

Policy Name: Positive Relationships	
Last updated:	November 2025
Date of next review:	November 2026
Member of staff responsible for the policy:	Sarah Evans
Dissemination of the policy:	Management Committee, staff, website

Gloucestershire Hospital Education Service (GHES) is committed to creating a teaching and learning environment where learning is enjoyable and tailored to each student's unique challenges. Learners are helped to **thrive and achieve**, despite their health barriers, in an atmosphere of **high expectation, low stress** and **mutual respect**. We champion resilience, academic success and overall well-being; ensuring that all students can thrive. Relationships are at the heart of every interaction at GHES and positive discipline is achieved through these effective relationships.

Our aims are:

- To foster, nurture & value strong and healthy relationships
- To create a community of self-discipline and of acceptance in which we respect ourselves and others
- To ensure a clear, fair and consistent approach to positive behaviour management
- To provide an inclusive, nurturing and high-quality education that is flexible and responsive to each student's voice and needs
- To strive to ensure all learners succeed both academically and personally, despite their ill-health.

Responsibilities

Our Students:

- as far as their health allows, strive to fully engage with their learning opportunities
- aim to become independent learners who take responsibility for their own learning
- treat others as they wish to be treated, showing kindness and respect at all times
- aim to communicate with their teachers/link tutors so that adults at GHES can best support them
- strive to engage with our REACH principles and expectations
- contribute to a positive learning environment, particularly in the following ways (Appendix 1):
 - within lessons, only using mobile phones and devices as part of learning
 - alongside teachers, looking after the classroom/workspace so that it is clean and tidy
 - being appropriately dressed (for the setting)
 - being ready to learn with all necessary equipment
 - using respectful and appropriate language and communication
 - only bringing in items that are not prohibited.



Our Staff:

- create strong and positive relationships with all members of the school community
- **nurture** every child's unique qualities
- ensure they are positive role models
- promote positive behaviour
- encourage students to accept responsibility for their actions and to understand the impact of their behaviour
- help learners to achieve in a **high expectation, low stress** atmosphere with **determination** to remove barriers
- help to develop the right behaviours, attitudes and skills that will prepare learners to transition to their next setting.
- Build **confidence** and self-esteem for each student
- Educate and respond to students with **care** and empathy,
- Provide an environment that allows everyone to feel **safe**
- Be flexible and responsive to each student's needs and voice

Our Parents:

- support their child in their learning in line with the GHES REACH Principles, e.g by encouraging a positive routine that enables them to be *ready to learn* – punctual and with the right equipment, establishing a calm learning environment at home that is conducive for learning (free from distractions and clutter), promoting that homework is completed
- support learning by ensuring barriers to attendance are minimised
- encourage independence and self-discipline
- proactively communicate with GHES around attendance and any relevant information about their child
- support GHES in the implementation of this policy
- promote and support the GHES REACH principles and expectations; the REACH Classroom Code and the GHES Dress Code
- Engage in the Support Plan and GHES Journey process

Strategies that help build relationships and promote positive behaviour

Students thrive in a positive learning environment where behaviour issues are minimised. Trust is key in achieving this. Staff use the following strategies to develop trusting relationships within our school community:

- SLT/SEN Leads complete an initial visit where they gather information, including learning needs and strengths to inform a student's support plan
- inform themselves of the relevant history, GHES support plan and any risk assessment for the student prior to working with them
- from the outset of support, ensure all parties are clear on expectations for conduct and behaviour to achieve a positive learning environment for all (Appendix 1)
- establish consistent routines and systems to help learners feel safe and know what to expect
- treat all individuals with respect, fairness and understanding
- set work that is interesting, relevant and appropriate to learners' abilities.
- encourage students' involvement in their own learning



- demonstrate consistency of response to both positive and negative behaviours, as individuals and as a team
- praise and recognise students' improvements, achievements in learning, effort, engagement and behaviour. Share this positive feedback with parents and home-school, where appropriate
- take positive steps to diffuse and de-escalate the early stages of any dysregulated behaviour, e.g. give reminders of requirements and offer positive choices in order to de-escalate any situation
- use an emotion coaching approach to connect and help regulate the student's emotions
- use active listening, discussion and problem-solving techniques
- provide opportunities to gain a student's voice
- hold teaching and learning and/or safeguarding reviews to address any concerns as a team; amend provision, share strategies and ideas
- complete individual Safe Learning Plans for some students and share with all relevant staff. This identifies all risks and provides strategies to reduce the possibility and/or probability of an incident occurring.

Procedures to understand and make positive changes to behaviour

All behaviour is communication. We will strive to try to understand what a student's behaviour is trying to communicate and support the young person to make a change that will help them learn and develop.

GHES recognises that all our students are individuals, and our bespoke approach means the way we deal with any unsafe or unhelpful behaviours, is dependent on a student's personal circumstances and medical condition.

