

## Promoting Positive Relationships and Behaviour

Improving life through learning





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**UNCRC ARTICLE 29:** children’s education should allow them to develop their personality, talents and mental and physical abilities to their fullest potential.

# Introduction

The purpose of this document is to articulate the commitment of Stirling Council to create a positive ethos within all of its educational establishments and their wider communities, where an emphasis is placed on a relationship based approach.

Focusing on positive relationships in educational establishments is central to developing safe, inclusive and nurturing environments which support all children and young people to learn, develop in a healthy way and thrive.

This commitment to promoting positive relationships extends to all children and young people, their parents and carers and staff and is underpinned by values of fairness and equality. This guidance replaces Positive Relationships: Positive Behaviour Part 1: Promoting Positive Behaviour.

## The Importance of Relationships

At the heart of Curriculum for Excellence in Scotland is supporting children and young people to develop the four capacities of becoming *successful learners, confident individuals, responsible citizens and effective contributors*. Promoting positive relationships is key in this endeavour.

[Better Behaviour, Behaviour Relationships, Better Learning](#) (2013, page 5) concludes from research carried out in Scottish schools that:

**Learning communities - across early years, primary, secondary and special sectors which focus on social and emotional wellbeing and creating a positive school ethos based on mutual respect and trust are having the most positive impact.**

This means that central to promoting effective learning and teaching is an environment which fosters good relationships and promotes positive behaviour. To develop effective, positive whole school approaches, emphasis is placed on children and young people, their families and establishment staff working well together in partnership within the wider community.

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

**Included, Engaged and Involved Part 2**

# National and Local Context

## United Nations Convention on the Rights of the Child (1989)

There is an expectation that establishments in Stirling develop their own policies and procedures which aim to improve relationships and take into account the rights of children as set out in the [UNCRC](#). This includes the right to be safe, have a good quality education and to develop friendships. Upholding these rights as well as broader human rights is central to this guidance document.

## Curriculum for Excellence: Health and Wellbeing Across Learning: Responsibilities of All (2014)

On a day to day basis, all practitioners within early years' establishments and schools are responsible for supporting the development of positive relationships through delivery of the Curriculum for Excellence. As part of this, staff are responsible for the planning of specific experiences and outcomes within the [Health and Wellbeing Curriculum](#). All staff have responsibility for promoting positive relationships among children and young people through the relationships experiences and outcomes.

## Getting it Right for Every Child

[Getting it Right for Every Child](#) sets out the responsibility of staff to consider the wellbeing of all children and young people. The wellbeing of each child can be considered using the wellbeing indicators to ensure children feel safe and are healthy, achieving, nurtured, active, responsible, respected and included. Some children and young people will require more targeted/individual approaches to develop positive relationships and achieve their potential.

## The Equality Act (2010)

[The Equality Act \(2010\)](#) places a duty on local authorities to promote equality of opportunity for all and to progress equality in particular for those with a protected characteristic as outlined in more detail in section four. It places a duty to foster good relationships with those who have a protected characteristic and those who do not.

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

The amended [Education \(Additional Support for Learning\) \(Scotland\) Act \(2009\)](#) outlines the wide variety of circumstances which may give rise to additional support needs. This places a duty on all education authorities to identify such needs and plan and review appropriately. Stirling Council uses a staged approach to such intervention.

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

[Developing a Positive Whole School Ethos and Culture: Relationships, Learning and Behaviour \(2018\)](#) concludes that a positive school ethos and culture (sometimes described in research as 'climate') is essential to developing good relationships and positive behaviour in the classroom, playground and wider community.

## How Good is Our School (HGIOS4) (2015) and How Good is our Early Learning and Childcare (HGIOSELC) (2016)

[How Good is Our School \(HGIOS4\) \(2015\)](#) and [How Good is our Early Learning and Childcare \(HGIOSELC\) \(2016\)](#) provide a framework for establishments to evaluate and reflect upon their own individual successes and capacity for improvement. Quality indicator 3.1 focuses on wellbeing, equality and inclusion. Involvement of parents and carers as part of this reflection is vital.



# What is Important for our Children and Young People?

Children and young people across schools provided key messages about positive relationships and positive behaviour through a range of engagement sessions.

A summary of their views is provided below.

- ✓ Positive behaviour is about not shouting, being nice and not being a riot in class.
- ✓ I like it when teachers tell you about their lives, you feel like they see you as a person.
- ✓ Teachers I like best treat us like people, not like annoyances to their day.
- ✓ As you get older, you get to know teachers better and that helps with building relationships
- ✓ We had a teacher who was giving us a row for something. We ended up making her laugh and from then on... it made her... human.
- ✓ When I'm out in the playground sometimes people don't play very nicely but it's okay, I know I can just go and play with someone else.
- ✓ I hate it when a teacher doesn't show any understanding of things that are going for us outside of school.
- ✓ Respect goes both ways, teachers need to set the example.
- ✓ When I ask to borrow a pen or pencil and I know they have a cupboard full of them, and they say no because they just can't be bothered giving you one and snarl at you, it's just not right.
- ✓ Having the chance to go on trips is really important because you see teachers differently and they see you differently. You get to know each other better.
- ✓ If it's a subject you don't like but the teacher is nice, it makes it bearable.
- ✓ With some teachers it's really obvious that they have favourites and they get special treatment.
- ✓ You just know when a teacher doesn't like you, they're never pleased to see you.
- ✓ It's their way or it's nae way, that's how it feels.
- ✓ I know that when the teacher tells me to do something (*not play on ice in playground*), I might not like it but it's to keep me safe.

# A Universal Approach to Promoting Positive Relationships and Positive Behaviour

Analysis of recent research confirms that a culture where children and young people feel included, respected, safe and secure and where their achievements and contributions are valued and celebrated, is essential to the development of good relationships.

In order to create this environment for effective learning and teaching, there should be a shared understanding of wellbeing underpinned by children's rights and a focus on positive relationships across the whole school community.

Each establishment should reflect on its own context and needs when drafting their positive relationships policy.

## Positive Ethos

Within Stirling Council there is a focus on prevention through building a positive ethos in all establishments.

Universal support starts with the ethos, climate and relationships within every learning environment. It is the responsibility of all practitioners and is intended to support all children and young people and staff in all establishments.

[Behaviour in Scottish Schools Research \(BISSR, Scottish Government 2016\)](#) emphasised a strong link between perceptions of school ethos and behaviour. It is therefore important to create a positive whole school ethos to ensure our children and young people can be included, engaged and involved throughout their school careers.

The Scottish Advisory Group on Relationship and Behaviour in School (SAGRABIS) response to this data, entitled [Developing a positive whole school ethos and culture: relationships, learning and behaviour \(2019\)](#), builds on the previous guidance [Better Behaviour, Better Relationships and Better Learning \(2013\)](#) and emphasises the importance of strong leadership in educational establishments, which is both authoritative and distributive in nature, to enable a culture which promotes positive relationships and behaviour. The response also emphasises the importance of partnership with parents. [Included, Engaged and Involved: Part two: A Positive Approach to Preventing and Managing School Exclusions \(2017\)](#) sets out the importance for all establishments to outline to parents how they will do this in their own setting and to outline steps they will take to address any behaviours of concern when they arise.

Research into the authoritative school climate highlights the importance of a balance between high expectations and structure and emotional warmth ([Scottish Government, 2018](#)).

## Nurturing Approaches

In both [Included, Engaged and Involved: Part Two \(2017\)](#) and [Respect for All \(2017\)](#) nurturing approaches are identified as key in promoting positive relationships and positive behaviour. This builds on the evidenced success of nurture groups in closing the poverty related attainment gap by extending this to the whole school.

'At the heart of nurture is a focus on wellbeing and relationships and a drive to support the growth and development of children and young people'.

**Applying Nurture as a Whole School Approach (2016)**

Within Stirling Council, nurturing approaches have been identified as the foundation to promoting positive relationships and positive behaviour within educational establishments for children and young people, their parents and staff.

A nurturing approach can be applied at both the universal and targeted/individual level and promotes inclusive, respectful relationships across the whole school community, including learners, staff, parents/carers and partners.

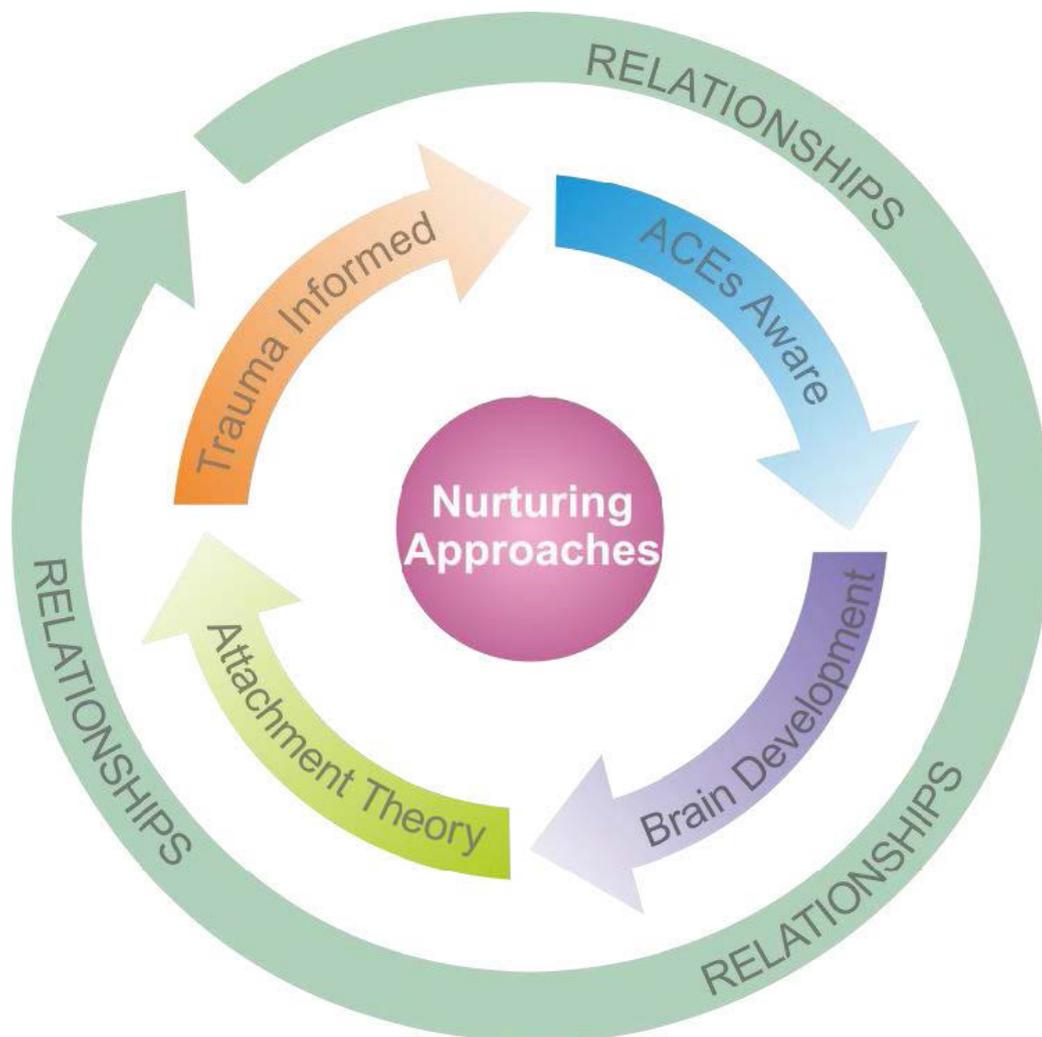
The approach has a key focus on the environment and emphasises the balance between care and challenge which incorporates attunement, warmth and connection alongside structure, high expectations and a focus on achievement and attainment.

### It is based on the understanding of 6 Nurturing Principles



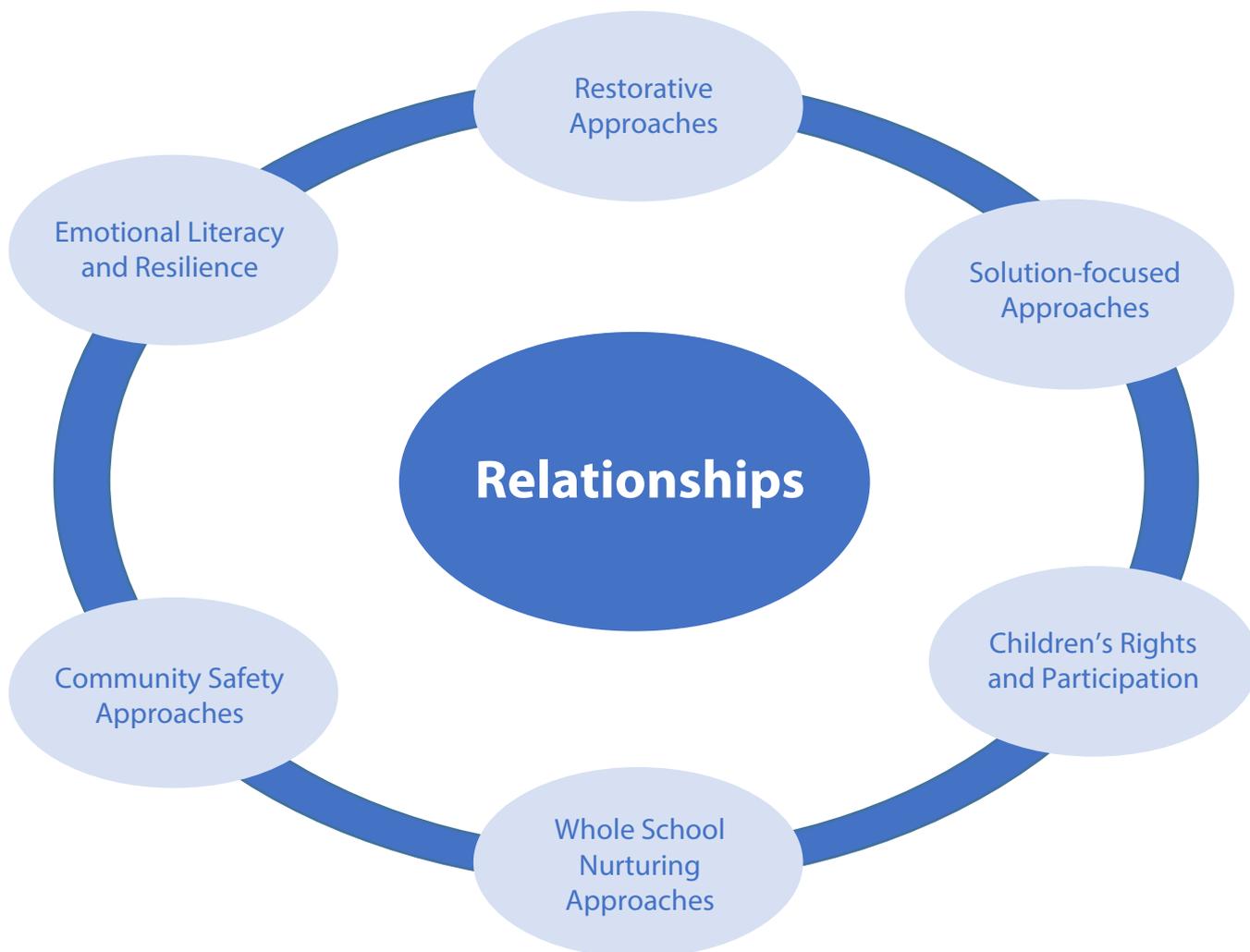
A nurturing approach recognises that positive relationships are central to both learning and wellbeing. A key aspect of a nurturing approach is an understanding of attachment theory and how early experiences can have a significant impact on development. It recognises that all staff have a role to play in establishing the positive relationships that are required to promote healthy social and emotional development and that these relationships should be reliable, predictable and consistent where possible. Within these relationships there is a focus on understanding children and young people developmentally where adults act as a safe base for children and young people to explore the world and learn. Consideration is taken of what is known about the brain from research in neuroscience and applied in the classroom context to support learning. Having a relationship with 'one good adult' has a positive impact on a young person's mental health and wellbeing, a key priority in Stirling Council.

