

Relational Practice Audit Procedure

1 Purpose

This procedure explains how Bay Learning Academy CIC gathers and uses meaningful qualitative feedback to understand the quality of relationships with learners, families and partner professionals. The focus is lived experience, trust, belonging, communication, support and responsiveness rather than numerical scoring alone.

2 Core Principles

- Learners' views, feelings and wishes are central to understanding the quality and impact of relational practice.
- Feedback is gathered through multiple planned and informal opportunities, beginning at induction and continuing throughout the placement.
- The people closest to the learner provide valuable insight, but the learner's own account is actively sought and recorded.
- Observation, conversation and professional curiosity are used alongside relevant attendance, engagement and progress information.
- Information is shared promptly and proportionately so practice can be adjusted in real time.
- Participation is accessible and responsive to communication needs; learners are not pressured to disclose information.

3 Roles and Responsibilities

All staff are responsible for building safe, respectful relationships, listening to learners and passing on relevant feedback or concerns. The Student Welfare Lead has a specific role in coordinating learner wellbeing check-ins and student voice activity, including the induction one-to-one, and in helping learners access the wellbeing room. Senior leaders review themes, actions and impact through the audit and improvement cycle.

4 Learner Voice from Induction Onwards

Each learner is offered a one-to-one meeting with the Student Welfare Lead during induction. This forms the first formal step in Bay's student voice and relational practice approach. It creates a private, supportive opportunity for the learner to share their views, feelings and wishes about settling into Bay, relationships and belonging, learning and achievement, personal development, home and community experiences, and future steps.

The learner is introduced to the wellbeing room and told how to request support or a check-in. Relevant themes and agreed actions are recorded proportionately and used to inform transition support, relationship-building, reasonable adjustments, learning and pastoral planning. Safeguarding information is shared immediately in accordance with Bay's safeguarding procedures.

5 Ongoing Real Time Feedback

Staff gather relational feedback naturally through:

- daily interactions and informal learner conversations;
- planned wellbeing check-ins with the Student Welfare Lead;
- learner requests to use the wellbeing room or speak privately;



- observations of engagement, trust, communication, relationships and changes in presentation;
- curriculum, target-setting, review and transition discussions;
- conversations with parents and carers; and
- contact with commissioners, case workers and other professionals.

Feedback may be captured in brief conversation summaries, welfare or pastoral records, staff reflection notes and review records. Staff bring relevant themes to daily briefings so that emerging concerns can be escalated, positive developments recognised and strategies adjusted quickly. Personally sensitive information is shared only on a need-to-know basis.

6 Planned Check Ins and Review Points

Learners are offered multiple structured opportunities to revisit their views, feelings and wishes during their placement. These include settling-in reviews, planned wellbeing check-ins, learning and placement reviews, discussions following significant events or changes, and preparation for transition or next steps. Check-ins are increased where the learner's presentation, attendance, relationships, engagement or circumstances indicate that further support may be needed.

Where appropriate, the learner is told what action has been taken in response to their feedback. If Bay cannot act on a request, this is explained sensitively and an alternative is considered. This helps learners see that student voice is an ongoing dialogue and not a one-off consultation.

7 Parent Carer and Professional Feedback

Parents and carers are invited to provide short qualitative feedback on communication, relationships with staff, how safe and supported the learner feels, changes they have noticed and anything Bay should know. Relevant external professionals may also be invited to comment on communication, partnership working, transition and the impact of support. Feedback from adults complements but does not replace direct learner voice.

8 Exit and Transition Feedback

When a learner leaves Bay, they are offered a relational exit reflection. This considers trust and connection with staff, safety and belonging, whether they felt listened to and understood, the support provided with transition and what could be improved for future learners. Parents, carers and relevant professionals may also be invited to comment on relational practice, communication, partnership working and impact.

9 Recording Safeguarding and Confidentiality

Feedback is recorded accurately, proportionately and securely. Learners are told how their information will be used and the limits of confidentiality. Any safeguarding concern or disclosure is passed promptly to the Designated Safeguarding Lead and managed under Bay's safeguarding procedures. Audit reporting uses themes and anonymised examples where possible and does not include unnecessary personal information.

10 Analysis and Use of Feedback

Qualitative feedback is summarised in a narrative audit log and reviewed for themes such as communication, safety, belonging, trust, relationships, transition, engagement and responsiveness. Leaders consider whose voice may be missing and whether different groups experience provision differently.

The audit also considers whether wellbeing support has made a difference, using proportionate evidence such as the learner's account, agreed outcomes, attendance, engagement, progress and feedback from families and professionals. Bay avoids using a single measure as proof of impact.

Themes and agreed actions inform the Self Evaluation Form, Quality Improvement Plan, Relational Practice Audit outcomes, curriculum and pastoral planning, staff development and operational decisions. Records should show the feedback received, the response agreed, who is responsible and how impact will be reviewed.

11 Continuous Improvement

Relevant actions are reviewed through daily briefings, half-termly staff review and strategic leadership meetings. Leaders check whether changes have improved the learner's experience and seek further learner feedback where appropriate. The procedure will be reviewed annually or sooner if monitoring identifies a need for change.