

Shetland Islands Council



Children's Services

Nurturing Relationships and Promoting Positive Behaviour in Shetland Schools and Settings

Guidance for Staff &
Partner Agencies
2025

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Introduction

This guidance reflects current national frameworks supporting education and children's services which are now consistent in their promotion of positive relationships as central to the wellbeing of learners, the creation of inclusive practices and effective learning environments linked to higher achievement.

As such positive relationships are now integral to current national legislation, guidance and priorities including inclusion, wellbeing, attendance, closing the attainment gap and the upholding of children's rights (see *Figure 1*).

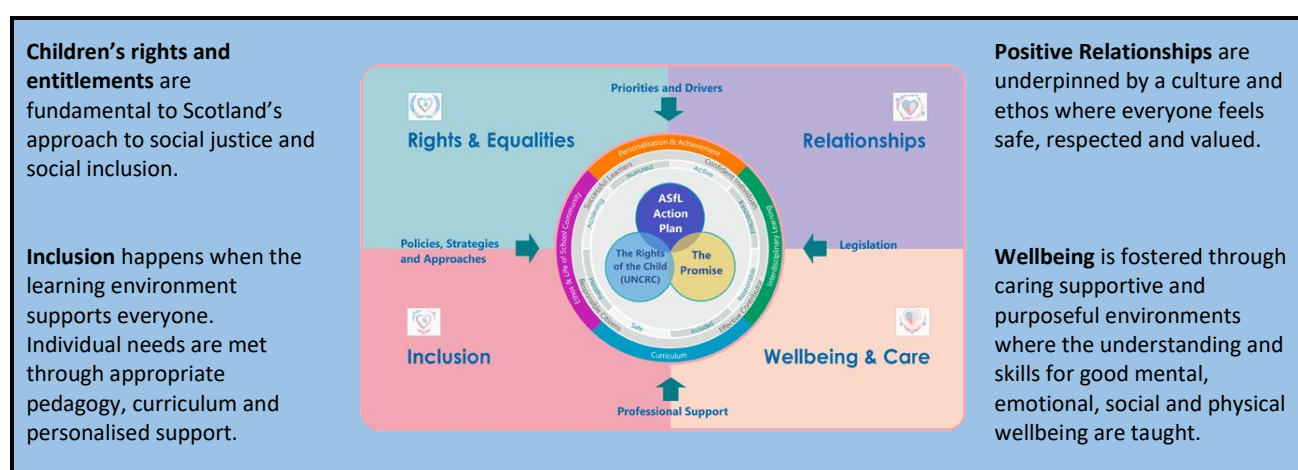


Figure 1

All local authorities should have guidance aimed at promoting positive relationships and behaviour. *'Nurturing Relationships and Promoting Positive Behaviour in Shetland's Schools'* aims to outline Shetland's approach to the development, promotion and maintenance of relationship-based practice in schools and Early Learning and Childcare (ELC) settings. The purpose is to help us realise our vision and aspiration for this work:

'Across our school communities we will recognise the fundamental importance of fostering and maintaining positive and nurturing relationships.

Every encounter matters and, in this regard, we will strive for our core values of kindness, care, compassion and respect to be seen and lived.

Consistent application of our values will inform and sustain positive cultures and ethos in our establishments. This in turn will create feelings of safety, trust, inclusion and a sense of belonging for all, whilst promoting learner engagement and achievement.

This will be enriched through an understanding of wellbeing, rights, nurture, attachment and trauma and bound by the appreciation and care of ourselves and each other'.

Shetland's Vision for Nurturing Relationships (2025)

Section 1 - of this guidance provides a rationale and overview of Shetland's 'Nurturing Relationships' approach.

Section 2 - links 'Nurturing Relationships' to both the promotion of positive behaviour and responding to distressed behaviour when it occurs.

Section 3 - details universal whole school relational practices which make up Shetland's Nurturing Relationships' approach.

All sections reflect prevention and early intervention as our primary approach as advised in [Included, Engaged and Involved Part 3: A Relationships and Rights Based Approach to Physical Intervention in School](#).

Each school and ELC setting is required to have their own relationships and behaviour policy and the approaches adopted by an establishment should be clearly articulated with this policy. A schools' relationship policy should be closely linked to teaching and learning policies, acknowledging the importance of relationships and connectedness on learner engagement and align with the values and principles of Getting it Right for Every Child (GIRFEC). See Appendices 1 and 2 for guidance on constructing a policy and an exemplar.

Schools and ELC settings will be at different stages with their implementation of relational practices and the core relational approaches detailed within the guidance. There is an expectation with time that all schools and ELC settings will work to continuously embed and build on these in a staged way, at their own pace, based on their own ongoing self-evaluation and school improvement cycles. For more information on implementation, please see Appendix 3.

This should be read in conjunction with key local policy and guidance documentation including:

- [The Ambition – excellence and equity for Shetland's learners](#)
- [Shetland's Standard for Learning, Teaching and Assessment - Policy and Strategy Register – Shetland Islands Council](#)
- [Shetland's Standard for Learning, Teaching and Assessment – Early Learning and Childcare - Policy and Strategy Register – Shetland Islands Council](#)
- Attendance Policy and Guidance (link to follow)
- Exclusions Policy and Guidance, please see: <https://www.shetland.gov.uk/downloads/file/8066/preventing-and-managing-exclusions-in-shetland-schools-policy-2024>
- Shetland's GIRFEC Practice Framework, please see: <https://www.shetland.gov.uk/girfec>

The latest wave of the Behaviour in Scottish Schools Research (BISSR, Scottish Government, 2023) has led to the creation of; [Improving Relationships and behaviour in Schools: ensuring safe and consistent environments for all Joint Action Plan 2024-2027](#) which outlines Scotland's approach aims support schools across the country to develop and improve relationships and behaviour. This guidance will be updated to reflect these developments.

Section 1

Guiding Principles

This document is based on the following guiding principles which are expected to form the basis of practice in our schools:

Children's Rights – Promoting positive relationships and behaviour is underpinned by a rights-based approach. Getting it Right for Every Child (GIRFEC) and the Children and Young People (Scotland) Act 2014 requires every practitioner to familiarise themselves with and take account of the United Nations Convention on the Rights of the Child (UNCRC), which has been incorporated into Scots Law (2024).

Wellbeing – It is essential that the whole school community has a shared understanding of wellbeing and is committed to promoting the wellbeing of learners, parents and staff. Relationships matter for wellbeing and are the strongest predictor of good mental health.

Inclusion – Inclusion is everybody's responsibility. Children and young people thrive when they are part of their community. Understanding, respecting and embracing difference and needs across our schools and in our communities helps create a more socially just society for everyone. Inclusion is a right and entitlement within the Curriculum for Excellence.

Equality and Equity – Education settings promote equality by treating individuals fairly, by valuing and respecting diversity and challenging discrimination. Equity is achieved by ensuring that each child and young person is given the right support, at the right time and in the right place to achieve their full potential.

Values - Shared values that are understood and communicated form the basis of practice and the development of a positive culture and ethos. Shared values inform the development of shared expectations and also provide the framework on which to challenge and respond to behaviour that falls short of these. Values and expectations should be developed by and apply to everyone in the learning community.

What Young People Have Told Us

We asked groups of young people to tell us why positive relationships matter in schools. This guidance aims to reflect their views. This is what they told us:

- ✓ that liking your teacher is important for learning
- ✓ that positive relationships make them feel safe
- ✓ that listening and respecting is important and that this needs to go both ways
- ✓ that feeling safe to ask teachers for help is important
- ✓ that welcoming and connecting with them and asking how they are is important

- ✓ that they don't like it when teachers have 'favourites'
- ✓ that they work harder and are more motivated to learn when they like the teacher and the work is fun and interesting
- ✓ that being caring, nice and kind is important
- ✓ that being hopeful and positive matters

Relationship-Based Practice

Relationship-based practice or 'taking a relational approach', involves placing positive relationships at the centre of educational practice and school life. Positive relationships are simply the positive connections between people that foster positive social interactions and establish an environment of trust and support.

The development and promotion of positive relationships applies at every level and to every interaction, including those between staff, between and with learners, their parents and carers and the wider school community. Adults in a learning community play an important role in modelling positive, respectful relationships.

It is widely accepted that positive relationships support:

- everyone in the learning community – learners, parents and staff
- a positive learning culture which builds high expectations and aspirations
- behaviour, wellbeing, attendance, inclusion, achievement and attainment,
- equity, equality and the upholding of children's rights
- the development of resilience and the ability to deal with difficulties.

Relationship-based practice is achieved by:

- adopting and practicing whole school level 'relational approaches' and
- the fostering of a positive school culture and ethos based on shared pro-social values such as kindness, compassion, care and respect.

Practitioners who are committed to relational approaches will generally:

- show unconditional positive regard to learners (accepting and supporting them as they are without evaluating or judging them)
- understand and respond to children in respectful, child friendly ways showing values such as kindness and compassion
- will consider the child's developmental level, their individual and holistic needs in the context of their family, community and culture
- proactively develop responses to children and young people that promote the child's wellbeing as a priority
- actively listen with purpose to children and young people
- seek opportunities to teach children and young people emotional literacy and build their resilience
- help children and young people be aware of, and understand, the impact of their actions and behaviour on others

- build feelings of trust and safety in the learning process which supports engagement and motivation.

Values, Ethos and Culture

Values are fundamental to relationship-based practice. The values we have are reflected in our relationships and are demonstrated in our interactions with others. They influence the way we consider and behave towards others.

