
STATUTORY INSTRUMENTS

2015 No. 541

The Children's Homes (England) Regulations 2015

PART 2

Quality standards and related matters

CHAPTER 1

Quality standards

The positive relationships standard

11.—(1) The positive relationships standard is that children are helped to develop, and to benefit from, relationships based on—

- (a) mutual respect and trust;
- (b) an understanding about acceptable behaviour; and
- (c) positive responses to other children and adults.

(2) In particular, the standard in paragraph (1) requires the registered person to ensure—

- (a) that staff—
 - (i) meet each child's behavioural and emotional needs, as set out in the child's relevant plans;
 - (ii) help each child to develop socially aware behaviour;
 - (iii) encourage each child to take responsibility for the child's behaviour, in accordance with the child's age and understanding;
 - (iv) help each child to develop and practise skills to resolve conflicts positively and without harm to anyone;
 - (v) communicate to each child expectations about the child's behaviour and ensure that the child understands those expectations in accordance with the child's age and understanding;
 - (vi) help each child to understand, in a way that is appropriate according to the child's age and understanding, personal, sexual and social relationships, and how those relationships can be supportive or harmful;
 - (vii) help each child to develop the understanding and skills to recognise or withdraw from a damaging, exploitative or harmful relationship;
 - (viii) strive to gain each child's respect and trust;
 - (ix) understand how children's previous experiences and present emotions can be communicated through behaviour and have the competence and skills to interpret these and develop positive relationships with children;

- (x) are provided with supervision and support to enable them to understand and manage their own feelings and responses to the behaviour and emotions of children, and to help children to do the same;
 - (xi) de-escalate confrontations with or between children, or potentially violent behaviour by children;
 - (xii) understand and communicate to children that bullying is unacceptable; and
 - (xiii) have the skills to recognise incidents or indications of bullying and how to deal with them; and
- (b) that each child is encouraged to build and maintain positive relationships with others.

Changes to legislation:

There are currently no known outstanding effects for the The Children's Homes (England) Regulations 2015, Section 11.