

# Craigroyston Primary and ELC Relationships and Behaviour Procedure

“Positive relationships in learning communities are central to the well-being of learners and staff and underpin an effective learning environment linked to higher attainment. It is strong relationships with adults that help learners feel a greater sense of belonging and connection. Research on connectedness in schools and on the specific qualities of in-school relationships shows that when learners feel that they are part of their learning community, they are more likely to engage in positive ways in learning and in the life of the community.”  
[adapted from The Power of Relationships in Schools | Psychology Today]

**Relationships are simply the interactions and connections between people.**

Positive relationships support:

- everyone in the learning community - learners, parents/carers, partners and staff
- behaviour, wellbeing, attendance, inclusion, achievement and attainment, equity, equality and rights
- resilience and the ability to deal with difficulties.

When there are effective interpersonal relationships then we are best able to safeguard our children and young people and prevent mental ill health. Relationship based approaches are therefore, an integral part of Child Protection and Suicide Prevention work.

The values we have are reflected in the relationships we have, are demonstrated in our interactions with others, and influence the way we consider and behave towards each other. Adults in a learning community play an important role in modelling positive, respectful relationships for learners. Relationship-based practice, or taking a relational approach, includes having shared expectations for behaviour that ensures safe, calm learning environments and addresses any form of harmful behaviour. Relational approaches always take individual needs and capacity into consideration when responding to poor or harmful behaviour instead of more traditional ‘one size fits all’ fixed punitive responses. Relational approaches focus on empathetic responsiveness and promote the teaching of social and emotional skills with a focus on self-regulation and resilience, and promoting independence as a learner. Relational approaches should be supported by a robust procedure that applies to everyone in the learning community.

National Policy Guidance - Developing a positive whole school ethos and culture: relationships, learning and behaviour (2018) states:

- all schools should have a relationships and behaviour policy
- all schools have a programme for providing professional learning to support the implementation of the policy

All learning communities are different and therefore, policies should always be contextualised to meet local needs.

How our procedure is developed, constructed and reviewed by everyone in our learning community will determine its impact and value. Our procedure has been created and implemented alongside learners, parents/carers, partners and staff. Our procedure reflects a whole school approach. Our procedure in practice responds to the needs and rights of individuals. Our procedure is for our entire school community and is relevant to everyone and accessible by everyone. In a single page format (full and simplified versions), it is easy to read and remember and can be referred to in everyday discussions with learners, parents/carers, partners and staff.



This is our strategy for securing positive relationships and behaviour which all staff and partners take responsibility for implementing.



# Craigroyston Primary and ELC Relationships and Behaviour Policy

We are committed to enabling every learner at Craigroyston Primary to be their best self by gaining the knowledge, skills and attributes needed for life in the 21<sup>st</sup> century. We enact this vision through our lived values **respect | ambition | resilience | empathy**. We aim to develop successful learners, confident individuals, responsible citizens and effective contributors by celebrating each achievement, promoting independence and by fostering a love of learning across our whole school community.

**OUR RULES- we will:**

- look after ourselves
- look after each other
- look after our things, and
- look after our spaces and places

**Because we want to:**

- feel healthy, happy, and able to learn
- feel cared for, safe, respected and know we belong
- feel responsible and show gratitude, and
- create a place where we can learn

**We know we won't get it right all of the time**  
 we might say or do something harmful | we might cause damage | we might be disrespectful | we might be unsafe | we might disrupt learning

However when this happens together we have agreed to:

- focus on repairing relationships and returning to learning as soon as possible
- take responsibility for ourselves, for our actions and for making things right
- accept that we may need help from someone else to do this (peer, adult or parent/carer) and,
- accept that there may be consequences (beyond a restorative conversation) however these will always be specific to the situation and the individual needs of everyone involved.

