

Appendix : Progress towards National Behaviour Action Plan Phase 1

Theme 1: Setting clear national expectations for promoting positive relationships and behaviour in schools		
Actions from National Behaviour plan	Key highlights of Aberdeen City Council Progress	Summary of National Progress (this column is as it appears nationally)
Action 1: Create a clear and consistent definition and understanding of relationships and behaviour	<p>A safeguarding group was established with representatives from all trade unions, health and safety representative, school leaders and central officers to implement the local behaviour plan.</p> <p>The definition of violent incident being used is any act or attempted act of physical force that may cause, or has caused, physical injury to a person</p> <p>The group meets fortnightly and reviews referrals from the data group to identify schools where there has been a significant increase or decrease in incidents to allow best practice to be identified and shared.</p>	<p>Phase 1 Work by Scottish Advisory Group on Relationships and Behaviour in Schools (SAGRABIS):</p> <p>Work is ongoing in developing a clear national definition of relationships and behaviour, including what constitutes a violent incident in schools and this will be progressed during phase 2 and integrated into the national guidance Included, Engaged and Involved Part 2: A Positive Approach to Preventing and Managing School Exclusions.</p>
Action 2: Identify good practice in evidence-based relationships and behaviour approaches, including consequences.	All schools have reviewed their relationships and behaviour policies in light of ACC guidance developed in partnership with the safeguarding group and based on the national guidance.	Good progress has been made in developing guidance following input from Behaviour in Scottish Schools Research (BISSR), summits involving practitioners and this will be published by June 2025.

	<p>All schools have updated their anti-bullying guidance in light of the Scottish Government Respect for All update</p>	<p>Anti-bullying guidance published in November 2024</p> <p>Guidance for developing a local relationships and behaviour policy published on the Education Scotland Website</p>
<p>Action 3: Publish new national guidance on emerging areas of concern.</p>	<p>All schools have implemented the framework on preventing and responding to gender based violence.</p> <p>All secondary schools have participated in the Mentors in Violence Prevention(MVP) programme and have active mentors in school</p> <p>All school mobile phone policies have been reviewed in light of the Scottish Government guidance on mobile phones. All policies are clear and have been developed in consultation with the school community</p> <p>Schools continue to use the resources issued in November 2023 to support Personal and Social Education programmes highlighting the health impacts of vaping.</p> <p>Maybo training was procured for all staff and modules on de-escalation added to mandatory training . All staff were given time on in-service day or as part of</p>	<p>Areas raised by BISSR</p> <ul style="list-style-type: none"> • Misogynistic behaviour in schools - framework on preventing and responding to gender-based violence published and Mentors in Violence training updated • Use of mobile phones – guidance on mobile phones in Scotland’s schools • Increase in the number of young people vaping on school premises – Highlight the materials shared with schools in November 2023 • Support staff more likely to experience verbal abuse, physical aggression and physical violence – Scottish Government provided local authorities with funds to procure training for staff

	<p>development time to complete the modules to ensure consistency of approach. The safeguarding group has also developed induction sessions for support staff which will run twice termly and will provide staff with strategies for de-escalation.</p>	
<p>Action 4: Review all current processes for recording incidents including violent incidents, to identify potential means of streamlining processes and improving consistency</p>	<p>The safeguarding group have</p> <ul style="list-style-type: none"> • Co-designed a mandatory eLearning module for all staff on reporting incidents to ensure consistency of reporting • Produced guidance on the use of pupil centred risk assessments • Updated the health and safety exemplar for schools <p>All schools use the SEEMis Bullying and equalities module to record bullying incidents. 2 schools were part of a thematic review undertaken by Education Scotland and both were found to have very good processes in place. This has been shared as good practice with other schools across the city.</p> <p>Equalities officer reviews the data monthly and supports schools where there may be emerging trends to ensure they have all mitigations in place.</p>	<p>In January 2024, Education Scotland published a toolkit to support current and developing practice in recording and monitoring bullying incidents, informed by phase 2 of the thematic inspection on recording and monitoring bullying incidents. The toolkit comprised a number of case studies under the themes of effective partnership working, high-quality professional learning, whole-school universal measures, anti-bullying curriculum, and involving children and young people.</p> <p>In addition, updated guidance on recording and monitoring bullying incidents was published within the refresh of the national anti-bullying guidance, Respect for All. This included clear messaging from the Cabinet Secretary for Education and Skills that all reports of bullying should be recorded, in order to ensure the necessary support is in place for children and young people, to monitor recurring patterns or trends, and to assess the effectiveness of policy and practice.</p>

