

Trust Policy

Trust Relationships & Positive Behaviour Policy

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1. Introduction

1.1 Aims

- 1.1.1 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

- 1.1.2 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 “

1.2 Policy Adoption

- 1.2.1 To ensure each school can meet its own contextual needs while remaining aligned with Trust expectations, schools may either:

- i. Adopt this policy in full, supported by the Golden Rules (Appendix 1), which are published on the school website; or
- ii. Develop their own contextualised Relationships and Positive Behaviour Policy, provided it is consistent with the Trust’s Six Behaviour Principles.

1.3 Behaviour principles:

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

- i. **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
- ii. **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.
- iii. **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.
- iv. **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.
- v. **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.
- vi. **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

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 from maintained schools, academies and pupil referral units in England, including pupil movement](#)
- c) [Searching, screening and confiscation at school](#)
- d) [The Equality Act 2010](#)
- e) [Keeping children safe in education 2025](#)
- 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) [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)
- j) Sections 88-94 of the [Education and Inspections Act 2006](#)
- k) Section 175 of the [Education Act 2002](#)
- l) [DfE guidance](#) – DfE guidance on what academies must publish within their behaviour and antibullying policies
- m) [Positive environments where children can flourish - GOV.UK \(www.gov.uk\)](#)

3. Our Approach

3.1 Positive Behaviour We Want to See

3.1.1 It is essential that our children and their families understand the positive behaviours we aim to promote across all our schools, rather than placing emphasis solely on behaviours that are not acceptable:

- i. Engaged learning behaviours: Pupils participate actively in lessons, listen respectfully, follow instructions, and contribute positively to the learning environment.

- ii. Respectful movement around school: Pupils walk calmly and safely in corridors, move promptly between lessons, and show consideration for others during break and lunchtimes.
- iii. Commitment to learning: Pupils complete classwork and homework to the best of their ability and take responsibility for their progress.
- iv. Positive attitude: Pupils show readiness to learn, approach challenges with resilience, and treat staff and peers with respect.
- v. Pride in appearance: Pupils wear the correct school uniform smartly and consistently, showing pride in being part of the school community.
- vi. Kindness and empathy: Pupils use kind words and actions, show understanding towards others' feelings, and support peers in positive ways.
- vii. Inclusivity: Pupils value and celebrate differences, ensure everyone feels welcome, and contribute to a school culture where all pupils feel they belong.

3.2 Our Approach to Negative Behaviours

- 3.2.1 Whilst negative behaviours such as any form of bullying, sexual violence, sexual harassment (including online) (Appendix 3), discriminatory behaviour, possession of prohibited or banned items (Section 12), theft, violent conduct, and vandalism are not accepted, the Trust will respond to each incident using an enquiry-focused approach. This includes seeking to understand the underlying causes and considering the wider context before determining any consequences and intervention(s).
- 3.2.2 In accordance with Section 89(5) of the Education and Inspections Act 2006, each academy has the statutory authority to challenge and address pupils' misbehaviour occurring outside the academy premises, where it is reasonable to do so. Further details can be found in Beyond the Academy Gates (Appendix 2).

4. Providing environments where children can flourish.

- 4.1 As a Trust, we are committed to creating environments that provide the optimal conditions for learning. Our schools achieve this through the following approaches:
 - i. Safeguarding: All staff are expected to prioritise the safety and well-being of pupils at all times. Please refer to each academy's Safeguarding and Child Protection Policy for full details..
 - ii. Empowering through education: We recognise education in its widest sense and are committed to providing high-quality personal development alongside academic learning.
 - iii. Curriculum: Each academy is expected to deliver a broad, balanced, knowledge-rich curriculum that can be adapted to meet pupils' specific needs when required.
 - iv. Quality First Teaching: Through high-quality professional learning, we ensure that all academies consistently provide Quality First Teaching for every child.
 - v. It starts with the adults: All staff are expected to model the positive behaviours we aim to instil in our pupils.

- vi. Physical environments: We aim to provide high-quality learning environments that support both academic progress and personal development, with consideration given to pupils' individual needs.
- vii. Pupil support: We maintain high expectations for all pupils, coupled with high levels of support to enable them to succeed.
- viii. Pupil Wellbeing: Each academy proactively promotes and supports pupil wellbeing, including regularly seeking and responding to pupil voice.
- ix. Professional Learning: We provide high-quality professional learning that is context-specific and responsive to staff and pupil needs. The Trust's Thinking Differently – Understanding the Whole Child suite of professional learning (Appendix 4), provides the schools with a contextualised and specialist facilitated CPL, developing toolkits to support and promote positive behaviour.
- x. Partnership working: We recognise the importance of multi-agency collaboration and strong partnerships with parents and carers to support pupils effectively.
- xi. Recognition of positive behaviour: We believe in recognising and celebrating positive behaviour to reinforce expectations. Each academy implements a culture of recognition and reward aligned with the behaviours we want to see.
- xii. Logical consequences and restorative practice: We aim for all consequences to be logical and proportionate to the behaviour being addressed. Where this is not possible, staff will engage pupils in reflective conversations to understand underlying causes. Restorative practice is an approach we seek to embed across all our schools.
- xiii. Meet & Greet: We consider '*meet and greet*' an essential foundation for creating psychological safety and an important safeguarding tool. Greeting pupils on arrival enables staff to recognise signs of distress or anxiety, whether verbal or through body language, allowing timely and appropriate support

5. Roles & Responsibilities

5.1 Trust

- 5.1.1 The Trust is responsible for ratifying this policy and the Trust Behaviour Principles, and for ensuring that the Director of Education implements these principles consistently across all Trust schools.

5.2 Academy Principal/Head of School

- 5.2.1 The Principal is responsible for ensuring that the academy either adopts this policy in full, supported by the Golden Rules, or develops its own Relationships and Positive Behaviour Policy. Any academy-level policy must align with the Trust's Behaviour Principles and be implemented in a way that meets the needs of pupils.
- 5.2.2 The Principal is responsible for ensuring that the academy's systems and norms, including the physical and psychological environment, curriculum, and pastoral support, align with the Trust's Six Behaviour Principles and create conditions in which pupils can flourish (Section 1.3).
- 5.2.3 The Principal must also ensure that pastoral-related professional learning, including the induction of new staff, equips colleagues to promote and support positive behaviour effectively.

5.3 Staff

5.3.1 All adults in school are responsible for:

- i. Modelling the positive behaviours we expect to see across our schools (see Section 5).
- ii. Implementing this policy and/or their academy's Relationships and Positive Behaviour Policy.
- iii. Maintaining high, contextualised expectations while providing high levels of support for pupils.
- iv. Recording behaviour incidents promptly in line with academy procedures.
- v. Understanding and consistently modelling the Trust's Six Behaviour Principles

5.4 Parent and carers

5.4.1 Parent and carers are responsible for:

- i. Supporting their child to understand and demonstrate positive behaviour (see Section 5).
- ii. Informing the school of any changes in circumstances that may affect their child's behaviour.
- iii. Engaging with and supporting any pastoral interventions required to meet their child's needs, including attending meetings where necessary.
- iv. Raising concerns or complaints in line with Trust policies while treating all academy and Trust staff with kindness and respect.

6. Relationships & Positive Behaviour Culture: Deep Learning & Development Framework – MAT Assurance

- 6.1 Trust reviews can be commissioned in line with the Deep Learning & Development Framework (DLDF), or activated when/if required (informed by data), by our schools, and are completed by expert practitioners from across the Trust schools.
- 6.2 All reviews, and the impact, are shared with local governing bodies and the Trust's School Improvement Committee.

7. Bullying Behaviour

- 7.1 Please refer to the academy's website for full details of its approach to preventing and responding to bullying behaviour.

8. Mobile Phones

- 8.1 In line with the DfE's guidance on mobile phones, and to reflect the context of each academy, each academy is responsible to publisher its approach to mobile phone use on school grounds.

9. Restrictive Physical Intervention

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

10. Use of Calm and Sensory Environments

- 10.1 Raleigh Education Trust is committed to the continuous development of academy environments and to working collaboratively with external partners, including health professionals, to design and provide effective calm and sensory spaces that meet the diverse needs of our pupils.
- 10.2 To support academies in developing and safely managing their sensory environments, the Trust has produced guidance on the Use of Calm and Sensory Environments. This guidance is designed to ensure that all academies become fully sensory-friendly settings and that both pupils and staff can access and use these specialist spaces safely and effectively (Appendix 5).