| We make this policy work by:              |  |
|---|--|
| ✓ being rights respecting                 | Knowing what are rights are, knowing that everyone has rights, and knowing that we have a responsibility to respect others' rights   |
| ✓ using our skills                        | Learning a range of skills including<br>✓ Self management: Manage the now<br>✓ Social Intelligence: Connect with the world<br>✓ Innovation: Create our own change                                    |
| ✓ being nurturing                         | Caring for and helping each other to develop resilience, social and emotional skills, and to feel better about ourselves   |
| ✓ being restorative                       | Learning how to behave in ways that are helpful not harmful, being responsible for our actions, repairing relationships when they have been damaged and learning how to avoid conflict in the future |
| ✓ being trauma sensitive                  | Creating safe and respectful environments that help anyone affected by trauma heal, regulate their emotions and build healthy supportive relationships   |
| ✓ promoting wellbeing                     | Making sure everyone feels safe, healthy, active, nurtured, achieving, respected, responsible and included   |
| ✓ promoting social and emotional learning | Helping our learners develop relationship skills, self-awareness, social awareness, self-management and responsible decision-making  |

| We can all learn about and get help with our relationships and behaviour through: |  |   |  |  |  |   |
|---|--|---|--|--|--|---|
| <b>Pupils</b>   | Health and Wellbeing Curriculum  | Assemblies and House Meetings   | Talking to an adult in school or at home | Talking to a Buddy                                 | Restorative.org.uk   | Childline.org.uk                                |
| <b>Parents/Carers</b>   | School Staff   | Support for Pupils: <a href="#">Confidently on Display</a>                | Timely Children at the School            | Health Professionals including School Nurse and GP | <a href="#">Restorative.org.uk</a><br><a href="#">Restorative Scotland</a> | Parent/Carer Meetings<br>Learners along the way |
| <b>Staff</b>  | Colleagues including Psychological Services and SENCO and the Senior Leadership Team | Professional Learning via Education Scotland and Local Authority Training | DMCE Framework/ Up and Away              | Operational Guidance                               | MH and Iron Parents and Carers   | Shared Classroom Experience                     |
| <b>Partners</b>   | School Staff   | Senior Leadership Team  | Professional Reading                     | Professional Learning                              | Parent Support Training  | Operational Guidance                            |

4 The policy supports, and is supported by, our other policies, procedures and frameworks including discipline, and Bullying and Discrimination, Learning Teaching and Assessment, Inclusion, Curriculum Framework and Health and Wellbeing. Pupils, parents, staff and partners worked together to create this policy. This policy applies to everyone in our learning community. We will review and update this policy every two years. The next review will be January 2026.

look after myself → feel happy, healthy and able to learn

look after others → feel cared for, safe respected and wanted

look after our things → feel responsible and show gratitude

look after our spaces and places → create a place we can learn

# Be My Best Self

sometimes we make mistakes but we always work to fix them

This is our strategy for securing positive relationships and behaviour which all staff and partners take responsibility for implementing.



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Our procedure contains:

**Section 1** Our underpinning values

**Section 2** Our shared expectations – what they are, why meeting them benefits us, and principles behind consequences

**Section 3** Relational Approaches – list and brief description of approaches that are embedded in practice

**Section 4** Procedure and practice – how our procedure supports, and is supported by, other policies, procedures and frameworks

**Section 5** Operational Guidance for Staff and Partners

## Section 1 Our Underpinning Values

We are committed to enabling every learner at Craigroyston Primary to be their best self by gaining the knowledge, skills and attributes needed for life in the 21<sup>st</sup> century. We enact this vision through our lived values **respect | ambition | resilience | empathy**. We aim to develop successful learners, confident individuals, responsible citizens and effective contributors by celebrating each achievement, promoting independence and by fostering a love of learning across our whole school community.

Our school's values are explicit and there is a clear link between values and expected outcomes. We know that:

- ✓ values – relationships – behaviour are interdependent;
- ✓ relationships support wellbeing, and social and emotional learning;
- ✓ relationships enable learners to access and engage with the curriculum;
- ✓ our procedure is for everyone and all types of relationships: learner-learner, learner-staff, staff-staff, staff/carer- parent, staff-partner, and;
- ✓ our procedure helps to develop the 4 capacities.

