



Inspire Education Trust

Together we achieve, individually we grow

Relational Behaviour Policy – Trust Framework

Policy Date: September 2026

Review Date: September 2028

Document History

Version	Date	Author	Summary Changes
V1	September 2026	Rob Darling	Revised/rewritten policy from previous Rel. Bhvr Policy

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1 Purpose

This policy sets out the core principles and expectations that underpin relational behaviour practice across Inspire Education Trust (IET). It establishes a shared Trust-wide framework while enabling each academy to design and implement behaviour systems and pathway routes that reflect their local context, phase, and community. This policy intentionally focuses on principles and accountability, rather than detailed procedures. Each school is required to maintain a School Behaviour Handbook which operationalises this policy in practice.

2 Trust Vision for Behaviour

At Inspire Education Trust, we believe that:

- Behaviour is learned and taught through respectful relationships
- Children thrive in environments that are calm, safe, predictable and inclusive
- High expectations and strong relationships are mutually reinforcing
- Underpinned by relational behaviour/ trauma informed approaches

The Trust affirms that all staff are entitled to work in calm, orderly environments and that leaders will support staff in upholding agreed behaviour expectations confidently and consistently. We are committed to creating school and emotionally safe cultures where every child is supported to be Ready, Respectful and Safe, enabling effective learning and wellbeing for all.

3 Scope

This policy applies to:

- Pupils
- All staff (teaching, support and leadership)
- Leaders and governors
- Parents and carers through partnership

4 Core Trust Principles (Non-Negotiables)

The following principles apply across all Trust schools and are non-negotiable.

5 Relational First, Not Relational Only

Trust schools adopt a relational approach that recognises behaviour as communication. It is important that we take time to understand the root causes of behaviour. Relationships are central to teaching behaviour, while boundaries, routines and expectations are explicit and upheld consistently. Relational practice does not mean permissiveness. All pupils are supported to learn appropriate behaviour through adult guidance, modelling and accountability.

The Trust expects all schools to ensure regular training for staff in relational behaviour, de-escalation, inclusion and safeguarding-aligned practice.

6 High Expectations for All

- All pupils are expected to meet clear behaviour expectations.
- Expectations are expressed through the shared Trust language of Ready, Respectful and Safe.
- Reasonable adjustments are made where necessary to support SEND, vulnerability or additional needs.

7 Behaviour is Everybody's Responsibility

The Trust recognises that adult behaviour creates school culture. All adults commit to:

- Calm, regulated responses
- Consistent use of agreed routines
- Respectful language and interactions
- Early and proportionate intervention
- Repairing relationships following incident
- Co-regulation, support and guidance to make good choices (increasingly consistently)

8 Inclusion, SEND and Safeguarding

Inspire Education Trust is committed to preventing unlawful exclusions and off-rolling. Pupils must not be sent home informally or excluded without due process. Managed moves, reduced timetables and alternative provision are not used as punitive measures and must always be transparent, time-limited, and in the pupil's best interests.

9 Inclusive Practice

Inspire Education Trust is committed to inclusive behaviour systems that:

- Reduce barriers to learning
- Promote a culture of inclusivity and belonging
- Prevent exclusion wherever possible
- Actively address disproportionate impact on vulnerable groups

Behaviour systems must align with the SEND Code of Practice and Equality Act duties.

10 Graduated Response

Where pupils experience difficulty meeting behaviour expectations, schools must demonstrate a graduated, needs-led response, including:

- Early identification of need
- Reasonable adjustments
- Targeted pastoral and inclusion support
- Collaboration with families and external agencies where appropriate

11 Safeguarding

Behaviour practice sits alongside safeguarding responsibilities. Trust schools ensure:

- Safety of all pupils and staff
- Behaviour responses do not retraumatise or isolate
- Staff receive training in de-escalation, positive handling and co-regulation

12 Responding to Behaviour – Teaching and Reinforcing Behaviour

Trust schools explicitly teach and reinforce expected behaviour through:

- Clear routines and structures
- A behaviour curriculum appropriate to age and need
- Positive modelling and reinforcement
- Recognition of effort, growth and improvement
- Praise in public, reprimand in private
- (Not purely reward based where you get something if you do the right thing – a minimum standard should just be expected)

13 Consequences and Repair

When behaviour falls below expectations:

- Responses are proportionate, predictable and explained
- Consistent and fair
- Sanctions are used to educate and reduce recurrence
- Restorative approaches are used to repair relationships

Following any suspension or serious incident, schools must plan for structured reintegration, including relational repair, behavioural support and a clear pathway back to success. Reintegration meetings support inclusion but must not be used as a barrier to a pupil's return to school.

14 Bullying

The Trust is committed to ensuring that all pupils feel safe, valued and respected. Bullying - whether physical, verbal, relational or online - is not tolerated and will be addressed swiftly and consistently. All incidents will be taken seriously, investigated thoroughly, and responded to in line with the school behaviour handbooks, with a clear focus on safeguarding, restoring relationships where appropriate, and preventing recurrence. Schools will provide appropriate support for both those affected and those responsible, recognising the importance of early intervention, inclusive practice and promoting a positive, respectful culture across the community.