Values in a school or ELC setting should not only be widely shared and visible but also lived. When values are lived, cultures are created (Whitaker, 2021). The importance of a positive culture and ethos in a school cannot be underestimated. 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. Furthermore, perceptions of school ethos is strongly associated experiences of behaviour, with poorer ratings of school ethos being linked to increased experience of negative behaviour ([Developing a positive whole-school ethos and culture – Relationships, Learning and Behaviour, Scottish Government, 2018](#)).

Relational Approaches

Relational approaches refer to the vast array of ways of being and behaving that support and promote the development and maintenance of positive relationships and support relationship-based practice. A wide range of 'relational approaches' are used in educational establishments across Scotland (see Figure 2).

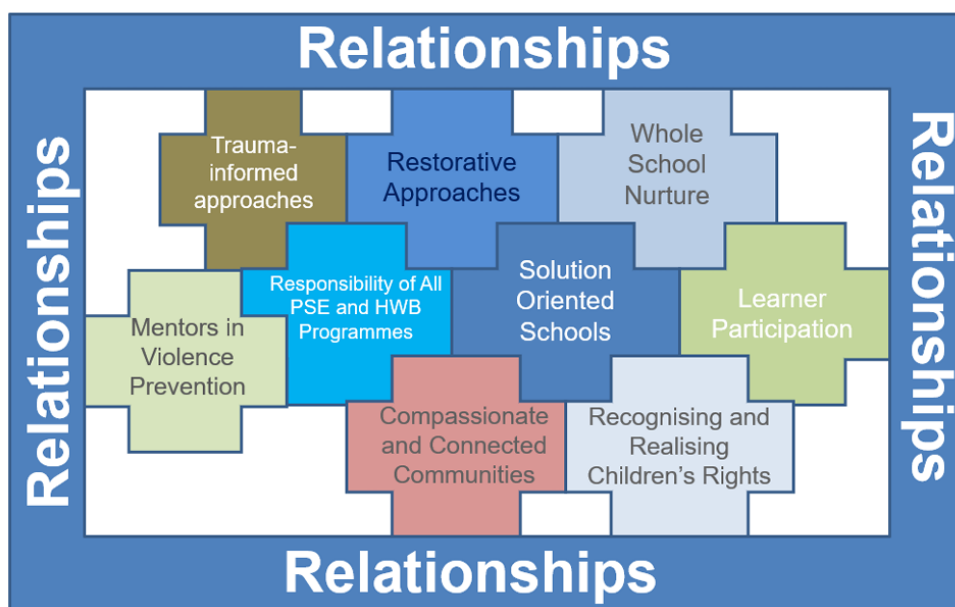


Figure 2

Nurturing Relationships in Shetland's Schools

The 'Nurturing Relationships in Shetland's Schools' approach is illustrated in Figure 3. It outlines the **why**, **what** and **how** of our approach. This visual representation aims to succinctly present key messages in an accessible way for school communities. It is intended for display in settings and to be easy to use and refer to.

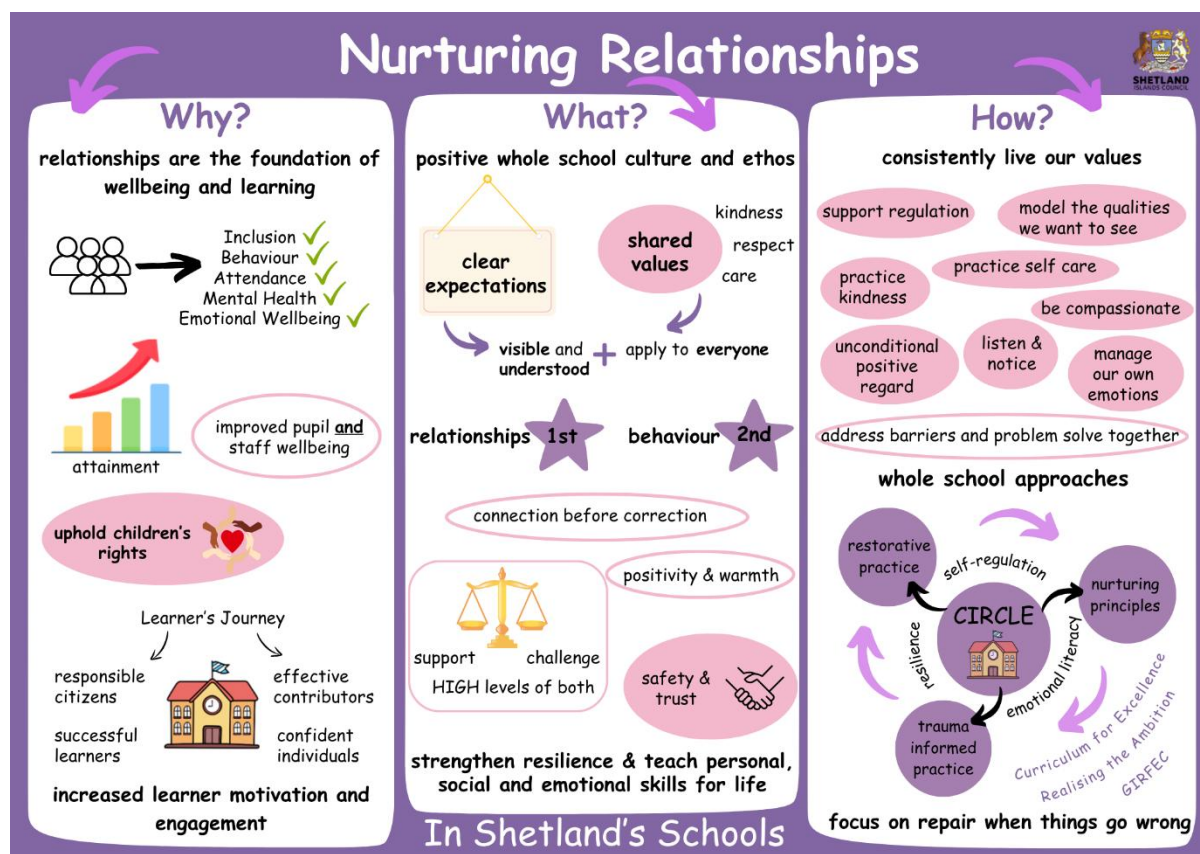


Figure 3

Like other areas of Scotland, Shetland draws on a wide range of relational approaches in our schools and settings and it will be up to individual establishments to decide which blend of approaches are right for them in their wider school community.

However, whilst drawing on a range of approaches is helpful, it is important to have clear core approaches which underpin a wider range of practice. Core approaches help us achieve consistency within and between our educational establishments and form a solid base of good practice.

In addition to the national practice model (Getting it Right for Every Child, GIRFEC), national practice guidance for Early Years (Realising the Ambition, RTA), and the Curriculum for Excellence, CFE), Shetland's core approaches are:

- CIRCLE
- Nurture
- Trauma Informed Practice
- Restorative Approaches

Threaded through these core approaches will be an emphasis on developing **self-regulation**, **emotional literacy** and **resilience** in children and young people. Shetland's core approaches are detailed in Section 3.

The link between working relationally and looking after ourselves

The importance of staff wellbeing is recognised and valued as a fundamental part of the successful implementation of Nurturing Relationships.

To be safe and effective in relational practice we need to look after ourselves; be self-aware and skilled at being able to regulate our own thoughts and feelings so that we are better able to interact with others positively.

Staff who are expected to work in a relational way should have their wellbeing needs recognised and prioritised. When wellbeing needs are supported and self-care is practiced *proactively* by staff, it enables them to feel better within themselves, build resilience and foster healthier relationships with others.

Key benefits of proactive self-care



to self

- stabilised personal well-being
- enhanced self-awareness
- improved self-compassion
- improved self-regulation
- ability to be present and calm

in relationships

- better able to offer safe and trauma sensitive connection
- better able to offer genuine warmth and unconditional positive regard
- better awareness and responsiveness to others' needs and cues (attunement)
- safe co-regulation
- enhanced empathy

in protection against the impact of working empathically

- prevention of overwhelm and situation escalation
- ability to be reflective and find realistic solutions
- stress and boundary management
- better ability to tap into coping strategies / resources (internal and external)
- prevention of burnout
- mitigation against and management of vicarious trauma / compassion fatigue

Co-regulation

When responding to someone who is distressed or dysregulated, staff need to be able to offer a genuine calmness and regulated way of being, which in turn helps the person they are supporting to regulate. This is called co-regulation (see Figure 4):

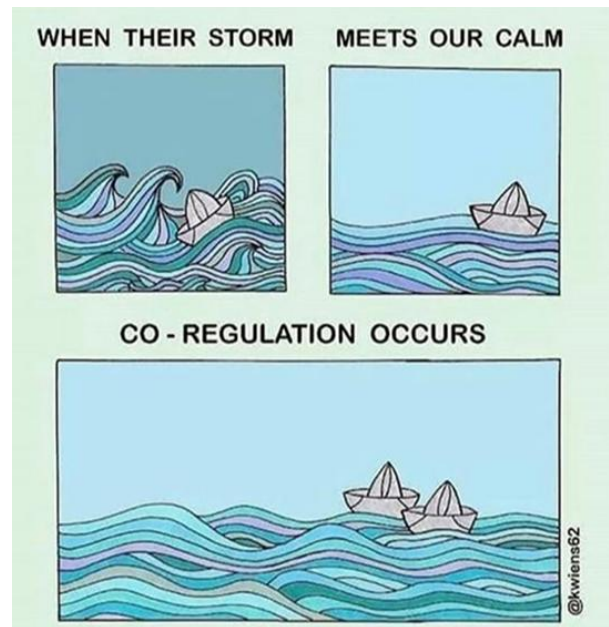


Figure 4

Empathy

Empathy is a key component of a nurturing relationship. It helps us to understand another person's perspective and therefore helps our response to be better informed and more intuitive. Empathy also enables rapport to be established and conveys warmth to the person being supported and reassurance that they are being heard and understood, see Figure 5.

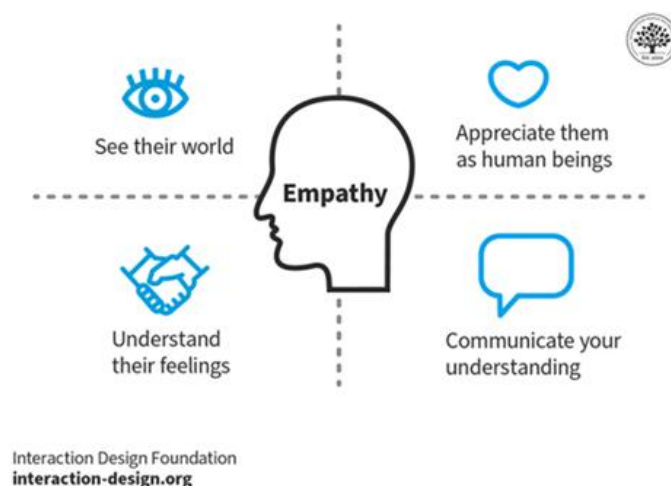


Figure 5

Proactive self-care in schools and ELC settings

When staff are enabling co-regulation, working empathically or regularly supporting others who are distressed or dysregulated, it can have an impact on their personal wellbeing. Over time, staff can also be at risk of Vicarious Trauma (also known as Compassion Fatigue) which can result from working empathically with someone who has or is experiencing trauma.

If staff routinely practice self-care, they can build on and conserve their resources (internal and external) and deliberately put things in place to reduce the impact of the emotional discomfort of others on their own personal wellbeing.

Proactive self-care involves recognising what we need to *keep* ourselves well and adopt regular, proactive practices that look after our physical health, our mental health and our emotional well-being. Proactive self-care is about working with ourselves compassionately to be able to 'tune in' to what we may need at any given time and then to find meaningful ways to either calm and regulate, re-lease stress or re-charge and nurture our resilience.

Building in consistent self-care routines that are sustainable sets us in good stead to be well within ourselves (short and long term) and therefore well for those we are supporting and working with relationally.

In schools and ELC settings, this should be a collective responsibility and requires support and commitment on three levels:

(1) Individual

each member of staff taking personal responsibility.

(2) Team

supporting each other appropriately as colleagues.

(3) Management and the wider context

Leaders leading by example and creating a culture that validates the importance of staff wellbeing in the successful implementation of Nurturing Relationships and follows through with the protocols necessary to support proactive self-care.

See Appendix 4 for more information about approaches to self-care.

Section 2

Nurturing Relationships and Promoting Positive behaviour

Current national guidance on relationships and behaviour in schools has at its foundation a whole school ethos of prevention, early intervention and support against a background which promotes positive relationships, learning and behaviour.

The Scottish approach to behaviour in schools has evolved significantly from the punitive discipline policies of the past to a focus on building relationships to promote positive behaviour. In the mid-1970s it was considered acceptable to use corporal punishment to discipline children and young people and a system of behavioural management was prevalent, based on controlling children and young people by fear.

In the following period, a behaviourist approach was adopted which centred around managing behaviour through rewards, sanctions and punishment, rewarding what was perceived as good behaviour and punishing behaviour perceived as bad. This approach is limited because it takes no account of the complexities of individual human experiences, needs and perceptions. Behaviourist approaches can discriminate against some children and young people with additional support needs and/or those who have experienced trauma and adversity.

Within the past 50 years, our knowledge of child development, motivation and theories of learning have matured significantly and have informed educational practices across Scotland. Our current thinking in Children's Services has been more widely shaped by an understanding of child psychology, child development and systems thinking, allowing our approaches to be more sophisticated and thoughtful. We now have a greater awareness of:

- the impact of the behaviour of adults on that of children and young people
- the impact of early development and experiences on children and young people, including that of trauma and adversity
- the impact of poverty.

A relational approach allows us to understand how these factors might be impacting on a child's behaviour and respond accordingly, meeting the needs which may lie beyond the presenting behaviour. This paradigm shift in practice is outlined in Figure 6.

Behaviour Model	Punitive/ Rule-based	Behaviourist/ Consequence-based	Relational/ Developmental
<i>Main means of behaviour management</i>	Fear	Consequences	Relationship
<i>Children & young people are</i>	responsible for their actions	learning	developing, error-prone & highly responsive to environment
<i>Boundaries are to</i>	indicate right and wrong	make standards clear	try to meet everyone's needs
<i>Rules should be</i>	enforced without exception	clearly communicated	developed together and adapted where needed
<i>Behaviour is something to</i>	control	manage	listen to
<i>Consequences are</i>	sanctions & punishments	ways to shape behaviour	a last resort, only used within a process of rupture & repair
<i>"Inappropriate" behaviour is</i>	wrong-doing, deliberate	learned, not necessarily voluntary	a sign either of an unmet need, difficulty coping, or lack of knowledge
<i>The causes of difficulties are</i>	lack of compliance, insufficient discipline	learned poor responses, lack of appropriate reinforcement	mostly in the environment, felt relationships or developmentally appropriate
<i>Solutions lie in</i>	the child	adjusting consequences	understanding what the behaviour tells us about the child & their needs
<i>Children who don't manage should be</i>	excluded or fixed	helped and given intervention	understood & included
<i>Policy effectiveness is measured by</i>	compliance	behaviour change	well-being

Figure 6

Positive relationships underpin effective behaviour management

Positive relationships are key to both preventing inappropriate behaviour and addressing it when it arises (O'Connor, Dearing & Collins, 2011). Positive relationships do not mean an absence of conflict or difficulty, nor do they mean that behaviour is not addressed in schools and ELC settings. Relationship-based practices are often mis-perceived as a 'soft option' that allows disrespectful or irresponsible behaviour to go unchecked. If implemented properly however, they involve equal measures of challenge and support and create boundaries based on shared expectations and values which are proactive, preventative and positive.

Instead of zero tolerance, let us try tolerance and compassion. Instead of no excuses, let us try to understand the context and show empathy. But let us be clear we never compromise on our expectations, rigour and standards.

(Dave Whitaker, The Kindness Principle, 2021).

Taking a relational approach to promoting positive behaviour involves:

- creating a school **culture and ethos** where children and young people feel included, respected, safe and secure
- the establishment of **shared values** across the learning community upon which behaviour is discussed, modelled and used as the basis of support and intervention
- having **clear, shared expectations** for behaviour that are communicated thoroughly and woven into the everyday life of the school and ELC
- taking **individual needs** and capacity into consideration when responding to poor or harmful behaviour instead of a more traditional 'one size fits all' fixed punitive responses
- a focus on **empathic responsiveness** and promote teaching and learning of social and emotional skills with a focus on self-regulation and resilience and promoting independence as a learner
- **Relational consistency** across the school and ELC setting; where children and young people experience the adults as consistently modelling and values such as kindness, compassion and care.

The Social Discipline Window

There is growing evidence that the type of relational style offered to children and young people impacts greatly on behaviour, staff and child wellbeing, and attainment. Changing how we respond to behaviour does not mean having no

expectations, routines or structures, or by being permissive. Indeed, positive outcomes are most evidenced in a relational style characterised by high warmth and high support as well as high expectations of socially responsible behaviour. This is described as an authoritative style of discipline (see Figure 7) which is associated with reduced bullying in schools, higher levels of attainment and lower levels of pupil aggression.

The Social Discipline Window can be a helpful way to consider and reflect on our relational practice alongside the levels of support and challenge we provide – see Figure 7. It helps us to see that relational practice should not mean low expectations for learning or behaviour. For optimal practice, educational settings should aim to operate within the top right quadrant most of the time, providing high levels of challenge and expectation alongside high levels of nurturing care and support. This will mean the adults actively helping children and young people to meet the behavioural standards and expectations set out by schools. It also means using our relationships with pupils to encourage them to consider their behaviour, its impact on others and help move them towards more positive and healthy behaviour.

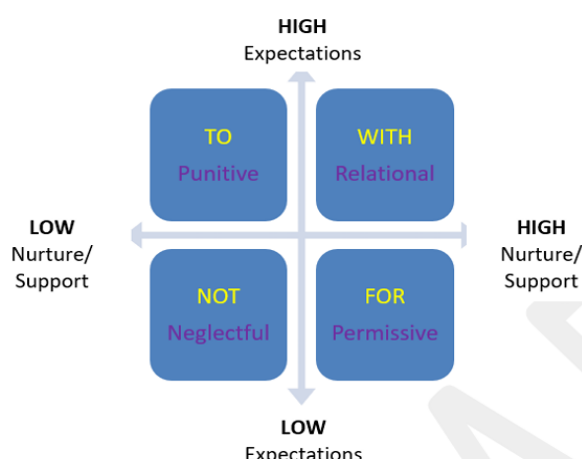


Figure 7

Another important element of the Social Discipline Window is the importance of doing things **WITH** children and not **TO** or **FOR** them. In the context of education, influencing, teaching and/or supporting behaviour may involve a vast array of skills from helping a child or young person to regulate their emotions through to proactively helping them learn new positive ways of behaving. In taking this approach we work ‘with’ the person to help them take responsibility for their own behaviour.

Involving Children and Young People

Children and young people should be actively involved in the development of both preventative and responsive strategies to their distressed behaviour including co-regulation and de-escalation. They can offer unique insight and perspective into tools and approaches which help them. They can and should contribute to discussions about how to solve problems that arise and how to put things right when

they go wrong, this includes discussion and agreement of consequences when required. Restorative approaches are a very effective way to support children and young people in this regard.

