

**Annex**  
**202300387481**

**Email 1**

**From:** [redacted]@educationscotland.gov.scot>  
**Sent:** Tuesday, November 21, 2023 11:03 AM  
**To:** [redacted] <[redacted]@gov.scot>; [redacted] <[redacted]@educationscotland.gov.scot>;  
**Cc:** [redacted] <[redacted]@gov.scot>; [redacted] <[redacted]@gov.scot>; [redacted] <[redacted]@gov.scot>  
**Subject:** RE: Expectations and consequences resources

Hi

All resources are now on the landing page:

[Promoting Positive Relationships and Behaviour in Educational Settings | Resources | Education Scotland](#)

They will also be in the PL Framework when it is up and running but this provides us with a back-up in time for Tuesday's Summit.

Thanks have to go to our contents team if have lifted the contents freeze just for us!!

[redacted]

**From:** [redacted]  
**Sent:** Friday, November 17, 2023 12:04 PM  
**To:** [redacted] <[redacted]@educationscotland.gov.scot>; [redacted] <[redacted]@educationscotland.gov.scot>;  
**Cc:** [redacted] <[redacted]@gov.scot>; [redacted] <[redacted]@gov.scot>; [redacted] <[redacted]@gov.scot>  
**Subject:** Expectations and consequences resources

Thank you that's great.

I've just realised that I've used the title of a specific resource within the work that has been developed – apologies. Will all of the parts of the relationships and behaviour resource be able to be published? So that the expectations and consequences module sits in a context of wider relationships and behaviour support.

Am very sorry for any confusion.

[redacted]

[redacted] : [redacted]  
Support and Wellbeing Unit : The Scottish Government : Area 2B North : Victoria Quay : Edinburgh : EH6 6QQ  
Phone [redacted] : Mobile [redacted]  
Email: [redacted]@gov.scot

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**From:** [redacted]

**Sent:** Friday, November 17, 2023 12:04 PM

**To:** [redacted] <[redacted]@educationscotland.gov.scot>; [redacted]  
<[redacted]@educationscotland.gov.scot>;

**Cc:** [redacted] <[redacted]@gov.scot>; [redacted] <[redacted]@gov.scot>; [redacted]  
<[redacted]@gov.scot>

**Subject:** Expectations and consequences resources

Hi

We met with Ms Gilruth yesterday to confirm the contents of the statement on relationships and behaviour on the 29<sup>th</sup>. She has asked that we progress the publication of the resources on expectations and consequences as previously discussed. I am due to provide her first draft speech and briefing pack on Tuesday next week - can you confirm that it would be possible to publish those resources on or before the 29<sup>th</sup> of November so that we can announce it in her statement?

Thanks

[redacted]

[redacted] : [redacted]

Support and Wellbeing Unit : The Scottish Government : Area 2B North : Victoria

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Phone [redacted] : Mobile [redacted]

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**Email 2**

From: [redacted] <[redacted]@educationscotland.gov.scot>  
Sent: Thursday, October 26, 2023 13:16  
To: [redacted] <[redacted]@gov.scot>  
Cc: [redacted] <[redacted]@gov.scot>  
Subject: Expectations & Consequences, and The Brain & Emotional Regulation

4 attached documents:

Powerpoint doc - Expectations and Consequences  
Word doc - Expectations and Consequences  
Powerpoint doc - The brain and Emotional regulation  
Word doc - The brain and Emotional regulation

[redacted] I'm not cutting you but I'll also not send you all of these and flood your inbox. You know [redacted] has all the other modules if you want to see them.

[redacted]  
My usual working days are Monday-Thursday

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[redacted] [redacted] Education Scotland Foghlam Alba  
Tel: [redacted] Twitter: @ESInclusionTeam @[redacted]  
Address: Compass House 11 Riverside Drive Dundee DD1 4NY

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**Email 3**

**From:** [redacted] <[redacted]@educationscotland.gov.scot>  
**Sent:** Thursday, October 26, 2023 2:32 PM  
**To:** [redacted] <[redacted]@gov.scot>; [redacted] <[redacted]@gov.scot>  
**Subject:** Oct Behaviour Summit

Hi

Now that the dust has settled from last weeks event should we potentially have a discussion about the Oct event. It will be upon us before we know it. Well done BTW for managing a potentially difficult event rather well.

The last event was very much reflective questions for group discussion rather than presentations. It seemed to be a format that worked.

Are you thinking about doing the same for Session 2? You had said that the focus should potentially be on Consequences and Alternatives to Exclusions. I'm thinking we may need to expand that to Relationships and Behaviour Policies, supporting mechanisms including alternatives to exclusion, and myths/misconceptions around expectations and consequences.

