EMOTIONAL INTELLIGENCE POLICY

PRN-50: Emotional Intelligence Policy
Company Name: AI Auto-Tech Ltd
Trading/Business Name: CAREHOPES
Company Registration Number: 15556946
SIC Code: 88100 – Social Work Activities Without Accommodation for the Elderly and Disabled
Email: admin@carehopes.com
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1. Purpose

The purpose of this policy is to promote the development and application of emotional intelligence throughout the organisation to support high-quality, compassionate, person-centred services for older people and adults with disabilities.

As a Non-Accommodation Companionship and Wellbeing Support Service, the ability of employees and volunteers to understand, manage, and appropriately respond to emotions is essential to building positive relationships and improving outcomes for service users.

This policy establishes clear expectations regarding emotional awareness, professional behaviour, communication, empathy, resilience, and relationship management.

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2. Scope

This policy applies to:

- Employees
- Volunteers
- Managers
- Directors
- Trustees
- Agency workers
- Students and placements

The policy applies to all organisational activities, interactions, and relationships.

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3. Policy Statement

The organisation recognises that emotional intelligence is fundamental to effective support, communication, leadership, teamwork, safeguarding, and wellbeing.

We are committed to fostering a culture where individuals:

- Demonstrate self-awareness.
- Show empathy and understanding.
- Communicate effectively.
- Manage emotions appropriately.
- Build positive relationships.
- Handle conflict constructively.
- Support emotional wellbeing.
- Promote dignity and respect.

Employees and volunteers are expected to demonstrate emotionally intelligent behaviours in all interactions with service users, families, colleagues, and external professionals.

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4. Definition of Emotional Intelligence

Emotional Intelligence (EI) refers to the ability to:

- Recognise and understand emotions.
- Manage emotional responses.
- Understand the emotions of others.
- Build effective relationships.
- Respond appropriately in challenging situations.

Emotional intelligence influences how individuals:

- Think
- Communicate
- Make decisions
- Manage stress

- Resolve conflicts
- Support others

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5. Principles of Emotional Intelligence

The organisation promotes five key components of emotional intelligence.

Self-Awareness

Understanding one's own:

- Emotions
- Reactions
- Triggers
- Strengths
- Limitations

Self-awareness helps employees recognise how their behaviour affects others.

Self-Regulation

The ability to manage emotions appropriately.

Employees and volunteers are expected to:

- Remain calm under pressure.
- Avoid impulsive reactions.
- Respond professionally.
- Demonstrate emotional control.
- Manage frustration appropriately.

Motivation

Demonstrating commitment, enthusiasm, and resilience.

Employees should:

- Strive for continuous improvement.
- Maintain professional standards.

- Focus on positive outcomes.
- Show commitment to organisational values.

Empathy

Understanding and appreciating another person's perspective and emotions.

Employees and volunteers should:

- Listen carefully.
- Demonstrate understanding.
- Show compassion.
- Respect differing viewpoints.
- Consider how others may be feeling.

Relationship Management

Building and maintaining positive relationships through:

- Effective communication.
- Collaboration.
- Respect.
- Trust.
- Professional conduct.

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6. Emotional Intelligence in Service Delivery

Service users may experience:

- Loneliness
- Anxiety
- Bereavement
- Loss of independence
- Physical illness
- Social isolation

- Depression
- Frustration

Employees and volunteers must demonstrate emotional intelligence by:

- Recognising emotional cues.
- Responding sensitively.
- Avoiding judgement.
- Providing reassurance.
- Encouraging confidence and independence.

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7. Active Listening

Active listening is an important emotional intelligence skill.

Employees and volunteers should:

- Give full attention.
- Maintain appropriate eye contact.
- Avoid interrupting.
- Ask open questions.
- Clarify understanding.
- Reflect emotions appropriately.

Individuals should feel listened to, respected, and valued.

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8. Empathy in Practice

Empathy involves understanding how another person may feel without making assumptions.

Employees should:

- Consider the individual's perspective.
- Respect emotional experiences.
- Respond with sensitivity.
- Avoid dismissing concerns.

Empathy does not mean agreeing with everything a person says but recognising and acknowledging their emotional experience.

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9. Emotional Intelligence and Person-Centred Support

Person-centred support relies heavily upon emotional intelligence.

Employees and volunteers should:

- Understand personal preferences.
- Respect individual experiences.
- Recognise emotional needs.
- Adapt communication styles.
- Support informed decision-making.

Emotionally intelligent practice helps build trust and confidence.

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10. Managing Difficult Emotions

Employees and volunteers may encounter situations involving:

- Anger
- Distress
- Anxiety
- Frustration
- Grief
- Withdrawal

Staff should:

- Remain calm.
- Listen actively.
- Avoid confrontation.
- Show empathy.
- Seek support where necessary.
- Follow relevant organisational procedures.

Aggressive or abusive situations should be managed in accordance with organisational safety procedures.

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11. Emotional Intelligence and Professional Boundaries

Emotional awareness must be balanced with appropriate professional boundaries.

Employees and volunteers must not:

- Become emotionally dependent on service users.
- Encourage dependency.
- Become over-involved in personal matters.
- Use emotional influence inappropriately.

Emotionally intelligent practice should always remain professional and ethical.

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12. Emotional Resilience

Employees and volunteers may encounter emotionally demanding situations.

Emotional resilience involves:

- Coping effectively with challenges.
- Maintaining professionalism under pressure.
- Seeking support when needed.
- Learning from experiences.
- Managing stress appropriately.

The organisation encourages a culture where seeking support is viewed positively.

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13. Emotional Intelligence and Teamwork

Positive working relationships contribute to service quality and staff wellbeing.

Employees and volunteers should:

- Communicate respectfully.
- Show consideration for others.
- Value diverse perspectives.

- Collaborate effectively.
- Support colleagues.

Conflict and disagreement should be managed professionally.

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14. Conflict Resolution

Emotionally intelligent conflict resolution involves:

- Listening to all perspectives.
- Remaining respectful.
- Identifying issues objectively.
- Seeking solutions.
- Maintaining professionalism.

Bullying, harassment, intimidation, or aggressive behaviour will not be tolerated.

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15. Supporting Families and Informal Carers

Family members and carers may experience:

- Stress
- Anxiety
- Fatigue
- Grief
- Frustration

Employees and volunteers should:

- Show understanding.
- Communicate sensitively.
- Respect family perspectives.
- Encourage positive relationships.

The wishes and rights of the service user must remain central to all discussions.

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16. Emotional Intelligence in Leadership

Managers and leaders should demonstrate emotional intelligence through:

- Positive communication.
- Fair decision-making.
- Active listening.
- Constructive feedback.
- Emotional awareness.
- Supportive leadership.

Leaders should model behaviours expected throughout the organisation.

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17. Reflective Practice

Employees and volunteers should engage in reflective practice to improve emotional awareness.

Reflection may include:

- Emotional responses to situations.
- Communication approaches.
- Relationship management.
- Lessons learned.
- Personal development needs.

Reflection should be discussed through supervision where appropriate.

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18. Training and Development

The organisation will provide learning opportunities in:

- Emotional intelligence
- Communication skills
- Active listening
- Compassionate practice
- Person-centred support
- Conflict resolution

- Equality and diversity
- Mental wellbeing

Training needs will be reviewed through supervision and appraisal.

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19. Case Study

Scenario: Supporting an Individual Experiencing Anxiety

Mr T, aged 67, has a physical disability and becomes anxious before attending community activities. He frequently cancels planned attendance and expresses concerns about meeting new people.

The wellbeing support worker:

- Listens to his concerns without judgement.
- Acknowledges his feelings.
- Explores the reasons behind his anxiety.
- Helps identify coping strategies.
- Gradually introduces small social opportunities.

Over time, Mr T develops confidence and begins participating in local community activities.

This demonstrates emotional intelligence through:

- Self-regulation
- Empathy
- Active listening
- Relationship building
- Positive encouragement

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20. Responsibilities

Directors

Responsible for:

- Promoting emotionally intelligent leadership.
- Supporting a positive organisational culture.

Managers

Responsible for:

- Modelling emotionally intelligent behaviours.
- Supporting staff wellbeing.
- Providing constructive feedback.
- Managing conflict effectively.

Employees and Volunteers

Responsible for:

- Demonstrating emotional intelligence.
- Treating others with respect.
- Communicating effectively.
- Participating in learning opportunities.
- Seeking support when needed.

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21. Monitoring and Quality Assurance

The organisation will monitor the effectiveness of this policy through:

- Supervision sessions
- Appraisals
- Staff feedback
- Volunteer feedback
- Service user feedback
- Complaints and compliments
- Quality assurance activities

Findings will be used to improve practice and workforce development.

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22. Review Arrangements

This policy will be reviewed:

- Annually

- Following significant incidents
- Following organisational reviews
- Following changes in legislation or best practice

Related Policies

- Compassionate Practice Policy
- Person-Centred Support Policy
- Employee Wellbeing Policy
- Dignity and Respect Policy
- Adult Safeguarding Policy
- Learning and Development Policy
- Supervision and Appraisal Policy