15 Mobile Phones (Secondary)

Blue Coat School operates as a phone-free school. Pupils are not permitted to use mobile phones during the school day, including at break and lunch times, in order to promote positive behaviour, engagement in learning and strong social interaction. Any mobile phones brought onto site must be switched off and stored securely in line with school procedures. Failure to comply will result in confiscation and further sanctions in accordance with the school's behaviour handbook.

16 Serious Incidents

Inspire Education Trust recognises that suspension and permanent exclusion are lawful sanctions available to headteachers and may, at times, be necessary to protect the safety, welfare and education of pupils and staff. Such decisions are taken only after appropriate preventative, and supportive strategies have been exhausted and are always used as a last resort. The Trust does not operate a no exclusion policy.

In cases of serious incidents, schools respond appropriately in line with statutory guidance, safeguarding procedures and Trust expectations. Suspension or exclusion are always a last resort and never a behaviour strategy in isolation.

In exceptional or complex cases, Trust leaders may provide oversight, guidance or challenge to ensure decisions are lawful, equitable and aligned with Trust principles, while recognising that statutory exclusion decisions remain the responsibility of the headteacher.

17 Roles, Responsibilities and Accountability

17.1 Trust Board

The Board of Directors holds strategic oversight of behaviour across the Trust and monitors:

- Inclusion
- Exclusion

- Disproportionality
- Policy compliance

17.2 Local Governing Committees

Local Governing Committees support and challenge school leaders on:

- Behaviour culture
- Implementation of this policy
- Impact on pupils and staff

17.3 Headteachers

Headteachers are responsible for:

- Creating a positive behaviour culture
- Publishing a School Behaviour Handbook aligned with this policy
- Ensuring staff are trained and supported
- Monitoring behaviour data and patterns

17.4 Parents & Pupils

Pupils' views should be considered, appropriate to their age and understanding, as part of any serious behavioural response. Parents are informed promptly of significant behaviour incidents and any exclusion, alongside their statutory rights and available support.

17.5 Staff

All staff are responsible for:

- Upholding Trust principles
- Modelling expected behaviour
- Building positive relationships
- Addressing behaviour early and consistently

18 Monitoring, Review and School-Level Flexibility

18.1 Monitoring and Evaluation

Behaviour impact is monitored through:

- Behaviour incident data
- Exclusion and attendance data
- SEND and safeguarding analysis
- Stakeholder feedback

Trust leaders review trends and provide challenge and support where required.

18.2 School Behaviour Handbooks

Each school must maintain its own Behaviour Handbook which sets out:

- Routines and expectations
- Behaviour pathways and step systems
- Recognition and reward approaches
- Pastoral and regulation support
- Serious incident procedures

This handbook must align with this Trust policy and be reviewed regularly.

Where schools consider managed moves or off-site direction, these must align with statutory guidance, be voluntary, and involve parents and pupils appropriately. All such arrangements must prioritise inclusion, reintegration and educational continuity.

18.3 Review

This policy will be reviewed biennially by the Trust, or sooner if statutory or contextual changes require.

Appendix 1 – School Behaviour Handbook organisation

School Behaviour Handbook Template – May 2026

Purpose of This Handbook

This Behaviour Handbook explains how the school implements the Inspire Education Trust Relational Behaviour Policy in practice. It provides clarity for pupils, staff and parents on expectations, routines and responses to behaviour at a local level. It should be read alongside Trust policies and statutory guidance.

Our School Behaviour Vision

[Insert locally agreed behaviour vision and values aligned to the Trust Relational Behaviour Policy.]

Roles and Responsibilities

[Insert local responsibilities for pupils, parents, staff and leaders.]

Expected Behaviours

[Insert locally agreed examples of expected behaviour, tailored to phase and context.]

Unacceptable Behaviours

[Insert locally relevant examples without creating an exhaustive list.]

Consistent Routines

[Describe agreed daily routines such as lesson starts, transitions and breaktimes.]

Graduated Response to Behaviour

Behaviour is responded to using a graduated approach: reminder and redirection; proportionate consequence; internal response or removal; senior leader involvement.

Repair and Reintegration

Following serious incidents or suspensions, pupils are supported through reflection, repair and structured reintegration. Reintegration meetings support but do not prevent return to school.

Inclusion and SEND

Reasonable adjustments are made for pupils with SEND or additional needs while maintaining high expectations.

Suspensions and Exclusions

Suspensions and permanent exclusions are lawful sanctions used only as a last resort and in line with statutory guidance. Informal exclusions are not permitted.

Monitoring and Review

This handbook is reviewed annually and monitored by senior leaders and governors.

Reviewed by: Rob Darling May 2026

Next Review Date: May 2028

Approved by Directors: 06.07.26

Signed:



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CEO



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Chair of Standards