Also do you have an early draft the BiSSR report? Not to be released obviously to the group but to inform our narrative at the event. We don't want to be steering the conversation in a direction that is then contradicted by the results of the BiSSR.

Kind regards

[redacted]  
My usual working days are Monday-Thursday

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[redacted] [redacted] Education Scotland Foghlam Alba  
Tel: [redacted] Twitter: @ESInclusionTeam @[redacted]  
Address: Compass House 11 Riverside Drive Dundee DD1 4NY

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**Email 4**

From: [redacted] <[redacted]@educationscotland.gov.scot>  
Sent: Thursday, October 26, 2023 15:12  
To: [redacted] <[redacted]@gov.scot>  
Cc: [redacted] <[redacted]@gov.scot>  
Subject: Training resources on relationships and behaviour

Hi

Here's what I have at an informed level so far:

- Relationships Matter 30 minutes
- Relational Approaches 25 minutes
- Expectations and Consequences 20 minutes
- The Brain and Emotional Regulation 20 minutes
- Self-Regulation 25 minutes
- Window of Tolerance 15 minutes
- Shame 20 minutes
- Co-regulation and De-escalation 30 minutes
- Attunement 20 minutes
- Active Listening (pending peer review) 20 minutes

The title describe what they cover.

I also have two slightly longer PL units at an Informed level that could be used for staff who have never done any restorative approaches training before. With these units I'm trying to completely reframe our approach to RA. I'm testing it out in PKC in December (we have 40 practitioners signed up):

Being Restorative Part 1 2-3 hours (time for reflective activities incorporated into PL) Covers Why be R?, social discipline window, culture & relationships, adult behaviour, hierarchy of RAs, restorative values, thinking & language, and Shame  
Being restorative Part 2 2-3 hours (time for reflective activities incorporated into PL) Covers Relationships Matter, Building the foundations, Responding restoratively, Using Circles, Restorative Conversations, Planning for predictable events, Restorative Meetings, and Staff wellbeing.

In planning/progress:

Relationships, stress, and behaviour  
Reframing Behaviour Management & Discipline

Each presentation has an accompanying Information Note. I'll send through the PPs over a couple of emails and a few examples of the information notes.

[redacted]

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**From:** [redacted] <[redacted]@gov.scot>  
**Sent:** Thursday, October 26, 2023 2:32 PM  
**To:** [redacted] <[redacted]@educationscotland.gov.scot>  
**Cc:** [redacted] <[redacted]@gov.scot>  
**Subject:** Training resources on relationships and behaviour

Hi [redacted],

It was good to catch up yesterday. I wondered if you could provide us with more information about the suite of resources on relationships and behaviour that you will be launching – I know you mentioned there were a few different ones on different topics so it would be really useful to have info on what these are called, what they cover, how long the modules are expected to complete etc.

I know the intention is to wait for the other 3 themes are complete before launching, but wondered what stage you are at in sign off process for that/when these are likely to be completed.

Thanks so much for your help.

[redacted]

**[redacted]**

Support and Wellbeing Unit | e: [redacted]@gov.scot | t: [redacted]



Please note I work Monday – Thursday. I am normally available between 9am and 5pm.

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**Email 5**

**From:** [redacted] <[redacted]@gov.scot>  
**Sent:** Monday, August 7, 2023 :58 AM  
**To:** [redacted] <[redacted]@educationscotland.gov.scot>; [redacted] <[redacted]@educationscotland.gov.scot>; [redacted] <[redacted]@educationscotland.gov.scot>;  
**Cc:** [redacted] <[redacted]@gov.scot>;

Hi

Thanks for all of the information that you've provided, I really appreciate it. It gets into the space of what we might do next, that's further ahead than we are at the moment – we've got several engagement events to go through before we begin to identify the actions that we might take, and you will have the opportunity to be part of those discussions as they emerge.

For now – I am trying to get a handle on what are the approaches which are already in place and promoted by ES – is the information provided by [redacted] the best source for that info for the time being? I firstly want to make sure that nothing that emerges in discussions duplicates anything that is in place already – and that we don't miss opportunities to reinvigorate rather than create new stuff which does the same as work already in place. So that if there is gaps and work we need to do – we focus on them rather than reinventing the whole approach.

