Respect Collaboration Trust

Behaviour Policy

Approved By	Director of Education (DCEO)	**Date:**	18/09/2026
Author	Director of Safeguarding and Attendance	**Date:**	08/09/2026
Board Ratification	Trust Board	**Date:**	25/09/2026
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1. Statement of Intent

The Respect Collaboration Trust values the dignity, distinctiveness and learning of every pupil. Staff at all levels across the Trust will apply this policy fairly and consistently in line with the core values of RESPECT.

In order to facilitate progress and learning, acceptable behaviour must be demonstrated in all aspects of school life. Pupils are helped to understand the need for rules and respect the rule of law. This helps pupils engage more successfully in learning and helps prepare them for success in wider society as adults.

Our school's approach to positively managing behaviour is defined by a sense of unconditional positive regard. Our vision is that every day is a new day and we never give up on a child.

Reasonable and proportionate sanctions will be used where a pupil's behaviour falls below the standard that is expected, alongside support to prevent recurring misbehaviour.

Our schools acknowledge that behaviour can sometimes be the result of educational needs, mental health issues, or other needs or vulnerabilities, and will address these needs via an individualised graduated response.

2. Legal framework

2.1 This policy has due regard to all relevant legislation and statutory and non-statutory guidance including, but not limited to, the following:

- Education Act 1996 and 2002
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010
- Voyeurism (Offences) Act 2019
- DfE (2013) 'Use of reasonable force'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2024) 'Behaviour in schools: Advice for Headteachers and school staff'
- DfE (2026) 'Keeping children safe in education 2026'
- DfE (2025) 'Searching, Screening and Confiscation: Advice for schools'
- DfE (2025) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'
- DfE (2024) 'Mobile phones in schools'
- DfE (2024) 'Creating a school behaviour culture: audit and action planning tools'

2.2 This policy operates in conjunction with the following school policies:

- Pupil Code of Conduct

- Complaints Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Suspension and Exclusion Policy
- Safeguarding Policy
- Smoke-free Policy
- Searching, Screening and Confiscation Policy
- Anti-bullying Policy
- Pupils' Personal Electronic Devices Policy

3. Definitions

3.1 For the purposes of this policy, the school will define "serious unacceptable behaviour" as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour.

This will include, but is not limited to, the following:

- Discrimination – not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- Harassment – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- Bullying – a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied
- Cyberbullying – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Possession of legal or illegal drugs, alcohol or tobacco
- Possession of banned items
- Truancy and running away from school
- Refusing to comply with disciplinary sanctions
- Theft
- Verbal abuse, including swearing, racist remarks and threatening language
- Fighting and aggression
- Extreme behaviour, such as violence and serious vandalism
- Any behaviour that threatens safety or presents a serious danger.

3.2 For the purposes of this policy, the school will define "low-level behaviour" as any behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to, the following:

- Lateness
- Low-level disruption and talking in class
- Failure to complete classwork
- Rudeness
- Lack of correct equipment
- Refusing to complete homework, incomplete homework, or arriving at school without homework
- Disruption on public transport

- Use of mobile phones without permission
- Graffiti.

“Low-level behaviour” may be escalated to “serious behaviour”, depending on the severity of the behaviour.

4. Roles and Responsibilities

4.1 The Trust will have overall responsibility for:

- Ensuring that this policy, as written and enacted, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole-trust culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school’s Complaints Procedures Policy.
- Ensuring this policy is published on the school website.

4.2 The Headteacher will be responsible for:

- The enacted monitoring and implementation of this policy and of the behaviour procedures at the school. This includes monitoring the policy’s effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Establishing high expectations of pupils’ conduct and behaviour and implementing measures to achieve this.
- Determining the school rules and any disciplinary sanctions for breaking the rules.
- The day-to-day implementation of this policy.
- Publicising this policy in writing to staff, parents and pupils at least once a year.
- Reporting to stakeholders on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.
- Tracking and monitoring the Senior Leadership Teams actions.

4.3 The schools SENCO will be responsible for:

- Collaborating with the Headteacher and as part of the SLT, to determine the strategic development of behaviour and SEND policies and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behaviour and to support pupils with SEND, in line with the school’s and Trust Special Educational Needs and Disabilities (SEND) Policy.
- Supporting teachers in the further assessment of a pupil’s strengths and areas for improvement and advising on the effective implementation of support.

4.4 Teaching staff will be responsible for:

- Planning and reviewing support for pupils with behavioural difficulties in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.
- Aiming to teach all pupils the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with behavioural difficulties will be able to study the full national curriculum.
- Teaching and modelling expected behaviour and positive relationships, demonstrating good habits.
- Being responsible and accountable for the progress and development of the pupils in their class.
- Not tolerating disruption and taking proportionate action to restore acceptable standards of behaviour.
- Developing effective communications with parents, ensuring that they feel included in their child's educational experiences.

