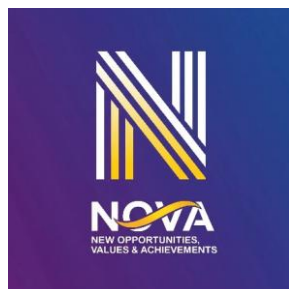


# Relational Policy (Alternative Provision)

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## Version History

Version No.	Author/Editor	Approved by	Date Issued	Next Review Date	Brief Summary of Changes
1	Lorraine Miranda	Rhea Marwaha	15.04.2026	13.04.2029	New Policy

## Executive Summary

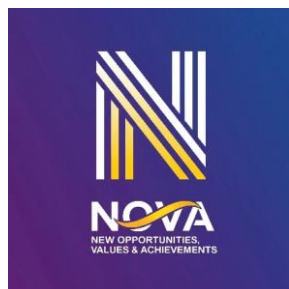
This Relational Policy sets out the provision's approach to behaviour, relationships and emotional development. It is founded on a trauma-informed and restorative framework which recognises that behaviour is a form of communication and may reflect unmet need, neurodevelopmental difference or the impact of adverse childhood experiences.

The provision is committed to creating a safe, structured and inclusive environment in which all learners feel valued, understood and able to engage meaningfully in learning. Relationships are central to this approach. It is through consistent, respectful and attuned interactions that learners develop trust, emotional regulation and the capacity to succeed both academically and socially.

This policy has been designed to meet current statutory expectations and to remain compliant with emerging legal developments, including the strengthened duties on employers from April 2026 to proactively prevent harm, including harassment and psychological risk, within the workplace. As such, it addresses both learner behaviour and the professional conduct and wellbeing of staff, ensuring a legally robust and inspection-ready framework.

The policy aligns with national guidance, including Behaviour in Schools, Keeping Children Safe in Education, the SEND Code of Practice, the Equality Act 2010 and the Children Acts.

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## 1. Executive Summary

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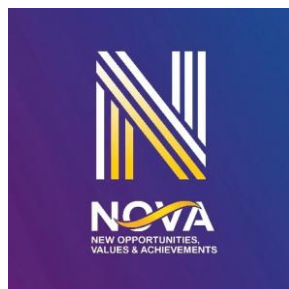
This policy has been designed to meet current statutory expectations and to remain compliant with emerging legal developments, including the strengthened duties on employers from April 2026 to proactively prevent harm, including harassment and psychological risk, within the workplace. As such, it addresses both learner behaviour and the professional conduct and wellbeing of staff, ensuring a legally robust and inspection-ready framework.

The policy aligns with national guidance, including Behaviour in Schools, Keeping Children Safe in Education, the SEND Code of Practice, the Equality Act 2010 and the Children Acts.

## 2. Intent, Implementation and Impact

The intent of this policy is to establish a provision in which relationships are the foundation for behaviour, learning and personal development. The provision seeks to ensure that all learners experience a sense of belonging, emotional safety and consistency, and that staff operate within a clear and supportive professional framework. This includes a deliberate focus on psychological safety for both learners and staff, recognising the increasing legal expectation that organisations actively prevent harm rather than respond to it retrospectively.

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Implementation is achieved through a consistent relational approach adopted by all staff, supported by training in trauma-informed practice, de-escalation and restorative processes. Behaviour is understood within its wider context, and staff are expected to respond in a measured, reflective and professionally accountable manner. Systems are in place to identify need early, adapt provision appropriately and ensure that responses to behaviour are proportionate and consistent.

The intended impact is that learners demonstrate improved emotional regulation, increased engagement and stronger relationships with staff and peers. Over time, incidents of dysregulation reduce and the provision evidences a calm, purposeful environment. Staff report feeling supported and confident in their practice, and the provision is able to demonstrate a coherent, defensible and legally compliant approach to behaviour and relationships.

### 3. Ethos and Professional Culture

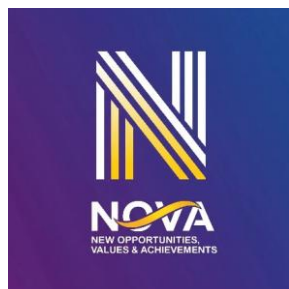
The provision is underpinned by a culture of respect, dignity and high expectation. Every learner is recognised as an individual with unique strengths, experiences and needs. Behaviour is not viewed in isolation but is understood as part of a broader context that includes emotional wellbeing, communication and environmental influences.

Staff are expected to model professional conduct at all times, maintaining consistency, fairness and emotional regulation in their interactions. This includes interactions with colleagues, parents and external professionals. In line with strengthened employment law expectations, the provision is committed to maintaining a working environment that is respectful, inclusive and free from harassment or discriminatory behaviour.

### 4. Roles and Responsibilities

The proprietor or governing body retains overall accountability for ensuring that this policy is compliant with statutory guidance and reflects current employment law. They are responsible for ensuring that appropriate systems are in place to monitor behaviour, safeguarding and staff wellbeing, and that leadership is held to account for effective implementation.

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The Head of Provision and senior leaders are responsible for the day-to-day implementation of this policy. This includes ensuring consistency of practice, monitoring behaviour trends, providing appropriate training and support for staff, and ensuring that all decisions relating to behaviour, including exclusion where necessary, are lawful, proportionate and clearly justified.

Staff are responsible for building and maintaining positive relationships with learners, applying this policy consistently and using de-escalation and restorative approaches as part of their everyday practice. They are also required to maintain high standards of professional conduct and to contribute to a safe working environment, including raising concerns where necessary.

Learners are supported and expected to engage positively with the provision, to develop an understanding of their behaviour and its impact, and to participate in processes that support reflection and repair.

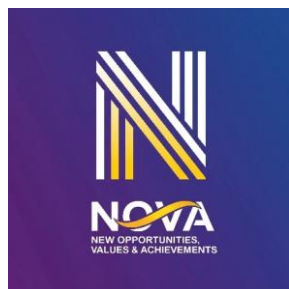
## 5. Trauma-Informed and Relational Practice

The provision recognises that many learners accessing alternative provision may have experienced disruption, trauma or unmet need. These experiences can significantly impact a young person's ability to regulate emotions, trust adults and engage with learning.

Staff are trained to understand these factors and to respond with empathy, consistency and appropriate boundaries. The principle that young people will behave well if they are able to do so underpins practice, with an emphasis on identifying and addressing barriers rather than attributing behaviour solely to choice.

This approach requires adults to remain calm and predictable, particularly in moments of heightened stress, and to prioritise relationship-building as a means of supporting long-term behavioural change.

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## 6. Behaviour as Communication

Behaviour is understood as a form of communication and is approached with curiosity rather than judgement. Staff seek to understand what a learner's behaviour may be communicating, including potential unmet needs, emotional distress or environmental triggers.

Responses are therefore focused not only on addressing the behaviour itself but on supporting the learner to develop the skills required to manage similar situations in the future.

## 7. De-escalation and Emotional Regulation

Staff are trained to recognise the early signs of dysregulation and to intervene in a way that reduces the likelihood of escalation. Behaviour is understood as developing over time, often progressing through identifiable stages before reaching crisis.

Effective de-escalation requires adults to remain calm, to use clear and minimal language and to provide appropriate space and time for the learner to regulate. Staff are expected to avoid confrontation and to respond in a way that maintains dignity and safety for all involved.

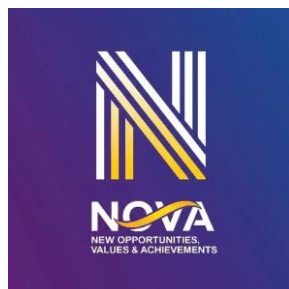
Individual strategies are developed for learners who require additional support and are shared across the staff team to ensure consistency.

## 8. Restorative Practice

Restorative practice is embedded throughout the provision and is used both preventatively and responsively. It supports learners to understand the impact of their behaviour, to take responsibility and to repair relationships.

Following an incident, restorative conversations are facilitated when all parties are ready. These conversations are structured to enable reflection, promote understanding and identify steps to move forward.

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The process is conducted sensitively and ensures that all individuals feel safe and respected.

## 9. Consequences and Formal Measures

The provision recognises that, while relational approaches are central, there are occasions where clear consequences are necessary to maintain safety and uphold expectations.

Consequences are applied in a way that is proportionate, fair and directly linked to the behaviour. They are always explained to the learner and, wherever possible, form part of a wider restorative process.

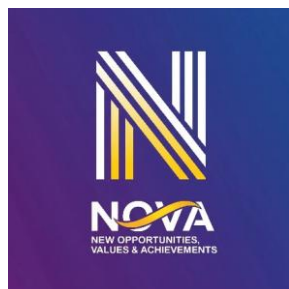
In more serious cases, formal measures may be required. Any decision to suspend or exclude a learner is taken in line with statutory guidance and is subject to careful consideration of all relevant factors.

## 10. Staff Wellbeing and Legal Compliance

The provision recognises that the effectiveness of relational practice is dependent on the wellbeing and professionalism of staff. In line with legislative developments from April 2026, there is an increased emphasis on the responsibility of employers to take proactive steps to prevent harm within the workplace, including harassment, excessive stress and unsafe working practices.

The provision therefore maintains clear systems for reporting concerns, provides access to training and support, and ensures that staff are not placed in situations that compromise their safety or wellbeing. Professional conduct is expected at all times, and any concerns relating to conduct are addressed promptly and appropriately.

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## 11. Safeguarding

All behaviour is considered within a safeguarding context. Staff remain alert to signs that a learner may be at risk of harm or experiencing significant distress. Any concerns are managed in line with safeguarding procedures and statutory guidance.

## 12. Equality and Inclusion

The provision is committed to ensuring that all learners are treated fairly and that reasonable adjustments are made where necessary. Behaviour is always considered in the context of individual need, including special educational needs and disabilities.

