

Edinburgh Learns: Positive Relationships and Behaviour Policy (2026)

Implementation date: April 2026

Control schedule

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Committee decisions affecting this policy.

Date	Committee	Link to report	Link to minute
4.11.25	Education, Children & Families	7.3 - Behaviours of Concern - Update.pdf	Agenda for Education, Children and Families Committee on Tuesday, 4th November, 2025, 10.00 am - Modern Council

Contents

- 1. Policy Statement 3
- 2. Scope 3
- 3. Definitions 4
- 4. Policy Context..... 5
- 5. Implementation..... 5
 - 5.1 Policy Aim 5
 - 5.2 Key Principles..... 6
 - 5.3 Key Roles and Responsibilities..... 6
- 6. Staged Intervention for Positive Relationships and Behaviour..... 8
- 7. Whole School Approaches 8
 - 7.1. Nurture 9
 - 7.2 Inclusive Learning Environments..... 10
 - 7.3. Regulation and De-escalation..... 11
 - 7.4. Restorative Practice..... 12
- 8. Supporting Dysregulated and Distressed Behaviour..... 14
- 9. Consequences..... 15
 - 9.1 School Exclusion..... 15
- 10. Physical Contact 16
- 11. The use of Physical Restraint and Seclusion 16
- 12. Policy Review 17
- 13. Roles and Responsibilities..... 17
- 14. Equalities and Impact Assessment..... 17
- 15. Associated Documents..... 18

1. Policy Statement

Edinburgh Learns: Positive Relationships and Behaviour policy and procedures outline the City of Edinburgh Council's ambition and framework to ensure schools promote and achieve positive relationships and relational practice with *all* children and young people. Whole school approaches are outlined which promote a positive school ethos and culture as the foundation for developing relationships, positive behaviour and successful learners.

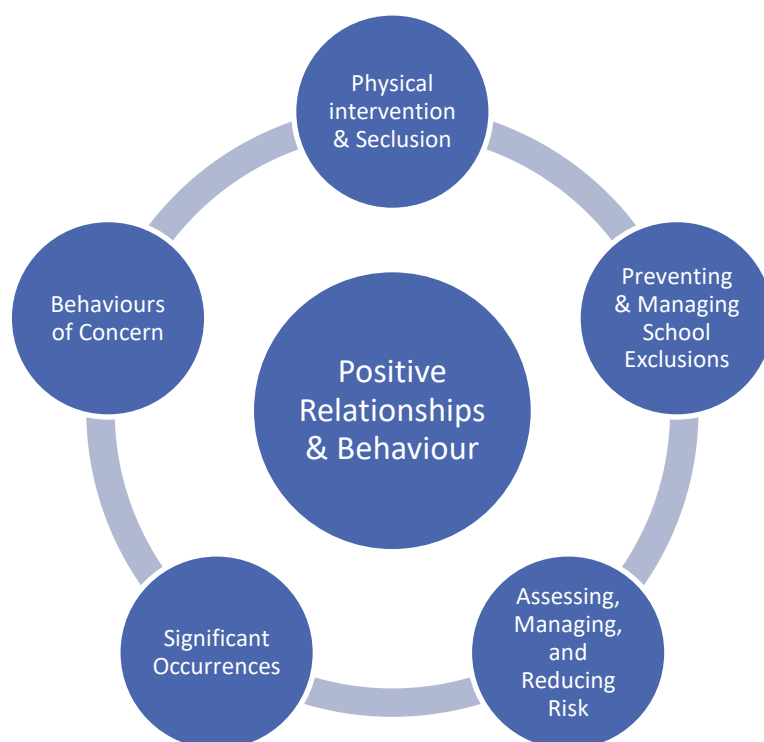
Children and young people tell us that relationships and connections are important to them and that they want support in school to be consistent from all the adults working with them. Throughout their education pupils will experience many new things, meet many new people, and experience lots of change. Relationships and connection, particularly with trusted adults, are essential for all learners to navigate this journey. Learners who haven't previously experienced safety or care at home, who have experienced adversity or trauma, can often find school and education challenging. Relationships with trusted adults can provide support for these learners and can perhaps provide them with healthier and happier experiences. These relationships should be reliable, predictable and consistent wherever possible.

The City of Edinburgh Council recognises its responsibility to ensure pupils and staff are safe from harm and also acknowledges that some children and young people can present with distressed and dysregulated behaviours which that may require those staff working with them to intervene to keep themselves and others safe. An establishment's approach to prompting positive relationships and behaviours should be welcoming and nurturing, ensuring that the safety and wellbeing of all members of the establishment is prioritised.

We must all work together to ensure our children and young people are included and supported and get the right help at the right time to reach their full potential.

2. Scope

This document sits within a suite of policies which promote the City of Edinburgh's vision for inclusion and equality. The purpose of this policy and associated procedures is to provide a clear and consistent framework for all staff to promote positive relationships and behaviour. This policy should be read alongside the associated procedures as outlined in the diagram on the next page:



3. Definitions

Child / children / young person / young people: This document uses these terms interchangeably to describe any person under the age of 18 years of age.

GIRFEC: Getting it Right for Every Child, the Scottish national practice model.

Named Person: The designated member of staff for each child or young person who provides them and their families with a point of contact for information, advice or help.

Looked After/ Care Experienced: Is an umbrella term which can mean children / young people who are looked after at home, looked after away from home in a residential children’s house, in a foster placement or in a kinship placement, previously looked after, where at some point in their lives they have had any of the above experiences. The child/ young person may never have been formally looked after.

Parents: Describes any person who has parental responsibilities.

Pupils: Describes all children and young people who are enrolled, or seeking to enrol, in the City of Edinburgh Council schools.

Schools: All local authority schools, mainstream and special schools, and all settings providing early learning and childcare on behalf of the City of Edinburgh Council.

Staff: Describes all Education, Children’s Services and Justice Service staff.

Physical intervention: Physical contact carried out with the purpose of providing support to or preventing the actions of a child or young person.

Restraint: An act carried out with the purpose of restricting a child or young person’s movement, liberty and/or freedom to act independently.

Seclusion: An act carried out with the purpose of isolating a child or young person, away from other children and young people, in an area from which they are prevented from leaving.

4. Policy Context

This policy is set within the framework of early intervention and prevention, as set out within Getting it right for every child (GIRFEC) framework. It should be considered in the context of wellbeing and relational and rights-based practice. This practice includes nurturing, attachment-based, and trauma-informed approaches.

This policy is underpinned by a legal framework that includes:

- UNCRC (Incorporation) (Scotland) Act 2024
- Health and Safety at Work etc. Act 1974
- Education (Additional Support for Learning) (Scotland) Act 2004
- Education (Scotland) Act 1980
- Standards in Scotland’s Schools etc. Act 2000
- Children and Young People (Scotland) Act 2014
- Equality Act, 2010

5. Implementation

5.1 Policy Aim

This Positive Relationships and Behaviour Policy aims to:

- increase understanding of the benefits of positive relationships and relational practice on all learners and staff.
- promote nurture as a means to ensure all learners feel safe, secure, and included.
- promote the importance of inclusive environments that remove barriers, promote independence, support early intervention and positive learning experiences.
- support staff in understanding the possible reasons for episodes of distress and dysregulation.

- provide staff with approaches and strategies to respond to children and young people if dysregulated and distressed.

5.2 Key Principles

The following key principles promote effective whole school relational approaches to ensuring positive relationships and behaviour:

- all schools and settings have shared, visible values that translate into daily practice, reflecting a commitment to a rights-based, relational and inclusive approach.
- all staff will use positive, respectful language when talking about or reporting on a child or young person, ensuring communication upholds their dignity, promotes wellbeing, and reinforces a strengths-based approach.
- the wellbeing of all members of the community is prioritised with systems that promote wellbeing and care with support when it is needed.
- all children are supported to feel safe, connected and that they belong within their school communities.

5.3 Key Roles and Responsibilities

Children and Young People:

- have the right to be provided with an education and this should enable them to develop their personalities, talents, and abilities.
- must have their voices meaningfully included in decisions that affect them now and in the future in line with the principles of UNCRC.
- will have access to a school ethos and culture that supports them to fulfil their potential and become valuable citizens, contributors to society, and allows them to achieve their ambitions and life goals.

Parents will most effectively support their children when they:

- have a key role to play in supporting their children when they experience difficulties with relationships and behaviour. Parents know and understand their children's behaviour and their physical and mental wellbeing best. They are often able to offer advice to school staff on extra support their child might need or any creative solutions that may help resolve the situation.
- work collaboratively and respectfully with staff, children and young people and other parents/carers where appropriate to help promote positive relationships with others.
- will support and address their child's behaviour if it affects others negatively.
- will refrain from engaging directly in a negative way with any other children or their parents/carers/families.
- will manage their children's use of electronic devices, mobile technologies, and social media, including setting parental controls, ensuring privacy settings are in place and adhering to age guidelines.

- understand that school staff seek to understand the experiences and address the needs of all children and young people who experience difficulties with relationships or present with distressed or challenging behaviour within the principles of respect, responsibility, resolution, and support.

School Staff will most effectively support children and young people when they:

- build positive relationships with pupils demonstrating commitment to social justice, trust, respect and integrity as outlined in the GTCE Professional Standards
- listen to and respond to the concerns of parents and ensure that there is clear communication between them when dealing with incidents relating to their child.
- take into consideration the individual circumstances for each child, young person and family and seek appropriate support and interventions.
- work in partnership with the child/ young person, parent and where appropriate partners to promote and support positive relationships and behaviour using the GIRFEC framework.
- provide parents with the opportunity to express their views and help shape policy development in this area.
- make parents aware of the complaints process set out by the school and local authority and their rights with regard to these procedures.

School Leadership Teams will most effectively support children, young people and staff when they:

- implement this policy and procedures fully in their school setting.
- have in place a school level Relationship and Behaviour policy created in consultation with their wider school community.
- have due regard to the wellbeing and health and safety of children and young people and staff.
- provide parents with regular information regarding the importance of positive relationships and behaviour.
- foster a culture where positive relationships and behaviour is promoted with all pupils, staff and stakeholders.
- have clear protocols and procedures in place to ensure accurate recording and management of distressed and challenging behaviours. Please refer to: Behaviour of Concern Procedures (2026)

The Named Person will most effectively support children, young people and families when they:

- respond quickly to an incident of concern regarding a child or young person's relationships or behaviour.
- are aware of early signs or concerns, and use the GIRFEC framework to assess, identify barriers and evaluate interventions.
- develop positive and trusting relationships with pupils and parents to prevent difficulties arising and to ensure barriers to maximising positive relationships and behaviour are discussed and resolved when they do take place.

6. Staged Intervention for Positive Relationships and Behaviour

To effectively promote and maximise positive relationships and relational practice early learning centres and schools must have in place a staged assessment model whereby universal measures are in place for all children and young people with targeted and intensive interventions being available when there are concerns about a child or young person's relationships and behaviour. The GIRFEC framework should be used to support positive relationships and behaviour when early interventions have not had an impact.

- **Universal** whole school approaches and measures should be in place in all establishments to promote positive relationships, relational practice and behaviours. These include ensuring schools establish a culture and ethos which promotes positive relationships and behaviour which is shared with pupils, parents, and partners in the learning community to build strong relationships to support collaboration between all stakeholders. Communication is a key principle of fostering relationships. Information about every child/ young person's relationships and behaviour should be shared with their parents at least once per term.
- **Targeted** support should be in place to help address patterns of concern emerging; schools must act quickly to support children, young people. Targeted measures should be put in place when concerns are noted regarding relationships and behaviour, and more rigorous data analysis should be conducted to understand any patterns of concern and distress. Communication with parents should take place to discuss any possible barriers and actions noted. This should be proportionate and based on the school's knowledge of the child/ young person's circumstances.
- **Intensive** interventions should be in place for children and young people where patterns of dysregulation, distress or challenging behaviour have been identified and there has been little impact through targeted support. Support at this level will often be required from partners outside of the school. Actions should be reviewed at least fortnightly, and interventions evaluated over time. Intensive support should be in place for children and young people who are known to experience significant barriers to positive relationships and behaviour for example, Care Experienced children and young people. Each individual case should be considered in the context of a child centred approach with the aim of working together with families. When evaluation of intensive supports does not result in positive outcomes for the child/ young person or an improvement in their behaviour or engagement, the GIRFEC framework should bring together the team around the child/young person to work together to take forward next steps.

7. Whole School Approaches

Where children and young people feel included, respected, safe and secure, and when their achievements and contributions are valued and celebrated, they are more likely to develop self-confidence, resilience and positive views about themselves and others. This has positive impacts on behaviour. Positive relationships and relational practice form the foundation for all effective teaching and learning, and the development of wellbeing.

7.1. Nurture

The City of Edinburgh’s nurturing approach recognises that positive relationships are central to both learning and wellbeing. Nurturing approaches are underpinned by an understanding of attachment theory and the importance of early relational experiences in shaping children’s social, emotional and cognitive development. Nurture recognises that everyone who works with children and young people has a role to play in establishing positive relationships. When children and young people experience consistent safety, security and comfort from all adults, they develop the skills and desire to explore their environment and engage in learning opportunities. These relationships should be as reliable, predictable and consistent as possible.

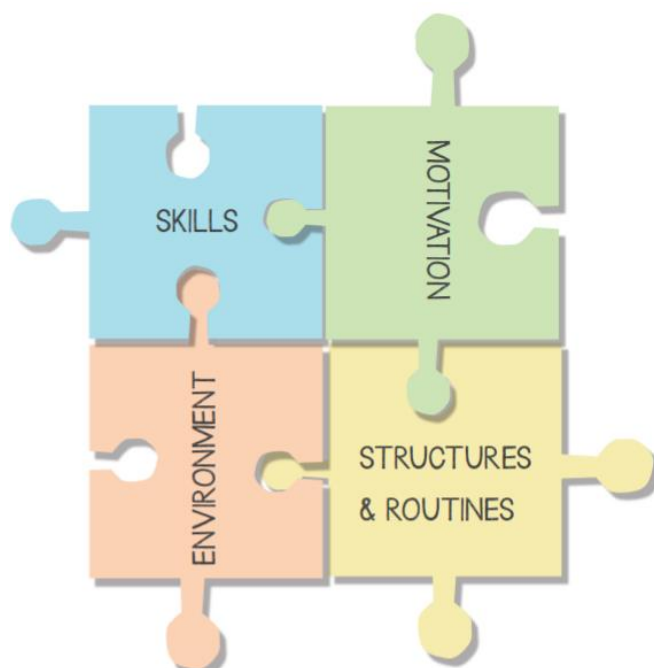
The City of Edinburgh’s Nurture Approach is guided by 6 Nurture Principles outlined below.



7.2 Inclusive Learning Environments

It is essential to consider the impact of the physical learning environment to ensure that it supports children and young people's learning and wellbeing and promotes a sense of safety, encourages participation, and reduces stress. This means creating an environment that is physically and emotionally safe for learners to explore and learn at their level of development without serious risk to their wellbeing. Consistent, predictable routines and expectations likewise promote a sense of security by providing clear goals for emotional regulation, in addition to well-defined logical and natural consequences for negative behaviours.

The City of Edinburgh's [CIRCLE](#) and [Up, Up and Away](#) resources should be used to support and guide an evaluation of the learning environment.



In particular, consideration must be given to:

- classrooms and common areas that are not over-stimulating.
- spaces that children and young people can choose to access themselves if they find this helpful (including an individualised safe space if required), which may also include safe opportunities to move freely around.
- provision of quieter spaces that can be used to facilitate regulation, positive child or young person participation and decision making or where additional communication/wellbeing support may be required.
- spaces that can facilitate both low and high stimulus activity to support any specific sensory needs.