4.5 All members of staff, including teaching and support staff, and volunteers will be responsible for:

- Adhering to this policy and applying it consistently and fairly.
- Supporting pupils in adhering to this policy.
- Promoting a supportive and high-quality learning environment.
- Modelling high levels of behaviour.
- Being aware of the signs of behavioural difficulties.
- Setting high expectations for every pupil.
- Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs.
- Keeping school relevant staff up to date with any changes in behaviour.
- As authorised by the headteacher, sanctioning pupils who display poor levels of behaviour.
- Developing supportive, respectful, and trustworthy relationships with each other.

4.6 Pupils will be responsible for:

- Taking responsibility for their own behaviour both inside school and in the wider community
- Reporting concerns or unacceptable behaviour to a member of staff.

4.7 Parents will be responsible for:

- Supporting their child in adhering to the school rules and reinforcing this at home.
- Informing the school of any changes in circumstances which may affect their child's behaviour.

5. Staff induction, development and support

5.1 All new staff across our schools will be inducted clearly into the school's behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture across Trust Schools. Staff will be provided with bespoke training, where necessary, on the needs of pupils at the school to enable behaviour to be managed consistently.

5.2 The school will consider any appropriate training which is required for staff to meet their duties and functions in accordance with this policy, including on understanding matters which may affect a pupil's behaviour, e.g. SEND and mental health needs.

5.3 Members of staff who have, or are aspiring to have, responsibilities for leading behaviour or supporting pupil wellbeing will be supported to undertake any relevant training or qualifications.

5.4 Staff will know where and how to ask for assistance if they're struggling to build and maintain an effective culture of positive behaviour.

5.5 The SLT and the Headteacher will review staff training needs annually, and in response to any serious or persistent behaviour issues disrupting the running of the school.

5.6 To support this approach and our employees, we have a structured new employee induction for positive behaviour and our approach around a mnemonic that contains 5Ps:

- **Promoting positive behaviour** (high expectations, role modelling, empathy and anticipation).
- **Purposeful intervention** (purpose over punishment, process around the person, proactive).
- **Post incident learning** (accurate and factual recording, child's perspective, solution focused).
- **Planning for success** (personalised, inclusive, "live" and up to date).
- **Prepare for the unexpected** (self-regulate, dynamic risk assessment, always best interests).

6. Social, Emotional and Mental Health (SEMH) needs

6.1 To help reduce the likelihood of behavioural issues related to SEMH needs, Respect Collaboration Trust will create a safe and calm environment in which positive mental health and wellbeing are promoted, and pupils are taught to be resilient. The school will promote resilience as part of a whole-school approach using the following methods:

- Culture, ethos and environment – the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment.
- Teaching – the curriculum is used to develop pupils' knowledge about health and wellbeing.

- Community engagement – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils' health and wellbeing.

6.2 All staff will be made aware of how potentially traumatic adverse childhood experiences, including abuse and neglect, can impact on a pupil's mental health, behaviour, and education. Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health.

7. Managing Behaviour

7.1 Across Respect Collaboration Trust, instances of unacceptable behaviour will be taken seriously and dealt with immediately. Staff will respond promptly, predictably and with confidence to maintain a calm, safe learning environment. Staff will consider afterwards how to prevent such behaviour from recurring.

7.2 School staff will keep a record of all reported incidents to help identify pupils whose behaviour may indicate potential mental health or safeguarding problems. All staff will be alert to changes in a pupil's behaviour that could indicate they need help or protection.

7.3 Support, such as targeted discussions with pupils, a phone call with parents, and inquiries into circumstances outside of school by the DSL, will be provided alongside the use of sanctions to prevent the misbehaviour recurring.

7.4 Unconditional and consistent re-enforcement of positive behaviour is always more effective than sanctions. However, in cases of repeated misbehaviour or when a behaviour incident is extreme, for example, it causes harm to themselves or others, staff will adopt the following 5 step approach:

1. De-escalate – support the pupil to re-align themselves so that they become in control of their own feelings, emotions and actions.

2. Connect – the adults involved will help the pupil to regulate (or signpost to the most appropriate colleague - this is the adult at school with which the child has the best 'connection.').

3. Reflect – the key person will support the pupil to explain, in their words, what has happened.

4. Empathise – staff will support the pupil to understand how their actions may have impacted others.

5. Restore – the key person will work with the child to develop a course of action (a sanction) that is logical and purposeful. The course of action will aim to support the child to change their behaviour, restore a relation and/or fix a problem.

7.5 Logical consequences could include but may not be limited to:

- Completing missed work at an agreed time.
- Missing break or lunch time play for an agreed period of time.

- Repairing/restoring/replacing any damaged or broken items or property.

7.6 Any logical consequences should be completed with the pupil's key worker or member of the school's senior leadership team, if appropriate.

7.7 As well as the above, the repeated misbehaviours or extreme behaviour must be:

- Discussed with the child's family.
- Appropriately monitored to identify trends and patterns that could help inform improvements.
- Reported to the Headteacher or Deputy Head who may decide to apply other actions such as:
  - Meeting with the child's family to develop a personalised plan of action.
  - Creating and monitoring the impact of a behaviour support plan (BSP).
  - Moving groups.
  - Suspending the pupil for a period of days.

Treating all children in the same way may be unlawful where disability affects behaviour

The school recognises its duties under the Equality Act 2010 and acknowledges that behaviour may be influenced by a pupil's disability, special educational need, medical condition, communication need, mental health need or other vulnerability.

When considering behaviour management strategies, sanctions, suspension or permanent exclusion, staff will consider whether the behaviour is linked to a disability or additional need and whether reasonable adjustments are required. Decisions will be made on an individual basis, taking into account the pupil's identified needs, support plans, risk assessments and any professional advice.

The school will seek to remove barriers to learning and participation through a graduated and personalised approach, whilst maintaining high expectations of behaviour for all pupils.

Removal from Classrooms

In exceptional circumstances, a pupil may be removed from a classroom for a limited period to allow learning to continue safely. Any removal will be proportionate, considered and reviewed. Removal is not intended to be used as a sanction in itself but as a supportive response to allow regulation and restoration.

7.8 Principles

Rights	Responsibilities
▪ To be treated with respect. ▪ To feel safe (emotionally and physically). ▪ To make mistakes. ▪ To be treated courteously by ALL members of the school community.	▪ To respect others and the school environment ▪ To behave in a way that does not cause risk or alarm to others ▪ To reflect on mistakes and allow others to make mistakes.

▪ To be listened to without being judged.	▪ To treat everyone courteously. ▪ To model courteous behaviour. ▪ To listen to others without prejudging.

8. Behaviour Outside School

8.1 The school has the power to sanction pupils for misbehaviour outside of the school premises where it is reasonable to do so.

8.2 This includes behaviour that:

- Could have repercussions for the orderly running of the school.
- Poses a threat to another pupil, member of staff or member of the public.
- Could adversely affect the reputation of the school.
- Occurs whilst a pupil is travelling to or from school.
- Occurs whilst a pupil is wearing school uniform or is otherwise identifiable as a member of the school community.
- Occurs whilst a pupil is participating in any educational visit, work experience placement or activity organised by the school.
- Involves the misuse of technology, including online behaviour and social media activity, which impacts on the safety or wellbeing of members of the school community.

8.3 When responding to behaviour that occurs outside school, leaders will consider the individual circumstances of the incident, any safeguarding concerns, the age and needs of the pupil, and whether the behaviour may be linked to a disability, special educational need or vulnerability.

9. Suspensions

9.1 The safety and welfare of pupils and staff extremely important. The school will only suspend a pupil where it is absolutely necessary, and where all other possible disciplinary sanctions have failed to be successful.

9.2 The following examples of behaviour may underline the school's decision to exclude a pupil:

- Any incident which poses a risk to other pupils or members of staff, e.g. bringing a weapon onto the premises.
- Any incident that deliberately compromises the safety/welfare of members of the school community.
- Any incidents which breach the law.
- Persistent bullying.
- Verbal and/or physical abuse.
- A single, serious and major incident, e.g. serious assault on another individual leading to injury.

9.3 Pupils can be excluded on a fixed-period basis, i.e. up to 45 school days within a year, or permanently. Similarly, pupils can be permanently excluded following a fixed-period exclusion, where further evidence is presented.

9.4 In some circumstances the school may exercise its right to direct a pupil to receive off-site education to help manage a pupils needs and improve their engagement with the schools values. This will be in consultation with stakeholders and as part of strategy to avoid suspension and maximise progress.

9.5 Please see the school's exclusions policy for more information on the school's use of exclusions.

10. Prohibited items, searching pupils and confiscation

10.1 Headteachers and staff authorised by them will have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Authorised members of staff will be permitted to use reasonable force when conducting a search without consent for the prohibited items listed below, in line with the school's Restrictive Intervention Policy and Search, Screening and Confiscation guidance.

10.2 The prohibited items where reasonable force may be used are:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images.
- Any article that the member of staff reasonably suspects has been, or is likely to be, used to:
  - To commit an offence; or
  - To cause personal injury to any person, including the pupil themselves; or
  - To damage the property of any person, including the pupil themselves.

