Relational Policy

Albright Education Centre

Sandwell Home and Hospital Tuition Service

Signed by Chair of Governors:	
Date ratified by Governing Body:	13.05.2026
Date of Review:	13.05.2028

Rationale

All staff recognise that behaviour is a form of communication, of an emotional need (whether conscious or unconscious). Pupils will be encouraged to develop positive behaviour for learning in recognition of its importance as a lifelong skill.

Albright Education Centre is committed to the emotional, mental health and well-being of its staff, pupils and parents/carers in all aspects of school life, providing an ethos, environment and curriculum that supports the whole community. Our curriculum allows each individual to follow a pathway of learning that builds on strengths and interests to support their academic aspiration.

The aim of the policy is to bring us all together to adhere to some basic key principles and practices that reflects our school ethos.

We aim:

- To provide a safe, happy and friendly environment, which encourages each individual to achieve their own potential.
- To enable staff to support children with their behaviour by providing students with strategies to manage their own behaviour.
- To ensure that all children and adults have a sense of belonging, have a feeling of safety, security and are valued.
- To provide a clear, fair and consistent approach to behaviour.
- To foster, nurture and value strong and healthy relationships.
- To ensure that our children are intrinsically motivated to do the right thing because it is the right thing to do.
- Young people to adopt a sense of worth, identity and achievement
- Young people to become self-disciplined and able to accept responsibility for their actions to make positive choices.

We have in place a variety of praise systems to promote good behaviour:

- Our house system to foster the community ethos and team work
- Clear and concise expectations of behaviour will be described, modelled and encouraged through assemblies and in class time to ensure that all children understand what is appropriate.
- Unconditional positive regard reinforced with all pupils and stakeholders at all times
- Verbal and written praise from all members of staff in school for good learning, effort or behaviour.
- Positive behaviour will be celebrated in a variety of ways.
- Weekly WOW certificates to celebrate successes.
- Group mentoring, 1:1 counselling sessions, Lego club, SULP, sensory opportunities.

Albright's school ethos promotes strong relationships between staff, young people and their families. It is this positive school culture and climate that fosters connection, inclusion, respect and value for all members of the school community.

In order for children and young people to feel safe, we ensure the environment at Albright is high in nurture and structure. This involves predictable routines, expectations and responses to behaviour. These are modelled appropriately by young people and staff.

We are aware that not all behaviours are a matter of 'choice' and not always in the young person's control. Therefore, choice of language must always be appropriate for the young person at any given time. Staff take on a non-judgemental, curious and empathetic attitude and all adults respond in a way that focuses on the feelings and emotions that may drive certain behaviours, rather than the behaviour itself.

Parental engagement is key when planning our support for each individual. At Albright we use the Emotion Coaching principles as an approach that focuses on the development of emotional regulation through supportive relationships.

What does this mean in practice?

1. Recognising, empathising, soothing to calm
2. Validating feelings and labelling them
3. Setting limits on behaviours
4. Problem solving with the young person

Occasionally a more formal response is required. If the relational approach has not been successful, the school may be requested to adapt an alternative graduated response to behaviour. This may start with low level responses usually from the teacher or class lead. Should these measures not be successful, on occasion it may be escalated to the faculty leads or potentially the senior leadership team responding. Measures might include reports, contacting home or mainstream school, detentions, restorative conversations, Head of School, change of provision or even in some cases, referral back to school.

This may be the case when there have been cases of inappropriate social media use, both in and out of school and other inappropriate behaviours (such as verbal and physical aggression) in and out of school.

A referral back to school may also be appropriate where mainstream school feel the placement at Albright Education Centre is no longer compatible for the child or young person's education.

Harmful sexual behaviour (HSB) is developmentally inappropriate sexual behaviour displayed by children and young people, which is harmful or abusive.

Peer-on-peer sexual abuse is a form of HSB where sexual abuse takes place between children of a similar age or stage of development. Child-on-child sexual abuse is a form of HSB that takes place between children of any age or stage of development.

Albright staff have undertaken the appropriate level of safeguarding training regarding this and any HSB concerns or incidents will be responded to appropriately, sensitively and with the correct agencies informed.