Children and young people should also be central to shaping and creating the values of the school and the development of shared expectations for behaviour. Seeking input and feedback from pupils on approaches and tools promoting positive behaviour and responding to distressed behaviour should be embedded as part of an overall relational approach.

Approaches used to involve children in the development of strategies to their distressed behaviour in an ELC setting may differ depending on development, age and communication however this may include:

- Observing and listening
- Asking simple, open-ended questions
- Including children in discussions

Relationship First, Behaviour Second or Connection before Correction

At all times when responding to behaviour that falls below expectations, it will be important to maintain the relationship with the child or young person as a priority. This will mean addressing behaviour in a sensitive way which respects dignity and resists further escalation.

Showing the child first that you care and want to understand what has gone wrong and how to help, is the first step.

Once a connection has been made and the child feels validated and understood, the behaviour and boundaries can be addressed. Avoid using discipline or consequences until the child feels understood and connected to you first. Once a child feels understood and connected to an adult, they are less likely to continue to communicate distress through their behaviour.

The Use of Sanctions or Consequences

Do we want children to behave either because they fear a sanction or because they desire a material reward? Or do we want children to behave because they know and understand that behaving is the right thing to do in their society and community
(Dave Whitaker, *The Kindness Principle*, 2021)

There is little evidence that supports the use of high stakes sanctions in schools and ELC settings as an effective approach to managing behaviour. For some children, the fear of punishment or discipline will drive compliance. Whilst considering the use of sanctions, schools and ELC settings should ask themselves if compliance by fear

is acceptable. For these children, a punitive environment might mean spending their entire school day in an anxious state.

Other children, particularly those who have experienced adversity or trauma, do not fear punishment *'often because what they are coping with in their own lives far outweighs any threat that an individual organisation can impose'* (Dix, 2017).

Furthermore, punitive approaches tend to further disadvantage those children with additional support needs.

A positive, relational approach is based on the values and fundamental beliefs that drive behaviour and less on the use of sanctions or rewards. Policies should empower a learning community to create an environment that articulates with its shared values and vision, rather than shackle it to a rigid set of rules and instructions (Education Scotland, 2024).

Consequences should not be about punishing children and young people for their behaviour but should instead be about addressing the young person's needs in a way that reduces the likelihood of the behaviour occurring again in the future.

Staff should remember that consequences can be positive as well as negative and that they can be helpful particularly when they are used to reinforce positive behaviour. When a positive result follows a behaviour, it is more likely that behaviour will be repeated in the future. Schools are encouraged to notice and pay attention to positive behaviour and success, relentlessly, and to provide positive consequences for desirable behaviour, bearing in mind that simple acknowledgement, praise and saying thank you in response to positive behaviour is often sufficient.

Figure 8 illustrates the different types of consequences in schools. For more information about consequences the use of consequences in school please see: <https://www.gov.scot/publications/fostering-positive-inclusive-safe-school-environment-guidance/> and see Appendix 5 for operational guidance.

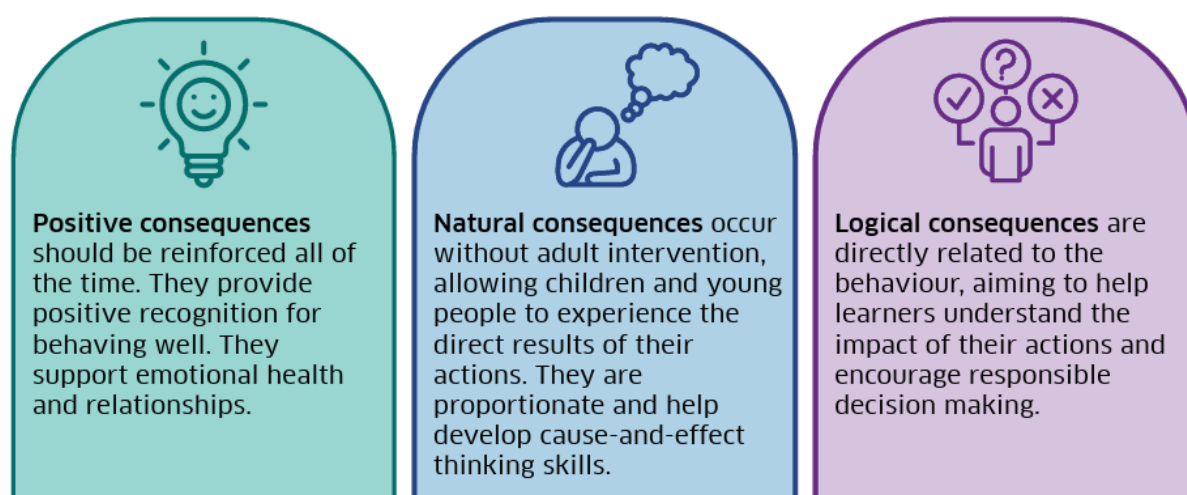


Figure 8

Section 3

Overview of Core Approaches

Our core approaches are illustrated below (see Figure 9).

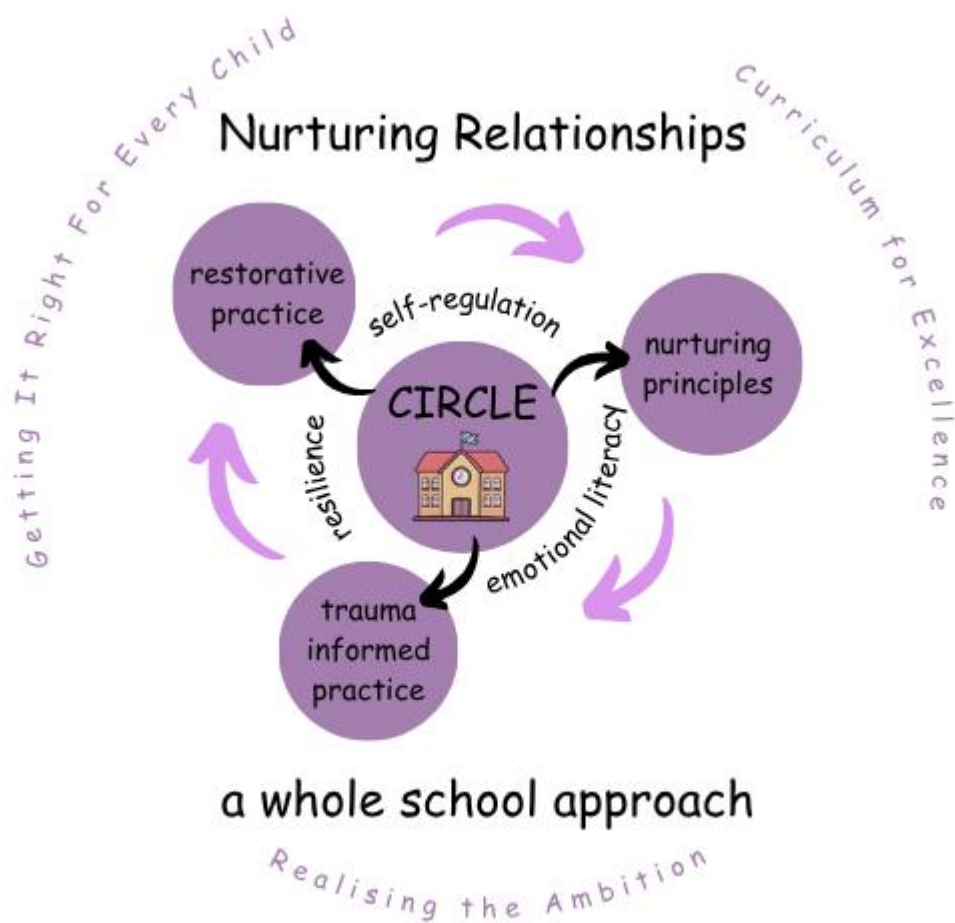


Figure 9

CIRCLE

In schools, CIRCLE is the starting point for our relational approach. It is expected that schools will use the CIRCLE approach to support the development of inclusive practice and guide the implementation of support for learners. This will form the foundation on which to build [nurture](#), [trauma informed practice](#) and [restorative practice](#).



Figure 10

The CIRCLE resource was developed through a collaboration between Queen Margaret University, NHS Lothian and City of Edinburgh Council. It is a way of organising and supporting input using a staged system of support in schools, beginning with setting up an inclusive classroom. Overall, the resource aims to empower education staff to support all pupils, to promote inclusive practice and to encourage effective collaboration between school staff, parents/carers, partner services and other agencies.

The [CIRCLE Inclusive Classroom](#) (ICS) scale aims to develop a classroom culture where everyone feels valued and secure, individual differences are respected and diversity is valued and normalised. It provides ratings on; they physical environment, the social environment and structures and routines.

For those learners requiring further support the [CIRCLE Participation Scale](#) (CPS) is a tool to assess a child's participation in school life. It will help identify and record the learner's strengths and where support and strategies or further assessment should be targeted.

The CPS looks at:

- Attention and concentration skills
- Organisation and planning skills
- Posture and mobility (gross motor skills)
- Dexterity and manipulation (fine motor skills)
- Verbal and non-verbal communication skills
- Social, emotional and relationship skills

Schools who are seeking to further promote, develop or embed core relational approaches should start first by adopting the CIRCLE resource. This recognises that good inclusive classroom practice is essential for these to be effective.

In ELC settings, Realising the Ambition (RTA) provides the universal approach, with the CIRCLE 'Up, Up and Away' resource being available to support more targeted planning, as part of a staged approach.

Nurture

Nurture is at the heart of relational practice in Shetland. Nurturing approaches are beneficial for all educational establishments and are recognised as an effective approach in supporting positive relationships and behaviour in Scottish schools (Education Scotland, 2017). 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.