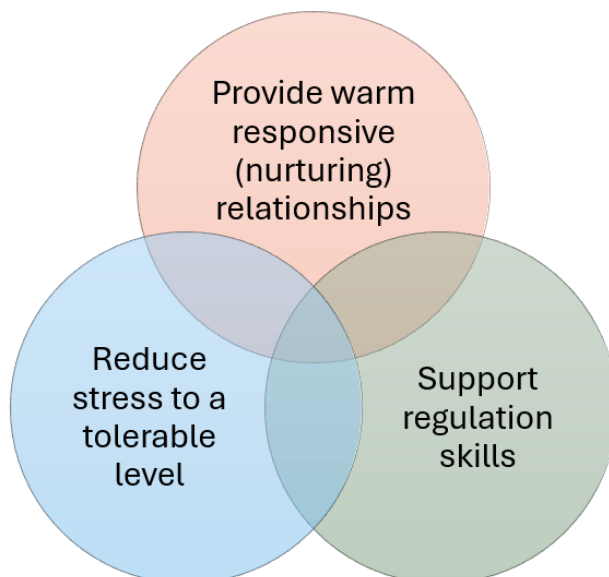
7.3. Regulation and De-escalation

The ability to regulate plays a key role in supporting wellbeing throughout our lives and impacts on our educational achievements and our physical, social, and emotional health. When children and young people are regulated, they can manage their thoughts, feelings and behaviours and can make positive choices which support the development of positive relationships.

Regulation is crucial to learning and helps children remain calm when they are experiencing challenges or anxiety-provoking situations. When their bodies and nervous systems are in a calm state, the many different areas of the brain required for learning are highly interconnected and able to work well together.

Children and young people learn to regulate from infancy through their interactions with parents, caregivers, teachers, coaches and mentors and this learning continues throughout their lives. To learn healthy regulation, children need to experience predictable, responsive, and supportive environments both at home, nursery and school.

Children's ability to engage and take part in social interactions and learning is reduced when they are dysregulated. At these times children and young people need support with regulation. The supportive process between caring adults and children that fosters self-regulation development is called **co-regulation**. Relationships are fundamental to all approaches that support coregulation and can be developed in three main ways: providing warm attuned, responsive and nurturing relationships, explicitly teaching regulation skills and reducing stress to a tolerable level.



School staff need to coach and embed regulation skills throughout all of their interactions and relationships with children and young people. Staff need to model and provide opportunities for practice, provide prompts for skill enactment, and reinforce each step towards successful use of regulation skills that work best for an individual.

Co-regulation reduces feelings of being overwhelmed, helps children understand the emotions they are experiencing and how to adapt emotional responses to different situations. To be able to effectively co-regulate children and young people, adults need to understand and manage their own regulation and have a range of skills available to them to be able to do this well.

An individual's ability to regulate at a given time depends on the context they are in, their developmental stage, early experiences of caregiving, experiences of trauma, experiences of and beliefs about themselves, others and the world. Regulation can be disrupted by prolonged or pronounced stress and adversity and factors such as sensory demand, feeling tired/hungry etc. Children and young people who have experienced trauma/less consistent relationships are more likely to become distressed faster and more easily.

The most appropriate way an adult can support a child or young person when their stress levels are rising, and they are becoming dysregulated is to use **de-escalation** strategies. The use of de-escalation must always be considered as a first response. De-escalation is most effective when planned and tailored to the individual child or young person. However, de-escalation strategies can still be used in unplanned situations.

Principles of de-escalation include:

- communicating in a calm, non-judgmental and non-threatening manner
- maintaining a quiet sensory environment by speaking in a quiet voice
- reducing or removing language
- considering physical needs such as thirst, hunger, pain
- reducing the number of people present, noise and if possible, reducing lighting.
- giving the child or young person time to de-stress
- providing a safe space
- distraction in the moment where this is helpful to the child or young person.
- an activity or movement break that supports regulation.
- time with a trusted adult or time alone, with an adult in close proximity (within sight and hearing) if the child or young person identifies that this is helpful to them.
- respecting their personal space at all times, by maintaining a suitable distance
- being mindful of open and engaged body language, facial expressions, and tone of voice (and not speaking, when appropriate)
- agreed strategies or unplanned requests that de-escalate, including a pupil-led withdrawal.

7.4. Restorative Practice

Restorative and relational practice is a way of being that repairs harm and strengthens relationships. Restorative practice is about how we build relationships by listening carefully, asking questions and expressing empathy; enabling everyone to have a voice, participate, cooperate and model the behaviour we would like to see. Restorative Practice seeks to repair harm by enabling and empowering people to take responsibility for behaviour that has affected others, it is used to resolve conflict when it arises by allowing others to freely express emotions, have a voice and be part of finding the solution.

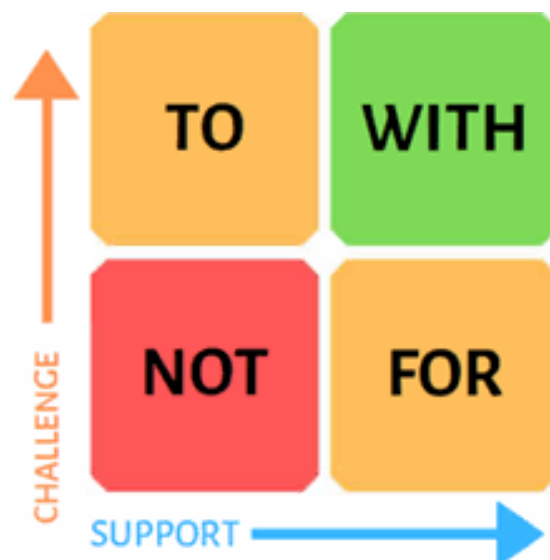
Restorative practice is proactive – it recognises that relationships and community matter; it shifts our focus from behaviour to relationships, prioritising 'connection before correction'. Being restorative is to be relentless in the elimination of battles (it is no longer about winning or losing), rather it is having a shared purpose and growing social and relational capital.

Restorative practice and approaches can support school leaders to create a culture and ethos where building, repairing and sustaining positive relationships are placed at the centre. A restorative school understands that children, families and staff give their best when their needs are met, when they feel safe and when they understand their relationships with others.

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Restorative approaches enable everybody's voice to be heard. They provide opportunity for those who have been involved in conflict to work with and alongside others to acknowledge the impact of what has happened and take steps to put it right.

Restorative practice in the City of Edinburgh is founded on the principles of working 'with' people (children, young people, families and colleagues), rather than doing 'to' or 'for'. When we work with and alongside others, rather than make decisions about (without) them, positive changes are more likely to happen.



The five core beliefs of restorative practice are:

1. Everyone has a unique perspective and a valued contribution to make – *we need to hear what people have to say.*
2. Our thoughts influence our feelings and both influence what we do and say – *we need to unpick what is going on behind behaviour.*

Our actions and deeds impact those around us – *we need to consider the consequences of our actions.*

3.

All our actions are strategies we have chosen to meet our needs at the time – *we need to be part of identifying what we need and identifying how our needs will be met.*

4.

The people who are affected by an issue or problem are those best placed to find ways forward in collaboration with each other – *we need to be enabled and empowered to make positive and sustainable changes for ourselves.*

8. Supporting Dysregulated and Distressed Behaviour

Dysregulated/distressed behaviour is when a young person displays behaviour that could be considered emotional or physical distress. It is recognised that for some young people with additional support needs periods of distress may be regular and will require planning to understand behaviours and create safe and productive school environments for all.

Emotional distress may present as emotional crisis: sobbing, absconding, hiding, refusal to communicate or respond, crying, screaming, or shouting. This could be accompanied by anger and physical behaviours.

Physical behaviours can include attempts to harm themselves or others. Physical distressed behaviours can present in many forms for example, through hitting, biting, kicking, spitting, slapping, hair pulling, use of objects to cause harm, targeted throwing of items etc. This could also include damage to property.

Behaviour can communicate need, and distressed behaviour can be due to an identified learning need or disability; an unmet need resulting in frustration; a perceived stressor e.g. sensory/social demand, which the young person feels is too great to manage or young person is overwhelmed by expectations.

