



Education

# Trust Relationships & Positive Behaviour Policy

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# 1. Introduction

## 1.1. Aims

The Raleigh Education Trust (the “Trust”) recognises that schools must provide for the community it represents, creating an environment and conditions where children can grow and flourish.

*“When a flower doesn’t bloom, you fix the environment in which grows, not the flower.”*

– Alexander Den Heijer

This policy aims to promote the Trust’s approach to promoting positive behaviour through relationships and promoting high expectations considerate of need, with high levels of support.

*“Nine times out of 10, the story behind the misbehaviour won’t make you angry; it will break your heart.”*

– Annette Breaux

In line with this policy, each academy will provide greater clarity to how the principles manifest to everyday school life and apply to the context of the setting. For further information, please refer to the individual academy website.

## 1.2. Behaviour principles:

The Trust aims to meet the diverse needs of all pupils through the following principles:

### a) Principle 1

The whole school is unified in a collective ambition to keep our children safe.

*The goal: we keep children safe and free from harm through effective systems and procedures coupled with effective information sharing*

### b) Principle 2

We recognise all behaviour as a form of communication.

*The goal: we recognise that all behaviour is a way of communicating, with many children not yet having the age-appropriate skills to verbalise how they are feeling. We accept our responsibility to regulate, relate and reason to help children develop the skills to communicate appropriately. We will aim to understand and address the cause rather than solely focusing on the symptoms.*

### c) Principle 3

The whole team embody a consistent approach that is flexible and responsive to unique children.

*The goal: the whole staff consistently support behaviour in a calm, empathic and caring way. However, the needs and circumstances of the individual child will always be considered, therefore requiring a flexible approach.*

### d) Principle 4

The school community maintains high standards through even higher levels of support.

*The goal: being considerate of needs does not mean we will have lower expectations of our children. Instead, we expect high expectations that are considerate of need, with high levels of support.*

e) **Principle 5**

We are mindful that past and present social, emotional, academic and environmental factors influence our children every day and in every way.

*The goal: we connect before we correct – for children to learn, they must feel safe. Correcting unwanted behaviour is an opportunity to learn; therefore, the connection between an adult and child is vital before learning can be successful.*

f) **Principle 6**

We approach rewarding positive behaviour as the practice that recognises improvement relative to each individual's starting point.

*The goal: we believe it vital we recognise and reward positive behaviour. Our response recognises the importance of relative progress and success with individual targets for improvement.*

## 2. Legislation and guidance

The following legislation and guidance were considered in the writing of this policy:

- a) [Behaviour and discipline in schools](#)
- b) [Suspension and Permanent Exclusion](#)
- c) [Searching, screening and confiscation at school](#)
- d) [The Equality Act 2010](#)
- e) [Keeping Children Safe in Education](#)
- f) [Use of reasonable force in schools](#)
- g) [Supporting pupils with medical conditions at school](#)
- h) [special educational needs and disability \(SEND\) code of practice](#)
- i) Sections 88-94 of the [Education and Inspections Act 2006](#)
- j) Section 175 of the [Education Act 2002](#)
- k) [DfE guidance](#) – DfE guidance on what academies must publish within their behaviour and antibullying policies
- l) [Positive environments where children can flourish - GOV.UK \(www.gov.uk\)](#)

## 3. Providing environments where children can flourish

As a Trust, we are committed to providing environments that provide the optimal conditions for learning.

- a) Safeguarding: we expect all staff to prioritise our pupils' safety across the Trust. Please see the Trust's Child Protection & Safeguarding Policy for further information.
- b) Curriculum: we expect each academy to implement a broad, balanced, knowledge-rich curriculum that reflects the Trust Curriculum Model.
- c) Physical environments: we aim to provide all our pupils with a high-quality learning environment, considerate of needs to aid academic and personal development.
- d) Pupil support: we insist on high expectations for all, with high levels of support.

- e) Pupil Wellbeing: each academy must proactively seek to support and promote pupil wellbeing, including regularly capturing the pupil's voice.
- f) Staff training: we aim to deliver high-quality professional development.
- g) Partnership working: we recognise the importance of multi-agency working and collaboration with parents/carers.
- h) Recognition of positive behaviour: we believe it is vital we recognise and reward positive behaviour to showcase expectations.
- i) Logical consequences and restorative practice: we consider all consequences must be logical to the behaviour being addressed and the importance of restorative conversations/practice.

## 4. Roles & Responsibilities

- 4.1 The Trustees are responsible for ratifying this policy ensuring the Central Executive Team implements the policy across the Trust.
- 4.2 The Trust is responsible for ensuring all academies adopt the policy and review it regularly.
- 4.3 The Principal is responsible for ensuring the academy's Relationships & Positive Behaviour Policy is aligned with the Trust's Behaviour Principles, implementing and interpreting to meet the needs of the pupils.

## 5. Anti-bullying

Please refer to each academy's website for their Anti-bullying Policy.

## 6. Restrictive Physical Intervention

Link to the Trust Restrictive Physical Intervention Policy.

## 7. Use of Suspensions and exclusions

Link to the Trust Suspension & Exclusion Policy.

## 8. Complaints & allegations

All complaints that the academy receives will be taken seriously. All matters will be dealt with in line with the Trust Complaints Policy and/or Whistleblowing Policy. A copy of which is available on request.

## 9. Monitoring arrangements

This policy will be monitored and reviewed on annual basis, or in the event of national and local developments.

## 10. Linked policies

- a) Academy Relationships & Positive Behaviour Policy
- b) Suspension & Exclusion Policy
- c) Safeguarding & Child Protection Policy
- d) Restrictive Physical Intervention Policy
- e) Special Educational Needs & Disabilities Policy
- f) Concerns & Complaints Policy
- g) Disciplinary Procedure Policy
- h) Whistleblowing Policy

## 11. Appendices

### 1. Beyond the academy gates.

Section 89(5) of the Education and Inspections Act 2006 gives each Principal specific statutory power to challenge and address pupils' misbehaviour outside of the academy premises 'to such extent as reasonable'. Any non-criminal negative behaviour or bullying that occurs off the academy premises that is witnessed by a member of staff or reported to the academy will also be managed in line with the Relationship & Positive Behaviour Policy and academy procedures and guidance.

Examples include; off-site visits and journeys to and from school (taxi, bus and walking etc.).

### 2. Sexual harassment & sexual violence

The Trust and each academy will ensure that all incidents of sexual harassment and/or violence are met with a suitable response and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be. Our pupils should never feel alone.

The academy's response will be:

- a) Proportionate
- b) Considered
- c) Supportive
- d) Decided on a case-by-case basis

Each academy has procedures in place to respond to any allegations or concerns regarding a child's safety or well-being. These include clear processes for:

- a) Responding to a report

- b) Carrying out risk assessments, where appropriate, to help determine whether to:
- c) Manage the incident internally
- d) Refer to early help
- e) Refer to children's social care
- f) Report to the police

Please refer to our child protection and safeguarding policy for more information;

The academy/trust will not tolerate such behaviour and appropriate consequences will be actioned.

### 3. Searching, screening & confiscating

Any prohibited items found in pupils' possession will be confiscated. These items will not be returned to pupils, and parents will be informed. On occasion, it may be necessary to notify external services, including the police.

Prohibited items include:

- a) Weapons, eg knives
- b) Alcohol
- c) Illegal drugs
- d) Stolen goods
- e) Tobacco products
- f) Pornographic images
- g) Fireworks
- h) Anything that has been, or is likely to be, used to cause injury or commit an offence
- i) Anything banned in school rules

Please note that the nature of pupils' settings and vulnerability may mean regular searches are carried out daily. This protocol will be made known on admission.

Academy staff can also confiscate any harmful or detrimental item to school discipline. If appropriate, these items will be returned to pupils after a discussion with senior leaders and parents.

Searching and screening pupils are conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

### 4. CCTV

All our academies operate some form of closed-circuit television (CCTV) to help reduce crime and monitor the academy buildings to provide a safe and secure environment for pupils, staff and visitors.

Individuals have the right to request access to CCTV footage relating to themselves under the Data Protection Act and in line with Trust-wide policy, When a specific incident is caught on camera, the recording may be used for evidential or training purposes. There will be no disclosure of recorded data to third parties other than authorised personnel such as the Police or other service providers where they would reasonably need access to the data (e.g. investigators).

Complaints about the operation of CCTV should be made in line with the Trust's complaints policy and procedures.

