

**Inclusion** is at the  
**heart** of our trust



# Behaviour & Relationships Policy

Special and Alternative Provision Phase



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1	July 2024	O Langley-Sadler	New Policy to cover all trust special schools
2	August 2025	O Langley-Sadler	Updated to cover all trust special schools



## 1. Policy Statement

- 1.1 Oak Learning Partnership established as a group of schools so we could work formally in partnership as one organisation to support each other to provide an exceptional education for all. Our values are that as a group of individual schools we work collaboratively to be exceptional and highly inclusive. Inclusion is at the heart of our trust. Positive behaviour is central to this mission and values, and it is essential that each school has an extensive suite of interventions to manage behaviour well so they can provide calm, orderly, safe and supportive environments in which children and young people want to attend and can learn and thrive.

Oak Learning Partnership Trust values research-based approaches and we are guided by the Confederation of School Trust's 5 Principles of Inclusion in all our work:

- **Dignity, not deficit**
- **Greater complexity merits greater expertise**
- **Different, but not apart**
- **Success takes many forms**
- **Action at all levels**

The guiding principles underpin our approach to behaviour and relationships across our schools. The behaviour and relationships policy aims to ensure that Trust schools maintain the highest expectations whilst ensuring that all students are supported to meet them, and staff are highly trained to ensure students receive expert support. We have high standards in all that we do, and this includes student behaviour.

### 1.2 The Trust understands from research:

- 1.2.1 That any disruption within early years from pregnancy onwards can impact minds and bodies in three key areas that affect regulation, attachment and executive function.
- 1.2.2 That toxic stress involved in ACES impacts the nervous system of human beings
- 1.2.3 That over compensatory, rich, relational interventions can bring about recovery so that children and young people can function well at home, school and within their wider community.

### 1.3 The Trust believes it is the school's responsibility to:

- 1.3.1 Be the stress and shame regulators for students within their care.
- 1.3.2 Learn all about our students, what they have lived through to date, their resilience factors, their stressors, their calmers and their engagement hooks.
- 1.3.3 Integrate therapeutic practice, including attachment aware and trauma responsive interventions in our everyday practice.
- 1.3.4 Teach acceptable community behaviours and build positive relationships so children can succeed personally and successfully navigate the society they live in. Our schools use a range of interventions, actions and practices to achieve this, creating a positive culture. Refer to the Behaviour and Relationships Procedural Instructions for expected interventions.

- 1.3.5 Encourage and reward behaviour which supports the mission and values of the Trust and its schools.
- 1.3.6 Recognise, reward and celebrate all positive behaviours.
- 1.3.7 Create environments where positive behaviours are more likely, by proactively supporting students to behave appropriately and addressing unacceptable behaviour effectively.
- 1.3.8 Employ a fair and consistent behaviour intervention and management system that is recognised by students, parents/carers and staff.
- 1.3.9 To explicitly teach students what positive behaviour looks like and provide additional support for students to enable them to reach their potential

To assist with the achievement of that aim, the Trust has clear expectations of staff parents/carers and pupils/students.

#### **1.4 The Trust's Expectations of Staff**

All staff shall:

- 1.4.1 View themselves as an important part of any student's recovery journey.
- 1.4.2 Not discriminate how they relate to students in their care – every student is valued and worthy of unconditional positive regard.
- 1.4.3 Differentiate interventions according to student's needs.
- 1.4.4 Provide a predictable, secure environment which promotes security through routines, consistent and clear boundaries.
- 1.4.5 Apply the policy and procedures fairly and consistently.
- 1.4.6 Teach and model expected behaviours and positive relationships, so that students can see examples of healthy habits and are confident to ask for help and support when needed.
- 1.4.7 Constantly support students to meet the school's expectations and maintain the boundaries of appropriate conduct.
- 1.4.8 Ensure that positive student contributions are recognised and praised.
- 1.4.9 Be expected to lead by example in explicitly showing children and young people how to repair and rebuild all relationships.
- 1.4.10 Consider the impact of their own actions on the school culture and how they can uphold the school's rules and expectations as a positive role model.

#### **1.5 The Trust's Expectations of Parents/Carers**

- 1.5.1 To support the school, parents will be encouraged to get to know the school's behaviour and relationships policy. Parents have an important role in supporting the school's policy and reinforcing it at home.



1.5.2 Parents have a responsibility to inform the school of any changes in circumstances that may affect their child's engagement, to discuss any concerns with a key member of staff promptly and by attending meetings as required.