Young people may present distressed behaviours due to a variety of factors including:

- a response to a perceived injustice or threat
- a feeling of being overwhelmed by an identified stressor.
- task avoidance
- peer relationships / bullying.
- a developmental stage that is not in line with chronological age
- attachment issues and not yet able to regulate emotions.
- difficult home circumstances that impact on feeling safe.
- trauma including abuse, bereavement, feelings of abandonment.
- a disability that results in behaviours that are out with the young person's control.
- communication difficulties.

To support young people through periods of distress, a preventative, trauma informed approach must be prioritised through person centred planning using appropriate frameworks including Assessment of

Needs, Child's Plan, Proactive Support Plan. The purpose of a preventative approach is to understand a young person's needs and any potential barriers. Planning collegiately, and with appropriate partner agencies, a preventative approach aims to meet any identified needs and minimise barriers. Individualised planning underpinned by nurture principals is key to successfully preventing, supporting, and de-escalating distressed behaviours.

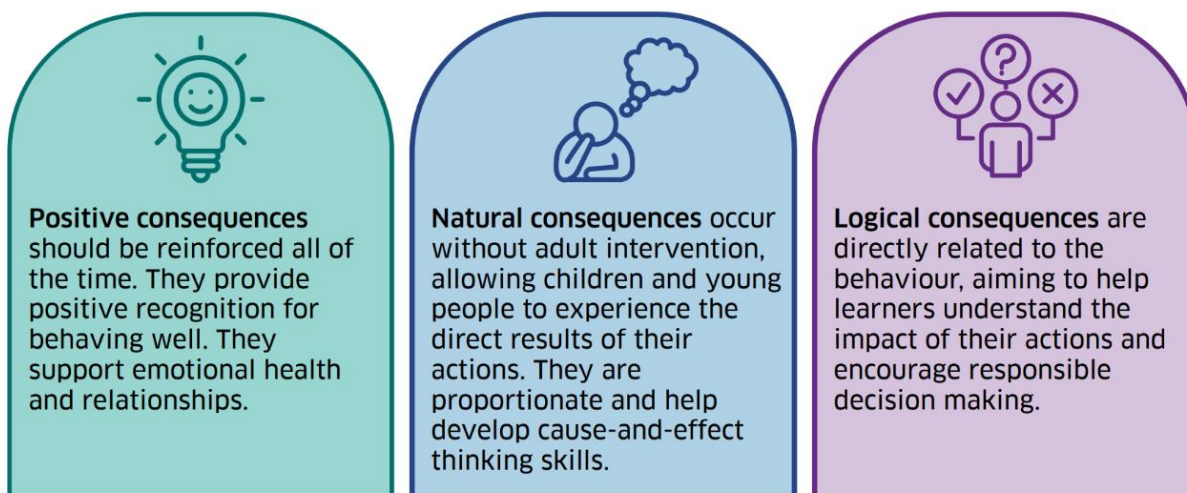
Please refer to: Assessing, Managing and Reducing Risk Procedures (2026)

9. Consequences

The role of consequences should be agreed as part of a whole setting approach to positive relationships and behaviour. The intention behind a consequence is never to punish but to help a learner understand the impact of their behaviour, encourage behavioural change and/or repairing harm caused. Appropriate responses should include both support and challenge, aiming to improve relationships and behaviour while reinforcing a positive school ethos.

Any consequences should:

- help ensure the rights to safety and education for all children and young people and staff.
- be proportionate, fair, and tailored to both the needs of the individual child or young person and the wider school community.
- relate back to the values and expectations a school wants to reinforce and be embedded in the school's culture and ethos.
- focus on learning and improvement, reinforcing the desired behaviour.
- be natural, logical or positive where possible.



9.1 School Exclusion

School exclusion can be a proportionate consequence to one off behaviour or ongoing behaviour that is disruptive or detrimental to the safety, health and wellbeing of the staff and pupils in the school.

Excluding any child or young person from school is an extremely serious consequence which can impact significantly upon their learning, mental health and wellbeing.

The City of Edinburgh Council is committed to the principle that exclusion should never be used as a punishment and only be used as a last resort. In most cases, the school should be able to demonstrate the support put in place to avoid exclusion: there should be clear evidence of the monitoring and evaluation of this support, over time.

