



**Transforming
Futures**
TRUST



ACE TIVERTON
SCHOOL

Positive Relationship Policy

Policy Information	
Policy Owner	Hannah Smart
Issue Version	2.0
Approving Committee	Safeguarding and Welfare
Adopted Date	January 2021
Review Cycle	Annual
Last Review Date	March 2023
Next Review Date	March 2025

Adoption of the Policy

This Policy has been adopted and reviewed by the Trustees of Transforming Futures Trust

Signed

(Chair of Trust)

Date: 14.03.2023

Version No	Date	Summary of Changes
2.0	Mar 2023	Minor amendments and date changes

POSITIVE RELATIONSHIP POLICY

1. Introduction:

ACE Tiverton is committed to safeguarding and promoting the welfare of children and requires all staff to always act in the best interests of our students.

We recognise our duty under the Education and Inspections Act 2006 to establish and maintain a behaviour policy for the school that promotes self-discipline, respect for others and proper regard for authority; and to make arrangements to ensure that functions are carried out with a view to safeguarding and promoting the welfare of children in accordance with the Education Act 2002. This policy outlines our expectations of all members of our school family and how we seek to support everyone to develop positive relationships.

2. Purpose:

The purpose of this policy is to outline the way in which we establish, secure and build upon positive relationships across the school family. Our expectations are that everyone in our school family will act with respect and kindness. This means that everyone will:

- ✓ Treat others as we wish to be treated.
- ✓ Use our environment and resources in a calm and safe way.
- ✓ Respect others staying outside of other's personal and intimate spaces.
- ✓ Work to the best of our ability, every lesson, every day.

At ACE Tiverton we also expect everyone to communicate with respect and kindness.

- ✓ Speaking calmly and at an appropriate volume.
- ✓ Taking turns in a conversation, even if the topic isn't very interesting to us.
- ✓ Always saying hello or smiling when you see someone, even if you've seen them before.
- ✓ Offering to help if you see someone struggling.
- ✓ Using your words to express your feelings before they become overwhelming.

3. Legal Framework:

ACE Tiverton recognises its duty under the Education and Inspections Act 2006 to establish and maintain a behaviour policy for the school that promotes self-discipline, respect for others and proper regard for authority; and to make arrangements to ensure that functions are carried out with a view to safeguarding and promoting the welfare of children in accordance with the Education Act 2002.

We also comply with The Education (Independent School Standards) Regulations 2014 and have regard to the DfE guidance 'Behaviour and Discipline in schools' (2016). ACE Tiverton acknowledges the obligations associated with the Children Act 1989, the Human Rights Act 1998 and the Equality Act 2010. We also follow current DfE guidance 'Keeping children safe in education' (2022), 'Working together to safeguard children' (2018), HM Government advice 'What to do if you're worried a child is being abused' (2015) and the Devon Family and Children's Partnership policies, procedures, guidance and protocols. We will take immediate action, where we believe an individual may be at risk, or it is alleged that a child is suspected of being abused. Our primary concern, always, is the welfare and safety of all members of ACE Tiverton's community, including children, staff and visitors. Failure to comply with this policy and procedures may result in disciplinary action, which might include summary dismissal (and referral to the Disclosure and Barring Service and the Teacher Regulation Agency (TRA), where appropriate) or termination of agreement or contract.

4. Assess: Identifying Need and Successes

All students at ACE Tiverton, have an individual risk assessment and behaviour management plan. The designated member of staff with overall responsibility for monitoring individual risk assessments and behaviour management plans are written by Learning Family Leaders, in accordance with our standards and expectations is our Pastoral Manager.

These documents are initially created using information generated via referral and admission procedures, including discussions with current education providers, parents, carers, any other adult with parental responsibility (e.g. social worker), other professional partners e.g. local authority representatives, medical practitioners. Additional evidence, associated with early observations, experiences and conversations with the individual student, is incorporated, as soon as possible. When developing these documents, ACE Tiverton staff use the 'stages of crisis' model alongside the 5 point scale, as depicted in the individual risk assessment, to help the student identify what their behaviours might look like at different stages, useful distraction and de-escalation techniques and unhelpful strategies.