1.5.3 It is expected that parents/carers will be a positive role model for their child/children, knowing and supporting the school by ensuring that their child is ready to learn. They can do this by, making sure that their child:

- Arrives on time and prepared to learn.
- Is aware of the need to be polite, courteous, respectful to everyone on the school site, forging positive, supportive and respectful relationships with all staff.
- Is encouraged to want to learn and to meet high expectations.
- Wears the school uniform correctly. See your school's uniform policy for further details.
- Hands in any mobile devices (including phones) or any other item that is deemed unsuitable/illegal to bring in on a school site (e.g. expensive items, vapes) at the school reception point.

## 1.6 The Trust's Expectations of students

1.6.1 Students are responsible for being excellent ambassadors of themselves, who learn from their mistakes and demonstrate reflective behaviour which exemplifies the Trust's learning expectations and values.

1.6.2 To support this, all students will have a clear induction process that familiarises them with behaviour expectations. This induction will be repeated at the start of each academic year.

1.6.3 The Trust believes in doing common things uncommonly well. To ensure consistent application of its behaviour standards, it is expected that students will follow the school's rules **Respect, Responsibility and Pride** by:

- Be respectful to others
- Be respectful to staff
- Be responsible for making positive choices
- Be responsible for following staff instructions
- Be proud of their learning.

1.7 This Policy is supported by the Trust's Relationships and Behaviour (Special Phase) Procedural Instructions. The procedural instructions provide the detailed directions through which staff, parents/carers and pupils/students will uphold the aims and objectives of this Policy, defining:

- The responsibilities assigned to specific school staff as behavioural ambassadors within each Trust school.
- The intervention system the Trust employs in special schools.
- The use of partial timetables in Trust secondary schools.
- The process for 'pathway moves', off site direction and emergency EHCP meetings to review provision.
- The relationship to the Care and Control Policy in Trust special schools.
- The relationship to the screening, searching and confiscation policy in Trust special schools.
- The relationship to the Anti-Bullying Policy.
- The relationship to the CCTV Policy.

- The Trust’s stance on the use of electronic devices (e.g. mobile phones) in the context of its Relationships and Behaviour (Special Phase) Policy.
  - The Trust’s response to malicious allegations against staff.
  - Police involvement.
- 1.7.1 The Executive Director of Education is responsible for producing and updating the Relationships and Behaviour (Special Phase) Procedural Instructions.
- 1.7.2 Any material changes to the Procedural Instructions will be presented to the Executive Leadership Team (ELT) for approval. Any revisions will not become effective until ELT approval is given.
- 1.7.3 Procedural advice and/or guidance may be sought from the Trust Board prior to approval of the supporting Procedural Instructions where this is deemed necessary by the ELT.
- 1.7.4 This allows for an equitable balance of strategic direction and oversight for Trustees, whilst ensuring that the Trust can proactively and reactively review, respond to and update operational processes in a timely manner, drawing upon the professional knowledge and expertise within the Central Team and within its schools.
- 1.7.5 This approach is consistent with the Trust’s Scheme of Delegation.

## 2. Legal Framework

- 2.1 This policy has due regard to legislation, statutory guidance and accepted industry standards including but not limited to:
- The Education and Inspections Act 2006
  - The Equality Act 2010
  - Use of Reasonable Force in Schools 2013
  - [Use of reasonable force and other restrictive interventions guidance 2025](#)
  - The Equality Act 2010 and Schools 2014
  - The Children and Families Act 2014
  - Supporting Pupils at school with Medical Conditions 2015
  - The SEND Code of Practice 2015
  - Behaviour in Schools 2022
  - Searching, Screening and Confiscation Advice for Schools 2022
  - Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2022 and 2023
  - [Keeping children safe in education 2025](#)
- 2.2 The policy will also be implemented in accordance with:
- The school’s Uniform Policy
  - The school’s Attendance and Punctuality Policy
  - The trust Medical Conditions Policy
  - The trust Safeguarding and Child Protection Policy
  - The school’s Care and Control Policy
  - The school’s SEND Policy
  - The school’s Anti-Bullying Policy



### 3. Policy Scope

3.1 This policy applies to those involved with managing relationships and behaviour within Trust schools including:

- Teaching Staff
- Non-Teaching Staff
- Volunteers (including LGC members)
- Pupils/Students
- Parents/Carers

