

Nurturing Relationships

Why?

relationships are the foundation of wellbeing and learning



improved pupil and staff wellbeing

uphold children's rights



Learner's Journey

responsible citizens

successful learners

increased learner motivation and engagement

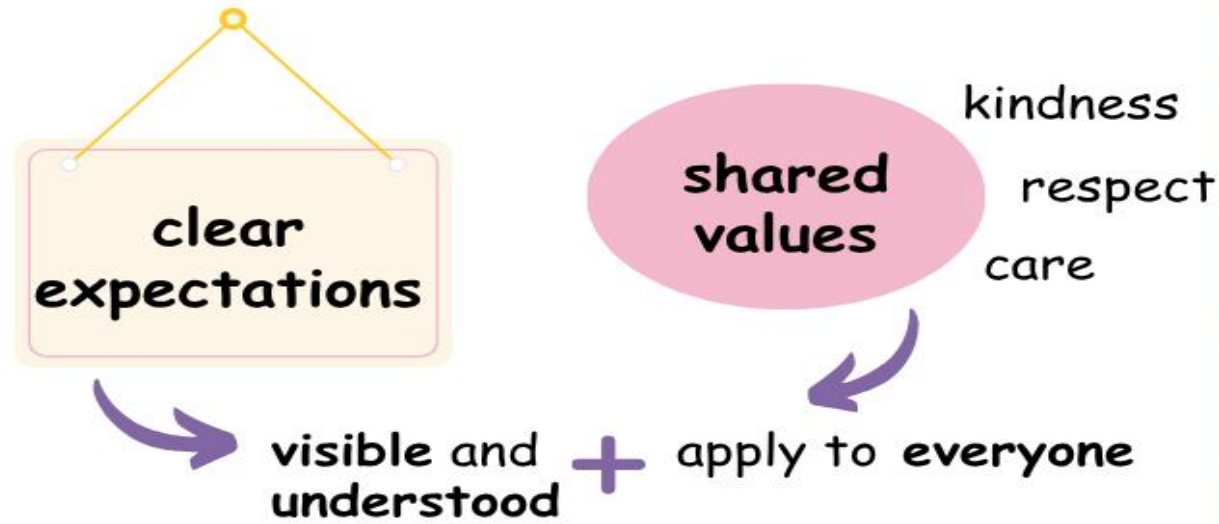


effective contributors

confident individuals

What?

positive whole school culture and ethos



relationships

1st

behaviour

2nd

connection before correction



support challenge
HIGH levels of both

positivity & warmth

safety & trust



strengthen resilience & teach personal, social and emotional skills for life

How?

consistently live our values

support regulation

model the qualities we want to see

practice kindness

practice self care

be compassionate

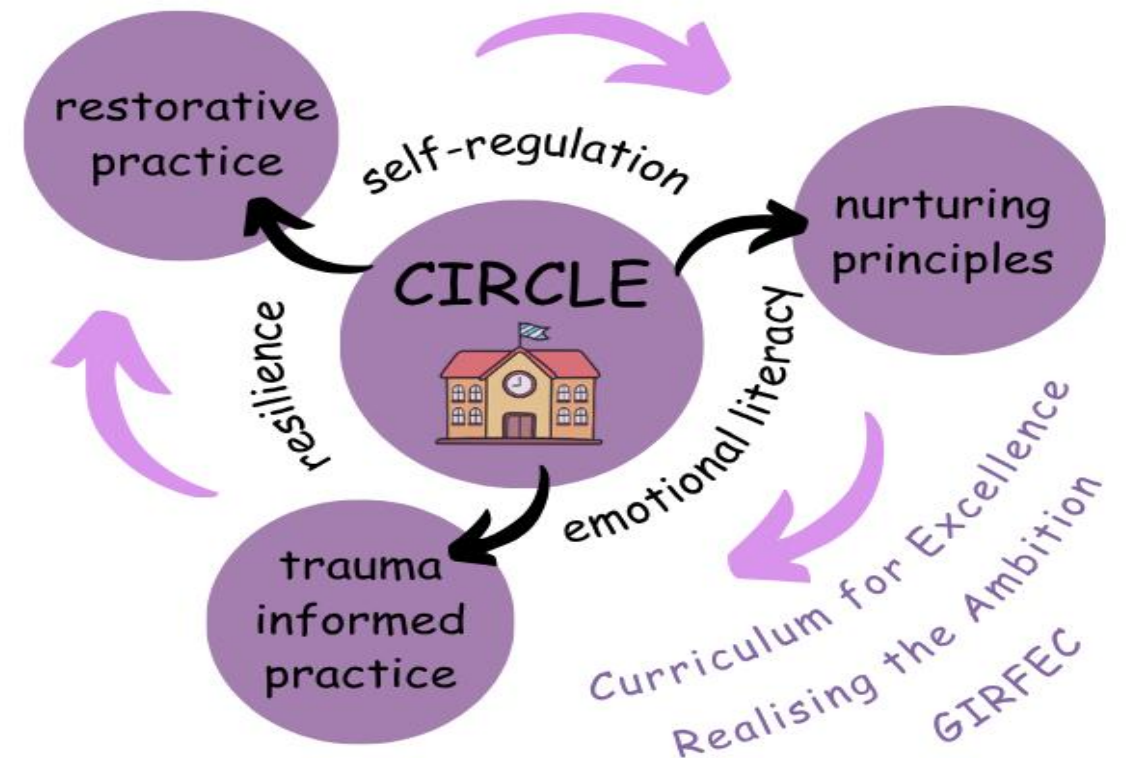
unconditional positive regard

listen & notice

manage our own emotions

address barriers and problem solve together

whole school approaches



focus on repair when things go wrong

In Shetland's Schools

Nurturing Relationships and Promoting Positive Behaviour in Shetland's Schools and Settings

Relationships, Relationships, Relationships

Appendix 6 Edited extract from Leading in a Culture of Change (2020) Michael Fullan

“If you ask someone in a successful enterprise what caused the success, the answer almost always is: ‘It's the people.’ But that's only partially true: **it is the relationships that make the difference.**”

‘if we are to create the safe and consistent environments in our schools that will enable everyone to thrive, there needs to be a strengthening of relationships across our whole school community’

Joint Action Plan Behaviour In Scottish Schools Research (2025)

**Improving relationships
and behaviour in schools:
ensuring safe and consistent
environments for all**

Joint action plan 2024 - 2027

August 2024



Shetland's Journey

Relationships and self-regulation

Trauma
Informed
Practice

Exclusions
Policy

Anti-Bullying
Policy

CIRCLE

Attendance
Policy

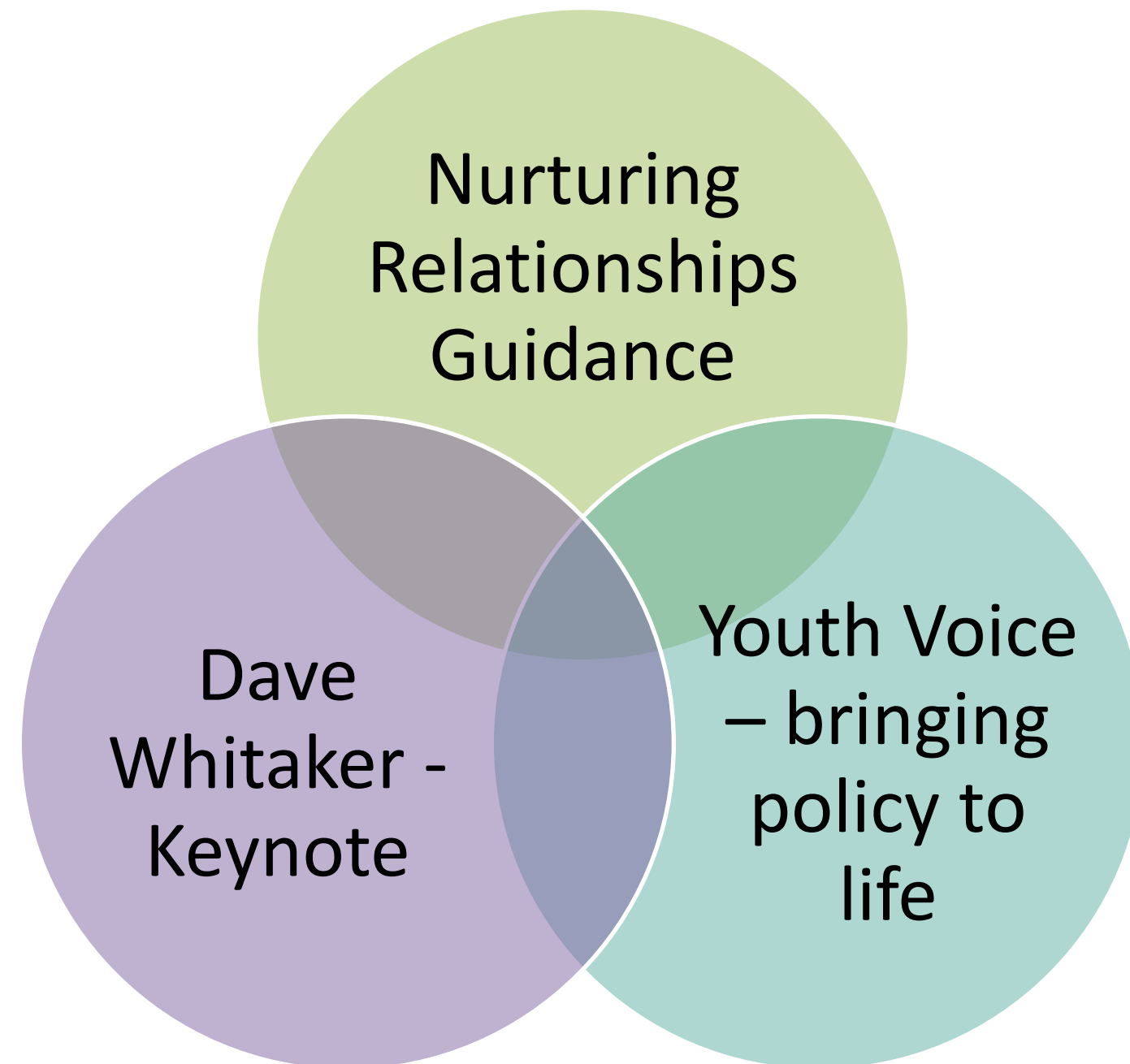
Excellence &
Equity Plan

Standard for
Learning,
Teaching and
Assessment

Nurturing
Relationships
Guidance

Nurturing
Relationships
vision
Wellbeing
Pledge

Nurturing Relationships and Promoting Positive Behaviour: Inclusive Practice



Relationships, Relationships, Relationships

Appendix 6 Edited extract from Leading in a Culture of Change (2020) Michael Fullan

“Bishop (2019) found another aspect of traditional teaching culture that blocked change: ‘While many teachers took on board the need to develop positive ... relationships in their classrooms, **they did not follow it up by taking on board the need to change their teaching practices from traditional to dialogic and interactive.**’ (pp. 29 30)”

Nurturing Relationships and Promoting Positive Behaviour in Shetland's Schools and Settings



Shetland In-Service

19 August 2025

Plan for the Morning

The Guidance



Keynote by Dave Whitaker



Nurturing Relationships Film by Youth Voice



Break 1050-1110



Bringing it to Life (Youth Voice and Dave Whitaker)



The Pledge by Youth Voice



Close 1230

Aims and Key Messages

Aims:

- Share guidance 'Nurturing Relationships and Promoting Positive Behaviour'
- Strengthen and promote consistency of the good practice that exists

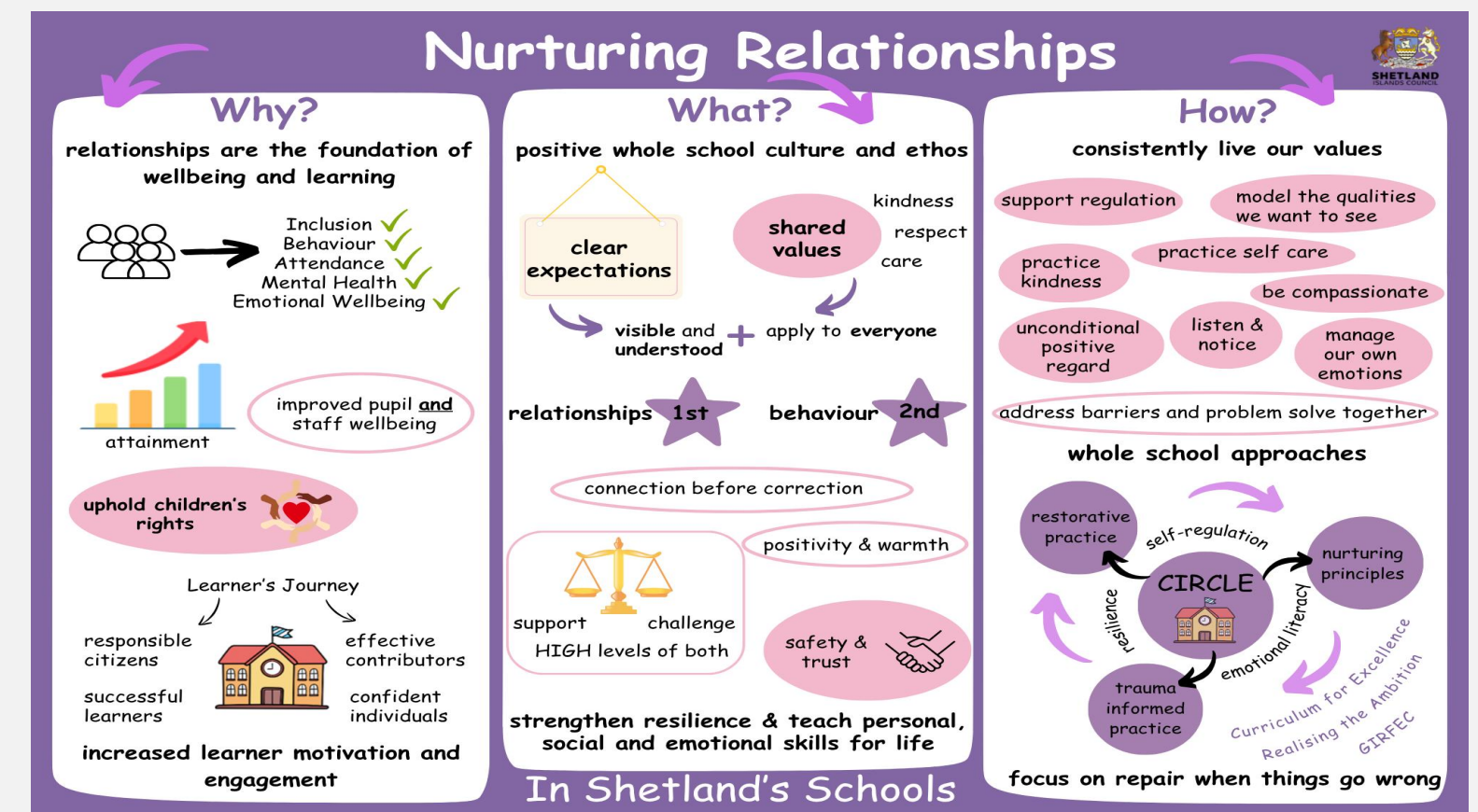
Key Messages:

- Positive relationships and relational approaches should be central to all that we do
- Relationships can help us deliver on all our priority areas
- Relationships and behaviour are linked
- Relationships across the school community

Nurturing Relationships and Promoting Positive Behaviour in Shetland's Schools and Settings: Guidance for Staff and Partner Agencies

Sections:

1. Nurturing Relationships
2. Promoting Positive Behaviour
3. Overview of Core Approaches
4. Appendix



Nurturing Relationships Film

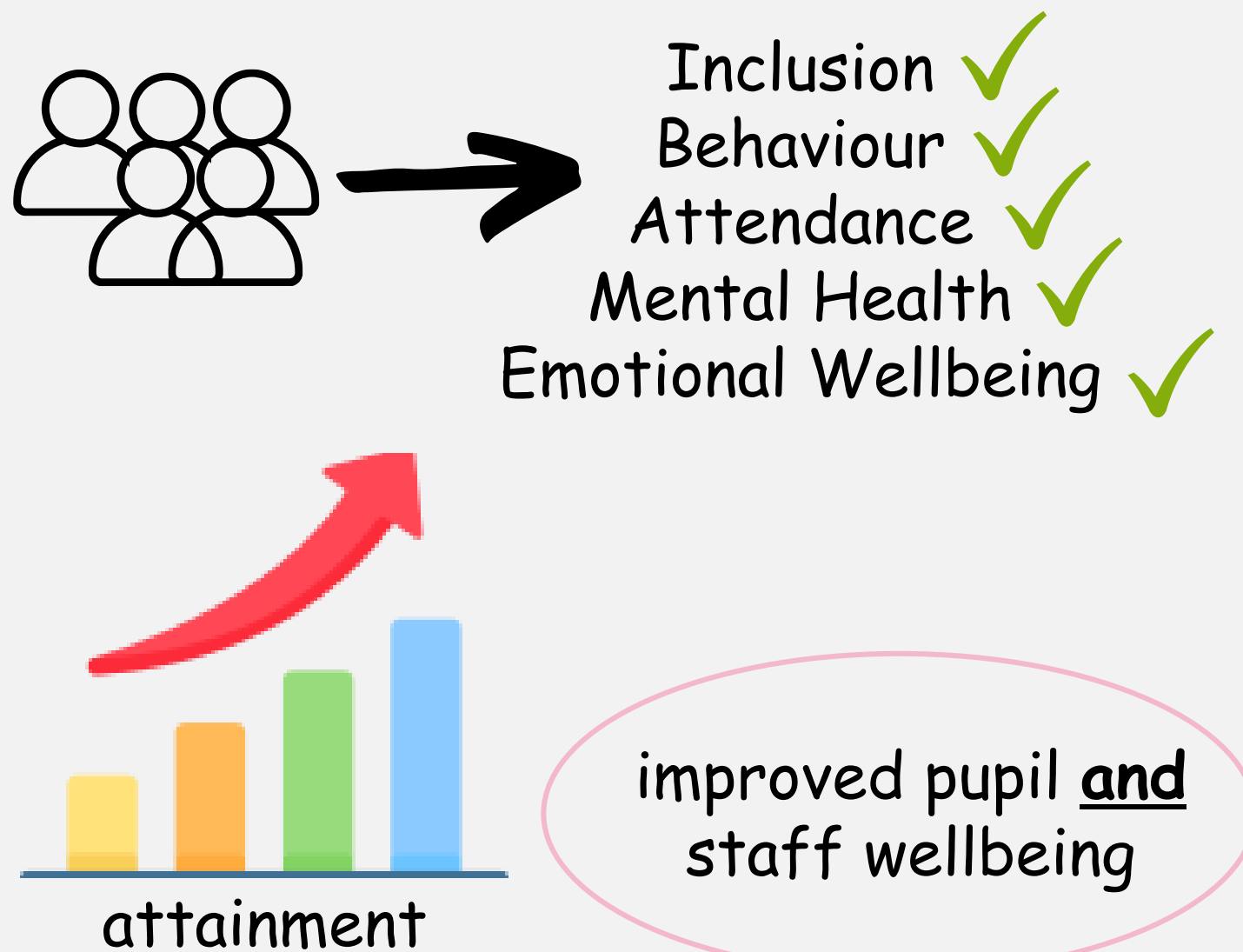


What young people have told us...

- ✓ 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 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

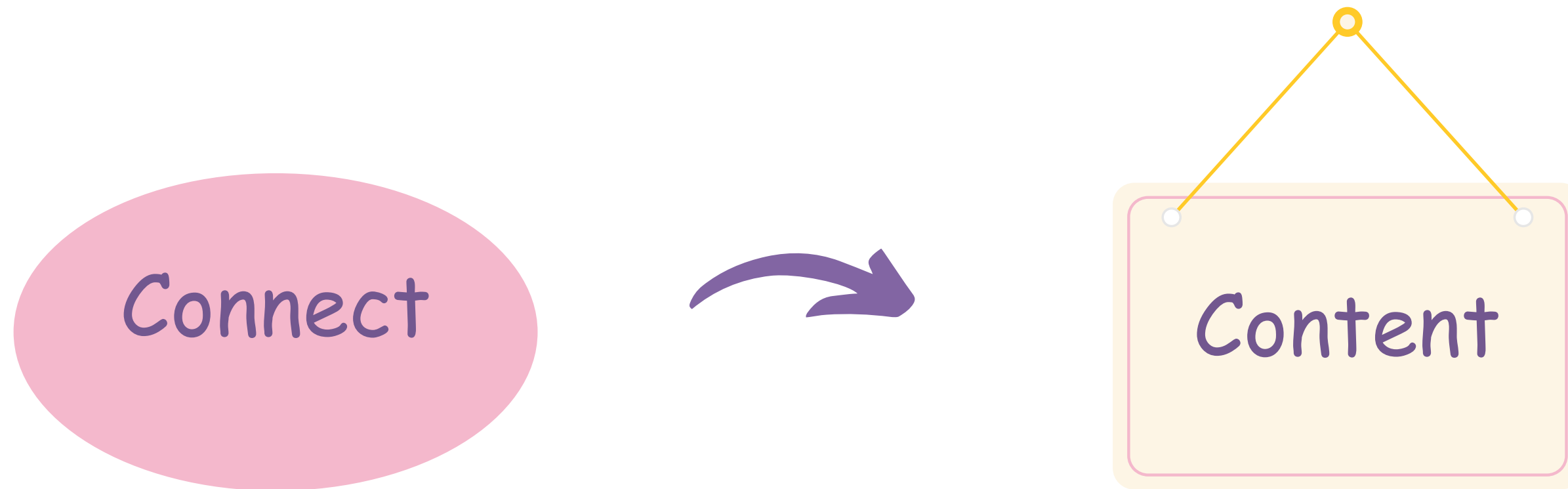
Why?

relationships are the foundation of wellbeing and learning



- **Harvard Study of Adult Development** (1938-present) found deep and warm relationships to be strongly correlated with health and happiness
- Having '**One Good Adult**' is associated with belonging, involvement with peers, engagement, and more positive relationships with teachers (My World Survey 2012, 2019)
- **Attachment to teachers** is associated with the ability to maintain attention, improved attainment and motivation, and more positive behaviour (Bergin & Bergin, 2009)

Connect before Content...



Without relatedness, no work can occur.

Why?

uphold children's
rights



Learner's Journey

responsible
citizens

successful
learners



effective
contributors

confident
individuals

increased learner motivation
and engagement

UNCRC

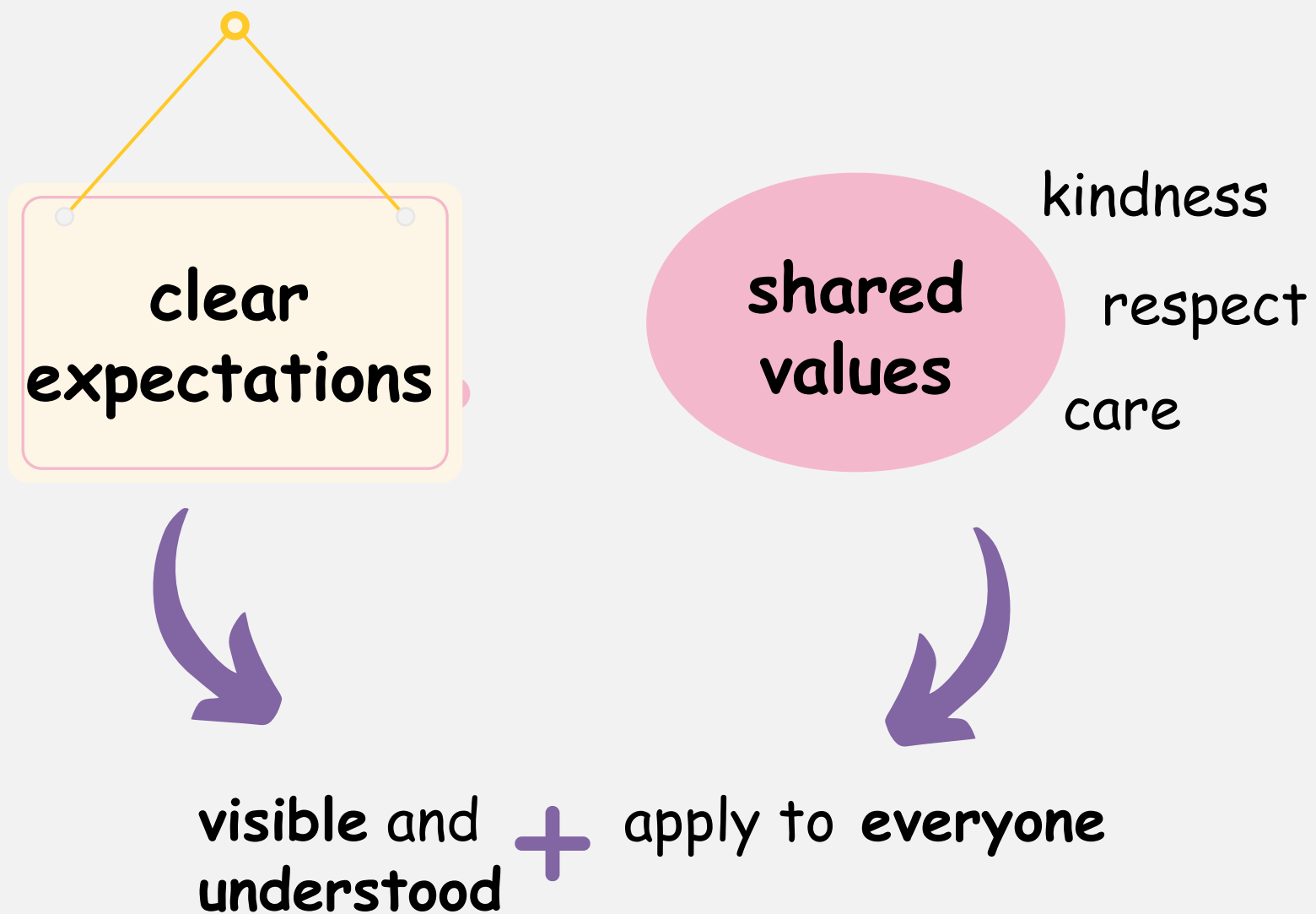
GIRFEC

Realising the Ambition

Curriculum for Excellence

What?

positive whole school culture and ethos



Values → Expectations → Policies

Co-created

Visible and lived

Easily referred to

What?

relationships **1st** **2nd** behaviour

connection before correction

positivity & warmth



support challenge
HIGH levels of both

safety &
trust



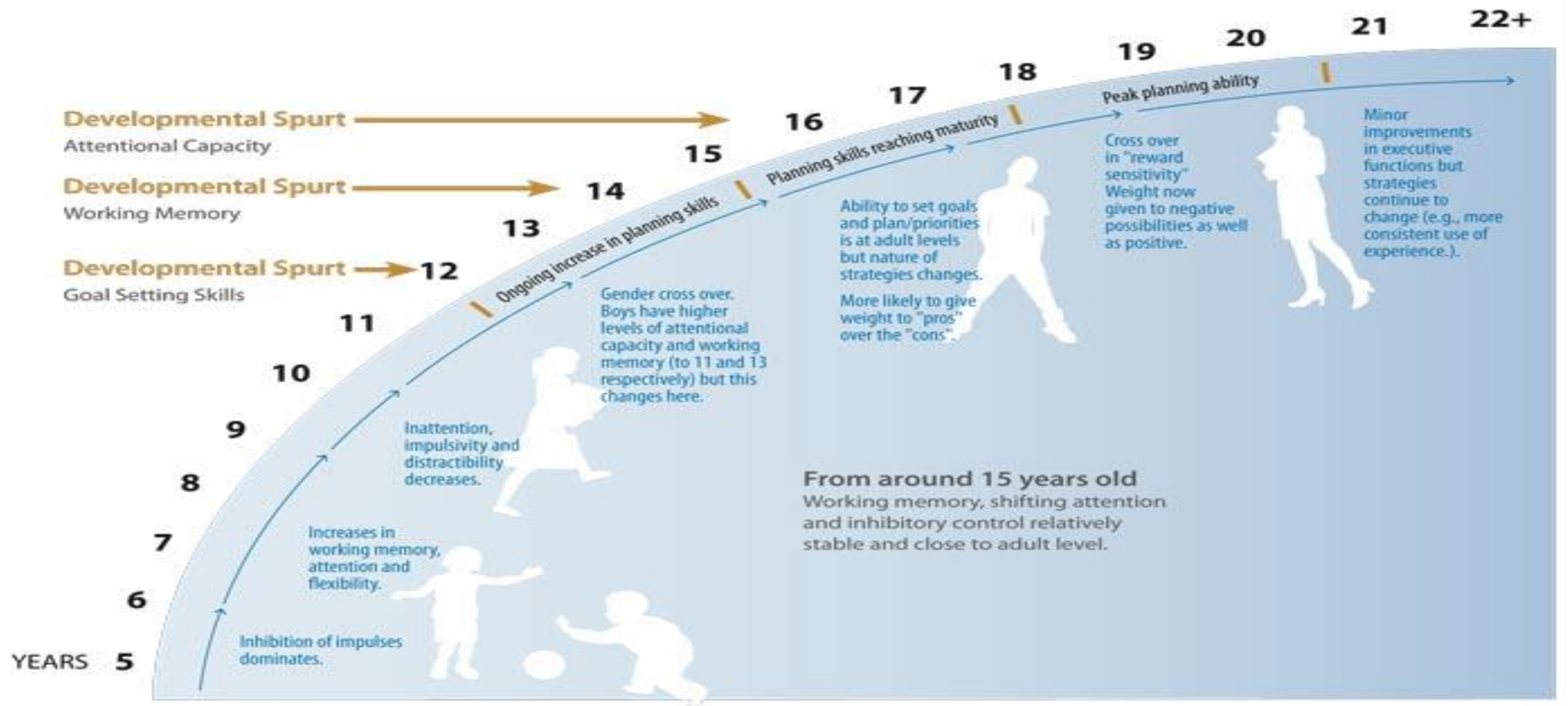
strengthen resilience & teach personal,
social and emotional skills for life

Informed by Neuroscience

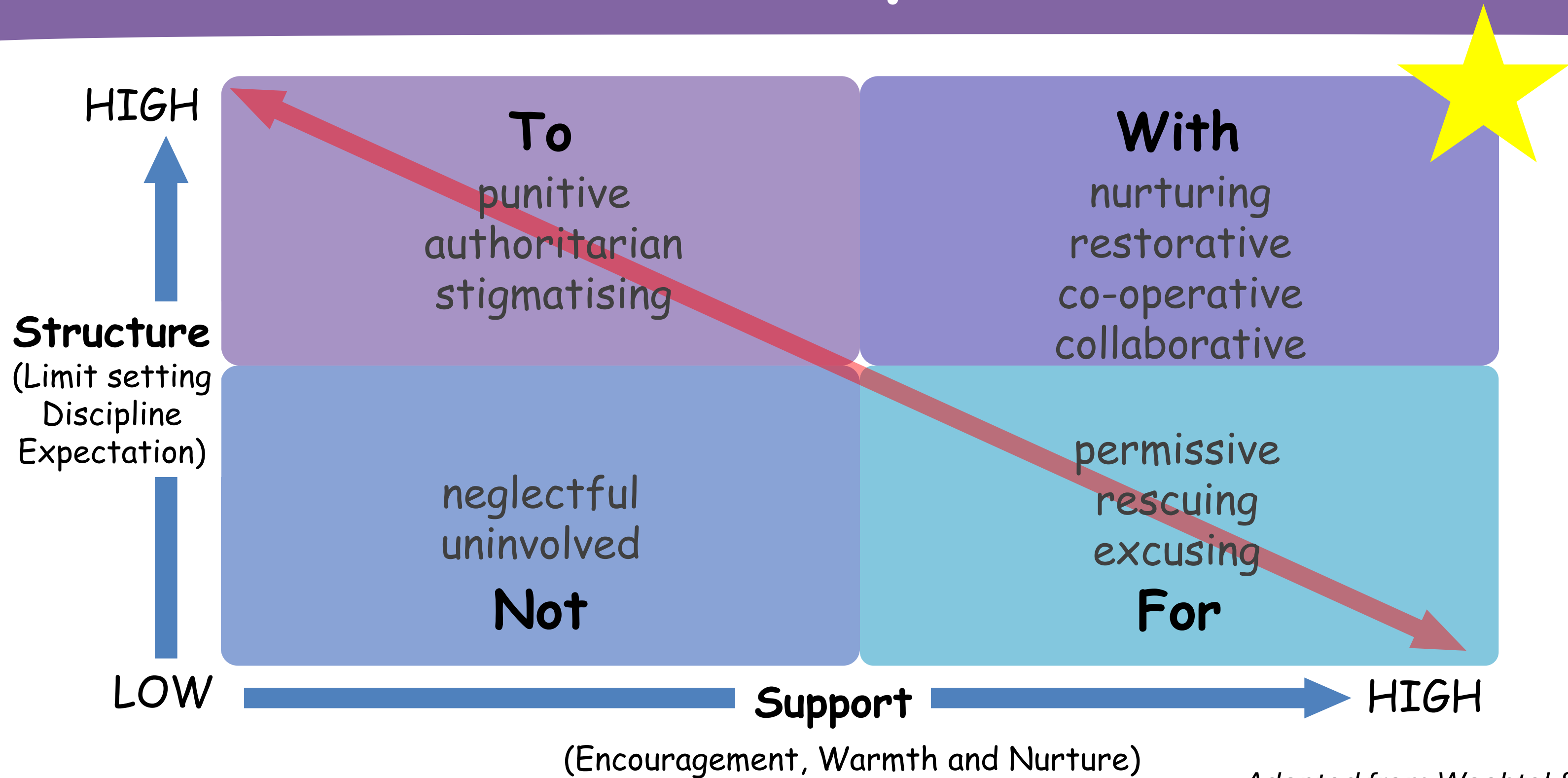
Thinking Brain
Vs
Fight or Flight

Biologically Respectful
and Trauma Informed

The Development of Executive Function



The Social Discipline Window



Adapted from Wachtel & McCold

How?

consistently live our values

support regulation

**model the qualities
we want to see**

**practice
kindness**

practice self care

be compassionate

**unconditional
positive
regard**

**listen &
notice**

**manage
our own
emotions**

**address barriers and problem solve
together**

focus on repair when things go wrong

**Considering individual needs
and capacity**

Relational consistency

Acceptance

No one get's it right all the time

The Link Between Looking After Ourselves and Working Relationally



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



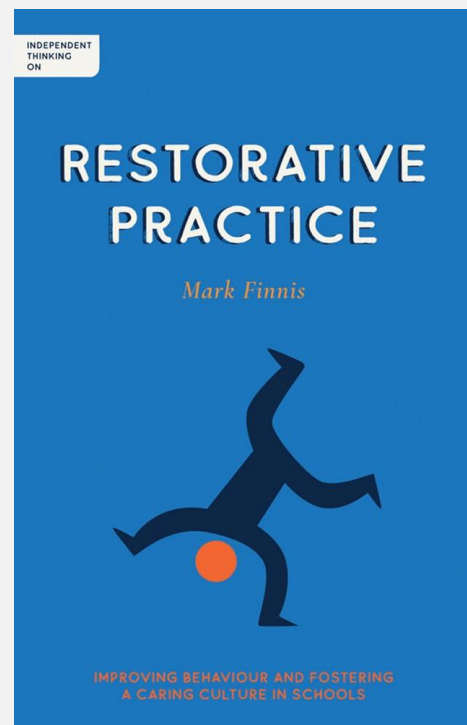
Connecting with others, offering co-regulation and being empathic can have an impact on our wellbeing



Practicing self-care mitigates the impact of this, is good for ourselves, and good for those around us

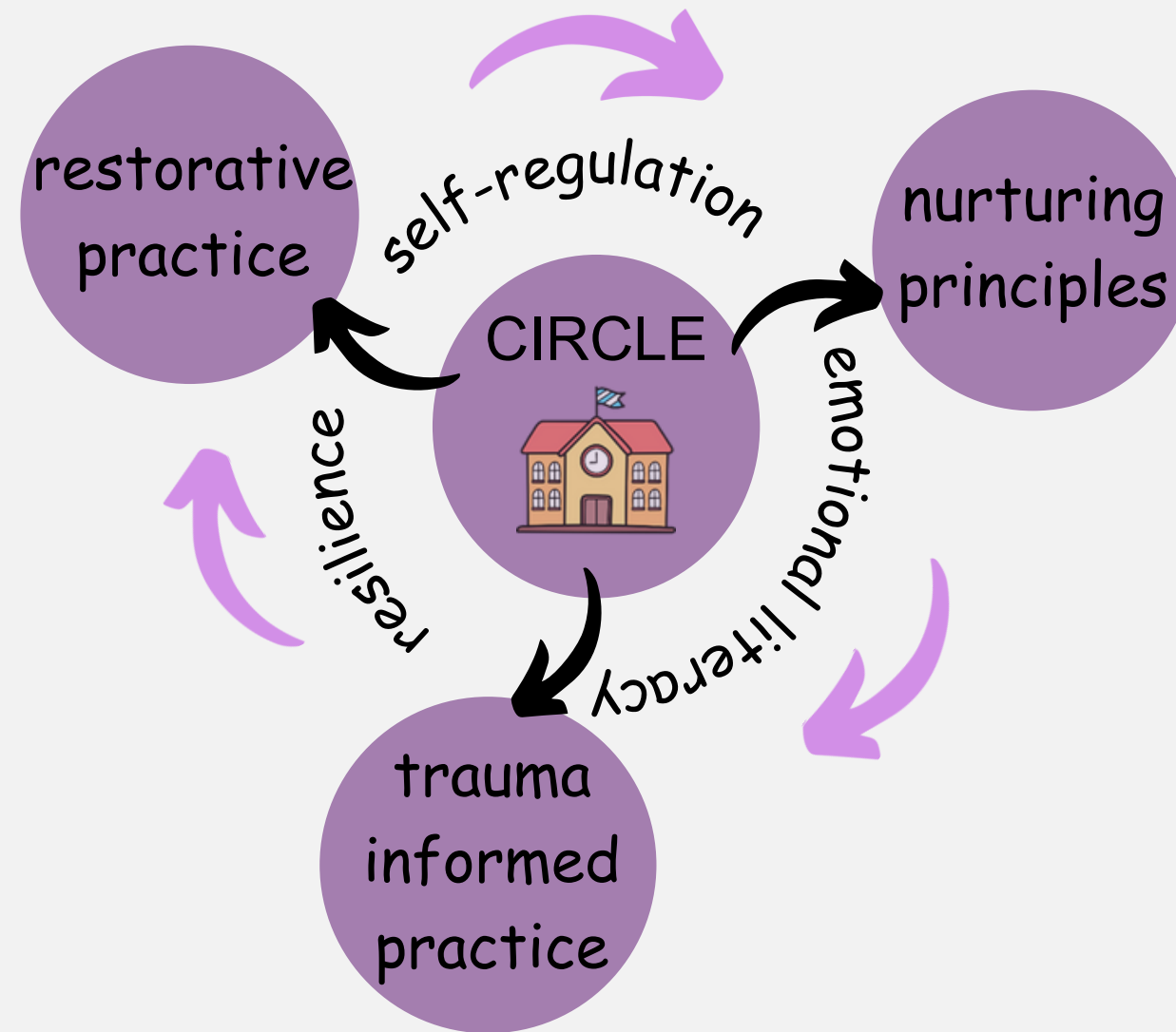


To be safe and effective in relational practice we need to look after ourselves and each other well



Getting It Right For Every Child

Nurturing Relationships



a whole school approach

Realising the Ambition

Curriculum for Excellence



Moving Towards Implementation....

***GOOD
things
TAKE
time***

Identify and share good practice

Self-evaluation of what works well, what requires development and training needs

Recognise practice develops over time and takes time to change

Working Group

Ian Wright - A Professional Footballer, meets with his former teacher, **Sydney Pigden**. He describes him as the first positive male figure he had in his life.



Activity

Before the end of the morning, please take a moment to complete the slips on your tables.

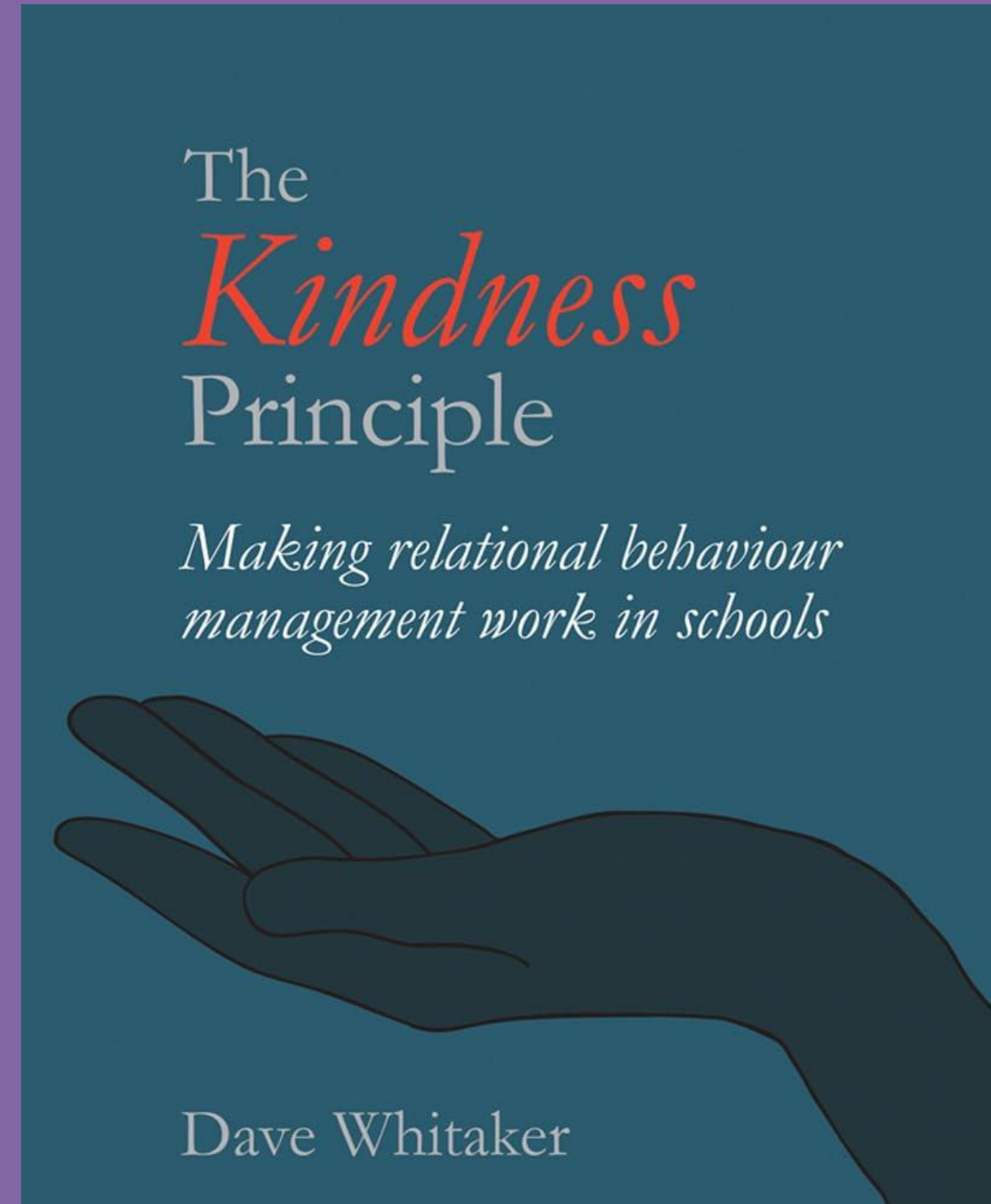
Give an example of something YOU do to build positive relationships with those around you.



Thank you



Keynote from Dave Whitaker



Shetland youth voice



JOBS &
FAIR WORK

TRANSPORT



Shetland Youth Voice 2025

MENTAL HEALTH
& WELLBEING

PUBLIC
SPACES

Bridges



yin.scot
Young Islanders Network



‘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

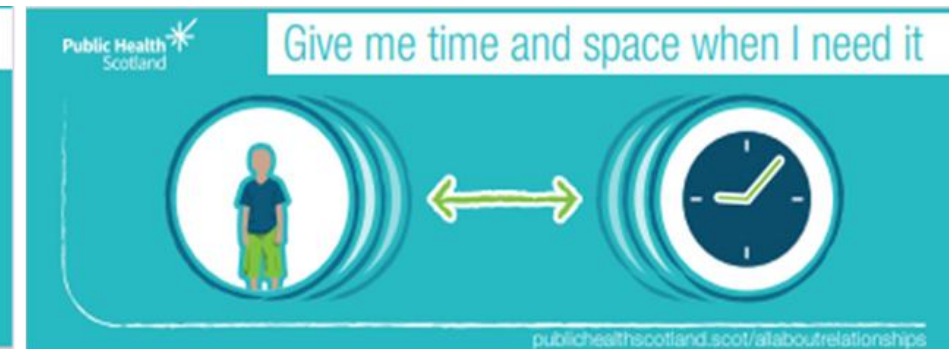
A photograph of a classroom scene. In the foreground, a woman with blonde hair, seen from the side, is pointing her finger towards three children seated at a wooden table. The children, two boys and one girl, are looking at the woman. On the table are two red cups filled with colored pencils and an open book. In the background, a blue bulletin board is decorated with numerous green crocodile cutouts. A window on the right side of the frame shows a glimpse of the outdoors.

NURTURING RELATIONSHIPS In Shetland's Schools

Break



THE SIMPLE THINGS

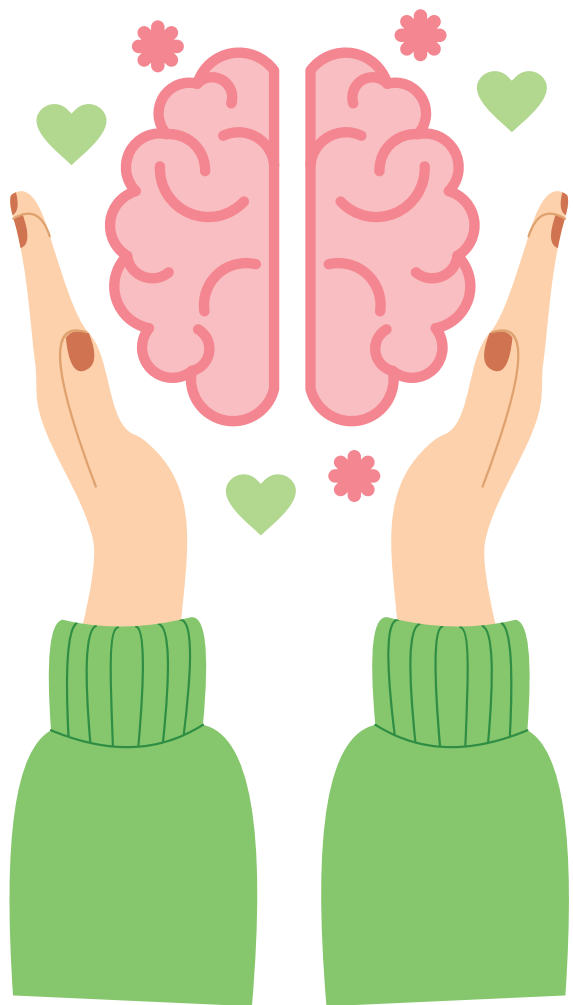


I wonder if you see me...

POSITIVE EXAMPLES



Mental Health & Wellbeing Summit 2025



The PLEDGE



THE VISION

Students and staff feel safe
and respected in learning
environments through creating
kind and supportive
relationships which will ensure
happy learning and teaching!



WHAT?

We want to ask students and staff about what commitments they feel are important to good relationships and create a list of agreed commitments to be valued and followed.

WHY?

