



# Relationships and Behaviour

## Guidance for Learners, Parents & Carers

Hampshire Achieves recognises that it has a legal and moral duty to provide a safe and secure environment for its learners', staff and visitors.

"Young People's Learning (YPL) provision is part of Hampshire Achieves (HA) and strives to achieve the best possible outcomes for learners, ensuring they leave with the appropriate attitudes, coping strategies, skills, knowledge, and character to prepare them for their next steps."

It is recognised that some learners may have specific support needs that require an individual approach to administering our **Relationships and Behaviour** policy. This will be assessed on an individual basis and with the oversight of the YPL Team.



### Promoting Positive Behaviour

Managing behaviour should always be viewed as supportive. Behaviour issues during YPL activities, including trips and visits, encompass both academic and non-academic behaviour.

This includes simple, practical procedures for staff and learners on how to create a positive culture for managing learner behaviour.



## Young Peoples Learning Culture for Managing Positive Behaviour

### Our Characters

As a trauma informed provision, Hampshire Achieves is committed to educational practices which, Protect, Relate, Regulate and Reflect:

#### 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, 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 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, outside education, breathing and mindfulness activities as well as providing time to talk through feelings and emotions.

#### 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.

#### We need:

- Clear and high expectations
- Empowerment for staff/learners



## We take ownership

### Expectations from All Staff

#### Take ownership of learner behaviour

- Promote our YPL expectations
- Be polite and use positive language
- Show interest in our learners
- Engage learners in decision-making
- Treat every day as a fresh start

### Expectations from Tutors/Skills Coaches

- Arrive early and complete a wellbeing check-in
- Take registers promptly
- Set high expectations for learner learning
- Provide regular, positive feedback, reward success

### Expectations for Learners

- Attend all lessons and arrive on time.
- Be prepared to learn and help others to learn
- Be polite
- Always display professional workplace behaviours
- Have pride in your work completed
- Respond to feedback given and strive to constantly develop
- Show respect for people
- Embrace diversity
- Treat every day as a fresh start



# Escalation

In cases where core values are not followed and intervention procedures are necessary, the following four stages will take place:

## 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:

- **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, such as emotional literacy work, behaviour contracts, 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, such as emergency reviews, restorative conversations, support mechanisms.

#### Managing Attendance:

- **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 all aspects of the programme.

#### Managing Attendance:

- Ending all aspects of 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.