11. Use of Suspension and Exclusions

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

12. Searching, screening & confiscating

- 12.1 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.
- 12.2 Prohibited items include:
 - a) Weapons, e.g., 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 the school rules
- 12.3 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.
- 12.4 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.
- 12.5 Searching and screening pupils are conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

13. CCTV

- 13.1 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.
- 13.2 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).

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

14. Complaints & allegations

- 14.1 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.

15. Monitoring arrangements

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

16. Linked policies

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

Appendices

1. Golden Rules Template

Our Three Golden Rules	How the academy celebrates with us when we get things right	How we learn when things do not go well	How all adults in schools support us to get things right
	•	•	•
This is how we all do things in our school Logo <i>Behaviour and Relational approach on a page</i>	Expressing our needs: <i>'I messages'</i> Instead of using 'You', adults use 'I': • When I see or hear... • I feel... • Because I think... • Because I feel... I'd like...	Restorative Language: <i>(Remedi)</i> 1. What's happened from your perspective? 2. How has it left you feeling? 3. What do you think about? 4. What do you need (to feel)? 5. Who can do what to help?	If I am feeling anxious and/or unable to regulate my emotions, adults help me by using 'W.I.N': • I'm wondering if...you are able to tell me what you are feeling? • I imagine that...(show understanding and empathy) • I notice that...(verbalise what emotions you can see)

2. 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.).

3. 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

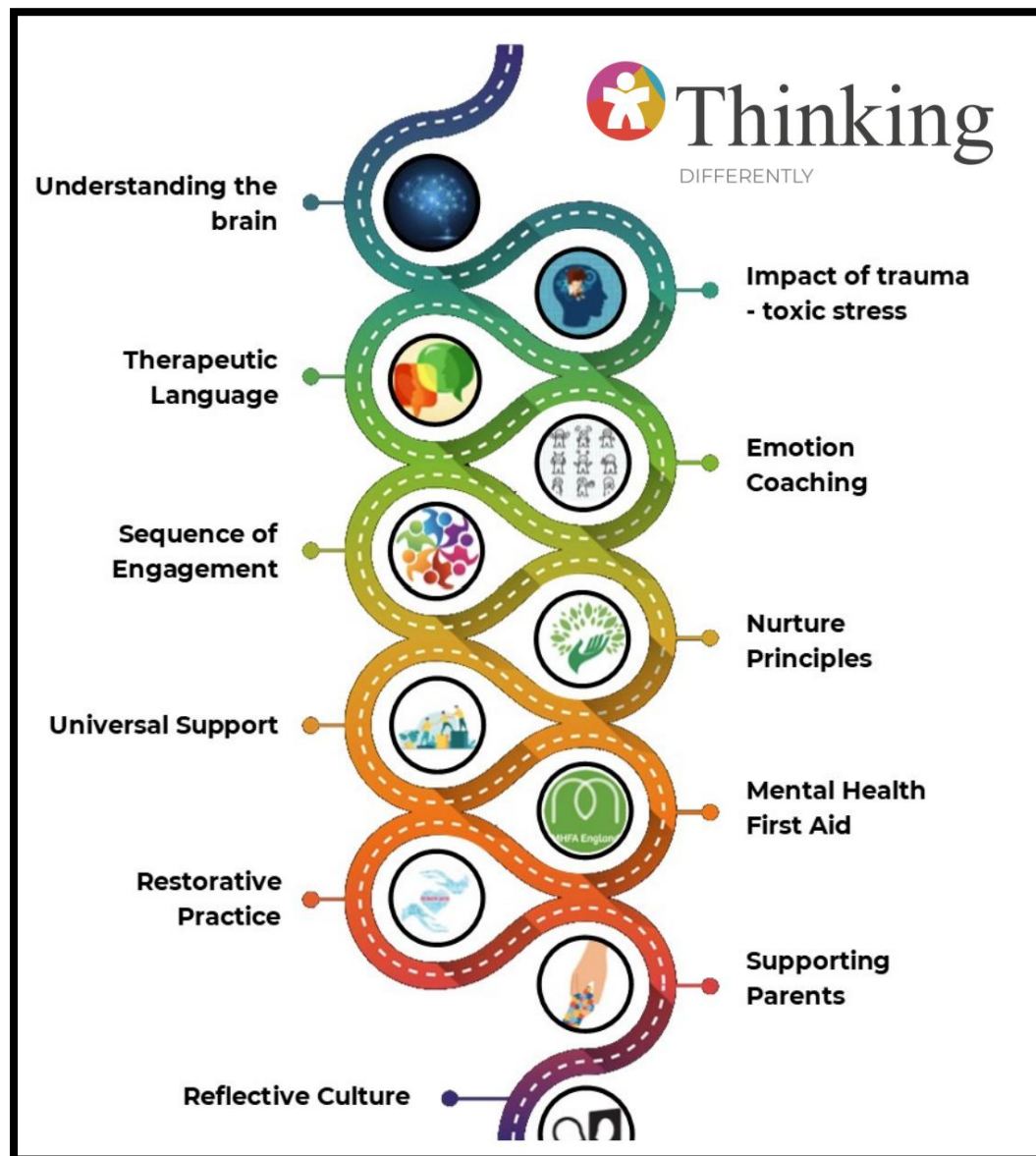
Please refer to our child protection and safeguarding policy for more information.

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

4. Thinking Differently – Understanding the Whole Child

'Thinking Differently' is a journey to understanding the whole child, recognises the importance of seeing the person behind the behaviour, with a greater emphasis on the cause rather than the symptom. This is an ever-evolving, outward-facing programme of professional learning aimed at upskilling and enhancing toolkits to allow adults to understand and support children and their families in overcoming barriers they may have experienced or are experiencing.

This programme was designed in collaboration with the Mental Health Support Team. There are many layers to the Thinking Differently programme, all of which are designed to offer highly personalised and need-led whole school, specific teams, and/or individual professional development.



5. Use of Calm and Sensory Environments Guidance

The Raleigh Education Trust Environmental Matrices have been developed in collaboration with the Children's Sensory Therapy Service. This framework reflects our ambition for all Trust academies to adopt sensory-informed approaches that meet the needs of their pupils, while taking into account the context and requirements of each setting.

Environmental Matrices	Level 1 - Womb Space	Level 2 – Mother/father Space	Level 3 - Kid Power Space	Level 4 - Brain Power Space
				
What does this look like?	• Safety • Containment • Low stimulation • Slow paced – time • Visual/fidget toys • Weighted equipment • Silence/white noise?	• Physical closeness • Touch – deep pressure • Rocking • Rhythmical, linear movement • Low volume • Low stimulation	• Generating and carrying out ideas • Physical • Gross motor • Whole body • Vestibular and proprioceptive development	• More static • Designated workspace • Often where a child is expected to be in an academic environment • Cognitive
When may X need the space?	• Highly anxious. • Need to be in control. • Child's anxiety isn't always obvious. • 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.	• 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. • Attachment-seeking behaviours – trying to get adults' attention.	• When the child is anticipating or waiting for an opportunity for gross motor play. • Needs equipment to be in place on arrival, he knows he is coming to play and wants to try things.	• The child can engage in more academic learning e.g. reading, writing or drawing • If a child is not ready, this should not be forced as could quickly lead to responses seen in levels 1 and 2.
Activity ideas:	• 'Less is more' in terms of attempting to engage the child, be comfortable with silence and just being present. • Getting into a bag of soft play balls.	• Modelling a task. • Doing a task alongside X. • Give two options. • Hammock swing – with their head out. • Net swing – on two hooks to make it linear. • Creating a small space.	• To start to try and engage here – observe the child's arousal level, if over-aroused to move more towards mother and womb spaces. • Space hopper. • Shark board. • Bolster swing.	• Reading • Writing • Colouring/Drawing • Numeracy (e.g. counting, sorting) • Playing board games

Non-Negotiable - Guiding Principles for using calm and sensory spaces

The following principles apply to all calm and sensory spaces.

1. Be Proactive – Understand the Needs of Your Children

- 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.
- 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.
- Any necessary interventions should be identified and implemented as soon as possible, based on the information gathered during the admission process.

- 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.

2. **Never Use as a Punitive Measure**

- 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.
- Calm and sensory spaces must be considered safe spaces for children, and not associated with punishment in any way.

3. **A Child’s Liberty Must Never Be Compromised**

- A child should never be locked in any space, including breakout rooms or classrooms.
- 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.
- 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.

4. **Supervision and Recording**

- 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.
- Access to calm and sensory spaces should be recorded in CPOMs to ensure children receive the necessary intervention and support.