Within nurturing approaches, there is a recognition that children and young people will come to nursery and school with a variety of early experiences. There is an awareness of the effects which toxic stress can cause. The recent Education Scotland document [Nurture, Adverse Childhood Experiences and Trauma Informed Practice: Making the link between these approaches \(Education Scotland 2018\)](#) notes there has been a refocusing of interest in Scotland on the long established link between Adverse Childhood Experiences (ACEs) and poor health and social outcomes in adulthood. The initial studies from the Kaiser Permanente clinic in America focused on ten of such experiences which include abuse, neglect and certain household adversities and demonstrated the high incidence rate of ACEs among the general population as well as the greater risk of having four or more of these ACEs on poor outcomes in adulthood (Felitti, Anda et al. 1998). [The Education Scotland \(2018\)](#) document also highlights the growing interest in trauma informed practice in Scotland and outlines that the [Transforming Psychological Trauma Framework \(2017\)](#) emphasises the importance of an awareness of the impact of trauma among the Scottish workforce. The document identifies the links between Adverse Childhood Experiences, trauma informed practices and nurturing approaches where a basic understanding of the key findings about the brain from recent research in neuroscience and an understanding of attachment theory help guide practitioners towards the optimal ways to support all young people. An e-module is available for all practitioners to support understanding and practice in this area. Contact can be made with the Educational Psychology service regarding this.



Reproduced with kind permission from [Nurture, Adverse Childhood Experiences and Trauma Informed Practice: Making the link between these approaches \(2018\)](#)

A relationship based approach within a whole school nurturing environment supports all young people to build resilience, deal positively with challenges they may encounter and ultimately achieve their potential in life.



When supporting children and young people's behaviour within the context of nurturing relationships nurture principle five – all behaviour is communication is of key importance. This means that all staff reflect on the reasons for underlying behaviours to support them to consider how best to support the child/young person and meet their emotional needs.

School rules or charters which are created in collaboration with pupils, should be clearly articulated and shared with parents. Clear boundaries are important for all young people to provide emotional security. Where consequences are used they should be proportionate with a focus on repairing relationships.

## Restorative Approaches

This approach, which has an underpinning value of mutual respect, supports children and young people to reflect upon their thoughts, emotions and actions, and to understand the impact of these on other people. It is focused on natural consequences for behaviour and provides opportunities to repair situations where difficulties or conflicts have arisen and restore relationships. It can be used with both children and young people and adults alike. Staff who have received appropriate training can support children and young people using restorative conversations. Practice underpinning this approach has been outlined to be more useful in supporting children and young people than those based on reward and sanction ([Included Engaged and Involved: Part 2, 2017](#)). Listening to young people at this time allows them to feel involved in the process and empower them to contribute to decision making and solutions.

Consideration requires to be taken of the individual needs of each child when using the approach.

## Solution Oriented Approaches

Solution oriented approaches are based on the ten solution oriented principles and support staff in both in the day to day practice as well as with wider establishment change. This is a strengths based approach which supports staff to solve problems by increasingly focusing on solutions by building on strengths and exceptions to a problem. The approach is particularly useful in planning meetings for children and young people ([Included Engaged and Involved: Part 2, 2017](#)).

## Effective Learning and Teaching

Effective learning and teaching is at the heart of promoting positive relationships and supporting children and young people to regulate their behaviour. All teaching staff have a responsibility to provide high quality health and wellbeing experiences and outcomes for children and young people as appropriate to their stage of development. Clear progression should be provided in accordance with the underlying principles of the Curriculum for Excellence. Throughout such experiences, children and young people should be made aware of and have opportunities to reflect upon, both their rights and responsibilities. Opportunities during all learning experiences should be taken to teach and support children to regulate their emotions and behaviour in a planned way as appropriate to their individual needs.

After considering the available research on improving mental health and resilience, an early years establishment implemented **mindfulness** to support self-regulation. Introducing these life skills early in life has an aim of supporting children and young people to cope with challenges throughout life.

Mindfulness approaches such as belly breathing were implemented at group times and evaluation indicated positive effects on children's concentration and focus. The techniques have become embedded within staff practice for supporting conflict.

## The Playground and Wider Community

Many children, when asked about behaviour in their schools, spoke of negative behaviour in the playground. Calm, consistent adults deploying the same values and relationship based practice already described are essential to support and encourage safe, respectful play.

The restorative approach outlined above can be drawn upon when dealing with conflict in the playground and to support positive relationships among children and young people. Establishments can consider further evidence based interventions such as peer mentoring as appropriate to the needs of their own context.

Support staff within one primary school identified concerns related to the negative impact some playground behaviours were having on enjoyment and wellbeing. Consultation was carried out with children and young people, parents and staff based on UNCRC. This led to a series of improvements including refresher training on restorative practices, purchase of playground equipment, training of playground squaddies by Active Stirling and development of a playground charter. This is reviewed every year by all stakeholders.

