

Guidance for developing a Local Relationships and Behaviour Policy

Background

“Positive relationships in learning communities are central to the well-being of learners and staff and underpin an effective learning environment linked to higher attainment. In Perth and Kinross the ‘Nurturing Relationships’ framework supports schools and establishments to adopt a relational approach through having a thorough understanding of attachment and attuned relationships across the school community. It is strong relationships with adults that help learners feel a greater sense of belonging and connection. Research on connectedness in schools and on the specific qualities of in-school relationships shows that when learners feel that they are part of their learning community, they are more likely to engage in positive ways in learning and in the life of the community.” [adapted from [The Power of Relationships in Schools | Psychology Today](#)]

Relationships are simply the interactions and connections between people.

Positive relationships support:

- everyone in the learning community - learners, parents, and staff
- behaviour, wellbeing, attendance, inclusion, achievement and attainment, equity, equality and rights
- resilience and the ability to deal with difficulties

When there are effective interpersonal relationships then we are best able to safeguard our children and young people and prevent mental ill health. Relationship based approaches are therefore, an integral part of Child Protection and Suicide Prevention work.

The values we have are reflected in the relationships we have, are demonstrated in our interactions with others, and influence the way we consider and behave towards each other. Adults in a learning community play an important role in modelling positive, respectful relationships for learners. Relationship building is part of the [‘Responsibility of All’](#).

Relationship-based practice, or taking a relational approach, includes having shared expectations for behaviour that ensures safe, calm learning environments and addresses any form of harmful behaviour. Relational approaches always take individual needs and capacity into consideration when responding to poor or harmful behaviour instead of more traditional ‘one size fits all’ fixed punitive responses. Relational approaches focus on empathetic responsiveness and promote the teaching of social and emotional skills with a focus on self-regulation and resilience, and promoting independence as a learner. Relational approaches should be supported by robust Policy that applies to everyone in the learning community.

National Policy Guidance - [Developing a positive whole school ethos and culture: relationships, learning and behaviour](#) (2018) states:

- All schools should have a relationships and behaviour policy
- All schools have a programme for providing professional learning to support the implementation of the policy

All learning community are different and therefore, policies should always be contextualised to meet local needs. This guidance provides general principles and a suggested structure to support educational establishments to create or refresh their own Policy. This guidance is not prescriptive. Each establishments policy should reflect its local context and should be developed to meet the needs of its learners, families, and staff.

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Principles and structure

How the policy is developed and constructed by everyone in the learning community will determine its impact and value

The policy should be created and implemented alongside learners, parents/carers, and staff. Development, implementation and evaluation as a collaborative process takes time. Renewing the policy should, therefore, be included on the school improvement plan and factored into parental/professional learning programmes.

The policy should reflect a whole school approach

The policy in practice should also respond to the needs and rights of individuals

The policy is for the entire learning community and therefore should be relevant to everyone and accessible by everyone. It should be easy to read and remember. To ensure the policy can be referred to in everyday discussions with learners, parents/carers, and staff it should be re-producible as a poster and in leaflet format suitable for learners, parent/carers, and partners.

The policy should contain (**Appendix 1** provides an Exemplar Policy):

1. Purpose of the policy and the underpinning values.
2. Expectations – what they are, why meeting them benefits us, and principles behind consequences.
3. Relational Approaches – list and brief description of approaches that are embedded in practice
4. Policy and practice – how this policy supports, and is supported by, other policies, structures and processes
5. *Appendices – if required*

More detailed operational guidance should be developed with staff to support the policy. **Appendix 2** provides an example of Operational Guidance for Staff.

In the development of the policy pre-plan how its impact will be evaluated. Evaluation could include: feedback from focus groups; wellbeing assessments such as Glasgow Motivation and Wellbeing Profile or SHANARRI wheels; improved attendance; reductions in referrals or exclusions; or satisfaction surveys. Feedback and evaluation will help keep the policy responsive and relevant to the needs of the learning community. **Appendix 3** provides reflective questions to support self-evaluation.

Section 1: Introduction

In this section the purpose of the policy and schools values should be made explicit. There should be a clear link between values and expectations.

