

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 cooperatively 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 North Devon Academy (NDA) policy and guidelines must be followed at all times.

Sponsored by



SCHOOLS COMPANY

NORTHDEVONACADEMY.ORG.UK

SchoolsCompany is a trading name used by The SchoolsCompany Trust, registered in England and Wales, company number 08304460
Registered office: 1st Floor Holborn Gate, 330 High Holborn, London WC1V 7QT.
VAT registered number: GB 220 9017 47

Main site

NORTH DEVON ACADEMY
SPRINGFIELD COURT
FISHLIGH ROAD
ROUNDSWELL BUSINESS PARK
BARNSTAPLE EX23 3UD
T: 01271 386 333

E: ADMIN@NORTHDEVONACADEMY.ORG.UK

Second site

NORTH DEVON ACADEMY
NARITA HOUSE
FISHLIGH ROAD
ROUNDSWELL BUSINESS PARK
BARNSTAPLE EX23 3UD
T: 01271 324 766

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

NDA 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 may therefore choose to 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'
- 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 headteacher

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 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. Academy behaviour procedure: staff guidance 2014-15
2. Behaviour consequences: students
3. Rights and responsibilities
4. Home – School Agreement 2015-16
5. Incident report (without physical intervention)
6. Incident report (with physical intervention)

Example of positive behaviour	Possible outcome	Dealt with by:	Communication
Meeting behaviour expectations	<ul style="list-style-type: none"> E Praise points earned Verbal praise 	All staff	E Praise SIMS if appropriate
Point score meets weekly target Consistently meeting behaviour expectations Helping others Improvement in behaviour	<ul style="list-style-type: none"> ☑E Praise points earned Reward voucher Verbal praise from mentor ☑Mentor contacts parents / carers Green slip home ☑End of half term reward trip ☑Mention in assembly 	Personal mentor determines action to be taken	E Praise points Recorded on SIMS Green slip recorded by student support manager
Excellent work Meeting personal targets Behaviour that exceeds Expectations Significant improvement in behaviour	<ul style="list-style-type: none"> Green slip home Verbal praise from centre manager ☑Mentor contacts parents / carers ☑Green slip home Principal sends letter home ☑Work displayed in centre or on website ☑End of half term reward trip ☑Student of the week /Improver of the week 	Student support manager determines action to be taken	Recorded on SIMS Green slip recorded by student support manager
Example of unacceptable behaviour	Possible Outcomes	Dealt with by	Communication
Use of mobile phone in lessons Eating and drinking in lessons	<ul style="list-style-type: none"> E Praise points not earned Verbal warning from subject teacher / TA 	Teacher / instructor or teaching assistant determines	E Praise SIMS record if necessary

<p>Inappropriate language or Conversation</p> <p>Lateness to lessons</p> <p>Failure to follow classroom rules</p>	<ul style="list-style-type: none"> • Restorative conversation with subject teacher / TA • Catch up time at lunchtime or break 	<p>action</p>	
<p>Repeated failure to follow Instructions</p> <p>Failing to observe health and safety rules</p> <p>In areas not allowed for students</p> <p>Off site at inappropriate time</p> <p>Truancy from lessons</p> <p>Unauthorised absence</p> <p>Smoking on site</p> <p>Repeated lateness</p>	<ul style="list-style-type: none"> • E Praise points not earned • Time out • Personal mentor discusses incident with student by end of next day at latest and decides on course of action • Personal mentor contacts parent / carer if necessary 	<p>Personal Mentor determines action to be taken</p>	<p>E Praise</p> <p>SIMS completed by staff member involved</p> <p>Mentor records outcome on SIMS and discusses in debriefing if applicable</p>
<p>Persistent lateness</p> <p>Persistent unauthorised absence</p> <p>Persistent smoking on site</p> <p>Under influence of drugs</p> <p>Damage to property</p> <p>Bullying</p> <p>Racism</p>	<ul style="list-style-type: none"> • Automatic phone call home • ☒Referral to Behaviour/Guidance and Support HLTA • ☒Internal exclusion • Referral to Education Welfare/Y SMART or other agency • ☒Letter home • ☒Parents / carers invited in or home visit 	<p>Student support manager determines action to be taken</p>	<p>Recorded on SIMS by staff member involved</p> <p>Incident report completed by staff member involved</p> <p>DCC form completed for bullying racism</p> <p>Student support manager informed either immediately or in debriefing</p>

Verbal abuse of staff	<ul style="list-style-type: none"> • ☑ Possible internal exclusion • ☑ Possible fixed term exclusion • ☑ Restorative meeting 		Student support manager records action taken on SIMS and on incident report
Example of unacceptable behaviour	Possible Outcomes	Dealt with by	Communication
Refusal to leave class / go to time out / attend internal exclusion Physical assault Repeated verbal abuse of staff Theft Possession of a weapon Suspicion of use of drugs during school time or possession of Drugs Criminal damage Dangerous behaviour	<ul style="list-style-type: none"> • ☑ Parents / carers immediately notified • Meeting arranged with parents / carers • Reported to police or other agency as appropriate • Internal / fixed term exclusion • Change to learning programme • Possible internal exclusion • Restorative meeting 	Senior Leadership Team and student support manager determine action	Recorded on SIMS by staff member involved Incident report completed by staff member involved Student support manager informed immediately Student support manager notifies SLT Student support manager / SLT record action taken on SIMS and on incident report Discussed in debriefing

