

Academy Policy

Relationships & Positive Behaviour Policy

CEO approval:	Sean Kelly	
Last reviewed on:	Spring 2026	
Next review due by:	Spring 2027	

Contents

1.	Aims	3
1.3	Raleigh Education Trust – Six Behaviour Principles:.....	3
2.	Legislation and guidance	3
3.	The Academy’s Approach	4
3.4	Our Great Expectations	4
3.5	Behaviour Curriculum.....	4
3.6	Pastoral Support	5
3.7	Recognition and Rewards.....	5
3.8	Consequences.....	6
3.15	Record Keeping and Data Analysis	8
3.16	Professional Learning	8
4.	Roles and Responsibilities	8
4.1	Trust.....	8
4.2	Local Governing Body	8
4.3	Headteacher	8
4.4	Staff.....	9
4.5	Parent and carers	9
5.	Bullying Behaviour	9
6.	Mobile Phones	9
7.	Restrictive Physical Intervention	9
8.	Use of Calm and Sensory Environments.....	10
9.	Use of Suspension and Exclusions	10
10.	Searching, screening & confiscating.....	10
11.	Complaints & allegations.....	10
12.	Monitoring arrangements	11
13.	Linked policies.....	11
	Appendices.....	12

1. Aims

- 1.1 Lady Jane Grey Academy is founded on the belief that every member of our community should feel valued, respected and treated with fairness and kindness. We are a caring community built on mutual trust, respect and positive relationships. This policy supports all members of our academy in working and learning together in a supportive environment where everyone feels happy, safe and secure.
- 1.2 This policy aims to support children to grow and develop within a safe and secure environment, enabling them to become positive, responsible and increasingly independent members of the academy community.

1.3 Raleigh Education Trust – Six Behaviour Principles:

1.3.1 This policy and academy practice align with the Trust's Six Behaviour Principles:

- i. **Principle 1:** The whole school is unified in a collective ambition to keep our children safe.
- ii. **Principle 2:** We recognise all behaviour as a form of communication.
- iii. **Principle 3:** The whole team embody a consistent approach that is flexible and responsive to unique children.
- iv. **Principle 4:** The school community maintains high standards through even higher 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.
- vi. **Principle 6:** We approach rewarding positive behaviour as the practice that recognises improvement relative to each individual's starting point.

1.3.2 For further information, please refer to the Trust Relationships and Behaviour Policy

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 \(www.gov.uk\)](https://www.gov.uk)

3. The Academy's Approach

- 3.1 The academy has a small number of clear expectations; however, our approach to behaviour is not centred on enforcing rules. Instead, it is grounded in relational practice and aims to build strong, trusting relationships that promote positive learning behaviours. Through connection, clear expectations and mutual respect, we create an environment where everyone can work together with the shared purpose of supporting every pupil to learn and succeed.
- 3.2 The academy expects all members of the community to interact with one another in a considerate, respectful and empathetic manner, recognising the impact their behaviour has on others.
- 3.3 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 10), theft, violent conduct, and vandalism are not accepted, the academy 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).
- 1.1 In accordance with Section 89(5) of the Education and Inspections Act 2006, the 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).

3.4 Our Great Expectations

- 3.4.1 Our Great Expectations clearly set out the positive behaviours we want to see throughout the academy. These expectations are displayed prominently across the academy so that they are visible, accessible and consistently reinforced. It is important that all children know, understand and can demonstrate these expectations as part of our shared commitment to a positive and supportive academy culture:
- i. We always show good manners and politeness.
 - ii. We are kind and thoughtful towards others.
 - iii. We listen carefully to each other.
 - iv. We are honest.
 - v. We work hard and are always ready to learn.
 - vi. We respect our academy and our academy property.
 - vii. We aim to be the best we can be.

3.5 Behaviour Curriculum

- 3.5.1 Alongside our Great Expectations, consistently role-modelled by adults and reinforced through every interaction, the academy actively teaches positive behaviour through our PSHE curriculum

and the Commando Joe's programme, which places respect, kindness and positive character development at its core.

3.5.2 The RESPECT values underpin this approach:

- i. R – Resilience
- ii. E – Empathy
- iii. S – Self-awareness
- iv. P – Positivity
- v. E – Excellence
- vi. C – Communication
- vii. T – Teamwork

3.5.3 These values support pupils to develop strong interpersonal skills, emotional understanding and positive behaviours that contribute to a safe, connected and supportive academy community.

3.6 Pastoral Support

3.6.1 Pastoral support may be appropriate for some children to help them understand and manage their emotions and to support positive engagement in school life. Teachers can refer children to the pastoral team when they feel additional support would be beneficial. Pastoral sessions may take place at the end of the school day, and lunchtime sessions are available for pupils who would benefit from a calmer, less stimulating environment than the playground.

3.6.2 The Bee Hive is a dedicated, calm and reflective space designed to support children in exploring their thoughts, feelings and behaviours. Within this nurturing environment, children can think, talk and reflect with guidance from a member of the pastoral team. The Bee Hive is equipped with a range of resources that promote emotional regulation, self-understanding and overall wellbeing.

3.7 Recognition and Rewards

3.7.1 We recognise, praise and celebrate positive behaviour, effort and contribution in a variety of ways. These include:

- a) Verbal praise
- b) Marbles in the jar
- c) Headteacher or Deputy Headteacher stickers
- d) Smiley-face stamps
- e) Weekly 'Star of the Week' certificates awarded in our Friday Celebration Assembly
- f) 'Star of the Term' certificates awarded to two pupils per class at the end of each term
- g) House Tokens, which children place in the token accumulator in the reception foyer

- h) The House Cup, awarded to the House with the highest number of tokens each term
 - i) Special gold and silver tokens for exceptional contributions or effort
- 3.7.2 We acknowledge, praise and reward children who demonstrate the academy's Great Expectations and positive behaviours:
- a) Once a reward has been earned, it cannot be removed.
 - b) All adults in the academy play an active role in recognising and reinforcing positive behaviour, modelling the expectations and acknowledging children who uphold them.
- 3.7.3 The academy celebrates children's efforts and achievements both within and beyond the academy. Certificates, awards and accomplishments earned outside of school are shared in class and assemblies to recognise and value children's interests, strengths and successes in all areas of their lives.

3.8 Consequences

- 3.8.1 The academy expects children to engage positively in learning and to listen carefully during lessons. When a child is finding this difficult, adults will use supportive strategies to help them re-engage. These may include:
- a) a gentle reminder
 - b) a second reminder with clear explanation of what is needed
 - c) support to regulate or refocus, including offering movement, quiet space, or a change of seating
- 3.8.2 If further support is required, the child may spend time in the Reflection Room during playtime so staff can help them explore what happened and what support they may need moving forward.
- 3.9 Reflection Room
- 3.9.1 If a child attends the Reflection Room, this takes place during the next playtime (15 minutes).
- 3.9.2 A member of staff will talk with the child about the behaviour, focusing on understanding feelings, triggers and needs, rather than assigning blame.
- 3.9.3 The aim is to help the child reflect and feel ready to return to learning safely and positively.
- 3.10 All responses to behaviour are grounded in the belief that children learn best through understanding, connection and reflection.
- 3.10.1 During reflection time, children will:
- a) engage in a restorative conversation
 - b) explore what happened, how they felt and what they needed
 - c) consider how adults can help them next time
 - d) think about how others may have been affected

3.10.2 Children are supported to repair relationships where appropriate, which may include apologising verbally or through another meaningful method.

3.10.3 The focus is always on learning, emotional growth, and helping children feel safe and supported, not on blame or punishment.

3.11 Safety and Immediate Response

3.11.1 The safety of all children is paramount.

3.11.2 If a child's behaviour places themselves or others at risk, staff will take immediate steps to ensure safety:

- a) If another adult is present, they may support the child to leave the room safely.
- b) If no additional adult is present, a child may be sent with the warning triangle card to the nearest available member of staff to request support.
- c) If it is unsafe for the child to leave, the remainder of the class may be moved temporarily until the situation has been safely managed and the child is calm.

3.11.3 The response will always prioritise de-escalation, connection, and emotional regulation.

3.12 Behaviour Response System (Appendix 3)

3.12.1 The Behaviour Response System outlines the steps taken when additional support is needed. Its purpose is to:

- a) help adults understand the child's underlying needs
- b) maintain connection and trust
- c) support the child to return to a state where learning is possible
- d) Reflection is used as a restorative and regulatory tool, not a punishment

3.13 Playtime and Lunchtimes

3.13.1 During playtime and lunchtime, the same behaviour response system used in the classroom continues to apply. This ensures that children experience a consistent, supportive approach across the whole school day.

3.13.2 When a child is finding it difficult to interact safely or positively during playtime or lunchtime, adults will offer a verbal reminder and supportive guidance. If additional support is needed, the child may be given a short 5-minute regulation break, during which they sit on a nearby bench with an adult checking in as required. This time allows the child to pause, feel calmer and prepare to re-join play successfully.

3.13.3 Any behaviour that requires follow-up or further support will be communicated to the class teacher so that appropriate relational conversations or regulation support can continue.

3.14 When Behaviour Continues or Is of a Serious Nature

3.14.1 If behaviour continues to cause concern or involves a more serious incident:

- a) The child will meet with the Headteacher or Deputy Headteacher to talk through what has happened in a calm, supportive manner.
- b) Parents/carers will be informed so they can work with the academy to support their child.
- c) If a child is referred to senior leaders multiple times in a half-term, a meeting will be arranged with parents/carers to identify additional strategies, adjustments or pastoral support.

3.15 Record Keeping and Data Analysis

- 3.15.1 All behaviour incidents are recorded electronically, enabling academy leaders to analyse patterns and trends and to implement support where and when it is required.
- 3.15.2 Key behaviour data is reviewed through the Safeguarding Dashboard and discussed with the Local Governing Body each half term.

3.16 Professional Learning

- 3.16.1 The academy is committed to ongoing professional learning to equip colleagues with the skills and strategies needed to promote positive behaviour. As part of this commitment, staff have access to the Trust's Thinking Differently – Understanding the Whole Child suite of professional learning opportunities.
- 3.16.2 For further information, please refer to the Trust's Relationships and Positive Behaviour Policy

4. Roles and Responsibilities

4.1 Trust

- 4.1.1 The Trust is responsible for ratifying and monitoring this policy.

4.2 Local Governing Body

- 4.2.1 The Local Governing Body (LGB) is responsible for providing both support and challenge to the Headteacher, ensuring that this policy is implemented effectively across the academy.

4.3 Headteacher

- 4.3.1 The Headteacher is responsible for ensuring that the academy's Behaviour Policy is implemented consistently and effectively across the academy. The Headteacher will report to the LGB, when requested, on the impact and effectiveness of the policy. The Headteacher also holds overall responsibility for ensuring the health, safety and welfare of all children within the academy.
- 4.3.2 The Headteacher supports staff by modelling and reinforcing high behavioural expectations, ensuring the policy is understood, and providing guidance and support to colleagues in its implementation.
- 4.3.3 The Headteacher maintains records of all reported serious incidents, including incidents of bullying, in line with safeguarding and behaviour monitoring processes.
- 4.3.4 The Headteacher holds the responsibility for issuing suspensions where serious incidents occur. This may include exclusion from the academy premises or exclusion from the classroom if appropriate. In cases of persistent or exceptionally serious behaviour, the Headteacher may

decide to issue a permanent exclusion. Any such decision is taken only after the Trust has been informed, in line with the Trust's Suspension and Exclusion Policy.

4.4 Staff

- 4.4.1 All adults working in the academy are responsible for upholding and promoting the academy's behaviour expectations and ensuring that pupils are supported to engage positively and responsibly in all areas of school life.
- 4.4.2 All adults maintain high expectations for behaviour and engagement. They strive to ensure that all children are supported to participate successfully in learning and academy life, and to work to the best of their ability.
- 4.4.3 All adults treat every child fairly and apply the academy's Relationships & Positive Behaviour Policy consistently and relationally. Interactions with children are grounded in respect, understanding, kindness and the promotion of positive, trusting relationships.
- 4.4.4 When a child experiences difficulty with behaviour in any part of the academy, adults will follow the Behaviour Response System. This includes offering supportive strategies, understanding underlying needs and helping the child to regulate and re-engage safely.
- 4.4.5 Where there are ongoing concerns about a child's behaviour or wellbeing, adults will communicate with the SENCO and the Headteacher to ensure support is coordinated effectively.

4.5 Parent and carers

- 4.5.1 The academy works in active partnership with parents and carers to ensure that children receive consistent messages about behaviour both at home and in the academy. Strong, positive relationships between home and school are central to supporting children's wellbeing, behaviour and learning.
- 4.5.2 The academy's Great Expectations are displayed on the academy website. We ask parents and carers to familiarise themselves with these expectations and to support their consistent use at home and in school.
- 4.5.3 We expect parents and carers to support their child's learning and to work collaboratively with the academy, as outlined in the Home-Academy Agreement. This agreement is completed when a child joins the academy and is updated annually.

We value and rely upon parental support for the academy's approaches. If parents or carers have any concerns about how their child has been supported or treated, they should contact their child's Class Teacher in the first instance so that concerns can be addressed promptly and constructively.

5. Bullying Behaviour

- 5.1 Please refer to the academy's Anti-Bully Policy

6. Mobile Phones

- 6.1 Please refer to the academy's Safeguarding & Child Protection Policy

7. Restrictive Physical Intervention

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

8. Use of Calm and Sensory Environments

8.1 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.

8.2 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 4).

9. Use of Suspension and Exclusions

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

10. Searching, screening & confiscating

10.1 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.

10.2 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

10.3 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.

10.4 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.

1.2 Searching and screening pupils are conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

11. Complaints & allegations

11.1 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.

12. Monitoring arrangements

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

13. 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. 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 is 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.).

2. 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.

3. Behaviour Response Warning System

These lists are not exhaustive, and additional items or examples may be included as appropriate

Recognising and Reinforcing Positive Behaviours ‘Our Great Expectations’		
Actions and behaviours that demonstrate any of the academy’s Great Expectations should be acknowledged and praised, and children should be rewarded accordingly. These expectations reflect the values and positive behaviours we want to see embedded throughout the academy: • We always show good manners and politeness. • We are kind and thoughtful towards others. • We listen carefully to each other. • We are honest. • We work hard and are always ready to learn. • We respect our academy and our academy property. • We aim to be the best we can be.		
Verbal Warning	Reflection	Senior Leader
• Shouting • Ignoring adult instructions • Disturbing learning • Not sharing • Turning around when listening • Note passing • Running inside the building • Purposely skidding on the astro-turf	• Fighting (including ‘play fighting’) • Unkind behaviour, including name-calling • Destroying someone else’s belongings	• Bullying behaviour • Hurting someone on purpose • Spitting on purpose • Stealing • Dishonestly • Inappropriate language
<i>Possible Reflection – for multiple behaviours (more than one)</i>		

4. 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.

