

Ambition Community Trust
Relational Inclusion Handbook

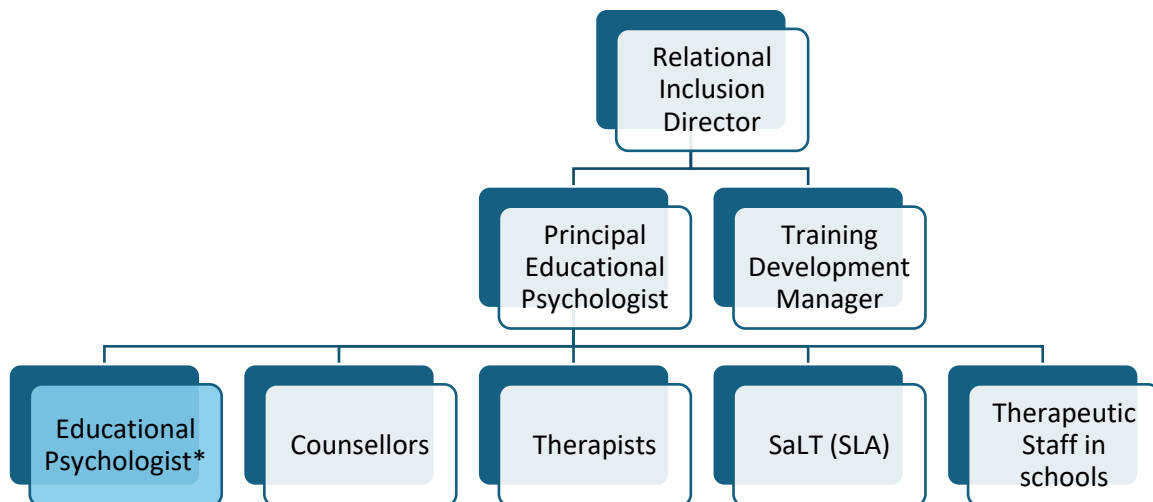
Purpose:

To cultivate educational communities based on emotional safety, relational practice, and high-quality teaching leading to positive behaviours, better outcomes, and improved life chances.

Vision:

To be a centre of excellence in evidence-informed and innovative relational education, in Greater Manchester, where children experience nurture and success, going on to lead happier, more productive lives.

In order to achieve this vision, the following staff will be deployed:



* This role is part of the Victorious Trust but will form part of the Ambition Community Trust Therapeutic Team.

The trust will develop a Therapeutic Team that initially consists of:



- A **Principal Educational Psychologist** who will coordinate the work of the Therapeutic Team of Ambition Community Trust. This role would involve having oversight of the deployment of EP's, counsellors and therapists. They will also coordinate the supervision of therapeutic staff and work with the Training Development Manager to ensure that the Therapeutic Team participate in training and also contribute to the Trusts Training Offer. The Principal Educational Psychologist will work with the Director of Relational Inclusion to further develop the Therapeutic Offer to schools.
- Victorious Trust will employ an **Educational Psychologist** who will provide services to the schools in Victorious Trust as well as provide some time to Ambition Community Trust in exchange for the provision of line management services provided by the principal EP. The EP will be able to access all the training provided by Ambition Community Trust.
- Once the Trust has appointed an Educational Psychologist (or found an alternative way of providing this service), the trust will then seek to appoint and develop therapists.
- Once the Trust has appointed a therapist (or found an alternative way of providing this service), the trust will then seek to appoint and develop its counsellor service. Our intention is that this will be completed by April.
- During this process we will also explore the appointment of a consultancy based approach for other related services, such as OT, SaLT.
- Tameside Alternative Provision Academy will recruit a full-time **Counsellor** who will be part of the Therapeutic Team. In the first instance they will provide services only to TAPA.
- Southern Cross and Meade Hill Schools will recruit one or two full-time **Therapists** who will be part of the Therapeutic Team. In the first instance they will provide services only to Southern Cross School, Meade Hill School and Castlefield Campus. These schools will also maintain an SLA for 3 days of Speech and Language



Therapy and these staff will be encouraged to be part of the Therapeutic Team.

As resources allow the therapeutic team will be expanded and become a significant part of the work of the trust.

Offer to schools

We aim to support our schools to better meet the needs of all children through our emphasis on Relational Inclusion. To achieve this, we will offer a bespoke training package to all schools who need it. The nature of this training package will be assessed on joining the trust and may include:

- An Introduction to Relational Inclusion for all staff
- Understanding and applying the guiding principles
- Why a behaviourist approach doesn't work
- How to use the Relational Inclusion Audit Tool
- How to use the student profile tool
- The five core competencies

Once in the trust we will continue to provide our schools with support for meeting the needs of all our children. For our most complex children our support has the following key priorities.