What do we mean by good behaviour?	How could you be rewarded?	Who decides how you are rewarded?
Being polite, co-operative and sociable	<ul style="list-style-type: none"> • ☑Points earned • ☑Verbal praise 	All staff
Your point score meets weekly target You consistently display good Behaviour You help others Your behaviour shows real improvement	<ul style="list-style-type: none"> • ☑Points earned • Reward voucher • ☑Verbal praise from mentor • ☑Mentor contacts parents / carers • ☑End of half term reward trip • Mention in assembly 	Personal mentor determines action to be taken
You produce excellent work You meet your personal targets You behave exceptionally well Your behaviour improves significantly over a period of time	<ul style="list-style-type: none"> • Verbal praise from student support manager • ☑Mentor contacts parents / carers • ☑Principal sends letter home • ☑Work displayed in centre or on website • ☑End of half term reward trip • Student of the Week / Improver of the Week certificate 	Student support manager determines action to be taken
What is unacceptable behaviour?	What are the possible consequences?	Who will decide?
Use of mobile phone in Lessons Eating and drinking in Lessons Inappropriate language or Conversation Lateness to lessons Failure to follow classroom rules	<ul style="list-style-type: none"> • E Praise points not earned • Verbal warning from subject teacher / teaching assistant • ☑Restorative conversation with subject teacher / teaching assistant • Catch up time at lunchtime or break 	Teacher, instructor or teaching assistant
Repeated failure to follow		Personal Mentor

<p>Instructions</p> <p>Failing to observe health and safety rules</p> <p>In areas not allowed for Students</p> <p>Off site at inappropriate Time</p> <p>Truancy from lessons</p> <p>Unauthorised absence</p> <p>Smoking on site</p> <p>Repeated lateness</p> <p>Abusive language or Comments</p> <p>Disrupting learning</p>	<ul style="list-style-type: none"> • E Praise points not earned • ☒Time out • ☒Personal mentor discusses incident with student by end of next day at latest and decides on course of action • ☒Personal mentor contacts parent / carer if necessary 	
<p>What is unacceptable behaviour?</p>	<p>What are the possible consequences?</p>	<p>Who will decide?</p>
<p>Persistent lateness</p> <p>Persistent unauthorised Absence</p> <p>Repeated smoking on site</p> <p>Persistent disruption to Learning</p> <p>Under influence of drugs</p> <p>Damage to property</p> <p>Bullying</p> <p>Racism</p> <p>Verbal abuse of staff</p>	<ul style="list-style-type: none"> • Automatic phone call home • One to one work on behaviour management • ☒Internal exclusion • ☒Referral to Education Welfare/Y SMART or other agency • ☒Letter home • Parents / carers invited in or home visit • Fixed term exclusion • Restorative meeting 	<p>Student support Manager and Senior leaders</p>

Threatening behaviour		
<p>Refusal to leave class / go to time out / attend internal exclusion</p> <p>Physical assault</p> <p>Repeated verbal abuse of Staff</p> <p>Theft</p> <p>Possession of a weapon</p> <p>Suspicion of possession or use of drugs during school time</p> <p>Criminal damage</p>	<ul style="list-style-type: none"> • ☑Parents / carers immediately notified • Meeting arranged with parents / carers • ☑Reported to police or other agency as appropriate • ☑Internal exclusion • ☑Fixed term exclusion • ☑Change to learning programme • ☑Restorative meeting 	<p>Senior Leadership Team and Student Support Manager</p>

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

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 North Devon Academy (NDA).

NDA agrees to:

- provide a caring, supportive learning environment where young people feel safe and welcome
- ☑ carry out a detailed assessment of each young person's needs
- design 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 SWDPLS know the reason for any absence on the day keep in contact with SWDPLS 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:

INCIDENT REPORT (without physical restraint)

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

Time incident began	Time incident finished
---------------------	------------------------

Describe briefly what led up to the incident

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

INCIDENT REPORT (without physical restraint)

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

Time incident began	Time incident finished
---------------------	------------------------

Describe briefly what led up to the incident

What steps did you take to de-escalate:

Warning		Reassurance		Distract		Divert	
Instruction		Choice		Humour		Asked to stop	

Describe the incident itself (keep your description factual but use additional sheet if necessary):

Reasons for intervention:					
Actual injury to self		Actual damage to property		Potential injury to student(s)	
Actual injury to staff		Potential injury to self		Potential damage to property	
Actual injury to student(s)		Potential injury to staff		Potential risk due to leaving site	

Positive handling strategies used:							
Mild		Arm		Sitting		Wrap	Length of restraint
Firm		Single elbow		Kneeling			
		Double elbow		Standing			

Adults involved.....

What happened after the incident (what debriefing took place)?		
Student debrief:	Witness debrief:	Staff debrief:

Who was the incident reported to?				
Manager:	Parents / carers:	Mentor:	Police:	SLT:

Signed:

Date: