

Relational Policy

Cherry Tree Learning Centre



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Rational

All staff recognise that behaviour is a form of communication, of an emotional need (whether conscious or unconscious). Pupils will be encouraged to develop positive behaviour for learning in recognition of its importance as a lifelong skill.

Cherry Tree Learning Centre is committed to the emotional, mental health and well being of its staff, pupils and parents/carers in all aspects of school life, providing an ethos, environment and curriculum that supports the whole community. Our curriculum allows each individual to follow a pathway of learning that builds on strengths and interests to support their academic aspiration.

The aim of the policy is to bring us all together to adhere to some basic key principles, practices and values that reflect our school ethos. Our values being- Cooperation, Respect, Compassion, Resilience, Honesty, Trust and Hope.

We aim:

- To provide a safe, happy and friendly environment, which encourages each individual to achieve his or her own potential through a desire for excellence, using challenging, active and creative personalised learning.
- To enable staff to support children with their behaviour through providing students with strategies to manage their own behaviour.
- To ensure that all children and adults have a sense of belonging, have a feeling of safety, security and are valued.
- To provide a clear, fair and consistent approach to behaviour. ● To foster, nurture and value strong and healthy relationships. ● To ensure that our children are intrinsically motivated to do the right thing because it is the right thing to do.
- Young people adopt a sense of worth, identity and achievement ● Young people become self-disciplined and able to accept responsibility for their actions to make positive choices.

Our PSHE curriculum is mapped across Key Stage 3 and Key Stage 4 and includes the appropriate behaviour for different situations; identifying stress levels; the need to respect cultural differences and the consequences of actions.

We have in place a variety of praise systems to promote good behaviour: ● Clear and concise expectations of behaviour, modelled and encouraged through

assemblies and in class time to ensure that all children understand appropriate behaviours.

- Unconditional positive regard reinforced with all pupils and stakeholders at all times
 - Verbal and written praise from the class teacher or other adults in school for good learning, effort or behaviour.
 - Teachers will share information about a child's behaviour – by phone, face to-face, email or using praise postcards – to celebrate appropriate behaviour.
 - Pupils behaviour is supported by regular reviews, group mentoring, 1:1 counselling sessions, ICT club and time out.
 - Pupils are exposed to a variety of teaching and learning opportunities to enable them to identify victims and perpetrators of bullying and cyberbullying. These include Form Time, Review & Guidance, Internet Safety in ICT and PSHE lessons.

Cherry Tree Centre's ethos promotes strong relationships between staff, young people and their families. It is this positive school culture and climate that fosters connection, inclusion, respect and value for all members of the school community.

In order for children and young people to feel safe, we ensure the environment at Cherry Tree is high in nurture and structure. This involves predictable routines, expectations and responses to behaviour. These are modelled appropriately by young people and staff.

The natural rewards and consequences that follow certain behaviours are made explicit without the need to enforce 'sanctions' that shame and ostracise young people from their peers, school community and family, which could potentially lead to more negative behaviours.

We are aware that not all behaviours are a matter of 'choice' and not always in the young person's control. Therefore, choice of language must always be appropriate for the young person at any given time. Staff take on a non-judgemental, curious and empathetic attitude and all adults respond in a way that focuses on the feelings and emotions that may drive certain behaviours, rather than the behaviour itself. Staff are also provided with support in the event of secondary trauma. Parental engagement is key when planning our support for each individual and the responsibility to respond to the communication is everyone's responsibility. At Cherry Tree we use the Emotion Coaching principles as an approach that focuses on the development of emotional regulation through supportive relationships.

What does this mean in practice?

1. Recognising, empathising, soothing to calm
2. Validating feelings and labelling them
3. Setting limits on behaviours
4. Problem solving with the young person

Each situation will be viewed as a teachable moment to develop strategies for the young person to move forward with. We feel that adopting this approach will have a positive impact on outcomes, attainment and attendance for the young person.

Trauma Informed Approach

A deep understanding of trauma and childhood adversity underpins our approach to positive relationships within our Centre's community. We are committed to ensuring that our Centre develops an Attachment and Trauma Sensitive Approach to ensure that all our young people develop positive mental health and resilience, enabling them to fully engage in life and learning. There is a growing body of research and understanding of the impact of Adverse Childhood Experiences (ACE) on long-term mental, emotional and physical health. It is our aim to maximise the protective factors of school by creating an environment of safety that has strong, positive, supportive relationships at its heart. At Cherry Tree, we aim to actively promote high self-esteem and high aspirations for all young people, through an ethos that values every young person. For young people, being able to self-regulate and understand their emotions, to apply thinking between feeling and action, and to increasingly show empathy and understanding to others is core to our work.

Restorative communication

Our staff carry out these restorative conversations throughout the day, but particularly after an incident with a young person. These conversations can happen at any time, whenever possible before that young person leaves that day. Allowing every day to be a new day. At Cherry Tree, staff help restore different relationships including

1. Pupil and pupil
2. Pupil and family
3. Pupil and staff
4. Pupil and school
5. Pupil and education

Confiscation

Only in situations where the young person may not be able to keep themselves or others safe do we consider removing the young person. Further steps may be taken if the young person is in possession of banned items including, any weapons/blade alcohol, tobacco, vapes, cigarette papers, fireworks, controlled drugs. In line with the

Searching screening and confiscation document;

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/674416/Searching_screening_and_confiscation.pdf

Policy links, Safeguarding, E- Safety, PSHE curriculum map