

THE HOWARD PARTNERSHIP TRUST

RESPECTFUL RELATIONSHIPS AND

BEHAVIOUR POLICY

Date of Review: July 2025	Responsible Body: The Howard Partnership Trust
Review Period: Annually	Trust Committee: Standards & Performance
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Related Policies:

THPT Anti-Bullying Policy	THPT Suspensions & Exclusions Policy
THPT Drugs Policy	THPT Absconding Policy
THPT Safe Place Policy	THPT AP Guidance / Protocol
THPT Safeguarding Suite of Policies, including the Mental Health and Wellbeing Policy	THPT Home School Agreement
	THPT Positive Intervention Guidance

Purpose

The THPT Respectful Relationships and Behaviour Policy sets out our ambition to ensure high standards and expectations in all aspects of behaviour. It also outlines our Trust philosophy and approach to developing respectful relationships, and positive behaviour for learning in all our schools and provides the framework for the development of local behaviour procedures and protocols bespoke to our individual schools. It is important that when talking to children and young people about their behaviour that the language used is consistent across the Trust and is underpinned by the philosophy and the culture that the Trust upholds.

Positive relationships and a restorative approach with all school stakeholders are central to the wellbeing of both children/young people and staff and underpin an effective learning environment. Schools play a significant part not only in the formal education of young people but also in developing and supporting their wellbeing. The purpose of this policy is to provide guidance and support to all individuals with establishing and maintaining such relationships, whilst upholding high expectations of behaviour within our schools.

All children and young people should understand how the policy is enacted in each Trust school. They should be clear about school behaviour procedures and approaches. These procedures should be clear and concise to aid understanding by all involved.

All staff should know what the THPT policy and school behaviour procedures are and follow them when managing behaviour issues and in developing respectful relationships. They should also be clear on the behaviour curriculum and when positive behaviour is explicitly taught, such as within the Personal Development curriculum.

When behaviours are reported, parents, carers and children/young people and staff should have confidence that incidents will be handled effectively and appropriately within fair, consistent, and well-established guidelines.

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1. Context

This document outlines the THPT Respectful Relationships and Behaviour Policy. The following DfE guidance will be used in conjunction with applying the policy:

- [Behaviour in Schools](#) (updated February 2024).
- [Use of Reasonable Force and Other Restrictive Interventions in Schools – Guidance for Schools in England \(February 2025\)](#)
- [Screening, Searching and Confiscation](#) – advice for schools (July 2022).
- [Suspensions and permanent exclusion guidance](#) (May 2023) (from September 2023)
- [Equality Act 2010: Advice for schools](#) (updated June 2018)
- [Positive Environments Where Children Flourish](#) (Updated October 2021)

2. Aims and Objectives of the Policy

THPT regards the Respectful Relationships and Behaviour Policy as underpinning all teaching and learning in schools within the Trust. The policy will enable schools to maintain an environment conducive to learning, one which safeguards the rights of children/young people to be educated and is proportionate.

The objectives of the policy:

- To uphold high and clear expectations around behaviour, that are all meaningfully understood by students
- To empower all staff to consistently model positive behaviours, so that students can learn from them
- To provide guidance on how children/young people can demonstrate positive behaviours through a range of strategies and a restorative approach when issues arise.
- To build children/young people's capacity to develop appropriate relationships.
- To develop children/young people's understanding of what makes a relationship effective.
- To provide a safe, secure, and happy environment for children/young people to engage and learn.
- To develop children/young people's emotional intelligence, ability to self-regulate and develop respect for others.
- To ensure that staff support children/young people to understand the cause of their behaviour and support them effectively.
- To provide systems which promote positive behaviour to support all members the school community.
- To provide all stakeholders with the opportunity for their voice to be heard.
- To promote high self-esteem.
- To ensure fairness of treatment for all to ensure the welfare of all.
- To support positive engagement with education.
- To ensure a consistent response to all behaviours.
- To provide a safe environment free from disruption, bullying, violence, discrimination, and any form of harassment where everyone in the school community feels safe, confident, valued and motivated to learn.
- To develop a positive partnership with parents/carers
- To support children/young people to become lifelong learners and reach their full potential academically, emotionally, and socially.