## Anti-Bullying

Within educational establishments in Stirling Council, bullying of any kind is unacceptable. Clear guidance is provided in both dealing with and recording incidents in Stirling Council's Respect for All policy. The Mentors in Violence Prevention Programme, a pupil led initiative, is being used as a proactive strategy in which young people have the opportunity to explore and challenge beliefs and attitudes which can underpin violence and bullying (an overview is available on the [National Improvement Hub](#)).

A Stirling secondary school has begun embedding the Mentors in Violence Prevention Programme which uses an innovative 'bystander' approach to tackling bullying behaviour. This has empowered students to take an active role in promoting a positive school climate. Staff have trained S5 students as mentors who have delivered introductory sessions within S2 health and wellbeing lessons to give pupils safe options to use when observing abusive or bullying behaviours. These lessons have been well received. This approach will be extended into the S1 year group enabling young people to directly influence school ethos as well as supporting the embedding of the school values.

## Supporting Pupils with Protected Characteristics

The principles of positive relationships apply equally to all children and young people, however, some will require more support than others to develop friendships/relationships and interpersonal skills.

This can include children and young people with one or more 'protected characteristic':

- Physical disability
- Learning disability or children with autism spectrum disorder (ASD)
- Gender reassignment/identity
- Pregnancy, maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

[The Equality Act \(2010\)](#)

Establishments should consider children and young people with protected characteristics when evaluating their approach to positive relationships and in developing strategies for a respectful, equitable and inclusive culture and ethos.

**UNCRC ARTICLE 23:** children with disabilities should enjoy full lives in conditions that uphold their dignity.

Within a specialist provision young people are supported to share their thoughts and feelings using a variety of techniques, including Talking Mats, as part of day to day practice in building relationships. Staff use these techniques to collect young people's views on a variety of topics as part of a holistic assessment picture and use this information to inform choices and practice. Staff find that regularly supporting young people to share their thoughts and feelings in a meaningful context has a positive impact on relationships within the school community.

Positive behaviour features in establishments which focus on:

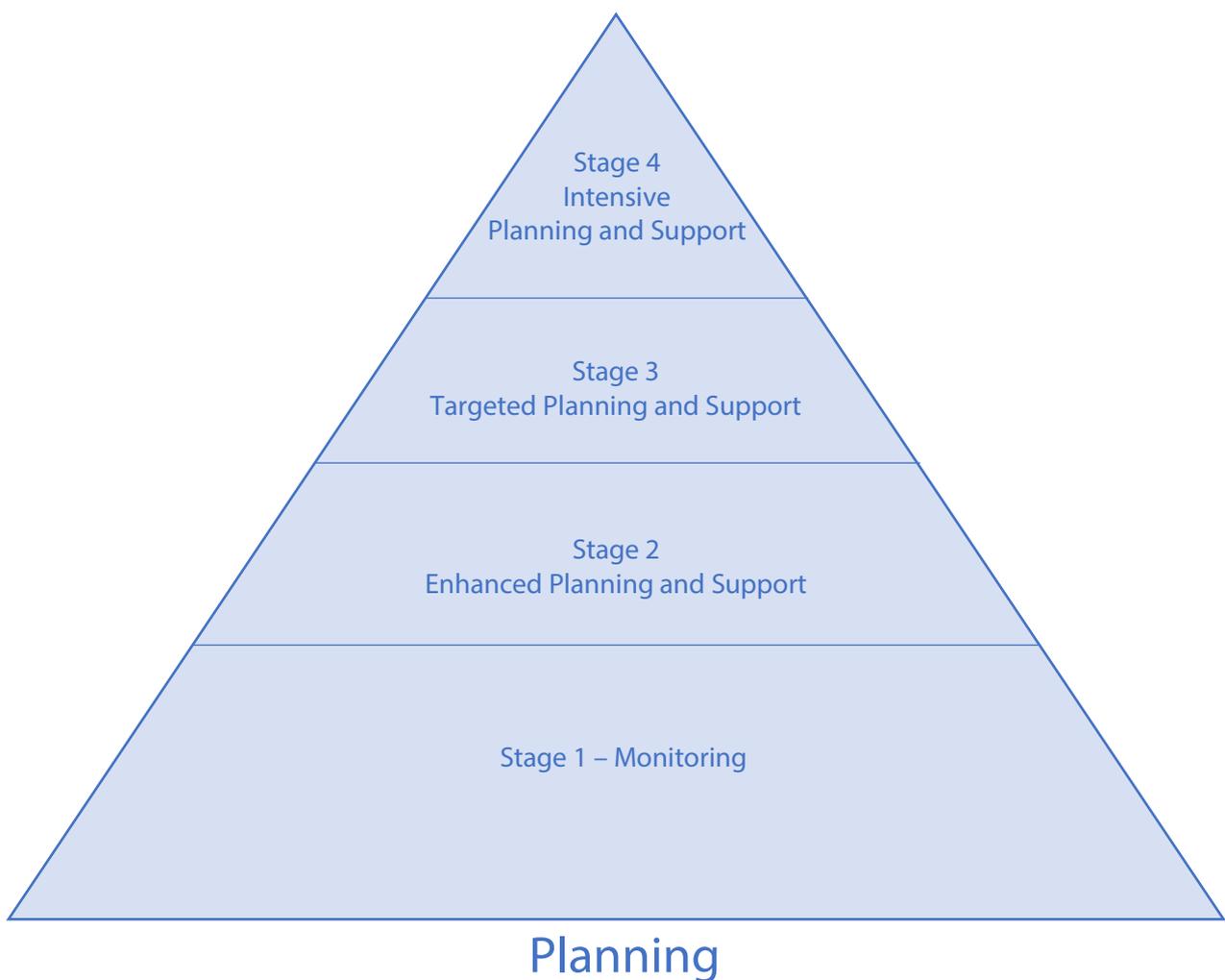
- a safe and nurturing environment is present
- positive relationships are promoted and modelled by all staff
- a whole school approach is used ensuring consistency of practice
- staff are trauma informed
- inclusion and equality are promoted and celebrated
- a strengths based approach is taken
- a right's based approach is central
- there is a clear focus on relationship based approaches
- supports provided are child centred and child led.

# Targeted and Individual Approaches to Promoting Positive Relationships

While most children and young people will be well supported by the universal approaches to promoting positive relationships within their educational establishment, for some children and young people, it will be necessary to employ more targeted, or intensive approaches which are tailored to individual circumstances. This may be the case for children and young people for a variety of reasons - some may have temporary barriers, some may live with challenges and some may experience more complex issues.

## Staged Intervention

### Staged Intervention Framework in Stirling



The staged intervention process, in line with the national policy, [Getting It Right for Every Child \(GIRFEC\)](#), supports a child centred, team approach to assessment and decision making with children and young people and their parents or carer as key partners within the Team Around the Child (TAC).

Children and young people's views must always be sought and taken into account when decision making in accordance with the [Children and Young People \(Scotland\) Act 2014](#). Staged Intervention: Involving Children and Young People provides further support and advice to ensure children and young people and their families are appropriately included as the ongoing process of continual assessment and planning. Child's plans will respect, protect and fulfil children's rights by being developed and influenced by their own experiences, views and lives.

**UNCRC ARTICLE 12:** children have the right to express a view and have it taken into consideration when decisions are made about them.

## De-escalation

There are occasions where young people need support to manage their distressed behaviours. Within Stirling Council **de-escalation** practice is the approach promoted to support young people make good decisions and to keep young people and staff safe.

[Managing Actual and Potential Aggression \(MAPA\)](#) is the identified programme available which endorses:

- consistent calm adult behaviour
- appropriate verbal and non-verbal communication
- a range of limit setting techniques
- scripted interventions
- understanding an individual's precipitating factors and adverse childhood experiences
- the importance of restoring relationships.

Within the approach it is recognised that positive relationships remain pivotal.

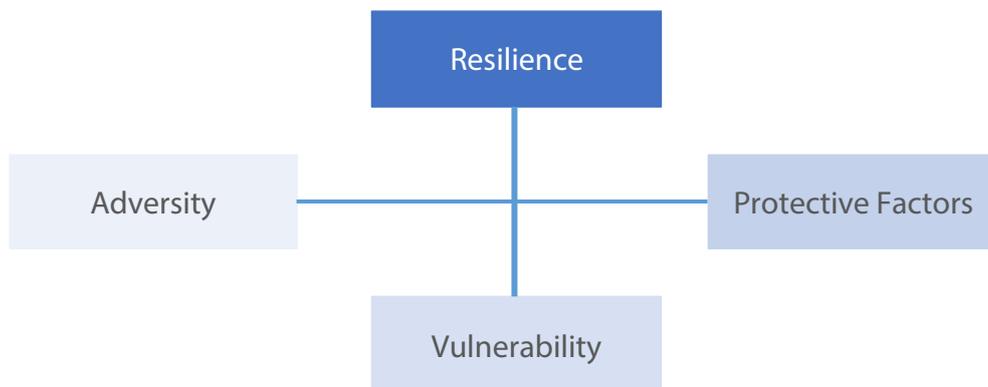
The young person should always be at the centre of discussion and decision making; it is vital to ensure that their views and inputs are sought throughout planning and delivery of targeted and individual approaches.

Supports should be developed alongside children and young people and their family, taking note of personal interests and talents, motivating factors, peer relationships and personal stressors of the children and young people.

Involving the child/young person in identifying individualised de-escalation techniques should be common practice and agreed interventions and strategies encompassed in their child's plan and/or risk assessment.

Appropriate debrief of any incident including the child/young person and their parents/carers is the most significant way to prevent further incident.

The risk and resilience matrix (see Daniel and Wassell, 2002) should be used to support consideration of a child or young person's needs. It considers the child holistically and supports planning according to the needs of each individual to build resilience and promote wellbeing. Ways in which to develop a child or young person's resilience can be considered within six domains: their secure base, education, social competencies, positive values, talents and interests and friendships.



## Safe Spaces

**A safe space can be an agreed area within the classroom or school where a child is able to de-escalate whilst supervised by adults and given the appropriate level of support according to their individual needs which at all times maintains their safety and dignity.**

Within Stirling Council safe spaces may be used as a time limited, planned intervention as appropriate to the needs of the individual child. This should be used as part of a **child's plan** to support the individual in a safe place under supervision which should take account of their needs. Children and parents are fully involved in, and in agreement with, the use of such approaches.

At all times the rights of all children and young people should be considered and actions taken should be in the best interests of the child or young person.

### Where is an appropriate space for that particular young person?

Any safe space identified should meet the needs of that particular young person. It may be a space in the classroom or area of the school where the environment supports their needs. This will be individual and not one size fits all.

## The purpose of using a safe space

There should be a clear purpose identified in the child's plan and clearly outlined supports to be provided when using the space to support with de-escalation and to help the young person to regulate their behaviour and to be included in their usual learning environment.

### It is important to consider that the space chosen as part of that child's plan:

- has adequate lighting
- has adequate ventilation
- has a clear exit point which is not blocked and is a space which is never locked
- is supervised by an appropriate member of staff at all times
- is an environment which supports de-escalation and may have appropriate resources which support regulation of behaviour for the needs of that individual
- is regularly reviewed during debrief with the child or young person as part of de-escalation practice.

### At all times:

- the primary consideration is supporting the child or young person whilst adhering to their rights and maintaining their dignity
- the use of a safe place must be in the best interests of the child.

### At no time:

- will a safe place be used against a child's will.

## Physical Interventions

Stirling Council is committed to upholding the rights of children and young people. When considering supporting distressed risk behaviour using a physical intervention the following articles are particularly relevant.

- **UNCRC Article 3:** the best interests of a child should be a primary consideration in any action that would have an impact on them
- **UNCRC Article 19:** children should be protected from all forms of violence and injury
- **UNCRC Article 20:** schools should discipline children in a manner consistent with their dignity
- **UNCRC Article 37:** states that 'No one is allowed to punish children in a cruel or harmful way.'
- **ECHR Article 5:** the right to liberty and security

### Physical Restraint

A last resort physical emergency response to an individual in crisis displaying risk behaviour posing an imminent or immediate risk of harm to self or others; includes disengagement and/or restrictive holding.

Where physical restraint is used, it must be as a last resort and to prevent significant harm. Physical restraint of a child or young person must be subject to the tests of lawfulness: **necessity** and **proportionality**.

## Seclusion

The removal of a child or young person from the area they are in, or from their peer group against their will to small room or isolated space. This includes preventing a child from free movement by locked or blocked exits.

Where seclusion is used, it must be as a last resort and to prevent significant harm. Seclusion of a child or young person must be for as short a period of time as possible.

It is an offence to lock a child in a room without a court order except in an emergency while seeking assistance.

Any use of seclusion is likely to contravene Article 5 of the Human Rights Act and may constitute a **deprivation of liberty**.

Physical restraint or seclusion **may**, in some instances, be included as an appropriate strategy in meeting a child's needs with agreement from professionals and family based on assessment of needs and risks. However, safeguards are required to ensure that this does not interfere with a child's human rights. Any planned use of a physical intervention and/or seclusion must be clearly stated within the child's plan and adhere to Stirling's principles of physical intervention outlined below.

Physical restraint techniques should only be performed by trained staff, in line with MAPA (Management of Potential or Actual Aggression).

The only exception to this would be in an **emergency situation** where failure to intervene by an untrained person could result in serious injury or death e.g. if a child is about to run into a busy road. In this instance the Duty of Care would override all other concerns. Again, staff must comply with the principles of physical restraint below.

**Parents/carers** should be notified as soon as practically possible on the same day as the physical restraint or seclusion to enable them to participate in appropriate debriefing and risk assessment planning which includes the experience and views of the child or young person.

**Effective debriefing** will improve support and outcomes for children, young people and staff. Restoring and repairing relationships that may have been damaged as a result of a crisis event is of significant importance in preventing further crisis.

Council protocol must be followed regarding **recording** of incidents of physical restraint and/or seclusion which clearly states why the actions taken were in the best interest of the child or young person concerned.

### Principles of Physical Restraint and Seclusion

- Physical restraint or seclusion must never be used as a punishment.
- Physical restraint or seclusion must only be used as a last resort when an individual poses a significant risk to self.
- Physical restraint or seclusion must only be used as last resort when an individual poses a significant risk to others.
- Physical restraint or seclusion must only be used as last resort when an individual causes significant damage to property that may result in significant harm to self or others.

- Physical restraint or seclusion of a child or young person must be subjected to the tests of lawfulness: necessity and proportionality.
- Physical restraint or seclusion must make every effort to preserve the dignity of the child/young person.
- Physical restraint or seclusion is to be performed by appropriately trained staff except in emergency situation.
- A full debrief to be completed following every occasion of physical restraint or seclusion to inform future planning.
- A detailed record will be kept of every incident of physical restraint or seclusion.

## Exclusions

When considering use of exclusion, staff must reflect if it is likely to have a positive outcome for the child or young person, or if in the circumstances, other measures are more appropriate. A school's culture, ethos and values are fundamental in promoting nurturing relationships and positive behaviour. An inclusive, nurturing ethos where everyone's contribution is valued and encouraged should be promoted. Schools with a positive ethos nurture development, promote learner participation, encourage achievement, celebrate success and have high expectations of every child and young person. Further information and advice can be found in Stirling Council's Positive Approach to Preventing and Managing School Exclusions; Guidelines and Procedures.

## Managing Incidents Involving Weapons

Educational establishments have a responsibility to provide a safe, supportive environment for all children and young people. This includes the prevention of all forms of violent or weapon crime, as far as possible, and effective approaches to dealing with these when they do occur.

Relationships and ethos are central to prevention of all forms of violent or weapon crime, in addition to awareness raising in schools and effective risk assessment when necessary.

Incidents involving weapons are very rare in our schools.

Guidance on prevention of and management of incidents involving weapons is available to all staff in the document entitled Managing Incidents Involving Weapons.

# Recording and Reporting

**All incidents of seclusion and/or physical restraint must be recorded and reported.**

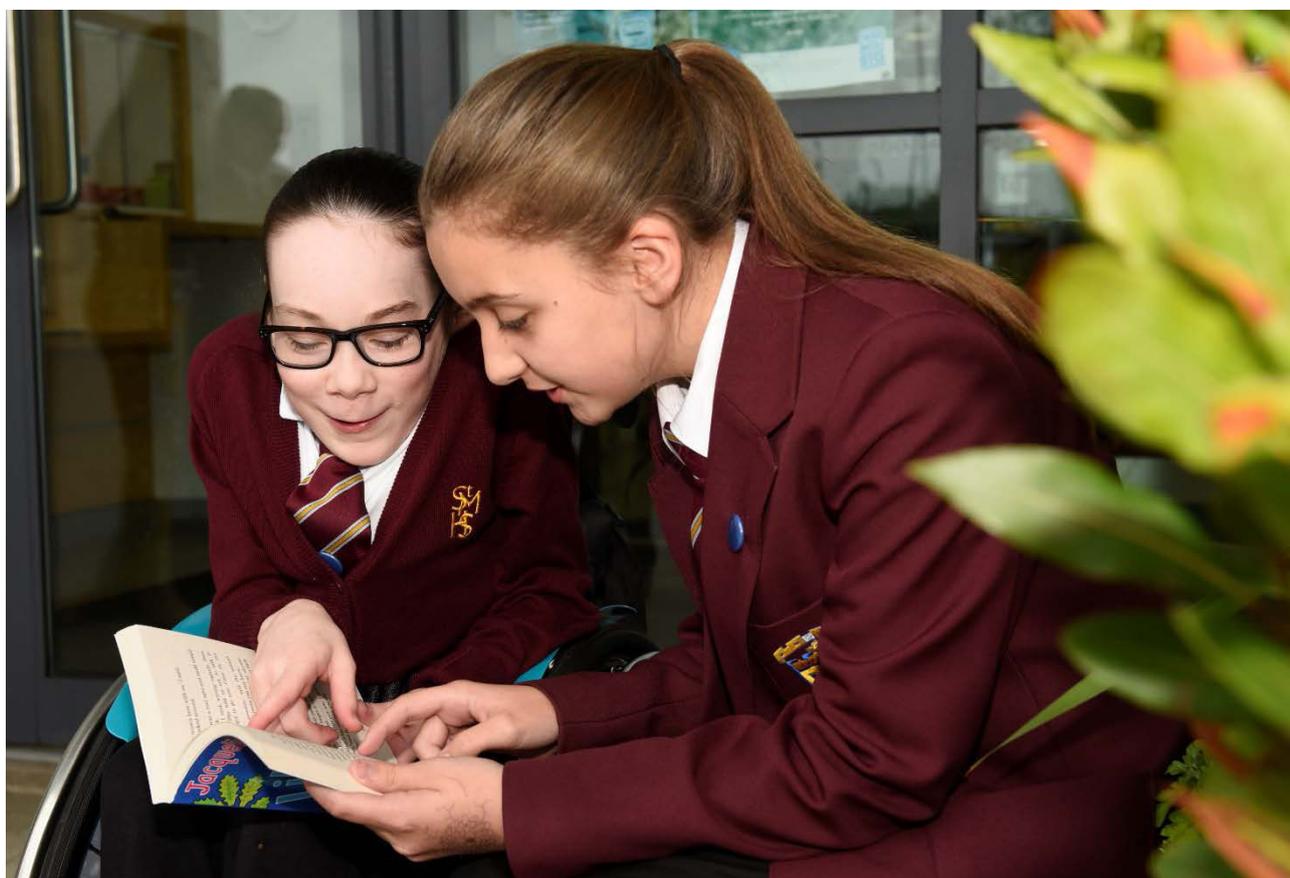
Debriefing and recording individual incidents helps identify patterns and trends to behaviours as well as to evaluate the effectiveness of staff interventions so that the child's plan can be continually improved ultimately reducing risk of further incident. Listening to the child at this time allows them to feel included and empowered to be involved in decision making around meeting their needs.

Analysing patterns and content of incidents of physical restraint and seclusion across all establishments will inform future supports, adaptation to policy or training requirements.

All reports of seclusion and/or physical restraint will be monitored by Service Manager for Additional Support Needs and Wellbeing reporting directly to the Chief Education Officer.

## Establishment reporting requirement:

- Incident of bullying – Wellbeing App SEEMiS.
- Incident of exclusion – online form submitted to local authority plus child's SEEMiS record.
- Incident of seclusion – form submitted to local authority plus child's SEEMiS record.
- Incident of physical restraint - form submitted to local authority plus child's SEEMiS record.
- Physical assault or near miss – corporate health and safety form.
- Physical assault/injury – corporate health and safety form.
- Prejudice based incident - corporate health and safety form.



# Staff Training

High quality learning and development opportunities for all staff are key to supporting an educational establishment to continue to improve positive relationships and positive behaviours.

This may include team meetings, professional reading and dialogue, practitioner enquiry and listening to children, young people, parents and wider partners across Stirling and beyond.

Education Scotland Improvement Hub contains a wide range of supportive materials to support staff engage in professional learning ([Building better relationships, better learning, better behaviour – Support staff training, 2018](#)).

There are a range of relationship based interventions and staff development opportunities available from teams within the children's service. These may be identified by establishments through carrying out a needs analysis. Robust implementation planning should be carried out to secure positive outcomes following a sustainable implementation. Consultation support can be provided from the Additional Support Needs and Wellbeing team regarding interventions and learning and development opportunities.



# Self-Evaluation

Of key importance in promoting positive relationships and positive behaviours is a commitment to self-evaluation by the whole school community.

It is the responsibility of each establishment to consider their own unique needs and outline their approach to promoting positive relationships and supporting positive behaviour. When considering the school climate, establishments are encouraged to think about three essential aspects: engagement, safety and environment, all of which are outlined to be crucial to for maintaining positive relationships and promoting wellbeing.

[Applying Nurture as a Whole School Approach: A Framework to Support the Self-Evaluation of Nurturing Approaches in School and Early Learning and Childcare \(ELC\) Settings](#) (Education Scotland, 2017) provides a robust and highly useful approach to self-evaluation and implementation planning according to the unique needs of each establishment. The framework, based on implementation science, supports establishments to gather data from children and young people, parents, staff and partners regarding their practice in terms of the six nurture principles and to plan the improvement journey and development of their own positive relationships policy. Support and coaching can be provided from the Educational Psychology service in adopting the implementation science framework.

Staff in a Stirling Council Early Years Establishment have been engaged in self-evaluation using the Education Scotland – Applying Nurture as a whole school approach materials. Creative methods were used to gather the views of children and young people, their families, staff and partners. Improvement methodology was used to focus on further developing Nurture Principles 2 – the playroom as a safe base and a variety of interventions were put in place throughout each playroom. Evaluations over the year indicated positive improvements in both the perceptions of children and young people and parents in relation to this principle.

Key documents in supporting self-evaluation are [How Good is Our School 4 \(2015\)](#), [How Good is our Early Learning and Childcare 4 \(2016\)](#) and [How Good Is OUR School? \(2018\)](#).

How are we doing?

How do we know?

What are we going to do now?

Quality Indicator 3.1 is particularly important for reflection when thinking about practice in relation to promoting positive relationships.

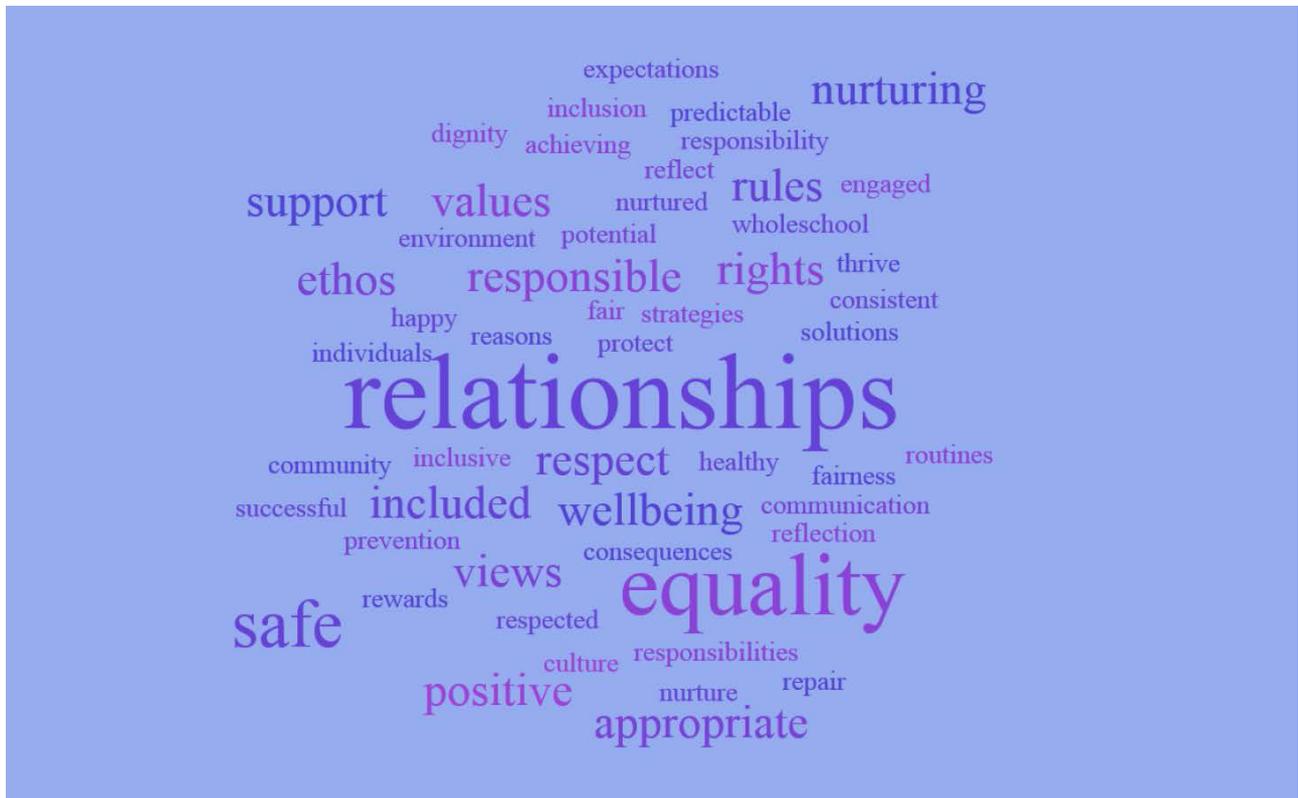
Improvement methodology is used within Stirling Council to plan for change by analysing data gathered, setting aims and measuring change. This can be achieved through using a plan do and review cycle to support change in early years' establishments and schools which enhance the educational experience for all children and young people.

# Next Steps

Each educational establishment within Stirling Council has a responsibility to regularly review and update its policies. As part of this, schools and nurseries will work in partnership with children and young people, parents, carers, staff and partners to reflect and develop policy and practice within promoting positive relationships and supporting behaviour.

This reflection will focus on both universal approaches and targeted individual approaches as outlined. The examples of effective practice and reflection diagram in Appendices 1 and 2 provide a useful starting point.

Each establishment should have their Positive Relationships, Positive Behaviour guidance available to the school community.



## How Good Is Our School 4

### 3.1 Features of highly-effective practice:

- A shared understanding wellbeing and children's rights.
- Stakeholders promote a climate where children and young people feel safe and secure.
- Staff and partners model behaviour which promotes and supports the wellbeing of all.
- Staff and partners are sensitive and responsive to the wellbeing of each individual child and colleague.
- Staff, children and young people know, understand and use the wellbeing indicators as an integral feature of school life.
- Staff and partners have created an environment where children and young people feel listened to and are secure in their ability to discuss personal and sensitive aspects of their lives because they feel cared about.
- Staff and partners take due account of the legislative framework related to wellbeing, equality and inclusion.
- Staff engage in regular professional learning to ensure they are fully up-to-date with local, national and, where appropriate, international legislation affecting the rights, wellbeing and inclusion of all children and young people.
- The curriculum provides children and young people with well-planned and progressive opportunities to explore diversity and multi-faith issues, and to challenge racism and religious intolerance.
- Children and young people are knowledgeable about equalities and inclusion. They feel able to challenge discrimination, xenophobia and intolerance when they come across it.
- Outdoor spaces are used effectively to promote positive relationships and wellbeing. Staff take account of research linking benefits of outdoor learning and green space with wellbeing.

