

RISE ACADEMY
RELATIONSHIP POLICY

September 2026

Review date September 2027



Aims of the Policy

At Rise Academy we aim to encourage the development of social skills for all students. We try to ensure that the wider curriculum meets the diverse needs of all our students whether emotional, intellectual, personal or social. The ultimate aim is that all students attain independence in all areas of their lives.

The Relationship Policy emphasises the importance of acknowledging academic, social and emotional progression involving students, parents and carers to provide a safe, welcoming and inclusive environment. It acknowledges the duties of Rise Academy under the Equalities Act 2010, in respect of safeguarding and in respect of pupils with special educational needs & disabilities (SEND).

This policy is further underpinned by our values and philosophy of care, welfare, safety and security for all which compliments Rise Academy's striving to a Trauma Informed Care (TIC) approach to supporting individuals and which forms part of our wider Positive Behaviour Support (PBS) framework.

Rise Academy recognises its statutory duties under the Equality Act 2010, Children and Families Act 2014, Keeping Children Safe in Education 2026 and relevant Department for Education guidance. Staff will ensure that behaviour support measures, sanctions, rewards and any restrictive interventions are implemented fairly, proportionately and in accordance with individual pupil needs, including those with Special Educational Needs and Disabilities (SEND).

Rise Academy & Trauma Informed Care

By adopting a holistic wrap around care approach that assumes underlying trauma to **all** individuals, Rise Academy aims to:

Realize and acknowledge the prevalence of trauma and its symptoms.

Recognise how trauma affects individuals and their behaviours.

Respond by putting this knowledge into practice that supports behaviour de-escalation, healing and recovery.

Rise Academy & Positive Behaviour Support

Rise Academy's approach to PBS incorporates the safe use of reactive strategies (possibly including restrictive practices) alongside proactive primary and secondary preventative approaches.

Rise Academy aims to develop an understanding of the challenging behaviour displayed by an individual based upon knowledge and assessment which include use of an Educational Psychologist, ACE scores, ELSA, BOXALL, Risk & Protective factors and which is inclusive of that individual alongside involving any parent/carers/multi-agency support.

This is with the aim of developing and implementing an effective and enduring system of positive behavioural support.

Encouraging Positive Behaviours

- We will provide a positive and welcoming environment underpinned with our core values and ethos.
- Staff will model expected behaviour and be emotionally available.
- Staff will have high expectations of student behaviour and of each other.
- All lessons and break times encourage positive behaviours and anything unacceptable is challenged
- The support offered by the staff team ensures that personal, social and emotional issues are addressed at Rise Academy with a multi-agency approach as necessary.

The staff team will:

- Be emotionally available adults.
- Strive to ensure a calm, purposeful, welcoming and orderly learning environment
- Endeavour to develop consistent, positive and supportive relationships with all students
- Plan each activity or lesson to ensure the aims and instructions are clear
- Share and cascade good practice
- Foster close links with parents and carers to ensure mutual and effective support for all students
- Ensure formally and informally, the maintenance of close links between home and school
- Work closely with all external agencies to provide support for all students

Rise Academy

Rights and Responsibilities Charter

All staff, students and visitors:

- Have the right to remain safe and ensure everyone else does
- Have the right to be treated with courtesy and respect by everyone and will make the effort to treat others in the same way
- Have the right to be able to get on with their work and not prevent others from doing the same
- Have the right to make mistakes and should feel safe and comfortable enough to apologise if necessary
- Have the right to be listened to but must be prepared to listen to others
- Have the right to request help and be prepared to offer help and support to others
- Have the right to achieve their potential and work to the best of their ability
- Have the right to personal opinions, values and beliefs and should respect the values and beliefs of others even if different to their own
- Have the right to tell people how they feel in a respectful way, and will acknowledge that others have feeling too
- Have the right to their personal space and that others are too

- Have the right to be who they are, but must realise that other people's individual differences are strengths and not weaknesses
- Have the right to expect their personal property will be safe and respect the environment and all things in it
- Have the right to be treated consistently and fairly

Expectations

Rise Academy offers a stable environment in which vulnerable young people can work towards academic progress and a fulfilling place in society, whilst becoming more emotionally and socially independent.

It is **expected** that everyone will:

- Treat each other respectfully and courteously
- Follow staff instructions
- Respect the school, adjacent buildings and other people's belongings
- Attend regularly and punctually
- Complete all tasks to the best of their ability
- Take pride in their own and each other's achievements

Rewards

All students who carry out the expectations of Rise Academy will be rewarded through:

- Instant verbal praise or written comment on work when appropriate
- Letter / Postcard home from the staff to parents and carers when expectations are met consistently over a week
- Individual reward for pupils in all subject areas as well as most improved attendance.
- Target 20

Rules

- Health and safety rules must be obeyed at all times
- As per behaviour policy
- Physical or verbal abuse of staff or other students will not be tolerated
- Mobile phones are to be passed to tutors/staff at the beginning of the school day, and then collected at the end of the day. Rise is a "Phone free zone" and admissions process is now more robust in communicating this. Posters are also in prominent places around the sites re-enforcing this message.
- Classroom code to be followed

Sanctions

When students do not meet the expectations of them then staff will record incidents on our MIS for the following:

- Verbal abuse including homophobic language, by text, socio-economic abuse, SEN needs, race or physical characteristics
- Aggression towards staff or peers
- Refusal to work
- Lateness to lessons
- Absconding from the school

Serious Incidents/repeated incidents over a period of time will be addressed by:

- Parent/carers contact by telephone
- Recovery meeting with relevant staff (as/if necessary) Leadership to put a time specific and achievable support plan in place.
- Parent/carers contact by letter from the Head
- In agreement with all staff involved a period of isolation from their peers and/or teaching group
- Serious breaches of discipline will in very extreme circumstances result in a period of fixed term exclusion

Managing Challenging Behaviour: Keep Me Safe, Treat Me with Respect (With reference to D of E use of reasonable force in schools).

Rise Academy is a registered member of the Restraint Reduction Network [RRN] and all staff receive accredited training in preventative, de-escalation and restrictive intervention strategies. The Academy is committed to reducing the need for restrictive interventions through proactive support, positive relationships, trauma-informed practice and individualised planning. Restrictive interventions will only be used when lawful, necessary, proportionate and as a last resort to prevent harm.

This program compliments Rise Academy's values and ethos in putting the staff and students Care, Welfare, Safety and Security at the forefront of our professional practice.

Initial training will be provided as close to staff employment start dates as possible with a termly rolling induction and annual refresher training will be a Rise academy statutory requirement in line with RRN best practice.

In order to best support new students Rise Academy will utilise any data provided by referring school alongside liaising with students, parents, carers and any other agencies involved in the student's admissions meeting to build an initial person centred support plan which will then be shared with the staff team.

This plan will outline staff responses to the 4 escalation levels as identified by the Safety Intervention plan and as agreed with the young person and discussed with parent/carers at admission.

Rise Academy will only implement the use of a physical intervention with full consideration of our risk assessment matrix and opt-out sequence which will guide us to ensure:

- It is only used as a last resort and when faced with serious harm to self or others.
- It is used at the lowest level possible.
- It is used for the least amount of time possible.

Any situation that does lead to a physical intervention will be treated by Rise Academy as a failure to safeguard and therefore the following will be carried out as part of a reflective Assess, Plan, Do, Review cycle to ensure learning from the event takes place for all those involved.

In accordance with Department for Education guidance on restrictive interventions, all significant incidents involving the use of force or restraint will be recorded, reported, reviewed and analysed to identify learning, reduce future occurrences and promote pupil welfare. Parents/carers will be informed as appropriate and records will be maintained in line with safeguarding and data protection requirements.

- Accident & Incident form completed.
- CPOMs safeguarding log completed
- 121 with staff and students involved.
- IBERA De-briefs with staff & then students (Independently) ideally within 72hrs of event to clarify and update student support plan.

- Revised Pupil Safety and Support Plan and any further recommendations from the De-briefs taken to next SLT meeting before then sharing with the whole staff team.

In instances of escalating behaviours as identified within the Crisis Development Model, Rise Academy Staff will manage as follows:

Students at Anxiety level:

Be supportive using an empathic and non-judgemental approach.

- Allow students to walk away for a while
- Listen & allow time.
- Consider whether it is better to 'bank' incident and deal with it later
- Ask low key questions
- Use distraction
- Expect students to manage their behaviour and indicate this verbally

Students at Defensive Level:

Be directive to decelerate an escalating behaviour.

- Encourage the student to stop and take deep breaths
- Limit set
- Remove the student to reduce the audience
- Allow the student to get fresh air
- Stay calm and keep a low voice
- Acknowledge the fact that the student is in danger of further escalation and offer ways to empower return

Students at Risk Behaviour/Release Level:

Consider Physical Intervention as a last resort to manage behaviour that presents an imminent or immediate risk.

- Staff to consider Decision Making Matrix Risk Assessment tool to support safest outcome.
- Ensure student and staff safety
- Remove from the audience/ remove audience.
- Avoid confrontation
- Allow a safe exit
- Implement Physical Intervention as a last resort, at the lowest level and for the least amount of time.

Students in Tension Reduction:

Therapeutic Rapport in order to re-establish communication.

- Encourage the student to bring down the physical symptoms such as breathing, talking calmly, reassurance
- Avoid being judgemental, demonstrate empathy and avoid blame.
- Do not conduct an investigation
- Allow them to work on their own if appropriate
- Provide them with some control so they do not feel trapped

Pupil Safety Intervention & Support Plans.

All students requiring will have a Pupil Safety & Support Plan (PSSP) from Admission which will be reviewed and updated following any incident or as deemed necessary. Those who require physical intervention in particular must have this in place as it forms their positive handling plan which will describe the strategies required to deal with the presenting behaviours. This will be shared with parents and carers in line with the Physical Intervention Policy.

Where a student has been with us prior to the introduction of this into the Admissions policy, one will be completed following any initial incident.

Confiscations of inappropriate items

The staff and Head of Rise Academy will confiscate items belonging to students if they pose a risk to the safety of staff or other students or contravene behaviour policy. Any such items will be returned at the end of the day and the parent or carer informed, unless it would be considered dangerous to do so.

Power to search

Members of staff under the direction of the Head can search without consent for the following:

- Knives and weapons
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Vapes
- Phones
- Fireworks
- Pornographic images
- Any article that has been or likely to be used to commit an offence, cause personal injury or damage to property

Any actions which would be considered to commit an offence will be reported to the Police.

Associated Policies and Guidance

- Safeguarding and Child Protection Policy
- Keeping Children Safe in Education [KCSIE] 2026
- Behaviour Policy
- Online Safety Policy
- Physical Intervention Policy
- SEND Policy
- Anti-Bullying Policy
- Attendance Policy
- Pupil Safety & Support Plan [PSSP] Procedures
- Equality Information and Objectives
- Staff Code of Conduct
- Whistleblowing Policy

Legislative and Statutory Guidance Framework

This policy has been developed in accordance with current legislation and statutory guidance, including:

- Education Act 1996
- School Standards and Framework Act 1998
- Education Act 2002
- Education and Inspections Act 2006
- Education Act 2011
- Equality Act 2010
- Children and Families Act 2014
- Human Rights Act 1998
- Keeping Children Safe in Education 2026
- Working Together to Safeguard Children
- SEND Code of Practice: 0-25 Years
- Behaviour in Schools [Department for Education]
- Searching, Screening and Confiscation [Department for Education]
- Restrictive Interventions, Including Use of Reasonable Force, in Schools [Department for Education, April 2026]
- Restraint Reduction Network [RRN] Training Standards

This policy has been developed in accordance with Keeping Children Safe in Education 2026, the Equality Act 2010, SEND legislation and the DfE guidance 'Restrictive Interventions, Including Use of Reasonable Force in Schools' [2026], and should be read alongside the Safeguarding, Behaviour, Physical Intervention and SEND policies.

