



SCHOOLSCOMPANY

Relationships Policy

This Policy was adopted by the Trust Board of

SchoolsCompany Trust in

May 2016

Relationships Policy

The following document is designed to explain the context within which we aim to relate to our young people and all other members of our communities. There are also further guidelines on more specific aspects of behaviour management and communication processes.

Rationale

We appreciate that relationships and relating to each other is an on-going learning process. We aim to be consistent and explicit about the way we are with each other in order to encourage learning to take place. We aim to provide a welcoming, positive environment where all members of our community will feel secure and cared for. This has to be demonstrated by the way we communicate with each other, visitors and our young people at all times and in the way the physical environment is presented.

We will use a restorative approach to resolve conflict within our community. We will also use restorative approaches to try and avoid conflict. We will always actively seek ways to reduce and minimise conflict. Where conflict exists our prime goal is de-escalation.

Clear communication with all parties is integral to the success of our policy. We will work co-operatively with parents and carers and involve them in our restorative approach. We will contact them regularly and encourage them to communicate openly with us.

We are part of a multi -agency team and will actively work with others to share information and expertise to help meet the needs of our young people.

We will recognise and celebrate success. We will work with young people to help them develop awareness and an understanding of the consequences of their actions on themselves and others.

We will develop and promote a common set of expectations which will apply to all members of our community as well as to visitors. We consider all members of our community to be role models at all times and encourage them to be aware of their actions and the consequences of their actions on others. We expect every individual to take responsibility for and participate in resolving the consequences of their actions.

Staff will take immediate action to ensure the safety of all members of our community. Physical intervention is only to be used when other methods have been exhausted and physical harm to a young person, others, or property is seen to be a real threat. Wherever it is safe to use physical intervention it will be trained staff who will intervene. SchoolsCompany Central Devon Academy (CDA) policy and guidelines must be followed at all times.

Linked documents:

Safeguarding policy

Safer Working Practice Guidelines

Positive Handling Plans

Student Risk Assessments

Physical contact and restraint policy and guidelines

The home – school agreement

SCCDA Rights and Responsibilities

Vision

We believe that all members of our community have the right to teach and learn in a safe environment without fear of being intimidated, threatened or abused in any way, and everyone has a part to play in ensuring this. To achieve this we will use a Restorative Approach which recognises that good relationships are fundamental to effective teaching and learning.

Principles

We are committed to a community where;

All members are: Respected and listened to

Responsible and accountable for their actions

Expected to take part in and contribute to decision making

Involved in developing the rules for the community; finding ways forward when these are broken.

Key Values

In order to develop vision and the principles that underpin it we recognise the need to create an ethos of:

- Respect
- Inclusion
- Accountability
- Responsibility
- Impartiality
- Collaboration
- Empowerment
- Emotional articulacy
- Being non-judgemental
- Commitment to relationships

A restorative approach to developing this ethos of respect, empathy and concern for others will involve the whole community acquiring such skills as:

- Active listening
- Facilitation
- Problem solving
- Listening to and expressing emotion
- Being non-judgemental
- Collaboration
- Empowering of others

The academy is committed to the development of these skills.

Statement of approach

Our priority is not simply to modify behaviour but to focus on addressing the needs behind the behaviour

Our belief is that positive behaviour is generated by positive relationships and a strong sense of community. The focus of all our policies and procedures should be to forge relationships and engender in young people intrinsic

motivation to succeed and achieve the best that they can. To this end we will actively recognise and celebrate success of all individuals. Alongside this we believe that through restorative approaches young people can learn to recognise the consequences of their actions and modify their behaviour.

However, we appreciate that we need to personalise our approach to behaviour and that initially some young people may respond to systems that are based upon extrinsic 'rewards'. Within each centre, and between individuals and groups, staff operate reward systems that are in keeping with the overall ethos of the academy.

