

Hampshire Achieves Young People's Learning

Relationships and Behaviour policy

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1.0 Introduction

Hampshire Achieves sits within the Participation Lifelong Learning Service of Hampshire County Councils Children's Services Department. Hampshire Achieves provides a range of directly delivered and sub-contracted learning programmes, including, Supported Internships, Pathways and Adult & Tailored Learning programmes across different venues within Hampshire.

The service is committed to creating a culture of learning where everyone regardless of starting point, can experience success. This policy has been developed with key staff from across all provisions in order to ensure its relevance for everyone within the Young People's Learning team. Best practice, from all areas has been shared, explored, combined and refined to create the basis of this policy.

1.1 Related Policies

This policy is developed in the context of other related policies, including:

- Teaching, Learning, Assessment (HA)
- CPD
- SEND Policy
- Attendance and Punctuality
- Admissions Policy
- Equality and Diversity Policy
- Safeguarding & Prevent Policy

2.0 Purpose

The purpose of this policy is to ensure that the Young People's Learning delivery teams use the findings of best practice to create conducive learning environments for all and to meet the overall aims and values of the service. Hampshire Achieves are committed to continuously improving the quality of teaching and learning by creating an environment which successfully addresses the needs of every learner.

3.0 Scope

This Policy applies to all learners supported by Hampshire Achieves' Young People's Learning teams. The policy is reviewed on a bi-annual basis through the service performance groups. The successful implementation of the policy depends upon those with delivery responsibility, with support provided by the Senior Management Team.

This document sets out the provision and procedures required to enable every learner to overcome barriers or circumstances to achieve and progress. Conditions required to establish and maintain a culture of success and strength are outlined as well as the monitoring processes required to ensure all are embedded.

All staff new to the service as a part of their induction package will learn about each of these aspects. Refresher opportunities will then be accessed through Inset days, personal CPD and team best practice and development. For staff requiring additional support, the use of peer mentors with the required skillset will support in the development of understanding and application.

4.0 To enable learners to be supported in developing the skills required for learning and life

Skills for learning and life are fundamental to the success of this policy. To ensure this objective is met staff need to understand the stages that learners progress through. This is to ensure that the curriculum is tailored to the respective circumstances of the learner. This implementation means that an appropriate package can be developed based on readiness for learning and development of the skills for independence, including motivation, resilience and study skills.

4.1 Appropriate Package for Learning Readiness

Successful admission is comprehensive (as outlined in the SEND policy) and ensures that an appropriate pathway is identified. In doing this, it is necessary to identify which phase of readiness for learning can be accessed by the learner, and then the programme can be built around this. It is important that all staff understand that this is not necessarily a linear process and therefore learners may fluctuate between areas.

Protect

We implement increased safety cues, such as calm voices and positive caring interactions throughout the day so learners feel valued and listened to. Staff are trained in Playfulness, Acceptance, Curiosity, and Empathy (PACE) interaction modes (warm, empathetic, playful, and curious) to support young people out of defensive states and foster a safe learning environment.

Relate

We are committed to helping learners view themselves, their relationships, and the world positively. Learners are given repeated relational opportunities with emotionally available adults to build trust and to seek support.

Regulate

We support learners with emotional regulation through empathy and positive interactions. We incorporate calming activities such as use of sensory objects,

Reflect

Staff receive training in good listening, empathy, and understanding to support meaningful conversations with learners. Tutorial content enables learners to make informed choices about how they relate to others, how they live their lives, and how they treat their brains, bodies and minds.

4.2 Developing Skills for Independence in Accessing Learning

Using a PACE approach Staff will support learners to develop their independence to access learning by:

1. Building Motivation Staff will:

- Create an Engaging Learning Environment: Develop a shared culture that encourages fun and interactive learning experiences.
- Clarify Steps to Success: Ensure learners understand the steps to progress and success, using engaging and interactive methods.

- Use Visual Cues: Incorporate visual elements in the learning environment to indicate expectations.
- Celebrate Achievements: Recognise and celebrate achievements in ways that are enjoyable and tailored to each learner.

2. Building Resilience Staff will:

- Promote a Growth Mindset: Encourage learners to view mistakes and challenges as opportunities for growth, accepting them as part of the learning process.
- Reframe Challenges Positively: Use language that positively reinterprets mistakes and challenges, fostering acceptance.
- Provide Appropriate Scaffolding: Offer small steps and scaffolding to ensure materials are pitched appropriately, accepting each learner's pace.

3. Developing Study Skills Staff will:

- Identify and Practice Skills: Clearly identify when different study skills are being used and encourage deliberate practice, sparking curiosity.
- Model and Share Approaches: Use modelling and shared learning approaches to clarify how to apply study skills.
- Plan Skill Development: Integrate the development of study skills into session plans and delivery.
- Set Individual Goals: Incorporate study skills into individual learning plans and goal setting, accepting different starting points and learning styles.
- Guide Reflection: Provide questions that guide learners in reflecting on their successes and challenges, with empathy.
- Create Feedback Loops: Establish opportunities for learners to receive and act on feedback.

Independence can only be achieved once learners have developed the triad of skills required to activate and sustain independence: motivation, resilience and study skills.

4.3 Monitoring

The effective and consistent development of these skills will be monitored through:

Individual Learning Plans

- Checking that an appropriate plan has been generated.
- Checking that admission process gathered the information required for the programme.
- Target setting that is incremental and focuses on the skills for independence, including resilience and motivation.
- Clear success criteria.

Planning for Delivery

- Planning which scaffolds and builds independence, whilst supporting resilience.
- Planning which is tailored to the individual and pitched appropriately.

Observation of Delivery

- Evidence of delivery that scaffolds and breaks learning into small steps.
- Evidence of use of modelling and shared practices in delivery.
- Evidence of explicit reference to practice of study skills.
- Evidence of language promoting a culture where mistakes are encouraged.
- Evidence of appropriate celebration of success where learning has been mastered and required resilience.
- Consistent attendance demonstrating a growing resilience and motivation with the learning.
- Punctual learners who are motivated to attend.
- Learners who demonstrate the skills of being self-led.

Visual Environment

- Evidence of shared expectations linked to resilience, motivation and independence.
- Celebration of success, where appropriate.
- Clear success criteria, where appropriate.

5.0 To provide learners with access to a strengths-based culture which supports enables them to meet their potential and the high aspirations of the service

A strength-based culture is the underpinning basis of this policy and is implemented by the inclusion of a consistent approach by all. A strength-based approach allows our staff to promote independence, resilience, decision making and wellbeing by making considerations about the person's strengths, capabilities and support needs. The staff positively focus on what the person can do whilst also identifying what else they may need to be assisted in to progress further.

5.1 Strength-Based Approach - Implementation Areas

To successfully implement this approach there are some key fundamentals that need to be considered:

To foster a strengths-based culture among staff, it is essential to consistently emphasize celebration, reward and recognition, role models, language, and a consistent approach. Additionally, staff should provide timely and appropriate information and guidance to establish the desired culture. This ensures a safe learning environment for everyone, with a particular focus on treating others with respect and preventing prejudice.

1. Promoting Positivity through use of PACE. Staff will:

- Create an Engaging Environment: Use visual displays that set a positive tone and provide positive reinforcement to learners.
- Define Clear Success Criteria: Ensure success criteria are clear and consistently communicated.
- Use Positive Language: Frame language positively and consistently.

- Provide Timely Interventions: Offer timely support and scaffolding to aid progress.
- Share High Expectations: Communicate high expectations and aspirations personalised to each learner.
- Plan Inclusively: Develop plans that explicitly incorporate learners' needs and scaffold steps to success.
- Develop Shared Expectations: Collaboratively create and uphold shared expectations.

2. Setting Achievable Goals. Staff will:

- Co-develop Goals: Regularly review and co-develop goals with learners.
- Refer to Success Criteria: Make success criteria explicit and refer to them throughout the learning cycle.
- Use Small Steps: Deliver content using small steps and scaffolds towards independence.
- Individual Learning Plans: Use Individual Learning Plans to set and review goals with learners.
- Celebrate Successes: Conduct timely reviews to celebrate successes.

3. Building Mutual Respect. Staff will:

- Collaborative Expectations: Generate shared expectations collaboratively.
- Consistent Positive Language: Use consistent, positive language and framing.
- Ensure Voices are Heard: Ensure all involved have a voice and are heard.
- Ensure the learning environment is safe for all: With particular focus on treating others with respect and ensuring no prejudice is experienced.

5.2 Monitoring

The effective and consistent development of this approach will be monitored through:

Individual Learning Plans

- Goal setting that is incremental and focuses on the skills for learning.
- Clear success criteria.
- Goal setting that is reviewed regularly and where achievement is celebrated.
- Co-development of goal setting and reviews.
- Stakeholders being integral to the process.

Planning for Delivery

- Planning which scaffolds and supports success.
- Planning which is tailored to the individual and pitched appropriately to enable them to achieve their goals

Observation of Delivery

- Evidence of delivery that scaffolds and breaks learning into small steps.
- Evidence of educators acting as role models through language and behaviours.
- Evidence of language promoting a culture where mistakes made are positive.
- Evidence of language being used to frame situations positively and to avoid apportioning blame.
- Evidence of appropriate celebration of success.
- Evidence of clear success criteria and expectations.
- Evidence of stakeholders being heard.
- Learners who are positive about their learning experience.
- Respectful behaviour between all at all times.

Visual Environment

- Evidence of shared expectations linked to respect.
- Celebration of success, where appropriate.
- Reminders linked to the strengths-based approach.
- Clear success criteria, where appropriate.
- Reminders linked to language and positive framing.

6.0 To support learners whose progress is at risk to enable every learner to achieve success

In order to ensure success for all, there are likely to be times when intervention is required to more formally structure the strategies and processes to be used to enable success.

6.1 Responses to Situations of Challenge

Analysing Situations

View behaviour as communication:

- Identify underlying needs and provide support.
- Be curious about what behaviour communicates and offer learning opportunities.
- Developing self-regulation.

Support learners in regulating actions and emotions:

- Avoid assumptions based on age.
- Include explicit self-regulation skill development in the interventions.
- Reparation and restoration.

Promote learning through reparation and restoration:

- Repair and resolve relationships affected by situations.
- Steps for successful reparation and restoration.
- Analyse triggers.
- Prepare restoration conversations per guidance.
- Implement swiftly after the event.
- Value the process as a learning experience.
- Develop a strategy incorporating self-regulation skills.

6.2 Interventions

Transparency over the expected standards and desirable behaviours are necessary, however, if these are repeatedly an area of concern, then interventions are required. These should be implemented when a learner is at risk of not meeting the expected success criteria.

Action plans must follow the advised process for the curriculum delivery area and must involve stakeholders, as co-developers, to ensure all are in agreement with the next steps. Interventions are likely to be more regularly reviewed and should include precise goals. This is to ensure the learner remains on the expected trajectory.

6.2.1 Young People's Learning Specific Information

Behaviour Approach for Young People's Learning

Everyone will contribute to establishing shared expectations and will be expected to follow them. If these expectations are not met, the following steps will be taken to manage the situation positively: **Appendix 1**

All incidents will be documented in the YPL Operational spreadsheet. (tab - Behaviour Records).

4 Stages of Behaviour Management

Stage 1: Immediate Response

Minor Behaviour Incidents: Address behaviour calmly and understand the context.

Serious Behaviour Incidents: Ensure safety. Send learners home and use de-escalation techniques.

Stage 2: Communication

Minor Behaviour Incidents: Remind learners of expectations and use positive reinforcement.

Serious Behaviours Incidents: Record details, report, and determine further actions.

Attendance: Promote regular attendance and create an engaging environment.

Stage 3: Follow-Up Actions

Minor Behaviour Incidents: Offer support and monitor progress.

Serious Behaviours Incidents: Emergency reviews, restorative conversations and support mechanisms.

Attendance: Track attendance, contact parents/carers and address barriers.

Stage 4: Review and Reflect

Minor Behaviour Incidents: Reflect on and adjust strategies.

Serious Behaviours Incidents: Ending the course.

Attendance: End the course

Overall: Regularly review procedures and encourage continuous improvement.

Attendance Approach for Young People's Learning

- **Green attendance** – at or above 85%. This level of attendance will be shared as a positive with parents/carers/linked agencies and senior staff.
- **Amber attendance** – between 70% and 85%. This level of attendance will result in a meeting with parents/carers and senior staff to identify an appropriate support package and short-term improvement goals. These will be reviewed fortnightly with learners, recorded in learner files and in team meetings.
- **Red attendance** – below 70%. This level of attendance will result in a formal contract being completed with the learner, parents/carers, linked agencies and senior staff. This contract will then be reviewed weekly with learners, as is with the contract above

6.3 Monitoring

The effective and consistent development of this objective will be monitored through:

Individual Learning Plans

- Target setting that is appropriate for success and adjusted to be in line with the learner needs.
- Clear success criteria.
- Target setting that is reviewed regularly and where achievement is celebrated, and support is identified.
- Co-development of target setting and reviews through review processes.
- Inclusion of targets linked to self-regulation and reparation, where appropriate.

Planning for Delivery

- Planning which is adjusted to be in line with the revised plans and interventions.
- Planning that takes into account any support actions identified and review of previous challenges.

Observation of Delivery

- Clear expectations for self-regulation.
- Development of skills (as needed).
- Positive language use; avoiding blame.
- Stakeholders as co-developers in learning.
- Culture of reparation and restoration for addressing challenges.

Visual Environment

- Evidence of expectations linked to reparation and restoration.
- Clear success criteria, where appropriate.
- Reminders linked to language and positive framing.

Interventions

- Evidence of interventions implemented in line with the expected procedures.
- Evidence of interventions which have been co-developed.
- Evidence that actions are enabling success and progress to be made.

7.0 Monitoring Summary

This is a summary of the different areas monitored within the scope of this policy and how this monitoring will be undertaken.

Monitoring area	Objectives covered	Monitoring processes
Individual Learning Plans	1, 2, 3	<ul style="list-style-type: none">• Completion of courses• Line managers• Curriculum manager /SEND audit
Planning	1, 2, 3	<ul style="list-style-type: none">• Line managers• Curriculum audit• OTLA audit
Delivery	1, 2, 3	<ul style="list-style-type: none">• OTLA audit• Session scrutiny• Learning walks• Learner feedback
Visual Environment	1, 2, 3	<ul style="list-style-type: none">• Curriculum managers• Team meeting minutes• Learning walks• Curriculum operations and Performance groups
Support Packages	3	<ul style="list-style-type: none">• SEND audit• OTLA audit• Learning walks• Individual learning plan review• Team meeting minutes• Curriculum operations and Performance groups

Appendix 1 Stages of Behaviour Management

Stage 1: Immediate Response

Dealing with Minor Behaviour Incidents:

- Address the Behaviour: Calmly and promptly address the behaviour using a firm but respectful tone.
- Understand the Context: Ask the learner about the situation to understand the context and reasons behind their behaviour.

Managing Serious Behaviours:

- Ensure Safety: Prioritise the safety of all individuals involved. Remove any immediate threats and secure the area if necessary.
- Send Learners Home: Send all involved learners home immediately to ensure the safety of others. Inform parents/carers and request them to collect their young person.
- Calm the Situation: Use de-escalation techniques to calm those involved. Notify the police or other emergency services if necessary.

Stage 2: Communication

Dealing with Minor Behaviour Incidents:

- Clear Expectations: Remind the learner of the expected behaviour and the rules in place.
- Positive Reinforcement: Acknowledge and praise positive behaviour to encourage a positive change.

Managing Serious Behaviours:

- Following the Event: Record detailed information about the incident and report it to the safeguarding lead and curriculum manager. Gather witness statements and contact parents/carers.

Managing Attendance:

- **Green attendance** – at 85% or above. Our Key Performance Indicators are 90% or above SI, 88% for Pathways 2 and 86% for Pathways 1. This level of attendance will be shared as a positive with parents/carers/linked agencies and senior staff.
- Promote Regular Attendance: Communicate the importance of regular attendance to learners and their parents/carers. Foster a welcoming and engaging learning environment.

Stage 3: Follow-Up Actions

Dealing with Minor Behaviour Incidents:

- Support: Offer support to help the learner improve their behaviour. Examples include, emotional literacy work, behaviour contracts and/or restorative practice.
- Monitor Progress: Keep track of the learner's behaviour over time and provide regular feedback.

Managing Serious Behaviours:

- Possible Further Outcomes: Discuss with relevant parties to determine further actions. Examples include emergency reviews, restorative conversations and support mechanisms.

Managing Attendance:

- **Amber attendance** – between 70% and 85%. This level of attendance will result in a meeting with parents/carers and senior staff to identify an appropriate support package and short-term improvement goals. These will be reviewed fortnightly with learners, recorded in learner files and in team meetings.
- Monitor Attendance: Track attendance and identify patterns of absenteeism early. Contact parents/carers promptly when a learner is absent.
- Support and Interventions: Work with learners and their families to identify and address barriers to regular attendance. Offer resources such as academic assistance.
- Encourage Accountability: Set attendance goals with learners and celebrate their achievements. Engage parents/carers in supporting their child's regular attendance.

Stage 4: Review and Reflect

Dealing with Minor Behaviour Incidents:

- Reflect and Adjust: Reflect on the incident and the response. Adjust strategies if necessary to better manage future incidents.

Managing Serious Behaviours:

- Ending the programme.

Managing Attendance:

- **Red attendance** – below 70%. This level of attendance will result in a formal contract being completed with learner, parents/carers, linked agencies and senior staff. This contract will then be reviewed weekly with learners, parent's carers where appropriate as is with the contract above
- Ending the programme.

Overall Review:

Review Procedures: Regularly review and update procedures to ensure they remain effective and relevant.

Reflect and Learn: Foster a culture of continuous improvement by reflecting on incidents and learning from them. Share insights and lessons learned with the team.

Appendix 2 Behaviour Contract

Behaviour Contract

Name:

Date:

Course:

I _____ (Learner Name) agree to the following targets

1.

2.

3.

Help I may need to achieve these targets

Learner Signature

Tutor Signature

Parent Carer consulted ☐

Date for review of contract:

Reviews

Date	Staff	Details

Appendix 3 Attendance Contract

Attendance Contract

Name:

Date:

Course:

Current Attendance:

Barriers to attendance

Actions to support attendance (Learner)

1.

2.

3.

Actions to support attendance (Parenta/Carer)

1.

2.

Actions to Support attendance (Hampshire Achieves)

1.

2.

Learner Signature

Tutor Signature

Skills Coach Signature

Parent/Carer Signature

Date for review of contract: