LEADING FUTURES

EDUCATION SERVICES

The right support, at the right time

Positive Relationships Policy

Promoting Positive Relationships and Behaviour

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Section 1: Introduction and Rationale

At Leading Futures Alternative Provision, a nurture-focused setting, positive relationships are fundamental to all activities.

We are committed to ensuring every learner feels included, respected, safe, active, and healthy, and is given every opportunity to achieve their full potential within our community.

Our mission is to provide "the right support, at the right time" and is driven by our vision and values which are integrated into all aspects of our provision and services. We strive to create an environment where shared values are underpinned by the development of positive relationships.

Leading Futures is committed to delivering its vision and creating an environment where:

- Learners feel safe and secure.
- Learners are engaged and enjoy learning.
- Learners experience success and achievement.
- Learners and staff model exemplary attitudes and conduct.
- Safeguarding and pastoral care are central to all practices.
- Positive relationships are built within the provision, the local area, and wider communities.

Our vision is built around three core values: **Aspire**, **Belong**, and **Connect** (ABC). We encourage all members of the Leading Futures community to consistently uphold these values.

- **Aspire for Excellence**
- **Belong to a Community**
- **Connect to Thrive**

We are committed to fostering a culture where learners **aspire for excellence** in all endeavours, motivating them to achieve their best academically and personally. This is achieved by raising learner aspirations, broadening their horizons, and increasing their resilience and self-confidence.

We are dedicated to ensuring that all learners feel a sense of **belonging to a community** while receiving support from Leading Futures. This sense of belonging is derived from our inclusive culture, where learners feel valued and cared for. We emphasise the role of teamwork and relationships in educational experiences, promoting kindness, care, humour, positive attitude, and empathy.

Our nurturing environment provides learners with the opportunity to **connect to thrive**, both within and outside the provision. We support learners in developing skills for success in a global society, including collaboration, communication, and technology use to foster connections.

Together, these values create a holistic approach to education, emphasising personal growth, community involvement, and the pursuit of excellence. By grounding our policy and practices in these values, we aim to create a positive and nurturing ethos that fosters a shared understanding of expectations for staff and learners.

This policy aims to improve relationships and embed nurturing approaches across the provision. It reflects local and national priorities and practice in promoting positive relationships.

We aim to promote a consistent, calm environment where high level learning behaviour is supported. We provide clarity of expectations and ensure a consistent approach from all members of the provision community in supporting young people in their learning.

Leading Futures promotes positive behaviour through a blended approach. Our trauma-informed and attachment-aware staff understand that they should not personalise behaviour, but instead focus on positively guiding learner conduct. Our aim is to cultivate a culture of strong relationships, fostering a nurturing environment where learners thrive in every classroom.

We actively partner with stakeholders to ensure all learners have a positive experience and achieve their full potential.

Purpose of the Policy

- The purpose of the policy is to provide clear, practical procedures for staff and learners to:
- Promote positive attitudes to learning.
- Teach and reinforce appropriate learning behaviour through positive interventions and recognition of high-level learning behaviour.
- Empower staff to address inappropriate learning behaviour constructively, using restorative approaches to maintain positive relationships.
- Establish a staged intervention approach to address difficulties promptly, allowing learning to continue and relationships to be preserved.
- Ensure a positive, safe, and nurturing learning environment where all members of the provision community feel respected, valued, and included.

Policy Framework

Most young people flourish through implementation of the Getting It Right for Every Child (GIRFEC) framework, the creative delivery of Curriculum, and through support from the provision SENDCo. The National Improvement Framework priorities are also integral to our whole provision planning and key to our approach to building and maintaining positive relationships.

The policy is written in line with the recently revised 'Promoting positive relationships and Behaviour in Educational Settings' guidance and has also been informed by national guidance on 'Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England including pupil movement'. Other key drivers behind this policy include:

- Better Relationships, Better Behaviour, Better Learning (2013)
- Developing a positive whole school culture: Relationships, Learning and Behaviour (2018)
- Renfrewshire's Nurturing Relationships Approach (CLPL: Ed Psych 2019)
- When the Adults Change, Everything Changes (Book: Paul Dix)
- Building Positive Relationships (CLPL: Brian Donnelly, 2019)
- Classroom Culture In-Service Training (CLPL: CPI Huw Lloyd, May 2022)

Section 2: Roles and Responsibilities

Responsibility of All

The promotion and support of positive relationships and behaviour is the responsibility of every member of staff at Leading Futures Alternative Provision. Constructive relationships between learners and staff, grounded in mutual respect, are essential for effective teaching and learning.

Our approach centres on building strong, supportive relationships with learners, creating a safe

and inclusive environment where all learners can succeed. We aim to foster a culture that encourages personal growth, academic success, and social responsibility.

Staff play a vital role in establishing and maintaining a well-structured, consistent, and purposeful learning environment. Positive behaviour and attitudes are most effectively developed in classrooms where learners feel valued, expectations are clear, and high aspirations are consistently modelled.

All members of the Leading Futures Alternative Provision community contribute to creating a respectful and aspirational culture where every learner can thrive.

Expectations of Staff

Staff are expected to:

- Show kindness, respect, and care for every learner.
- Listen to learners, acknowledge their contributions, and respect their individuality.
- Foster a welcoming and inclusive classroom environment.
- Greet learners positively at the start of each lesson.
- Deliver well-planned lessons using appropriate resources to meet diverse needs.
- Provide essential equipment, such as pens and pencils, when required.
- Maintain high expectations for all learners, recognising effort and celebrating achievement.
- Support and encourage learners to meet their full potential.
- Demonstrate interest and enthusiasm in response to learners' work and progress.
- Set clear expectations and explain consequences in a way that supports understanding and responsibility.
- Regularly acknowledge and reinforce positive behaviour and attitudes across the provision.
- Focus attention on learners who are making the right choices and meeting expectations.

Expectations of Learners

Learners at Leading Futures Alternative Provision are encouraged to:

<u>Aspire for Excellence</u>

- Maintain excellent attendance and punctuality, arriving on time and prepared for learning.
- Bring appropriate equipment to every lesson, including any materials provided by the provision.
- Take responsibility for home learning, completing tasks to the best of their ability and meeting deadlines.
- Show ambition and determination to make progress and achieve personal goals.

<u>Belong to a Community</u>

- Wear the correct uniform with pride and follow expectations regarding appearance.
- Treat all members of the community with respect and kindness.
- Take care of the provision's facilities and resources.
- Support a calm and positive environment by demonstrating consideration for others in all spaces.

<u>Connect to Thrive</u>

- Engage positively with peers and staff, showing respect in all interactions.

- Use technology appropriately, following provision rules for devices and online behaviour. Learners will use online platforms, social media and digital communication responsibly and respectfully. Any online behaviour that negatively impacts the wellbeing, safety or reputation of another learner, member of staff or the provision may be addressed through this policy.
- Be open to new experiences, participating in a broad range of opportunities both within and beyond the classroom.

Expectations Beyond the Classroom

- The Directors and staff will maintain a visible presence around the provision to promote a calm and purposeful atmosphere and build strong relationships with learners.
- Learners should only be permitted to leave class if they have an authorised pass (e.g. Toilet Pass, Time-Out Pass, or Early Release Pass).
- Staff may exercise discretion in exceptional cases where a learner does not have a pass, but requests must be managed sensitively and professionally.
- Communal areas will be actively supervised during break and lunch times to support safe and respectful conduct.

Expectations of Parents and Carers

Parents and carers are key partners in supporting learners' success and are expected to:

- Communicate respectfully and constructively with staff regarding their child's learning and wellbeing.
- Reinforce the values and expectations of Leading Futures Alternative Provision at home.
- Engage actively in the life of the provision through attendance at parents' meetings, events, and other activities.
- Support staff and leadership in promoting consistent standards and expectations.
- Collaborate with staff to address individual needs and contribute to strategies that support positive outcomes for their child.

Section 3: Celebrating Positive Behaviours and Attitudes

At Leading Futures Alternative Provision, we recognise that parents and carers are a child's first educators. We are committed to developing strong, positive partnerships with families to ensure the best outcomes for our learners. Collaboration between home and provision is essential in supporting each young person's personal and academic journey.

Pastoral Support and Key Staff

Leading Futures has a dedicated team of pastoral professionals, including:

- Behaviour/ Pastoral Lead
- Designated Safeguarding Leads
- Family Liaison Officer
- SENDCo

This team works closely with families throughout the learner's time at the provision. The main office serves as the first point of contact for all learners and their families. Our team makes every effort to know—and be known by—each learner, ensuring strong relationships and personalised support.

Our ultimate aim is to support learners' academic achievement, social development, and successful transition into a positive and sustained post-16 destination. All staff at Leading Futures hold the highest aspirations for our young people.

Daily Support Structures

Upon entry, learners are allocated to tutor groups, which provide consistent guidance and community throughout their time at the provision. A daily staff briefing ensures that learners' individual needs are identified and addressed. This meeting produces minutes and action points to promote shared responsibility and targeted support.

The Pastoral Team and Directors will:

- Monitor and support learner behaviour, attendance, and punctuality.
- Be accessible to all learners, offering guidance on personal, social, health, and educational matters.
- Deliver a personal and social development curriculum appropriate to each learner's age and stage.
- Provide enhanced support during key transitions, including entry to the provision, reintegration into mainstream education, and post-16 planning.
- Maintain regular communication with parents and carers and liaise with external agencies such as social care or health services when appropriate.
- Offer assessment support for external qualifications.
- Track and monitor learner progress, identifying those in need of additional support and planning targeted interventions.

Recognising and Rewarding Positive Behaviour and Attitudes

Recognising and rewarding positive behaviour and attitudes are key in our approach. We believe that positive behaviours and attitudes should be recognised and rewarded. As a provision, we will recognise and highlight these in many ways.

- Star rewards awarded
- Praise Postcards
- Text/ phone call home
- Provision newsletter /website
- Local news/media
- Provision Assemblies
- Wall displays
- Star learner in each subject area
- Award Certificates
- Prize giving
- Extra-Curricular Awards
- Special awards at the Year 11 Prom
- Reward trips
- Tutor awards
- Reward vouchers

Star Rewards

All staff can issue star rewards to learners at any point in the week for any of the following:

- Punctuality to sessions
- Wearing provision uniform correctly
- Punctuality to lessons
- Good contribution and effort in class
- Good or improved behaviour
- Contribution to or leadership of learning
- Quality of work
- Attainment or Achievement
- Supporting others
- Embracing provision values

This is a non-exhaustive list.

Section 4: Managing Behaviour

At Leading Futures Alternative Provision, we recognise that despite a member of staff's best efforts to foster a positive learning environment and build strong relationships, there may be occasions when a learner displays behaviour that disrupts learning or leads to conflict.

In such instances, it is crucial that the focus remains on how the behaviour impacts the learning experience—not only for the individual learner, but also for their peers. Learners should be encouraged to reflect on how their actions do not align with our core values: **Aspire for Excellence**, **Belong to a Community**, and **Connect to Thrive**.

De-escalation and Restorative Practice

Staff should make every reasonable effort to de-escalate challenging situations and avoid confrontation. Professional development opportunities will be provided throughout the academic year to support staff in developing and refining de-escalation techniques (See Appendix 1).

A restorative approach is central to our ethos. This approach promotes dialogue, reflection, and mutual understanding, with the intention of maintaining and repairing relationships. Rather than focusing on blame or punishment, staff should guide learners to explore:

- What happened?
- What were you thinking and feeling at the time?
- Who has been affected and how?
- What can be done to make things right?
- How can we move forward positively?

This method empowers learners to take responsibility, understand the impact of their actions, and work collaboratively with staff to find constructive solutions. See Appendix 2 for more information.

Purpose of Intervention

The goal of any intervention is to resolve difficulties at the earliest possible stage, so that:

- Disruption to learning is minimised
- Relationships can be restored
- A positive learning environment is maintained
- Learners are supported to reflect and re-engage with their education

Interventions must always be proportionate, focused on solutions, and grounded in the principles of fairness and respect. The nature of the response will be guided by the seriousness and frequency of the behaviour, in accordance with the Leading Futures Engagement for Learning Policy.

Consistency and Inclusion

We recognise that some learners, particularly those with social, emotional and mental health (SEMH) needs, or speech, language and communication difficulties, may face additional barriers to managing their behaviour. In these cases, it is essential that all staff act with empathy, patience, and consistency to prevent escalation.

Staff will consider whether behaviour is linked to an unmet special educational need, disability, communication difficulty, underlying trauma, mental health need or sensory difference before determining an appropriate response.

Sanctions may be used when appropriate, but they must be applied fairly and consistently, with an emphasis on:

- Providing opportunities for reflection and reparation
- Supporting the learner to understand the consequences of their behaviour
- Sustaining positive relationships between staff and learners
- Reinforcing clear and consistent boundaries within a supportive framework

This approach supports our overarching aim: to help every learner achieve personal growth, academic success, and a strong sense of belonging within the Leading Futures community.

Approaches for Addressing Inappropriate Learning Behaviours

Everyone in our provision community must have a clear understanding of the sanctions that will be used. Our expectations need to be applied consistently across the whole provision and by all staff. The following are possible approaches and resources, which may be applied in a given situation. They are not intended to be a sequential or exhaustive list – the strategy or resource used will be dependent on individual circumstance.

Classroom level

Strategies and resources at **classroom** level include:

- Reinforce desired behaviours around provision expectations and praise the behaviour you want to see. First attention to positive behaviour
- A clear verbal caution delivered discreetly to the learner making them aware of their behaviour
- Change of learning task/ seating/ grouping
- Provide a temporary ‘cool down’ from class (in general, three minutes should be enough)
- Restorative conversation
- Loss of star rewards to be issued if no change in behaviour after first warning was given. Staff should make learners aware when they have lost a star reward and the reason for this
- Tracking and monitoring to analyse patterns and put in place appropriate supports
- Reflection of classroom practice - learning and teaching methodologies used
- Access support from additional staff – advice/ peer observation/ feedback. Communicate difficulties during staff briefings
- Liaise with pastoral staff for support
- Try to make time to discuss with the learner possible reasons for behaviour
- Remain calm and consistent with reminders of expectations

Staff should work in partnership with colleagues to support, guide, model and show a unified consistency to the learners.

In addition to the strategies and resources noted above, further intervention could include:

- Working in a different area of the provision – but with the learner still learning. This should last for an agreed period of time and the learner should be made aware of this timeframe. Achievable but challenging work should be set
- Catch up - Pastoral to support and help arrange this intervention. Learners should be supervised and in order to have maximum effect this time is best used by having a restorative worksheet completed by the learner to try to re-connect the learner to their learning. Good use of this time may also include the supported completion of missed work/ homework specific to the subject.
- Facilitate a restorative conversation with the learner and class teacher
- Pastoral staff to communicate with parent/ carer
- Place on a Pastoral Monitoring Card
- If inappropriate learning behaviour continues following a range of subject interventions, staff complete a referral to the Director of SEND who will advise on additional strategies and update the Learner Provision Plan (LPP)

Whole Provision Level

Directors stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

In addition to the strategies and resources noted above, additional strategies and resources at whole provision level include:

- Parent/ Carer meeting
- Facilitate a ‘Team Around the Child’
- Amended curriculum/ timetable
- Access to wider/ authority resources

Director Support

Directors are to be called immediately if:

- There is a serious incident (fight, significant bullying incident, sectarianism).
- The lesson cannot continue due to the level of disruption

Suspensions (Internal / External)

At Leading Futures Alternative Provision, we are committed to promoting inclusion and maintaining access to learning for all our learners. In line with national guidelines in England, the suspension of a learner—whether internal or external—must only be used as a last resort, when all other strategies have been exhausted and there is no suitable alternative.

Suspension should never be punitive. Instead, it should serve a clear, short-term purpose: to provide the necessary space and time to plan effective support strategies that address the root causes of the behaviour and promote positive future outcomes.

When Suspension is Considered

A decision to suspend a learner may be taken only in extreme circumstances, and where behaviour significantly disrupts the safety, learning or wellbeing of others. It must be:

- Proportionate
- Time-limited
- Used to facilitate meaningful intervention and planning

In every case, consideration must be given to the potential impact on the learner, including their long-term engagement and life chances.

For learners who are Children in Care (CIC), it is essential that social care is involved prior to any decision regarding exclusion or suspension. This ensures the integrity of the care placement and that decisions are made in the best interests of the child.

Reflection Time as an Alternative

Wherever possible, our approach is to keep learners within the provision, so they maintain access to learning and support. In circumstances where a learner's behaviour cannot be managed within the usual classroom or social settings, they may be assigned Reflection Time.

Reflection Time is a structured, supervised intervention that enables learners to:

- Pause and reflect on their actions
- Re-engage with expectations
- Access support and begin restorative conversations
- Prepare for a successful reintegration into learning

If a learner refuses to engage with Reflection Time, the matter will be escalated to the Directors for further review and next steps.

Return to Provision Meetings

Following any period of suspension, a Return to Provision Meeting will be held between:

- The learner
- Their parent/carer
- A Director
- And, where appropriate, the Director of SEND / SENDCo, particularly for learners with identified special educational needs

This meeting provides an opportunity to:

- Review the reasons for the suspension
- Agree on a plan of support moving forward
- Complete restorative work to repair relationships and rebuild trust between the learner and staff
- Reinforce expectations and values within a supportive, respectful environment

This approach ensures that exclusion is a last resort, that support remains personalised and purposeful, and that every learner is given the opportunity to reflect, re-engage and thrive within our community.

Appendix 1

De-escalation Techniques: Guidance for Staff

At Leading Futures Alternative Provision, we recognise that behaviour is a form of communication. When a learner displays challenging behaviour, staff must consider not only the behaviour itself but also the underlying emotions, needs, or experiences that may be driving it.

Effective de-escalation helps to prevent situations from escalating into conflict, and ensures our learning environment remains calm, safe and inclusive for all.

Key Principles of De-escalation

- Avoid confrontation: Confrontational approaches often escalate tension. Use calm, respectful communication at all times.
- Be aware of your influence: Your body language, tone of voice, and facial expressions are powerful tools. Use them to project calm and reassurance.
- Intervene early: Low-level behaviours should be addressed promptly and respectfully, before they escalate.
- Tailor your response: Use your knowledge of the learner, including their age, needs, background and your relationship with them, to inform your approach.

Strategies to Prevent Escalation

The following de-escalation techniques can be used at different stages of a situation. This is not an exhaustive list, and professional judgement should always be applied.

- Speak in a calm and quiet tone
- Allow time and space for the learner to process and make a choice
- Listen actively and show empathy
- Re-direct the learner's attention to a positive activity
- Offer personal space where appropriate
- Remove other learners from the area if necessary
- Set boundaries using non-confrontational language
- Reinforce positive behaviour
- Use planned time out if needed
- Involve a trusted adult who has a good relationship with the learner
- Acknowledge the learner's feelings and show understanding
- Take responsibility for initiating relationship repair after the incident

Managing Challenging and Aggressive Behaviour

Most challenging behaviour follows a predictable escalation pattern, and it is during the build-up phase that de-escalation is most effective. Once a learner reaches a crisis point, they are likely to be in a state of high emotional arousal and unable to self-regulate.

