

**Enclosure 1: Letter from Cabinet Secretary for Education and Skills to
NASUWT, 6 May 2025**

T : 0300 244 4000

E : scottish.ministers@gov.scot

[REACTED – Section 38(1)(b)]

Our Reference: 202500460049

Your Reference: gender-based abuse
6 May 2025

Dear [REDACTED – Section 38(1)(b)]

[REDACTED – OUT OF SCOPE]

The Action Plan contains a commitment to work closely with GETEL to ensure the taskforce and behaviour in schools ambitions align. GETEL provided comments on the action plan to ensure a gendered lens was applied during development and have also provided comments on specific outputs including the forthcoming consequences guidance, expected to be published in summer 2025.

[REDACTED – OUT OF SCOPE]

Yours sincerely,

JENNY GILRUTH

Enclosure 2: Letter from Cabinet Secretary for Education and Skills and COSLA Spokesperson for Children and Young People to Directors of Education, 28 March 2025

Directors of Education
By email

CC -Scottish Advisory Group on Relationships and Behaviour in Schools

28 March 2025

Dear Director,

RELATIONSHIPS AND BEHAVIOUR IN SCHOOLS

[REDACTED – OUT OF SCOPE]

This letter provides information on the progress made against the actions of the joint action plan, confirms next steps on the work to develop guidance on consequences and asks that you and your schools begin to refresh your relationships and behaviour policies in light of the findings of the Behaviour in Scottish Schools Research 2023 and the Joint Action Plan actions which respond to the research.

[REDACTED – OUT OF SCOPE]

The use of consequences in schools

The Joint Action Plan includes a commitment to confirm the use of consequences in schools, in direct response to the perceived lack of consequences in current positive approaches to relationships and behaviour expressed by primary and secondary staff through BISSR 2023.

To provide absolute clarity on this point, the use of consequences in responding to concerns about inappropriate behaviour in schools, in the context of schools' own relationships and behaviour policies, is entirely appropriate.

Section 6 of Included, Engaged and Involved Part 2: provides national guidance on approaches to Prevention, Early Intervention and Staged Intervention. Further support and links to national guidance and resources on a range of related matters is available from Promoting positive relationships and behaviour in educational settings | Resources | Education Scotland.

Further specific guidance on the use of consequences in schools is currently in development, through the work of SAGRABIS. This updated national guidance will be available before the end of this academic year, enabling you and your schools to reflect it in your own policies in the new academic year. We would ask that you make school leaders aware that this guidance is forthcoming so that it informs their planning for next year.

Relationships and Behaviour policies – schools and education authorities

In light of the publication of the progress report, and the forthcoming guidance highlighted above, we ask that you and your schools begin to refresh and update your own relationships and behaviour policies.

This supports clarity of understanding of schools' high expectations of pupils, reflects the culture and ethos of the school, and provides confidence to pupils, school staff, parents and carers on both what is expected, and the appropriate intervention that will follow when these are not met. It will be important for schools to engage with their whole learning community – staff, children and young people, and parents/carers – on these policies and we therefore encourage schools to begin work to update their policies in early course, noting that many have already done so.

[REDACTED – OUT OF SCOPE]

With very best wishes,

Yours sincerely

Jenny Gilruth MSP
Cabinet Secretary for Education and Skills

Councillor Tony Buchanan
COSLA Spokesperson for Children
and Young People

Enclosure 3: Letter from Cabinet Secretary for Education and Skills and COSLA Spokesperson for Children and Young People to Directors of Education, 17 June 2025

Directors of Education
By email

CC - Scottish Advisory Group on Relationships and Behaviour in Schools

17 June 2025

Dear Colleagues,

RELATIONSHIPS AND BEHAVIOUR IN SCHOOLS

[REDACTED – OUT OF SCOPE]

The Behaviour in Scottish Schools Research (BISSR) showed that the majority of staff in 2023 perceived that all or most pupils are generally well-behaved around the school and in the classroom. However, to support our education workforce, a range of materials have been developed with partners who have experience in responding to concerns in this area. The latest of these publications are set out below, to help support school-based policies and staff accordingly.

We would be grateful if you could ensure this information is shared widely with all your schools, headteachers and school leaders.

Relationships and behaviour in schools

As part of our continued delivery of the Joint National Action Plan on Relationships and Behaviour in Schools, today new national guidance has been published on:

- “Fostering a Positive, Inclusive and Safe School Environment guidance”.
- "Guidance on risk assessments for violent, aggressive and dangerous behaviour"

Fostering a Positive, Inclusive and Safe School Environment guidance

The need for greater clarity around the use of consequences in schools was clearly identified through the Behaviour in Scottish Schools Research (BISSR), our national relationships and behaviour summits, and wider engagement with staff and education stakeholders. In response to these findings, the national action plan on relationships and behaviour in schools included a specific action to develop new guidance on consequences. This guidance has been developed by a subgroup of Scottish Advisory Group on Relationships and Behaviour in Schools (SAGRABIS) and headteachers from the Headteachers Taskforce.

The guidance aims to support education authorities and schools to embed clear, consistent and child-centred approaches to that are responsive to difficult situations as part of their wider relationships and behaviour policies.

Alongside this new publication, it may be useful to remind school colleagues of the guidance “Included, engaged and involved part 2” which sets out the national approach to the management of school exclusion, recognising its use as a measure of last resort.

[REDACTED – OUT OF SCOPE]

Supporting implementation of the guidance

To assist local authorities and schools to implement the new guidance, an initial package of support has been put in place. This includes:

- A comprehensive package of professional learning, delivered by Education Scotland, between August and December 2025, across its ‘Keeping Trauma in Mind’ and ‘Relationships Matter’ series of professional learning. Teachers and school staff may particularly wish to note sessions relating to the **new guidance on 27 August** (fostering a positive, inclusive and safe school environment) and **3 September** (risk assessments for violent, aggressive and dangerous behaviour). Staff will be able to sign up via Eventbrite in due course.
- Practical guidance for schools on developing relationships and behaviour policies, including operational guidance for school staff. Available at: [Guidance for developing a local relationships and behaviour policy](#)
- Case studies on approaches to promoting relationships and behaviour in schools, developed by headteachers, will be available on Education Scotland’s website in the new school term.

[REDACTED – OUT OF SCOPE]

Conclusion

We would encourage you to engage with your teaching and school-based staff, parents and carers, and children and young people to review and, where necessary, update local relationships and behaviour policies during the new academic year. To that end, we would be grateful if you could ensure this information is shared widely with your headteachers, school leaders and wider school communities so that consideration can be given to the guidance. We would also be grateful if you could encourage school staff to take up the professional learning offer from Education Scotland.

We want children, young people and the workforce to feel safe, respected and to have a true sense of belonging. Young people are the experts in their own lives, and play a vital role in positive societal change, and we’d therefore encourage engagement with them in any guidance and policy updates.

We recognise there are a number of pieces of new guidance that have been produced over recent months. Annex A includes a diagram demonstrating how this guidance sits together within the overarching policy on promoting positive relationships and behaviour in schools.

Thank you for your continued leadership in supporting positive relationships and behaviour in our schools and wider communities.

With very best wishes,

Yours sincerely

Jenny Gilruth MSP

Councillor Tony Buchanan

Annex A

Universal approaches	Targeted approaches
<p data-bbox="411 725 810 752">Guidance supporting culture and ethos</p> <ul data-bbox="293 784 871 860" style="list-style-type: none"><li data-bbox="293 784 871 808">• Fostering a positive, inclusive and safe school environment<li data-bbox="293 808 871 833">• Included, Engaged and Involved Part 1 (update due 2026)<li data-bbox="293 833 871 860">• Included, Engaged and Involved Part 2 (update due 2026)	<p data-bbox="983 734 1244 761">Supports and approaches</p> <ul data-bbox="983 801 1244 949" style="list-style-type: none"><li data-bbox="983 801 1244 878">• Included, Engaged, Involved Part 3 - Physical intervention in schools<li data-bbox="983 878 1244 949">• Violent, aggression, and dangerous behaviour risk-assessment guidance
<p data-bbox="488 965 730 992">Topic specific guidance</p> <ul data-bbox="293 1003 912 1128" style="list-style-type: none"><li data-bbox="293 1003 912 1028">• Respect for All: Anti-bullying guidance<li data-bbox="293 1028 912 1052">• Preventing and responding to gender based violence in schools<li data-bbox="293 1052 912 1077">• Addressing racism and racist incidents in Schools<li data-bbox="293 1077 912 1102">• Mobile phones in schools guidance<li data-bbox="293 1102 912 1128">• Supporting transgender children and young people in schools	<p data-bbox="293 1173 721 1200">Free Resources and professional learning</p> <p data-bbox="293 1211 1149 1238">ES: Developing or refreshing a Relationships and Behaviour Policy and Attendance Policy</p> <p data-bbox="293 1249 759 1276">ES Improving Attendance in Scotland Resources</p> <p data-bbox="293 1288 801 1314">ES Professional Learning Framework (Relationships)</p>