

RELATIONSHIPS, LEARNING AND BEHAVIOUR FOR EDUCATION ESTABLISHMENTS POLICY, AUGUST 2026

Policy Summary

This policy reflects Aberdeenshire Council's commitment to inclusion, equity, and wellbeing and the promotion of a culture and ethos within all learning communities whereby everyone; children, young people, staff and parents / carers, feel included, respected, safe and secure. It aims to improve children and young people's learning experiences in school by:

- promoting positive relationships, behaviour and wellbeing
- minimising the use of restraint, including 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

Policy Status	Approved and finalised
Responsible Officer	Lisa Lees, Quality Improvement Officer, Inclusion, Equity and Wellbeing
Policy Sponsor	Carron Chapman, Principal Educational Psychologist/Service Manager Inclusion Equity and Wellbeing
Authorised By	Education and Children's Services Committee
Policy Review Date	Policy will be reviewed on the publication of the updated Included, Engaged and Involved Part 3, which is expected be late 2027.

1. Policy Statement

This policy was developed in response to the publication of the Scottish Government Included, Engaged and Involved Part 3: A Relationships and Right-based Approach to Physical Intervention in Schools. It supports Aberdeenshire Council's strategic priorities by creating safe, respectful learning environments that promote wellbeing and inclusion (Living well locally), encouraging positive relationships and community cohesion (Connected communities), and preparing confident, skilled learners for future employment (A sustainable economy). During development, the Public Sector Equality Duty and Fairer Scotland Duty were actively considered to embed equality and fairness throughout the policy.

The policy aligns with national and statutory requirements, including:

- [Education \(Additional Support for Learning\) \(Scotland\) Act 2004](#)
- [Equality Act 2010](#)
- [Getting It Right For Every Child \(GIRFEC\) \(2008\)](#)
- [Guidance on the Presumption to Provide Education in a Mainstream Setting \(2019\)](#)
- [Included, Engaged and Involved Part 3: A Relationships and Right-based Approach to Physical Intervention in Schools](#)
- [The Children and Young People \(Scotland\) Act \(2014\)](#)
- [United Nations Convention on the Rights of the Child \(UNCRC\)](#)

In addition to the above requirements, the policy takes into consideration the recommendations and findings of: The Children and Young People's Commissioners Report [No Safe Place](#), [Fostering a Positive, Inclusive and Safe School Environment Guidance](#) and [Risk Assessments for Violent, Aggressive and Dangerous Behaviour Guidance](#).

Scope of Policy

The scope of this policy extends to all Aberdeenshire schools and to all practitioners working within these schools.

2. Policy Principles & Equalities

All school staff have a responsibility to identify and respond to the needs of the children and young people in their care and to promote and support their wellbeing which enables them to benefit from their education. This forms the basis of universal and targeted school-based support.

The guiding principles of this policy and associated guidance reflect children's human rights, and the [Nurture Principles](#). Practice is underpinned by:

- all behaviour is communication, and a child or young person's distressed behaviour may indicate an unmet need. 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 considered in decisions about them;
- all children and young people have the right to be cared for, protected from harm and to grow up in a safe environment in which their rights are respected and their needs met; and
- restraint, including seclusion, should not be viewed as, or become, routine practice in schools and should not routinely form part of a child or young person's support plan.

In developing this policy and associated guidance, Aberdeenshire Council has actively considered and embedded the requirements of the Public Sector Equality Duty and the Fairer Scotland Duty. This has been achieved by:

- Conducting an Integrated Impact Assessment to identify potential impacts on protected characteristics and socio-economic disadvantage
- Engaging with stakeholders, including children and young people, to ensure their perspectives informed the policy
- Reviewing national guidance and best practice to ensure the policy promotes equality of opportunity and fosters good relations.

3. Supporting Policies and Documents

- [Relationships, Learning and Behaviour Guidance for Education Establishments, August 2026](#)
- [Included, Engaged and Involved Part 3: A Relationships and Right-based Approach to Physical Intervention in Schools](#)
- [Fostering a Positive, Inclusive and Safe School Environment Guidance](#)
- [Risk Assessments for Violent, Aggressive and Dangerous Behaviour Guidance](#)
- [Guidance on Developing a Local Relationship and Behaviour Policy](#)

4. Council Strategic Priorities

Pillar	Priority	How does the policy reflect the Council's strategic Priorities?
A sustainable economy	We will support a strong and diverse economy by attracting people of working age to our region, complementing our highly skilled local workforce.	Creates safe, respectful learning environments that promote wellbeing and inclusion.
Connected communities	We will work with communities and partners to enhance the sense of connection among our places. This includes supporting communities to come up with innovative solutions to ensure our places are resilient and vibrant.	Encourages positive relationships and community cohesion through promoting a culture and ethos within all learning communities whereby everyone; children, young people, staff and parents / carers, feel included, respected, safe and secure.
Living well locally	We will encourage and support our residents to lead healthy and active lives and contribute meaningfully to their communities. We will make proactive choices that will allow us to cater to the needs of our increasingly ageing population.	Build inclusive schools which promote a culture and ethos where children and young people feel included, respected, safe and secure, preparing them to be confident and skilled learners for future employment.

5. Policy Revision

Version Number	Revision Date	Committee Approval Date	Summary of Changes
	March 2022	March 2022	This 2022 policy replaced "The Use of Physical Intervention in Educational Establishments Policy' 2007" and took account of legislation, national policies and guidance at that time.
	August 2026	August 2026	This policy replaces the "Interim, 2022" policy and takes account of further National guidance publications and current legislation.



6. Policy Distribution

Name	Designation	Organisation
Area Committees	Area Managers	Aberdeenshire Council
Various	All school Head Teachers	Aberdeenshire Council
Various	Quality Improvement Officers and Managers	ECS Central Officers