Interim Integrated Impact Assessment – Summary Report

Each of the numbered sections below must be completed
Please state if the IIA is interim or final

1. **Title of proposal**
Positive Relationships and Behaviour Policy is a revised policy which seeks to ensure that schools promote and achieve positive relationships and relational practice with *all* children and young people.

2. **What will change as a result of this proposal?**

The Positive Relationships and Behaviour Policy and associated procedures will provide guidance for schools that aligns to Scottish Government and Education Scotland priorities to provide a clear and consistent framework for all staff to promote positive relationships and behaviour.
The Positive Relationships and Behaviour Policy aims to:

- increase understanding of the impact 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.

3. **Briefly describe public involvement in this proposal to date and planned**
- Central team including representation from Senior Officers from the City of Edinburgh Council
- Schools including representation from Primary, Secondary and Special sectors
- Parent/ carers of school aged pupils
- Specialist staff

- Third sector partners

4.   **Is the proposal considered strategic under the Fairer Scotland Duty?**

We recognise that children and young people in the following groups are more likely to be impacted by barriers which make accessing school and learning more challenging due to distress and dysregulation:

- children/ young people with additional support needs and or disabilities
- Care Experienced children/ young people
- children and young people that are Young Carers

5.   **Date of IIA**   23.10.25

6.   **Who was present at the IIA? Identify facilitator, lead officer, report writer and any employee representative present and main stakeholder (e.g. Council, NHS)**

Name	Job Title	Date of IIA training
Iona Macdonald	Education Support Officer	5.02.25
Pam Briggs	Headteacher	
Anna Edgar	Depute Headteacher	
Martin Gemmell	Principal Educational Psychologist	
Leanne McQuade	Education Support Officer	

Things to consider:

7   Evidence available at the time of the IIA

Evidence	Available – detail source	Comments: what does the evidence tell you with regard to different groups who may be affected and to the environmental impacts of your proposal
Data on populations in need – where available use disaggregated data	BoC data SEEMIS ASN data	BoC figures are increasing. Shows an increase overall – particular increase in primary mainstream. Data also indicates that those with an ASN are reported more frequently than those without. For all children and young people with an identified ASN, schools record the ASN on SEEMiS under appropriate category/categories in the student need list. SEEMiS holds all ASN/disability information on individual learners and details current support. The level of need across the City of Edinburgh Council in each Learning Community varies and there are high numbers of children and young people with more than one recorded ASN. The number of children and young people with an ASN has increased. 46% of children have an identified ASN in the City of Edinburgh schools. This figure is higher than National Average.
Data on service uptake/access	Staff Questionnaires EP reports	Staff are requesting more professional learning and guidance about relational approaches, de-escalation strategies and inclusive environments. Increase in number of children and young people requiring EP support.
Data on socio-economic disadvantage e.g. low income, low wealth, material deprivation, area deprivation.		
Data on equality outcomes	rireportfinal.pdf (challengingbehaviour.org.uk)	The most commonly reported needs of the children and young people included in the case studies were:

Evidence	Available – detail source	Comments: what does the evidence tell you with regard to different groups who may be affected and to the environmental impacts of your proposal
	https://cypcs.org.uk/wpcypcs/wp-content/uploads/2020/02/No-Safe-Place.pdf	- autism (61%), - speech, language and communication needs (including children who - were non-verbal or mute) (51%), - sensory needs (30%), - mental health needs (including - anxiety, attention deficit hyperactivity disorder, obsessive compulsive disorder, oppositional defiant disorder, trauma and attachment needs) (30%), and - learning disabilities or developmental delays (including Down syndrome) 22.6%). The information gathered in the report by families suggests that restraint and seclusion are used disproportionately with children with disabilities or Additional Support Needs.
Research/literature evidence	Fostering a Positive, Inclusive, Safe School Environment Guidance Schools Risk Assessment Guidance	
Public/patient/client experience information	Email from members of the REPAIR group 23.10.25 Meeting with REPAIR parent group 20.10.25	Parent feedback: Parents broadly welcome the updated policy with the focus on relational approaches. Parent feedback has stated an appreciation for the thoughtful and comprehensive approach taken in this document, which reflects a strong commitment to inclusion, wellbeing, and relational practice across our schools. The draft policy is commendable for its alignment with key national frameworks such as GIRFEC and the UNCRC. It promotes a whole-school ethos that prioritises nurturing relationships, restorative practice, and trauma-informed care. The staged intervention model is particularly effective in addressing the diverse needs of learners through universal, targeted, and intensive support. Moreover, the emphasis on restorative approaches and co-regulation provides a solid foundation for fostering safe and inclusive learning environments. The integration of legal and policy references ensures clarity and accountability for all stakeholders; there are several areas that may benefit from further refinement:

Evidence	Available – detail source	Comments: what does the evidence tell you with regard to different groups who may be affected and to the environmental impacts of your proposal
		- Successful implementation will require significant investment in professional development to ensure staff are equipped to deliver trauma-informed and restorative practices consistently. - Clear strategies to engage parents and carers—particularly around restorative approaches and digital safety—will be essential to build trust and collaboration. - Inclusive environments and staged interventions may demand additional staffing, space, and materials. A resource audit and funding plan should be considered. - The policy would benefit from more detailed guidance on data collection and analysis to track behavioural patterns and evaluate the effectiveness of interventions. - Further clarity on safeguarding boundaries and examples of appropriate consequences would support consistent application across schools. This policy sets a strong and progressive direction for promoting positive relationships and behaviour in schools. With thoughtful implementation planning, it has the potential to make a meaningful impact on the wellbeing and success of children and young people across Edinburgh. - Call for associated procedures to acknowledge impact on neurodivergent learners. - Request that language around use of physical restraint is clear and that there is robust scrutiny to ensure schools follow procedures. How will school leaders ensure policy is engrained? - Pupil and parent voice needs to be reflected in reporting of use of physical restraint post incident equity audit approach, including parents and students qualitative feedback rather than just incident reduction as outcome measure.
Evidence of inclusive engagement of people who use the service and involvement findings	Service user consultation	Thematic review highlighted the need for Professional Development around positive relationships and response to distressed and dysregulated pupils. It also highlighted the need for consistency in practice, knowledge of strategies and approaches. Regular and comprehensive professional learning for inclusion staff, pupil support assistants, and teaching staff was highlighted as crucial. Inclusion review Service user consultation showed there is evidence to suggest that more inclusive teaching and learning environments benefits all learners while meeting the needs of those with ASN.

Evidence	Available – detail source	Comments: what does the evidence tell you with regard to different groups who may be affected and to the environmental impacts of your proposal
		Tailored Support and Individual Plans: Developing individualised support plans for each pupil to address their specific needs is another key theme. Evaluation and Feedback: There is a call for more robust and meaningful evaluation procedures to ensure that feedback is effectively gathered and acted upon, helping to continually improve the services provided.
Evidence of unmet need		
Good practice guidelines	- Included-Engaged-Involved-part-1 - Included-Engaged-Involved-part-2- - Additional support for learning: statutory guidance 2017 - gov.scot (www.gov.scot) - Additional support for learning: action plan - gov.scot (www.gov.scot) - Edinburgh learns framework: 7.10 Edinburgh Learns-Inclusion Framework.pdf - CIRCLE resources: Primary-CIRCLE-Resource-2021.pdf (thirdspace.scot)	ASL Act provides guidance on our statutory duties. A clear framework for Edinburgh's Vision for Inclusion. This policy review has been informed by the Scottish Government Positive Inclusive School Environment Guidance

Evidence	Available – detail source	Comments: what does the evidence tell you with regard to different groups who may be affected and to the environmental impacts of your proposal
	[Inclusive learning and collaborative working - Ideas in practice - secondary (education.gov.scot)](#)	
Carbon emissions generated/reduced data		
Environmental data		
Risk from cumulative impacts		
Other (please specify)		
Additional evidence required		

8.   In summary, what impacts were identified and which groups will they affect?

Equality, Health and Wellbeing and Human Rights and Children's Rights	Affected populations
Positive Children and young people will have access to a school ethos and culture that supports them to fulfil their potential and become valuable citizens, contributors to society, and allow them to achieve their ambitions and life goals.	Children and young people in the City of Edinburgh. Children and young people with protected characteristics.