Where new information is brought to the attention of the Learning Family Leader, they in conjunction with a member of the Leadership Team, including the development or cessation of risk-taking behaviours, details will be communicated to relevant staff, as soon as reasonably possible. The individual risk assessment and/or behaviour management plan will normally be reviewed, updated and redistributed (where appropriate), within 72 hours

5. Plan: Strategies for Developing Positive Relationships:

This is not an exhaustive list of strategies but suitably summarises the range of personalisation on which our school practice is based.

- We work closely with parents, carers and student family members to establish deep and positive relationships through regular communication, meetings, visits to school and home as well as encouraging families to spend time together at school, wherever possible or appropriate.
- Consistently emphasising the importance of the above behaviour, in word and through example, during both formal and informal times of day/throughout the day.
- Building, protecting and preserving secure, positive relationships between staff and students;
- Treating each student with understanding, dignity, kindness and respect;
- Understanding each student's behaviour, to allow their needs, aspirations, experiences and strengths to be recognised and their quality of life to be enhanced;
- Supporting each student to balance safety from injury (harm) with making appropriate choices;
- The provision of a well-trained, confident, calm, assertive staff team, who are aware of what standards of behaviour to expect; what action to take to promote it; and are consistent in their approach;
- Setting high expectations for attendance, appearance, punctuality, achievement and behaviour for all students and staff;
- Setting clear, consistent, appropriate rules and boundaries for behaviour that students understand, so that they are clear about what is expected of them in all situations;
- Placing an emphasis on changing behaviour through recognising and rewarding good behaviour, rather than focusing on bad behaviour;
- Planned rewards and encouragements for both work and behaviour, so that all students know that their efforts and achievements are recognised and appreciated;
- Fair warnings and predictable consequences for adverse behaviour, using the minimum levels of sanction likely to be effective

- Using effective de-escalation techniques and creative alternative strategies, that are specific to the individual needs of each student and designed in consultation with them, where possible;
- Helping students to develop the skills and strategies necessary, to understand and manage their own behaviour, conflicts and feelings safely, through discussion and reflection;
- Teaching a broad and balanced curriculum, which promotes the spiritual, moral, cultural, mental and physical development of students; while placing a strong emphasis on the fundamental
- British values of democracy: the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs;
- Including students in planning their support and provision wherever possible, discussing the best ways to make progress and reviewing their progress in an accessible and meaningful way;
- Providing educational opportunities, comparable to those in mainstream, to promote a sense of real achievement;
- Using the best principles of teaching and classroom management, to minimise distractions and to optimise academic and vocational achievement;
- Providing enjoyable experiences with other students, that lead to and develop friendships;
- Ensuring a safe community where no student is unduly pressured by either adults or other students, and no unnecessary restrictions are imposed;
- Recognising and praising improvements, however small, and sharing that information with significant people; and
- Involving students, parents, carers and relevant others in behaviour management, support and decision making.

Positive behaviour and relationships are encouraged, reinforced, praised and celebrated. Poor behaviour is challenged and discussed. For information on the use of rewards see Appendix 1 and the use of consequences see Appendix 2.

6. Do: Student Profiles: Risk Assessments, One Page Profiles and 5 Point Scales.

All relevant staff are obliged to familiarise themselves with the current risk assessment and 5 point scale and one page profile, for every student they are likely to have responsibility for educating, engaging, supporting or supervising. All risk assessments and behaviour management plans are developed and then reviewed and updated, on a regular basis, in consultation with students. The period of review will vary from student to student, depending on changes in their behaviour, responses to strategies and/or other matters of concern. However, every risk assessment and behaviour management plan must be reviewed in full and updated, at least half termly. Parents, carers, and any other adult with parental responsibility (e.g. social worker) must be informed of any significant updates.

Any health-related conditions that may have implications for how staff (and the student) manage their risk-taking behaviour and specifically in relation to the use of restrictive physical interventions must always be referred to a medical practitioner, as soon as reasonably possible and preferably before admission. It is not appropriate to rely solely on the views of parents, carers, any other adult with parental responsibility (e.g. social worker) or other local authority representatives, when considering health-related matters. Any relevant details will be recorded in the individual risk assessment and behaviour management plan and circulated to all relevant staff.

7. Review: Seeking Views

Regular enquires are made of all students as to how safe they feel at ACE Tiverton and ways in which services and outcomes can be improved. The views of parents, carers, local authorities and staff are also sought through existing mechanisms for consultation and feedback. Records are kept of these enquiries and any actions taken.

8. Staff Training & Development

We are committed to training all relevant staff in effective positive relationship training including: the principles and purpose of our policy, our legal responsibilities, how to recognise, regulate and de-escalate behaviour of concern and where to seek support.

9. Safeguarding and Child Protection

ACE Tiverton will always consider whether a student's behaviour gives cause to suspect that they are suffering, or are likely to suffer, significant harm; or whether their behaviour might be the result of unmet educational or other needs. All child protection concerns will be addressed in accordance with our 'Child Protection and Safeguarding Policy'.

10. Behaviour outside of ACE Tiverton's premises

Where serious misbehaviour outside of our premises is observed by and/or reported to staff, a decision, whether or not to intervene, will be made by the Head Teacher or identified lead teacher.

11. Police involvement

Careful, student-centred decision-making is made about reporting behaviour to the police, though appropriate notifications are always made and clearly documented. If the behaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed. A decision whether or not to involve the police, will be made by the Head Teacher or identified lead teacher.

12. Complaints

Students, staff, parents, carers and placing authorities are all able to complain to ACE Tiverton, if they are unhappy with any aspect of the education or care provided. All complaints are taken seriously and will be dealt with, without delay. For further information, see our 'Complaints Policy'. All complaints concerning allegations of child abuse will always be addressed in accordance with our 'Child Protection Policy'.

13. Implementation, monitoring, evaluation and review

The designated senior member of staff with overall responsibility for the implementation, monitoring and evaluation of the 'Positive Relationships Policy' is the Pastoral Manager. The designated member of staff is also responsible for ensuring that all students, staff, parents, carers and relevant professional partners are aware of our policy. All students and staff are informed about this policy during their induction and are reminded of the procedures, as necessary. Additional support would also be provided to any parent or significant person, wishing to know more about the policy and procedures outlined above. A copy of this policy document is available for inspection on the premises during office hours (term time only) and an electronic copy is posted on our website: <http://www.atss.acemat.uk/>.

This policy document will be reviewed and publicised in writing, at least annually and, if necessary, more frequently in response to any significant incidents or new developments in national, local and organisational policy, guidance and practice.

Appendix 1: Use of Rewards

Our reward systems are based on the following principles:

Rewards should be based, as much as possible, on the public recognition of achievement and the sense of pride it brings, rather than simply on material rewards. The levels of recognition should be arranged such that there is always some reward opportunity within sight and a next level to aim at. All students achieving a set target must receive the agreed reward - in general we prefer not to operate 'only one winner' rewards. Rewards must not be 'lost' once earned. Rewards must be evidently fair between different students, giving equality of opportunity to gain rewards and requiring roughly the same degree of effort from all students. Any unscheduled rewards must eventually equalise out across students. Students should not be penalised due to matters beyond their control. In practice, rewards include:

- Recognition for good effort in class (on a public display)
- The use of certificates and recognition charts to record and publicise achievement
- Group rewards to motivate individuals within the group
- 'Special Mention' assemblies
- Informing parents, carers and other important people of notable successes
- Positive comments written on good work
- Special treats provided by staff for exceptional achievement
- The positive use of school reports to highlight achievement
- Peer reward systems, to allow students to recognise and nominate others for their achievement



ACHIEVEMENT AND CELEBRATION EXPECTATION POINTS



Respect yourself



Respect others



Respect the environment

Name: _____ Week Beginning: _____

	Check in	Lesson 1	Lesson 2	Break	Lesson 3	Lesson 4	Lunch	Lesson 5	Lesson 6	Check Out	Total
Mon											
Tue											
Wed											
Thu											
Fri											



My target for this week is:



Achievement and Celebration Expectations



As part of our ACE Tiverton school family, you can earn points that celebrate your progress and participation in learning, social and community activities.