## Section 2 Expectations & Consequences

| OUR RULES- we will:   | Because we want to:   |
|---|---|
| <ul style="list-style-type: none"> <li>✓ look after ourselves</li> <li>✓ look after each other</li> <li>✓ look after our things, and</li> <li>✓ look after our spaces and places</li> </ul> | <ul style="list-style-type: none"> <li>✓ feel healthy, happy, and able to learn</li> <li>✓ feel cared for, safe, respected and know we belong</li> <li>✓ feel responsible and show gratitude, and</li> <li>✓ create a place where we can learn</li> </ul> |

**We know we won't get it right all of the time**  
 we might say or do something hurtful | we might cause damage | we might be disrespectful | we might be unsafe | we might disrupt learning

However when this happens together we have agreed to:

- ✓ focus on repairing relationships and returning to learning as soon as possible
- ✓ take responsibility for ourselves, for our actions and for making things right
- ✓ accept that we may need help from someone else to do this (peer, adult or parent/carer) and,
- ✓ accept that there may be consequences (beyond a restorative conversation) however these will always be specific to the situation and the individual needs of everyone involved.

Expectations should apply all of the time and to everyone. Our expectations have been created and agreed to by everyone (learners, parent/carers, partners and staff). Our expectations are generic and are linked to values alongside a reason for the expectation.

We always refer back to the initial expectation. For example, we leave the toilets clean because we look after and respect each other. The aim is that ultimately learners can generalise what, for example, looking



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after spaces and places, means in different scenarios without adult explanation. Our expectations are simple as simplicity gives the expectations power; everyone can remember them and they can be referred to regularly (exceptions to this would be explicit safety rules for a specific setting).

We make explicit the benefits (positive consequences) of meeting the expectations as we don't assume learners or parents/carers will know why meeting expectations are important. Our expectations are displayed, regularly referred to and explained.

Benefits may include:

- ✓ feeling safe and protected;
- ✓ creating a good learning environment;
- ✓ knowing and demonstrating how to relate to and show respect for one another;
- ✓ valuing the qualities and attributes that contribute to good relationships;
- ✓ understanding our emotions and how our behaviour affects others;
- ✓ being able to disagree without getting into conflict, and;
- ✓ being able to use relational approaches to resolve problems and repair relationships.

We are careful not to qualify expectations with things that some learners won't be able to do. For example, 'follow instructions first time'; some learners will need time to follow the instructions because they need more time to process the information or a prompt because they've been given too many instructions at once. Some learners who are anxious or hypervigilant may even need time to decide it's safe for them to follow the instructions etc. so by setting a first time expectation we are setting these learners up to fail.

#### Determining Consequences: Key principles for responding to behaviours that fall below expectations

Our procedure recognises that at times we all fall below the expectations we have of each other. This should never be ignored. Our procedure makes explicit the principles about how these situations will be resolved rather than explicit responses (sanctions). One size fits all responses (sanctions), do not allow for the individual needs of learners and differing circumstances. Principles however provide the foundation, or value base, upon which consequences will be determined.

When consequences need to be applied they should be logical, related to the situation, have a focus on learning, and should take into consideration the needs and capacity of those involved. This will mean responses may vary for different individuals because their needs are different. The approach however remains consistent -focussing on repairing the harm caused, preventing it happening again, and returning to and refocussing on learning as quickly as possible.

Consequences might include repairing harm caused, restoring damaged relationships, and being prepared to talk about how to prevent the situation recurring. Consequences should always be discussed with and understood by learners (and potentially parents or carers). Further consequences may be necessary due to the severity of the situation. In these situations the consequences should always take into consideration the needs of everyone involved, and be proportionate to the circumstances.



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## Section 3 Relational Approaches

| We make this policy work by:              |  |
|---|--|
| ✓ being rights respecting                 | Knowing what are rights are, knowing that everyone has rights, and knowing that we have a responsibility to respect others' rights   |
| ✓ using our skills                        | Learning a range of skills including<br>✓ <u>Self management</u> : Manage the now<br>✓ <u>Social intelligence</u> : Connect with the world<br>✓ <u>Innovation</u> : Create our own change            |
| ✓ being nurturing                         | Caring for and helping each other to develop resilience, social and emotional skills, and to feel better about ourselves   |
| ✓ being restorative                       | Learning how to behave in ways that are helpful not harmful, being responsible for our actions, repairing relationships when they have been damaged and learning how to avoid conflict in the future |
| ✓ being trauma sensitive                  | Creating safe and respectful environments that help anyone affected by trauma heal, regulate their emotions and build healthy supportive relationships   |
| ✓ promoting wellbeing                     | Making sure everyone feels safe, healthy, active, nurtured, achieving, respected, responsible and included   |
| ✓ promoting social and emotional learning | Helping our learners develop relationship skills, self-awareness, social awareness, self-management and responsible decision-making  |

The term relational approaches refers to a vast range of 'ways of being and behaving'. Adults modelling the behaviour they want to see is a powerful teaching tool. Relational practices are also fundamental components of:

- building resilience;
- restorative approaches;
- trauma-Informed approaches, and;
- meta skills.



**Our Learning Characters show us ways of being and behaving**

## Section 4 Procedure and Practice

| We can all learn about and get help with our relationships and behaviour through: |   |   |  |  |  |   |
|---|---|---|--|--|--|---|
| Pupils  | Health and Wellbeing Curriculum   | Assemblies and House Meetings   | Talking to an adult in school or at home | Talking to a Buddy                                 | Respectme.orquik   | Childline.orquik                              |
| Parents/Carers  | School Staff  | <a href="#">Support for Families - Craigmavon Primary School</a>                                  | Tuesday Chatters at the School           | Health Professionals including School Nurse and GP | <a href="#">Parentzone Scotland / Education Scotland</a> | Parent/Carer Meetings<br>Learn Along Sessions |
| Staff   | Colleagues (including Psychological Services and ASLS) and the Senior Leadership Team | Professional Learning via Education Scotland and Local Authority Training<br>Professional Reading | CIRCLE Framework/ Up, Up, and Away       | Operational Guidance                               | With and from Parents and Carers                         | Shared Classroom Experience                   |
| Partners  | School Staff  | Senior Leadership Team  | Professional Reading                     | Professional Learning                              | Partner Bespoke Training                                 | Operational Guidance                          |

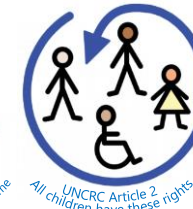
Working alongside our 35+ partners

**4** This policy supports, and is supported by, our other policies, procedures and frameworks including Attendance, Anti Bullying and Discrimination, Learning Teaching and Assessment, Inclusion, Curriculum Rationale and Health and Wellbeing. Pupils, parents, staff and partners worked together to create this policy. This policy applies to everyone in our learning community. We will review and update this policy every two years. The next review will be January 2026.

This procedure supports, and is supported by, our other policies, procedures and frameworks including Attendance, Anti Bullying and Discrimination, Learning, Teaching and Assessment, Inclusion, Curriculum Rationale, Acceptable IT Use and Health and Wellbeing. It is fully aligned with Included, Engaged, Involved Parts 1 and 2.



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## Section 5 Operational Guidance for Staff and Partners

Positive relationships in our learning community are central to the well-being of learners and staff and underpin an effective learning environment. There is a wealth of research on the importance of connectedness in schools and on the specific qualities of in-school relationships that promote effective education. We recognise that our learning environment is a complex ecological system. What happens in one part of the system impacts on what happens elsewhere. This guidance has been developed to promote consistent application of our Relationships and Behaviour Procedure and our relationship-based practice. The strategies and interventions listed here are not exhaustive but are a small selection of things we can pre-plan and embed with different learners and different classes.

### Planned Approaches to promote learner engagement and positive behaviour

These approaches should be part of regular planning, preparation and practice. Managing the learning environment is the most effective and non-intrusive universal way to promote engagement in learning and positive behaviour. Use of the CIRCLE/ Up Up and Away framework for assessing the needs of a whole class will help to plan effective universal support. Approaches include:

- ✓ our expectations 🗨️ are visible, and are regularly referred to
- ✓ classrooms routines are clear and well established;
- ✓ classroom learning spaces are tidy and free from clutter and displays are organised and do not cause overstimulation;
- ✓ resources are easily accessible and labelled, organised and accessible to all learners;
- ✓ learning is well planned;
- ✓ learning intentions/success criteria are ready to be displayed, revisited, and used to summarise and assess learning;
- ✓ lessons are effectively differentiated;
- ✓ a range of activities and resources are used to engage all learners;
- ✓ seating arrangements and plans are organised to ensure the most effective learning environment possible depending on the needs of the learners and the learning activities;
- ✓ all transitions of activity, people/grouping, and/or seating/location are supported (including moving to from break/lunch); entrance and exit from class are orderly, consistent and calm, and;
- ✓ learners are welcomed at the door and calmly leave class after a positive exit activity or plenary.



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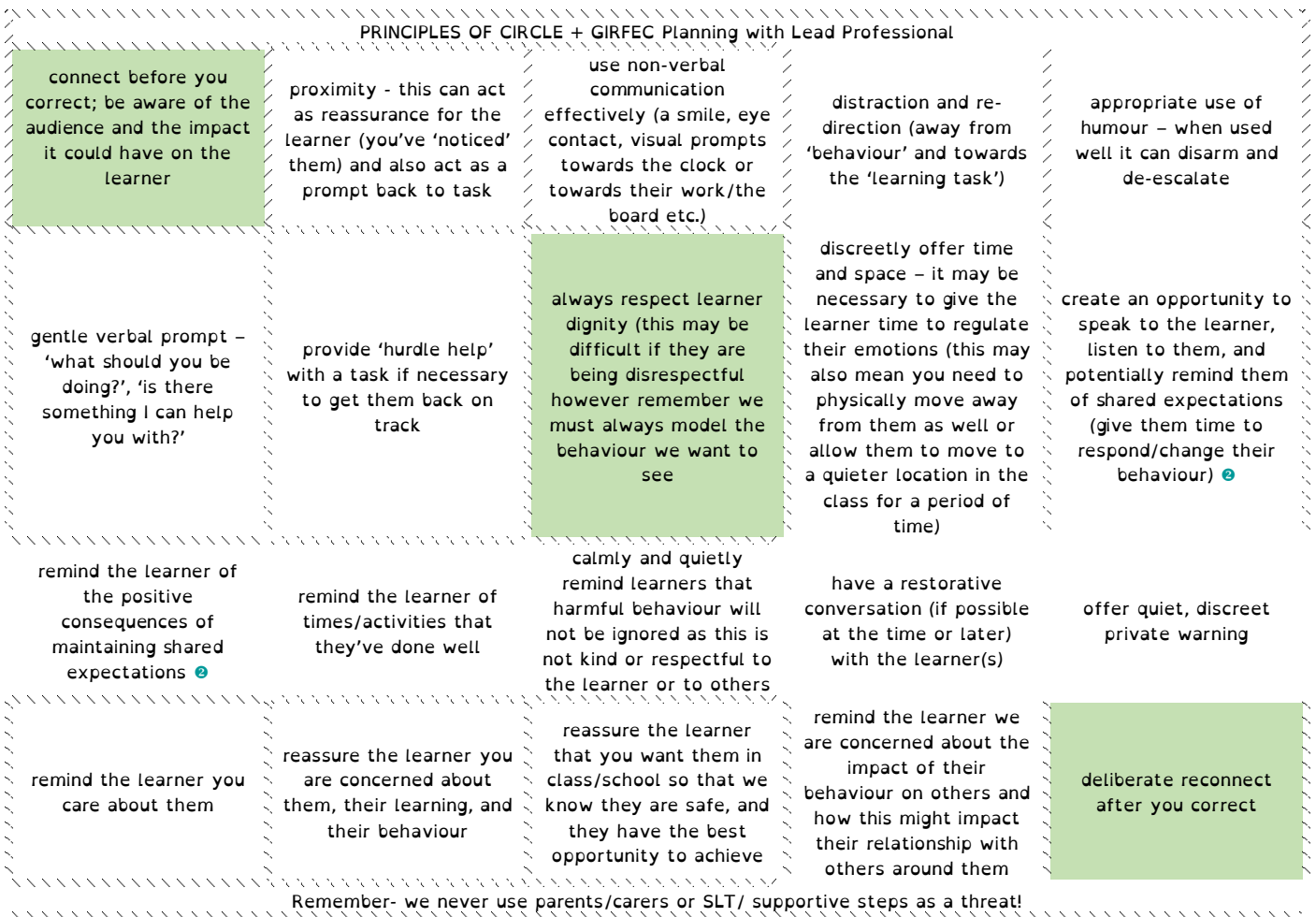
# Classroom strategies to promote learner engagement and positive behaviour