The national definition is:

‘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 have a significant impact on development. It recognises that all school/ELC settings staff have a role to play in establishing the positive relationships that are required to promote healthy social and emotional development and that these relationships should be reliable, predictable and consistent where possible. A nurturing approach has a key focus on the school environment and emphasises the balance between care and challenge which incorporates attunement, warmth and connection alongside structure, high expectations and a focus on achievement and attainment’ ([Applying Nurture as a Whole School Approach, Education Scotland, 2017](#)).

Nurture has an evidence base with over 62 academic studies carried out (The Nurture Group Network, 2015).

Nurture interventions can lead to:

- long term mental health improvements (O'Connor and Colwell, 2002)
- greater academic attainment (Reynolds et al, 2009; Seth-Smith et al, 2010)
- Improved attendance (Cooper, 2011).

Nurturing approaches are based on an understanding and application of six principles:

- children's learning is understood developmentally
- the importance of nurture for the development of wellbeing
- all behaviour is communication
- the classroom/school offers a safe base
- language is a vital means of communication
- the importance of transition in children's lives.

Nurture should be adopted as a whole school universal approach to benefit all children and young people. This is particularly important given the challenge and adversity currently facing children and young people in Scotland. A whole school approach means that the nurture principles should underpin the running of the

school and are visible through all aspects of school life. Furthermore, every member of staff should view interactions with children and young people through the lens of the six nurture principles (see Figure 11).



Figure 11

Schools can build on universal nurture by offering targeted and intensive nurture support for those children who need it. This may include the running of nurture groups for which there is a wealth of evidence highlighting their effectiveness as a supportive response to meeting the social and emotional needs of children and young people (MacKay et al., 2010; Grantham & Primrose, 2017).

Trauma Informed Practice

Trauma informed practice, in common with nurturing approaches, has at its heart a focus on wellbeing and relationships. Both recognise the importance of safe, supportive relationships in healthy development as well as their role in supporting recovery from adversity and disadvantage.

Trauma informed practice and relational approaches promote resilience and recognise the ability of individuals, organisations, and communities to heal and recover. There is a focus on the positives and what we have to offer to help repair, rather than responding to perceived deficits.

Trauma informed practice recognises the prevalence of trauma, including childhood trauma and takes account of its impact on emotional, psychological and social wellbeing and, therefore, someone's ability to regulate, feel safe and connect/interact with others.

We may not always be aware that someone has experienced trauma, historically or presently, and so being trauma sensitive in all interactions is a safe way to respond and lowers the risk of unintentional re-traumatisation. Therefore, it is important that all staff have an awareness of the impact of trauma and how to respond.

The Scottish Government, in partnership with NES (NHS Education for Scotland), have produced the [Transforming Psychological Trauma](#) framework alongside a national Trauma Training Plan which aims to support the whole Scottish workforce to become trauma informed and responsive.

Key principles of trauma-informed practice have been identified, and these align with and support the promotion of high-quality nurturing relationships:

Safety - Staff, pupils and wider school community feel physically, psychologically and emotionally safe.

Trust – Operations and decisions are conducted with transparency and the goal of building and maintaining trust among staff, pupils and the wider school community.

Collaboration - Experiences and contributions from staff, pupils and the wider school community are valued when making decision, changes or improvements.

Empowerment and Choice – The whole school community aims to strengthen experiences of choice and recognises that every person's experience is unique and requires an individualised approach.

The figure below, taken from the NTPP, shows these key principles at the centre and contextualises them within culture, relationships and key assumptions that together support trauma informed practice and responsiveness.

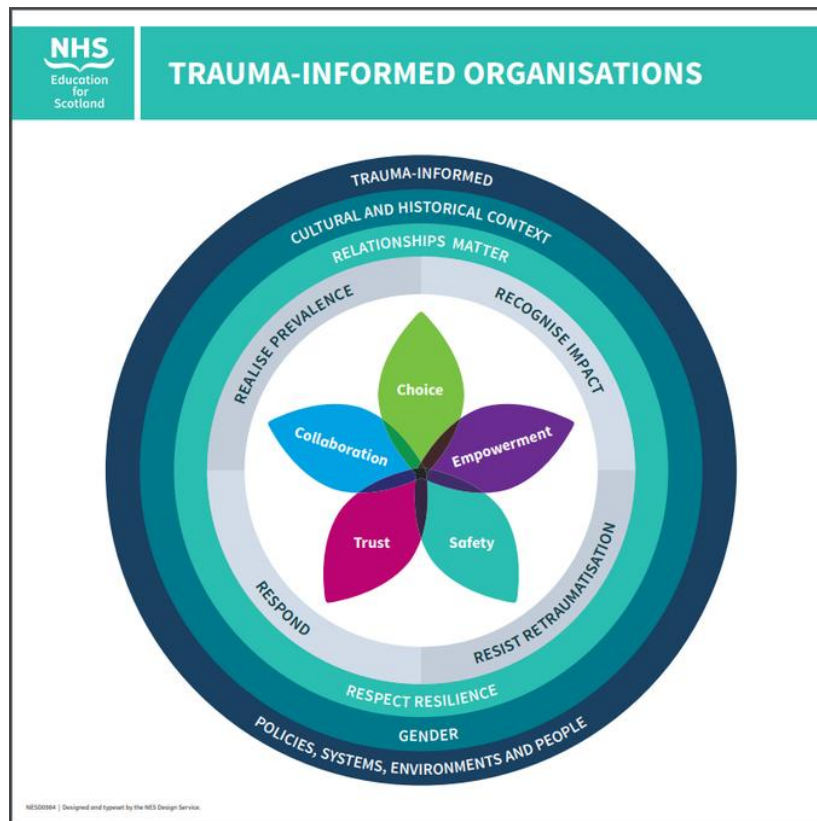
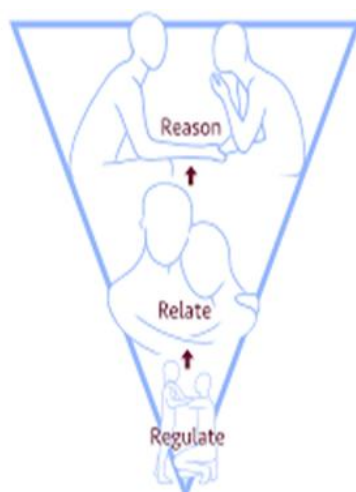


Figure 12

Our trauma informed approach aligns with Dr Bruce Perry's Neurosequential Model (2006) and Dan Siegal's (1999) Window of Tolerance theory.

Neurosequential Model (see Figure 13): a neurodevelopmental perspective that helps us understand behaviour and performance.

When interacting with someone who is distressed or dysregulated, we need to intervene in a sequence:



1. **Regulate** and soothe stress response
2. **Relate** and respond through attunement to establish a connection
3. Begin to **Reason** and explore, using 'thinking brains', behaviour or responses

Figure 13

Window of Tolerance (see Figure 14): a theory that helps us understand the impact of our emotional states and our flight or fight response on our behaviour and our ability to interact.

Those who have experienced trauma or adversity may have a narrow window of tolerance meaning they are more likely to be operating within the fight or flight response.

Staff who are relational and trauma informed in their practice are able to interact from within their window of tolerance; a 'safe mode' for connection and engagement and this stable, regulated 'self' allows safe co-regulation with others and supports others to stay within their window of tolerance.

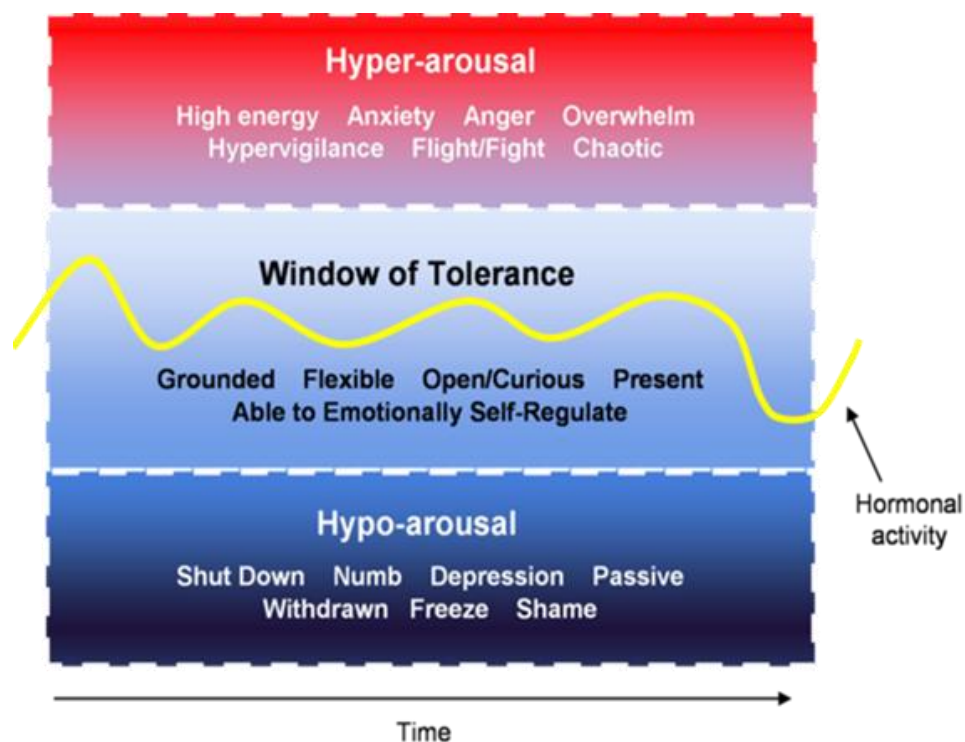


Figure 14

Restorative Approaches

'Crime and punishment is easy. Crime and compassion is a lot harder.'
(Mark Finnis, Independent Thinking on Restorative Practice, 2021, p. 2)

Restorative approaches (RA) are being increasingly adopted by schools and local authorities as an approach to responding to conflict and behavioural issues. RA is a relational approach which requires a strong relationship-based culture to be effective. Restorative approaches have a clear evidence base, compliment nurture and relationship-based practice and promote positive behaviour.

Restorative approaches in an education setting can be defined as:

'Restoring good relationships when there has been conflict or harm, and developing school ethos, policies and procedures to reduce the possibility of such conflict and harm arising' (McCluskey, 2018).

The focus of Restorative Approaches is on building, repairing and sustaining positive relationships as opposed to managing and controlling behaviours. Restorative approaches are not about teaching children 'to do what they are told' but instead are about teaching children to be responsible citizens. This requires a shift from a rules based mindset. The approach recognises that people are the experts of their own solutions and if implemented effectively will promote accountability and maximise personal responsibility, see Figure 15.

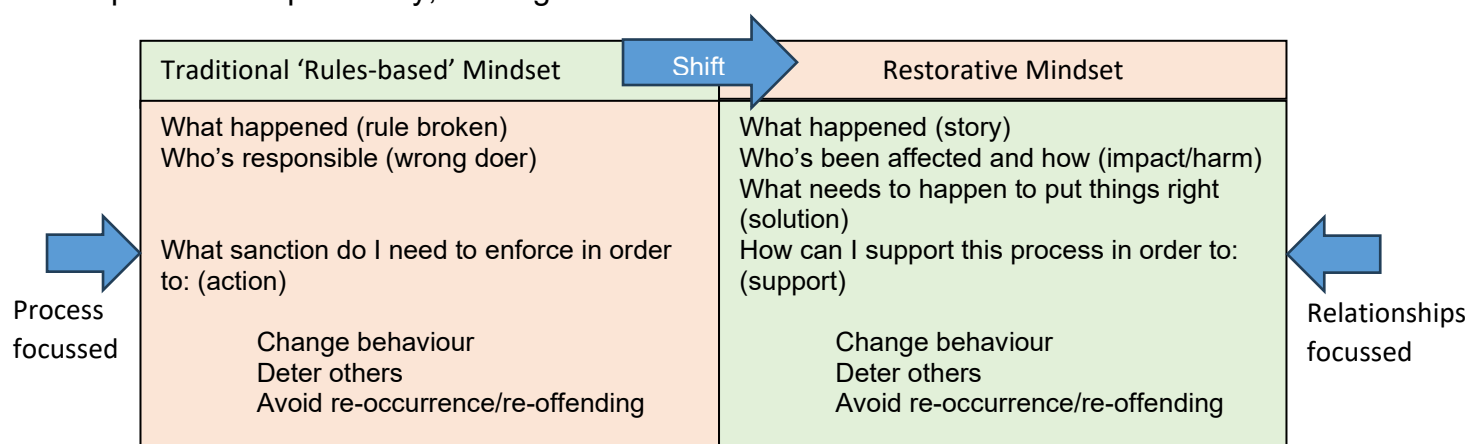


Figure 15

Being restorative can be proactive and universal (relationship building) or responsive and targeted (relationship repairing) and can be used at every level from everyday informal interactions to more formal restorative meetings and conferences.

The underpinning principles of restorative approaches in education emphasise the importance of:

- fostering positive social relationships in a school community
- taking responsibility
- accountability for one's own actions and their impact on others

- respecting other people, their views and feelings
- empathy with the feelings of others
- fairness
- commitment to equitable process
- active involvement of everyone in school in making decisions about their own lives
- willingness to create opportunities for reflective change in students and staff.

Restorative approaches are most effective when implemented as a whole school initiative aiming to:

- develop emotional literacy, truth telling, accountability, responsibility
- Improve behaviour, attendance, learning environment and teaching
- Increase empathy, happiness social and communication skills
- Reduce bullying, exclusions, conflict, need for sanctions.

In ELC settings and with young children, the emphasis is on co-regulation, recognising that young children are at the early stages of understanding and may not yet be able to understand and appropriately respond to the thoughts, feelings and intentions of others. *“Young children may need to ‘borrow’ our ability to manage stress, whether it is the adult’s understanding that all is well, or help to manage the strong feelings, or to work out what to do about it”* (Realising the Ambition, 2020, p. 26).

The emphasis should be on encouraging children’s awareness of others’ thoughts, feelings and intentions, and supporting them to play alongside each other and to begin to play together. Encouraging children to be ‘socially comfortable’ and helping them ‘read’ the messages others may give, for example being happy, sad or upset. In restoring relationships, help young children resolve issues by modelling sharing a toy or giving a hug – but know that they may not be able and ready to do this yet (Realising the Ambition, 2020, p. 26).

See Appendix 6 for recommended training and professional development resources.

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APPENDIX 1: Constructing a Relationships and Behaviour Policy

ADAPTED FROM: <https://education.gov.scot/media/ycofs2fq/national-relationships-policy-guidance-for-schools.pdf>

How policy is developed and constructed by everyone in the learning community will determine its impact and value, therefore it must be created and implemented alongside learners, parents/carers and staff. Implementation and evaluation of the policy will be a collaborative process which takes time and effort, the development or refresh of any policy should be factored into any school improvement plan and into parental/professional learning programmes.

Key Points

- the policy is for the entire learning community and should be accessible to everyone
- it should be easy to read and remember
- it should be easy to refer to in everyday discussions with learners, parents and carers
- it should be re-producible in a poster type format.

Suggested sections

1) Introduction

This is where the purpose of the policy and the school's values should be made explicit. There should be a clear link between values and behaviour. Principles behind the policy should be outlined and include:

- the explicit link between values, relationships and behaviour. Values are the principles that drive our thinking and behaviour. They influence our actions and attitudes and guide us through life in all that we do.
- universal values such as kindness, respect and responsibility should be made explicit, taught and fostered through all aspects of school life.
- values apply to everyone in the learning community and staff have a responsibility to model and demonstrate these values, using them as a basis for teaching and learning, relationship development.
- the policy is for everyone and all types of relationships; learner-learner, learner-staff, staff-staff, staff-parent.
- the role of positive relationships in enabling learners to access and engage with the curriculum and the development of the 4 capacities of the curriculum of excellence.

2) Expectations and Consequences

Expectations should apply all of the time to everyone. They should be created and agreed to by everyone (learners/carers and staff). Expectations should be generic and linked to values, for example we keep ourselves safe or we respect each other. Then exemplification can be used for different situations, for example we walk in the corridors to keep ourselves safe or we leave the toilets clean because we respect each other. Always refer back to the initial expectation. The aim is that ultimately learners can generalise what, for example, keeping ourselves safe or respecting each other means in difficult scenarios without adult explanations.

Expectations should be simple and cover all settings, they can be added to in certain settings where more explicit expectations e.g. in craft and design are necessary. Remember they should be easily recalled and referred to.

Make explicit the positive benefits of meeting expectations and don't assume that learners or parents will know what these are. Have them displayed, discuss them, regularly referring to them, explaining how they help and praising learners when they meet them. This links to positive consequences which should be in place providing positive recognition for meeting and exceeding expectations and behaving well.

Benefits of value-based expectations include:

- Feeling safe and protected
- Creating a good learning environment
- Knowing and demonstrating how to relate and show respect for one another
- Valuing the qualities and attributes that contribute to good relationships
- Understanding our emotions and how our behaviour affects others
- Being able to disagree without getting into conflict
- Being able to use relational approaches to resolve problems and repair relationships

Be careful not to qualify expectations with things that some learners won't be able to do. Some children and young people will require help and support to meet the expectation. Offer the child help and seek to understand why. Be careful qualifying expectations with the 'first time rule'. Some children will not meet the expectation on the first time and we risk setting children up to fail by setting this.

Key principles for responding to behaviour that fall below expectations

A school's behaviour policy should recognise that at times we all fall below the expectation we have of each other. The policy should make explicit the principles about how these situations will be resolved rather than detail explicit sanctions. One size fits all sanctions or responses do not allow for the individual needs of learners in differing circumstances. Principles should provide the foundation or value base upon which consequences will be determined. Consequences should always be

delivered whilst maintaining a relational approach and upholding core values such as kindness, understanding and compassion. Staff are encouraged to think about the relationship and connection first before addressing the behaviour.

When consequences need to be applied they should be logical, related to the situation, have a focus on learning and should take into consideration the needs and capacity of those involved. This will mean response may vary for different individuals because their needs are different.

The approach however remains consistent focusing on:

- responding, not reacting
- relationship first, behaviour second
- repairing the harm
- preventing it happening again
- returning to learning as quickly as possible.

Consequences can include repairing the harm caused, restoring damaged relationships, talking through what happened and how it can be prevented in the future. Consequences should be discussed with and understood by learners and parents where necessary.

Further consequences may be necessary depending on the needs of everyone involved. They should always be proportionate.

3) Policy and Practice

The policy should include a brief overview of how it supports and is supported by other school policies, structures and systems such as teaching and learning, promoting attendance, anti-bullying etc.

There should be an application at the level of the whole school or setting and an acknowledgement that it will take time and effort to achieve, from and by everyone in the system.

Consistency across the school is key as is staff behaviour, they should:

- model positive relationships and behaviour in their daily practice
- be flexible and responsive to children's needs
- be reflective about how their behaviour can influence the behaviour of others.

Staff will need time, training, support and practice to develop knowledge and understanding and to refine the skills and strategies to become confident and consistent in their use.

APPENDIX 2: Exemplar

FROM: <https://education.gov.scot/media/ycofs2fq/national-relationships-policy-guidance-for-schools.pdf>

Exemplar

Relationships and Behaviour Policy

Our Values & Our Vision

RESPONSIBLE

KIND

MOTIVATED

Everyone in our learning community feels valued, included, and respected. Together we create a healthy and happy learning environment where we help each other to be our best selves. We strive to be:

RESPONSIBLE CITIZENS

EFFECTIVE CONTRIBUTORS

CONFIDENT INDIVIDUALS

SUCCESSFUL LEARNERS

We will	Because we want to
• look after ourselves • look after each other • look after our things • look after our environment	• feel healthy, happy, and able to learn • feel cared for, safe and respected • feel responsible & show gratitude • create a place where we can learn
What matters to us is	We know
Our Relationships Our Rights Our Behaviour	we won't get it right all of the time • we might say or do something hurtful • we might cause damage • we might be disrespectful • we might be unsafe • we might disrupt learning
However when this happens together we have agreed to	
• focus on repairing relationships and returning to learning as soon as possible • take responsibility for ourselves, for our actions and for making things right • accept that we may need help from someone else to do this (peer, adult or parent) • accept that there may be consequences (beyond a restorative conversation) however these will always be specific to the situation and the individual needs of everyone involved	

This policy supports, and is supported by, our other policies on						
Attendance	Learning & Teaching	Making Rights Real	Inclusion & ASN	Equality & Diversity	Health & Wellbeing	Parents as Partners
We make our policy work by						
• being rights respecting		Knowing what are rights are, knowing that everyone has rights, and knowing that we have a responsibility to respect others' rights				
• being nurturing		Caring for and helping each other to develop resilience, social and emotional skills, and to feel better about ourselves				
• being restorative		Learning how to behave in ways that are helpful not harmful, being responsible for our actions, repairing relationships when they have been damaged and learning how to avoid conflict in the future				
• being trauma sensitive		Creating safe and respectful environments that help anyone affected by trauma heal, regulate their emotions and build healthy supportive relationships				
• promoting wellbeing (Responsibility of ALL)		Making sure everyone feels safe, healthy, active, nurtured, achieving, respected, responsible and included				
• promoting social and emotional learning		Helping our learners develop relationship skills, self-awareness, social awareness, self-management and responsible decision-making				

We can learn about and get help with our relationships and behaviour through							
PUPILS	PSE/HWB lessons	Reg/Home Class	Assemblies	Talking to an adult	Talking to a Buddy	House Tutor	Class Charters
PARENTS	Pupil Support Team	Parents Evenings	Family Learning Sessions	Information Leaflets ->	Nurture	Restorative Approaches	Mental Health
					Trauma Informed	Attachment Informed	Anti-Bullying
STAFF	Colleague Support	Senior Leadership	Professional Learning	Operational Guidance	Pupil & Parent/carers (evaluation)		

NOTES:

- Where possible use hyperlinks to the other policies, guidance or approach descriptions
- Each school can add their own approaches, programmes or provisions to the 'We make' or 'We can learn' section
- The section for pupils, parents and staff would also have hyperlinks to the appropriate information, for example, in an appendix, the school handbook, specific leaflets, other web pages, or specific operational guidance for staff.

APPENDIX 3: Implementation

Implementation is critical to the success of any approach or intervention. How we put our core approaches into practice will ultimately determine how effective they become. In order to make a real positive difference to children and young people, staff and the wider school community, we must pay attention to not only **what** we do but also **how** we do it.

Firstly, it is important to recognise that the implementation of relationship-based practice and our core approaches is best done as a whole school approach. This means taking the school, the staff, the pupils and the wider learning community on a journey which will involve:

- **Exploration:** self-reflection and evaluation of the school's needs and the approaches to be embedded
- **Preparation:** plan and design the what and the how through school planning and improvement cycles
- **Delivery:** take and monitor action, support and encourage
- **Sustaining:** ongoing commitment and effort, reviewing and follow up.

Allow enough time

It is important to understand that time is required for effective implementation. It can take at least two years to implement complex, whole school initiatives. As a rule, schools should take on fewer implementation projects and pursue these diligently as opposed to trying to do too much at once.

Schools should establish which elements of this guidance to focus on. This will be determined by self-evaluation of where they already are and what their needs and priorities are. There is no expectation that schools should try to implement all three core approaches at once, for example. Instead, schools should seek to identify planning cycles whereby these can be covered individually or as appropriate over a longer period.

A checklist to support schools with implementation of this guidance and its core approaches is provided below:

Readiness / Planning for Implementation

Explore

- ☐ Is this the right approach for us?
- ☐ Do we understand why we are considering it?
- ☐ What is needed to implement the project?
- ☐ Do we have the resources?
- ☐ Are we aware of barriers?
- ☐ Are Senior Management on board and supportive?
- ☐ Have we completed self-evaluation to establish a baseline/gauge impact?
- ☐ Have we completed readiness checklists where available?

Prepare

- ☐ Is there a shared understanding of the change that is taking place and why?
- ☐ Have we shared information about what we plan to do?
- ☐ Have we collaboratively planned how to implement so that it unites understanding of staff?
- ☐ Is the plan clear for all?
- ☐ Have we considered how to address barriers to change?
- ☐ Have we identified and empowered a range of people across the school who can support the change?
- ☐ Is there a core group of staff who will lead and oversee the change?

Deliver

- ☐ Is delivery of the approach treated as a process of ongoing learning and improvement?
- ☐ Are systems in place to monitor implementation, identify barriers?
- ☐ Do staff feel supported?
- ☐ Is feedback welcomed?
- ☐ Do staff receive prompts, reminders and are they facilitated to share learning?
- ☐ Have staff received the training?

Sustain

- ☐ Is there support to maintain the implementation effort?
- ☐ Is a range of staff involved so we are not relying on a few individuals?
- ☐ Are we regularly reviewing progress?
- ☐ Are we celebrating and sharing success?
- ☐ Is ongoing support and training available for new staff?

APPENDIX 4: Self-Care

Being mindful of looking after 'self'



There is a link between working relationally and the need to look after our 'selves' well.

Neuroscience tells us that our thoughts, feelings and bodies are completely interconnected; our experiences and relationships with others is a part of this.

When we are working relationally, we are using our 'selves' in our interactions, when we connect with others and when we offer co-regulation and empathy.

If we look after our 'selves' well by routinely practicing proactive and meaningful self-care it builds on our resilience, our reserves and our resources (internal and external) and has multiple benefits.

It's good for us – stabilising our personal well-being, preventing overwhelm and mitigating against compassion fatigue.

And it's good for those that are around us, including colleagues and the children, young people and families that we are supporting – allowing us to be able to offer calm and safe co-regulation, sensitive connection and empathic attunement.

Well-being across our school communities is a collective responsibility and there are lots of tools and resources available to help school communities.

As human beings there are things that help us all in terms of our Well-Being, like;
Sleep. Food. Hydration. Movement. Fresh Air. Routine. Taking Breaks. Being Prepared.

In addition to looking after these basic needs, there are other things we can do to look after our 'selves' meaningfully.



It is always important to remember that you are unique. Notice your limits and boundaries.
Be gentle with yourself and try not to compare yourself to others.
Focus on what you need and what works best for you.

Below you will find a quick guide to...

LOOKING AFTER YOUR 'SELF'



LOOKING AFTER YOUR 'SELF'

The ABCC's

A

AWARENESS

Check in with yourself.
Notice how you feel
and what you need.

B

BALANCE

Try to make time for
all the different things
that you may need.

C

CONNECTION

Reach out, connect or
share with safe people
you trust.

C

COMPASSION

Offer kindness and
understanding to
yourself.

The GRR's

G

GROUNDING

Pause. Breathe deeply.
Get in touch with
yourself through all of
your senses and just be.

R

RELEASING

Laugh. Sing. Move.
Do activities to release
the build up of stress
chemicals in your body.

R

RECHARGING

Nature. Creativity. Fun.
Do what brings you joy
and tops up your feel
good chemicals.

Self Care framework adapted from:
<https://www.vicarious-traumatisation.com/>



APPENDIX 5: Operational Guidance for Staff

ADAPTED FROM: <https://education.gov.scot/media/ycofs2fq/national-relationships-policy-guidance-for-schools.pdf>

Planned Approaches to promote learner engagement and positive behaviour

These approaches should be part of regular planning, preparation, and practice. Managing the learning environment is the most effective and non-intrusive universal way to promote engagement in learning and positive behaviour.

Use of CIRCLE or a similar framework for assessing the needs of a whole class will help to plan effective universal support.

Approaches include:	Notes:
• Expectations are co-created with learners; they are visible and are regularly referred to. • Classrooms routines are clear and well established. • Classroom learning spaces are tidy and free from clutter and displays are organised and do not cause overstimulation. • Resources are easily accessible and labelled. • Learning is well planned as part of a series of connected lessons. • Learning Intentions/Success Criteria are ready to be displayed, revisited, and used to summarise learning. • Lessons are effectively differentiated to ensure tasks set match the learners' needs. • A range of activities and resources are used to engage all learners. • Resources are organised and accessible to learners. • Seating arrangements and plans are organised to ensure the most effective learning environment possible depending on the needs of the learners and the learning activities • All transitions of activity, people/grouping, and/or seating/location are supported. For example, entrance and exit from class are consistent and calm - learners are welcomed at the door and calmly leave class after a positive exit activity or plenary.	

Classroom strategies to promote learner engagement and positive behaviour

These strategies are not intended to be sequential as what works most effectively will be determined by the needs of different classes and individual learners.

It should be noted that some strategies are less disruptive and have a lower risk of non-compliance than others. For example, distracting a learner away from an undesirable behaviour, such as persistent talking, carries little risk of non-compliance and isn't distracting for the rest of the class. Asking a learner to move seats however may be disruptive to others and carries the risk of refusal to comply.

Low risk and least intrusive strategies should always be tried first. The decision to use a particular strategy should always be determined by how well you know the learner and their individual needs. The composition and needs of the class may also influence the strategies used.

Strategies include:	Notes:
• Connect before you correct – this involves considering what might be going on for the learner and what might lie behind their behaviour. Regularly and informally checking in with learners as well as asking if everything is ok and if you can help – be aware of the audience here, finding a quiet space which protects the student's privacy is best. • Use proximity - this can act as reassurance for the learner (you've 'noticed' them) and also act as a prompt back to task. • Use non-verbal communication effectively (a smile, eye contact, visual prompts towards the clock or towards their work/the board etc.). • Distraction and re-direction (away from 'behaviour' and towards the 'learning task'). Appropriate use of humour – when used well it can disarm and de-escalate. • Verbal prompt, being mindful of tone – 'what should we be doing?' • Provide hurdle help with a task, if necessary, with the learning task to get them back on track. • Quiet private reminder of expectations. • Time and space – it may be necessary, to give the learner time to regulate their emotions. This may also mean you need to physically move away from them as well or allow them to move to a quieter location in the class for a period of time.	

• Create an opportunity to speak to the learner, listen to them, and potentially remind them of class expectations (if possible, give them time to respond/change their behaviour). • Remind the learner of the <u>positive</u> consequences of maintaining class/school expectations. • Remind the learner of times/activities that they've done well • Calmly remind learners that harmful behaviour will not be ignored as this is not kind or respectful to the learner or to others. • Calmly moving the learner to another seat. • Have a restorative conversation (if possible, at the time or later) with the learner(s). • Always respect a learner's dignity (this may be difficult if they are being disrespectful however remember we must always model the behaviour we want to see). For example, lateness is addressed privately in a way that minimises disruption (no public questioning which may lead to the learner feeling ashamed). • Seek assistance from (specific to each setting). • Record a concern. • Apply a consequence.	
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Caveats

Always use caution when talking about negative consequences to ensure these are not received as threats. While a consequence should usually be applied as close to the time of the behaviour as possible, this needs to be carefully judged, and it may be that the child or adult require time to come down from the heightened emotion of the incident before a consequence is considered. Staff should not leave a learner unsupervised if they are very distressed. If possible and necessary, ask someone else to seek assistance for you.

Interventions to recognise positive behaviour and address negative behaviour

Consequences follow on naturally from behaviour. Consequences can be positive or negative and it is important that schools take steps to ensure that consequences are in place which promote positive behaviour and the meeting or exceeding of expectations as well as consequences which address behaviour which falls short of

these. Consequences should always be related back to the school values and expectations.

Recognition of Effort, Innovation, and Positive Behaviour

Positive feedback specifically related to behaviour is an example of a natural consequence that supports the development of intrinsic motivation, which means we carry out a behaviour for our own satisfaction, rather than for a consequence or perceived reward.

There is also a place for more tangible rewards which can be awarded for many reasons, including demonstrating our school values through being helpful, being polite, working hard, completing homework, completing work to a high standard, consistent and improved effort.

Staff should also recognise the value of simple things like adults noticing and paying attention when children and young people are doing well, providing positive feedback, praise and saying thank you.

Reporting concerns and consequences

Concerns may include lack of engagement in learning, wellbeing issues, behaviour that does not meet class expectations, and failing to follow instructions. Concerns should be recorded in order to prompt and inform future support for learners. At times it may be necessary to inform parents/carers of our concerns and work with them to coordinate support for their child.

Although the responses to concerns may differ depending on the different needs of those involved the approach taken by all staff should be consistent and should always seek to maintain the relationship with the pupil and prevent shame or loss of dignity.

Learners should feel that:

- we care about them
- we are concerned about them, their learning, and their behaviour
- we want them in class/school so that we know they are safe, and they have the best opportunity to achieve
- we are also concerned about the impact of their behaviour on their class and how this might impact on their relationship with others in the class

Consequences – sequential application of a hierarchy of responses

Please note that this section does not apply to ELC settings and the developmental appropriateness of consequences needs to be considered with younger children and those with additional support needs.

The principle of ‘connection before correction’ should always be prioritised. However, when the interventions listed above have not been effective, a more formal approach to consequences is required.

The intention behind applying a consequence should always be to help a learner understand the impact their behaviour has on their own and others’ learning. They should promote the learner’s responsibility, emotional regulation and problem-solving skills and, in this way, consequences related to undesirable behaviour should be used as learning opportunities.

Some examples of logical consequences may include:

- being asked to finish uncompleted classwork during a social time or as homework (though if this is happening regularly staff need to examine why and what else can be done).
- creating a mess may mean that a learner needs to use their social time to clean up
- refusal to comply with a consequence may mean that a parent/carers is contacted and asked to support the learner to understand the reason behind the consequence and the importance of meeting the school expectations agreed by everyone – all of which can be directly related to positive consequences for the learner

Learners should also know that if the concerning behaviour continues further consequences may be applied. Work with the learner to discuss what these might be, for example ‘You’ve not finished that work yet, what will you need to do to get it done?’ It can be powerful to ask a learner what they think should happen next. Remember to offer to help the learner and make sure any barriers are addressed first.

Before moving through the sequence of consequences the learner should be given time to reflect and the opportunity to stop the unwanted behaviour and make more positive choices.

Any attempt by the learner to reach the desired behaviour should also be acknowledged and praised even if it is not yet fully realised.

Staff and pupils benefit when the hierarchy of application of consequences is followed consistently across the school. More significant consequences (e.g. see Level 4-5 below) should be recorded as concerns.

For example:

Level 1: Directive statement and an opportunity to reflect - a formal behaviour check delivered verbally with a focus on re-directing the learner back to class tasks.

Level 2: Relocate the young person within the class to minimise disruption to other learners and give the learner involved the opportunity to get back on task.

Level 3: Isolated conversation between the learner and the teacher – this may have to be outside of the classroom if the conversation cannot be isolated within the class. It may be useful to ask what support the learner thinks they need in order to re-engage with learning. However, the seriousness of persistent behaviour that disrupts learning should be made clear and that compliance with instructions is now needed to avoid further consequences.

Level 4: Referral to a member of the Senior Management Team (SMT) – if available the notified manager, or an appropriate nominated person, may intervene and use their judgement to resolve the situation.

Level 5: Referral to a SMT member - Instances where a young person exhibits behaviour that is extreme and cannot be isolated or contained close to their learning location should be referred directly to SMT.

Extreme behaviour may include verbally or physically violent, dangerous or intimidating behaviour.

Please note referrals of this nature may require a more complex and considered response. This may take time. Referrers need to trust that senior leaders will respond to the situation appropriately, based on the needs of everyone involved, and will feedback to the referrer at the earliest opportunity. Please remember that timescales for this may vary depending on circumstances/context.

Formal interventions at Level 4-5

- Good neighbour in another class or period of time with a different teacher or class
- Formal Restorative discussion*
- Use of interval or lunch to complete class tasks/learning
- Referrals to an appropriate PT/SMT member for immediate or follow up support
- Behaviour check-ins or monitoring by PT
- Follow up may include parent/carers communication or meeting to seek and plan support

- Planned targeted support (please note it may be necessary to exclude the learner while this support is arranged)
- Exclusion ** - all are formally recorded, are a last option, and are for the shortest period of time.

* The readiness of the learner to participate in a restorative conversation is key therefore the conversation may need to take place at interval, lunch, or at another agreed time. The conversation may be between a member of staff and the learner (s), it may be supported by another member of staff, or it could be between the referred to PT/SMT and the learner. In some situations, time and opportunity may prevent the member of staff involved in the situation being part of the restorative conversation. This situation is not ideal. If this does happen then the member of staff should be informed as soon as possible of the outcome of the conversation. It may also be necessary to arrange a follow up conversation at a later stage to repair the relationships between the member of staff and the learner.

** Exclusions are never used as punishment but as time for risks to be assessed, relationships to be restored, and appropriate supports for everyone involved to be put in place.

Monitoring of Concerns and Consequences

Regular monitoring of reported concerns and consequences will allow for early intervention and support. Interventions may be planned at multiple levels concurrently to provide a learner with wraparound support. Use of the least intrusive universal supports will be used all of the time with targeted supports used as required and for as long as required. For example, universal supports may be planned in advance with class teachers such as visual timetables and written task instruction cards for learners with attention difficulties and poor working memory which regularly leads to off task and disruptive behaviour. Alongside this a learner may be asked to attend regular check-ins with their pastoral support lead to closely monitor their progress and address any ongoing issues quickly before they escalate.

APPENDIX 6: Training and Professional Development Resources

Relational Approaches	Promoting positive relationships and behaviour in educational settings / Resources / Education Scotland Nurture and trauma-informed approaches: A summary of supports and resources / Resources / Education Scotland Informed level Inclusion, wellbeing and equalities framework Leading professional learning Professional Learning Education Scotland
Self-Care	Vicarious Traumatization The Cycle of Wellbeing Resources Education Scotland Staff Wellbeing - Barnardos Education Hub
Nurture	What is Nurture / Nurture UK Nurture and trauma-informed approaches: A summary of supports and resources / Resources / Education Scotland Applying Nurture as a Whole School Approach / Education Scotland
Trauma Informed Practice	Trauma Informed Practice - Learning Courses - Policy Hub Scotland National Trauma Transformation Programme - Our Work - NHS Education for Scotland Nurture and trauma-informed approaches: A summary of supports and resource / Resources / Education Scotland
Restorative Practice	Restorative approaches to support positive relationships and behaviour / Resources / Education Scotland Relational and restorative approaches to support positive behaviour - YouTube Video - Education Scotland