Theme 2		
Action 5: Implement framework of support to assist the local application of national policy.	<p>A Supporting Learners Festival in February provided sessions for 250 staff from all sectors with a focus on supporting dysregulated behaviour. Data collected showed that the inputs increased staff confidence in identifying and supporting young people displaying dysregulated behaviours.</p> <p>On day 2 of the Supporting Learners Festival, 170 staff engaged in sessions on Being Restorative delivered by Education Scotland which were part of the national offer to local authorities.</p> <p>Schools are making use of the Education Scotland suite of professional learning resources at local level to support with their review of relationship policies.</p> <p>Bespoke training on supporting learners continues to be delivered as part of the probation training offered during their induction year.</p>	<p>Education Scotland has launched updated guidance on supporting additional support for learning including</p> <ul style="list-style-type: none"> • an information session for relevant staff and stakeholders to highlight the main updates and changes to the guidance run by Education Scotland and respectme; • a series of webinars for school staff on the SEEMiS bullying and equalities module; and • the development of a template anti-bullying policy, aligned with new guidance, produced by respectme, Scotland's Anti-Bullying Service. <p>Education Scotland has published an online suite of professional learning resources for education settings to use themselves to support relationship building, nurturing approaches and to support self-regulation and positive behaviour, which it has been supporting at both local and national level.</p>

<p>Action 6: Identify examples of current/ developing practice that can be shared with schools.</p>	<p>Local best practice is identified through Quality Improvement visits, data discussions and the work of the Safeguarding group.</p> <p>Best practice is shared through Headteacher meetings, training sessions and regular network meetings with CIRCLE leads.</p> <p>Aligning with the CIRCLE framework, the “Spotlight” resource has been developed to enable the sharing of good practice across ACC settings in supporting the needs of learners with complex ASN in mainstream settings.</p>	<p>This action is at an early stage of development with most activity scheduled for phases 2 and 3 and will be taken forward in conjunction with professional associations.</p> <p>Work completed during phase 1 related to attendance, with a short-life working group established to create resources to support tracking and monitoring attendance. These resources have been developed and published on the Education Scotland website.</p>
<p>Action 7: Develop mechanisms to provide schools with individualised feedback on relationships and behaviour approaches and areas for development.</p>	<p>QIMs review attendance and incident data on a fortnightly basis as part of Service manager meetings.</p> <p>Attendance, exclusions and attainment are discussed with individual schools during data discussions highlighting impact of any interventions in place.</p> <p>Behaviour and relationships are observed as part of Quality Improvement visits and feedback is provided to SLTs identifying strengths and areas for improvement.</p>	<p>From February 2024, HM inspectors set out they would enhance the evidence gathered and commentary made about relationships and behaviour. As part of school inspections, they are:</p> <ul style="list-style-type: none"> • Listening to staff, learners, parents, and partners to understand current priorities and challenges related to relationships and behaviour in their school. • Asking the school to reflect on the effectiveness of their approaches to promoting positive relationships and behaviour, as well as how they record and respond to incidents. This is captured in an updated Child Protection and Safeguarding Self-Evaluation Form

	<p>Sampling is done of the quality of PCRAs, IEPs and pastoral notes as part of the Quality Improvement Visit.</p> <p>Behaviour is discussed as part of HMle feedback and actions are overtaken by school staff</p>	<ul style="list-style-type: none"> • Gathering and evaluating evidence as part of usual inspection processes, ensuring approaches align with the school's context. • Exploring in more depth how the school promotes positive relationships and behaviour through: <ul style="list-style-type: none"> • Self-evaluation discussions with the school and local authority representative on the effectiveness of current approaches and the support provided by the local authority. • Focus group discussions to gather views from staff, pupils, parents, and partners. • Reviewing how behavioural incidents are recorded and the strategies used to support those involved. <p>Evidence gathered will be synthesised to provide feedback to schools, local authorities and partners to support strengthening approaches.</p>
<p>Action 8: Implement the recommendations of Education Scotland's report 'Improving Attendance: Understanding the issues'.</p>	<p>Attendance in Aberdeen continues to be above the national average.</p> <p>Headteachers regularly share approaches to improving attendance as part of...</p> <p>Emotionally Based School Non Attendance (EBSNA) Universal training offer and follow up Coaching sessions facilitated by the Educational Psychology Service. In 2024-25, 4 secondary schools, 3 primary schools and one ELC have engaged in this training, with evaluations indicating an increase in</p>	<p>Education Scotland has developed</p> <ul style="list-style-type: none"> • An improving Attendance package of support for areas where improving attendance remains a challenge • A national network of attendance leads to support collaboration and networking • Updated webpages with materials on using data , partnership and effective practice.

	<p>confidence in identifying and supporting EBSNA following the training.</p> <p>The Supporting Learners Festival in February included an introductory session on Emotionally Based School Non Attendance (EBSNA). 63 education staff attended, and evaluation feedback showed marked improved in understanding of EBSNA and of confidence in supporting learners with EBSNA.</p>	
Theme 3: Support for Children and Young people		
<p>Action 9: Age and stage appropriate resources are available to support children's social and emotional development</p>	<p>Schools have access to the resources on the Education Scotland Website, and these are promoted through head teacher events and local and national professional learning.</p> <p>All schools have staff trained in Compassionate and Connected Classrooms.</p> <p>The supporting learner's festival provided staff with training in de-escalation and supporting dysregulated learners.</p> <p>The Emotion Coaching Universal Training Offer (e-learning resource & in person staff coaching sessions) has been delivered by</p>	<ul style="list-style-type: none"> • In September 2024, refreshed school resources to support children's emotional development were published, supported by the Scottish Government Mental Health Directorate. This updated resource was created by Fife Council Education staff alongside the Digital Bricks Learning team, Education Scotland and Scottish Mediation. • The 'Keeping Your Cool in School' programme was first launched in 2007, has been updated and was relaunched in 2024 The Keeping Your Cool in School resources aim to equip primary-aged children with the skills to manage emotions and also raise awareness of wider issues affecting them and their peers. Each level of the programme explores a range of responses to different situations and has the

	<p>the Educational Psychology Service in full to 5 settings, with a further 9 settings currently in progress.</p> <p>Delivery of session “A fresh look at Emotion Coaching” by the Educational Psychology Service as part of the Supporting Learners Festival. This session was attended by 156 participants from 22 schools & nursery settings. The focus on expanding the approach with explicit links to Trauma Informed and Restorative Practice was positively evaluated with feedback indicating increases in both attendee knowledge and confidence.</p> <p>170 staff attended sessions on restorative conversations</p> <p>The planned PSA induction programme which will run twice a term will equip staff with a basic understanding of trauma and how to support children and young people to regulate.</p> <p>The Emotion Literacy Support Assistants (ELSA) programme continues to be implemented. A new cohort of 13 ELSAs completed their training this session. There are 45 trained ELSAs working in 24 primary schools, 5 secondary schools and</p>	<p>potential to support positive relationships and behaviour, particularly amongst younger children, which was highlighted within BISSR 2023. Education Scotland is currently refreshing the Compassionate and Connected Classroom resources targeted at upper primary learners.</p>
--	---	--

	<p>1 ELC. ELSAs develop individualised programmes for learners to engage in individual or group sessions, typically within one term, targeting their social and emotional skills, emotional awareness and regulation, self-esteem, sense of belonging, and resilience.</p> <p>9 PSAs from Specialist Provisions have been offered 3 supervision and support sessions from EPS, focusing on using the Emotionally Connected Framework to support the emotional well-being of learners with severe and complex needs.</p> <p>The universal training offer and the session at the Supporting Learners Festival on Emotionally Based School Non-Attendance (EBSNA) (noted in action 8) include sharing and exploration of assessment frameworks, planning templates and tools to gather learner's views and experiences.</p>	
Action 10 :Children and Young people are supported to develop healthy relationships and behaviours grounded in tolerance and respect	<p>Schools have accessed the resources available from Education Scotland and updated policies in light of this.</p> <ul style="list-style-type: none"> • We have 4 Mentors in Violence Prevention (MVP) trainers now in ACC to support the training of staff in schools and ensuring that we are self-sufficient as an authority. 	<p>Education Scotland have developed</p> <ul style="list-style-type: none"> • New health and wellbeing resources on antiracism at nursery and primary • Challenging online misogyny as part of MVP • Analysis of the Relationships, Sexual Health and Parenthood statutory guidance consultation • Updated keep your cool in school • Mental health and wellbeing Whole School Approach

	<ul style="list-style-type: none"> • A total of 93 staff across 11 secondary schools are currently trained to deliver the MVP programme and to support pupil mentors within their contexts, usually through PSE or wider achievement programmes. Additionally, we will be arranging further ACC training in term 1 of next session, to support new staff to this programme and refresh existing staff. • The primary adapted version of MVP test of change pilot led by the Scottish Government is drawing to a close and is scheduled for roll out in the next year. We will be well placed to support primary colleagues with training and roll out. 	<ul style="list-style-type: none"> • Professional learning resource on supporting children and young people's mental health
Action 11: Children and young people's views are embedded in the development of school policies and procedures	<ul style="list-style-type: none"> • All children and young people have a voice in decisions that affect them, including in how they learn, and we continue to work to amplify participation and voice. Pupil voice is both sought to inform and is included within school improvement plans with a number of our schools creating and sharing accessible 'child-friendly' versions of their school improvement plan with their school communities 	<p>All new guidance issued by Education Scotland highlights the importance of schools engaging with their whole learning community, including children and young people, in the development of their local policies.</p> <p>Education Scotland and the General Teaching Council for Scotland worked together to produce a resource to support teaching professionals A children's rights-based approach</p>

	<ul style="list-style-type: none"> • Delivery of session “Main character energy: facilitating pupil participation within education planning” by the Educational Psychology Service, as part of the Supporting Learners Festival. This session was attended by 82 participants from 13 schools. The focus on use of Lundy model to support implementation of the UNCRC was positively evaluated with feedback indicating increases in both knowledge and confidence of attendees. 	
Theme 4:Supporting the Workforce		
Action 12: Support all education settings to have a planned and ongoing programme to promote staff wellbeing.	<ul style="list-style-type: none"> • All managers have access to the Supporting health and wellbeing toolkit on the intranet. This provides an easy to navigate suite of tools and resources to support staff through any incidents that may impact on staff . • These resources are highlighted through regular communications to schools and through virtual and face to face Head Teacher events. • Staff participate in People and Organisation annual health and wellbeing surveys 	The first meeting of the Scottish Government HWB Group is due to take place in Spring 2025.

<p>Action 13: Empower staff through provision of relevant professional learning to support relationships and behaviour approaches and practice and to respond to emerging trends in behaviour.</p>	<ul style="list-style-type: none"> • Scottish Government monies used to provide training for all staff in de-escalation. Provider selected following small test of change in Bucksburn Academy • All Education Scotland professional learning opportunities are shared with staff through our weekly education and lifelong learning bulletins, during any locally delivered professional learning. • Our local behaviour plan continues to support staff with targeted professional learning on de-escalation, risk assessments and supporting young people impacted by trauma. • Incidents recorded are analysed regularly to determine where interventions may be required with a school or member of staff. • Our newly developed PSA induction programme will support staff to have greater understanding of how to support young people who have been impacted with trauma. • 	<p>Education Scotland has delivered a number of relevant strands of work to support professional learning including:</p> <ul style="list-style-type: none"> • identifying and promoting resources and professional learning available to staff and schools on relationships and behaviour in schools. These resources are freely available online for schools to use as part of collegiate learning or practitioners can use as self-directed learning. To promote the resources and support implementation Education Scotland delivered a series of seven online webinars between January and March 2025 under the theme of 'It's all about relationships.' • continuing to develop professional learning opportunities to support educators' understanding and practice of inclusive pedagogy and approaches required to support all learners including those who require additional support. This is linked to the ASL Action Plan. • Further promoting Keeping Trauma in Mind (KTim) professional learning as a sustainable train the trainer model, by delivering national on-line delivery during September / October 2024. There are plans for further national online delivery during May 2025.
---	---	--

<p>Action 14: Identify and promote the approaches to curriculum design, pedagogy, and assessment to facilitate learner engagement of all children and young people.</p>	<ul style="list-style-type: none"> • Education Scotland presented the timeline for the new curriculum framework at a recent headteacher meeting ensuring all senior leaders understand the national direction. • Maths specialists worked together to create a maths portal to support consistent delivery of content and provide professional learning for both specialist and non-specialists delivering maths qualifications. The portal also has links to aid parents in supporting their young people. • ACC Writing progression framework has been updated to take account of the learning through involvement in the CYPIC writing project. The framework has been piloted with an ASG and will be ready to be shared across the city in August 2025. • The Northern Alliance Learning and teaching toolkit has been launched and is supporting schools to improve the accuracy of their self-evaluation and the quality of professional learning to improve pedagogy being offered to staff. 	<p>Education Scotland is working with school leaders and practitioners to develop exemplification of curriculum design having a positive impact on both attendance and engagement. Six school leaders are undertaking short-life enquiries on the correlation between the curriculum and improved attendance and/or engagement.</p> <p>As a next step, in phase 2 the Education Scotland Pupil Support Staff professional learning framework will be refreshed to reflect the Education Scotland Inclusion Wellbeing and Equalities professional learning themes.</p>
<p>Theme 5: Reducing violence and harm in schools</p>		

<p>Action 15: Identify supports for schools where children are not</p>	<ul style="list-style-type: none"> • The service commissioned the EP service to undertake an Exploration of learners needs interviewing senior leaders, parents, trade unions, young people, teaching staff and support staff. The findings were used to help the service develop a small test of change which is due to open August 2025. • Attendance, incidents and exclusions are monitored monthly to identify and explore trends. This data is used to inform universal and targeted professional learning for different staff groups. • ACC attendance rates are higher than national average and central officers and schools interrogate data to ensure interventions are having the maximum impact. 	<p>The Association of Scottish Principal Educational Psychologists (ASPEP) are currently developing a paper outlining the range of approaches and services that educational psychologists can offer to support relationships and behaviour, at a school and local authority level, based on their five core functions of consultation, assessment, intervention, training, and research and policy development.</p> <p>Preliminary work has been undertaken on guidance around staged intervention approaches, and this work will be further scoped and developed during phase 2.</p> <p>Education Scotland held a stakeholder event, attended by around 450 practitioners, to initiate discussions around how to use a rights-based approach to decision making when responding to a variety of scenarios ranging from school exclusions to considering alternatives educational options for some children and young people who disrupt the learning of others.</p>
<p>Action 16: Support schools' development of clear protocols for both preventing and responding to violent incidents and incidents involving a weapon, including risk</p>	<ul style="list-style-type: none"> • Local guidance Supporting learners: A relationship and rights focused approach to physical intervention and seclusion was updated in line with Scottish Government Guidance Included, Engaged and involved Part 3 Physical Intervention in schools- a relationship and rights based 	<ul style="list-style-type: none"> • In November 2024, the Scottish Government published Included, Engaged, and Involved Part 3: A relationships and rights-based approach to physical intervention in Scottish schools. This guidance provides schools with the latest human rights-based advice on reducing distressed behaviour and minimising the use of restraint. A review to consider the