Key Priorities

- Early identification of students who may struggle as a result of unmet needs
- Therapeutic support and intervention where appropriate
- Reduction in suspensions and permanent exclusions
- Increased attendance

Outline of Support Model

- Our ethos is one of Relational Inclusion which we achieve through creating a culture of compassion and repair



- We strive to understand and address the cause of behaviour as opposed to reacting to the symptoms
- When we work to support our schools, we believe in true collaboration. Our child centred approach means that we prioritise a sense of belonging for all our children and young people.
- Our aim is wherever possible to keep the child in their parent school and not to seek an external alternative learning placement for them
- This is achieved by:
 - Early identification
 - In school 'tiered' support
 - In school training
 - A recognition that with support the school must adapt to meet need, not the child
 - Our therapeutic support team will work alongside schools. Where strategies and/training are recommended there is an expectation through consultation that these will be adhered to

Overview of Process

- Schools will contact the Director of Relational Inclusion
- The following actions may result:
 - Consultative phone call with supportive advice where possible
 - Identification of a key person/specialist who can provide practical support/advice
 - An initial visit to meet with the headteacher and other appropriate staff to agree bespoke package of support
 - Access to and possible support from the therapeutic team
- All support provided will be reviewed and any follow up agreed

Training Offer

All schools who are full members of the trust will have some free access to training places on the ongoing trust training offer.

Supervision

We recognise that promoting good mental health among staff is essential for creating a supportive and effective school environment. To this end, we will provide regular professional supervision for all headteachers and lead Designated Safeguarding Leads, offering a confidential space to reflect, process challenges, and strengthen their well-being and resilience. We also recognise that schools may want/need to provide further supervision for other key members of staff.

Supervision will also be provided to each member of the therapeutic team.

Relational Inclusion Committee

All of our work on Relational Inclusion will be overseen by the Relational Inclusion Committee

Membership

Committee Chair: Director of Relational Inclusion

Stephen Brock - Trustee

Nadia Baig - Trustee

The Executive Committee will be ex-officio members of this committee with full voting rights.

The Principal Educational Psychologist and the Training Development Manager will attend these meetings in a non-voting capacity.

Quorum

Three

The committee will meet three times per year and will consider the following agenda items:



- Attendance across all schools in the Trust and strategies to improve attendance where appropriate. The trust will ensure that schools have an awareness of Emotional Based School Avoidance and take steps to support these children.
- Relational approaches to behaviour. The committee will consider all relevant behaviour data, including suspensions and exclusions. The committee will consider how well the trust is promoting and meeting its vision for Relational Inclusion across all schools.
- The work of the Therapeutic Team. The committee will consider reports from the Director of Relational Inclusion about the work of the Therapeutic Team and how they are being deployed to promote Relational Inclusion across the trust. The trust will consider how this offer can be developed and enhanced over time.
- The Trust Training Offer. This will be developed as a trading arm of the trust and will offer a range of opportunities to develop workforce reform built around Relational Inclusion. The trust will consider the quality assurance of the training and trainers.
- The extent to which the trust is fulfilling its vision of a more inclusive educational system that is built for all children.

Meeting Agenda:

Relational Inclusion Committee

Meeting 1: October

Safeguarding Matters:

- Any serious incidents
- Child Protection issues/referrals
- Changes to regulations or guidance e.g.
 - Keeping children safe in education
 - Relationships Education in primary schools and Relationships and Sex Education (RSE) in secondary schools

Attendance Matters:



- Attendance for the previous year, including persistent absence and severely absent pupils
- Review of actions for severely absent pupils

SEND Report

- Feedback from the SENCO network meetings

Therapeutic Team:

- Feedback from the Principal Educational Psychologist

Trust Training Offer:

- Feedback from the Training Development Manager

Meeting 2: February

Safeguarding Matters:

- Review of SCR audit (biennial)
- Any serious incidents
- Child Protection issues/referrals
- Pupil Voice feedback
- Parental Voice feedback
- Exclusions

Attendance Matters:

- Attendance data for term 1
- Review of Attendance Audits (biennial)
- Suspensions and Exclusions and support for vulnerable pupils

SEND Report

- Feedback from the SENCO network meetings

Therapeutic Team:

- Feedback from the Principal Educational Psychologist



Trust Training Offer:

- Feedback from the Training Development Manager

Meeting 3: June

Safeguarding Matters:

- Review of Safeguarding Audits (Biennial)
- Any serious incidents
- Child Protection issues/referrals
- Racist incidents
- Incidents of bullying
- Homophobic incidents
- Radicalisation and terrorism (Prevent)
- Forced Marriage Protection Orders (FMPO)
- Female Genital Mutilation (FGM)

Attendance Matters:

- Attendance data to date
- Suspensions and Exclusions and support for vulnerable pupils

SEND Report

- Feedback from the SENCO network meetings

Therapeutic Team:

- Feedback from the Principal Educational Psychologist

Trust Training Offer:

- Feedback from the Training Development Manager

Relational Inclusion Panel

Membership

Panel Chair: Director of Relational Inclusion

The Principal Educational Psychologist and the Training Development Manager will attend these meetings.

