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**CARMARTHENSHIRE SECONDARY TEACHING AND LEARNING CENTRE**

**Relationships policy**

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**Aims**

To foster, promote and manage healthy, positive relationships between all members of Carmarthenshire Secondary Teaching and Learning Centre and the wider community. To Work together in partnership with supportive agencies to improve attainment, attendance and wellbeing for all the young people who attend CSTLC.

To follow and abide by the school rules of being:

* Ready to Learn
* Relationships
* Respect
* Restorative
* Responsibilities
* Rights

These 6 ‘R’s apply to **all** pupils, **all** staff and to **all** visitors to our school

**Core Values**

Our role as a centre is to promote the very best in every pupil and to that end we have created the set of values which we expect everyone at CSTLC to live up to. These are enshrined in our school vision.

**Our vision:**

## To provide a nurturing environment where there is opportunity for all. To maintain a purposeful culture which prepares all individuals for their future. To build respectful relationships which allow everyone to be heard, be innovative and achieve.

**CORE PRINCIPLES – 6 R’s**

**Ready to Learn; Relationships; Respect; Restorative; Responsibilities; Rights**

* We expect everyone to work hard, to give of their best and to **respect** everyone’s entitlement to learn without disruption.
* We expect all members of the centre community to show **courtesy** and **consideration** for each other at all times.
* We believe that everyone in the school is of equal value and deserves an **equal opportunity/rights** to achieve their potential.
* We believe that everyone in the centre should have **high expectations** of themselves and show **respect** for themselves and others.
* We seek to achieve **positive relationships** with and between pupils in an environment where achievement of every kind is valued and **where praise and encouragement are the norm.**
* We believe in **fair discipline**, consistently applied, taking into account individual circumstances and the needs of individual pupils.
* We believe that **every member of staff has primary responsibility** for managing the behaviour of pupils within his or her class.
* We should always attempt to **preserve the self-esteem** of the individual. Comments and actions should address the misdemeanor and not the individual.
* We should seek **restorative** solutions that allow all involved to extricate themselves from situations with their dignity intact.
* Our ultimate goal is to ensure that pupils become caring, **responsible** citizens with a well developed, sound code of personal behaviour, ready and prepared to play a full, active and productive role in the community.

**RATIONALE**

The expectations and processes of the Relationships Policy are clearly defined in the aims and they are**:** to foster, promote and manage healthy, positive relationships between all members of CSTLC and the wider community. To work together in partnership with supportive agencies to improve attainment, attendance and wellbeing for all the young people who attend CTLC.

The centre community recognise that behaviours’ can be learnt by individuals’ and that they can be a consequence of social and economic factors out of their control. As a centre we aim to act in a restorative way by separating the act from the actor and to address inappropriate behavior and protect the dignity of the individual, to offer an alternative. This can be achieved by looking at what occurred; how and who it affected; and to seek to repair that harm caused so that all parties can see a positive outcome.

‘WHEN THE ADULTS CHANGE, EVERYTHING CHANGES’

As a centre we believe that it is the adults that surround young people who should act and behave in a manner which reflects not only the core values of the centre but the acceptable behavior of professionals and non-professional in society at large. This enables our young people to witness and then demonstrate the core values in our actions within their own experiences of education and life outside in the community.

**RESTORATIVE APPROACHES.**

Many members of staff have been trained in restorative approaches and as a centre we work hard to develop this ethos. These practices should be used in order to avoid conflict arising and to repair harm in all the work we undertake within schools regarding relationships with each other. However, a restorative approach cannot be bought and is something that should be developed through the way we act towards others and how we present ourselves to others in all our dealings within and outside of school.

The centre endeavors to involve students in the disciplinary process and apply, wherever possible, restorative approaches as the first step to repairing the harm caused to the reputation or fabric of the school and the integrity and wellbeing of students, teachers and visitors alike. Staffs are expected to deal with any challenging behavior issues restoratively, paying heed to their RP questions (see below). Issues of a more serious nature involve everyone who has been involved in a conflict or difficult situation to find a way forward together. During this process everyone has the opportunity to talk about what has happened, how they have been affected and what needs to happen next.

The process is structured so everyone has the opportunity to have their say and listen to others. The next stage is for everyone to agree what is required to happen to put things right and to stop the same thing happening again.

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| **Responding to Challenging Behaviour** |  | **Responding to Those Harmed** |
| What happened?  What were you thinking about at the time?  What have been your thoughts about since?  Who was affected by what you did?  In what way were they affected?  What do you think you need to do to make things right |  | What happened?  What did you think when you realized what had happened?  How has this incident affected you and others?  What has been the hardest thing for you?  What do you think needs to happen to make things right? |
| **Restorative Practice at CSTLC** |  | **Restorative Practice at CSTLC** |

As a centre we acknowledge that at some point during staff are likely to be confronted with challenging behavior. This may come from students, parents/guardians and work colleagues or outside agencies.

No matter whom it is, or how it manifests itself, we ask that the staff adopt the 5C’s approach when confronted with challenging behavior. It provides positive reinforcement of key social skills that we want the pupils to learn and demonstrate in their own actions and it reinforces how we should behave and mange relationships as professionals within our centre.

**The 5 C’s when dealing with challenging behaviour-**

* Be **C**alm-
* Be **C**lear-
* Be **C**onfident-
* Be **C**onsistent-
* Be **C**ompassionate-

Within CSTLC we apply a measured response to pupils who are presenting disruption to learning in lessons. It is felt that within this tiered response a pupil will be given every opportunity to have time to regulate their own behaviour and be given time to most importantly think about the next steps. Within Dylan Thomas we firmly believe in the Principles of

**PIP**-praise in public

**RIP**-Reprimand in private

To encourage and to be able to continue to give good guidance to staff regarding adult behaviours we ask that staff adopt these essential protocols to support behaviour and relationships within CSTLC (see behaviour) management policy and procedures).