

**Relationships, Learning and Behaviour Interim Policy**

**Summary Table**

<b>Policy Status</b>	<p><i>Approved and finalised</i></p> <p><i>Subject to consultation</i></p> <p><i>Draft</i></p>
<b>Responsible Officer</b>	<p><i>Marian Youngson</i> <i>Quality Improvement Office</i> <i>Inclusion, Equity and Wellbeing Team</i></p>
<b>Policy Sponsor</b>	<p><i>Vincent Docherty</i> <i>Head of Education and Chief Education Officer</i></p>
<b>Authorised by</b>	<p><i>Education and Children's Services Committee</i></p>
<b>Approval Date</b>	<p><i>March 2022</i></p>
<b>Review Date</b>	<p><i>Interim policy will be reviewed when Scottish Government Guidance on the use of physical intervention is published.</i></p>

**1. Policy Statement**

This policy includes the use of physical intervention and replaces 'The Use of Physical Intervention in Educational Establishments Policy' 2007.

It helps deliver Council Priorities: Our People: Education and Health & Wellbeing and against Aberdeenshire Children's Services Plan which is based on requirements set out in the Children and Young People (Scotland) Act 2014 and built upon the Getting It Right for Every Child (GIRFEC) philosophy.

The policy has been informed by [The Standards in Scotland's Schools etc. Act 2000](#); [The Education \(Additional Support for Learning\) \(Scotland\) Act 2004 \(as amended 2009\)](#); [Equality Act 2010](#) and [The Children and Young People \(Scotland\) Act \(2014\)](#) and [Parental Involvement Act 2006](#). It has been shaped by [Curriculum for Excellence \(CfE\)](#), [Getting It Right For Every Child \(GIRFEC\) \(2008\)](#) and the [United Nations Convention on the Rights of the Child \(UNCRC\)](#). It also aims to address the recommendations made by Scottish Government in [Included, Engaged, Involved 2 \(2017\)](#).



[Developing a Positive Whole-school Ethos and Culture – Relationships, Learning and Behaviour \(2018\)](#) and [Guidance on the Presumption to Provide Education in a Mainstream Setting \(2019\)](#). The recommendations of the Children and Young People’s Commissioners report ‘[No Safe Place](#)’ and the findings of the Care Review as outlined in [The Promise](#) have also been taken into consideration.

The policy is an interim one because the Scottish Government is currently writing guidance on the use of physical intervention in schools. When the national guidance is published, this policy will be reviewed and finalised.

## **2. Scope**

The scope of this policy extends to all establishments and to all practitioners working within Education.

## **3. Principles**

A school's culture, ethos and values are fundamental to promoting positive relationships and behaviour and in creating an environment for effective learning and teaching.

Early intervention and prevention are key elements in ensuring we get it right for all children and young people within a culture that prioritises positive relationships, behaviour, wellbeing, and planned preventative approaches.

There should be a shared understanding of wellbeing, underpinned by children's rights as defined in the UNCRC, across all those who belong to the learning community.

Nurturing and trauma-informed approaches can have a positive impact on attainment and social and emotional competences and confidence. At the heart of nurture and being trauma-informed is a focus on wellbeing and relationships and a drive to support the growth and development of children and young people.

The key principles in relation to the use of physical intervention are:

- All behaviour is communication of unmet needs or distress, and all efforts should be made to understand and address those needs.
- All children and young people have a right to have their views sought and taken into account.

- All children have the right to be cared for, protected from harm, and grow up in a safe environment in which their rights are respected and their needs met
- Restraint should not be viewed as, or become, routine practice in schools. It must only be used:
  - as a last resort.
  - for the shortest time necessary and in the safest, least restrictive manner.
  - by those who are trained.
  - with care; and
  - where they do not degrade, punish, or deprive a child or young person of their liberty.

#### 4. Related Links

The policy should be read in conjunction with the Aberdeenshire Relationships, Learning and Behaviour Interim Guidance.

#### 5. Index of Documents

##### a) Policy

Revision Date	Previous Revision Date	Summary of Changes
March 2022	'The Use of Physical Intervention in Educational Establishments Policy' 2007	The policy takes account of current legislation, national policies, and guidance.

##### b) Distribution

Name	Title