



Relational and Behaviour Policy

Date of issue: September 2026

Date for renewal: September 2028

4th Edition

Author: Philip Parker

1. Policy statement

InspirED is committed to creating an environment where students feel safe to be able to access all learning opportunities afforded to them. Everyone is expected to maintain the

Connect Engage Grow

highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our relational behaviour policy guides staff to teach students self-discipline. It echoes our core values with a heavy emphasis on respectful behaviour, an informed approach to managing challenges and utilising effective interventions that support students as well as staff. Our ultimate aim is to ensure positive relationships between staff and students, with an understanding that staff make the ultimate decisions around behaviours that are acceptable in line with our core values/expectations.

2. Aim of the policy

- To create a culture of acceptance, support and growth where learning is valued and embraced.
- To ensure that all stakeholders and staff are treated fairly, shown respect and to promote positive relationships.
- Ensuring all students have what they need to be able to make good choices. To minimise the time and attention given to the poor conduct of students, to redirect them instead back towards their learning.
- To help students take control over their behaviour and be responsible for the consequences of it.
- To build a community which values kindness, care for one another, good manners, respectful language and empathy for all.
- To promote community cohesion through improved relationships and investment in each other
- To ensure that excellent behaviour is an expectation for all.

3. Purpose of the policy

To provide simple, practical procedures for staff and students that:

- Recognise and strive to meet our expectations
- Positively reinforce expectations being met
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive interventions

All staff

1. Meet and greet students positively.
2. Refer to InspirED: Expectations (5 R's)
3. Model positive behaviours and build relationships.
4. Plan lessons that engage, challenge and meet the needs of all students.
5. Use a range of tools to ensure students understand when they are meeting our expectations
6. Reflect with students on any mistakes made that effect the engagement and safety of the community
7. Follow up incidents of poor behaviour every time, **retain ownership** and engage in reflective dialogue with students.
8. Never ignore or walk past students who are conducting themselves outside of our expectations
9. Monitor the awarding of positive behaviour points and positive phone calls, emails and any other mode of positive feedback to parents.

Connect Engage Grow

10. Hold students to high standards of conduct

Senior leaders

Senior leaders are not expected to manage behaviour referrals in isolation, rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the students.

Senior leaders will:

- Celebrate staff and students whose effort goes above and beyond expectations
- Use behaviour data to target and assess school-wide initiatives and practice
- Regularly share good practice through observation and/or CPD
- Regularly review provision for students who are 'hard to reach' or failing to access learning
- Be a daily visible presence around the site.
- Model appropriate strategies in their own teaching
- Support staff in managing students with more complex or entrenched negative presentations.

Recognition and rewards

At InspirED, we recognise and reward students who 'go above and beyond' in demonstrating our values in line with their current capacity. Although positive points, postcards, electronic, weekly and termly awards exist as standard, staff understand that a quiet word of personal praise can be as effective as a larger, more public, reward. The use of praise in developing a positive atmosphere in the classroom cannot be underestimated. It is the key to developing positive relationships, including with those students who are hardest to reach.

School level

1. Positive points including daily reflection time
2. Electronic praise, postcards, "You are awesome/thank you for being kind" awards
3. Weekly tutor awards for behaviour and attendance
4. Weekly contact with parents/carers (phone call or email)
5. Half termly rewards

Classroom level

1. Verbal praise
2. Positive points – including reflection to finish each lesson
3. Daily contact with parents/carers (phone call or email) from key worker

Practical steps in managing and modifying poor behaviour at InspirED.

Layered Interventions

Students are held responsible for their conduct. All staff will deal with behaviour without delegating. Staff will use the InspirED layered interventions for dealing with inappropriate conduct. Steps should always be followed with care and consideration, taking individual needs into account where necessary. Staff will praise the behaviour they want to see. All students must be given the opportunity to make the right choice in between steps. Staff will use the 'language of choice' at every step. Every lesson allows for a fresh start. Although there are occasions when it is necessary to remove a student from learning, this should be avoided at all costs. **Every minute a student is out of a lesson is one where they are not learning.**

Redirection

Gentle encouragement, a 'nudge' in the right direction, small act of kindness. Try and engage/redirect with positivity and tactically ignore negative conduct where possible.

The reminder

A reminder of the Values for students (5 R's) delivered discreetly to the student. The teacher makes them aware of their behaviour referring to the values. The student then is given time to process and make positive choices.

Utilise exit strategies

1. Gentle approach, personal, non-threatening, side on, calm tone of voice, eye level or lower.
2. State the behaviour that was observed and which value is not being met.
3. Try to ascertain why we are seeing the behaviour (InspirED Ethos) and what is the trigger. Verbalise this in a non-confrontational manner so that the student can understand what might be happening for them
4. Tell the student concisely and clearly why the behaviour is inappropriate, using language that is accessible to the student. Refer to previous good behaviour/learning as a model for the desired behaviour.
5. If appropriate, use an exit strategy to deescalate the situation and ensure other students can continue to learn. Once demand is removed, aim for connection and regulation.
6. Return to learning when the student is ready

Restorative conversation

Restorative conversations at InspirED are a core part of repairing damage to trust between staff and students. Restorative conversations should reaffirm the ongoing commitment to building a trusting relationship.

Staff take responsibility for leading restorative conversations. Senior Leaders will support if requested and if possible.

Students may have their behaviour monitored by teachers to show progress towards agreed targets. At InspirED this may be done via a tutor/support member of staff.

Missed work

Students will be expected to complete missed work from any given session and should be supported to 'catch up' at an appropriate time.

Conduct for excellent teaching and learning

High quality behaviour for learning is underpinned by relationships, lesson planning and positive recognition.

Consistencies

1. Meet and greet at the earliest possible opportunity
2. Model positive behaviours and build relationships.
3. Plan lessons that engage, offer appropriate challenge and meet the needs of all students.
4. A mechanism for positive recognition is used in each classroom throughout the lesson.
5. Refer to the values in all conversations about conduct.
6. Be calm and give time to make the right choice when going through the steps. Use layered interventions as preventative measures in order to try and avoid sanctions.
7. Follow up every time, **retain ownership** and engage in reflective dialogue with students.
8. Never ignore or walk past students who are behaving badly.