- To foster a positive attitude to life.

The policy will always apply when children/young people are the responsibility of school staff. Schools have a statutory power to regulate the behaviour of children/young people when off school premises and not supervised by school staff. Consequently, it will also apply when children/young people are out of school under the responsibility of others and are acting in such a way as to bring the school into disrepute (whether or not they are in school uniform) e.g., to and from school, on educational visits, work experience, etc.

3. Key Strategies to Support All Children and Young People in the First Instance of Any Behaviour Concern

In addressing concerns, the first step must always be to accurately assess the child/young person's needs and to identify what they are trying to communicate with their behaviour. THPT's philosophy when approaching behaviour is underpinned by a holistic approach which is concerned with understanding more about what the behaviour is trying to communicate. There may be a need to apply a trauma informed approach to support children and teenagers who experience trauma or mental health needs. Adverse Childhood Experiences (ACEs) have a negative impact on the developing brain and can place children and young people at a higher risk of developing mental health difficulties, difficulties with emotion regulation and behaviour which can impact on access to learning.

Staff may consider the following when promoting positive behaviour and making adjustments where appropriate:

- Create a behaviour plan that details what a child/young person may need to support positive behaviour choices.
- Ensure children/young people have access to a safe space when under stress and/or operating in "survival mode".
- Support children/young people to develop high levels of resilience and have high expectations for every child that are in line with their emotional development stage.
- Support children/young people to develop high self-esteem so that they believe that they can succeed.
- Support children/young people to engage positively in education and create positive support plans around engagement and/or difficulties with attendance when needed.
- Recognise and nurture talent in children/young people to allow them to feel success throughout their day.
- Frequent positive reinforcement when things are going well and minimal feedback for low-level undesirable behaviours. Focus on what you want the child/young person to do.
- Know what motivates each child/young person and share this amongst staff.
- Where appropriate assign a key worker to support the child/young person in meeting their needs.
- To develop a personalised learning plan / safety plan.
- Include the child/young person in the target-setting and evaluation process for outcomes measurement, using appropriate language/methods and self-assessment.
- Putting in additional scaffolding, tailored to the specific needs of each child/young person.
- Multi-agency meetings to review behaviour support plans/engagement plans/pastoral support plans when appropriate.
- Observations in a range of contexts, including home visits, where appropriate.
- Drawing up Individual Risk Assessments and safety plans identifying actions to be taken when specific behaviours occur.
- Drawing on additional resources from beyond the school.
- Adjustments to timetables (when appropriate) to meet need.
- Alternative provision or school placement to support children / young people in accessing education.
- Alternative rewards and consequences in line with the individual child/young person's needs.

4. Roles and Responsibilities

Trustees will ensure the Respectful Relationships and Behaviour Policy reflects the ethos of THPT, is non-discriminatory and that the expectations are clear. The Board has delegated responsibility for review of the policy to the THPT Standards & Performance Committee, which will consider feedback on its effectiveness, reporting any concerns to the Trust Board.

Heads of Phase will monitor the implementation of the policy in each school and keep it under review, feeding back recommended changes to the designated Trust Executive Leader. They will support the school in its implementation to maintain high standards, including drawing upon Trust capacity, as appropriate.

The Principal of each school is responsible for the implementation of the policy to support high standards. They may delegate the day-to-day management to the Senior Leadership Team (SLT) and other staff and must ensure that the policy is communicated to children/young people and parents/carers.

Staff, including teachers, support staff and volunteers, will be responsible for ensuring that the policy and procedures are followed and consistently and fairly applied. Staff should understand and be in receipt of training which teaches that all behaviour is a form of communication and that there is a need to understand what is trying to be communicated. Mutual support amongst all staff in the implementation of the policy is essential. Staff have a key role in advising the Principal of the effectiveness of the policy and procedures. They also have responsibility, with the support of leaders, for creating a high-quality learning environment, teaching good behaviour, and implementing the agreed policy and procedures consistently. Staff have statutory authority to impose consequences on behalf of the school.

Heads of Phase, Principal and School Staff will ensure that there will be a consistent application of the policy and procedures which will take into account gender, race, disability, religion or belief, sexual orientation, pregnancy, and gender reassignment. Parents/carers will be informed of the statutory nature of this policy.

Parents and carers will take responsibility for the behaviour of their child. They will be encouraged to work in partnership with the school to assist in maintaining high standards of behaviour both within the school and beyond. Parents/carers will support the school in the delivery and adherence to any behaviour support plan. Parents/carers have the opportunity to raise with the school any issues arising from the operation of the policy.

Children and young people will be expected to take responsibility for their own behaviour and to make each other feel safe. They will be made fully aware of the school policy, procedures, and expectations. Children and young people also have a responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported.

5. Taking Account of Individual Child/Young Person Needs

THPT school staff will consider the particular needs of more vulnerable children and young people, those with SEND (Special educational needs and/or disabilities) and or disabilities and/or different race, religion or culture. The Trust recognises its legal duty under the Equality Act 2010 to prevent children/young people with a protected characteristic from being at a disadvantage. Consequently, our approach to behaviour may be differentiated to cater to the needs of the child.

All schools will:

- not discriminate against children/young people with protected characteristics in the application of our Respectful Relationships and Behaviour policy.
- support newly arrived children/young people in understanding and following the behaviour policy.
- make reasonable adjustments when required.

- plan proactively how our behaviour framework should be applied for each of these identified children/young people groups.

6. Procedures and Protocols

The procedures and protocols arising from the Respectful Relationship and Behaviour Policy will be developed by the Principal of each THPT school, in consultation with the staff. These procedures will promote the school's curriculum for behaviour. The rationalised procedures will be consistently and fairly applied and promote the idea of personal responsibility, and all stakeholders share responsibility towards the whole community.

7. Rewards

Rewards are one method of positively reinforcing the promotion of good behaviour. They have a motivational role in helping children and young people to realise that good behaviour is valued and are clearly defined in the procedures. Integral to the system of rewards is an emphasis on praise both informal and formal. The behaviour procedures and protocols within each school will reflect how the rewards system will operate.

8. Consequences

Consequences are a necessary tool in supporting school's behaviour curriculums and schools have a statutory power to impose them. The behaviour procedures / protocols within each school will reflect how the consequence system operates.

9. DfE Behaviour in Schools Guidance (February 2024)

Schools will refer and develop their procedures / protocols in line with the [DfE Behaviour in Schools guidance \(February 2024\)](#). The guidance outlines what schools are able to do in terms of sanctions both in and outside the school premises.

10.DfE Searching, Screening and Confiscation Advice (July 2022)

Guidance including statutory guidance that schools must have regard to: [Screening, Searching and Confiscation](#) – advice for schools (July 2022).

- 1) Searching can play a critical role in ensuring that schools are safe environments for all pupils and staff. It is a vital measure to safeguard and promote staff and pupil welfare, and to maintain high standards of behaviour through which pupils can learn and thrive.
- 2) Headteachers and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item or any other item that the school rules identify as an item which may be searched for.

A list of prohibited items:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- e-cigarettes and vaping equipment
- any article that the member of staff reasonably suspects has been, or is likely to be used to commit an offence, or to cause personal injury, or damage to property of; any person

- any item banned by the school rules which has been identified in the rules as an item which a search may be made.

11.The Use of Reasonable Force

Guidance including statutory guidance that schools must have regard to: [Use of reasonable force and other restrictive interventions guidance](#) – Guidance for schools (February 2025).

When reading this guidance, it is important to note the following

- **Reasonable force:** Physical contact by a member of staff on a pupil to control or restrain their actions/movements. Reasonable means using no more force than is necessary for the least amount of time, the application of which will depend on the circumstances. Any use of reasonable force is an example of a restrictive intervention and may or may not involve the use of restraint.
- **Restrictive interventions:** Any planned or reactive action which limits a pupil's movement, liberty or freedom to act independently. Restrictive interventions may include 2 For the purpose of this guidance, references to "schools" means all schools whether maintained, nonmaintained or independent (including academy schools and alternative provision academies), maintained nursery schools and pupil referral units. 3 Section 93A of the Education and Inspections Act 2006 5 use of equipment, medication or seclusion.4 Restrictive interventions may or may not involve the use of reasonable force.
- **Restraint:** A form of restrictive intervention involving direct physical contact and force where the intention is to prevent, restrict, or subdue movement of the body, or part of the body, of a pupil. Restraint may also include mechanical or chemical restraint. Restraint may or may not involve the use of force.
- All members of school staff have a legal power to use reasonable force in certain circumstances. Staff who are likely to need to use reasonable force and/or other restrictive interventions should be adequately trained in its safe and lawful use and in preventative strategies.
- From September 2025, schools must record and report each significant incident involving use of force.
- All schools have a duty to train staff in de-escalation strategies. Primary and Special schools should also have staff on their team who are PRICE or MAPA trained.

In alignment with THPT's principles, values and the objectives of this policy and others, the principles for using reasonable force are as follows:

- **Necessity:** Consider alternatives before using force.
- **Proportionality:** Use the least restrictive intervention for the shortest time.
- **Welfare:** Consider the pupil's needs, vulnerabilities, and dignity.

12.Harmful Sexual Behaviours

- Children's sexual behaviours exist on a wide continuum, from normal and developmentally expected too inappropriate, problematic, abusive, and violent. Problematic, abusive, and violent sexual behaviours are developmentally inappropriate and may cause developmental damage. Inappropriate behaviours will be recorded using 'MyConcern' against specific categories to enable tracking and analysis.
- Further advice on signs, indicators and effects of harmful sexual behaviours is available from the NSPCC. Schools will also use the Brook Traffic Light Tool when categorising behaviours. Harmful sexual behaviours can occur online and offline and can occur simultaneously between the two and should be considered in a child protection context. When considering harmful sexual behaviours, ages, and the stages of development of the children are critical factors to consider. Sexual behaviour between children can be considered harmful if one of the children is much older, particularly if there is more than two years' difference in age or if one of the children is pre-pubescent and the other is not. The Brook Sexual Behaviours traffic light tool can help when considering harmful sexual behaviours. However, a younger child can abuse an older child, particularly if they have power over them, for example, if the

older child is disabled or smaller in stature.

- THPT Schools will address inappropriate behaviour, as these can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future.
- As part of the PSHE curriculum, schools will teach about healthy and appropriate sexual behaviours.

13. Response to Sexual Violence & Harassment Disclosures

Reports of sexual violence and sexual harassment are likely to be complex and require difficult professional decisions to be made, often quickly and under pressure. THPT Schools will respond to reports of sexual violence and sexual harassment through planning, training and policies which will provide the school with the foundation for a calm, considered and appropriate response to any reports. When making decisions, the school will do this on a case-by-case basis ensuring THPT Safeguarding & Child Protection policy is followed and this will be undertaken with one of the Designated Safeguarding Leads (DSL) taking a leading role, supported by other agencies, such as Children's Services and the police as required appendix See THPT Guidance on Response to Sexual Violence & Harassment disclosures.

14. Monitoring the Impact of the Respectful Relationships and Behaviour Policy

THPT schools will monitor the implementation of the Respectful Relationships and Behaviour Policy, and report regularly to Executive Leadership on its effectiveness.