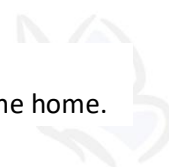
In occasional instances of challenging behaviour, staff will use a restorative approach that focuses on building positive relationships and learning from mistakes:

- staff will listen actively to the student
- they will ensure the student understands why behaviour is unhelpful or unsafe
- discussions will be held in a non-confrontational and non-judgmental way and centred on the behaviour – not the student. This is best when it happens in the moment and away from other students
- opportunities will be given to the student to reflect and take ownership of their actions and to identify a way to repair / move forward.

Restrictive physical intervention

On rare occasions that a student's behaviour threatens the safety of the staff, themselves, or the property, GHES staff will withdraw themselves from the situation and seek the presence of another adult (a parent/carer in the home, or member of SLT / Pastoral Lead in County Offices), having attempted to remove any implement with which the student could harm him/herself. The student will be given time to regulate and the lesson will resume if possible. If not, GHES staff will conclude the lesson and hand the student over to the parent or other responsible adult. If such an incident occurs in County Offices or a public place such as a library, we may need to involve the police. This could also be the case in a private home.

Any emergency need for physical restraint would be deferred to the parent when lessons are in the home.



In the unlikely event that GHES staff are required to use physical intervention, they will do so in line with the County Council's policy and practice. This will be as a last resort; be reasonable and proportionate to the situation; and in the best interest of the young person. Some members of GHES have received the Level One Positive Handling Training from Team Teach, which includes strategies in de-escalation and how to apply basic positive handling, mostly focused on guiding and escorting.

Related statutory, guidance and policy documents:

This policy should be read in conjunction with the following:

- Keeping Children Safe in Education – DfE September 2023-5
- Searching, screening and confiscation - DfE published 2014, updated 2023
- Exclusion from maintained schools, academies and pupil referral units in England – DfE September 2017
- Use of reasonable force – DfE July 2013, updated Jan 2025
- GHES policies:
 - Child Protection Policy and Procedures
 - Anti-bullying policy
 - Equality Policy and Objectives
 - SEND Policy
 - Health & Safety Policy
 - Accessibility Plan
 - Procedures for Dealing with Allegations of Abuse Against Staff
 - Management Committee Statement of Principles
 - Physical Contact and Intervention Policy
- GHES Protocols:
 - REACH Classroom Code
 - GHES Dress Code
 - REACH Expectations and Key Questions
 - GHES Education at Home



APPENDIX 1

Achieving a positive learning environment for all

So that we are all consistent in our expectations, we have agreed that the following factors will help to achieve a positive learning environment and develop effective relationships in the classroom and within learning interactions. All students attending the classroom at County Offices are supported to follow the REACH Classroom Code which is based on the factors below. These factors also underpin all learning interactions with students and staff outside of the classroom.

Appropriate language

The language we use as teachers should be positive and encourage the behaviours we would like to see from our students.

e.g.

<i>Rather than:</i>	<i>Try:</i>
Please don't swear	we use kind words
Don't leave that there	we put these away in here
You're being too noisy	let's lower our voices

Words to avoid – *don't...*, *stop...*, *no...*

Inappropriate language that should be addressed:

- Swear words
- Racist, homophobic, sexist or in any way discriminatory language
- Angry, aggressive or disrespectful language
- Hearing conversation that makes you feel uncomfortable or flags safeguarding concerns, e.g. subjects that put students at risk (drug use, risky behaviours)

As with any unwanted behaviour, address inappropriate language in a positive way, so that the student does not feel judged/criticised and understands the need for change.

Appropriate dress – GHES classroom / at home

Whilst we do not have a uniform, we expect our students to dress appropriately for lessons. The following would be considered inappropriate for a work / learning environment:

- underwear showing
- low cut tops
- see through clothing
- crop tops which show lots of flesh
- clothing with inappropriate or offensive emblems, logos, wording or picture (e.g. with swear words, reference to drug use etc)

Students are supported to meet the expectations of the GHES Student Dress Code when accessing the classroom at County Offices.

Students in GRH may attend lessons in their nightwear as they are inpatients.



Moving around CO

- only adults to use the kitchen facilities alone
- students to ask to leave the room / go to the toilet

Banned and prohibited items at GHES

- cigarettes/tobacco products, including e-cigarettes/vapes or other simulated cigarette/nicotine related products
- energy drinks
- fireworks/firecrackers
- matches/lighters
- water pistols or any toy that resembles a weapon
- chemical substances other than controlled drugs, e.g. 'legal highs'
- pornographic material
- any other items or materials that are prohibited for children under the age of 16 (if the student is not 16)
- weapons, knives
- alcohol, controlled / illegal drugs
- stolen items

Any prohibited item which is deemed harmful or detrimental to student discipline will be confiscated.

Searching and screening students is conducted in line with DfE's guidance.