These strategies are not intended to be sequential as what works most effectively will be determined by the needs of different classes and individual learners. However we note that:

- connect before you correct- be aware of the audience and the impact it could have on the learner
- always respect a learners dignity (this may be difficult if they are being disrespectful however remember we must always model the behaviour we want to see)

are over-arching and core.

It should be noted that some strategies are less disruptive to others and have a lower risk of non-compliance than others. For example, distracting a learner away from an undesirable behaviour, such as persistent talking, carries little risk of non-compliance and isn't distracting for the rest of the class. Asking a learner to move seats however may be disruptive to others and carries the risk of refusal to comply. Low risk and least intrusive strategies should always be tried first. The decision to use a particular strategy should always be determined by how well you know the learner and their individual needs. The composition and needs of the class may also influence the strategies used. Essential approaches include:



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## Formal Interventions to recognise positive and address negative behaviour

Consequences follow on naturally from behaviour. Consequences can be positive or negative.

### Recognition of Effort, Innovation, and Positive Behaviour

Positive feedback specifically related to behaviour is an example of a natural consequence that supports the development of intrinsic motivation, which means we carry out a behaviour for our own satisfaction, rather than for a consequence or perceived reward.

There is also a place for more tangible rewards (extrinsic motivation); praise, stickers, certificates can be awarded for many reasons, including demonstrating our school values. There is no limit to the number of rewards that can be issued.

### Reporting concerns and consequences

Concerns may include lack of engagement in learning, wellbeing issues, behaviour that does not meet shared expectations. Concerns should be recorded to prompt and inform support for learners (CIRCLE). It may be necessary to inform parents/carers of concerns and work in partnership with them to coordinate support for their child. Although the responses to concerns may differ depending on the different needs of those involved the approach taken by all staff should be consistent.

Learners (and parents/carers) should feel that:

- ✓ we care about them
- ✓ we are concerned about them, their learning, and their behaviour
- ✓ we want them in class/school so that we know they are safe, and they have the best opportunity to achieve
- ✓ we are concerned about the impact of their behaviour on others and how this might impact on their relationship with others around them

### Consequences – sequential application of a hierarchy of responses

The principle of 'connection before correction' should always be prioritised. When the connection making approaches listed above have not been effective then a more formal approach to consequences may be required. The intention behind applying a consequence should always be to help a learner understand the impact their behaviour has on their own and others learning/ wellbeing. Consequences therefore should be natural, logical and the learner should know the reason for the consequence and should potentially be involved in deciding what the consequence is.

Consequences related to undesirable behaviour should be used as learning opportunities. Learning a better way to behave that will benefit themselves and others. Some examples of consequences may include:

- ✓ a restorative conversation (with associated further consequence if agreed)
- ✓ time with another adult to ensure space for reflection
- ✓ time inside should a behaviour have occurred in an outside place (such as the playground)
- ✓ refusal to comply with a supportive intervention may mean that a parent/carer is contacted and asked to support the learner to understand the reason behind the consequence and the importance of meeting the school's shared expectations

Learners should also know (gentle reminder) that if the concerning behaviour continues further consequences may be applied. Before moving through the sequence of consequences the learner should be given time to reflect and the opportunity to stop the unwanted behaviour and make positive changes. Any attempt by the learner to reach the desired behaviour should also be acknowledged and praised even if it is not yet fully



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realised. Staff and pupils benefit when the hierarchy of application of consequences is followed consistently across the school.

Our Supportive Steps:

### Supportive Step 1

Directive, yet gentle, statement and an opportunity to reflect – formal behaviour advice with direction on the behaviours we want to see, delivered verbally (yet discreetly) with a focus on re-directing the learner back to tasks/place. Followed by time/space/privacy to allow the learner to adjust.