During Escalation – Do's and Don'ts

DO:

- Remain calm, composed and reassuring
- Maintain a safe physical distance
- Avoid prolonged or intense eye contact
- Be empathetic and validate the learner's feelings
- Use simple, clear, jargon-free language
- Listen actively and reflect back what the learner says
- Use "I" statements (e.g., *"I feel concerned when…"*)
- Respect personal space
- Keep your posture open and non-threatening – stand at an angle
- Be consistent in outlining acceptable behaviour
- Offer realistic and manageable consequences
- Remain professional and objective
- Seek help from Directors where necessary

AVOID:

- Shouting or raising your voice
- Judging, blaming, or criticising
- Physically invading personal space
- Overwhelming the learner with language or questions
- Issuing threats or ultimatums
- Reacting emotionally to verbal challenges

Post-Crisis Support

After a crisis, the learner may still need time and space to recover emotionally. Once calm, staff should:

- Allow the learner time before discussing the incident
- Facilitate a restorative conversation, helping them reflect on what happened and how it can be repaired
- Use this as an opportunity to rebuild trust and re-establish positive expectations

Director support should always be sought when a learner has lost control or when safety may be at risk. Consistent use of de-escalation strategies, combined with restorative practice, is key to maintaining safe, respectful relationships and supporting long-term behavioural development.

Appendix 2

Restorative Approach

At Leading Futures Alternative Provision, we are committed to building a provision community based on mutual respect, inclusion, and understanding. A restorative approach underpins our ethos and supports the development of positive relationships between learners, staff, and families.

Restorative practice enables all members of our community to be part of a fair and constructive process. It helps individuals to reflect on their actions, understand the impact of their behaviour on others, and make positive changes.

When We Use Restorative Approaches

Restorative approaches are applied both preventatively and responsively:

- **Preventative:** To nurture positive, respectful relationships across our provision community
- **Responsive:** To repair harm and restore relationships when difficulties or conflict arise

This approach prioritises reflection over retribution, and conversation over punishment. It helps young people to understand the link between their emotions, thoughts, and actions, and to consider the impact of their behaviour on others.

Why Restorative Practice Matters

Evidence suggests that restorative practice is more effective in supporting long-term behavioural change than systems based solely on rewards and sanctions. It encourages children and young people to:

- Take responsibility for their actions
- Feel heard and involved in the process
- Develop empathy and respect for others
- Work collaboratively to resolve conflict

All restorative conversations should be sensitive to individual needs, including any special educational needs or vulnerabilities.

Restorative Questions

When responding to an incident restoratively, staff are encouraged to guide the conversation using the following key questions:

1. What happened?
2. What were you thinking at the time?
3. What do you think now?
4. Who has been affected, and how?
5. What can we do to put things right?
6. How can we make sure this doesn't happen again?

These questions are not about assigning blame, but about supporting reflection and resolution.

Skills Developed Through Restorative Practice

Restorative approaches help learners develop essential personal and social skills, including:

- Non-violent communication
- Active, non-judgemental listening
- Development of empathy and emotional intelligence
- Understanding and managing anger
- Building and maintaining self-esteem
- Assertiveness
- Valuing and respecting diversity
- Forming positive, respectful relationships

The Role of Staff

Staff play a key role in modelling restorative values. Restorative conversations are an opportunity to repair relationships, maintain a positive learning environment, and support learners to develop the tools they need to thrive.

These conversations are a proactive and respectful response to conflict or behavioural concerns, helping to de-escalate tension and ensure all learners feel heard, respected, and supported.