

Behaviour Statement

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At Respect Collaboration Trust, we believe that every pupil deserves to learn in an environment that is safe, inclusive, and empowering. Our behaviour culture is rooted in the unwavering belief that every child has the capacity to grow, succeed, and belong.

We promote positive behaviour through high expectations, consistent routines, and a deep commitment to unconditional positive regard. Every day is a new opportunity, and we never give up on a child.

This statement sets out the Trust Board's general principles for behaviour across the Trust. It is intended to guide Headteachers and senior leaders when developing, reviewing and implementing school behaviour policies and procedures. School behaviour policies must reflect these principles while taking account of each school's context, pupil needs and statutory duties.

Our approach is guided by the Trust's core value of Respect and shaped by our 5Ps framework: promoting positive behaviour, purposeful intervention, post-incident learning, planning for success and preparing for the unexpected.

The Trust expects all schools to maintain a calm, safe and supportive environment where pupils and staff are treated with dignity. Behaviour expectations should be clear, taught, modelled and consistently reinforced. Positive behaviour should be recognised and celebrated, and pupils should be supported to understand how their actions affect themselves and others.

We recognise that behaviour may be influenced by a range of factors, including SEND, mental health, trauma, safeguarding concerns, adverse experiences and personal circumstances. Responses to behaviour must therefore be proportionate, compassionate and tailored to the individual, while maintaining high expectations and ensuring the safety and wellbeing of the whole school community.

Consequences should be fair, logical, proportionate and used to support learning, repair and restoration wherever possible. Restorative practice, reflection and post-incident learning should help pupils take responsibility, repair harm and develop more positive choices over time.

The Trust expects behaviour policies to be applied without discrimination and in line with duties under the Equality Act 2010, safeguarding guidance and SEND requirements. Reasonable adjustments must be considered where a pupil's disability or additional need affects their behaviour, and schools should use a graduated and multi-agency approach where behaviour indicates unmet need or ongoing risk.

Headteachers are responsible for determining and implementing school-level behaviour procedures, including rewards, sanctions, searching and confiscation, use of reasonable force, behaviour beyond the school gate and responses to serious incidents. These procedures must be lawful, clearly communicated, regularly reviewed and aligned with this statement.

The Trust Board, through its governance structures, will seek assurance that behaviour policies are implemented consistently, inclusively and effectively across the Trust. This includes oversight of behaviour culture, suspensions and exclusions, safeguarding links, disproportionality, reasonable adjustments and the impact of support for pupils whose behaviour presents concern.

Together, we are building a community where dignity, distinctiveness and learning thrive.