### Supportive Step 2

Refocus the young person within the environment to minimise disruption to other learners and give the learner involved the opportunity to get back to task (this may mean sending a learner for a distractive movement break or discreetly changing class seating arrangements). Followed by time /space/privacy to allow the learner to adjust.

### Supportive Step 3

Discreet conversation USING SCRIPT between the learner and the adult:

<<I can see that something's not quite right – can you tell me about it...>>

<<I wonder if you are feeling... (upset, angry, frightened, emotional)...?>>

<<I get that you are feeling... (upset, angry, frightened, emotional). How can we move forward?>>

Followed by time/space/privacy to allow the learner to adjust.

### Supportive Step 4

Discreet conversation USING SCRIPT between the learner and the teacher.

<< Learning (and wellbeing) is disrupted and we will now need to explore other consequences so I am going to ask for support>>

Discussion with Lead Professional: Lead Professional will use their judgement as to the best way to support (for example they may cover the class to allow a teacher or PSA to speak with the learner, offer extra resource etc.)

To indicate what might help, the staff member could use-

I need a step in (signals to Lead Professional that you wish to speak discreetly with the child- short conversation- and that they could 'step in and offer cover to the class

I have someone for a job ( the child needs to go out for a bit)

I need 5 minutes (I have had enough and need to have a break from it all ie. teacher is not regulated)

### Supportive Step 5

Referral to Lead Professional; in instances where a young person exhibits behaviour that is extreme and cannot be isolated or contained close to their learning location should be referred directly to Lead Professional. Referrals of this nature will require a more complex and considered response; this may take time. Referrers need to trust that Lead Professionals will respond to the situation appropriately, based on the needs of everyone involved, and will feedback to the referrer at the earliest opportunity. Please remember that timescales for this may vary depending on circumstances/context. Through the GIRFEC process targeted and intensive planned interventions at Level 4-5 may be implemented.

Supportive Step 5 planned actions may include:

- ✓ 'good neighbour' in another class or period of time with a different staff member or class
- ✓ planned movement breaks (AKA the coffee pot)
- ✓ formal restorative discussion
- ✓ check-ins or monitoring by PSO or Lead Professional
- ✓ parent/carer communication and partnership work
- ✓ flexible timetables
- ✓ GIRFEC meeting to seek and plan support
- ✓ planned targeted support (please note it may be necessary to exclude the learner while this support is arranged)
- ✓ hosting in another school

REMEMBER ALL OF THE ABOVE STEP 5 PLANNED ACTIONS MUST BE AGREED IN WRITING BY LEAD PROFESSIONAL OR HT.



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Exclusion using the CEC exclusion procedure (including checklist)- all are formally recorded, are a last option, and are for the shortest period of time. Exclusions are never used as punishment but as time for risks to be assessed, relationships to be restored, and appropriate supports for everyone involved to be put in place.

### A word on Restorative Conversations

The readiness and willingness of the learner to participate in a restorative conversation is key. Therefore the conversation may need to take place at another agreed time. The conversation may be between a member of staff and the learner (s), it may be supported by another member of staff, or it could be between the lead professional and the learner. In some situations, time and opportunity may prevent the member of staff involved in the situation being part of the restorative conversation. This situation is not ideal; if this does happen then the member of staff should be informed/seek information as soon as possible of the outcome of the conversation. It may also be necessary to arrange a follow up conversation at a later stage to repair the relationships between the member of staff and the learner.

A learner should never be forced to take part in a restorative conversation and advice should be taken from the lead professional if any incident relates to a protected characteristic (see Anti Bullying and Discrimination Procedure).

### Monitoring of Concerns and Consequences

Regular monitoring of reported concerns and consequences will allow for early intervention and support. Interventions may be planned at multiple levels concurrently to provide a learner with wraparound support. Use of the least intrusive (universal) supports will be used all of the time with targeted and intensive supports used as required and for as long as required.

### Conclusion

We are invested in supporting the best possible relationship-based practice. We cannot do this without the support of staff, partners, parents/carers, and pupils. Although these operational guidelines 5 are written principally for school staff they should always be administered in line with the values, expectations, and agreements contained within the Schools Relationships and Behaviour Procedure 1 2 3 4 which has been developed by the learning community and apply to everyone.



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