
Report To:	Education & Communities Committee	Date:	2 September 2025
Report By:	Ruth Binks Corporate Director Education, Communities and Organisational Development	Report No:	EDUCOM/58/25/MR
Contact Officer:	Michael Roach Head of Education	Contact No:	01475 712891
Subject:	Education – Positive Relationships Policy 2025		

1.0 PURPOSE AND SUMMARY

- 1.1 ☒ For Decision ☐ For Information/Noting
- 1.2 The purpose of this report is to ask members of the Education and Communities Committee to approve the Positive Relationships policy.
- 1.3 As previously reported to the Education Committee this policy was due for review during the academic session 2024/25 however the Education Service was waiting on updated guidance from the Scottish Government in relation to the joint National Action Plan on Relationships and Behaviour in Schools, created on the back of the [Behaviour in Scottish schools: research report 2023](#).
- 1.4 This policy has been reviewed in line with guidance referred to in 1.3 from the Scottish Government in the form of the document *Fostering a positive, inclusive and safe school environment* (2025).
- 1.5 There are some changes to the policy based on the refreshed national guidance cited above – see appendix 10 of the attached policy.

2.0 RECOMMENDATIONS

- 2.1 The Education and Communities Committee is asked to:
- Approve the Education Service's revised Positive Relationships policy.

Ruth Binks
Corporate Director
Education, Communities & Organisational Development

3.0 BACKGROUND AND CONTEXT

- 3.1 The Behaviour in Scottish Schools Research (BISSR) showed that the majority of staff in 2023 perceived that all or most pupils are generally well-behaved around the school and in the classroom. However, there was also evidence that a review needed to be carried out to address an increase in a range of behaviours which were challenging the system, alongside support for schools and staff to deal with this.
- 3.2 From this research a joint National Action Plan on Relationships and Behaviour in Schools, [Relationships and behaviour in schools: national action plan 2024 to 2027 - gov.scot](#) was created and from this new national guidance has been published on:

[Schools - fostering a positive, inclusive and safe environment: guidance - gov.scot](#)

[Schools - violent, aggressive and dangerous behaviour: risk assessment guidance - gov.scot](#)

3.3 **Addressing Racism and Racist Incidents in Schools interim guidance**

As part of this new guidance, further interim guidance on "Addressing Racism and Racist Incidents in Schools" has also been published: [Schools - addressing racism and racist incidents: guidance - gov.scot](#).

The interim guidance has been developed in partnership with the Racism and Racist Incidents workstream of the Anti-Racism in Education Programme. This interim guidance focuses on addressing racist behaviour experienced by or displayed by pupils, providing information on what constitutes a racist incident, how to differentiate it from bullying, supporting affected children, and responding to those who display racist behaviour. It also includes guidance on recording and monitoring racist incidents and example scenarios. The interim guidance is the first stage in the development of a wider Whole School Approach to preventing and responding to racism and racist incidents in schools, which will be published in early 2026.

4.0 PROPOSALS

- 4.1 This new iteration of the Positive Relationships policy has been updated in line with new national documentation – Fostering a positive, inclusive and safe school environment (2025), which has been produced by the Scottish Government. It provides information to enable all education establishments in Inverclyde to develop their own versions of policy throughout this academic session.
- 4.2 Key changes include insertions about expectations and consequences. It also aligns practice in Inverclyde to Included, Engaged and Involved (Part 3) (2024), which provides guidance in respect of seclusion and restraint.
- 4.3 The policy also provides updated information in respect of process changes in Inverclyde i.e. the formation of the Authority Screening Group, the refreshed Anti-Bullying policy and the new Single Agency Planning Framework.
- 4.4 This revised version of our existing Promoting Positive Behaviour policy will support all establishments to then review their own policies during the academic session 2025/26 in collaboration with stakeholders. This is a key action within the Education Service's Improvement plan for 2025/26 and all establishments will be expected and supported to do this. This will include a launch of this policy and related training for school leaders.

5.0 IMPLICATIONS

- 5.1 The table below shows whether risks and implications apply if the recommendation(s) is(are) agreed:

SUBJECT	YES	NO
Financial		X
Legal/Risk		X
Human Resources		X
Strategic (Partnership Plan/Council Plan)		X
Equalities, Fairer Scotland Duty & Children/Young People's Rights & Wellbeing	X	
Environmental & Sustainability		X
Data Protection		X

5.2 Finance

N/A.

Annual recurring costs (savings)

Cost Centre	Budget Heading	With Effect from	Annual Net Impact	Virement From (If Applicable)	Other Comments

5.3 Legal/Risk

N/A.

5.4 Human Resources

N/A.

5.5 Strategic

N/A.

5.6 Equalities, Fairer Scotland Duty & Children/Young People

(a) Equalities

This report has been considered under the Corporate Equalities Impact Assessment (EqIA) process with the following outcome:

Y	YES – Assessed as relevant and an EqIA is required, and will be made available on the Council's website: https://www.inverclyde.gov.uk/council-and-government/equality-impact-assessments
	NO – This report does not introduce a new policy, function or strategy or recommend a substantive change to an existing policy, function or strategy. Therefore, assessed as not relevant and no EqIA is required. Provide any other relevant reasons why an EqIA is not necessary/screening statement.

(b) Fairer Scotland Duty

Has there been active consideration of how this report's recommendations reduce inequalities of outcome?

	YES – A written statement showing how this report's recommendations reduce inequalities of outcome caused by socio-economic disadvantage has been completed.
N	NO – Assessed as not relevant under the Fairer Scotland Duty for the following reasons: Provide reasons why the report has been assessed as not relevant.

(c) Children and Young People

Has a Children's Rights and Wellbeing Impact Assessment been carried out?

Y	YES – Assessed as relevant and a CRWIA is required.
	NO – Assessed as not relevant as this report does not involve a new policy, function or strategy or recommends a substantive change to an existing policy, function or strategy which will have an impact on children's rights.

5.7 Environmental/Sustainability

Has a Strategic Environmental Assessment been carried out?

	YES – assessed as relevant and a Strategic Environmental Assessment is required.
N	NO – This report does not propose or seek approval for a plan, policy, programme, strategy or document which is like to have significant environmental effects, if implemented.

5.8 Data Protection

Has a Data Protection Impact Assessment been carried out?

	YES – This report involves data processing which may result in a high risk to the rights and freedoms of individuals.
N	NO – Assessed as not relevant as this report does not involve data processing which may result in a high risk to the rights and freedoms of individuals.

6.0 CONSULTATION

6.1 N/A.

7.0 BACKGROUND PAPERS

7.1 N/A.

Organisational Development, Human Resources and Performance

Promoting Positive Relationships

Version No 2

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DOCUMENT CONTROL

Document Responsibility		
Policy Title	Corporate Group	Service
Promoting Positive Relationships	Education, Communities and Organisational Development.	Education.

Change History		
Version	Date	Comments
2	September 2025	The original policy was due to be re-freshed and has now been so to align to the new Scottish Government guidance in this area Promoting a positive, inclusive and safe school environment (2025).

Distribution
<p>All educational establishments in Inverclyde. Central teams in education Parent and pupil councils.</p>

Policy Review		
Updating Frequency	Next Review Date	Responsible Officer
As new guidance comes from Government.	Scheduled review September 2028.	Michael Roach.

Policy Review and Approval			
Name	Action	Date	Communication

CONTENTS

Document control		
		Page
1.0	Introduction	
1.1	Executive summary	5
1.2	Background	5
1.3	Strategic context	5
1.4	Links to legislation	5
1.5	Aim	6
1.6	Links to Corporate Groups	6
1.7	Terms of Reference	6
2.0	Scope	6
3.0	Policy Content	
3.1	Background	6
3.2	Purpose of this policy	7
3.3	The Importance of Positive Relationships	8
3.4	Key Drivers	9
3.5	Preventative Approaches	9
3.6	Relational Approaches	15
3.7	Responding	19
3.8	Policy and Practice	23
4.0	Roles and Responsibilities	
4.1	Chief Executive	24
4.2	Directors	24
4.3	Heads of Service	24
4.4	Service Managers	24
4.5	Officers	24
5.0	Implementation	
5.1	Training	24
5.2	Communication of the policy	24
6.0	Risk	
6.1	Legislative risk	24
7.0	Equalities	
7.1	Consultation and Engagement	24
7.2	Equality Impact Assessment	24
8.0	Appendices	
8.1	Sample Environmental Checklist from an Inverclyde Establishment	26
8.2	Environmental Checklist Example (Learning and Teaching)	29
8.3	Trauma Informed Practice implementation in education	32
8.4	Illustrative Examples of Consequences	33
8.5	Reflective Questions	38
8.6	ASG – Critical Incident Reporting Form	43
8.7	A Positive Approach to Promoting Inclusion and Managing Exclusions	47
8.8	Single Agency Planning	55

1 INTRODUCTION

1.1 EXECUTIVE SUMMARY

This refreshed version of the Positive Relationships policy continues advice and guidance for all establishments on positive relationships, preventative and responsive approaches, relational approaches, consequences and expectations, assessment and planning and links our approach to other key drivers. All educational establishments now must take this guidance and work with pupils, parents and staff to generate their own version of a positive relationships policy.

1.2 BACKGROUND

Inverclyde Council was one of the first local authority areas in Scotland to create a Positive Relationships policy, which came into being in 2014. Over time there has been a realisation that all local authorities should have such a strategic driver. The Inverclyde iteration of policy has had micro level changes over time with the key drivers, namely the salience of relational approaches remaining the same. This is the first comprehensive re-refresh of the policy, which was led by the publication of new guidance from the Scottish Government cited above.

1.3 STRATEGIC CONTEXT

In June 2025 the Scottish Government released guidance on positive relationships in the shape of the aforementioned document. The document cited also calls on local authorities, COSLA and the Scottish Government to now work together on its implementation. It emphasises that outcomes across numerous domains will improve should the guidance be successfully implemented.

1.4 LINKS TO LEGISLATION

The following legislative and policy aspects underpin the policy:

- UNCRC (Incorporation) (Scotland) Act 2024
- Health and Safety at Work etc. Act 1974
- Education (Additional Support for Learning) (Scotland) Act 2004 amended 2009
- Education (Scotland) Act 1980
- Standards in Scotland's Schools etc. Act 2000
- Equality Act 2010
- Additional Support for Learning Statutory Guidance (2017).
- The Standards in Scotland Schools Act (2000).
- The Children and Young People Scotland Act (2014).
- Included, Engaged and Involved (Part 1, 2 & 3) (2007, 2017 & 2024).
- Better Behaviour Better Learning Better Relationships (2017).
- Behaviour in Scotland's Schools Report (2023).
- Respect for All (2024).
- Inverclyde GIRFEC Pathways (2015).
- General Teaching Council for Scotland Professional Standards (2021).

1.5 AIM

The aim of the policy is to provide support to all education establishments to develop and implement their own version of policy in session 2025-26.

1.6 LINKS TO CORPORATE GROUPS

This policy comes under the work of Education, Communities and Organisational Development.

1.7 TERMS OF REFERENCE

This policy will be used to provide information to all establishments in Inverclyde to support them to develop their own Positive Relationships Policy.

2 SCOPE

This policy will apply to all education establishments in Inverclyde.

3 POLICY CONTENT

Inverclyde Positive Relationships Policy 2025

Welcome to the 2025 version of Inverclyde's Positive Relationships policy. It is important to note that this iteration of policy builds on previous policy and practice that is evident throughout Inverclyde's education establishments. Inverclyde has a strong tradition of recognising the correlation between establishment ethos, pupil wellbeing and academic attainment. As such, there is a clear synergy between the Positive Relationships policy and the wider education agenda in Inverclyde.

There have been a number of key national developments in the area of positive relationships in recent years that led to the publication by the Scottish Government of the document [Fostering a positive, inclusive and safe school environment \(Scottish Government, 2025\)](#). This guidance document has been a seminal influencing factor behind changes seen in the 2025 version of our Positive Relationships policy. I thank all who have contributed to this policy and wish practitioners well in their endeavours in respect of its implementation.

Michael Roach (Head of Education)

Lead Officer – Varri Steel (Education Officer – Inclusion)

September 2025

3.1 BACKGROUND

This policy builds and supplants the previous iteration of Inverclyde's Positive Relationship policy and incorporates key messages from the document *Fostering a positive, inclusive and safe school environment* (Scottish Government, 2025). It will be implemented in Inverclyde through a process that will involve establishments working with pupils, parents and staff to create their own version of a Positive Relationships policy that incorporates the key messages from this local authority policy. Establishment policies will reflect the need within their own context whilst aligning to the key messages contained within this policy. They should clearly indicate how the establishment implements preventative and relational approaches, whilst indicating how they respond to situations and implement aspects of policy and practice cited in this document.

3.2 PURPOSE OF THIS POLICY

The agreed purposes and aims of this policy, in accordance with Getting it Right for Every Child, are to:

- Implement key national documentation, namely: Fostering a positive, Inclusive and safe school environment.
- Promote positive teaching and learning environments across all establishments.
- Value every child and develop a climate of mutual respect in all our establishments.
- Maintain high expectations of the children/young people themselves, establishments, support services and the community.
- Bring the work of all agencies together to encourage a partnership approach to promoting positive relationships.
- Promote early intervention.
- Demonstrate that relationships are at the heart of an excellent establishment.
- Include all our children and young people in their establishment's and communities.
- Improve achievement and attainment.
- Actively promote the development of nurturing establishments and communities.
- Ensure staff develop an in-depth understanding of social, emotional, and behavioural issues.
- Provide high quality staff development opportunities.
- Establish a strategic and authority wide lead in this area.
- Teach children and young people the social skills needed to interact positively with others.
- Promote an ethos of empathy and understanding of all children, young people and their families.
- Reflect constantly on our practice in order to improve interventions and outcomes.
- Recognise and meet our duties and responsibilities as corporate parents.
- Provide policy and direction around the process of exclusions including for those pupils who are care experienced.
- Provide a template for education establishments to self-evaluate their current practice and use this information to develop their own policies in the positive relationships area.
- Provide information regarding seclusion and restraint that is in line with the document IEI, 3.
- Support establishments in the development of their own policies in this area for session 2025-26.

3.3 THE IMPORTANCE OF POSITIVE RELATIONSHIPS

'Curriculum for Excellence cannot be delivered without good relationships and positive behaviour. Children and young people should feel happy, safe, respected, and included in the learning environment and all staff should be proactive in promoting positive behaviour in the classroom, playground, and wider learning community. Underpinning this is the emotional health and wellbeing of staff.'

Curriculum for Excellence

The development of a positive learning environment is essential if effective learning and teaching is to take place within an educational establishment. Effective learning and teaching is also dependent on the nurturing of positive relationships through the daily interactions between staff and learners and between learners themselves.

The policy is based on a set of core principles identified by the group which permeate all aspects of the guidance: **Respect, empathy, aspiration, inclusion, resilience, empowerment, nurture, trust, fairness, and unconditional positive regard.**

Inverclyde Council has developed a vision of creating a 'Nurturing Inverclyde' where we 'Get it Right for Every Child, Citizen and Community'.

Through this policy we strive to support the achievement of the core outcomes associated with 'GIRFEC.' All aspects of this work will lead to our learners being:

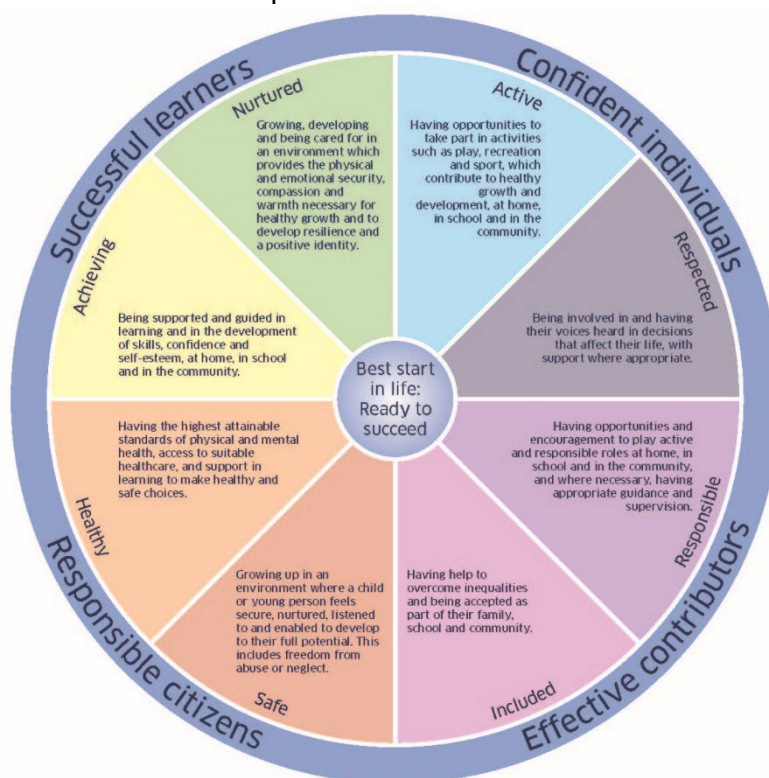


Figure 1: GIRFEC Wellbeing Wheel

"I feel confident about dealing with conflict because I have a better understanding of other people's emotions"

Inverclyde learner

3.4 KEY DRIVERS

This policy is further guided by the legislative and policy and practice landscape in Scottish Education as outlined below.

This guidance is underpinned by a legal framework which includes:

- UNCRC (Incorporation) (Scotland) Act 2024
- Health and Safety at Work etc. Act 1974
- Education (Additional Support for Learning) (Scotland) Act 2004 amended 2009
- Education (Scotland) Act 1980
- Standards in Scotland's Schools etc. Act 2000
- Equality Act 2010
- Additional Support for Learning Statutory Guidance (2017).
- The Standards in Scotland Schools Act (2000).
- The Children and Young People Scotland Act (2014).
- Included, Engaged and Involved (Part 1, 2 & 3) (2007, 2017 & 2024).
- Better Behaviour Better Learning Better Relationships (2017).
- Behaviour in Scotland's Schools Report (2023).
- Respect for All (2024).
- Inverclyde GIRFEC Pathways (2015).
- General Teaching Council for Scotland Professional Standards (2021).

This policy encourages the development of a whole establishment approach to creating a culture of positive relationships, which are supported by positive practices. This was highlighted in the various iterations of the Behaviour in Scottish Schools Report and through wider research. It is clear, therefore, that whole establishment approaches reinforce a positive ethos and foster inclusive values.

3.5 PREVENTATIVE APPROACHES

Ethos, Values and Expectations

Developing a whole establishment ethos.

A strong ethos begins with a set of cohesive values that reflect the identity and aspirations of the learning community. To ensure that establishment approaches to responding to behaviour support this ethos effectively, establishments should adopt a structured approach based on clear values, expectations and consistent application.

Values

To develop an effective approach to relationships and behaviour, establishments should first determine their core values that underpin their approach. These values should be:

- meaningful and relevant to the particular context, ensuring they are understood and agreed across the establishment community
- developed collaboratively with children and young people, staff and parents to foster shared ownership and commitment
- clearly communicated so that everyone understands their significance and how they shape the culture and approach to behaviour
- embedded and reinforced in daily practice to ensure modelling, consistency and clear link to expectations and responses

Establishments should regularly reflect on how well these values are shaping their culture and practice. This includes using self-evaluation processes such as:

- analysing behaviour data to identify patterns, trends or areas that require additional focus through self-evaluation mechanisms, such as HGIOS4
- conducting surveys or consultations with children and young people, staff and parents to gather diverse perspectives
- engaging the wider establishment community in ongoing dialogue about how values are lived and experienced within the establishment environment
- Values should be regularly reviewed and adapted in response to what is working, what is changing, and the evolving needs of the establishment community.

Translating values into expectations

To ensure that values translate into daily practice, establishments should develop clear, practical expectations that align with them, in collaboration with the whole establishment community. This involves:

- defining specific behaviours that reflect the identified values
- ensuring expectations are inclusive, simple, explicit and easy to meet
- communicating expectations consistently through daily interactions, assemblies, classroom/learning space discussions, establishment policies, and parental engagement sessions
- applying expectations to all members of the establishment community, including children and young people, staff, and parents.

Approaches to expectations should be inclusive and reflective of the diversity of age and developmental stages across the establishment community and framed in such a way that ensures children and young people are able to meet them, particularly those who may be disadvantaged or face barriers linked to a protected characteristic. For example, an expectation that children and young people should 'follow instructions first time' may be unachievable for children and young people due to their age, developmental stage or neurodiversity. 'To follow instruction', may be an alternative, more inclusive and achievable expectation.

Applying expectations consistently

Underpinning a whole establishment approach to relationships and behaviour is the importance of consistency. This means that while expectations of behaviour apply equally to all members of a establishment community, the support and interventions provided will be tailored to individual needs, ensuring a child-centred equitable approach that is most likely to lead to change.

Key aspects of consistency include:

- all members of the establishment community – children and young people, staff and parents – should be expected to uphold establishment values and model expected behaviours to create a predictable, structured environment
- where a child or young person's behaviour does not meet expectations, it should be addressed in line with the establishment's relationship and behaviour policy, which outlines processes for responding
- expectations are regularly and positively reinforced across the setting, with clear and consistent messaging to and from all members of the learning community
- a clear escalation process should guide the progression of responses when expectations are not met
- high expectations should emphasise children's rights, fostering a sense of fairness, equity, accountability and social and moral responsibility
- expectations should be applied equitably, with responses tailored to individual needs
- opportunities for professional learning for all staff to ensure a shared understanding of expectations and effective responses to types of behaviours, or situations, that present staff with more challenge, in line with the relationships and behaviour policy

Consistency is promoted through a structured, staged approach, in line with the GIRFEC approach and Additional Support for Learning Statutory Guidance. Adapted from Fostering a positive, inclusive and safe school environment (Scottish Government, 2025)

The Environment for Learning – physical pedagogical and curricular.

As an authority, Inverclyde takes a holistic view of promoting positive relationships and uses every possible opportunity across our educational provisions to teach the skills

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required for this through all subjects, conversations and our day to day interactions with children and young people.

“Behaviour” must be considered in the same way as any other area of the curriculum where staff would assess, plan, teach, differentiate, and evaluate in order to ensure that pupils understand and develop the skills required. This work sits at the heart of the Health and Wellbeing curriculum, particularly the aspects that are ‘The Responsibility of All.’

Since the seminal work of educational researchers such as Rutter et al (1979) and more recently Hattie (2014) there has been a strong body of evidence that the culture and ethos created by education establishments and individual staff members can significantly shape outcomes, often in spite of extraneous factors. In promoting positive relationships it is essential that a playroom, class, playground or whole establishment environment is conducive to meeting needs and preventing any distressed behaviour from occurring.

When considering the best possible learning environment for children and young people, staff should consult environmental/attitudinal checklists (Appendix 1a and Appendix 1b) and monitor and adapt accordingly. These checklists can also be used as a self-evaluation tool in this area of work.

A summary of key questions for practitioners are listed below. These can be used as a checklist of positive practice and can also be used to stimulate professional dialogue.

- Is the playroom/class uncluttered and well organised?
- Are areas clearly marked and signposted?
- Is the lay out and type of furniture appropriate? (heights of tables and chairs etc)
- Are group dynamics/seating set to allow for the most successful interactions to take place?
- Is it appropriate to have personal work stations/time out space in the classroom or establishment?
- Are there any sensory issues affecting pupil behaviour e.g., colour, light and noise/pitch levels?
- Do staff speak in a calm, non-confrontational way?
- Are establishment values/codes of conduct displayed around the establishment in pupil friendly forms?
- Are general good practice strategies in place e.g. daily schedules, signposting for all?

In one Inverclyde school, class daily plans and routines are clearly displayed and accessible for all, including cover staff. This ensures a consistent approach in all classes and children are less unsettled by a change of staff.

In the playground

- Are suitable activities available?
- Is training in place for mentors?
- Are buddies/mentors used successfully?
- Do playground staff interact with pupils?
- Are there quiet/safe haven spaces available?
- Are children and young people encouraged to sort out problems with each other through restorative approaches or peer mediation?
- Can a resolution be found to “interval difficulties” before returning to class?

Teaching /Learning and Curriculum Delivery

In all Inverclyde Educational Establishments every measure is taken to deliver an enabling and stimulating curriculum. Using active, contextualised, and meaningful

approaches to teaching and learning will stimulate interest and minimise opportunities for negative interactions.

In order to develop skills such as positively participating in groups, acquiring and developing social skills and being able to manage their own emotional regulation, children and young people need strong, trusting relationships, to feel known by the adults and peers in their establishment, and opportunities to acquire and develop such skills through modelling, planned experiences and learning. This also involves clear expectations, consistent routines and boundaries, effective responses and opportunities to learn from their behaviour. This provides the structure that allows them to acquire and develop skills for learning, skills for life and skills for work. In doing so, it supports their growth as successful learners, confident individuals, responsible citizens and effective contributors – the four capacities of the curriculum.

Personalisation in curriculum delivery may be required in order to establish positive work patterns and engage children and young people with their learning environments. Relationships between curriculum delivery and relationships are well documented and within our authority we have examples of some very imaginative curriculum delivery centred on pupils’ interest and needs.

All children follow a personal learning pathway, but for some this may be a very bespoke learning plan and programme.

“I feel good because I can sort out hard situations by myself and I can help younger pupils in the school by talking to them.”
Inverclyde learner

It is useful to note George’s (1995) average retention rates by levels of learning:

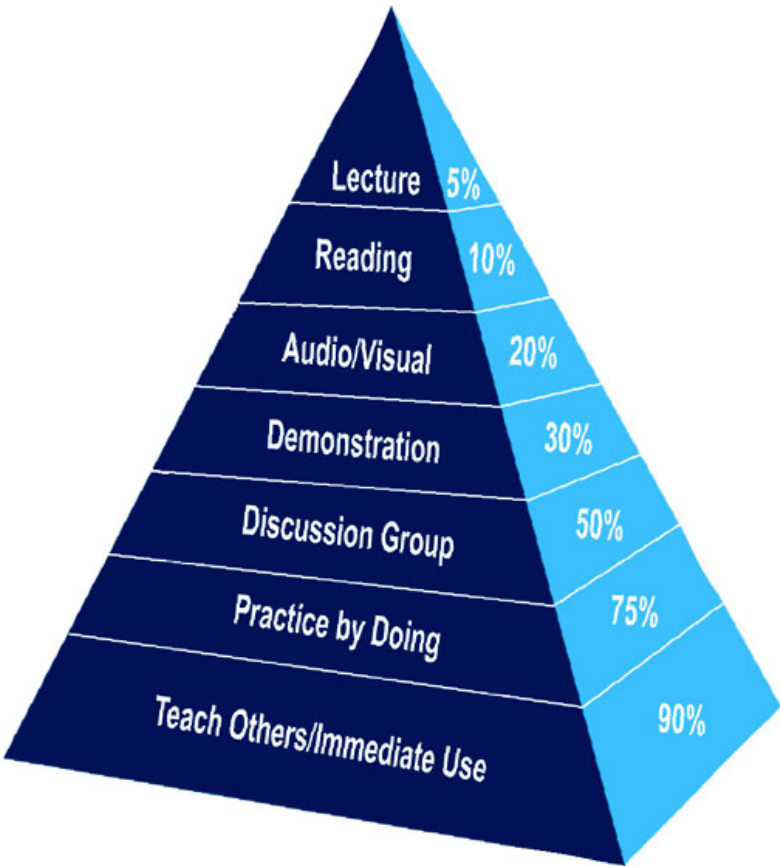


Figure 2: Average Retention Rates (George, 1995)

The Importance of Play / Active Learning

“The benefits of play are both immediate and long term, and contribute to all aspects of children’s health and development including their physical and mental well-being, their educational development, brain development, and opportunities for language development, spatial and mathematical learning, creativity, and identity formation”
Coalter and Taylor, 2001

Well planned active learning should provide opportunities for:

- progression in learning and the development of skills
- engaging and challenging children’s thinking
- investigating and exploring
- consolidating learning
- focussed learning and teaching
- fun and enjoyment

Building the Curriculum 2 ‘Active Learning in the Early Years’ describes the importance of active learning approaches across the Early Level of Curriculum for Excellence and beyond.

Staff in establishments should ask the following key questions about their curriculum delivery:

- Are children and young people encouraged to have high expectations and a ‘can-do’ attitude to their learning?
- Is the curriculum planned carefully in order to meet learners’ needs?
- How can support staff be involved in planning to meet pupil needs and support the delivery of the curriculum?
- Is teaching and learning carefully matched to previous experiences of children and young people?
- Are different outcomes/achievements equally valued?
- Are lessons well structured?
- Are learning intentions created and shared with children and young people?
- Are resources matched to need?
- If plans are required are they appropriately challenging and do they demonstrate progression in learning?
- Is the curriculum delivered using a range of approaches?
- Are children and young people encouraged to participate using responsive planning?
- Are staff reflective - consistently asking: “could this lesson/activity/interaction be improved”?
- Do staff share best practice?
- Is full account taken of children and young people’s comprehension levels?

Explicit teaching of skills

Health and Wellbeing Curriculum

‘The responsibilities of all include each practitioner’s role in establishing open, positive, supportive relationships across the school community, where children and young people will feel that they are listened to, and where they feel secure in their ability to discuss sensitive aspects of their lives; in promoting a climate in which children and young people feel safe and secure; in modelling behaviour which promotes health and wellbeing and encouraging it in others; through using learning and teaching methodologies which promote effective learning; and by being sensitive and responsive to the wellbeing of each child and young person. Practical responsibilities include understanding of anti-discriminatory, anti-bullying and child protection policies’

Health and wellbeing across learning: responsibilities of all: principles and practice

The aspects of the Health & Wellbeing curriculum which are everyone’s responsibility sit at the heart of this policy and principles.

Health and wellbeing is not just about encouraging children and young people to eat well and to exercise: it encompasses a much broader, holistic approach. At the heart of health and wellbeing is the capacity to form and sustain good personal, social, and working relationships. When children and young people have good relationships, they are more likely to feel confident about their learning, have higher self-esteem, to show resilience when faced with personal challenges and to show respect for others.

“The earliest years of children’s lives are critical to their future development. Scientific evidence tells us how future health and wellbeing are determined by the ways children’s brains develop.

Inequalities experienced by parents and their own lifestyles such as drug and alcohol use can harm their children. Support for families that improves children’s mental and physical health and life prospects is needed. This must continue through an education system that develops in young people the qualities of resilience and adaptability, together with aspirations and the capacity to go on learning and developing throughout their lives.”

Equally Well, 2008

3.6 RELATIONAL APPROACHES

It has been recognised for some time in Scottish education that whole establishment approaches are salient to the creation of emotionally healthy children and young people (Black et al, 2012). Inverclyde has a long tradition of recognising this and has supported the roll out of these in its establishments. These are outlined below:

Nurturing, restorative, and trauma informed approaches

Inverclyde Council Education Service adopts a nurturing, restorative and trauma informed approaches to promoting positive relationships in our establishments. Staff development continues in this area and over time we expect all establishments to adopt this approach. Inverclyde education staff are offered training in: *attachment theory, nurture approaches, restorative approaches, solution oriented methods, and the National Trauma Transformation Programme (NTTP)*. Although all establishments will have access to the training, establishments have started to use restorative and nurturing approaches making use of basic principles and suggested resources. In recognition that ‘stand-alone’ training has limitations to impact and outcome, it is expected that

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establishments prioritise training to match the expectations raised in their improvement planning process.

The adoption of Rights Respecting Schools' practices also supports the principles of restorative approaches.

Key principles of nurturing approaches

- Any understanding of nurture must be based on the 6 principles originally identified by Marjorie Boxall.
- Nurture can involve a targeted or universal approach or both. The former involves the use of a nurture class the latter looks at upscaling the 6 nurture principles across a whole establishment. Frameworks of self-evaluation based around HGIOS 4 are used to support these programmes.
- Nurture approaches are evidence based and operate across all levels i.e. early years, primary and secondary.
- Attachment Theory can help us understand our most vulnerable pupils. Attachment based approaches in use in Inverclyde include 5 to Thrive, and Attunement.
- With a greater insight into the meaning and implications of pupils' emotional and social needs a establishment's capacity to respond to pupils changes.
- Early childhood experiences affect a child's response to education. Understanding this can enhance our ability to work with learners affected by relationship damage.
- Through nurturing approaches learners can grow and develop their resilience and emotional ability to form relationships and deal with difficult situations.

"In p4, my friend and I fell out because we were playing tig. We were shouting at each other because we kept going for each other. We took some cool time to calm down and then we talked about it. We managed to get a win/win ending by ourselves because our teacher had taught us skills to deal with difficult situations."
Inverclyde Learner

Key principles of Restorative Approaches

- Being responsible for one's own actions and their impact on others
- Respecting other people, their views, and feelings
- Empathising with the feelings of others
- Being fair
- Everyone in establishment being actively involved in decisions about their own lives
- Returning issues of conflict to the participants
- Willingness to create opportunities for reflective change in pupils and staff

Why Use Restorative Approaches?

Pupils seek fairness from adults who are dealing with behavioural issues. Whether they are a perpetrator or a victim, their focus is not on winning or losing, but on trusting in a fair process. Restorative approaches help teachers ensure that pupils, staff, and parents can be part of a fair process, while helping all involved to understand the impact of their behaviour on others.

Restorative approaches can:

- Manage the varied expectations of behaviour standards which exist among all establishment staff
- Help develop a Whole establishment positive ethos
- Encourage members of the establishment community to effectively resolve and learn from conflict in a way which maintains relationships or terminates them in a positive way

- Support any necessary sanctions by processes of learning and reconciliation

How Can Restorative Approaches Be Used?

Restorative Approaches can be used at different levels at school:

- As **preventative** – to promote positive relationships within the Whole Establishment Community
- As **responsive** – and repairing when difficulties arise
- As part of support and intervention for more long-term and persistent difficulties

The approach involves including an individual in finding a solution to the problem. Instead of asking **'Who's to blame and how are we going to punish them?'** focus is put on reasons, causes, responsibilities and feelings. Those involved are asked questions such as **'who has been affected and how?'** and **'How can we put it right and learn from this experience?'**

(Extracted from Education Scotland website, 2019)

Managers should be mindful that Restorative Approaches may require time to be implemented successfully and should plan appropriately with staff members in light of this situation.

"Having introduced restorative approaches, there was a noticeable shift in emphasis towards repairing harm rather than imposing sanctions"

Inverclyde Staff Member

National Trauma Transformation Programme

National Context

The Scottish Government has presented a vision for the future that centres on the desire to improve life chances for people who are likely to face poorer outcomes due to experiences of inequalities, trauma and adversity. This is reflected in several strategies and approaches, including the Equally Safe strategy ([Scottish Government, 2018](#)), the incorporation of the **UN Convention on the Rights of the Child (UNCRC)**, The Promise ([Independent Care Review, 2018](#)) and Fairer Scotland Duty ([Scottish Government, 2021](#)) legislation.

In recognising psychological trauma and adversity as a public health priority, the Scottish Government made an initial commitment, as outlined in the Survivor Scotland Strategy ([Scottish Government, 2015](#)), "to develop a national approach to enable the workforce to respond to the needs of survivors". This commitment has since been reaffirmed within successive Programmes for Government ([Scottish Government, 2022-23](#)), the Mental Health Strategy ([Scottish Government, 2017-27](#)), in the Covid-19: Mental Health - Transition and Recovery Plan ([Scottish Government, 2020](#)) and the National Strategy for Community Justice ([Scottish Government, 2022](#)).

Implementation Process

In Inverclyde the Educational Psychology Service has led on the roll out of the NTP. The implementation plan going forward can be found in Appendix 2. Inverclyde Council has made the following pledge:



Inverclyde Council – Education Services

“Inverclyde Council recognises the widespread impact of psychological trauma on individuals and communities, and we believe it is a priority to ensure that everyone is offered the support and opportunities they need to achieve their fullest potential. We will strive towards a culture, workforce and services that are trauma informed and responsive, by embodying the trauma informed principles of collaboration, choice, empowerment, safety and trust in all that we do.

We will progress towards all members of our workforce being offered trauma informed training appropriate to their role, and aim to develop systems, services and environments that are designed with an understanding of trauma and its impact at their heart.

It is vital that all stages of our work are co-produced with people with lived experience of trauma, helping us to better understand how we can prevent further harm and remove barriers for people to access the support they need, when they need it.

We are aware that anyone can be affected by trauma, including people within our own workforce. We will aim to promote and strengthen the resources that are available to support staff wellbeing, helping to ensure all members of our workforce feel safe, supported and valued.”

3.7 RESPONDING

Consequences

Definition of consequences

What do we mean by ‘consequences’ in a establishment context? Consequences are an important tool to help reinforce boundaries and expectations. In this guidance, the term ‘consequences’ refers to the actions or interventions implemented in response to a child or young person’s behaviour. While these are often thought of as the actions or interventions taken in response to behaviour that falls below expectations, they can also be a response that reinforces positive behaviour and the meeting or exceeding of shared expectations. The use of consequences where behaviour does not meet expectations is about addressing the young person’s behaviour and supporting them in a way that reduces the likelihood of the behaviour occurring in future. This means approaches will often be tied to understanding the underlying drivers of a young person’s behaviour, and taking separate, supportive action to address related needs. The use of consequences to strengthen positive behaviour and make it more likely to occur in future is called reinforcement. This guidance will refers to both ‘responses’ and ‘consequences’ throughout. The use of consequences within this guidance should therefore be interpreted as focusing on the response to support a child or young person. A table of illustrative examples of consequences can be found at Appendix 1.

Identifying appropriate consequences Behaviour interventions sit within the Getting it right for every child (GIRFEC) staged intervention framework, ensuring responses are proportionate, fair and tailored to individual needs. These responses can be:

- universal (preventative approaches linked to underpinning ethos and culture)
- targeted (individualised approaches for those requiring additional support)
- specialist (for more complex needs or linked to a specific risk assessment, often involving multi-agency support)

Universal (whole- establishment level) An establishment’s culture, values and ethos should establish clear expectations and boundaries for behaviour. This allows for consistency in expectations across all areas of the establishment and in classrooms/learning spaces ensures all children and young people understand what is expected of them.

As set out in the section above on consistency of approach, responding to behaviour at a universal level should involve staff persistently stating and reinforcing expectations, linking these expectations to establishment values. Proactively identifying when these values are not being evidenced, through warmly stating the expectation and reminding children and young people of them is important. This means explicitly teaching and practising routines, structures, transitions and appropriate learning behaviours.

Staff can deploy a range of classroom/learning space management strategies to encourage positive behaviour and address low-level disruption. For example, acknowledging and praising children and young people who meet expectations or using non-verbal cues such as eye contact, proximity or hand signals to redirect behaviour subtly. Establishments should seek to develop standardised approaches such as agreed and consistent use of merits, warnings, and de-merits, training on de-escalation techniques and processes that are used to avoid further escalation of behaviour.

Most children and young people will respond positively to this approach. Responding to unmet expectations is more equitable when the approach taken to consequences is predictable for all children and young people, staff, and parents.

Targeted

Inverclyde Council – Education Services

There may be situations where universal approaches are not enough and a child or young person requires more support, for example:

- when the needs of the child or young person require a more individualised response
- when the nature or severity of the behaviour requires a targeted response
- when universal approaches have been unsuccessful and additional support is required

Specialist

When targeted interventions have not been successful, specialised support may be required through an individualised support plan.

