

Relationships Policy

The following documents are 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.

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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. SCDA policy and guidelines must be followed at all times.

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Our Vision and Expectations

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 service is committed to the development of these skills.

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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 may therefore choose to operate reward systems that are in keeping with the overall ethos of the service.

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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

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The Leadership team are 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 service'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 Principal is responsible for:

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

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