- HAPPY STUDENTS AND STAFF
- IMPROVE BEHAVIOUR
- IMPROVE ATTENDANCE
- EFFECTIVE LEARNING AND TEACHING



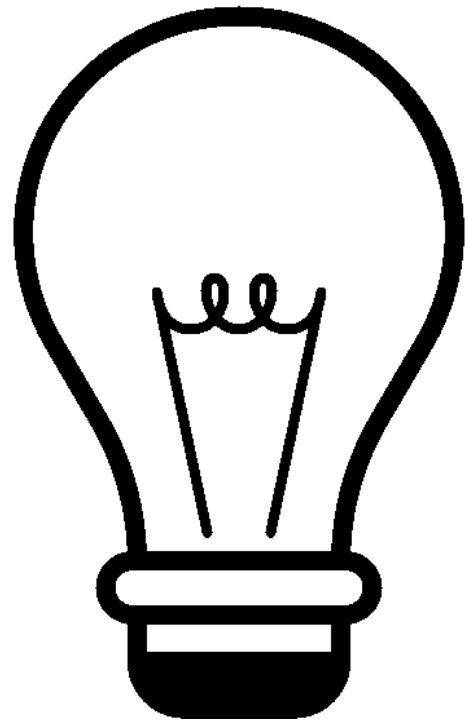
QUALITIES FOR GOOD RELATIONSHIPS



NEXT STEPS

- ☐ Hosting the SYV mental health & wellbeing summit to consult more young people
- ☐ Staff focus groups
- ☐ Parent/guardian focus groups
- ☐ Create a pledge draft together

WHAT ARE YOUR THOUGHTS?



-COULD HAVING A
PLEDGE COMMITTED TO
POSITIVE RELATIONSHIPS
HELP?



THANK YOU

Contact:

ShetlandYouthVoice@shetland.gov.uk

Plenary and Closing Remarks

***GOOD
things
TAKE
time***

Thanks to all the presenters and all who have contributed to the morning

Thanks to you all for your attention and engagement

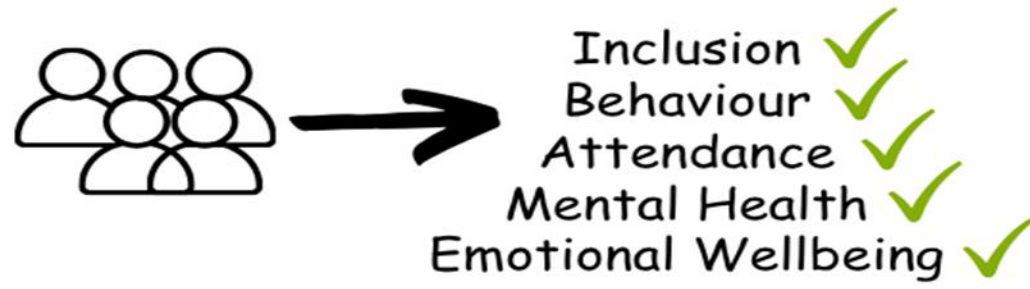
Evaluation information will gathered by Workforce Development - please complete

Follow up planned for October

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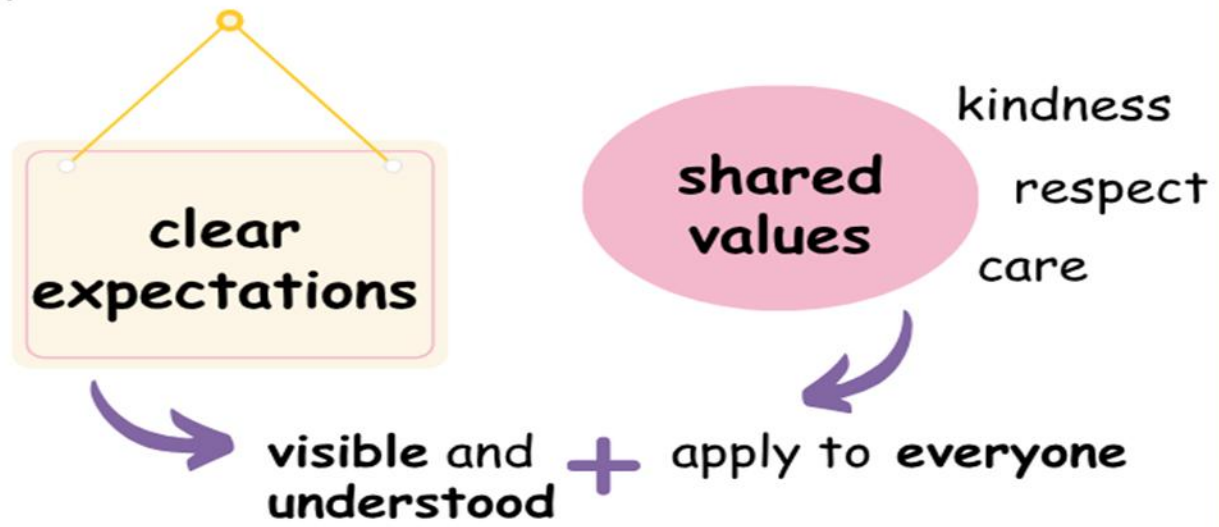


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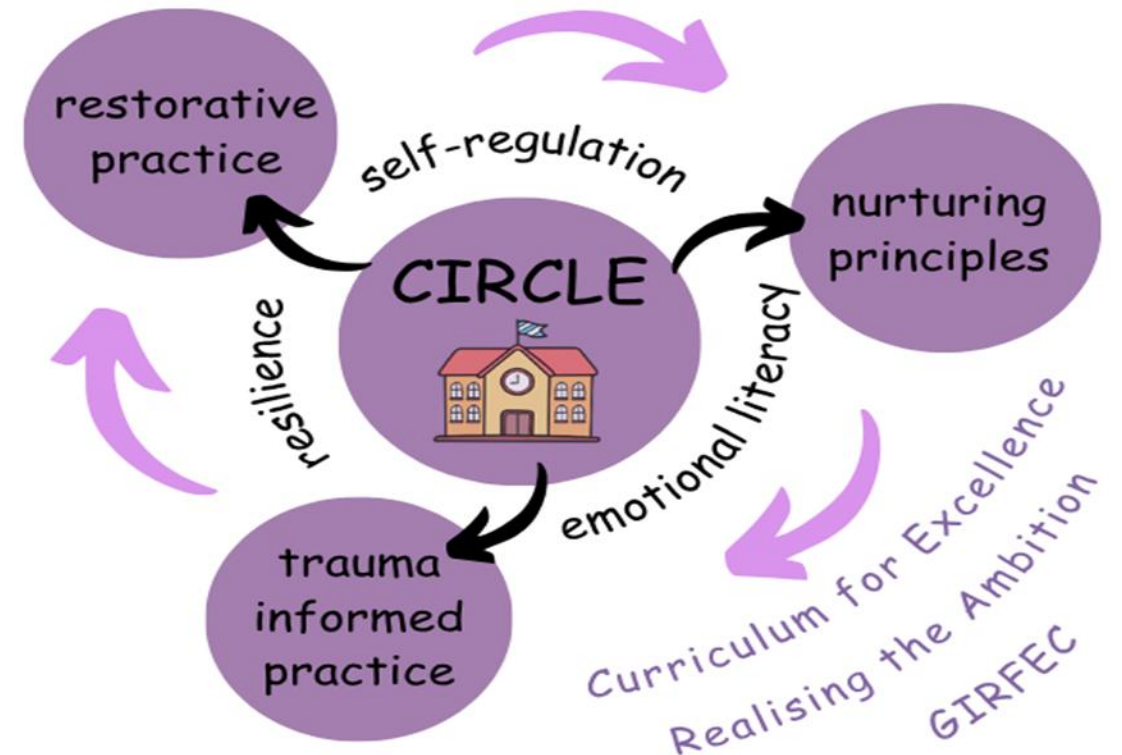
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