Creative Education Trust

Positive Relationships and Behaviour for Learning Policy

Policy Owner	Director of Education
Approved by	Education Standards Committee
Last reviewed on	September 2026
Next review date	September 2027

1 Introduction

1.1 At Creative Education Trust, we strive to build a learning community where staff, students and families work together to successfully nurture and develop the potential of all. As a family of schools, all our academies share a common purpose: to make a difference every day to the lives of the young people and communities that we serve. However, all our academies also have their own unique identity, which we deliberately foster. For this reason, this policy should be read in conjunction with each academy's individual approach to promoting positive relationships and behaviour for learning, which is included in the appendix to this overarching policy document.

1.2 This policy is based on legislation and advice from the Department for Education (DfE), which is clearly referenced at appropriate points within this documentation. In particular, the trust acknowledges its legal duties under the Equality Act 2010, in respect of safeguarding, and in respect of students with special educational needs (SEND). The trust believes that students with different needs should be provided with the support they need to achieve individual success, while still operating within the framework of this and our other policies.

2 Relationship to other Trust Policies

- Anti Bullying Policy
- Suspensions and Permanent Exclusion Policy
- SEND Policy
- Attendance Policy
- Child Protection and Safeguarding Policy
- Teaching, Learning and Curriculum Policy
- Equality, Diversity and Inclusion Policy
- PSHE and SRE Policy
- Restrictive Interventions Policy

3 Principles and Purpose

3.1 Creative Education Trust's approach to behaviour for learning is centred around building the relationships that promote positive behaviour and learning. Using the principles of Therapeutic Thinking as a framework, our academies are developing whole establishment approaches that foster positive relationships, thus creating a calm, safe and supportive environment, free from disruption, in which students can thrive, both in and out of the classroom, and reach their full potential. Therapeutic Thinking is a relational and evidence-based approach which recognises that behaviour is a form of communication. Through understanding students' experiences, emotions and individual needs, staff create positive relationships, supportive environments and appropriate adaptations that promote emotional wellbeing, self-regulation and inclusion. The approach focuses on developing internal discipline through teaching, reflection and restoration, rather than relying on punishment or behaviour suppression.

This approach complements our trust ethos and supports our shared trust values of Ambition, Equity and Opportunity:

Positive Relationships and Behaviour for Learning Policy – Our Values in Action		
Ambition	**Equity**	**Opportunity**
We have high expectations – our students deserve this. As a result, we expect all our students to: • Have positive attitudes and demonstrate a commitment to their education and school. • Behave with consistently high levels of respect and regard for all members of our learning	We have clear rules, routines and systems, to ensure good relationships and behaviour, so that all our students can learn safely and without disruption. However, we realise that positive relationships and behaviour need to be explicitly taught, and that some of our students will need more support to reach that standard than others.	We expect our teachers to deliver an effective curriculum during lessons, employing appropriate pedagogy that is inclusive, whilst maintaining high expectations. This is so that our students can develop their knowledge and understanding and be able to apply it when they leave school, wherever they work or study.

community • Be polite and have good manners • Wear their uniform smartly and with pride.		

4 Roles and Responsibilities

4.1 All members of the CET family have a responsibility for promoting and maintaining positive relationships and behaviour in our schools and academies. Our specific roles are outlined as follows:

4.2 **Trustees/ Education Directors**

Our trustees, in consultation with the central team of Education Directors, set our vision, values and strategic direction. This is usually via agreed trust wide policies, including this Promoting Positive Relationships and Behaviour for Learning policy. They review these regularly to ensure that our students receive the best possible provision. CET's Education Directors provide support and challenge to school staff ensure that the trust's policies are embedded, and that the quality of relationships and behaviour is regularly and effectively monitored.

4.3 **Headteachers/Principals and Senior Leaders**

The Headteacher or Principal, and other senior leaders, are responsible for developing and maintaining a positive learning community that embeds the values of the trust. In practice this means:

4.3.1 Ensuring that there are clear policies for routines, rewards and consequences that promote positive relationships and behaviour, including good attendance, both during lessons and at other times.

4.3.2 Providing induction, ongoing training and, if required, further support for all staff and students, which makes known the routines, rewards and consequences and which helps to ensure that they are always applied.

4.3.3 Ensuring that the policy promotes equity for all students and addresses individual needs. Where there are underlying causal factors for unacceptable behaviour, the headteacher or principal, supported by senior leaders, are ultimately responsible for ensuring that these are considered when deciding which actions to take in response.

4.3.4 Supporting the practical day-to-day aspects of the policy's implementation by being visible; responding to and investigating serious instances of unacceptable behaviour; ensuring all relevant information about individual students is shared within and between teams; and communicating effectively with parents, outside agencies and other key stakeholders, as appropriate.

4.3.5 Ensuring that suspensions and permanent exclusions are issued in a manner that is compliant with the relevant statutory guidance and as a 'last resort', and that appropriate arrangements are made for the re-integration of students further to periods of suspension.

4.3.6 Making all staff aware of the statutory guidance contained or alluded to within the relevant sections of *Keeping Children Safe in Education*, so that they can adequately safeguard students when responding to allegations of child-on-child abuse, sexual harassment, sexual violence,

or when students report bullying.

4.3.7 Scrutinising and reporting, using the agreed processes, data in relation to routines, rewards and consequences to ensure that they remain effective. This includes keeping written records of all significant behaviour and safeguarding incidents, using the trust's MIS system and CPOMS, as well as ensuring that individuals and groups are closely monitored to allow for early intervention, and reviewing both the support provided to individual students and the impact of this.

