

## Trust Policy

# Relationships and Behaviour Policy

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# 1. Introduction

## 1.1 Aims

- a) 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

- b) This policy aims to promote the Trust’s approach to positive behaviour through relationships, high expectations, consideration of need, and 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

- c) 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

### 1.2.1 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.
  - i. 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.
  - i. 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.
  - i. 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.
  - i. 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.
  - i. 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 everyone’s starting point.
  - i. 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

2.1 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 2024](#)
- 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**

3.1 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. Relationships and Positive Behaviour Culture – Trust Quality Assurance**

4.1 Trust reviews can be commissioned or activated when/if required (informed by data), by academies, and are completed by the Director of Education and peers.

4.2 This collaborative process aims to support academy leaders in establishing and sustaining a positive behaviour culture underpinned by a relational approach and aligned with the Trust's behaviour principles.

4.3 All reviews, and the impact, are shared with local governing bodies and the Trust's School Improvement Committee.

### **5. Roles and responsibilities**

5.1 The Trustees are responsible for ratifying this policy ensuring the Central Executive Team implements the policy across the Trust.

5.2 The Trust is responsible for ensuring all academies adopt the policy and review it regularly.

5.3 The Principal is responsible for ensuring the academy's Relationships & Positive Behaviour Policy/Guidance is aligned with the Trust's Behaviour Principles, implementing and interpreting to meet the needs of the pupils.

## **6. Anti-bullying**

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

## **7. Restrictive Physical Intervention (RPI)**

7.1 Please refer to the Trust's Restrictive Physical Intervention Policy.

## **8. Use of suspensions and exclusions**

8.1 Please refer to the Trust's Suspension & Exclusion Policy.

## **9. Complaints and allegations**

9.1 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.

## **10. Monitoring arrangements**

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

## **11. Linked policies**

11.1 This policy is linked to the below policies

- a) Academy Relationships & Positive Behaviour Policy/Guidance
- 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

## Appendices

### 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

- a) off-site visits
- b) journeys to and from school (taxi, bus and walking etc.).

### 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.

## 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](#).

## 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.



## Use of Calm and Sensory Environments Guidance

Raleigh Education Trust is committed to the ongoing development of academy environments and working with external partners from health etc to design and provide the most effective calm and sensory spaces to meet the needs of our children.

The Trust's Environmental Matrices has been developed with the Children's Sensory Therapy Service, a model that all Trust schools will adopt to meet the needs of their children, in line with the context of each setting.

Environmental Matrices 	Level 1 - Womb Space	Level 2 – Mother/father Space	Level 3 - Kid Power Space	Level 4 - Brain Power Space
<b>What does this look like?</b>	<ul style="list-style-type: none"> <li>• Safety</li> <li>• Containment</li> <li>• Low stimulation</li> <li>• Slow paced – time</li> <li>• Visual/fidget toys</li> <li>• Weighted equipment</li> <li>• Silence/white noise?</li> </ul>	<ul style="list-style-type: none"> <li>• Physical closeness</li> <li>• Touch – deep pressure</li> <li>• Rocking</li> <li>• Rhythmical, linear movement</li> <li>• Low volume</li> <li>• Low stimulation</li> </ul>	<ul style="list-style-type: none"> <li>• Generating and carrying out ideas</li> <li>• Physical</li> <li>• Gross motor</li> <li>• Whole body</li> <li>• Vestibular and proprioceptive development</li> </ul>	<ul style="list-style-type: none"> <li>• More static</li> <li>• Designated workspace</li> <li>• Often where a child is expected to be in an academic environment</li> <li>• Cognitive</li> </ul>
<b>When may X need the space?</b>	<ul style="list-style-type: none"> <li>• Highly anxious.</li> <li>• Need to be in control.</li> <li>• Child's anxiety isn't always obvious.</li> <li>• Behaviours: withdrawn, run away, hide, say "go away," dropping their head, shutting down, the reaction can seem over the top e.g., screaming in response to a loud noise, freezing e.g., not being able to walk.</li> </ul>	<ul style="list-style-type: none"> <li>• Saying no – first response generally. With time, will think about it and change their mind. The child will not verbalise yes in response; if it is okay, they will initiate the task and participate.</li> <li>• Attachment-seeking behaviours – trying to get adults' attention.</li> </ul>	<ul style="list-style-type: none"> <li>• When the child is anticipating or waiting for an opportunity for gross motor play.</li> <li>• Needs equipment to be in place on arrival, he knows he is coming to play and wants to try things.</li> </ul>	<ul style="list-style-type: none"> <li>• The child can engage in more academic learning e.g. reading, writing or drawing</li> <li>• If a child is not ready, this should not be forced as could quickly lead to responses seen in levels 1 and 2.</li> </ul>
<b>Activity ideas:</b>	<ul style="list-style-type: none"> <li>• 'Less is more' in terms of attempting to engage the child, be comfortable with silence and just being present.</li> <li>• Getting into a bag of soft play balls.</li> </ul>	<ul style="list-style-type: none"> <li>• Modelling a task.</li> <li>• Doing a task alongside X.</li> <li>• Give two options.</li> <li>• Hammock swing – with their head out.</li> <li>• Net swing – on two hooks to make it linear.</li> <li>• Creating a small space.</li> </ul>	<ul style="list-style-type: none"> <li>• To start to try and engage here – observe the child's arousal level, if over-aroused to move more towards mother and womb spaces.</li> <li>• Space hopper.</li> <li>• Shark board.</li> <li>• Bolster swing.</li> </ul>	<ul style="list-style-type: none"> <li>• Reading</li> <li>• Writing</li> <li>• Colouring/Drawing</li> <li>• Numeracy (e.g. counting, sorting)</li> <li>• Playing board games</li> </ul>

### Non-Negotiable - Guiding Principles

The following principles apply to all calm and sensory spaces.

- a) Be Proactive – Understand the Needs of Your Children
  - i. The admission process should provide a comprehensive understanding of each child's needs and experiences, incorporating input from the child and their family, which will inform strategies for support, including de-escalation techniques.
  - ii. A summary of each child's needs must be shared with relevant school staff (e.g., pupil profile), and should be regularly reviewed and updated.
  - iii. Any necessary interventions should be identified and implemented as soon as possible, based on the information gathered during the admission process.
  - iv. Although a dynamic risk assessment is always required, not all smaller spaces may effectively de-escalate children. The potential use of outdoor spaces should also be considered. For example, a "Womb Space" for one child might be under an outdoor climbing frame. When possible and when known, this information should be included in the pupil profile.

- b) Never Use as a Punitive Measure
  - i. Calm and sensory spaces must never be used as a form of punishment or isolation. Also, these spaces should not be used as rewards; instead, they serve as supportive interventions to address a child's needs.
  - ii. Calm and sensory spaces must be considered safe spaces for children, and not associated with punishment in any way.
- c) A Child's Liberty Must Never Be Compromised
  - i. A child should never be locked in any space, including breakout rooms or classrooms.
  - ii. All calm and sensory spaces (including breakout spaces) must not have barrel locks that could restrict a person's freedom. If a key lock is required, it must have an internal thumb turn (open only), ensuring a safe exit.
  - iii. Unless lockdown procedures are in place, doors should never be barricaded, nor should adults hold a door shut to prevent a child from exiting. If a child requires support, Team Teach protocols must be followed.
- d) Supervision and Recording
  - i. Children using calm or sensory spaces, or those in crisis, must always be monitored and supervised. Appropriate actions should be taken if a child becomes more distressed or dysregulated.
  - ii. Access to calm and sensory spaces should be recorded in CPOMs to ensure children receive the necessary intervention and support.