## 13. Monitoring and Review

The implementation of this policy is subject to regular monitoring through the analysis of behaviour data, review of incidents and feedback from staff and learners. The policy is reviewed annually, or sooner if required, to ensure that it remains effective and compliant with legislative developments.

## 14. De-escalation Framework

Behaviour may escalate through identifiable stages, beginning with calm and progressing through increasing levels of agitation before reaching crisis and recovery. Staff are expected to recognise these stages and intervene early, using approaches that reduce anxiety and support regulation.

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## 15. Restorative Conversation Model

Restorative conversations are used to support reflection and repair. These conversations explore what has happened, how individuals were thinking and feeling, who has been affected, and what needs to happen to move forward positively.

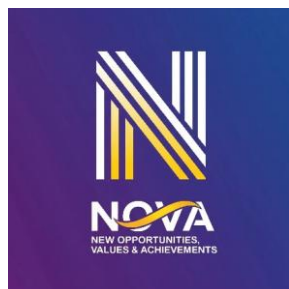
## 16. Legal Framework

This policy reflects current statutory guidance and emerging employment law requirements, including strengthened duties on employers to prevent workplace harm and maintain psychologically safe environments.

## 17. Linked Policies

This policy should be read in conjunction with safeguarding, behaviour, SEND, exclusions and staff conduct policies.

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## APPENDIX 1: EQUALITY IMPACT ASSESSMENT

The organisation aims to design and implement policies and procedures that meet the diverse needs of our service and workforce, ensuring that none are placed at a disadvantage over others, in accordance with the Equality Act 2010. Consideration has been given to the impact this policy might have with regard to the individual protected characteristics of those to whom it applies.

In an Alternative Provision setting, consideration must also be given to the impact of policies and practice on **children and young people**, many of whom may be vulnerable learners, have SEND, experience trauma, or be at increased risk of exclusion or discrimination.

Consideration has been given to the impact this policy might have with regard to the individual protected characteristics of those to whom it applies, including both **staff and pupils/learners**, parents/carers, and wider stakeholders.

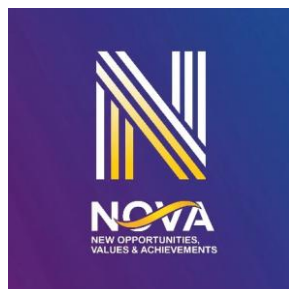
Ref #	Question	Yes	Comments
		No	
		N/A	
1	<b>Does the document/guidance affect one group less or more favourably than another on the basis of:</b>	No	
	Age	No	
	Race/Ethnic origins (including Gypsy, Roma and Traveller)	No	
	Sex (man or woman)	No	
	Gender Reassignment	No	
	Pregnancy/Maternity	No	

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	Religion or Belief	No	
	Sexual orientation including lesbian, gay and bisexual people	No	
	Marriage/Civil Partnership	No	
	Disability - learning disabilities, physical disability, sensory impairment and mental health problems	No	
	Carers	No	
2	<b>Is there any evidence that some groups are affected differently?</b>	<b>No</b>	
3	<b>If you have identified potential discrimination, are there any exceptions valid, legal and/or justifiable?</b>	<b>No</b>	
4	<b>Is the impact of the document/guidance likely to be negative?</b>	<b>No</b>	
5	<b>If so, can the impact be avoided?</b>	<b>N/A</b>	
6	<b>What alternative is there to achieving the document/guidance without the impact?</b>	<b>N/A</b>	
7	<b>Can we reduce the impact by taking different action?</b>	<b>N/A</b>	
8	<b>Does this policy impact pupils with SEND, SEMH needs or Education, Health and Care Plans (EHCPs)?</b>	<b>No</b>	
9	<b>Could this policy lead to disproportionate behaviour sanctions, exclusions or barriers to reintegration for any protected group?</b>	<b>No</b>	
10	<b>Does this policy ensure reasonable adjustments are made so disabled pupils and staff can access education, support and services fairly?</b>	<b>Yes</b>	

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11	Does this policy promote inclusion and belonging for pupils who may experience discrimination, bullying or peer-on-peer abuse linked to protected characteristics?	Yes	
12	Does this policy support safeguarding duties, including protection from discriminatory bullying, online harassment and peer-on-peer abuse?	Yes	
13	Are there any barriers for parents/carers from diverse backgrounds (e.g., language, culture, disability) in accessing information or engaging with the organisation?	No	
14	Does this policy promote equality of opportunity in curriculum access, support planning and learner voice?	Yes	
15	Have pupils' individual vulnerabilities been considered, including those who are Looked After, Previously Looked After, or known to social care?	Yes	

For advice in respect of answering the above questions, or if a potential discriminatory impact has been identified, please contact the Designated Safeguarding Lead (DSL) or Equality and Diversity Lead.

<b>Names and Organisation of Individuals who carried out the Assessment: Please give contact details.</b>	<b>Date of the Assessment</b>
Name & Job Title : Rhea Marwaha, Director	15.04.2026

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