Thanks

[redacted]

[redacted] : [redacted]  
Support and Wellbeing Unit : The Scottish Government : Area 2B North : Victoria Quay : Edinburgh : EH6 6QQ  
Phone [redacted] : Mobile [redacted]  
Email: [redacted]@gov.scot

**From:** [redacted] <[redacted]@educationscotland.gov.scot>  
**Sent:** Monday, August 7, 2023 11:34 AM  
**To:** [redacted] <[redacted]@educationscotland.gov.scot>; [redacted] <[redacted]@educationscotland.gov.scot>; [redacted] <[redacted]@gov.scot>  
**Cc:** [redacted] <[redacted]@gov.scot>  
**Subject:** RE: Relationships and Behaviour Support

Hi All

I completely agree with all [redacted] points.

Two further things I would add is the need for TIME explicitly allocated to activities that help develop relationships: pupil-pupil, and pupil-staff; and a clear line of sight from Values to practice/behaviour. This isn't happening. Schools tend to develop

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their VVA and their Relationship's Policies separately. The policies are usually operational guidelines on what to do when behaviour is poor. Staff are only challenged on how closely they've adhere to the process and not whether their behaviour reflects agreed and shared values. This is why I've been piloting the PL and resources to see where the sticky points are and this is what I've found: PL done (tick), policy written (tick) usually without staff or pupil input and not linked to values but to processes, confusion as to why nothing has changed!

Some ideas-

TIME to build and maintain relationships: RoA activities that all staff are responsible for would be a good place for this – Ed Reform may help with this through learning in context activities.

CONSEQUENCES: I've no issue with this as we are trying to develop responsible citizens but they have to be related to the harm caused and the learning that is needed to not behave in a way that causes harm. If they aren't related to the misbehaviour then they are simply punishments, change nothing and lead to resentment and defiance from CYP!

I'll try to get a more formal response to you soon. Not feeling my best today!

[redacted]

**From:** [redacted] <[redacted]@educationscotland.gov.scot>

**Sent:** Wednesday, August 2, 2023 9:24 AM

**To:** [redacted] <[redacted]@educationscotland.gov.scot>;

[redacted] <[redacted]@gov.scot>; [redacted]

<[redacted]@educationscotland.gov.scot>

**Cc:** [redacted] <[redacted]@gov.scot>

**Subject:** RE: Relationships and Behaviour Support

Morning [redacted],

Hope you are well.

Happy to provide an overview of info here.

I've attached an overview of what is available / on offer (wellbeing overview of offer) along with a couple of fliers with detail of content. I do think the Cycle of Wellbeing is the best start as this allows a strategic overview of what is working well and where the gaps / challenges are for schools / settings. But the only issue with this is it's strategic...long term stuff...3-5 year implementation. Staff want (& need) the stuff they can do tomorrow – which is where the Keeping Trauma in mind PL programme comes in. You'll see from the paper attached with info on this and other offers there is a lot of positive evaluation around this.

However, I also wanted to pop in my own rambling thoughts – some of which I've shared with the team and this is based on my experience of recent delivery of PL in schools...where I definitely see a shift in staffs capacity in responding to increasing challenging behaviours. Staff (and I am generalising here...) want the quick fix...rather than the longer term vision and cultural change which is required...



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Ultimately – it's all about relationships...as we all know... and changing the narrative...not what's wrong with the child, (or staff!) but what happened to the child. (or staff!)

- We have to start with .....the staff. Their wellbeing is a key priority and we have to continue to place this front and centre. Our staff working in schools and settings have gone through A LOT in the last few years, and although there has been a focus on staff wellbeing, with our NIH pages, SG workforce support funding etc, it is not scratching the surface of the wellbeing needs of staff. I always share the wellbeing toolkit to allow people to review where they are at on the traffic light. It never surprises me anymore that most staff are in red or amber zones. How can they effectively do a day job when their own physical, psychological and physical wellbeing needs are not being met?  
[Wellbeing planning tool | Turas | Learn \(nhs.scot\)](#)

The next issue is what supports? Coaching? Line manager wellbeing convos? HR counselling referrals? Are we really meeting the needs of staff?

My safeguarding in education national network has a short life working group looking at supervision (clinical or lower level) for education staff. Police / Health / SW colleagues have this as a matter of course – mandatory as part of their work. Why not education? We are frontline with traumatised children / young people / their traumatised families and often traumatised staff. The group has identified a small handful of pilots going on across Scotland. One in particular has already evidenced staff not going off sick due to the support from the first three of six sessions....(paper attached)

- Next, we need to look at vision, values and aims ....the long term stuff...the hard stuff...this is where people say...'we have a vision' 'here are our values' then proceed to tell you they need more staff to cope with 'bad behaviours'
- Then, it's about identifying gaps in staff understanding of the importance of relationships / trauma informed approaches / anatomy of development – this needs to be done as a whole staff, drawing on expertise from across a school or setting. There is NO QUICK FIX. I did input recently in a school ...they wanted quick fixes...they weren't happy when I couldn't give that to them...I did give them some other tools for their toolbox, but ultimately they need to change their narrative, their culture, their values before change can happen.