Equality, Health and Wellbeing and Human Rights and Children's Rights	Affected populations
By promoting the use of preventative approaches as a means of reducing the use of restraint, the policy and associated procedures aim to further embed relationships-based approaches between children and young people and staff. Ensuring clarity and consistency across education settings and developing staff skills will support children and young people to access learning experiences appropriate for them. This should lead to a reduction in exclusions and impact attainment. Consistency in universal approaches removes barriers and isolation for vulnerable children and young people and lead to a reduction in discrimination and isolation.	Children and young people more vulnerable to experiencing barriers accessing school (e.g. those who are Care Experienced, have Additional Support Needs and/or Disability, are living in the lowest SIMD) Parents and carers with children or young people enrolled in a City of Edinburgh school.
The policy and associated procedures aim to have a direct, positive impact on children and young people's experience of school by helping schools uphold children's rights in this area and reduce the use of restraint and seclusion. The policy and associated procedures aim to support children and young people's safety, wellbeing, inclusion and ability to learn in a nurturing environment.	The implementation of the policy and associated procedures should benefit all children and young people, particularly those who are more likely to experience restraint or seclusion, such as those with additional support needs, through helping staff to further develop strategies to support children and young people.
All staff will be supported to apply approaches and strategies to respond to children and young people who may be dysregulated and distressed, thereby reducing behaviours of concern. Greater understanding of language and how to support will increase staff confidence. The policy and associated procedures aim to help staff uphold children's rights in relation to restraint and safeguard them from unlawful and arbitrary use.	The policy and associated procedures is directed at all staff working in educational settings and aims to assist them in delivering rights-based practice

Equality, Health and Wellbeing and Human Rights and Children's Rights	Affected populations
Negative	

Environment and Sustainability including climate change emissions and impacts	Affected populations
Positive	
Negative	

Economic	Affected populations
Positive	
Negative	

9. **Is any part of this policy/ service to be carried out wholly or partly by contractors and if so how will equality, human rights including children's rights, environmental and sustainability issues be addressed?**

The UNCRC supporting the rights of children and young people has been consulted in the development and included in the body of the policy.

10. **Consider how you will communicate information about this policy/ service change to children and young people and those affected by sensory impairment, speech impairment, low level literacy or numeracy, learning difficulties or English as a second language? Please provide a summary of the communications plan.**

The authority will publish the full policy on the Council website. Schools will ensure that they communicate at school-level in age-appropriate ways, e.g. through school communication/ webpage/ assemblies. Schools will support children and young people and parents-carers affected by sensory impairment, low literacy levels, learning difficulties and those with English as an Additional Language to how they can expect to be supported. An accessible version of this policy should be signposted to parents through relevant communications.

11. **Is the plan, programme, strategy or policy likely to result in significant environmental effects, either positive or negative? If yes, it is likely that a <u>Strategic Environmental Assessment</u> (SEA) will be required and the impacts identified in the IIA should be included in this. See section 2.10 in the Guidance for further information.**

12. **Additional Information and Evidence Required**

    If further evidence is required, please note how it will be gathered. If appropriate, mark this report as interim and submit updated final report once further evidence has been gathered.

Children's views – although consultation and feedback has been collected from parents and carers consideration should be given to seek children's views – can this be done through the inclusion ambassadors once established.

13. **Specific to this IIA only, what recommended actions have been, or will be, undertaken and by when? (these should be drawn from 7 – 11 above) Please complete:**

Specific actions (as a result of the IIA which may include financial implications, mitigating actions and risks of cumulative impacts)	Who will take them forward (name and job title	Deadline for progressing	Review date
Communication of Positive Relationships and Behaviour Policy to key staff in schools	Lynne Binne	October 2025	
Associated procedures to support implementation and align to the Positive Relationships and Behaviour Policy	Lynne Binne Iona Macdonald	October 2025	
Development of a Professional Learning Strategy to support policy	Lynne Binne Iona Macdonald	December 2025	
Template policy for education settings to use	Lynne Binne Iona Macdonald	December 2025	

Specific actions (as a result of the IIA which may include financial implications, mitigating actions and risks of cumulative impacts)	Who will take them forward (name and job title	Deadline for progressing	Review date
Consider how accessible version of this policy will be shared with wider community	Lynne Binne Iona Macdonald	December 2025	

14. **Are there any negative impacts in section 8 for which there are no identified mitigating actions?**

15. **How will you monitor how this proposal affects different groups, including people with protected characteristics?**
Consultation – and can complete a final impact assessment as feedback comes in from this.

16. **Sign off by Head of Service**

Name Lynne Binnie

Date 23.10.25

17. **Publication**

Completed and signed IIAs should be sent to:
integratedimpactassessments@edinburgh.gov.uk to be published on the Council website www.edinburgh.gov.uk/impactassessments

Edinburgh Integration Joint Board/Health and Social Care sarah.bryson@edinburgh.gov.uk to be published at www.edinburghhsc.scot/the-ijb/integrated-impact-assessments/