4.3.8 Prioritising the explicit teaching to students about the school's behaviour routines, rewards and consequences, including the rationale for each, and providing a relevant PSHE programme.

4.4 **Staff**

Staff will model leadership and act as positive ambassadors of the school and the trust, acting, always, in line with this and other policies through their professional behaviour and conduct. In practice this means that all staff will ensure that they are:

- Modelling the behaviours that they wish to see, engaging with students in a polite, calm and respectful manner
- Encouraging the development of social, emotional and behavioural skills by highlighting and promoting positive behaviour
- Always doing their best to 'de-escalate' situations when a student behaves in an unacceptable manner, both inside and outside of the classroom, by applying this policy fairly and attempting to repair relationships with a student before their next lesson
- Seek to understand any underlying issue, including SEND, or contextual challenges that may help explain – if not excuse – unacceptable behaviour
- Ensuring that students have 'thinking time' in between warnings so that they have a chance to adjust their behaviour
- Helping students to understand the reasons for any consequences they are given – either at the time they are given or afterwards
- Reporting, using the agreed processes, any safeguarding, wellbeing and/or relationship and behaviour concerns.

Additionally, all staff will endeavour to develop positive relationships with students which, according to role, may include:

- Greeting students in the morning/at the start of lessons and, if appropriate, undertaking supervisory or other 'duties'
- Establishing clear routines and communicating expectations of behaviour
- Preparing lessons that ensure all students can access the curriculum appropriately
- Responding to – and, where possible – minimising the likelihood of - low-level disruption, in line with the school's policies and procedures. For example, getting to know students well, developing an understanding of potential 'triggers' for any unhelpful behaviour and using this knowledge to plan the best ways to support individuals to better manage their behaviour
- Providing support programmes for identified individuals so that they learn how to better manage their behaviour

- Communicating with parents regarding concerns and, where appropriate, providing or signposting advice and/or support for families.

4.5 **Students**

Students are ambassadors of our schools even when off site. They are expected to follow the school's behaviour rules and routines; to listen to and follow instructions by staff and accept and learn from any consequences that they receive. This extends to any arrangements put in place to support them in forming positive relationships and improving their behaviour for learning.

4.6 **Parents**

Parents play a key part in ensuring that their children are successful at school. Sending their child to the school implies an acceptance of, and support for, the school's policies by parents, including the Positive Relationships and Behaviour for Learning Policy. Parents should inform leaders about any known or potential special educational needs, or personal issues, that may result in their child displaying unacceptable behaviour. Parents may be asked to attend meetings with staff to discuss their child's behaviour, including after a suspension at the point at which their child is re-admitted in school.

5. Policy Detail

5.1 Our Core Expectations

In line with our shared values and ethos, all CET schools consistently promote both our high expectations, and provide any necessary support, to ensure that all students have the best opportunity to thrive both in and out of the classroom.

5.2 As a result, all CET schools will prioritise:

- Agreeing a shared set of values that communicate expectations for relationships and behaviour, and which help all members of the learning community understand how they can work and succeed together
- Having clear and simple routines, rewards and consequences which link directly to the school or academy's values, and which foster high standards of behaviour and a calm and safe environment
- Providing training and support to staff on managing behaviour through the continuing professional development cycle
- Considering poor behaviour in relation to SEND and other relevant circumstances, making reasonable adjustments to these policies, where appropriate, to ensure that this policy is always applied fairly and in accordance with the key trust principle of equity
- Regularly and deliberately teaching students about both acceptable and unacceptable behaviours, both in wider society, and at school
- Planning a well sequenced curriculum with a view to ensuring that students are always engaged in purposeful learning.

5.3 Routines and Consequences

5.3.1 All of our staff and students have a right to work in a school where they can learn and are treated with courtesy and respect. Likewise, expectations and boundaries are a necessary and normal part of our society. They support emotional, psychological, and physical safety, as well as providing points of reference for what we expect of ourselves and each other.

5.3.2 For this reason, a cornerstone of all of our schools and academies' behaviour for learning processes is a system of agreed routines, during both lesson times and social times, and 'consequences' or ways of dealing with unacceptable behaviours.

5.3.3 In line with the trust's values, and in response to our commitment to Therapeutic Thinking, our 'consequences' are not designed to be punitive but are either developmental and restorative, helping the student to understand the impact of their behaviour, or protective, preventing the student from behaving in these ways until they receive the support they need to help them to make better decisions.

5.3.4 Staff can apply agreed consequences to students at any time that the student is in school, or when out of school if the student is:

- taking part in an activity organized by the school or trust
- travelling to and from the school
- wearing school uniform
- in some way identifiable as a member of the school
- engaging in activities that could have repercussions for the orderly running and/or reputation of the school
- on the balance of probability, acting in such a way as to be a threat to one or more members of the school community.

5.4 Rewards

The positive reinforcement of good relationships and behaviour is a powerful tool for establishing a strong learning community. For this reason, all our schools detail the rewards students can receive, and how these link to the school values (see appendix). They may include, but are not limited to:

- Verbal and written praise
- Points systems
- Letters or phone calls home
- Special responsibilities/privileges, especially where the position actively supports the creation of a positive learning community, as well as the personal development of the young person concerned
- Celebration events, including, but not limited to, reward trips, assembles and presentation evenings.

5.5 Detentions

These may be set before, during or after school, on any school day or Staff Training (INSET) Day. If students are detained during the lunch break, they will still be given reasonable time to eat, drink and use the toilet. Please note that parental consent is not required for a detention to take place, although staff will always endeavour to give notice on the day or day before the detention. Where appropriate, staff will also always take into consideration any special needs a student may have, that might, for example, impact upon their ability to travel home safely after serving a detention.

5.6 Removal from the Classroom

Some of our schools and academies use a removal system, but this should only be in response to serious or persistent breaches of this policy during lesson times where initial teacher de-escalation and other restorative responses have not been successful. This offers students important ‘time-out’ and allows other students the opportunity to learn without disruption.

5.6.1 Staff will seek to minimise the amount of time that the student who has been removed from a lesson spends outside of the classroom. Wherever it is considered likely that the student can be re-integrated into the lesson after a brief conversation, then staff will seek to do this. Otherwise, staff will try to re-integrate the student back into a subsequent lesson later during the day and as swiftly as the student’s ongoing behaviour permits. Brief periods of time educated outside of the classroom may be a supportive intervention rather than a ‘punishment.’ Where this intervention is not effective – or where the initial unacceptable behaviour was particularly serious or repeated – a student may be required to serve an internal suspension, as an alternative to

an external suspension from school. This may start, and end, at a time later than the normal school day.

5.6.2 Students who are removed from lessons will usually continue to follow the normal curriculum. If this is not possible, they will be provided with appropriate work for their age and ability which is in line with the mainstream curriculum. In addition to completing work during the period of removal, students will also be supported with their behaviour, by being helped to consider how they can behave differently in the future. Sometimes, staff may consider that this behaviour support work must take priority over curriculum learning. Where this is the case, arrangements will be made to ensure that the student can catch up the missed learning, in the same way as for other absences.

5.6.3 Parents, carers and guardians will be informed of the removal on the same day.

5.6.4 Details about how removal systems, if appropriate, work in this school are set out in the appendix to this policy.

5.6.5 Students will not be removed from lessons for arriving late, or for truanting, other than in exceptional circumstances, such as when their behaviour is dysregulated and they are likely to disrupt learning should they join the relevant lesson.

6. Suspension and Permanent Exclusions

All students have a right to an education and to be protected from a life of underachievement and social exclusion. This does not, however, mean that our schools can always avoid suspending a student or placing them in a specialist educational setting. Used in the right way, a suspension can be followed by actions that are restorative or interventions that help the student to avoid carrying out the unacceptable behaviours again.

6.1 Suspensions and permanent exclusions will only be used as a last resort and when all other approaches and interventions, as outlined in the DfE's *Behaviour for Schools* document (2024) have been attempted. Accordingly, students who engage in persistent disruptive behaviour will usually receive an internal exclusion as an alternative to a suspension. Where a headteacher or principal decides that a suspension is necessary, they will explain within the suspension letter why an internal exclusion was not used as the consequence for persistent disruptive behaviour. Staff will actively seek to prevent suspensions through proactive approaches to relationships and behaviour, including using systems and procedures to identify and support students whose behaviour is causing serious concern. A range of possible strategies, including off-site directions and the use of alternative provision, that staff might use to support students so that they can remain at the school are outlined in the appendix to this policy. All CET schools have adopted approaches to managed moves, re-directions and alternative provision which are in line with the DfE's revised guidance on exclusions and suspensions (July 2026)

6.2 Where a fixed term suspension or permanent exclusion is being considered, the headteacher or principal will ensure that there is a full investigation, which will include:

6.2.1 Evidence being collected (from students involved, other witnesses, staff and CCTV etc.).

6.2.2 The school's SEND team being consulted about any recognised SEND that may have caused/contributed to the behaviour.

6.2.3 The pastoral/safeguarding team being consulted about any known issues that may be affecting the student, as well as the level of support that has been provided.

6.2.4 Only when all the above steps have been taken, and the information provided has been reviewed in line with the relevant statutory guidance, will the headteacher or principal decide what action will be taken. Typically, students who engage in persistent disruptive behaviour will be internally excluded rather than externally suspended. When the headteacher or principal decides to issue an external suspension instead, they will explain the rationale for this in their letter to parents, as well as any behaviour support previously provided to the student.

6.2.5 Suspensions and permanent exclusion will never be used because a student has SEND, or for poor academic performance, lateness or truancy, a breach of

the uniform rules, or the behaviour of the student's parents, carers or guardians, including their failure to attend a reintegration and/or accept a managed move.

6.2.6 Where a suspension will mean that a student with SEND serves 10 days or more of suspension during an academic year, **or** where a decision whether to permanently exclude **any** student is being made, leaders **must** consult CET's Director of Inclusion before the final decision is taken. The Director of Inclusion's role in the consultation is to support leaders to ensure that statutory responsibilities, including those regarding equity are considered proactively before leaders make local decisions. In exceptional circumstances, the Director of Inclusion may direct that the permanent exclusion does not proceed.

6.2.7 On returning from suspension, the student and their parents will attend a reintegration meeting. This will include a focus on the support staff will provide the student to correct their behaviour, and how this support, and its impact, will be monitored. For details of the different kinds of support that may be available, please see the appendix to this policy.

6.2.8 Should a student serve three suspensions, in any given term, or more than three during any given academic year, the student and their parents will be discussed at a professionals' meeting such as a Team Around The Child meeting. Parents will then be invited to discuss the impact of previous forms of support that have been offered, and to consider any other ways forward.

6.2.9 Where a student has not been suspended from school, but a pattern of unhelpful behaviour is evident, leaders may invite the student and their parents to such a meeting to see what can be done to support the student. Parents themselves may request such a meeting should they become concerned about their child's behaviour or the sanctions that they are accumulating because of it.

6.3.0 There may be occasions when a student may be required to stay off-site temporarily for safeguarding reasons. This will usually be where an allegation that has been made requires students to be separated and the risk cannot be safely managed on site. This is not a disciplinary sanction, or a suspension or a permanent exclusion. For more detailed information, please see the CET Suspensions and Permanent Exclusions Policy.

7. Adapting Consequences for Students with SEND

7.1 Any consequences given will always be in line with this policy. They will also be fair, reasonable, proportionate and in accordance with the Equalities Act, 2010. As part of this, staff recognise that students' behaviour may be impacted by a special educational need and/or a disability (SEND).

7.2 This means that staff will try to anticipate, as far as possible, all likely triggers of misbehaviour and, where appropriate, put in place support plans for identified students to prevent issues from occurring. Where necessary, support and advice will be sought from relevant external agencies, including the Local Authority. Staff will always work with the student's family to create a plan.

7.3 Plans might include specific strategies, such as rewards, visual cues, interventions or calm-down areas, where students can go to regain control of their emotions. These plans will be shared with teachers so that they know how to support individual

students in their learning and behaviour. Staff will regularly review these plans, working collaboratively with the student and their parents, to ensure they remain appropriate.

7.4 When incidents of unacceptable behaviour arise, staff will also consider them in relation to a student's SEND and the consequence system may be adapted to cater to the specific needs of that student.

7.5 Decisions on whether a student's SEND had an impact on an incident of misbehaviour will be made on a case by-case basis by senior staff; not every incident of misbehaviour will be connected to an additional and/or unmet need.

7.6 When considering a behavioural sanction for a student with SEND, staff will consider the following:

- Whether the student was able to understand the agreed expectation or instruction
- Whether the student was unable to act differently at the time as a result of their SEND or mental health need, or a need not having been met by staff
- Whether the student is likely to behave aggressively due to their SEND

If the answer to any of these questions is yes, senior staff at the school or academy will then assess if it is appropriate to use a consequence at all, and, if so, whether any reasonable adjustments need to be made.

8. What are reasonable adjustments?

8.1 Any variations to our policies will always consider the specific circumstances and requirements of the student concerned. In practice, however, this might mean: modifying the consequence, for example internal suspension with the SEND team, as opposed to mainstream internal suspension or external suspension; to provide a more appropriate work environment; to support with school work; to create a more familiar structure to the working day, for example pausing the usual behaviour processes whilst the student completes interventions or coaching to build confidence/understanding of the expected behaviours.

8.2 It should be noted, however, that, whilst staff will always consider the impact that their actions will have on the student with SEND, they also need to consider the safety and well-being of all other members of the school community. learning community as a whole.

8.3 For this reason, staff will work with relevant external agencies, including the local authority, when they identify a student who is at risk of suspension/nearing the threshold for permanent exclusion, to identify any further support that could be put in place.

8.4 Should a student in receipt of an Education Health Care Plan (EHCP) be at risk of permanent exclusion, then an Emergency Review of that plan will be called at the earliest opportunity.

8.5 Uniform: effective teaching and learning starts with a smart and tidy appearance as it helps to instil discipline and pride, reducing the risk of distraction in lessons. The uniform expectations, and support available to families, is outlined in the appendix to this policy. Individual academy uniforms should be worn by all students. Prohibited items can be confiscated. Likewise, students may be lent correct uniform or placed in

isolation with appropriate work until uniform issues are resolved.

8.6 Visiting the toilet during lessons: students are encouraged to visit the toilet during social times and lesson changeover periods. If staff allow a student to visit the toilet during lesson times, the student may be asked to leave their switched-off mobile device in a tray on the teacher's desk. The student will be able to collect their mobile device immediately on return to the classroom. This is to minimise the ability of students to use their mobile phones in an unsupervised manner, which can represent a safeguarding risk.

8.7 Social media and unacceptable online behaviour: The misuse of social media, or the undertaking of unacceptable on-line behaviour in general, may fall under the remit of this policy in the case of:

- damage being caused to the reputation of one or more members of the school community, or to the school as a whole
- use that may harass, bully or discriminate
- the posting of demonstrably false or misleading statements.

8.8 **Physical Restraint**

Staff have a legal power to use physical restraint – sometimes known as 'positive handling', 'restrictive interventions' or 'reasonable force' - where necessary, including to avoid a student:

- causing injury to themselves or others
- committing a criminal offence
- causing serious damage to property
- causing significant disorder

8.8.1 The trust's Restrictive Intervention Policy sets out our approach. Incidents of physical restraint will always be used as a last resort when all appropriate de-escalation techniques have failed and will be applied using the minimum amount of force and for the shortest amount of time possible. It will never be used as a punishment. All incidents of reasonable force will be recorded and reported to parents, usually on the same day. The headteacher/principal will ensure that there are sufficient staff who are trained in how to safely restrict a student's movement should that be required.

8.8.2 Where it is known that a student's behaviour could present a significant risk of injury to themselves, other people, or property, staff will complete a risk assessment, in conversation with safeguarding and SEND colleagues, to determine if the student requires a positive handling plan to be put in place, and how that might best be avoided.

8.8.3 These plans will be developed in the student's best interests and agreed by the parents and the child concerned wherever possible. They will be reviewed regularly with any support plans and/or if the needs of the student change.

8.9 **Drugs**

The school operates a robust approach on drugs for the health and safety of all staff, students and visitors. The policy on drugs applies to all schools and to school related activities whether on or off site. This includes the journey to and from school. The word 'drugs' used in this policy does not just mean illegal drugs. It extends to alcohol, tobacco products, volatile substances and legal highs.

8.9.1 The school will monitor and deal with any drugs issues promptly and be proactive in trying to prevent any future drugs incidents. Students will receive drugs education as

part of the PSHE programme and academies will also involve outside agencies such as drugs education charities.

8.9.2 Any student found to be involved in a drugs-related incident will be disciplined in accordance with this policy. The sanction may include suspension or permanent exclusion from school. Sometimes, it will also be necessary to involve the police, and/or social care/substance abuse support services.

8.9.3 Any drugs found will be confiscated by staff who will dispose of them in accordance with guidance issued by the DfE. Similarly, any drugs related paraphernalia such as needles will be disposed of in a prudent manner.

8.9.4 Usually the school will inform parents/carers when their child has been found to be involved in drugs. However, where there are potential child protection issues the academy must act in the best interests of the child, which may mean a decision not to inform parents. Such a decision will be taken very seriously and usually with the benefit of legal advice.

8.10 **Searching and Confiscation**

Searching, screening and confiscation will be conducted in line with the DfE's latest guidance. Although this list should not be treated as exhaustive, banned items include:

- Knives and weapons
- Alcohol
- Drugs
- Stolen items
- Tobacco and cigarette paper
- E-cigarettes or vapes
- Fireworks
- Pornographic images
- 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 to, or to damage to property.

As long as it is reasonable in the circumstances, staff are permitted by law to take temporary possession of any suspected illegal substance or prohibited item. If a prohibited item is confiscated (including clothing and/or jewellery), and presuming it does not need to be retained, as per DfE guidance, it can only be collected by a parent. Staff cannot look after items for students and individual schools cannot be held responsible for lost or stolen articles. We therefore strongly encourage students not to bring valuable or banned items into school.

8.10.1 In the interests of the health, wellbeing and safety of our community, all students will have relevant PSHE education on issues such as drugs and alcohol. Any student found to be involved in a banned item incident, including on the way to and from school, will face appropriate consequences under this policy. Such incidents, except in exceptional circumstances, could lead to suspension and, under some circumstances, a permanent exclusion.

8.10.2 When a search is thought to be necessary there will be an assessment of how urgently it needs to be carried out considering any risk to students and staff. The student to be searched will be told why they are being searched and informed as to how and where the search will take place. The student will be given an opportunity to ask questions. Where a search takes place with consent, the member of staff conducting the search should ensure that the student understands the reason for the search and how it will be conducted so that their agreement is informed.

8.10.3 A student's possessions can only be searched in the presence of the student and another member of staff, except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately, and where it is not reasonably practicable for another member of staff to be present and/or the member of staff is of the opposite sex. The academy will always endeavour to have a member of staff who is of the same sex as the student present and an additional member of staff present as a witness to the search for safeguarding purposes.

8.10.4 The headteacher/principal will ensure that there are sufficient staff who are trained in how to lawfully search a student. The DSL will be informed of any searching incidents where a member of staff had reasonable grounds to suspect a student was in possession of a prohibited item and all searches will be recorded. If a search revealed a safeguarding risk, the DSL will be involved without delay.

8.10.5 Only staff members authorised by the headteacher/principal may carry out searches without consent.

8.10.6 The person conducting the search may not require the student to remove any clothing other than outer clothing. 'Outer clothing' means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear, but 'outer clothing' includes hats; shoes; boots; gloves and scarves.

8.10.7 Where an item prohibited by this policy is seized as the result of a search and it is an electronic device such as a mobile telephone, the member of staff who seized the item may inspect the data on it, if they think that there is a good reason to do so. For this purpose, the member of staff has a good reason if they reasonably suspect that the data or file on the device in question has been or could be used to cause harm, to disrupt teaching or break the school rules. In cases where staff are advised, or suspect, that the mobile device contains youth-produced sexual imagery, they must follow the advice in this regard issued by CET's Head of Safeguarding/the school's Designated Safeguarding Lead.

8.10.8 School staff can seize any prohibited item found as a result of a search. They can also seize any item, which they consider harmful or detrimental to school discipline, even if it is not found as a result of a search.

8.10.9 Members of staff can use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. Such force cannot be used to search for items banned under the school rules. Weapons, knives and extreme or child pornography must always be handed over to the police. Otherwise, it is for the academy to decide if and when to return a confiscated item. Please note that staff have an obligation to inform the police of any illegal item brought into school

8.11 **Police Searches/ questioning and the requirement for an appropriate adult to be present**

8.11.1 The Designated Safeguarding Lead (and deputy) are aware of the requirement for children to have an appropriate adult when in contact with police officers who suspect them of having committed an offence.

8.11.2 The Designated Safeguarding Lead (or deputy) will communicate any vulnerabilities known by the school to any police officer who wishes to speak to a student about an offence they may suspect. This communication will be recorded on CPOMS.

8.11.3 If having been informed of the vulnerabilities, the Designated Safeguarding Lead (or deputy) does not feel that the officer is acting in the best interests of the child they

should ask to speak with a supervisor or contact 101 to escalate their concerns.

8.11.4 The appropriate adult' means, in the case of a child under the age of 18:

- the parent, guardian or, if the juvenile is in the care of a local authority or voluntary organisation, a person representing that authority or organisation
- a social worker of a local authority
- Failing these, some other responsible adult aged 18 or over who is not a police officer.

9. Monitoring, Review and Accountability

Leaders and trustees will monitor behaviour and associated data to identify patterns, emerging risks or training needs.

Appendix 1

AMBITION- EQUITY – OPPORTUNITY			
Purpose	**Policy Checklist**	**Relevant Guidance**	**Equality, Diversity and Inclusion**
To foster positive relationships, high standards of behaviour, and a calm and safe environment, within which all members of our community can thrive and reach their full potential.	Agreeing a shared set of values that clearly communicate expectations for positive relationships and behaviour. Having a clear and simple 'rewards, routines and consequences' policy. Providing training and support to staff on managing relationships and fostering positive behaviour. Planning (via Team Around the Child meetings or similar), implementing and reviewing pastoral intervention packages, in line with need. Planning a strong curriculum (mainstream and all Alternative Provision), including explicitly teaching students about positive relationships and behaviour	Behaviour In Schools – Advice for Headteachers and school staff (DfE, February 2024) Suspension and Permanent Exclusion from Maintained Schools, Academies and Pupil Referral Units in England, including Pupil Movement (DfE, July 2026). Searching, Screening and Confiscation Advice for Schools (DfE, July 2022) Restrictive Interventions in Schools (DfE, December 2025) Keeping Children Safe in Education (2025).	The trust believes that students with different needs should be provided with the support they need to achieve individual success, while still operating within the framework of this and our other policies. This means making appropriate reasonable adjustments to this policy.

	and how they catch up work after absence.		

Classroom Expectations and Behaviour

The below list shows some of the thing's staff are encouraged to
do to promote good behaviour between stages. This list is not exhaustive and should not be treated as a process:

- Praise those demonstrating desired behaviour/actions
- Reminding/modelling what good behaviour looks like
- Keep language simple and/or reinforce with non-verbal cues
- Allowing take up time following a warning
- Giving eye contact
- Reaffirming the task and/or the behaviour required
- Face Saving – Quiet encouragement
- Positioning yourself to recognise and reward behaviour and effort
- Addressing the student by name

Our behaviour curriculum delivered during tutor time will focus on student conduct within the following areas:

- Conduct whilst moving around the building
- Conduct during lessons and pupil engagement expectations
- Conduct and respectful behaviour at lunch and break
- Conduct within the wider community
- Our G.R.A.C.E values underpin our behaviour curriculum giving our students the understanding as to “why” we have such high expectations of our student behaviour. When these values are woven into our daily routines, they shape behaviour not through compliance but through character development

Reasonable adjustments are put in place for all students. However, where necessary we may have to offer more support to individuals where a bespoke programme will be put in place. An example of this can be seen below for a student issued with 3 periods in reflection:

Period 1: The Hub – Supported by the SEND team

Period 2: Reflection Room

Period 3: Gardening Intervention

Behaviour	Possible Sanctions / Support	Imposed by
• 2 strikes in class of unwanted behaviour impacting on Teaching and Learning- including but not limited to: • Late to lesson (after 5 minutes/ before 8 minutes) • Lack of work/effort • Talking/calling out • Being out of seat • Graffiti in books/lack of care • Distracting others • Device seen/heard • Eating/chewing gum	**Classroom teacher will issue a warning after pre-warning a student first in most circumstances** **A follow up conversation should take place quietly or outside the room safely where applicable** **A second warning would only take place if the above strategies did not work and the opportunity for a movement break with the on-call team would be deemed ineffective or not appropriate based on the behaviours demonstrated**	Any member of staff
-Truancy- Out of lesson after 8 minutes	**Detention for 1 hour and 20 minutes**	
-Poor corridor behaviour -Littering/vandalism	**Detention may be reduced to an hour where students have demonstrated exemplary behaviour and completed the work set to a high standard**	
- Being in an out of bounds area during social times	**Conversations and support from Reflection Room staff and assigned Year Teams**	
-Unresolvable uniform infringement	**Reflection visits 1-5 lessons**	

	Support intervention in reflection 1-2 lessons – A reduced time in reflection following Restorative conversations and Year team support **Movement break to allow students time to regulate and rejoin their lesson** **Removed from their lesson but remain in the department with follow up restorative conversations** **Extended time in Reflection is only issued for more serious incidents and will be agreed by the Behaviour SLT team.** **All students where possible will receive bespoke support to address their behaviour. The main aim of the support is to keep all students in the classroom learning.**	

• **Failure to comply with a reasonable request from a member of staff.** • **On call being required- e.g. refusal to leave a classroom** • **Failure to attend Reflection (within 8 min of initial referral)** • **Failure to comply with the expectations in Reflection** • **Sexual harassment- Persistent use of sexual language towards another student or member of staff** • **Verbal abuse/direct swearing at a member of staff.** • **Wilful vandalism/damage to property.** • **Bullying behaviour- Homophobic or racist bullying.** • **Smoking/vaping on site and/or be in possession of cigarettes, tobacco and/or vaping paraphernalia** • **Bullying behaviour- Persistent bullying behaviour including online/cyber bullying.**	**Suspension for either 1, 2, 3, 4** **or 5 days.** **Following a suspension, students will be expected to attend a day of Reflection** **If a student accumulates15 days of Suspensions in a term, this will trigger a PDC with Governors.** **Persistent accrual of Suspensions could result in a Permanent Expulsion.** **Referral to external agencies where appropriate** **Referral to internal programme to change discriminatory behaviours where required**	**Principal supported by Senior Leaders in charge of behaviour** **.**

• **Theft.** • **Making a false allegation against a member of staff.** • **Significant behaviour which pote ntially brings the Academy name into disrepute.** • **Persistent defiance or disruption.** • **Bullying behaviour- Assaults or s econd minor assault that is not premeditated or planned.** • **Serious and/or persistent sexual harassment** • **Up skirting** • **Sexual assault** • **Other serious breaches of acade my rules.**	**A readmission meeting will be set following suspensions of greater than 2 days in length or where there have b een repeated incidents of poor behaviour to discuss next steps and support. For shorter suspensions, academy staff will ensure that a full explanation is given over the phone and provide parents/carers with the opportunity to ask questions.**	
• **Serious actual or threatened physical/sexual assault against another student or a member of staff.** • **Serious and/or persistent sexual harassment of any student or staff member** • **Carrying/and or concealing an offensive**	**Permanent Expulsi on** **Referral to external agencies where appropriate**	**Principal**

weapon or an item that could be used as an offensive weapon. • **Possession of drugs, drug parap hernalia and/or alcohol related offences** • **Other serious breaches of academy rules** **Making a malicious serious false allegation against a member of staff.**		
• **Potentially placing students, staff and members of the public in signifi cant danger or at risk of significant harm.** • **Bullying behaviour- Repea ted verbal abuse of staff.** • **Persistent disruption and defiance that may, or may not, be directly linked to the Behaviour Policy.**		

Positive behaviours are always reinforced and recognised by all staff. This ensures that accountability is balanced with recognition and encouragement. This is acknowledged further within our character rewards system where students are rewarded for demonstrating our G.R.A.C.E values.

To support a fair implementation of our behaviour and reward system staff are given extensive CPD. This approach has enabled staff to be consistent and ensures students are rewarded and sanctioned where appropriate in a fair manner. Restorative approaches are also at the heart of everything we do starting with the issuing of any sanctions through our on-call system to strengthening the student – teacher relationship when discussing the behaviour incident that took place.

Reflection Room – Support

Our reflection room can be used to support students from 1-5 periods. Students visiting this provision for 1-2 lessons is to support them in re-engaging with their learning. This time allocation is used for small infringements of our behaviour policy. It will remove students from their lesson and address their low-level behaviour. They will continue with the work issued in reflection but will be spoken to by our behaviour lead within reflection or someone from their year team. The aim of this intervention is to address the behaviour and give them the tools to avoid similar incidents in their remaining lessons.

Students being placed in reflection for 3-5 periods will be actioned due to more serious misdemeanours. Students will complete the work linked directly to the curriculum being delivered that week within a variety of subjects.

School Detention System

1. Purpose

The detention system is designed to reinforce high expectations, provide students with an opportunity to reflect on their behaviour, and ensure consistency across the school whilst minimising lost learning out of the classroom.

2. Detention Structure

Standard Detention (Successful Completion)

- Time: 3:10pm – 4:10pm (1 hour)
- Issued when: A student has been set a detention and meets all expectations during the session.

Extended Detention (Unsuccessful Completion)

- Time: 3:10pm – 4:30pm (1 hour 20 minutes)
- Issued when: A student fails to meet expectations during their detention. Examples include:
  - Refusing to work or reflect
  - Disrupting others
  - Not following staff instructions
  - Being removed from the room

Students are informed at the end of the session whether they have completed their detention successfully or will be required to stay until 4:30pm.

Expectations During Detention

Students must:

- Arrive on time
- Sit silently unless instructed otherwise
- Complete reflection work or assigned tasks
- Follow all staff instructions
- Behave respectfully and appropriately

Failure to meet these expectations triggers the Extended Detention.

Missed or Refused Detentions

If a student:

- Fails to attend,
- Arrives late, or
- Refuses to complete the detention

Further sanctions will be applied at the Year Team's discretion. These may include:

Escalation Options

- Time in Reflection (during the school day)
- Internal Suspension (including an after-school detention)
- Additional after-school detentions
- Behaviour contracts or parental meetings (if persistent)

All decisions will be communicated to parents or carers.

Alternative Support Options

Students and parents are also able to request support from the following teams within the following areas:

- SEND Support - Accessed through engaging with the Year Team and / or the SEND department
- Interventions (On-site) – Accessed through the behaviour team and / or via the relevant Year teams
- Early Help – Accessed through the Year Teams and / or Safeguarding Team
- Adaptive approaches through our reasonable adjustments system allows staff to recognise individual student behaviours. This understanding does not lower our high expectations but creates equitable conditions where all pupils can thrive

All requests can be made through contacting reception or by contacting the relevant staff member via e-mail. Meetings will then be scheduled with the teams listed above. Alternatively, parents can make contact through the enquiries email as found on our school website.

Pupil Voice

Pupil voice is collected to support a number of key areas to help maintain and improve student engagement and ultimately their behaviour. This data is collected at key times during the academic year to support the following:

- To collect information on desirable Rewards and items students want to purchase from our rewards store
- To gauge an understanding of how our behaviour system is delivered during lessons

Child on Child Abuse

Ash Green School recognises that pupils may become victims of abuse from other pupils.

This is most likely to include, but may not be limited to, bullying (including cyberbullying), gender-based violence/sexual assaults, sexting and upskirting.

Staff will report instances of child-on-child abuse, sexual violence and harassment through the normal safeguarding concern process and recognise that support will be provided to both the alleged victim and abuser.

Staff will be made aware that safeguarding issues can manifest themselves via child-on-child abuse. This is most likely to include, but not limited to, bullying (including cyberbullying), gender-based violence/sexual assaults and sexting.

All staff will be aware that children can abuse other children (often referred to as child-onchild abuse).

This is most likely to include, but may not be limited to:

- Bullying (including cyberbullying);
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; ▪ sexual violence, such as rape, assault by penetration and sexual assault;
- Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse;
- Upskirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm;
- Sexting (also known as youth produced sexual imagery or 'nudes'); and
- Initiation/hazing type violence and rituals

Where we receive a report of child-on-child abuse, we will follow the principles as set out in part 5 of Keeping Children Safe in Education (2024) and of those outlined within the Child Protection Policy.

If a report is determined to be unsubstantiated, unfounded, false or malicious, the DSL will consider whether the child and/or the person who has made the allegation is in need of help or may have been abused by someone else and this is a 'cry for help'.

In such circumstances, the DSL will consider if a referral to children's social care may be appropriate.

If a report is shown to be deliberately invented or malicious leaders will consider whether any disciplinary action is appropriate against the individual who made it as per the academy's behaviour policy.

All staff will listen to and work with the young person, parents/carers and any multi-agency partner required to ensure the safety and security of that young person.

- Statements will be sought from both the alleged victim, and the alleged perpetrator and the academy will do everything possible within the new context to establish the most truthful version of events.

- Unless there is a very strong reason not to engage parents, they will be contacted 27 and the situation explained.

- Support will be offered to both the alleged victim and the alleged perpetrator and consequences will be considered where appropriate in line with the behaviour policy.

- Where appropriate we will seek to support the pupils in understanding each other's point of view and offer additional sessions (face to face or remotely as required) to help them to overcome their situation.

- The process and outcomes will be recorded on CPOMs and appropriate timely referrals made as the need arises during the process. The process will be overseen by the DSL, though other colleagues will likely support the process.

- The incident will not be closed until both pupils agree that they are happy with the outcome. Until then, staff will continue to address the pupils' concerns as far as possible and work towards a resolution to address their concerns. We will agree with the pupils how often they feel able to review the situation but no longer than monthly.

- Where all those involved with an incident agree that the issues have been resolved; the case will remain open for at least a further six weeks to allow staff to seek pupil voice after a reasonable time has passed to ensure that the issues have not resurfaced or to seek to offer support if they have.

Uniform and Appearance

Students are expected to be in full uniform when they attend the academy.

The Academy uniform expectation is as follows:

- Blazer

- White button up shirt

- Tie

- Black, tailored trousers. Leggings, yoga pants, jeans/denim and sweatpants are not permitted. Black skirt, non-fitted/non stretchy fabric. No shorter than to the knee.

- Traditional school shoes which are made of a polishable material such as leather.

- Trainers are not permitted. This includes black trainers. Brands such as Nike, Adidas, Puma, Reebok, Converse etc are not permitted.

- Hooded sweatshirts are not permitted. Students found to be wearing these will be asked to hand them in. They will be returned at the end of the school day.

Pupils are permitted to wear the uniform of the gender that they identify with, without having to make a declaration about their gender

If you are concerned regarding uniform or need support in purchasing missing items, please contact your relevant Pastoral Manager who will be able to support you further.

Hair

Students should not arrive at school with extreme hair styles or non-natural hair colours. These can encourage 'trends' to develop that are costly and that not all families can afford to keep up with. Where a student does attend the academy with dyed hair, it will be at the discretion of the Principal to decide if it is appropriate or not.

Headscarves

Black school-approved headscarf conforming and celebrating a pupil's culture may also be worn to the requirements set out below:

- The fabric should be lightweight and plain black.
- The headscarf must be folded under the chin, taken round to the back of the neck and the ends tucked in. This conforms to the health and safety and school requirements.
- The headscarf must be worn so that the collar and tie can be seen clearly.

Jewellery

Students may wear a necklace which should be worn under uniform and may wear a watch. These will need to be removed during PE lessons.

The following piercings are acceptable:

- A set of plain, ear studs, a maximum of one in each ear.
- A plain stud in the nose.

Any jewellery worn outside of the above will be deemed a uniform infringement and failure to remove it will lead to further sanctions.

Nails

False nails are unacceptable and present a health and safety risk within the academy. Students should not wear any kind of nail varnish whilst attending the academy. If students arrive to the academy with nail varnish or false nails, they will be given an opportunity to rectify the situation. Refusal to remove will be viewed as a uniform infringement and may lead to further sanctions.

Mobile Phones

Mobile phones are encouraged for students to bring to school in order to support them being safe whilst travelling to and from school. They are not however permitted to be used on site. We operate a see it, hear it, lose it approach to mobile phone use. When phones are confiscated, they are stored centrally in reception and can be collected at the end of the day from our reflection room. Mobile phone confiscation is monitored by the Year Teams and a mobile phone agreement may be put in place with home if students repeatedly have their phones confiscated. This often results in phones being handed into reception / to their Head of Year at the beginning of each day.