Relational Inclusion Champions in each school. Headteachers may request other members of staff to attend as appropriate. Meetings may also be available to partner schools who have employed Relational Inclusion Champions, as appropriate.

The panel will meet three times per year. The purpose of these meetings is to showcase any work in the field of relational inclusion. This might focus on work going on within the MAT or we will invite experts in their field to present latest research and innovative practice.

SENCO Network

Membership

Panel Chair: Director of Relational Inclusion

The Principal Educational Psychologist will attend these meetings

SENCO in each school.

The SENCO Network will meet three times per year. The purpose of these meetings is to ensure that schools have the necessary information and skills to meet the needs of all pupils with special educational needs and disabilities. The meetings will be supported by the Principal Educational Psychologist and the agendas will reflect current needs within our schools.

These meetings are an opportunity to share experiences with other SENCOs and be informed of any updates regarding SEND. SENCOs will also have the chance to discuss what support you and your setting require, and any successes and innovative developments.

Attendance Leads Meetings

Membership

Panel Chair: Director of Relational Inclusion

Attendance Leads in each school.

The panel will meet twice per year. The purpose of these meetings is to ensure that schools have the necessary information to maintain accurate records of attendance and that procedures are in place to ensure that pupils attend school.

Safeguarding Audits

Each school will have a full Safeguarding Audit every two years. These will be carried out at a time that works for the school. The reports will be shared with the Trust Board and the Local Governing Body. If there are any issues that arise from the audit then the school will be asked to draw up an action plan and this will be monitored by the Local Governing Body.

The schools will also have an external audit of their Single Central Record every two years if any issues are found then the school will be expected to remedy the situation immediately.

Neither of these audits are meant to replace the ongoing leadership and monitoring of safeguarding by the Headteacher.

Attendance Audits

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Possible questions for Trustees include:

The following questions are some examples that may be used at different times to help you judge how well our schools are doing and how effectively they are being supported by the MAT.

- What pre-employment checks take place to ensure staff are safe to work with children? What procedures exist for school visitors?
- Are safeguarding policies and procedures compliant with statutory requirements, and regularly updated?
- Child Protection arrangements are in place across the trust and are these clear for anyone visiting the school?
- How are staff updated about any changes to safeguarding policy or procedure?
- How are safeguarding concerns communicated in each school so that issues do not get missed?
- Does each school have robust arrangements for site security?
- How does the curriculum promote safeguarding, teaching pupils how to stay safe, how to protect themselves and how to take responsibility for their own and others safety?
- What procedures are in place to promote pupils' health and safety?
- Is there rigorous monitoring of attendance with timely and appropriate follow ups to ensure that pupils attend regularly?
- What arrangements are in place for those children who are persistently absent or severely absent?
- Are risk assessments taken seriously and used to good effect?
- Is safeguarding training given a high priority?
- Do the schools make pupils, staff and parents aware of the school's policies and procedures?



- Is there a regularly reviewed and approved MAT Relational Policy?
- How do we assess/monitor pupils' attitudes to learning? What does it tell us?
- How are dysregulated pupils supported?
- Do staff understand behaviour regulation and the associated neuroscience?
- How do we monitor if the schools are supporting the vision of inclusive practice?
- Do the staff know the root causes of poor behaviour?
- What external support do the staff have for dealing with any behaviour issues?
- Have all staff received appropriate training in relation to dealing with aggressive pupils where restraint may be required?
- Is there robust data to support the effectiveness of the Relational Inclusion Policy?
- Have Trustees received PREVENT and Safeguarding training?
- What are staff views about the MAT?
- What is the overall picture of behaviour in this MAT – how does it compare with other MATs?
- How is good behaviour rewarded? And how often?
- What is our track record on attendance, behaviour and bullying including cyber and homophobic bullying?
- What impact does the behaviour policy have on classroom practice – how do you know?
- What is the MAT doing to address any current issues, and how will the Trustees know if it is working?
- What do the stakeholder views tell us about our schools/MAT?
- What steps do we take to educate staff about the issues of social media?
- What steps have you taken to inform/educate parents about the potential pitfalls of social media, for example, cyber-bullying, 'grooming' and 'unfriending'?



- How many pupils have been excluded (fixed term and permanently) in the last term/year/three years?
- How many managed moves have taken place this term/year?
- What does the MAT do to promote Relational Inclusion to other schools?
- How do the schools deliver RSE?
- Do the schools/academies have adequate resources and trained staff to deliver the RSE curriculum and fulfil its legal obligations?
- How are parents provided with clear information on the content of the RSE?
- Is the RSE teaching delivered in a way that is accessible to all pupils with special educational needs & disabilities (SEND) or English as an additional language (EAL)?
- Is the quality of RSE provision subject to regular and effective self-evaluation?
- How is progress and outcomes for RSE measured and evidenced?
- How does the MAT manage SEND?
- How many pupils are on the SEND register?
- Do the schools/academies have an action plan (or similar)? What is put in place for each target and how does the school/academy know it is working?
- How do the attendance rates for pupils with SEND compare to those without?
- How do the exclusion rates for pupils with SEND compare to those without?
- What is the progress and attainment of pupils with SEND compared to that of other pupils?
- What is being done to improve the progress and attainment of these pupils? How do the schools/academies know it is working?
- How are parents of pupils with SEND involved in the processes?



- How do you support teachers who work with pupils with SEND?
- Do the schools have the resources needed to carry out the role effectively?
- Is there training the SENCO or other staff need to help fulfil their role?
- What impact is the therapeutic team having/ how do we know?/ are schools 'feeling' the benefit?

SEND Link Trustee Job Description

The law requires governing boards to use their 'best endeavours' to ensure that pupils with special educational needs and disabilities (SEND) get the support they need.

Statutory guidance, the SEND code of practice, is clear that boards should appoint a link governor/trustee to lead on the board's monitoring of support for pupils with SEND. However, the board itself retains collective responsibility.

In practice, SEND link governors and trustees work closely with the special educational needs coordinator (SENCO) in their school or trust. The SEND trustee is not meant to replicate the work of the SEND governor but to reassure the trust board that there is proper oversight of SEND in each school and that children with SEND are being well served by the trust. The SEND Link Trustee should also make a judgment about how well the trust supports the schools in the MAT with SEND provision.

This important role means acting as the trust board's SEND specialist and championing the needs of pupils with SEND at board level.

Relational Inclusion Link Trustee Job Description

The Relational Inclusion Link Trustee will provide strategic oversight and support for the Trust's commitment to Relational Inclusion, ensuring that all children, especially the most vulnerable, are supported through inclusive and equitable practices. The trustee will work closely with the board and leadership team to promote a culture of belonging, champion the relational approach, and ensure policies and practices reflect the trust's mission of meeting the needs of all learners. The role involves monitoring the effectiveness of inclusion strategies and safeguarding



outcomes, as well as holding the trust accountable for addressing exclusion and attendance issues.

Safeguarding Link Trustee Job Description

The lead trustee for safeguarding usually takes on three main sets of duties related to safeguarding in addition to their wider responsibilities as a trustee.

Strategic

- Consider the organisation's strategic plans and make sure they reflect safeguarding legislation, regulations specific to your activities and statutory guidance.
- Work with the CEO regularly to review whether the things the organisation has put in place are creating a safer culture and keeping people safe.
- Check the organisation's risk register reflects safeguarding risks properly and plans sensible measures to take.
- Make sure there is space on the agenda for safeguarding reports and help trustees understand and challenge those reports.

Effective policy and practice

- Make sure there is an annual review of safeguarding policies and procedures and that this is reported to trustees.
- Understand the monitoring your trust does to see whether policies and procedures are effective.
- Call for audits of qualitative and quantitative data (either internal or external) when they're needed.
- Learn from case reviews locally and nationally, to improve your organisation's policies, procedures and practices.
- Oversee safeguarding allegations against staff or volunteers, together with CEO.



- Be a point of contact for staff or volunteers if someone wishes to complain about a lack of action in relation to safeguarding concerns.

Creating the right culture

- Champion safeguarding throughout the organisation.
- Attend relevant safeguarding training events and conferences.
- Support the trustees in developing their individual and collective understanding of safeguarding.
- Attend meetings, activities, projects to engage with staff, volunteers and beneficiaries to understand safeguarding on the ground.
- Work with the chair and CEO to oversee all serious safeguarding cases.
- Make sure you have ways of gathering the views of staff and volunteers in relation to safeguarding and sharing these with the board.