How do I earn points? In every lesson, there are three points available to you:

1 point	Respect for Yourself	This means making positive choices in your communication, actions and attitude to learning
1 point	Respect for Others	This means treating other people as you wish to be treated, letting them learn, being polite, taking turns and listening to them.
1 Point	Respect for the Environment	This means using resources, materials and tools correctly as well as leaving any room in the way you found it.

You also earn 3 points for completing your Check IN and Check Out with your Learning Family Leader every day.

What does this mean? Every day you can collect 12 points in your lessons and 3 points during your learning family time. This means that there are 15 points available every day and 75 points every week.

What can I use points for? The points you gained can be used to purchase items from our Reward Shop. If there are items you would like to add to the shop, please let a member of staff know.

How else can I earn points? There are lots of ways to earn points by working hard, achieving your targets, representing the school or going above and beyond. Any member of staff can give you bonus points each week.

Turn the page for the reward shop order form

Congratulations on your progress and achievement;

We are really proud of you!



Rewards Shop Order Form

Student Name	
How many reward points do you currently have?	
What items do you wish to purchase?	
How many points does this cost?	
How many points will you have left?	
Student Signature	
Learnin Family Leader Signature	



These expectations apply to all members of our community and our visitors. It is important for all members of our school family to feel safe, respected, and cared for. These expectations apply whenever we are in contact with each other, including face to face, on the 'phone and via social media – in or outside of school hours.

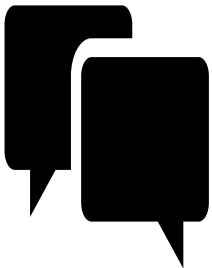
At ACE Tiverton we expect everyone to act with respect and kindness.

- ✓ We treat others as we want to be treated.
- ✓ We follow all the hand washing and sanitising rules to keep ourselves and others safe.
- ✓ We use our environment and resources in a calm and safe way.
- ✓ We respect physical distancing by staying outside of other's personal spaces.
- ✓ We work to the best of our ability: every lesson, every day.



At ACE Tiverton we expect everyone to communicate with respect and kindness.

- ✓ We speak calmly and at an appropriate volume.
- ✓ We take turns in a conversation, even if the topic is not interesting to us.
- ✓ We always say hello or smile when you see someone, even if you have seen them before.
- ✓ We offer to help if we see someone struggling.
- ✓ We use our words to express your feelings before they become overwhelming.



We will provide support for you; speak to any adult who will help you find a solution or the most appropriate person to support you. **We cannot solve a problem we do not know about.** There are rewards for making good decisions and if you are struggling, we will help you to use these ways of communicating and acting.

Consequences serve a variety of purposes in the overall development of positive relationships because they:

- Reflect the real world in which students live
- Embed an understanding of collective responsibility and natural justice.
- Assert our right and responsibility to regulate and manage students' behaviour;
- Help students understand that a community has the right to take fair action against those who
- Seriously threaten its welfare; and
- Underline our disapproval of certain behaviour.

However, although a consequence may stop a behaviour temporarily, there is no evidence that disciplinary consequences are enough in themselves to produce lasting good behaviour. Relationships improve largely through the development and rewarding of positive interactions, rather than through the suppression and sanctioning of undesirable behaviour. We aim to deal with any poor behaviour that does occur, in a way that halts it immediately and effectively, but then return to positive support and relationships, as soon as possible.

Where possible, behaviour must be corrected without disciplinary/punitive consequences:

- talking the incident through with staff and acknowledging their mistake – staff must encourage
- students to understand and learn from such mistakes;
- carrying out the necessary action correctly and then being commended for doing so; and/or
- making restitution, where necessary.

However, if one of the following criteria is met, then disciplinary/punitive consequences may be applied:

- the student is unwilling to engage in any of the restorative actions identified above;
- these actions are impractical; or
- the seriousness of the behaviour must be emphasised.
- The seriousness of the actions would lead to criminal or legal actions outside of the school community.