Specialist interventions could involve risk assessments and/or multi-agency collaboration, including joint work with educational psychologists, speech and language therapists, or child mental health services. These interventions can also involve consideration around the curricular offer, bespoke environment, groupings, pedagogical approaches or interventions designed on assessment of need. In some cases, it may also be appropriate to seek advice from specialist organisations, particularly when supporting children and young people where issues of discrimination, inequality or identity are present.

Assessment

In many cases, targeted and specialist interventions should be informed by:

- an assessment of the child or young person's needs and behaviour; and, if appropriate, a risk assessment to identify and mitigate the likelihood of further harm to the child, other children in the class or staff, or the recurrence of behaviour.

Schools and education authorities should have clear processes and Career-Long Professional Learning (CLPL) in place to support staff in carrying out these assessments and implementing appropriate, proportionate responses.

Needs assessment

An assessment of a child's needs should align with GIRFEC policy guidance and Additional Support for Learning legislation and statutory guidance. Where behaviour is an ongoing area of need, it is a wellbeing concern.

In order to do this, an assessment of the child's needs should be made using the GIRFEC key questions.

- What is getting in the way of this child or young person's wellbeing?
- Do I have all the information I need to help this child or young person?
- What can I do now to help this child or young person?
- What can my agency do to help this child or young person?
- What additional help, if any, may be needed from others?

Adapted from Fostering a positive, inclusive and safe school environment (Scottish Government, 2025)

Physical Intervention Including Seclusion and Restraint

[Included, Engaged, and Involved \(Part 3 – 2024\)](#) (IEI3) Physical Intervention in schools, a relationships and rights based approach sets the context for Physical Intervention and De-Escalation in terms of the National Practice Model from GIRFEC. This guidance replaces the advice on physical intervention and seclusion in *Included, Engaged, and Involved* part 2. Its purpose is to improve children and young people's learning experiences in school by:

- promoting positive relationships, behaviour and wellbeing;
- minimising the use of restraint and seclusion and eliminating their misuse;
- ensuring children and young people's rights are understood, respected and complied with in all decisions around the use of physical intervention, restraint and seclusion

All education authorities have a duty of care to all children and young people attending school in respect of the health, safety, wellbeing and welfare of the children and young people in their care.

Restraint and seclusion should not be viewed as, or become, routine practice in schools. They should not routinely form part of a child or young person's support plan. They should only be used:

- within a culture that prioritises positive relationships, behaviour, wellbeing, and planned preventative approaches;
- to avert an immediate risk of injury to the child or young person, or to others, where no less restrictive option is viable (reflecting the principle of last resort);
- for the shortest time necessary and in the safest, least restrictive manner;
- by those who are trained (except in emergency situations where no trained staff are available); and
- where it does not degrade, punish or deprive a child or young person of their liberty.

IEI3 informs us that prevention of physical intervention should always be the priority this can be achieved through many methods and preventative methods should always be considered first and should therefore be prioritised. This should be encouraged through promoting positive behaviour and creating positive learning environments as described on other sections of this document.

IEI3 states that despite preventative approaches being in place, there will still be situations where a child or young person requires support from adults to regulate their emotions, behaviours and stresses in a school environment. These situations may occur unexpectedly. Some children and young people who are neurodiverse may mask increasing stress levels. Most children, over time and with support, will learn how to self-regulate when they are distressed.

However, some children and young people, such as those with complex additional support needs or those who have experienced trauma, may require ongoing or periodic support from adults to regulate their emotions or behaviour. This is known as co-regulation. At times, and as a natural outcome of human interaction, individuals can misunderstand each other or disagree, causing disputes. In these situations, anger and stress can escalate quickly. De-escalation strategies can be used to reduce the intensity of a dispute. Resources on co-regulation and de-escalation can be found on Education Scotland's website.

Withdrawal is a method that is considered before physical intervention. The definitions of staff and pupil led withdrawal are below:

Definition of pupil-led withdrawal: "Where a child or young person temporarily moves away, at their choice, from a situation they are finding challenging to a place where they have a better chance of regulating their emotions and behaviour. The child or young person is free to leave the space they have moved to."

Definition of staff-led withdrawal: "Working with a child or young person to move away from a situation they are finding challenging to a place where they have a better chance of regulating their emotions and behaviour. The child or young person is free to leave the space they have moved to."

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If the above approaches have not worked and it is deemed that physical intervention is necessary staff must remember that *It is only acceptable to physically intervene where the member of staff reasonably believes that if they do not physically intervene, the child or young person's actions are likely to cause immediate physical damage or harm to that pupil or to another person.*

Definitions;

physical intervention: “Physical contact carried out with the purpose of providing support to or preventing the actions of a child or young person.”

Non-restrictive physical intervention: “Physical contact between a member of staff and a child or young person for the purpose of education, communication, providing aid, reassurance or comfort where there is no element of restraint would be considered a non-restrictive physical intervention”

Restraint: “An act carried out with the purpose of restricting a child or young person's movement, liberty and/or freedom to act independently.”

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

All relevant staff should be offered professional learning opportunities to learn about de-escalation techniques and to understand the different types of challenging behaviour.

Clyde Valley Training Partnership Approach/Promoting Positive Behaviour is an approach for understanding, responding to and managing behaviours that challenge. The training in this approach was designed by staff from the Clyde Valley Training Group which includes representatives from a number of local authorities including Glasgow, Renfrewshire, East Renfrewshire, North Lanarkshire and Inverclyde.

Training in this approach concentrates on understanding behaviour that challenges and the various factors which may influence a young person's behaviour; understanding the stages of Crisis Behaviour and when and how to intervene; recovery from an incident and reducing the likelihood of reoccurrence. Physical intervention techniques are also included in the approach to allow staff to safely manage situations where children, young people or staff safety is at risk due to behaviour that challenges. It is anticipated, however, that these will only be used *where the member of staff reasonably believes that if they do not physically intervene, the child or young person's actions are likely to cause immediate physical damage or harm to that pupil or to another person.*

Any instance of restraint or seclusion must be recorded in a critical incident and using the ICON system. There must be detail of the restraint that has been used and the amount of time that this occurred. The following timelines must also be adhered to:

- IEI3 states that parents must be informed with 24 hours. Inverclyde council requests that parents are informed of any restraint or seclusion the same day that it occurs preferably before the young person goes home.
- Critical incident and ICON form must be completed within 5 working days and submitted to the Authority Screening Group.

Senior Staff should be monitoring Critical Incident and ICON forms to determine patterns and adapt any pupil support, health and safety or risk assessments that are in place.

This is a small overview it is recommended that all staff review *Included, Engaged, and Involved* (Part 3 – 2024) for more detailed guidance.

3.8 POLICY AND PRACTICE

Self-Evaluation

This policy recognises that establishment policies must be based on good quality self-evaluation and reflection. As such, it recommends the use of the following sections from Fostering a positive, inclusive and safe school environment (Scottish Government, 2015) that can be found in Appendix 4 of this policy:

- Monitoring and reviewing impact.
- Reflective questions to assess culture and ethos.
- Reflective questions for staff in responding in the moment.
- Reflective questions for senior leadership teams for supporting responses in the moment.

Authority Screening Group

The Authority Screening Group (ASG) plays a key roll in monitoring relationships and behaviour in education contexts. Part the work of the group is to ensure that a holistic picture of need and support can be provided to education establishments at both an individual pupil and/or establishment level. It has a representative from Health and safety to support this process. More information about the group and a copy of the Critical Incident Reporting Form that it uses can be found in Appendix 5.

Exclusions

Inverclyde Council follows legislative guidance and national best practice in relation to the exclusion process. More information about exclusions and expectations around the exclusions of Care Experienced children and young people can be found in Appendix 6.

[Anti-Bullying policy](#) (ICON- ASL Policy Page)

In May 2025 Inverclyde Council refreshed its Anti-Bullying policy in alignment with national guidance in the shape of Respect for All (Scottish Government, 2024). The policy emphasises the salience of relationships in the amelioration of bullying behaviour. Inverclyde Council has also adopted the national definition of bullying behaviour cited in the above document:

“Bullying is face-to-face and/or online behaviour which impacts on a person’s sense of physical and emotional safety, their capacity to feel in control of their life and their ability to respond effectively to the situation they are in.” “The behaviour does not need to be repeated, or intended to cause harm, for it to have an impact. Bullying behaviour can be physical, emotional or verbal and can cause people to feel hurt, threatened, frightened and left out.”

Single-Agency Planning and the GIRFEC Pathway

An important mechanism in use across all educational establishments in Inverclyde is the single Agency Planning process. This allows for outcome focus and strength-based planning to be made by all involved in the Team Around the Child process. It also enables education staff to feed into wider planning across all partners in line with GIRFEC. A template of the planner can be found in Appendix 7.

4 ROLES AND RESPONSIBILITIES

4.1 CHIEF EXECUTIVE

The Chief Executive has the overarching role in overseeing the implementation of this policy.

4.2 DIRECTORS

The Executive Director (ECOD) is responsible for leading on the roll out of policy,

4.3 HEADS OF SERVICE

The Head of Education will work with officers to ensure the roll out of policy is successful.

4.4 SERVICE MANAGERS

Head of Establishment are responsible for developing policy in their own context and managing this on a day to day basis.

4.5 OFFICERS

The Education Officer (Inclusion) will lead in the development and implementation of this policy.

5 IMPLEMENTATION

5.1 TRAINING

A suite of training has been created that includes key areas such as Promoting Positive Behaviour, Relational Approaches and Anti-Bullying.

5.2 COMMUNICATION OF THE POLICY

The policy will be disseminated to all heads of establishment and Additional Support Needs Leads.

6 RISK

6.1 LEGISLATIVE RISK

None

7 EQUALITIES

7.1 CONSULTATION AND ENGAGEMENT

The policy distills national guidance in this area. As cited in the policy, it is expected that all establishments create their own version of policy through consultation with stakeholders.

7.2 EQUALITY IMPACT ASSESSMENT

None

8 APPENDICES

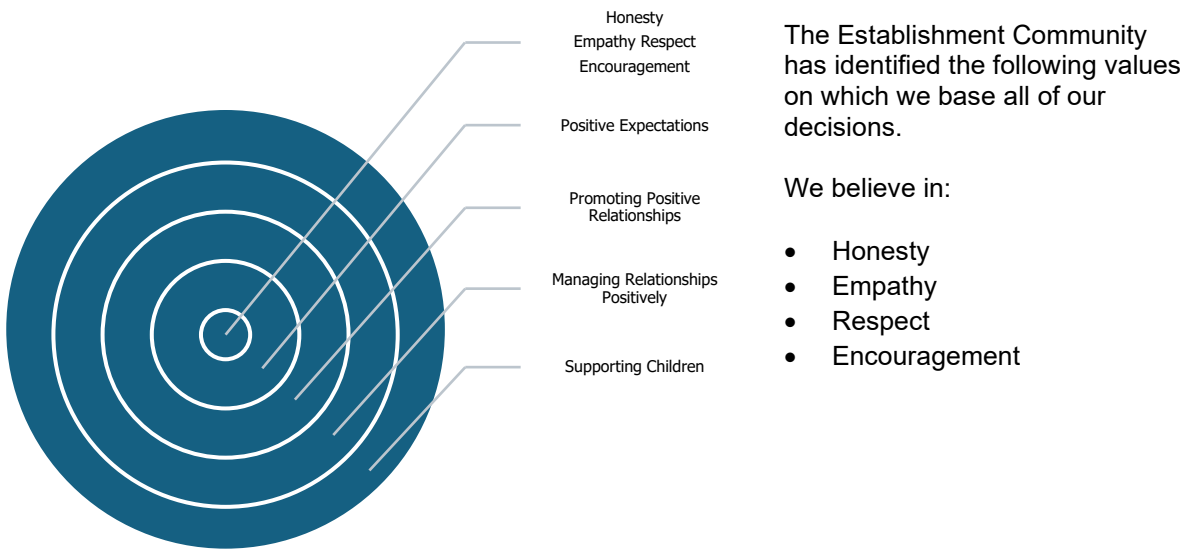
8.1 SAMPLE ENVIRONEMENTAL CHECKLIST FROM AN INVERCLYDE ESTABLUSHMENT

* The term 'Positive', used throughout this policy, is synonymous with 'Healthy'. Positive relationships build and maintain an individual's emotional, mental, and social health and wellbeing.

This checklist aims to support and challenge all staff in its implementation and it outlines our establishment's approach to the following areas:

- 1. **Positive Expectations:** Our establishment's Code of Conduct and its role in how we communicate our vision of positive relationships.
- 2. **Promoting Positive Relationships:** The proactive measures we take in order to establish opportunities for positive relationships to thrive.
- 3. **Managing Relationships Positively:** The active skills we use to manage, protect, and repair relationships.
- 4. **Supporting Children:** The reactive whole establishment framework for meeting the Additional Support Needs of children, including those children who are experiencing the type of social and/or emotional difficulties, which may result in disruptive patterns of behaviour and unhealthy relationships.

This is illustrated in the diagram below.



Positive Expectations

This is the vision we have for conduct within our establishment.

- We are kind and caring.
- We show good manners to everyone.
- We make safe and responsible choices.
- We always try our best.
- We let others learn.
- We look after our establishment.

The Code of Conduct is intentionally simplistic in language and can be applied to all stages. The primary aim of following the Code is to ensure healthy, positive relationships between everyone within our establishment community.

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I demonstrate a clear understanding that better learning leads to better behaviour by striving to deliver excellent learning and teaching.	
I actively promote the highest possible expectations of all pupils in all areas of our establishment; in classrooms, in the playground, in the corridors and in the dining hall.	
I model the Code for all people within our establishment.	
I clearly display and refer to the Code positively within our class.	
I engage children in regular discussion and activities related to the Code of Conduct and make it clear that we follow the Code to ensure the establishment is a happy, safe place for everyone to be.	
I reinforce expectations in a firm, fair and friendly manner and with a clear focus on building and maintaining the positive relationships within the establishment.	
I maintain a safe and orderly environment by ensuring close supervision in less-structured, busier settings such as the corridors, lunch hall and playground.	
I identify, praise and reward positive conduct, by giving positive attention to positive behaviour.	
I deliver praise in a way that helps pupils understand the specific behaviour that is being recognised and the impact this has on others.	
I create a climate in establishment in which all pupils earn praise every day and can be recognised as Golden Pupils during the establishment year.	
I ensure that the establishment 'Magic' reward scheme and other class-based reward systems are delivered in line with establishment procedures.	
I avoid over-using rewards to ensure we discourage 'positive behaviour for self-centred motives'.	
I ensure that rewards are only awarded and never taken away.	
I provide a short, description of any reward systems with the class Daily Plan (or on clear display within the classroom) to inform visiting staff.	
Promoting Positive Relationships	
I know that positive, healthy relationships are achieved when individuals become Emotionally Intelligent and I ensure that Health and Wellbeing learning and teaching reflects these four factors: Self-awareness (ability to recognise their own feelings) Self-management (ability to manage these feelings positively) Awareness of others (ability to recognise the feelings of others) Relationship management (ability to manage their relationships)	
I lead the delivery of high quality learning and teaching, which specifically sets out to teach children the social skills required to be emotionally intelligent individuals.	
I identify patterns/issues or barriers to positive relationships and help address these situations proactively through the curriculum, at class, stage, or establishment level.	
I ensure I am up-to-date with establishment, local and national policy and good practice on promoting positive relationships (stringently evaluated in terms of their connectedness with our core values) and I recognise the important role my own professional development plays in being able to achieve this.	
I ensure that when pupils work together they are clear on what behaviours or social goals are expected and how to achieve these.	
I ensure that children support their fellow group members in meeting social goals and that the focus is on a cooperative approach and collective responsibility.	
Managing Relationships Positively	
I use calming strategies which are based on positive communication and meet the immediate emotional needs of children.	
I lead by example and minimise unnecessary confrontation by responding assertively, but not aggressively, even in challenging situations.	
I judge the behaviour and not the person.	
I am sensitive to pupils' self-esteem by discussing issues with them privately rather than publicly.	
I seek establishment -based support from colleagues to help establish strategies for promoting positive relationships and managing relationships positively.	
I provide 'no-blame' support and nurture to colleagues, who are dealing with challenging behaviour or unhealthy relationships, and I ensure that my colleagues know that seeking support equates with competency.	
I actively promote a 'culture of listening' when responding to others and I ensure that respectful listening occurs at all available opportunities; children are trained to actively listen as a matter of priority.	
I relax with colleagues, have fun, and ensure everyone can be included.	
I acknowledge and celebrate when things go well and talk openly and constructively about things that go wrong.	
I respect that making mistakes is part of learning and understand that 'incidents' of behaviour that contradict our establishment Code of Conduct can provide useful points of reference in helping children develop more appropriate forms of behaviour and relationships.	
I look at each challenging situation individually and emphasise repairing harm and I do not assign blame and dispense punishment.	

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I ensure that almost all consequences are agreed or negotiated through restorative approaches, as part of a process of repairing harm.	
I value the views/feelings of all and work from their current point of view, even if their perception of a situation is different.	
I effectively use the establishment's 'Cool Time' procedures as a non-punitive consequence to assist with pupils' self-management skills.	
I am able to defer conversations about challenging situations until all people who are involved are calm enough to communicate positively.	
I effectively use the establishment's 'Mediation' procedures when conflict occurs to assist with pupils' relationship management skills.	
I only impose consequences when these are required to maintain the safety and wellbeing of children or staff and I ensure any imposed consequences help to maintain and build the wellbeing and relationships of all those involved.	
I use my professional judgement when deciding whether to report incidents to a member of the Management Team; hierarchical referral systems are understood to be disempowering, although seeking support to <u>assist</u> with significantly challenging situations can allow for 'ownership' for those involved to be protected.	
I ensure when responding to a serious incident (in which a child's behaviour may put him/her in danger, other children in danger or a member of staff in danger) appropriate members of staff are contacted using a red card/walkie-talkie system and that I fulfil my duty of care by making decisions which reduce the risk of harm.	
I record all serious incidents, including violence to staff and those where a physical intervention is required, in line with establishment procedures	
Supporting Children	
I identify children who may require Additional Support in order to develop healthier relationships, contribute to the solution-oriented assessment and planning process.	
I maintain accurate behaviour monitoring records for pupils identified as requiring additional support in line with establishment procedures.	
I respect the confidentiality of pupils who require additional support by only sharing information with those who need to know and by doing so in a way which is consistent with establishment values.	
I work in partnership with parents/carers in a way that is Solution-Oriented and reflects establishment values and I notify parents/carers promptly of improved relationships and behavioural patterns.	
I know that behaviour which contradicts our Code, if left unchecked, can lead to bullying and that I have a duty to respond to this type of behaviour and the impact it is having, rather than relying on a rigid definition of 'bullying'.	
I understand that 'bullying' represent a dysfunctional or unhealthy relationship and is a breach of Children's Rights. I do not use the term 'bully' or 'victim' to label individuals, but, instead, describe behaviour as 'bullying behaviour'	
I explicitly state to children that 'bullying behaviour is never acceptable' and I show equal concern in addressing all 'bullying behaviour'; irrespective of whether the behaviour was displayed at establishment, out of establishment or online.	
I demonstrate that anti-bullying procedures are more formal types of additional support (e.g. a Restorative Conference) that are required to effectively repair the harm for all concerned, when less formal methods have proven to be ineffective. i.e. the fear or worry about what has happened, or that it might happen again, has not yet been effectively addressed	

8.2 ENVIRONMENTAL CHECKLIST EXAMPLE (LEARNING AND TEACHING)

Environmental Checklist

Example from Inverclyde Establishment

Learning and Teaching Checklists

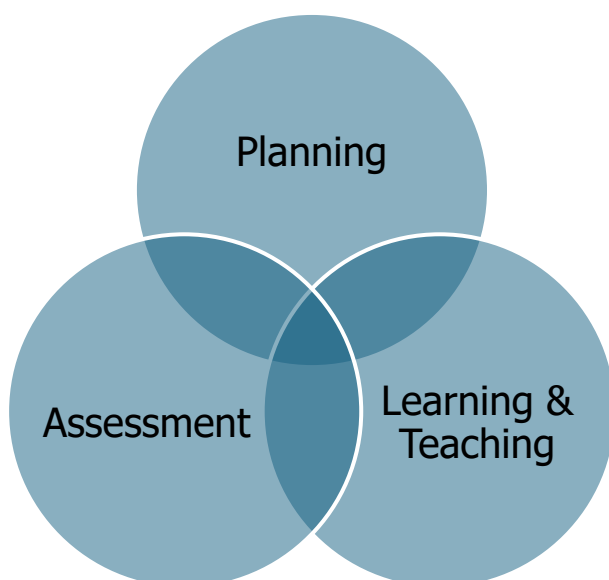
These checklists aims to support and challenge all staff in its implementation and it outlines our establishment's approach to the following areas:

5. Planning:

6. Learning and Teaching:

7. Assessment:

This is illustrated in the diagram below.



The Planning, Learning & Teaching and Assessment Cycle.

The processes of planning, learning & teaching and assessment inform each other. The combined process is flexible and responsive to pupils' learning needs and interests.

This allows our planning to reflect the 7 principles of CfE curriculum design:

- Challenge and enjoyment
- Breadth
- Progression
- Depth
- Personalisation and choice
- Coherence
- Relevance

Teachers and pupils are involved in dialogue, which is integral to the planning process; teachers strive to ensure children are involved in planning topics and chunks of learning. Teachers and colleagues, who are stage partners, also use professional dialogue to plan cooperatively. Senior Managers have regular, informal discussions with teaching staff to monitor the process of planning, learning & teaching, and assessment. This is supplemented with scheduled Learning and Development meetings, (a minimum of once per term); a detailed professional dialogue which follows this agenda:

- Planning: How do the Strategic Forward Plans direct the Daily Plans?
- Learning & Teaching: What's going well and what are the challenges which need to be addressed?
 - Curriculum
 - Methodology

○ Resources

- Assessment: What progress are children making, how is this being recorded and how will next steps be achieved?

Planning	
I ensure that Strategic Forward Plans highlight the breadth of learning outcomes towards which pupils are working. These plans are simple in terms of detail and demonstrate the breadth of the curriculum experiences for pupils.	
I ensure Strategic Forward Plans contain discrete planners for literacy, numeracy and health & wellbeing and context-based planners which identify: curricular area, key E&Os, intended learning, assessment evidence, evaluation of learning and next steps.	
I ensure that Daily Plans articulate how pupils will demonstrate their learning by linking E&Os with clear learning intentions, success criteria and learning activities designed to meet the needs of all learners. These plans are more detailed (in practical terms) and demonstrate how pupils will apply their skills in increasingly challenging contexts.	
I create Daily Plans that focus on the learning, teaching and assessment of skills, rather than a route through resources.	
I ensure that all planning documents are well maintained, up-to-date, organised, and easy to access for colleagues (including visiting staff providing cover).	
Learning and Teaching	
I establish a classroom atmosphere which is nurturing, happy and safe and conducive to learning; pupils and adults are welcomed with a smile and friendly greeting and worries or concerns are addressed effectively to allow children to concentrate on their learning and leave establishment happy at the end of every day.	
I ensure lessons have a stimulating start, which captures pupils' interests.	
I ensure lessons use active methodology and maintain pupils' motivation throughout.	
I explicitly build on pupils' previous learning.	
I relate lessons to pupils' real-life experiences.	
I ensure that learners are given opportunities to work and think independently.	
I ensure learners are given opportunities to work and think cooperatively and I use pupils as instructional resources for each other.	
I deliver lessons which reflect a variety of different learning styles and differentiate lessons in all areas of the curriculum to meet learners' needs.	
I clarify the purpose of the lesson and criteria for success with pupils.	
I ensure learners are given opportunities to be creative and show initiative.	
I provide easily-accessible, relevant and enjoyable tasks and activities for children to complete independently to ensure that there is no "Dead Time" in class.	
I ensure that lessons are effectively summarised.	
I establish creative routines for children to reflect on their learning and complete Learning Logs to record achievements and personal targets.	
I model an enthusiasm for learning, which pupils respond positively to.	
I establish and maintain high and achievable expectations throughout the lesson; including written tasks and other areas of presentation.	
I ensure pupils' contributions are encouraged, valued, and built upon.	
I teach pupils when and how to seek help and I respond efficiently and effectively to this.	
I effectively use humour and fun to engage pupils.	
I ensure wall displays are bright and creative, and celebrate and motivate children's learning with clear links to learning intentions and skills.	
I establish and maintain a classroom environment which is tidy, with resources labelled and accessible to children and in which children are supported to ensure trays and other 'personal' spaces are tidy and clear of clutter. Classrooms are left tidy at the end of the day to allow our cleaners to clean, not tidy up!	
Assessment	
I effectively monitor progress of individuals/groups during the lesson.	
I ensure explanations and instructions are clear to pupils and check this regularly.	
I skilfully use a range of effective questioning techniques (e.g. Bloom's Higher Order questions).	
I skilfully use a range of effective answering techniques (e.g. 'no hands up rule'/random selection/show me boards) to establish high levels of positive individual accountability.	

I integrate informal assessment effectively within the lesson.	
I use quality feedback which clarifies what a pupil has achieved and the next steps in their learning; verbal feedback and comments in jotters/folders/learning logs reflect this.	
I maintain useful notes within the class Daily Plan, which comments on pupils who require further support or extension and gather this information efficiently with the purpose of reporting to parents.	
I use a variety of approaches (from day to day activities to specific tasks and tests) and a range of evidence (observations, records, interactive questioning, written responses, products, accounts from others etc) in relation to agreed Es&Os in literacy, numeracy and health & wellbeing for the purpose of tracking pupils' progress. I record this on individual pupil tracking records to identify how well each pupil has learned (i.e. the depth of the pupil's learning) and use this information to plan next steps.	

8.3 TRAUMA INFORMED PRACTICE IMPLEMENTATION IN EDUCATION

Classification - Official - Sensitive

Trauma Informed Practice Implementation in Education

Stage	What is required
Stage 1	Education establishment leaders (Heads, Deputes, PT's etc) should engage in Trauma Informed Leaders Training Input will be delivered at ASN Leads meeting by Educational Psychology Service (date to be confirmed)
Stage 2	All staff to engage in Level 1 training (this is a short 15-minute video) Sowing Seeds: Trauma Informed Practice for Anyone Working with Children and Young People on Vimeo
Stage 3	Staff to engage in e-modules available on Inverclyde Learns that can be accessed here
Stage 4	5 sessions of " Keeping Trauma in Mind " delivered by Education Scotland Education Scotland run these modules on a regular basis (August 2025 – onwards dates still to be confirmed) <ul style="list-style-type: none"> • Session 1 What is Trauma • Session 2 The importance of Attachment & Attunement • Session 3 Recognising and Responding to Trauma • Session 4 Self-regulation • Session 5 Traumatic Bereavement
Stage 5	Sustainability (Facilitated peer support network) <ul style="list-style-type: none"> • By this stage establishments should have an identified representative or working party that are leading on embedding what they have learning in to practice in their own contexts. • As part of Inverclyde's continued commitment to developing trauma-informed practice across the whole workforce, Facilitated Peer Support Sessions will continue to be offered for staff who have a key role in leading the development, embedding and implementation of trauma informed practice within their school/educational establishment. • Sessions are facilitated by Inverclyde Educational Psychology Service (IEPS) and provide opportunities for networking, reflection, support, signposting and sharing good practice with colleagues from other establishments/services who are working to develop trauma-informed practice within their settings. Sessions are evaluated and responsive to areas of need and interest. • Dates for 2025/26 session are still to be confirmed.

8.4 ILLUSTRATIVE EXAMPLES OF CONSEQUENCES

([LINK](#) Appendix 1)

This guidance cannot prescribe specific consequences schools should use to respond to particular behaviours. The table below is for illustrative purposes only, highlighting a range of behaviours, some possible underlying reasons, and examples of potentially appropriate responses. It aims to demonstrate that there can be a number of underlying reasons behind behaviour and that children and young people may act in similar ways for very different reasons and therefore the appropriate response will differ depending on the particular context and needs of the child. Responses should be considered in line with local authority policies, procedures and approaches as not all responses illustrated here may be appropriate or available in all areas.

Schools should take a child-centred approach when determining an appropriate response. Understanding the specific needs of each young person is crucial, as the most suitable response to a behaviour may vary – even for the same child – depending on their circumstances on a given day. In some cases, staff may not be aware of the underlying need at the time of the incident, but a response is still required. Where the underlying need is unclear, taking steps to understand it after is an important part of providing effective support.

While immediate responses to behaviour are often necessary, consistently applying universal approaches (such as simply asking a child to apologise) may address the surface level issue in the moment but fail to resolve the underlying cause. Children and young people are still developing – both emotionally and neurologically – and factors such as puberty, mood changes, societal or personal challenges can influence their behaviour. However, this table reinforces the importance of looking beyond the behaviour itself to ensure that responses support the child's development and long-term wellbeing.

The list below is not intended to be exhaustive or prescriptive and responses may sit across different categories.

Behaviour	Underlying needs and functions of behaviour	Examples of responses
Meeting or exceeding expectations.	<ul style="list-style-type: none"> • A child is feeling safe, valued and connected within their environment. • A child is experiencing success and positive feedback, reinforcing their motivation to engage and behave positively. • A child feels a sense of belonging and agency within the school community. • A child's needs are being proactively met, including emotional regulation, sensory input, social connection, and cognitive support. • A child may be seeking to contribute positively to the school culture and relationships 	<ul style="list-style-type: none"> • Verbal praise that is specific and genuine. • Opportunities for increased responsibility or leadership roles. • Celebrating progress and effort, not just outcomes (e.g.: "You worked really hard to stay focused through a tough task"). • Recognition in assemblies, newsletters or merit systems. • Time with a trusted adult to reflect on what helped them succeed. • Encouraging the child to model positive behaviour or mentor peers. • Maintaining supportive relationships and regular

Behaviour	Underlying needs and functions of behaviour	Examples of responses
		check-ins even when behaviour is positive.
<p>Low-level disruptive behaviour. For example:</p> <ul style="list-style-type: none"> • continually disrupting learning and teaching • disengaging from learning by wandering in corridors instead of being in class • continually or seriously disrupting extra-curricular activities at lunchtimes or after school 	<ul style="list-style-type: none"> • A child seeking connection may enjoy the reaction from peers or adults. • A child who struggles with low self-esteem may act out to avoid situations where they feel they might fail. • A child experiencing difficulties at home may struggle to focus and use disruption as a distraction. • A child with additional support needs may become frustrated and disruptive when this need is unmet, and they are unable to participate equally. • A child struggling with work, or with attention lapses, may disengage to avoid work they find challenging. • A child may be seeking acceptance from their friends so following the crowd • A child who struggles with transitions may find it hard to shift from classroom/ learning space expectations to a more informal setting. • A child who lacks confidence in their abilities may disrupt to avoid participating. • A child who has difficulty with authority may see after-school activities as less structured and act out 	<ul style="list-style-type: none"> • A reminder of the expectation. • Being asked/instructed to move to different seat within teaching area. • Being asked/instructed to complete work in a different room/area under supervision. • Being given an alternative activity to the rest of the class that allows the child to regulate their emotions or behaviour. • Being asked to take a break from the class or activity for a short time. • Discussion and reflection with the child to assist self-regulation. • A reinforcement of the expectation with differentiated explanation. • A reduction in the stress load for the child, for example if they have dyslexia, Autism or ADHD. • Access to learning support. • Support strategies such as check-ins or a one-to-one conversation to help address the underlying causes of behaviour. • Period by period registration and letting home know any period a young person does not attend. • Identify a safe space for the young person if mainstream class becomes too overwhelming. • Parental communication (truancy texts, attendance information, parental meeting). • Timetable adaption

Behaviour	Underlying needs and functions of behaviour	Examples of responses
<p>Unsafe, anti-social, or otherwise unacceptable behaviour, including shouting, abusive or potentially physical behaviour during breaks or period changes (secondary).</p>	<ul style="list-style-type: none"> • A child may be showing off to friends to gain authority/ acceptance/status. • A child with ADHD may struggle with impulse control and act without considering consequences. • A child who feels excluded or lonely may engage in disruptive behaviour to gain attention or connection. • A child with autism may be seeking sensory input or struggling with personal space. • A child is not yet developmentally able to understand and manage big emotions and feels overwhelmed. • A child is modelling the behaviour of others. • A child has limited control in other areas of their life, resulting in a need to assert themselves and retain agency within the safety of the school setting. • An excitable child may accidentally knock into others without realising the impact • A child with a sensory impairment may not be aware of their proximity to others. • A child with high anxiety may rush through corridors to avoid social interactions. • A child with a history of being bullied may push through crowds defensively as a stress response or safety mechanism in response to the trauma they experienced. 	<p>Restricted access to corridors/areas during lunchtimes/morning breaks for a period of time •</p> <ul style="list-style-type: none"> • Requirement to be collected by parent/ other responsible adult for intervals and/or lunchtimes. • Reflective time/exercise to consider the impact of the behaviour on themselves and others. • ‘Out of class two minutes early’ so they move through corridors while largely empty. • Escort to collect and walk child to next class. • A reduction in transitions. • Additional adult support to aid co-regulation. • A conversation to jointly problem solve with the child and perspective take, once they are regulated, with regards to what to do differently next time. • Explicitly taught the skills they do not yet have in a way that leads to learning in this area. • Social and emotional skills curricula. • In-school alternative provision for a period of time (to allow matters to calm, time for planning, parental meetings etc). • Exclusion from school (to allow matters to calm, time for planning, meeting with parents etc). • Risk Assessment and safety planning to be completed, if appropriate, that may have mitigations that are restrictive or limiting to some extent (depending on location, activity, triggers etc)

Behaviour	Underlying needs and functions of behaviour	Examples of responses
Displays prejudicebased behaviours such as racism, misogyny or genderbased violence, homophobia.	<ul style="list-style-type: none"> • A child may be seeking to establish social capital by targeting those seen as 'different'. • A child may be being influenced by other people in their lives, such as family, friends or online influences. • A child may be repeating language they have heard elsewhere. • A child may be vulnerable to prejudice based narratives because they feel excluded, or marginalised. • A child may be vulnerable to far-right radicalisation. • A child may be displaying behaviours they have themselves experienced. • A child or young person's behaviour may reflect an exertion of power or control over others, influenced by their own position of relative privilege in relation to an oppressed group 	<ul style="list-style-type: none"> • Utilising break or afterschool time to educate and reflect on the harm caused by the prejudicebased behaviour through developmentally appropriate education and discussion. • Removal from unsupervised corridors/ areas during lunchtimes/ morning breaks for a period of time. • Requirement to undertake additional supervised activities during lunchtime/breaks. • Referral to specialist agencies. • Reviewing curricular-based responses, such as learning through Relationships, Sexual Health and Parenthood (RSHP) education to promote empathy for others and learning about the impact of language, or topics such as consent. • Identifying whole-school interventions to ensure promotion of an inclusive and respectful school culture, such as embedding a whole-school approach to anti-racism. • Some behaviours may require more tailored responses. See Respect for All
Being violent towards others.	<ul style="list-style-type: none"> • A child experiencing frustration or anger may be lashing out due to difficulty regulating emotions. • A child who has experienced trauma may perceive a threat and act defensively. • A child with attachment difficulties may struggle with relationships and 	<ul style="list-style-type: none"> • In-school alternative provision for a period of time (to allow matters to calm, time for planning and for any additional staffing or alternative placements to be put in place, parental meetings etc). • Exclusion from school (to allow matters to calm, time

Behaviour	Underlying needs and functions of behaviour	Examples of responses
	<p>misinterpret social cues as hostility.</p> <ul style="list-style-type: none"> • A child experiencing stress at home may have heightened emotional responses and struggle with self-regulation. • A child may be modelling abusive relationships witnessed at home 	<p>for planning, meeting with parents etc).</p> <ul style="list-style-type: none"> • Risk Assessment and safety planning to be completed, if appropriate, that may have mitigations that are restrictive or limiting to some extent (depending on location, activity, triggers etc). • Provide a developmentally appropriate list of actions to take when frustrated in the future. Laminated set of bullet points, for example- to remind and support them to step away, seek help and follow an agreed, and rehearsed process

8.5 REFLECTIVE QUESTIONS

([LINK](#) Appendix 2)

Reflective questions to assess culture and ethos

Developing values, priorities and expectations

- How have staff/children/young people/parents collaborated in the development of the school's expectations?
- What opportunities are provided for the school community to share their views and experiences in order to build a shared understanding of the school's climate and culture?
- How is data used – alongside collegiate dialogue and the views of professional associations – to identify particular challenges and develop informed, collaborative responses?
- Have young people had sufficient opportunity to express their views and be listened to and taken seriously, in line with Article 12 of UNCRC?

Promoting values, priorities and expectations

- How does your school communicate with children and young people, parents and staff to ensure there is a shared understanding of school's expectations?
- What teaching, displays, and communication takes place to ensure expectations are exemplified and reinforced regularly throughout the year?
- What measures are in place to support supply or temporary staff to understand the school's approach to boundaries and expectations?

Applying values, priorities and expectations

- How are the views of staff gathered to ensure they feel equipped to support the values ethos and climate of the school?
- What CLPL opportunities are available to ensure all staff have a consistent understanding of how school-wide expectations should be implemented?
- What time is made available to support staff to reflect on this and to come together to discuss the impact of the CLPL collectively?
- How are values reinforced daily, weekly and throughout the year?
- How does the leadership team support and model best practice, such as through its visibility to children and young people and staff?
- How are the views of parents gathered to establish whether there is buy-in or push-back from parents regarding any approaches?
- What support is afforded to the leadership team to implement local authority and national policy and guidance?

Reviewing values, priorities and expectations

- How does the school measure the impact of its approach?
- What are the indicators of success that tell you the approach to behaviour and relationships is effective?
- How is feedback from children and young people, staff, and parents used to refine policies?
- How is support available from the local authority used to assist with self-evaluation and planning next steps?

Reflective questions for staff for responding to in the moment behaviour

- What is the nature of the behaviour?
- Does the nature of the behaviour impact on the rights of the young person themselves, the rights of others or of staff?
- What might motivate this behaviour? is there an underlying unmet need?
- Could this behaviour be the result of a communication need, such as difficulty with speech, language, understanding instructions or expressing emotions?
- Can the behaviour be dealt with through universal approaches or does it require a targeted or specialist approach?
- Are there any features of the behaviour that require particular consideration, such as where it involves prejudice or an additional support need?
- Is the nature of the behaviour such that it requires an immediate response, such as where safety or dignity is compromised?

Rights

- Does the proposed response impact on any rights under UNCRC, for example right to an education, right to play, right to safety or other rights such as those protected under the Equality Act 2010/Health and Safety legislation/European Convention on Human Rights?
- If so, is the approach compatible with these, and is it proportionate, and legitimate in order to address both their needs and the need to protect the rights of others?
- Does the response maintain a child's right to dignity?
- Does the proposed approach involve a plan for how any removed privileges will be reinstated over time?
- Are there other children or young people whose rights must also be considered in determining an appropriate response?

Child-centred

- Does the child or young person have an identified additional support need that is relevant to the behaviour?
- Does the child have experience or trauma/adverse childhood experiences that are relevant to the behaviour?
- Is there a child's plan or risk assessment in place, and what guidance does it provide regarding appropriate responses?
- Is the proposed approach aligned to a child's developmental stage and does it support reducing the frequency and intensity of the disruptive behaviour over time?
- Does the child have a level of social and emotional development that allows them to engage effectively with the approach?
- Holistic assessment – what is happening for the child or young person in the community and at home?
- Has the young person been asked what might be causing them to behave in that way?
- Has the young person had the opportunity to participate in discussions about approaches to consequence?

Interactions with policies and legal frameworks

- Does the proposed action constitute seclusion¹⁰ as defined in Included, Engaged and Involved Part 3?

- If considering exclusion, has account been taken of the checklist of Key considerations to be made prior to, during and after exclusion, as set out in Included, Engaged and Involved Part 2?
- Is the young person care experienced?
- Is the proposed action compatible with duties under the Additional Support for Learning (ASL) legislation?
- Is the response consistent with the school's duties under the UNCRC, the European Convention on Human Rights (ECHR), and the Equality Act 2010?

Strategies

- Timing of response – is the child in a position where they are able to constructively learn from the intervention?
- Is CLPL, guidance and support available and promoted to staff to support them in navigating challenging conversations with young people?
- Does the nature of the behaviour require particular considerations to appropriateness of intervention, such as where it involves prejudice and the need to avoid contributing to any trauma or mental health impact for any person affected?

Reflective questions for senior leadership teams for supporting responses in the moment

Processes

- How are the views of staff gathered, including through engagement with relevant professional associations, to establish whether they feel supported in responding to behaviour in school?
- What opportunities are available to ensure all staff have a consistent understanding of how school-wide expectations should be implemented?
- What structures are in place to support all staff to apply relationships and behaviour policies consistently?
- How are the views of staff gathered to support a shared understanding of when responses should be escalated, and are there clear pathways for that?
- What CLPL or other opportunities are there for staff to train together and have professional dialogue and are staff able to engage with these?
- How are children and young people supported to reflect on the impact of their behaviour?
- How are supply or temporary staff supported to understand the school's approaches to expectations and processes for responding?
- What opportunities are there for staff to share experiences and undertake peer learning?
- How are new or temporary staff joining mid-year provided with clear information and guidance to implement responses in line with school policies?

Implementation

- What arrangements are in place to ensure staff have the time to implement approaches effectively?
- What support is available to ensure responses can be conducted in a timely manner? • If only certain staff are trained in such approaches, what mechanisms are in place to ensure they have sufficient capacity to undertake approaches in a timely manner?
- What CLPL is available to support the implementation of approaches such as restorative, nurture and solutions-oriented approaches?
- How is consistency in approach supported across all staff and departments?

Engagement

- When and how are parents informed and engaged in responses to address their child's behaviour?
- How are staff supported by senior management in promoting positive relationships and behaviour when there is resistance from children and/or their parents?
- How is feedback gathered from staff about how things are working and what support might be required?

Reporting, recording and monitoring

- How is the effectiveness of approaches monitored?
- How are reports of violence and aggression followed up both with the local authority and with staff members involved? Are these in line with local authority procedures?
- Has any young person, or staff member, affected been supported, as well as provided with reassurance, within confidentiality parameters, that appropriate action has been taken?

Reflective questions for senior leadership teams

- What specific operational guidance is there for staff outlining the processes and possible steps staff can take to address behaviour through targeted interventions?
- What CLPL opportunities are available to ensure all staff have a clear understanding of the processes in place should targeted interventions be required?
- What time is afforded within working hours to undertake CLPL and support effective implementation of the strategies involved?
- How are all staff, including support staff, given the opportunity to discuss children's individual needs to inform the development of appropriate plans and responses?
- How are the underlying needs of the child or young person being assessed and supported?
- How are all staff, including support staff, informed about the details of plans in place to support children's needs?
- How is feedback gathered from staff about how things are working and what support might be required?
- What assessment is undertaken to review the curricular offer to ensure it supports young people's engagement?

Assessments

- How does the school ensure that needs assessments are conducted consistently and in a meaningful way?
- What processes are in place to regularly review and update needs assessments to maintain their relevance and accuracy?
- How are all staff, including support staff, given the opportunity to contribute to assessments that inform the development of appropriate plans and responses?
- How is relevant information from assessments and plans shared with all staff, including support staff, so they can implement it in their practice?
- What structures are in place to draw support from other services?
- What evaluation is carried out to ensure responses used are effective in changing behaviour while supporting wellbeing?
- Do the assessments show examples of impact and improvements?
- Are there clear timeframes for review, and are these shared with all relevant individuals?

- What processes are in place to assess risk, implement appropriate risk mitigation measures, and ensure consistent reporting, recording, and regular review of risk assessments?

Reflective questions for school leadership on monitoring

- What guidance is in place to support approaches to incident recording and monitoring?
- What processes are in place for oversight of patterns of individual behaviour, to enable a holistic view to be taken of a child or young person's behaviour and needs? For example, is a young person repeatedly displaying the same behaviour across different classes, or receiving repeated consequences for the same issue, which might indicate the need for a more targeted response?
- What processes are in place to track school-wide patterns around culture, behaviour and responses and to ensure this is properly interrogated? If monitoring indicates that responses are being applied more frequently to particular groups or characteristics, an equality impact assessment may be warranted.
- Are there particular times or locations that increase the likelihood of incidents, and how might these be better managed?
- How is data collected and used to support staff and children and young people?
- What feedback does the school engage with from various affected groups?
- Is child/young person voice gathered from varied groups? For example, Pupil Council, care-experienced young people, children and young people with additional support needs, those with previous exclusions or low attendance?

8.6 CRITICAL INCIDENT REPORTING FORM

Authority Screening Group (ASG)

REFERENCE:
CI

Critical Incident (CI) (2024-2025)

Notes:

- This is a recording of debrief planning.
- Where possible this proforma is to be completed by the staff member involved in the incident and then sent to the Head Teacher / Head of Centre to complete Section 7 before forwarding to ASG.
- This is a record of a singular Critical Incident, please complete a new proforma for separate incidents
- This form should be typed, handwritten requests will not be processed
- Please forward WORD file not PDF
- Criteria for what constitutes a “Critical Incident”
 1. There is a significant or severe risk to health and safety e.g. carrying of a knife.
 2. When a pupil has been physically (purposely or significantly) violent towards a staff member.
 3. When a pupil has been physically violent towards another pupil in a manner that can be considered severe and a risk to health and safety.
 4. If a pupil has destroyed property at a level that the Head of Education should know about and taking account of their additional support for learning needs.
 5. If there are risks/threats to staff and pupils from someone external to the establishment.
- **FEEDBACK** – Feedback will be sent via email, if you have not received your feedback within two weeks of meeting please contact the ASG mailbox.

1. INCIDENT DATA

Date of Request:	
Date of Incident:	
Time of Incident:	
Name(s)/Designation of all staff involved: (if appropriate)	
Initial(s) of all Young People Involved: (if appropriate and only if mentioned in report below)	
When looking at criteria for a critical incident (above), which apply in this case?	
Head Teacher / Head of Centre in agreement with content of this Critical Incident:	
Named Person:	

2. YOUR DETAILS (Person Completing Request)

Name:		Role/Designation:	
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Location:		Contact Number:	
Email address:			

3. COPIES TO (Who should be included in any response)

The response from the ASG will automatically be sent to the Head Teacher / Head of Centre and those who will be completing any needed actions. Please provide details for anyone required i.e. Depute Head Teacher, Named Person etc.

Name/Designation:	E-mail:

4. PUPIL'S DETAILS

Young Person's Name:		Date of Birth:	
		Post Code:	
Educational Establishment:		Stage: (i.e. N4, P1, S1 etc.)	
Key Agencies Involved: <i>i.e. ICOS, Barnardos etc.</i>			
Relevant Pupil Needs: <i>i.e. ASN etc.</i>			
Is the young person on the Child Protection Register?	Yes <input type="checkbox"/> No <input type="checkbox"/>	Is the young person Care Experienced*? LAC/LAAC etc.	Yes <input type="checkbox"/> No <input type="checkbox"/>

* 'Care Experienced' refers to **anyone who has been or is currently in care or from a looked after background at any stage of their life**, no matter how short, including adopted children who were previously looked after.

5. DETAILS OF CRITICAL INCIDENT

Description / timeline of Incident (*Please only include the name of the young person above, any other pupils should be initials only*):

SITUATION <i>A brief summary of the incident</i>	
ACTION <i>Description of action(s) taken by pupil(s) involved in incident</i>	

RESPONSE <i>Action taken by staff member</i>					
TRIGGER <i>What may have caused the incident</i>					
PHYSICAL INTERVENTION OR SECLUSION <i>(Please detail physical intervention used)</i>					
Are the staff member(s) involved PPB Trained:					
Have the Parent(s) been informed?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Date parent informed:		
Was anyone injured during this incident?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	If yes, please confirm you have completed a Health and Safety Incident Report (ICON)	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Any other relevant information:					

6. PREVIOUS INTERVENTIONS ATTEMPTED

CLASS	
SCHOOL	
PARTNERS	
PARENT(S)	

7. EDUCATION ESTABLISHMENT DEBRIEF (COMPELTED BY SMT)

Date of staff debrief and issues arising <i>(if appropriate)</i>
Identified Next Steps:
Please indicate if the learning from this incident has been fed into the wellbeing assessment/child's plan (if appropriate)

PLEASE NOTE THAT THIS REVIEW MUST BE FORWARDED TO

AUTHORITYSCREENING.GROUP@INVERCLYDE.GOV.UK

8. EDUCATION SERVICES FEEDBACK

Educational Establishment feedback will be sent via email.

8.7 A POSITIVE APPROACH TO PROMOTING INCLUSION AND MANAGING EXCLUSIONS

Introduction/rationale

In line with the principles outlined in '*Included, engaged and involved*' Part 2: *A positive approach to managing exclusions*, Inverclyde Council supports the development of 'peaceful, positive and inclusive' learning environments, where all our learners can be **safe, healthy, active, nurtured, achieving, respected, responsible and included**.

In order to do this it is essential that we keep all our learners engaged in education and that this document is set in a context where exclusion is prevented and only used when all other measures have been exhausted.

Inverclyde Council Education Services fully adopts the approaches detailed in the document '*Included, engaged and involved*' (IEI) Part 2: *A positive approach to managing exclusions*. This Standard Circular outlines the key areas for schools to focus on when considering the exclusion of a learner from their establishment. Senior Managers should refer to the IEI guidelines throughout this process. They should also ensure that all staff are aware of these guidelines.

Our Educational Establishments educate learners from 0-18. The scope of legislation related to exclusion covers the 5-18 age range, but it should be acknowledged that Early Years Establishments supports children and families in engaging with learning from a very early age. Inverclyde Council does not exclude any child from an early year's establishment.

The rationale behind this paper is that Inverclyde Education Authority bases educational provision on nurturing and restorative principles. It is hoped that the authority's use of exclusion will be minimal and where this is necessary will be conducted in a supportive way which repairs relationships and improves these for the future.

Comments at the bottom of the pages are taken from young people across Scotland talking about their experiences of being excluded.

'I keep getting in trouble and nobody helps.'

Kelly (S1)

Legislative Background

- The power to exclude a learner rests ultimately with Education Authority. The Authority has given delegated power to Heads of Establishments (or their delegated Senior Manager) to exclude learners where appropriate for a maximum of 10 days. An exclusion of more than 3 days would only be sanctioned as a result of a serious incident. The authority is ultimately responsible for the decisions that schools make on their behalf and may advise a change of decision if required.
- The power to exclude a learner from a school and the circumstances under which a learner may be excluded are set out in Regulations 4 and 4A of the Schools General (Scotland) Regulations 1975 ("the 1975 Regulations"), as amended [S.I 1975/1135: the relevant amending Regulations are the Schools general (Scotland) (Amendment) Regulations 1982 (S.I 1982/56) and the Schools General (Scotland) Amendment (No 2) Regulations 1982 (S.I 1982/1735).
- The exclusion policy should be seen in the wider context of an authority's duties to:

1. Under section 1 of the Education (Scotland) Act 1980: "... secure that there is made for their area adequate and efficient provision of school education ..."
2. Under section 2(1) of the Standards in Scotland's Schools etc. Act 2000 ("the 2000 Act"): "....secure that the education is directed to the development of the personality, talents and mental and physical abilities of the child or young person to their fullest potential".
3. Under section 2(2) of the 2000 Act in regard of section 2(1): ".....have due regard, so far as is reasonably practicable, to the views (if there is a wish to express them) of the child or young person in decisions that significantly affect that child or young person, taking account of the child or young person's age and maturity.
4. Under section 28 of the Education (Scotland) Act 1980: ".....have regard to the general principle that, so far as is compatible with the provision of suitable instruction and training and the avoidance of unreasonable public expenditure, pupils are to be educated in accordance with the wishes of their parents".

'No-one really listens at meetings. They don't care what me or my Mum think'

Craig (S 3)

Regulations

- Regulation 4 states that an Education Authority shall not exclude a learner from school unless the authority;

"are of the opinion that the parent of the pupil refuses or fails to comply, or to allow the pupil to comply, with the rules, regulations, or disciplinary requirements of the school", or

"consider that in all the circumstances to allow the pupil to continue attendance at the school would be likely to be seriously detrimental to order and discipline in the school or the educational well-being of the pupils there".

- Complying with Regulation 4 is essential. If this is not the case the authority may be open to legal challenge by the parent and/or learner.
- Educational establishments must take account of all facts and circumstances surrounding an incident or learner before deciding to exclude.
- All exclusions must adhere to anti-discrimination, human rights, and equalities discrimination. This includes Equalities Act 2010.

