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Person Responsible	Headteacher
Approval/Review Body	Governance and Leadership Committee
Frequency of Review	12 months - Policies will be reviewed more frequently if legal changes or good practice require

Regulations and standard taken from Independent School Inspectorate
[Regulatory Compliance Part 2 - Spiritual, Moral, Social and Cultural Development of Pupils](#)

1. Introduction

Every young person has the right to grow up live and develop in a safe and caring environment. The 'Esland Model' sets out the importance of respectful, trusting relationships and our commitment to and responsibility to work together to develop positive attitudes and behaviour, prevent bullying and allow everyone to learn and develop. Everyone has the right to feel valued and respected, develop self-esteem, a sense of belonging, and a feeling of being safe in their own school.

It is important to have a positive relationship with children and young people because if they feel comfortable and secure with the adult, they feel emotionally secure they are more likely to actively engage with learnings opportunities. Children need to have a strong relationship with the staff to feel comfortable and secure this will help them to enjoy themselves and less likely to show unwanted behaviour. For children and young people to trust us we need to do what we say we are going to do and honour our commitments; for example, if we tell them they can paint or, play football the next day then we must let them or they will stop trusting us and they will think it is ok for them to also break their promises and commitments.

The quality of our relationship will impact the behaviour; if our relationship is positive and the young people enjoy and want to spend time with us they will be more accepting of the boundaries we put in place. These boundaries equal safety for both the adult and the young person as they learn they will be kept safe and negative behaviour will be challenged.

Before coming into care children and young people may have experienced relationships that were fractured, chaotic, frightening, violent and abusive. Children and young people have the right to live, develop and experience trusting, stable and nurturing relationships in an atmosphere of respect, trust, security, honesty and openness. Positive and meaningful relationships lead to better long term outcomes for children and young people.

2. Positive Relationship - 'Should Nots'

- Staff should never play fight, tickle, or over stimulate the young person, which could lead to more inappropriate touching; this also blurs the boundaries and young people struggle to stop themselves when they become over-stimulated
- Staff should never allow the young person to sit on their knee or vice versa
- A young person should never sit in between a staff member's legs, or vice versa
- Staff should never lie next to a young person, or allow the young person to lie on them
- It is essential that staff never rough handle, shove, pinch, slap a young person or pull their hair
- Staff should never kiss a young person
- It is not appropriate to touch the young person on the upper thigh or anywhere that could be interpreted as sexual
- Staff should never leave a young person unsupervised; unless there is a specific risk assessment in place
- Staff should never swear or use in-appropriate language in front of the young people
- Staff should never discuss another young person or staff member in a derogatory manor
- Staff should not 'overly disclose' personal information about themselves to the young people
- Staff should not buy, or give young people gifts, out of their personal money this can be interpreted as grooming
- Staff should not smoke in front of the young people, or supply young people with smoking materials

Staff must provide a level of care, including physical contact, which is designed to demonstrate warmth, friendliness and positive regard for children as appropriate in an educational setting.

Any physical contact should be given in a manner which is safe, protective and in keeping with professional boundaries. It must avoid the arousal of sexual expectations, feelings, or in any way which reinforces sexual stereotypes.

Whilst staff are actively encouraged to socially interact with children at school. It is not acceptable to play fight or participate in overtly physical games or tests of strength with the children.

Staff and young people should have a professional relationship not a personal one - eg not to share personal details (address/family). Contact details should not be given (telephone nor e-mail). Do not allow contact via social media (eg Facebook) either during or after child's time at school. Do not take a child to your home or to meet your family.

3. The key elements are

- Clear, shared targets and goals
- Creation of a safe and caring environment
- Listening to each other
- Enabling, recognising and celebrating individual achievement/wider achievements
- Tolerance and understanding of others.

Positive relationships must be encouraged (between themselves, their peers and adults) and are vital to the effective implementation of this policy.

In order to promote the success of this policy, the company will endeavour to ensure an effective partnership between teachers at school and adults in the home. This policy will be applicable at school, on any educational trips and also in the wider community.

4. The principles will rely on restorative justice which are

- They focus on harm caused by the wrong doer and actively seek ways to repair the damage.
- They help create dialogue and communications.
- They are fair, open and honest when treating all participants with respect. Within a safe environment, they will allow all participants to engage, learn and gain a shared understanding.
- They should lead to accepting responsibility, reparation, reintegration, restoration and behavioural (cultural) change.
- Children and young people are given the opportunity to openly state their views, listen to others and acknowledge their views.
- Staff must not misuse their position of trust with our young people by being punitive or abuse the power inherent in their role; please refer to our whistle blowing and behaviour management policy.

5. Talk to the pupils about

- How staff will help support their behaviour
- Seeing things from other people's view points
- Being a positive role model
- Children's rights, including their right to human dignity, regardless of their behaviour.
- Shame and the impact of shame on children's self-esteem and mental health.

6. Rewards; Positive behaviour must be acknowledged

Rewarding positive behaviour – however small should be recognised and acknowledged. We do this through verbal praise, achievement charts, rewards, certificates, time and attention. Through rewarding the positives, the young people feel empowered and much more likely to continue this behaviour.

- Ticks on reward chart
- Verbal praise
- Issuing a reward

7. Behaviours that are not acceptable/ not in line with Eland's values may have the following consequences

- Writing a letter of apology/verbal apology
- Loss of activity or catch-up time
- Reparation; no more than 50% of monies
- Pupil identifying an appropriate consequence that is natural to the behaviour displayed

The initial impact on your relationship when you are putting consequences in place can be negative, the young people can see you as strict and mean; but the work comes in teaching them that actually if nothing is done or put in place then how will they learn certain behaviours are unacceptable. Pupils need to know that consequences are put in place because staff care and are teaching pupils that consequences exist in life.

It is essential that consequences given are not punitive or shame the child but that they are natural to the behaviour. For example, if a young person was dangerous in a car, a day car ban is likely to be put in place and work done around the dangers, so the young person can learn to understand the importance of safety in vehicles for themselves and others.

It is imperative that the staff team try to ensure a degree of consistency in issuing the same consequence for the same kind of behaviour, otherwise this can be very confusing for pupils.