assessments, relevant to age and stage of child or young person.	<p>approach: guidance</p> <ul style="list-style-type: none"> A group of headteachers has worked with officers to update the Pupil Centred Risk Assessment guidance and professional learning has been developed to improve consistency. Generic Risk assessments have been developed in partnership with Health and safety and trade union colleagues. 	<p>effectiveness of the guidance will begin in autumn 2025.</p> <ul style="list-style-type: none"> A sub-group comprising members of SAGRABIS and Education Scotland's Social, Emotional and Behaviour Needs Network has been established to develop guidance on risk assessments. This guidance will be published during 2025.
Action 17: Develop evidence base on factors underlying violence, develop teaching resources to support children and young people	<ul style="list-style-type: none"> Data on incidents is analysed monthly, and trends are used to support the development of professional learning for staff and learning materials for young people. The MVP programme supports learning in secondary schools and once available this will be rolled out to primary staff and young people too. 	<p>The Violence Prevention Framework sets out the Scottish Government's vision to prevent violence across Scotland, and when it does occur, to reduce its harm. While the Framework has a broader scope than schools, a number of activities carried out by funded partners to support its implementation directly relate to schools and therefore contribute to this action.</p>
Theme 6:Engaging with the whole school community		
Action 18: All members of a school community - children and young people, parents and carers, and staff – have their views embedded in	<ul style="list-style-type: none"> All schools engaged with the whole school community when developing their mobile phones in schools' guidance and anti-bullying guidance. 	<p>This action is at an early stage of development.</p> <p>The Scottish Government's updated anti-bullying guidance and guidance on mobile phones in Scotland's schools outlined clear expectations of how schools should engage with children and young</p>

the development of school policies and procedures.	<ul style="list-style-type: none"> All schools engage the whole school's community in any policies being developed 	people, parents and carers, and school staff during development and implementation of local policies.
Theme 7: Tracking Impact and Progress		
Action 19: Continue to update and maintain evidence base on relationships and behaviour in schools	<ul style="list-style-type: none"> Two schools were identified to be part of the study into positive practice in dealing with instances of bullying Positive trends in incident reporting are identified and shared with peers through Head Teacher events and professional learning networks. 	<p>As set out under action 4, case studies to highlight features of positive practice when dealing with instances of bullying behaviour have been published.</p> <p>As part of the Anti-Racism in Education Programme, Intercultural Youth Scotland gathered young people's experiences of racism and made recommendations to each of the four workstreams, including the workstream on racism and racist incidents. These recommendations have been considered by the workstreams, and a response was issued in August 2024.</p> <p>SAGRABIS has had initial discussions on the scope of the sixth wave of the Behaviour in Scottish Schools Research, which will be commissioned during phase 2.</p>
Action 20: Ensure alignment with existing cross-government policy commitments that seek to support children and	<ul style="list-style-type: none"> All service policies are checked across the cluster and wider council. The Health Determinants Research Collaborative support us with accurate data ensuring we continue to target those families, children and young people most in need of support 	As has been highlighted across this report, there are various other government policies and strategies that are contributing to the outcomes of the action plan, and activity taken forward under these other strategies have been cited in this report.

<p>young people to reach their full potential.</p>		<p>To ensure the work of SAGRABIS in implementing the action plan is sufficiently aligned with the broader policy landscape, the following actions have been undertaken during phase 1.</p> <ul style="list-style-type: none"> - The membership of SAGRABIS has been widened to include representation from the justice, health, early years, and care-experienced sectors, including organisations that can bring perspectives from children and young people. - Policy officials have attended the Additional Support Needs Project Board to raise the profile and promote the work being delivered through the action plan, and to ensure alignment with additional support for learning policy. - Views have been sought from the Gender Equality Taskforce on Education and Learning during the development of the action plan, and work on consequences, to consider these publications through a gendered lens. - Links were made between the update of Respect for All and the Racism and Racist Incidents Workstream of the Anti-Racism in Education Programme, to ensure these pieces of work are consistent. <p>During phase 2, work will continue to ensure cohesion with other national policies, including the</p>
---	--	--

		mental health and wellbeing strategy and The Promise.
--	--	---