Key ideas for principles behind the policy (linking purpose to practice):

- Values – relationships – behaviour are interdependent
- Relationships support wellbeing, and social and emotional learning
- Relationships enable learners to access and engage with the curriculum
- The policy is for everyone and all types of relationships: learner-learner, learner-staff, staff-staff, staff-parent
- The policy helps to develop the 4 capacities, for example, confident individuals and responsible citizens

Section 2: Expectations & Consequences

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

Try not to have lots of different sets of expectations for different settings that stray from the overall expectations as simplicity gives the expectations power. Everyone can remember them and they can be referred to regularly. Exceptions to this would be explicit safety rules for specific setting.

Make explicit the benefits (positive consequences) of meeting the expectations. Don't assume learners or parents will know why meeting expectations are important. Having them displayed, regularly referring to them, explaining how they help us, and praising learners when they meet them reinforces their importance.

Benefits may include things like:

- feeling safe and protected
- creating a good learning environment
- knowing and demonstrating how to relate to and show respect for one another
- valuing the qualities and attributes that contribute to good relationships
- understanding our emotions and how our behaviour affects others
- being able to disagree without getting into conflict
- being able to use relational approaches to resolve problems and repair relationships

WARNING: Be careful not to qualify expectations with things that some learners won't be able to do. For example, 'follow instructions **first time**'. Some learners will need time to follow the instructions because they need more time to process the information or a prompt because they've been given too many instructions at once. Some learners who are anxious or hypervigilant may even need time to decide it's safe for them to follow the instructions etc.. So by setting a **first time** expectation we are setting these learners up to fail.

Determining Consequences: Key principles for responding to behaviour that fall below expectations

The policy should also recognise that at times we all fall below the expectations we have of each other. This should never be ignored. The policy should make explicit the **principles** about how these situations will be resolved rather than explicit responses (sanctions). One size fits all responses (sanctions), do not allow for the individual needs of learners and differing circumstances. Principles however provide the foundation, or value base, upon which consequences will be determined.

When consequences need to be applied they should be logical, related to the situation, have a focus on learning, and should take into consideration the needs and capacity of those involved. This will mean responses may vary for different individuals because their needs are different. The approach however remains consistent -focussing on repairing the harm caused, preventing it happening again, and returning to and refocussing on learning as quickly as possible.

Consequences might include repairing harm caused, restoring damaged relationships, and being prepared to talk about how to prevent the situation recurring. Consequences should always be discussed with and understood by learners (and potentially and parents or carers). Further consequences may be necessary due to the severity of the situation. In these situations the consequences should always take into consideration the needs of everyone involved, and be proportionate to the circumstances.

Section 3: Relational Approaches

The term relational approaches refers to a vast range of '**ways of being and behaving**'. Adults modelling the behaviour they want to see is a powerful teaching tool. Relational practice are also fundamental components of programmes such as:

- Rights Respecting Schools
- Nurturing relationships
- Restorative Approaches
- Solihull Approach

- Trauma-Informed Approaches
- Social and emotional learning programmes (teaching understanding and skills)
- Responsibility of All (with a focus on wellbeing)

List and describe the relational approaches used in your school. It may be practical to keep the descriptions brief and put a 'one page' description of what this approach might look like in practice on a linked page, in your school handbook, or in an appendix.

Section 4: Policy and Practice

In this section include a **brief** overview of how this policy supports, and is supported by other school policies, structures, systems and policies such as, Teaching and Learning, Promoting Attendance, Minimising Exclusions, Anti-bullying, ICT and Social Media Use, Learner Participation, etc.. This may include relevant national and PKC policies and guidance.

Practices that support this policy:

- Curriculum - how and where relationships education is taught
- Pedagogy - how relationship building is promoted and supported in the classroom
- Pupil Support - relationship based approaches to supporting learners and families
- Parent/Carer Engagement and Involvement
- Other Supports - Assemblies, Parent Councils, Family-Community Supports

Exemplar

Relationships and Behaviour Policy

Our Values & Our Vision

RESPONSIBLE

KIND

MOTIVATED

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

RESPONSIBLE CITIZENS

EFFECTIVE CONTRIBUTORS

CONFIDENT INDIVIDUALS

SUCCESSFUL LEARNERS

We will

- look after ourselves
- look after each other
- look after our things
- look after our environment

Because we want to

- feel healthy, happy, and able to learn
- feel cared for, safe and respected
- feel responsible & show gratitude
- create a place where we can learn

What matters to us is

Our **Relationships**

Our **Rights**

Our **Behaviour**

We know

we won't get it right all of the time

- we might say or do something hurtful
- we might cause damage
- we might be disrespectful
- we might be unsafe
- we might disrupt learning

However when this happens together we have agreed to

- focus on repairing relationships and returning to learning as soon as possible
- take responsibility for ourselves, for our actions and for making things right
- accept that we may need help from someone else to do this (peer, adult or parent)
- accept that there may be consequences (beyond a restorative conversation) however these will always be specific to the situation and the individual needs of everyone involved

Pupils, parents, staff and partners worked together to create this policy

This policy applies to everyone in our learning community

We will review and update this policy every two years. The next review will be March 2025

This policy supports, and is supported by, our other policies on

Attendance	Learning & Teaching	Making Rights Real	Inclusion & ASN	Equality & Diversity	Health & Wellbeing	Parents as Partners
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We make our policy work by

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

We can learn about and get help with our relationships and behaviour through

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

NOTES:

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

Relationships and Behaviour Policy

Operational Guidance for Staff

National Policy Guidance:-

[Developing a positive whole school ethos and culture: relationships, learning and behaviour](#)
[Included, engaged and involved part 1: promoting and managing school attendance](#)
[Included, engaged and involved part 2: preventing and managing school exclusions](#)

Positive relationships in our learning community are central to the well-being of learners and staff and underpin an effective learning environment. There is a wealth of research¹ on the importance of connectedness in schools and on the specific qualities of in-school relationships that promote effective education. We recognise that our learning environment is a complex ecological system. What happens in one part of the system impacts on what happens elsewhere. This guidance has been developed to promote consistent application of our Relationships and Behaviour Policy and our relationship-based practice.

The strategies and interventions listed here are not exhaustive but are a small selection of things we can pre-plan and practice with different learners and different classes.

Planned Approaches to promote learner engagement and positive behaviour

These approaches should be part of regular planning, preparation, and practice. Managing the learning environment is the most effective and non-intrusive universal way to promote engagement in learning and positive behaviour. Use of CIRCLE or a similar framework for assessing the needs of a whole class will help to plan effective universal support. Approaches include:

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

Classroom strategies to promote learner engagement and positive behaviour

These strategies are not intended to be sequential as what works most effectively will be determined by the needs of different classes and individual learners. However, it should be noted that some strategies are less disruptive to others and have a lower risk of non-compliance than others. For example, distracting a learner away from an undesirable behaviour, such as persistent talking, carries little risk of non-compliance and isn't distracting for the rest of the class. Asking a learner to move seats however may be disruptive to others and carries the risk of refusal to comply.

¹ [Education for Mental Health Toolkit - Wellbeing and Learning | Advance HE \(advance-he.ac.uk\)](#)

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

- Connect before you correct - quietly asking the pupil if everything is ok – be aware of the audience and the impact it could have on the learner
- Use proximity - this can act as reassurance for the learner (you've 'noticed' them) and also act as a prompt back to task
- Use non-verbal communication effectively (a smile, eye contact, visual prompts towards the clock or towards their work/the board etc.)
- Distraction and re-direction (away from 'behaviour' and towards the 'learning task')
- Appropriate use of humour – when used well it can disarm and de-escalate
- Verbal prompt – 'what should you be doing?'
- Provide hurdle help with a task if necessary with the learning task to get them back on track
- Quiet private warning
- Time and space – it may be necessary, to give the learner time to regulate their emotions. This may also mean you need to physically move away from them as well or allow them to move to a quieter location in the class for a period of time.
- Create an opportunity to speak to the learner, listen to them, and potentially remind them of class expectations (if possible, give them time to respond/change their behaviour)
- Remind the learner of the positive consequences of maintaining class/school expectations
- Remind the learner of times/activities that they've done well
- Calmly remind learners that harmful behaviour will not be ignored as this is not kind or respectful to the learner or to others
- Calmly moving the learner to another seat
- Have a restorative conversation (if possible at the time or later) with the learner(s)
- Always respect a learners dignity (this may be difficult if they are being disrespectful however remember we must always model the behaviour we want to see). For example, lateness is addressed privately in a way that minimises disruption (no public questioning which may lead to the learner feeling ashamed)
- Seek assistance from (specific to each setting)
- Record a concern
- Apply a consequence

Caveats:

Always use caution when talking about negative consequences to ensure these are not received as threats. While a consequence should usually be applied as close to the time of the behaviour as possible, this needs to be carefully judged and it may be that the child or adult require time to come down from the heightened emotion of the incident before a consequence is considered

Never leave a learner unsupervised if they are very distressed. If possible and necessary, ask someone else to seek assistance for you.

Formal Interventions to recognise positive and address negative behaviour

Consequences follow on naturally from behaviour. Consequences can be positive or negative.

Recognition of Effort, Innovation, and Positive Behaviour

Positive feedback specifically related to behaviour is an example of a natural consequence that supports the development of intrinsic motivation, which means we carry out a behaviour for our own satisfaction, rather than for a consequence or perceived reward. There is also a place for more tangible rewards. Merits can be awarded for many reasons, including demonstrating our school values through being helpful, being polite, working hard, completing homework, completing work to a high standard, consistent and improved effort. There is no limit to the number of merits that can be issued to a class.

Reporting concerns and consequences

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

Although the responses to concerns may differ depending on the different needs of those involved the approach taken by all staff should be consistent. Learners should feel that:

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

Consequences – sequential application of a hierarchy of responses

The principle of ‘connection before correction’ should always be prioritised however when the interventions listed above have not been effective then a more formal approach to consequences is required. The intention behind applying a consequence should always be to help a learner understand the impact their behaviour has on their own and others learning. Consequences therefore should be natural, logical and the learner should know the reason for the consequence and should potentially be involved in deciding what the consequence is. Consequences related to undesirable behaviour should be used as learning opportunities. Learning a better way to behave that will benefit themselves and others. Some examples of natural consequences may include:

- being asked to finish uncompleted classwork during a social time or as homework
- creating a mess may mean that a learner needs to use their social time to clean up
- refusal to comply with a consequence may mean that a parent/carer is contacted and asked to support the learner to understand the reason behind the consequence and the importance of meeting the school expectations agreed by everyone – all of which can be directly related to positive consequences for the learner

Learners should also know that if the concerning behaviour continues further consequences may be applied. Before moving through the sequence of consequences the learner should be given time to reflect and the opportunity to stop the unwanted behaviour and make more positive choices. Any attempt by the learner to reach the desired behaviour should also be acknowledged and praised even if it is not yet fully realised.

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

For example:

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

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

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

Level 4: Referral to a PTC Faculty Lead (or equivalent in primary settings) – if available the notified manager, or an appropriate nominated person, may intervene and use their judgement to resolve the situation.

Level 5: Referral to a senior leader (SLT, year group lead)

Instances where a young person exhibits behaviour that is extreme and cannot be isolated or contained close to their learning location should be referred directly to SLT.

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

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

Formal interventions at Level 4-5

- Good neighbour in another class or period of time with a different teacher or class
- Formal Restorative discussion①
- Use of interval or lunch to complete class tasks/learning
- Referrals to an appropriate PT/SLT for immediate or follow up support
- Behaviour check-ins or monitoring by PT
- Follow up may include parent/carer communication or meeting to seek and plan support
- Planned targeted support (please note it may be necessary to exclude the learner while this support is arranged)
- Exclusion② - all are formally recorded, are a last option, and are for the shortest period of time.

①The readiness of the learner to participate in a restorative conversation is key therefore the conversation may need to take place at interval, lunch, or at another agreed time. The conversation may be between a member of staff and the learner (s), it may be supported by another member of staff, or it could be between the referred to PT/SLT and the learner. In some situations, time and opportunity may prevent the member of staff involved in the situation being part of the restorative conversation. This situation is not ideal. If this does happen then the member of staff should be informed as soon as possible of the outcome of the conversation. It may also be necessary to arrange a follow up conversation at a later stage to repair the relationships between the member of staff and the learner.

②Exclusions are never used as punishment but as time for risks to be assessed, relationships to be restored, and appropriate supports for everyone involved to be put in place.

Monitoring of Concerns and Consequences

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

Summary

We are invested in supporting the best possible relationship-based practice. We cannot do this without the support of staff, partners, parents, and pupils. Finally, although these operational guidelines are written principally for school staff they should always be administered in line with the values, expectations, and agreements contained within the Schools Relationships and Behaviour Policy which has been developed by the learning community collective and apply to everyone.

Creating an Ethos and Culture based on Positive Relationships – Reflective Questions

BUILDING RELATIONSHIPS

<p>Features of an ethos that promotes relationship building:</p> <ul style="list-style-type: none"> Everyone's views are sought, valued and acted upon, everyone feels safe and has a sense of belonging and everyone is seen as an individual with their own needs, risks and rights Values and expectations are shared across the learning community and are evident in everyday practice All staff make an intentional investment in a positive relationship with every individual and understand behaviour as communication All staff show relational and emotional consistency Warmth and responsiveness is balanced with structure Appropriate needs-led support is in place Use of creative approaches to proactively engage ALL families 	<p>How do we (links to HGIOS4/HGIOELC 1.3, 1.4, 2.1, 2.3-2.5, 2.7, 3.2):</p> <ul style="list-style-type: none"> ensure our ethos and culture supports relationships, rights and participation and is consistently and fairly applied? link and use a range of approaches, such as those which are nurturing, trauma responsive, restorative, solution-oriented and rights based? as individuals consciously develop a style that is approachable, encouraging and attuned and attentive to learners needs (being actively present and emotionally available)? recognise the importance of being a stable 'safe base' for learners? ensure everyone feels connected to the learning community? provide staff with the time space to develop trusting relationships with learners? ensure we have sufficient support and professional learning to effectively engage ALL learners and support their learning, and their social and emotional needs?
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NURTURING RELATIONSHIPS

<p>Features of an ethos that nurtures relationships:</p> <ul style="list-style-type: none"> Everyone is collectively involved in developing helpful routines, boundaries, and expectations Universal relational approaches are evident across the setting as part of daily activities Staff understand nurture principles, attachment and child development and can be responsive to the needs of individual learners Staff have a range of strategies to use to support positive relationships and behaviour Every child has access to a trusted adult who can be a safe base Staff evidence self-awareness in all their interactions Social and emotional learning is prioritised and is a 'responsibility of all' proactively teach pro-social skills to learners who find this challenging 	<p>How do we (links to HGIOS4/HGIOELC 1.4, 2.1, 2.3-2.6, 3.2):</p> <ul style="list-style-type: none"> ensure ALL learners regularly know that they are liked, appreciated and accepted? support learners who struggle to regulate their emotions by using developmentally appropriate strategies and routines? ensure the emotional and social needs of learners are considered in all transition planning (people, place, activity, day-to-day, and more significant)? prioritise support and on-going/regular professional learning on relational approaches? work effectively with parents and carers to encourage healthy relationships, motivation for learning, and positive behaviour both at home and away from home? provide staff opportunities to have collaborative, solution-orientated discussions about relationships and behaviour? measure the impact of the approaches we use on wellbeing, learning and behaviour? ensure all staff take responsibility for challenging and supporting learners behaviour? provide ongoing support for staff wellbeing?
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RESTORING RELATIONSHIPS

<p>Features of an ethos that prioritises restoring relationships over punishment:</p> <ul style="list-style-type: none"> Promotes restorative values, thinking and language in daily practice Promotes the belief that behaviour can change Provides high levels of support and challenge to learners and staff Proactively links positive consequences to positive behaviour Negative consequences are natural and linked to the situation 	<p>How do we (links to HGIOS4/HGIOELC 2.1, 2.4, 3.2):</p> <ul style="list-style-type: none"> intervene at the earliest and least intrusive level by helping learners, once regulated, to repair their own relationships and have the opportunity to start afresh? consistently prioritise wellbeing and engagement over blame and punishment? ensure everyone involved in an incident is also involved in the restorative process? provide supportive supervision after personally challenging situations? ensure all staff have access to ongoing professional learning in restorative approaches?
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Please note:

To make this more an evaluative exercise the 'How do we' questions can be followed up by 'How well do we' questions. This resource is an adaptation and summarised version of Perth and Kinross's Relationships Self-Reflection Tool