Trouble is, I think too many schools are at that point. Where they used to respond to 4/5 particular individuals at a given time, now the numbers have increased...meaning more difficult to 'manage'

That can't change overnight...but with clarity of vision, values, positive whole school / setting culture, this can happen. Eastwood High School is a perfect example of how this can work. What was their secret?

INVOLVE THE CHILDREN in the decision making processes. Not rocket science.

- Next, we need to make sure the learning and teaching includes HWB Responsibility of All....talking to learners about their feelings / their wellbeing physical / social and psychological. This should come before anything else in

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the curriculum. Look at the environment (CIRCLE) – is that meeting learner needs?

- Finally, we need to make sure learner and staff wellbeing progress is being monitored – using tools such as GMWP helps to identify areas of agency, autonomy and affiliation and provides suggested next steps depending on where the gaps are....

At some point amongst all of this, we need to consider some consequences – but this should be seen as a support mechanism rather than anything punitive.

Realise this is a lot of info....therefore more than happy to discuss if helpful.

[redacted]

**From:** [redacted] <[redacted]@educationscotland.gov.scot>

**Sent:** 01 August 2023 12:45

**To:** [redacted] <[redacted]@gov.scot>; [redacted]

<[redacted]@educationscotland.gov.scot>

**Cc:** [redacted] <[redacted]@gov.scot>; [redacted]

<[redacted]@educationscotland.gov.scot>

**Subject:** RE: Relationships and Behaviour Support

Hi [redacted],

I have attached a recent e-mail which [redacted] sent to [redacted] which makes reference to a few of the materials/resources/professional learning in relation to Relationships and Social-emotional development. I am copying in [redacted], because she can provide more information around the Trauma informed work that we have been doing together with the Nurture materials and paper which brings together the Trauma informed approaches and those of Nurture. We do need to think about reinvigorating the Nurture training and this was discussed recently by [redacted], [redacted] and myself. This is just a starter for 10 because I am on leave from tomorrow until 14<sup>th</sup> August and [redacted] is currently on leave. Our work on the PL Framework will also be relevant. So, when we return we can furnish you with a more comprehensive account and rationale which will support the outcomes from the Behaviour survey and summit. [redacted] also provided a really good summary of research evidence for Restorative Approaches (for e-Sgoil) which we can also include in our return.

[redacted]/[redacted]/,

It would be helpful if you can begin to compile a response to [redacted] request. I think this will be a helpful exercise to prepare for further questions, and given the excellent work which you and the wider team have been doing in these areas, it is a great opportunity to reinvigorate our offer and reflect on what next. 😊

[redacted] [redacted] Education Scotland - Foghlam Alba

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Mob: [redacted]

Address: The Optima, 58 Robertson Street, Glasgow, G2 8DU

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**202300387481**

Web: [www.educationscotland.gov.uk](http://www.educationscotland.gov.uk)

**From:** [redacted] <[redacted]@gov.scot>  
**Sent:** Tuesday, August 1, 2023 9:59 AM  
**To:** [redacted] <[redacted]@educationscotland.gov.scot>; [redacted] <[redacted]@educationscotland.gov.scot>  
**Cc:** [redacted] <[redacted]@gov.scot>  
**Subject:** Relationships and Behaviour Support

Hi

As you will be aware there's lots of focus and attention on the relationships and behaviour policy at the moment. [redacted] and I are working our way through what the next steps are on the engagement and summit and BISSR Research etc. This email is to help us to understand what is already actively available from ES in support of this. I anticipate (not on the basis of any particular knowledge) that one of the actions which may come forth is that we need to provide further support to schools and authorities in this area. I anticipate that that will be in the space of nurture and consequences.

ES have obviously produced guidance already on connected classrooms which drew together nurture and ACES work and set it appropriately within education settings. Is there a programme of support which is available to schools alongside that. I had thought that there was training and support in place? If so, does that still go on?

Secondly, [redacted] had presented to SAGRABIS on her work on consequences. I remember that there was guidance in the mix, is that still on the cards? Is there public facing materials already available on that?

As I have said this info is just for [redacted] and I to plan on at the moment, and we've a long way to go in terms of what the planned actions might be after all of this work – that is a blank page currently. This is just to make sure that we have full understanding on what is in place so that we can prevent duplication arising or assuming that work might be ongoing when it's not.

Thanks

[redacted]

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