

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



# Behaviour & Relationships Policy

Secondary Phase



**Oak**   
Learning Partnership

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1	June 2024	P Greenhalgh	New Policy to cover all trust secondary 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 manages 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.
- 1.2 Being taught acceptable community behaviours and build positive relationships is vital for children to succeed personally and for them to successfully navigate the society they live in. Our schools use a range of actions and practices to achieve this, creating a positive culture. These include, but are not limited to:
- the curriculum,
  - student assessment and feedback,
  - tutor time,
  - assemblies,
  - student engagement/student voice,
  - extra-curricular enrichment,
  - pastoral support and guidance,
  - individualised adjustments and interventions,
  - parental engagement, and
  - appropriate multi-agency working for those students with the most challenging needs.
- 1.3 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. We have high standards in all that we do, and this includes student behaviour.
- 1.4 To support the Trust's expectations of behaviour it will:
- Encourage behaviour which supports the mission and values of the Trust and its schools.
  - Recognise, reward and celebrate positive behaviours.
  - Create environments where positive behaviours are more likely, by proactively supporting students to behave appropriately and addressing unacceptable behaviour effectively.
  - Employ a fair and consistent behaviour management system that is recognised by students, parents/carers and staff.
  - To explicitly teach students what positive behaviour looks like and provide additional support for some students to enable them to reach their potential
- 1.5 To assist with the achievement of that aim, the Trust has clear expectations of staff parents/carers and pupils/students.

### 1.5.1 The Trust's Expectations of Staff

#### 1.5.2 All staff shall:

- Apply the policy and procedures fairly and consistently.

- 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.
- Constantly challenging students to meet the school's expectations and maintain the boundaries of appropriate conduct.
- Ensure that positive student contributions are recognised and praised.
- Considering 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.

### 1.5.3 The Trust's Expectations of Parents/Carers

1.5.4 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.

1.5.5 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 review/reintegration meetings as required.

1.5.6 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.
- Brings appropriate equipment such as PE kit, and any other necessary equipment, student planner, a suitable bag to carry books and any equipment needed during the school day.
- 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.
- Switches off any mobile devices (including phones) at the school gate. These must be kept out of sight and remain switched off until the end of the day.
- Ensure students complete schoolwork to a high standard, including homework/independent learning.

### 1.5.7 The Trust's Expectations of Secondary Students

1.5.8 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.

1.5.9 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.

1.5.10 The Trust believes in doing common things uncommonly well. To ensure consistent application of its behaviour standards, it is expected that students will:

#### **Be prepared - ready to learn**

- Have the right equipment.



- Get to lessons on time and settle quickly and quietly so that no learning time is wasted.
- Respond promptly to instructions when asked the first time.
- Do homework/independent learning well.

**Be exemplary in the way they present themselves - manners, pride and kindness**

- Show good manners and always be polite when interacting with others.
- Take pride in the presentation of their work and uniform.
- Never shout out.

**Be respectful – to others, to the environment and to myself**

- Don't drop litter anywhere.
- Listen and respect the views of others, including those that are different to their own.
- Never make anyone feel unsafe (no offensive language, no physical contact).

1.6 This Policy is supported by the Trust's Relationships and Behaviour (Secondary 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 consequence system the Trust employs in secondary schools.
- The use of corrections in Trust secondary schools.
- The role of the 'Reflect' room.
- The use of partial timetables in Trust secondary schools.
- The process for 'Managed Moves' and off site direction.
- Suspensions, permanent exclusions, Independent Review Panels and reintegration.
- How the Trust ensures inclusivity by providing additional support for students with Special Educational Needs and Disabilities (SEND) / Social Emotional Mental Health Needs (SEMH).
- The use of reasonable force in Trust secondary schools.
- The use of screening, searching and confiscation in Trust secondary 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 (Secondary Phase) Policy.
- The Trust's response to malicious allegations against staff.
- Police involvement.

1.7 The Executive Headteacher (Secondary) is responsible for producing and updating the Relationships and Behaviour (Secondary Phase) Procedural Instructions.

1.8 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.

1.9 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.

1.10 This allows for an equitable balance of strategic direction and oversight for Trustees, whilst ensuring that the Trust is in a position to 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.

1.11 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
- 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 2023

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 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