## Reflect: How does the school promote positive relationships?

### Have you?

- Created a positive whole school ethos.
- Established a safe, stable environment.
- Adopted a nurturing philosophy.
- Reviewed your whole school values and vision.
- Included, engaged and involved all children/young people.
- Considered the 'Rights of the Child'.
- Engaged and involved practitioners, parents and partners.
- Taken into account children and young peoples' emotional wellbeing.

### Could you?

- Implement the core principles of nurture using HNIOS.
- Undertake staff training to develop positive relationships.
- Use restorative approaches to transform conflict.
- Involve support staff in the schools strategic approach and training.
- Provide modelling of behaviour which promotes health and wellbeing and encouraging it in others.
- Ensure that learning and teaching approaches promote effective learning.

### Further factors to consider

#### Adverse Childhood Experiences

- Building key relationships.
- GIRFEC processes.
- Universal screening.
- Mindfulness.
- Sharing understanding.

#### Anti-Bullying Guidance

- Respect for All: The National Approach to Anti-bullying for Scotland' Children and Young People.
- Proactive and inclusive approach.
- All stakeholders are involved.
- Incident reporting should be monitored and tracked.

#### Prejudice

- Tolerance, respect, equality and good citizenship to address and prevent prejudice.
- Ensure all stakeholders have an understanding of protected characteristics.
- Effectively challenge homophobia, biphobia and transphobia.
- Support transgender young people.

#### Personal Mobile Technology

- Cyber Resilience
- Involve parents/carers
- Digital strategy

#### GIRFEC

- TAC
- Transitions
- Staged Intervention

#### Attendance, Absence and Exclusion

- Focused monitoring and tracking

## References and Useful Links

### **Centre on the Developing Child, Harvard University**

<https://developingchild.harvard.edu/science/key-concepts/resilience/>

Daniel B, and Wassell S (2002) *Assessing and Promoting Resilience in Vulnerable Children*, Jessica Kingsley: London and Philadelphia

### **Education Scotland (2019) Mentors in Violence Prevention (MVP) – An Overview, National Improvement Hub**

[https://education.gov.scot/improvement/practice-exemplars/Mentors%20for%20Violence%20Prevention%20\(MVP\)%20-%20An%20overview](https://education.gov.scot/improvement/practice-exemplars/Mentors%20for%20Violence%20Prevention%20(MVP)%20-%20An%20overview)

### **Education Scotland (2018) Building Better Relationships, Better Learning, Better Behaviour – A Training Programme for Support Staff**

<https://education.gov.scot/improvement/self-evaluation/Building%20better%20relationships,%20better%20learning,%20better%20behaviour%20-%20Support%20staff%20training>

### **Education Scotland (2018) How Good is OUR School? A Resource to Support Learning Participation in Self-evaluation and School Improvement Part 2**

<https://education.gov.scot/improvement/Documents/HGIOURS-Part2.pdf>

### **Education Scotland (2017) Applying Nurture as a Whole School Approach: A Framework to Support the Self-evaluation of Nurturing Approaches in School and Early Learning and Childcare (ELC) settings**

<https://education.gov.scot/improvement/Documents/inc55ApplyingNurturingApproaches120617.pdf>

### **Education Scotland (2018) Nurture, Adverse Childhood Experiences and Trauma Informed Practice: Making the link between these approaches**

<https://education.gov.scot/improvement/Documents/inc83-making-the-links-nurture-ACES-and-trauma.pdf>

### **Education Scotland (2016) How Good is Our Early Learning and Childcare (HGIOSELG)**

[https://education.gov.scot/improvement/Documents/Frameworks\\_SelfEvaluation/FRWK1\\_NIHeditSelf-evaluationHGIELC/HGIOELC020316Revised.pdf](https://education.gov.scot/improvement/Documents/Frameworks_SelfEvaluation/FRWK1_NIHeditSelf-evaluationHGIELC/HGIOELC020316Revised.pdf)

### **Education Scotland (2015) How Good is our School (HGIOS4)**

[https://education.gov.scot/improvement/Documents/Frameworks\\_SelfEvaluation/FRWK2\\_NIHeditHGIOS/FRWK2\\_HGIOS4.pdf](https://education.gov.scot/improvement/Documents/Frameworks_SelfEvaluation/FRWK2_NIHeditHGIOS/FRWK2_HGIOS4.pdf)

### **European Convention on Human Rights (EHRC)**

<https://equalityhumanrights.com/en>

Felliti, VJ, Anda, RF et al. (1998) Relationship of Childhood Abuse and Household Dysfunction to Many of the Leading Causes of Death in Adults. The Adverse Childhood Experiences (ACE) Study, *Am J Prev Med*, 14: 245-258

Government Equalities Office and European Convention on Human Rights (2013) *Equality Act 2010 Guidance*

<https://www.gov.uk/guidance/equality-act-2010-guidance>

**NHS Education for Scotland (2017) Transforming Psychological Trauma: A Knowledge and Skills Framework for the Scottish Workforce**

<https://www.nes.scot.nhs.uk/media/3971582/nationaltraumatrainningframework.pdf>

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

<https://www.gov.scot/publications/developing-positive-whole-school-ethos-culture-relationships-learning-behaviour/pages/1/>

**Scottish Government (2017) Included, Engaged and Involved Part 2: A Positive Approach to Preventing and Managing School Exclusions**

<https://www.gov.scot/publications/included-engaged-involved-part-2-positive-approach-preventing-managing-school/>

**Scottish Government (2017) Respect for All: National Approach to Anti-bullying**

<https://www.gov.scot/publications/respect-national-approach-anti-bullying-scotlands-children-young-people/>

**Scottish Government (2016) Behaviour in Scottish Schools: 2016**

<https://www.gov.scot/publications/behaviour-scottish-schools-research-2016/>

**Scottish Government (2016) Getting It Right for Every Child (GIRFEC)**

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

**Scottish Government (2014) Children and Young People (Scotland) Act 2014**

<http://www.legislation.gov.uk/asp/2014/8/contents/enacted>

**Scottish Government (2014) Curriculum for Excellence: Health and Wellbeing Across Learning: Responsibilities of All**

<https://education.gov.scot/Documents/hwb-across-learning-eo.pdf>

**Scottish Government (2013) Better Behaviour, Better Relationships, Better Learning**

<https://www2.gov.scot/Publications/2013/03/7388/downloads>

**Scottish Government (2009) Education (Additional Support for Learning) (Scotland) Act (2009)**

<http://www.legislation.gov.uk/asp/2009/7/contents>

**Scottish Government (2006) Scottish Schools (Parental Involvement) Act (2006)**

<http://www.legislation.gov.uk/asp/2006/8/contents>

**United Nations Convention on the Rights of the Child (1989)**

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

### Promoting Positive Relationships and Positive Behaviour

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<b>Produced</b>	April 2019	Sarah Anderson, Service Manager
<b>Review</b>	April 2022	

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