In giving consequences staff will:

- where possible, inform the student personally of the disciplinary/punitive consequences, as soon as possible (not leave it to others);
- make sure the student knows why the disciplinary/punitive consequences has been given;
- be confident that the student would reasonably have known the rules and likely consequences of their behaviour;
- make sure that, where possible, the student had warnings and help to make better choices;
- use the minimum level of disciplinary/punitive consequences needed, to have the desired effect;
- be fair in applying the disciplinary/punitive consequences to different students, and ensure they do not show unfair discrimination against individuals or particular groups;
- apply the disciplinary/punitive consequences as soon as possible after the wrongdoing;
- deliver it in a firm but supportive way, helping the child to deal with their feelings and save face, where possible;
- not get into arguments - simply restate the rule and the reason for the disciplinary/punitive consequences;
- help the student take positive action to put matters right e.g. through apology or restitution, rather than simply accepting the punishment;
- look for ways of returning to positive relationships, as soon as possible, and defusing any grudges the child may feel; and

- communicate details of the disciplinary/punitive consequences imposed to senior and other relevant staff and parents/carers, as soon as possible.

Staff will not be drawn into allowing students to “work off” their disciplinary/punitive consequences, or this will undermine their effectiveness next time.

1. Forms of disciplinary/punitive consequences

We recognise that negative and challenging behaviour is based on a continuum and as such, there is no single solution. Different circumstances necessitate different responses. A disciplinary/punitive consequence that is appropriate and effective with one student in one set of circumstances, may be inappropriate or ineffective in another, or with a different student.

In applying any form of disciplinary/punitive consequences, ACE Tiverton staff will inform the student of the nature, duration and reason for the disciplinary/punitive consequences and engage them in a positive and constructive dialogue, to help them recognise the impact of their behaviour on themselves, other students, staff and the wider community.

1.1 Minor disciplinary/punitive consequences

Any member of staff may impose a minor disciplinary/punitive consequences consequence and there is always an emphasis on using a graded response, in order to promote individualisation for each students, examples of minor disciplinary/punitive consequences include speaking to a student in unstructured time, reparation or repair alongside an adult.

Restorative action involves a child undertaking community tasks and/or making a financial contribution to the repair or replacement of something they have taken without permission or deliberately/recklessly damaged. All minor disciplinary/punitive consequences must correlate with the nature of the incident, be recorded and wherever possible be completed during the day on which the wrongdoing has occurred.

1.2 Major disciplinary/punitive consequences

These involve a serious loss of privileges and would only be used where there is an ongoing risk of sustained/extreme challenging behaviour which is detrimental to the well-being of others, including students, staff and visitors; and/or culminates in significant damage to personal, school property.

Major disciplinary/punitive consequences may only be imposed following discussion with a member of the Leadership Team and in line with the relevant policy or procedure. Examples include:

- the use of fixed term exclusion, community service or financial invoicing. It may also involve the loss of a prized
- Loss of privileges or responsibilities (in school) involves the restriction or loss of off-site activities, extended free time or other individual privileges.

Exclusion involves a student not being allowed to attend school for a defined period. There are two kinds of exclusion. A fixed period exclusion is where a student is temporarily removed from school and is not allowed to return for a specified number of days. A permanent exclusion means a student name will be removed from the school register and they will not be allowed to return to that school at all. For further information, please refer to our ‘Exclusion Policy’.

1.3 Other disciplinary/punitive consequences.

Subject to the limitations outlined below, senior staff may consider it appropriate to implement an personalised disciplinary/punitive consequences more closely aligned with the nature, location and circumstances of the specific incident. All disciplinary/punitive consequences must be reasonable, proportionate and time-bound.

Disciplinary/punitive consequences must not include:

- any form of corporal punishment, including the unnecessary use of force;
- any punishment involving the consumption or deprivation of food or drink;
- any restriction on a child's contact or communication with parents, relatives, advocates or friends;
- any restriction on a child's access to any internet-based or telephone helpline providing counselling for students;
- the use or withholding of medication, or medical or dental treatment;
- imposing a financial penalty, other than a requirement for the payment of a reasonable sum by way of reparation;
- an intimate physical examination;
- withholding any aids or equipment, needed by a disabled child;
- humiliation (including any requirement that a child wear distinctive or inappropriate clothes);
- isolation;
- any measure which involves:
 - any child in the imposition of any disciplinary/punitive consequences consequences against any other child; or
 - the punishment of a group of students for the behaviour of an individual child

Similarly, we must not threaten a child with the above disciplinary/punitive consequences or make them think that they are possible. All disciplinary/punitive consequences must be recorded in detail on CPOMS.