- Parents/learners (aged 12+) must be informed on the day of exclusion that the decision has been made. They must also be given a date of a solutions focussed meeting to return to the educational establishment.
- Educational establishments must also contact parents prior to the exclusion to ensure that appropriate care arrangements can be made.
- The views of learners and parents should be listened to and recorded on the TAC meeting minutes
- Parents and learners over the age of 12 must be informed of their right to appeal and given the relevant information.
- Overall a learner should only be excluded when all other measures have been tried and have failed. or in the case of a very serious incident. Educational establishments will be expected to provide evidence of strategies and approaches already used e.g. behaviour assessment and planning.

'I don't want to go to school, things always go wrong'

Dean S1

Decision making

The decision to exclude is never taken lightly. Heads of establishments should ask themselves and relevant staff key questions before excluding.

These are:

- *what interventions/learning will be affected?*
- *is exclusion a last resort?*
- *what will exclusion achieve?*
- *would an alternative be possible?*
- *what could this alternative be?*
- *what is the likely impact upon the learner, and their wider circumstances?*
- *what impact will exclusion have on the learner's emotional well-being?*

Parental partnerships

Maintaining positive parental partnerships is essential to securing and understanding of learners' needs and establishing a way forward for a child or young person. It is important that parent's feel valued as part of this process and not perceived as observers of the process. They need to be fully involved in a situation which will have a huge impact on their child's life.

Additional Support Needs

- Where exclusion is being considered for a learner with additional support needs, establishments should seek to balance the case for the exclusion with the need to fulfil statutory duties (Education Act 2004, 2009) and the authority's statutory duty to take all reasonable steps to ensure that appropriate provision is made for a learner's additional support needs.
- In considering the exclusion of a learner who receives additional support, school staff should take account of the potential impact of the loss to both their learning and support provision. Learners should be allowed to continue to access any therapeutic support such as physiotherapy, speech and language therapy or occupational therapy as ongoing and necessary support and intervention.
- The authority expects that exclusion rates within all specialist establishments will be in line with or below the national average for this sector.

Learners on the Child Protection register and Looked After Learners

- The exclusion of a learner who is looked after or on the Child Protection register can mean that already very challenging circumstances are likely to be exacerbated.
- Heads of establishments should consider very seriously the decision to exclude a learner who is looked after or on the Child Protection register. Any decision to do so should be discussed with the relevant Head of Service and immediately involve Social Services.
- A Senior Manager of the educational establishment must always consult with the relevant social worker prior to exclusion of a learner who is looked after. The decision made should be fully informed by their views. This consultation must take place prior to taking a decision to exclude.

Duration of Exclusions

- Exclusions should be for as short a time as possible. This time should be used to plan for a successful return. Continually ask the question

'Why would I need to exclude for more than 1 day?'

- All exclusions should be resolved prior to the end of a term.

Heads of Establishments have delegated authority to exclude for up to 10 days. Any exclusion which is longer than this can only be sanctioned by the appropriate Head of Service or their delegated senior manager.

- In the case of multiple exclusions which totals periods of exclusion in excess of 15 days in any school session, the case is sufficiently serious that it must be reported fully to the Head

of Service. The Head of Service will then arrange to meet the learner, his/her parents, the Head of establishment and if appropriate relevant external agencies.

- As a matter of good practice exclusions of more than 5 days should always be discussed with the appropriate Head of Service.
- In some circumstances, a learner's distressed behaviour or the occurrence of an incident may lead to exclusion around the time where a learner is due to be presented for examinations. Every effort should be made to ensure that the learner is able to sit their exams as planned, or within an alternative location in the school. Where this is not possible schools should make arrangements to enable the learner to sit their exams within another centre or location. Schools should contact the Scottish Qualifications Authority (SQA) for advice and to progress any arrangements should this be required.
- Continuity of learning is essential. As soon as possible, following an exclusion, Educational Establishments should send work home for a learner to complete. At all times the educational establishment and authority have a duty to provide education for excluded learners.
- Occasionally it may be appropriate for continued learning during an exclusion to take place in another establishment.

Re-admission

- Prior to re-admission key staff involved should have undertaken a debrief of the incident leading to exclusion, to allow for a positive return to take place.
- Learners and parents need support to facilitate a successful return to an educational establishment.
- A restorative and solution focused meeting should take place as a matter of priority to facilitate the return to school. This meeting can be held by any member of SMT.
- The minute of this meeting should include key action points which will become the return to school agreement.
- This should be reviewed with an appropriate timescale with all relevant parties and agencies.

Recording exclusions/data collection

- Exclusions should be recorded within Seemis and educational establishments/authority should collate patterns and trends of exclusions on an annual basis

- On an annual basis education services will share exclusion data for the whole authority with all heads of establishment, and the relevant Head of Service and principal psychologist will undertake annual visits to establishments to share good practice, and support them in including, involving and engaging all learners.
- Regulation 10(1A) of the 1975 Regulations provides that, where a pupil's progress record contains information relating to a decision to exclude, certain other information is also to be recorded. Regulation 10(1A) requires any decision of an appeal committee to be recorded and also a requirement to inform the parent/young person of the terms of the entry. However, information about exclusion is not something which must be included on the record, although there are requirements where such information is included. It is therefore also possible to remove the record of exclusion from a learner's progress record, but any record of an appeal decision must also be removed.

'I hate going home when the school puts me out' Sara P7

Terminology

Historically the terms 'temporary exclusion' and 'permanent exclusion' are used by some establishments. **The legislation does not make such a distinction. In legislative terms, a pupil is merely excluded.** Terms used to describe the exclusion have included 'temporary exclusion' 'suspension', 'informal exclusion', 'cooling off period' and 'sending a pupil home'. **All such instances are forms of exclusion and must be recorded as such.**

Removal from the register

Previous terms used to describe the above have included 'permanent exclusion' and 'expulsion'. Establishments should no longer use these terms. The term 'exclusion/removal from the register' should be used in the ScotXed documentation when a pupil is excluded from a school, the pupil's name is removed from the school register and the education authority having decided that the pupil should not return to that school. This action will only be taken in very extreme circumstances.

Exclusion (Care Experienced)

Considering exclusions for care experienced young people in Inverclyde

Before considering exclusion it is expected that all educational establishments will have actively sought support for the pupil, it is also expected that appropriate wellbeing assessment and planning will have taken place. Within the context of the Inverclyde GIRFEC pathway the emphasis is on the universal level of support which involves school based supports/interventions being utilised to support all children and young people including Joint Support Teams (JSTs).

Beyond this in relation to the GIRFEC pathway there are a number of wider supports that can be accessed across the local authority for those young people who may be at risk of exclusion. These include; ICOS, Educational Psychology, Corporate Parenting Team, Barnardos, Additional Support Needs (ASN) Forum, Action for Children, Virtual Schools Head Teacher (care experienced), Social Work Services. This list is not exhaustive. There is an expectation that before exclusion is considered that there will be evidence that educational establishments have exhausted all appropriate in-house and wider education supports.

Key questions to consider before exclusion

- *what interventions/learning will be affected?*
- *is exclusion a last resort?*
- *what will exclusion achieve?*
- *would an alternative be possible?*
- *what could this alternative be?*
- *what is the likely impact upon the learner, and their wider circumstances?*
- *what impact will exclusion have on the learner's emotional well-being?*

Pupil who are Care Experienced or have Additional Support Needs

The questions highlighted above should be used when exclusion is discussed for all pupils. However, more specific questions should be asked in relation to pupils who are care experienced or have additional support needs, in consideration of their wider context and the additional impact exclusion could have.

If, however, there is a significant incident within school it is expected that a member of the Senior Management Team (SMT) would make immediate contact with the Head of Service and/or Education Officer (Inclusion) to seek advice on actions to be undertaken. If in the case of a care experienced child or young person the Virtual Schools Head Teacher should always be contacted.

Duration of Exclusion (Care Experienced)

Exclusion should be as short as possible, the purpose of the exclusion should have a clear link to planning for a successful return and the duration should reflect this.

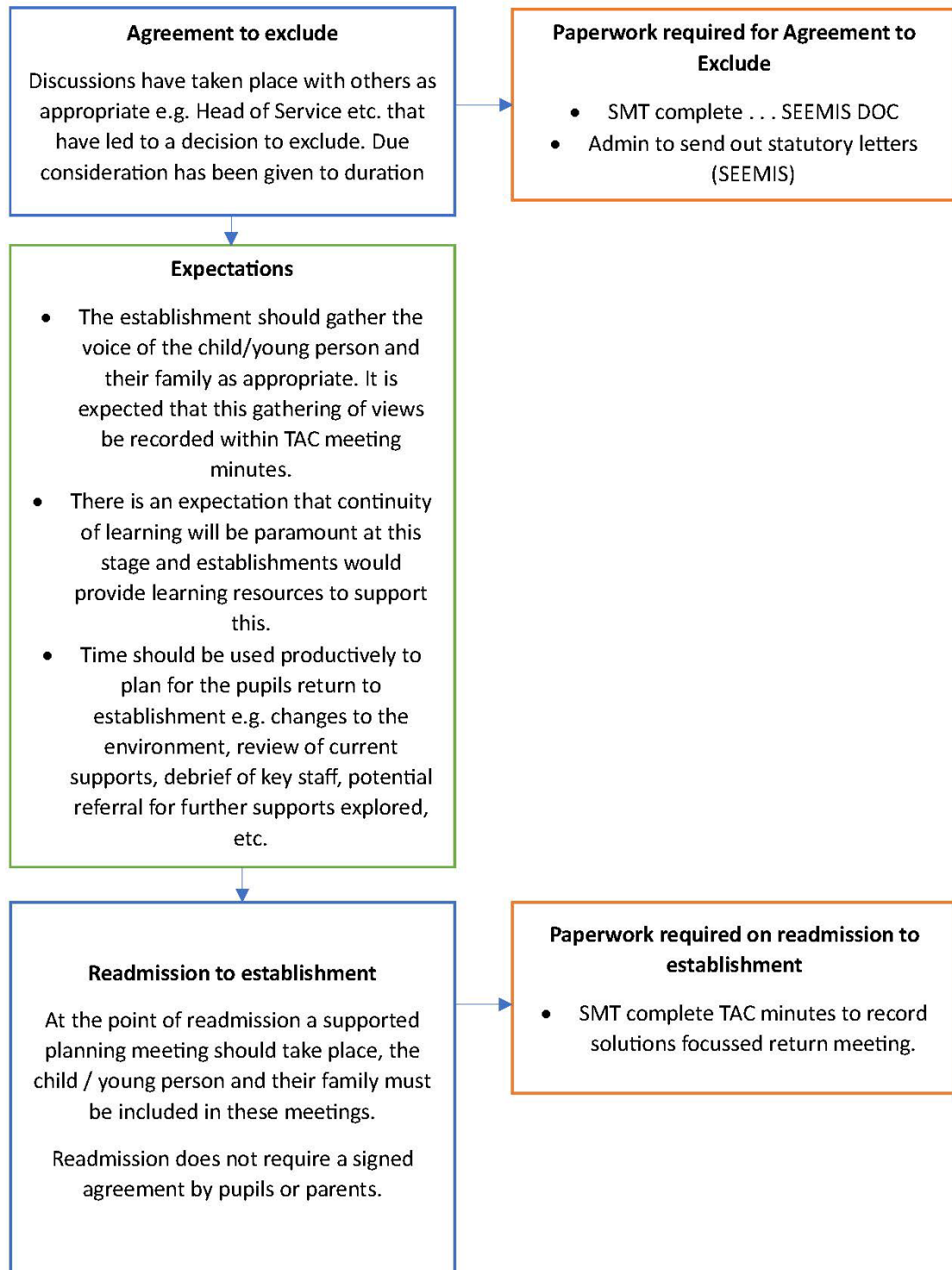


Figure 3: Duration of Exclusion CEx Flowchart

8.8 SINGLE AGENCY PLANNING

SINGLE AGENCY PLANNING / TAC MONITORING ESTABLISHMENT

Name: Click or tap here to enter text.	Teacher: Click or tap here to enter text.	Date of Meeting: Click or tap here to enter text.
Class: Click or tap here to enter text.	Pupil Support Assistant: Click or tap here to enter text.	

Present at Meeting: Click or tap here to enter text.	Learner Information: Click or tap here to enter text.
Purpose of Meeting: Click or tap here to enter text.	

What is going well? Competencies / strengths / positive factors <ul style="list-style-type: none"> Click or tap here to enter text. 	Issues: Concerns / areas requiring support <ul style="list-style-type: none"> Click or tap here to enter text.
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Any relevant additional information? <ul style="list-style-type: none"> Click or tap here to enter text.
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Wellbeing Indicators	Safe	Healthy	Active	Nurtured	Achieving	Respected	Responsible	Included
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Action Plan					
Desired Outcomes		Who?	Action Points What? Actions / Interventions	When	How will we know if we are making progress?

Views of the child / young person: (Article 12)

Click or tap here to enter text.

Views of the Parent / Carer:

Click or tap here to enter text.

Assessment Plans				
Wellbeing Assessment	Nurturing Me	Singla Agency Plan	Multi-Agency Plan	Child's Plan

Intervention level			
Universal	Enhanced Universal	Collaborative	Enhanced Collaborative

Copies to:	Date of Next Review:
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Click or tap here to enter text.

Click or tap here to enter text.

Please review the meeting minutes and contact the school if you require any amendments within 5 days. Thereafter, permission to share with partners to this plan, as named above.