10.3 Pupils will not be permitted to use their mobile phones during the course of the school day in accordance with the School IT Device and Network Acceptable Use Policy. Any pupil found using their mobile phone during the school day will have their device confiscated. Staff members will consider whether confiscation is proportionate and consider any special circumstances relevant to the case. The Headteacher will determine the proportionate length of time for confiscation.

10.4 Mobile phones will be handed in on arrival – pupils will be permitted to access their mobile phones before and after school but will be required to hand their phone in at the beginning of the school day to be collected at the end of the school day.

10.5 The schools also identify the following as prohibited items which may be searched for by authorised staff without consent if necessary; however, reasonable force will not be used under any circumstances:

- E-cigarettes and vapes
- Lighters
- Aerosols
- Legal highs/psychoactive substances
- Energy drinks
- Mobile phones.

10.6 Where a search of, or information obtained from, an electronic device gives rise to a safeguarding concern, staff will act in accordance with the Safeguarding and Child Protection Policy and report the matter to the Designated Safeguarding Lead (DSL) without delay. Staff will consider whether any content identified may indicate abuse, exploitation, child-on-child abuse, online harm, criminal exploitation or other safeguarding concerns. Relevant evidence will be preserved where appropriate and handled in line with statutory guidance and data protection requirements.

11. Rewards and Achievement

11.1 The school will recognise that praise is key to making pupils feel valued and ensuring that their work and efforts are celebrated. When giving praise, teachers will ensure:

- They define the behaviour that is being rewarded.
- The praise is given immediately following the desired behaviour.
- The way in which the praise is given is varied.
- Praise is related to effort, rather than only to work produced.
- Perseverance and independence are encouraged.
- Praise is only given when a pupil's efforts, work or behaviour need to be recognised, rather than continuously without reason.
- The praise given is always sincere and is not followed with immediate criticism.

11.2 Rewards are issued in line with the Trust Core Values of respect and pupils are rewarded for exhibiting the following positive behaviours.

11.3 Responsibility- Helps pupils build trust and independence in their daily routines.

- Bringing the correct equipment to every lesson.
- Taking ownership of their actions and learning.
- Supporting other pupils.
- Accepting consequences calmly and working to put things right.

11.4 Empowerment- Encourages confidence and self-advocacy, especially in environments where pupils may have experienced disempowerment.

- Showing initiative in solving problems independently.
- Speaking up about what helps them learn or feel safe.
- Taking part in a new activity or session they usually avoid.
- Actively participating in class discussions.

11.5 Sense of Belonging- Reinforces that every pupil is a valued member of the school community.

- Wearing the school uniform.
- Welcoming and including others across the school community.
- Demonstrating care for the school environment.
- Attending regularly and showing pride in their work.

11.6 Personalised Learning- Affirms that learning is flexible and centred around the individual's progress, not just standard measures.

- Setting and reviewing personal learning goals.
- Seeking feedback and acting on it.
- Using personal strategies to manage learning or overcome challenges.
- Accessing support and resources independently.

11.7 Empathy- Builds social and emotional understanding in pupils who may have experienced trauma or struggled with peer relationships.

- Listening actively and kindly to peers.
- Offering support to others who are upset or struggling.
- Standing up against bullying or unkind behaviour.
- Demonstrating kindness in words and actions.

11.8 Consistency- Pupils are rewarded for being reliable and consistently upholding expectations.

- Displaying a positive attitude every day.
- Maintaining good attendance and punctuality.
- Demonstrating a strong work ethic across all subjects.
- Following school rules and routines regularly.

11.9 Tolerance- Supports pupils in managing differences and building respectful relationships.

- Respecting different opinions, cultures, and beliefs.
- Managing disagreements calmly and fairly.
- Celebrating diversity through participation in cultural or inclusive activities.
- Accepting when others need different rules, spaces, or support.

12. Recording

12.1 Pupil behaviour (both positive and negative) is recorded using the school's MIS system. All staff will receive training to ensure that this process is fully understood, and that all behaviour is reported effectively.

12.2 Behaviour data will be monitored by key staff to ensure that an incident has been followed up and a suitable consequence/reward has been given.

12.3 If a behaviour incident occurs, there is a duty for staff to record what has happened and also for this to be followed up by key staff. A detailed record of the incident, who was involved, and responsive actions must be recorded on the MIS.

13. Monitoring and Review

This policy will be reviewed on an annual basis; they will make any necessary changes and communicate these to all members of staff and relevant stakeholders.

14. GDPR

Data will be processed to be in line with our requirements and protections set out in the UK General Data Protection Regulation, Data Protection Act as amended by the Data (Use and Access) Act 2025.