Please refer to: Improving Outcomes for Learners at Risk of Exclusion Procedures (2022)

10. Physical Contact

Physical contact in the context of care and positive relationships is something that can and should be appropriately offered but never imposed on children. It should be offered in the context of positive and trusting relationships. Individual children and staff may be more or less comfortable with physical contact. Physical contact should never be used where it is not acceptable to the child unless it is to prevent greater immediate harm. It will be useful for individual settings to reflect on and discuss these sections for their unique context and the developmental stage of their children.

The sense of touch is a fundamental human need to connect with other people and appropriate touch is often a vital element for the building and sustaining of good relationships. Touch may be integral to the day-to-day care of a child, especially in the care of very young children or a child with complex additional support needs or a disability, where this is provided for in the child's care plan.

A child's experience of physical contact with staff will contribute to the range of influences they will take forward into adult life. Therefore, contact of any type by staff must be consistently positive, appropriate and focused on the individual child's needs.

Physical contact between a member of staff and a child or young person may occur for the purpose of:

- education, communication, providing aid, reassurance or comfort.
- guide, sooth, comfort, encourage or protect a child.
- provide intimate care for a very young child or a child with complex additional support needs or a disability where this is provided for in the child's care plan.
- restore relationships between staff and children after a distressing incident or event where physical intervention was used (see section 9)
- support learning for example in hand over hand approaches.

11. The use of Physical Restraint and Seclusion

The use of physical restraint and seclusion should only be:

- within a culture that prioritises positive relationships, behaviour, wellbeing and planned preventative approaches.

- to avert an immediate risk of injury to the child or young person, or to others, where no less restrictive option is viable (i.e. as a last resort)
- for the shortest time necessary and in the safest, least restrictive manner
- where it does not degrade, punish or deprive a child or young person of their liberty.

Physical restraint and seclusion should not be viewed as, or become, routine practice in schools. It should not form part of any risk assessment, education or care plan.

All incidents of physical restraint and seclusion must be recorded.

Please refer to: The use of Physical Restraint and Seclusion in Education Settings (2026)

12. Policy Review

This policy will be reviewed every 3 years as a minimum. It is next due for review in April 2029.

13. Roles and Responsibilities

The Head of Education (Inclusion): Responsibility for the maintenance of this policy and associated procedures.

The City of Edinburgh Council: Gathering and analysing information to monitor trends across the local authority and to support schools to resource interventions to maximise positive relationships and behaviour.

14. Equalities and Impact Assessment

All staff implementing this policy have responsibilities under The Equality Act 2010.

Having due regard for advancing equality includes:

- removing or minimising disadvantages suffered by people due to their protected characteristics.
- taking steps to meet the needs of people with protected characteristics where these are different from the needs of other people.
- addressing and preventing discrimination arising from disability
- making reasonable adjustments in relation to the implications of a learner's additional support needs or disability and the impact this may have on their relationships and behaviour
- paying due regard to cultural factors that are relevant in ensuring that the school's ethos is inclusive.

[Integrated Impact Assessment](#)

15. Associated Documents

DOCUMENT	TYPE
Included, Engaged, Involved 2 (2017) Included, engaged and involved part 2: preventing and managing school exclusions - gov.scot	Scottish Government Guidance
Included, Engaged and Involved Part 3: A Relationships and Rights-based Approach to Physical Intervention in Schools	Scottish Government Guidance
Fostering a Positive, Inclusive and Safe School Environment	Scottish Government Guidance
The Promise.	Scottish Government Guidance
Schools - violent, aggressive and dangerous behaviour: risk assessment guidance - gov. scot	Scottish Government Guidance
Respect for All – Anti-bullying guidance for adults working with children and young people	Scottish Government Guidance
Edinburgh Learns Inclusive Framework (2026)	
Assessing, Managing & Reducing Risk (2026)	CEC Procedure
The Use of Physical Intervention & Restraint in Education Settings (2026)	CEC Procedure
Behaviours of Concern (2026)	CEC Procedure
Education Significant Occurrence (2025)	CEC Procedure
Improving Outcomes for Learners at Risk of Exclusion (2022)	CEC Procedure
Professional Learning Strategy (2026)	Professional Learning Opportunities