Roles and Responsibilities

All staff are responsible for:

- Presenting a positive role model at all times and adhering to the 'rights and responsibilities' for all members of the community.
- Having high expectations of young people's behaviour, academic and social abilities and sharing these expectations with them
- Ensuring that they are well informed about students' additional needs by reading information about them, such as the Information Passport and Personal Learning Plan, and discussing students with their mentor
- Understanding that behaviour is an expression of need and primarily seeking to address those needs
- Planning and delivering a curriculum that is tailored to meet the social and learning needs of the young person
- Sharing and recording information about young people's behaviour and using agreed systems consistently
- Communicating with parents / carers in order to keep them informed about their child's behaviour
- Celebrating success with young people
- Taking appropriate action when young people do not adhere to the 'rights and responsibilities' agreed
- Seeking resolution where there is conflict

The leadership team is responsible for:

- Acting as role models to staff and students at all times
- Ensuring that structures are in place to record and monitor information about behaviour
- Supporting staff and having regard for their welfare
- Monitoring the effectiveness of the academy's systems and procedures
- Collating and analysing data on behaviour and exclusions
- Implementing risk management procedures
- Ensuring effective communication systems

- Identifying the training needs of staff
- Carrying out lesson observations to ensure that the social, emotional and learning needs of students are addressed
- Reporting to the SLT and principal

The Student Support Manager / Behaviour, Safety and Pastoral Care Coordinator is responsible for:

- Liaising with students, parents / carers, staff, and other professionals to implement effective plans that ensure that all young people are appropriately supported
- Coordinating specific interventions and support for young people and monitoring the impact
- Ensuring that behaviour incidents are appropriately recorded and acted upon
- Facilitating regular communication with parents and carers regarding young people's needs and behaviour
- Reporting to the Senior Leadership Team

The principal is responsible for:

- Ensuring the well-being and safety of staff, students and visitors
- Authorising fixed term exclusions
- Ensuring that there is analysis and reporting of data and information regarding behaviour to the Executive Principal, SchoolsCompany Trust and Local Authority
- Ensuring that staff have the opportunity to access to appropriate training and professional development
- Evaluating the effectiveness of policies and procedures
- With the Governing Body, reviewing this policy annually

Appendices:

1. *Rights and Responsibilities*
2. *Home / School Agreement*
3. *Incident report (without physical intervention)*
4. *Incident report (with physical intervention)*

Rights and Responsibilities

We believe that all members of our community have the right to:

Feel safe

Be listened to

Take part in decision making

Feel valued

Learn and achieve

All members of our community have a responsibility to:

Respect the rights of others

Look after our buildings, facilities and equipment

Be accountable for their actions

Help to find ways forward when things go wrong



SCHOOLS COMPANY

Home-School Agreement

Name of student:

Name(s) of parents / carers:

Start date:

This agreement is between, the young person, their parents/carers and SchoolsCompany Academies.

SchoolsCompany Academies will:

- provide a caring, supportive learning environment where young people feel safe and welcome
- carry out a detailed assessment of each young person's needs
- provide a curriculum suited to the individual needs of each young person
- deliver high quality teaching
- support each young person in successfully returning to school or moving on to college, training or employment
- communicate regularly with parents/carers

Parents/carers agree to:

- ensure that their child attends regularly and punctually and let SchoolsCompany Academies know the reason for any absence on the day
- keep in contact with SchoolsCompany Academies and work with us to achieve a successful return to school, or progression to college, training or employment
- attend review meetings at least every term and support their child's education
- encourage their child to behave appropriately, co-operate and respect others
- allow their child to participate fully in the curriculum

The young person agrees to:

- attend regularly and punctually
- treat all others with respect and consideration
- take care of our building, outdoor areas, facilities and equipment
- co-operate and follow instructions
- aim to achieve personal targets
- work towards a successful move to school, college, training or employment.

Signed:

(Personal Mentor)

Signed:

(Parent/Carer)

Signed:

(Student)

Date:

SchoolsCompany Trust

INCIDENT REPORT (without physical restraint)

Date:		Reported by:	
Student:		Location:	
D.o.B.:			
Other students involved:		Staff involved:	

Time incident began:	Time incident finished:
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Describe briefly what led up to the incident:

Describe the incident itself (keep your description factual but use another sheet if needed):

Action taken (to be completed by student support manager/ SLT):

Who was the incident reported to?

Centre manager: SLT: Parents/carers: Police: Other agency:

Signed:

Date:

