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| **The Charter** | | |
| RELATIONSHIPS CHARTER::::INTERACTIONS AT MINCHINHAMPTON ACADEMY: | | |
| ADULTS | | PUPILS |
| WE TRY TO:- | WE TRY NOT TO:- | WE TRY TO:- |
| **-be respectful towards each other, both in what we say and how we say it/ how we act.** | **-to become personal or use an aggressive or rude tone, including online.** | **-be polite** |
| **-be intent on finding a resolution to an issue---**  *aim to give the other person a good hearing and deal with it in private.* | **-not talk about others in a derogatory way in public, including online.** | **-look to sort out the problem** |
| **-say what is honest and kind and necessary** | **-be unkind in any way** | **-tell the truth** |
| **-stay positive and build on strengths** | **-become negative and dwell on weaknesses**  **-think badly of others** | **-be kind** |
| **-listen actively to each other/ give each other time to speak** *- ie with an open mind, to listen to understand* | **-pre-judge a situation** | **-listen carefully**  **-give others time to speak their mind** |
| **-put ourselves in the other person’s shoes**, *to respect our own and other people’s feelings and points of view equally* | **-see things from only our perspective** | **-understand others** |
| **-trust and value each other's perspectives on** (partnership in) **and roles in the children's lives** (their learning and development)*-- for example- child’s self-awareness, parent as expert on their child// teacher as education professional.* | **-explicitly or implicitly demonstrate a lack of trust** | **-we value our differences** |
| -**have ‘reasonable’ expectations and make ‘reasonable’ requests** *based on an understanding of what each party will/can do and what they won’t/can’t do* | -**have expectations and make requests that disregard the time and resources available to the other person** | **-have sensible expectations** |
| -**acknowledge openly when we have made a mistake** *or when we have misjudged a situation* **and forgive others their mistakes when they are willing to learn from them.** | -**be** **judgemental towards one another when they have made a mistake** | **-accept that mistakes happen** |
| -**compromise when it is not possible to agree** | -**be uncompromising** | **-come half way** |
| **-be clear about what has been said/ what has been agreed as a next step** | -**be unclear about next steps** | -**agree on what to do next** |

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| RELATIONSHIPS CHARTER::::COMMUNICATION AT MINCHINHAMPTON ACADEMY: | | |
| **ADULTS** | | **PUPILS** |
| **GIVER/asker** | **RECEIVER/replier** |  |
| **-to be consistent re how and where information provided** | **-to know of the regular channels for communication and stay abreast of information provided** | **-to know when it is important to listen** |
| -**to provide information that is clear, accurate and timely** | **-to take responsibility for accessing and storing information provided.** | **-to listen actively to instructions** |
| **-when making a request – provide receiver with a realistic time frame in which to respond** | **-to respond to a request in an organised and timely fashion….**no more than 24 hours for most things// asap if urgent. | **-to follow instructions** |
| **-to ensure style and content of communication is tailored to the audience-** that context is taken account of (eg time available to read/ access the information) | **-to have realistic expectations regarding quantity of communication-** taking into account the context of the communicator/ time available eg school’s primary purpose and time devoted to educating children | **-to have realistic expectations of school—**recognise you are one of many |
| **-to give of our views and ideas freely**but without expectation, in an ongoing dialogue around school improvement. | **-to consider all views and ideas with an open mind** | **-to express your point of view**  **-to listen actively to other points of view and ideas** |
| **-to be familiar with the process for raising concerns or compliments,** and that this starts with the individual teacher or parent | **-to respond to any concern in a timely and constructive fashion.** | **-to know there is someone you can speak to if you are worried about something** |