding violent incidents in the workplace.

Behaviour Support Risk Assessment:

Section 3.3 provides specific guidance with regard to completing 'Behaviour Support Risk Assessments.

Key supporting documents:

[Appendix 1: Behaviour Support RA Pro Forma](#)

Reporting, Responding and Monitoring Incidents of Dysregulated and Distressing Behaviour:

Section 3.6 highlights Education Services updated procedures regarding incident monitoring and staff support with regard to incidents of dysregulated and distressing behaviour, including incidents of increased frequency and or critical/serious incidents of concern.

Key supporting documents:

[Appendix 2\(a\): ES Organisational Flow Chart: Reporting, Responding and Monitoring Incidents of Dysregulated and Distressing Behaviour](#)

[Appendix 2\(b\): ES Organisational Flow Chart Staff Guidance Document: regarding Reporting, Responding and Monitoring Incidents of Dysregulated and Distressing Behaviour](#)

Post Incident Staff Debrief: Section 3.7 provides information for ES staff regarding the 'mandatory' requirement for H of E's/Premise Managers to offer a 'Post Incident Debrief' to ES staff involved in any incident of violence and the procedures for carrying out and recording post incident debriefs.

Key supporting documents:

[Appendix 3\(a\): ES Post Incident Staff Debrief Pro Forma](#)

[Appendix 3\(b\): ES Post Incident Staff Debrief Guidance Document](#)

[Appendix](#)

Appendix 7

Legislation

- Education (Scotland) Act 1980
- Human Rights Act 1998
- Standards in Scotland's Schools etc Act 2000
- Education (Disability Strategies and Pupils' Educational Records) (Scotland) Act 2002
- Education (Additional Support for Learning) (Scotland) Act 2004
- Scottish Schools (Parental Involvement) Act 2006
- Equality Act 2010
- Children and Young People (Scotland) Act 2014
- UNCRC (Incorporation) (Scotland) Act 2024

Policy

- Curriculum for Excellence
- Getting It Right For Every Child (GIRFEC)
- Additional support for learning: Code of Practice, 3rd Edition (2017)
- Additional support for learning: action plan
- Plan 24-30 - The Promise
- Executive Summary - Keeping the Promise implementation plan
- Presumption to provide education in a mainstream setting: guidance
- The National Improvement Framework
- Developing a positive whole school ethos and culture: relationships, learning and behaviour
- Included, engaged and involved part 1: promoting and managing school attendance
- Included, engaged and involved part 2: preventing and managing school exclusions
- Included, engaged and involved part 3: preventing and managing school exclusions
- National Guidance for Child Protection in Scotland
- Learning/intellectual disability and autism: transformation plan
- Preventing and responding to gender-based violence: a whole school framework
-

International human rights conventions

Convention against torture and other cruel, Inhuman or Degrading Treatment or Punishment **European Convention on Human Rights (ECHR) and Human Rights Act 1998**

- Article 3 - prohibits torture, inhuman or degrading treatment or punishment
- Article 5 - the right to liberty and security
- Article 8 - the right to respect for private life, which includes respect for physical integrity
- Article 14 - Protection from discrimination
-

United Nations Convention of the Rights of Persons with Disabilities (UNCRPD)

- Article 5 - Equality and non-discrimination
- Article 7 - Children with disabilities
- Article 14 - Liberty and security of person
- Article 15 - Freedom of torture or cruel, inhuman or degrading treatment or punishment
- Article 17 - Protecting the integrity of the person
- Article 24 - Education