2. Discussion and reflection with students

Talking to students about their own negative and challenging behaviour empowers them to identify, understand and manage their own emotions and responses. Discussion and reflection must not focus solely on the behaviours and consequences associated with the incident, but should seek to:

- establish, monitor and promote the physical and emotional well-being of the child;
- identify how feelings drive behaviour;
- establish any underlying needs, issues or concerns, that may have prompted the individual's behaviour/reaction;
- consider alternative ways of managing feelings or responding to specific circumstances.
- explore whether staff responses to the situation were helpful or unhelpful; and how things could be done better next time.

Discussion and reflection must focus on the thoughts, wishes and feelings of the child, not the facts of the incident. The decision as to who completes this process will be based on several considerations, including the nature and severity of the incident and the relationship between the student and staff involved. Under some circumstances it may be more appropriate for an independent member of staff to complete the debriefing process. This is particularly true if the student wishes to raise concerns about the circumstances of the incident and/or the conduct of staff involved: and/or has a particularly good relationship with an independent member of staff. The student must be encouraged to record their views and/or version of events.

3. Consequences and effectiveness of disciplinary/punitive consequences :

In order to measure the effectiveness of a disciplinary/punitive consequences, it is important to understand the consequences (*results or effects*) which it seeks to achieve:

- To stop a behaviour immediately or prevent its reoccurrence, in the near future;
- To complete a significant and specific restorative action;
- To complete a piece of academic work (in the school settings only);
- To encourage a child to take responsibility for their behaviour, in a way that is appropriate to their age, understanding and abilities;
- To encourage a child to behave well and/or to underline our disapproval of certain behaviour.

In applying any disciplinary/punitive consequences, staff must identify the desired effect or intended result of using a specific disciplinary/punitive consequences consequence with a student. Details of which must be recorded as part of the CPOMS entry. Upon completion of the disciplinary/punitive consequences, an evaluation of the effectiveness must be recorded. 4. Reporting and recording incidents and disciplinary/punitive consequences

All incidents involving serious misbehaviour and associated disciplinary/punitive consequences, must be reported to senior staff and recorded as soon as is reasonably possible (and normally within 24 hours of the incident). Responsibility for ensuring all documentation is complete rests with both the member of staff who dealt with the behaviour; and to the degree to which something is successful in producing a desired result and the senior member of staff on duty.

Injuries to any individuals involved must be reported and recorded, in accordance with policy and procedures. All incidents of serious misbehaviour (and associated major disciplinary/punitive consequences consequences), must be reported to parents/carers (where appropriate) and relevant authorities by a senior/designated member of staff within 24 hours. The nature of communication may include email, telephone, voicemail, or face-to-face conversation.

Where an individual cannot be contacted within 24 hours, the details must be communicated as soon as is reasonably possible. All such communications must be recorded, in accordance with ACE Tiverton procedures.

I am happiest in school when:

I am on my own	Working in a team	Working with support	Working without support	Doing practical subjects
Working in a room	Working outside	Going offsite	Staying with one adult all the time	Moving around
Other Ideas				

I am unhappy when:

I can't do something	When I can't get the help I want	When adults are rude	When there is lots of noise	When other students are rude
When other students are aggressive	When I am hungry	When I haven't slept	When my work is too hard	When I am not listened to
When I can't get what I want straight away		Other Ideas		

When it goes wrong my behaviour looks like this:

I don't want to be around others	I shout and swear	I get aggressive towards other students	I get aggressive towards other staff	I punch things
I break things	I don't go to lessons	I need fresh air	I throw furniture	
Other Ideas				

When it goes wrong, I would like:

Somewhere quiet and safe to go	To go to my key person	To be left alone	To do something active	To work with our animals
Other Ideas				

To have a better experience in school, I want to focus on:

1.)

2.)

3.)

Student Event Reflection

Student Name

Staff Name:

What Happened?



Who Was Involved?



What Was Said?



What Was Done?



How do you feel?



What would you like to happen next?



Is there anything else you would like us to know?

