

Positive Relationships and Behaviour for Learning Policy 2025/2026

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Introduction

At Creative Education Trust, we strive to build a learning community where staff, pupils and families work together to successfully nurture and develop the potential of all.

As a family of schools, all of 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 of our academies also have their own unique identity, which we deliberately foster. For this reason, this policy should be read in conjunction with each school or academy's individual approach to Promoting Positive Relationships and Behaviour for Learning, which is included in the appendices (Appendix 2-5) at the back of this documentation.

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 safeguarding¹ and in respect of pupils with special educational needs (SEND)². The trust believes that pupils 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.

Relationship to Other Trust Policies

- Anti-bullying
- Suspensions and Permanent Exclusion
- SEND
- Attendance
- Child Protection and Safeguarding
- Teaching, Learning and Curriculum
- Equality, Diversion and Inclusion
- Relationships and Sex Education

¹ [Keeping children safe in education 2024](#)

² [SEND Code of Practice January 2015.pdf](#)

Principles and Purpose

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 Thinking³ 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 our children and young people can thrive, both in and out of the classroom, and reach their full potential.

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
<p>We have unapologetically high expectations – our pupils deserve this.</p> <p>As a result, we expect all of our pupils to:</p> <ul style="list-style-type: none">- 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 community.- Be polite and have good manners- Wear their uniform smartly and with pride.	<p>We have clear rules, routines and systems, to ensure good relationships and behaviour, so that all our pupils can learn safely and disruption-free.</p> <p>However, we realise that positive relationships and behaviour needs to be explicitly taught, and that some of our pupils will need more support to reach that standard than others.</p>	<p>We expect our teachers to deliver an effective curriculum during lessons, employing appropriate pedagogy that is inclusive, whilst maintaining high expectations.</p> <p>This is so that our pupils can develop their knowledge and understanding, and be able to apply it when they leave school, wherever they work or study.</p>

³ [Therapeutic Thinking](#)

Roles and Responsibilities

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:

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 pupils 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.

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:

- 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
- Providing induction, ongoing training and, if required, further support for all staff and pupils, which makes known the routines, rewards and consequences and which helps to ensure that they are always fairly applied
- Ensuring that the policy promotes equality for all pupils 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.
- 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 pupils is shared within and between teams; and communicating effectively with parents, outside agencies and other key stakeholders, as appropriate.

- 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 pupils further to periods of suspension.
- 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 pupils when responding to allegations of child-on-child abuse, sexual harassment, sexual violence, or when pupils report bullying
- 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 the support provided to individual pupils and the impact of this
- Prioritising the explicit teaching to pupils about the school's behaviour routines, rewards and consequences, including the rationale for each, and providing a relevant PSHE programme.

Staff

Staff will model leadership and act as positive ambassadors of the school and the trust, acting, at all times, 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 pupils 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 pupil behaves in an unacceptable manner, both inside and outside of the classroom, by applying this policy fairly and attempting to repair relationships with a pupil 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 pupils have 'thinking time' in between warnings so that they have a chance to adjust their behaviour
- Helping pupils 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 pupils which, according to role, may include:

- Greeting pupils 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 pupils 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 pupils 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.

Pupils

Pupils 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 relations and improving their behaviour for learning.

Parents

Parents play a big 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 to school.

Policy Detail

Our Core Expectations

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

As a result, all CET schools will prioritise:

1. 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
2. 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
3. Providing training and support to staff on managing behaviour through the continuing professional development cycle
4. Considering poor behaviour in relation to SEND and other relevant circumstances, making reasonable adjustments to these policies, where appropriate, to ensure that the Positive Relationships and Behaviour for Learning policy is always applied fairly.
5. Regularly and deliberately teaching pupils about both acceptable and unacceptable behaviours, in society at large, as well as at school
6. Planning a well sequenced curriculum with a view to ensuring that pupils are always engaged in purposeful learning.

Routines and Consequences

All of our staff and pupils have a right to work in a school where they can learn and are treated with courtesy and respect. Likewise, expectations and boundaries are 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.

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.

In line with the trust 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 pupil to understand the impact of their behaviour, or
- Protective, preventing the pupil from behaving in these ways until they receive the support they need to help them to make better decisions.

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

- The pupil is taking part in an activity organized by the school or trust
- The pupil is travelling to and from the school
- The pupil is wearing school uniform
- The pupil is in some way identifiable as a member of the school
- The actions of the pupil could have repercussions for the orderly running and/or reputation of the school
- The pupil could, on the balance of probability, be a threat to a member of the school community.

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 pupils 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, assemblies and presentation evenings.

Detentions

These may be set before, during or after school, on any school day or Staff Training (INSET) Day. If pupils 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 pupil may have, that may, for example, impact on their ability to travel home safely after serving a detention.

Removal from the classroom

Some of our schools and academies use a removal system in response to serious or persistent breaches of this policy during lesson times. This offers pupils important 'time-out', and also allows other pupils the opportunity to learn without disruption.

Staff will seek to minimise the amount of time that the pupil who has been removed from a lesson spends outside of the classroom. Wherever it is considered likely that the pupil 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 pupil back in to a subsequent lesson later on during the day. Brief periods of time

educated outside of the classroom may be considered to 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 pupil may be required to serve an internal exclusion, as an alternative to an external suspension from school. This may start, and end, at a time later than the normal school day.

Pupils 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. In addition to completing work during the period of removal, pupils 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 pupil can catch the missed learning up before they return to their normal lessons.

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

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

Suspensions and Permanent Exclusions⁴

All children and young people have a right to an education and to be protected from a life of underachievement and social exclusion⁵. This does not, however, mean that our schools and can always avoid excluding a pupil or placing them in a specialist educational setting. Used in the right way, a suspension or exclusion can be followed by actions that are restorative or interventions that help the pupil avoid carrying out the unacceptable behaviours again.

This said, suspensions and permanent exclusions will only be used as a last resort. Staff actively seek to prevent suspensions through proactive approaches to relationships and behaviour, including through the use of systems and procedures to identify and support pupils whose behaviour is causing serious concern. A range of possible strategies, including off-site directions, 'managed moves' and the use of alternative provision, that staff might use to support pupils are outlined in the appendix to this policy.

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:

1. Evidence being collected (from pupils involved, other witnesses, staff and CCTV etc.).
2. The SEND team being consulted about any recognised SEND that may have caused/contributed to the behaviour
3. The pastoral/safeguarding team being consulted about any known issues that may be affecting the pupil, as well as the level of support that has been provided

Only when all of 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, pupils 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 pupil.

⁴ [Suspension and permanent exclusion guidance](#)

⁵ Article 48, UN Convention on the Rights of the Child (CRC)

Suspensions and exclusion will never be used for poor academic performance, lateness or truancy, a breach of the uniform rules, or the behaviour of the pupil's parents, carers or guardians.

On returning from suspension, the pupil and their parents will attend a reintegration meeting. This will include a focus on the support staff will provide the pupil 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.

Should a pupil serve three suspensions, in any given term, or more than three during any given academic year, the pupil and their parents will be invited to a meeting of relevant professionals, to discuss the impact of previous forms of support that have been offered, and to consider any other ways forward.

Where a pupil has not been suspended from school, but a pattern of unhelpful behaviour is evident, leaders may invite the pupil and their parents to such a meeting to see what can be done to support the pupil. 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.

For more detailed information regarding exclusions, please see the trust Suspension and Permanent Exclusion Policy.

Adapting consequences for pupils with SEND

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 pupils' behaviour may be impacted by a special educational need and/or a disability (SEND).

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 pupils to prevent issues from occurring. Where necessary, support and advice will be sought from relevant external agencies, including the Local Authority, and we will always work with the child or young person's family to create a plan⁶.

Plans might include specific strategies, such as rewards, visual cues, interventions or calm-down areas, where pupils can go to regain control of their emotions. These plans will be shared with teachers so that they know how to support individual pupils in their learning and behaviour. Staff will regularly review these plans, working collaboratively with the pupil and their parents, to ensure they remain appropriate.

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

Decisions on whether a pupil'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.

When considering a behavioural sanction for a pupil with SEND, staff will take into account the following three things:

1. Whether the pupil was able to understand the agreed expectation or instruction
2. Whether the pupil was unable to act differently at the time as a result of their SEND
3. Whether the pupil is likely to behave aggressively due to their particular 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.

What are 'reasonable adjustments'?

Any variations to our policies will always take into account the specific circumstances and requirements of the pupil concerned. In practice, however, this means:

1. Modifying the consequence, for example internal exclusion with the SEND team, as opposed to mainstream internal exclusion or external suspension, to provide a more appropriate work environment, to support with school work and/or to create a more familiar structure to the working day, for example
2. Pausing the usual behaviour processes whilst the pupil completes interventions or coaching to build confidence/understanding of the expected behaviours.

It should be noted, however, that, whilst staff will always consider the impact that their actions will have on the pupil 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.

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

Should a pupil 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.

Uniform

Effective teaching and learning starts with a smart and tidy appearance as it helps to instill 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 pupils. Prohibited items can be confiscated. Likewise, pupils may be lent correct uniform or placed in isolation with appropriate work until uniform issues are resolved.

Mobile phones

Mobile phones are part of everyday life, However, allowing access to mobile phones in the school day gives rise to a number of risks, including disruption and serious bullying and abuse.

Headteachers and Principals have discretion as to whether, and in what circumstances, mobile phones and other devices can be used during the school day. This can include restricting or prohibiting mobile phones. The school's approach to mobile phones is set out within the appendix to this policy.

Visiting the toilet during lessons

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

Social media/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 following circumstances:

1. Damage is caused to the reputation of one or more members of the school community, or to the school as a whole
2. Use that may harass, bully or discriminate
3. The posting of demonstrably false or misleading statements.

In accordance with DfE guidance, online safety is a core feature of our PSHE curriculum and age-appropriate internet filtering is used within school.

Physical Restraint⁷

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

- Prevent a child from causing disorder
- Prevent a child hurting themselves or others
- Prevent a child damaging property and committing an offence

The trust's Physical Restraint 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

⁷ [DfE advice template](#)

never be used as a punishment. All incidents of reasonable force will be recorded and reported to parents.

When considering using physical restraint, staff will, in considering the risks, carefully recognise any specific vulnerabilities of the child, including SEND, mental health needs or medical conditions.

Wherever possible physical restraint will be carried out by trained staff who are competent in the use of a recognised behaviour management system.

Where it is known that a pupil's behaviour could present a significant risk of injury to themselves, other people, or property, staff will complete a risk assessment and determine if the pupil requires a positive handling plan to be put in place.

These plans will be developed in the pupil'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 pupil change.

Drugs

The school operates a robust approach on drugs for the health and safety of all staff, pupils 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.

The school will monitor and deal with any drugs issues promptly and be proactive in trying to prevent any future drugs incidents. Pupils will receive drugs education as part of the PSHE programme and academies will also involve outside agencies such as drugs education charities. Any incidents will be reported to the governors for their consideration.

Any pupil found to be involved in a drugs-related incident will be disciplined in accordance with this policy. The sanction is likely to include suspension or permanent exclusion from school. Dealing with illegal drugs will, except in exceptional circumstances, lead to permanent exclusion. Using illegal drugs will, except in exceptional circumstances, lead to exclusion, which may be permanent. Sometimes, it will also be necessary to involve the police, and/or social care/substance abuse support services.

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.

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.

Searching and Confiscation⁸

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:

⁸ [Searching, Screening and Confiscation](#)

- Knives and weapons
- Alcohol
- Drugs
- Stolen items
- 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
- Tobacco and cigarette papers
- E-cigarettes or vapes
- Fireworks
- Pornographic images

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 pupils and individual schools cannot be held responsible for lost or stolen articles. We therefore strongly encourage pupils not to bring valuable or banned items into school.

In the interests of the health, wellbeing and safety of our community, all pupils will have relevant PSHE education on issues such as drugs and alcohol. Any pupil 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.

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 pupils and staff. The pupil to be searched will be told why they are being searched and informed as to how and where the search will take place. The pupil 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 pupil understands the reason for the search and how it will be conducted so that their agreement is informed.

A pupil's possessions can only be searched in the presence of the pupil 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 pupil present and an additional member of staff present as a witness to the search for safeguarding purposes.

The headteacher/principal will ensure that there are sufficient staff who are trained in how to lawfully search a pupil. The DSL will be informed of any searching incidents where a member of staff had reasonable grounds to suspect a pupil 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.

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

The person conducting the search may not require the pupil 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.

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 Director of Safeguarding/the Designated Safeguarding Lead.

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.

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.

Police searches/questioning and the requirement for an appropriate adult to be present

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 an offence.

PACE states that anyone who appears to be under 18, shall, in the absence of clear evidence that they are older, be treated as a child.

PACE also states that If at any time an officer has any reason to suspect that a person of any age may be vulnerable, then that person is entitled to be accompanied by an appropriate adult at any point.

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

If having been informed of the vulnerabilities, the Designated Safeguarding Lead (or deputy) does not feel that the officer is acting in accordance with PACE, they should ask to speak with a supervisor or contact 101 to escalate their concerns.

A person whom there are grounds to suspect of an offence must be cautioned⁹ before being questioned about an offence¹⁰, or asked further questions if the answers they give provide the grounds for suspicion, or when put to them the suspect's answers or silence, (i.e. failure or refusal to answer or answer satisfactorily) may be given in evidence to a court in a prosecution.

A police officer must not caution a juvenile or a vulnerable person unless the appropriate adult is present. If a child or a vulnerable person is cautioned in the absence of the appropriate adult, the caution must be repeated in the appropriate adult's presence.

The appropriate adult' means, in the case of a child:

1. 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.
2. a social worker of a local authority
3. failing these, some other responsible adult aged 18 or over who is not:
 - a. a police officer;
 - b. employed by the police;
 - c. under the direction or control of the chief officer of a police force; or
 - d. a person who provides services under contractual arrangements (but without being employed by the chief officer of a police force), to assist that force in relation to the discharge of its chief officer's functions,

Further information can be found in the statutory guidance - [PACE Code C 2019](#).

Suspected Criminal Behaviour, including Harmful Sexual Behaviours

If criminal activity is suspected, a report to the police will be made. The DSL will make a tandem report to children's social care and/or the LADO, if appropriate. All investigations, decisions, actions and rationale behind decisions and actions will be recorded on CPOMs.

Malicious Allegations

Where a pupil makes an allegation against a member of a school or academy community, including staff, and that allegation is shown to have been malicious, the individual school or academy, in consultation with the LADO, if appropriate, will consider what consequence is appropriate.

Other

Details of our trust's approach to preventing and addressing bullying and our expectations regarding attendance and punctuality are set out in our Anti-bullying and Attendance policies.

Monitoring and Evaluation

⁹ The police caution is: *"You do not have to say anything. But it may harm your defence if you do not mention when questioned something which you later rely on in Court. Anything you do say may be given in evidence."*

¹⁰ A person need not be cautioned if questions are for other necessary purposes, e.g.: (a) solely to establish their identity or ownership of any vehicle; to obtain information in accordance with any relevant statutory requirement; in furtherance of the proper and effective conduct of a search, e.g. to determine the need to search in the exercise of powers of stop and search or to seek co-operation while carrying out a search; or to seek verification of a written record.

The policy will be reviewed annually and reported to the Education Standards Committee, or in the following circumstances:

- Changes in legislation and / or government guidance.
- As a result of any other significant change or event.
- In the event that the policy is determined to no longer be effective.

If there are urgent concerns these should be raised with the relevant school in the first instance. Minor changes to individual academy procedures (Appendix 2-4) can be agreed within the year by the Chair of the Academy Improvement Board. Parents will be informed in the usual ways i.e. via letter/the school's website etc.

The Academy Improvement Board, as well as the Trust Board, in consultation with the Trust Executive, regularly reviews key behaviour data with a view to evaluating this policy and identifying and addressing any issues at the earliest opportunity.

As part of the wider trust "voice" activities, stakeholders including staff, parents and pupils will be regularly consulted regarding this and other policies.

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.	<ul style="list-style-type: none"> - Agreeing a shared set of values that clearly communicate expectations for positive relationships and behaviour. - Having a clear and simple Rewards, Routines and Consequence policy. - Providing training and support to staff on managing relationships and fostering positive behaviour. - Planning, implementing and reviewing pastoral intervention packages, in-line with need. - Planning a strong curriculum, including explicitly teaching pupils about positive relationships and behaviour. 	<p>Behaviour In Schools – Advice for Headteachers and school staff (February 2024) Behaviour in schools - advice for headteachers and school staff</p> <p>Suspension and Permanent Exclusion Guidance (August 2024) Suspension and permanent exclusion guidance</p> <p>Searching, Screening and Confiscation – Advice for Schools (July 2022) Searching, Screening and Confiscation</p> <p>Use of Reasonable Force in Schools (July 2013) DfE advice template</p> <p>Keeping Children Safe in Education 2024 Keeping children safe in education 2024</p>	<p>The trust believes that pupils 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.</p> <p>This means making reasonable adjustments to this policy, where appropriate.</p>

Appendix 2 – Positive Relationships and Behaviour for Learning the Hart School

At The Hart School, our Behaviour framework is grounded in the principles of a and therapeutic thinking approach, built upon the understanding that to effectively support our students, we as staff must embody the very qualities we seek to cultivate in them - Happy, Ambitious, Resilience and Tolerance (School Values).

Our local procedures recognise that therapeutic thinking practices are designed to support the needs of pupils who have experienced adversity, the benefits extend to all learners. We understand that no single intervention will work for every child, and no strategy is universally effective. However, our commitment is to remain research-informed, continually exploring and adapting strategies to meet the diverse needs of our students.

Culture

Our behaviour procedures are designed not just to manage conduct, but to build understanding, promote emotional growth, and reinforce our shared values. We aim to support young people in feeling secure, seen, and valued laying the foundation for them to thrive both academically and socially.

Guided by our vision, "**We Can. We Will. We Do.**", we believe in the power of connection, consistency, and compassion. Every interaction is an opportunity to model and teach behaviours that reflect our Hart Values and help pupils feel capable and cared for.

For positive behaviours, pupils are expected to embody our '**PROUD to be Hart**' model and have excellent behaviour for learning both in and out of the classroom.

Our 'PROUD to be Hart' strategy:



Rewards and Recognition

At The Hart School, we champion a culture of praise and recognition, where every pupil is encouraged to thrive through consistent affirmation and meaningful feedback. When students meet our core values by demonstrating learning behaviours - they are met with acknowledgment that reinforces their efforts and helps to build a positive sense of identity and self-worth.

Through our Hart Points system, we reward positive actions and personal growth. As pupils accumulate points, they progress toward achieving bronze, silver, and gold learner badges - whilst earning Hart Current to spend in our school reward shop.

Badges are symbols of their ambition, effort, and engagement. These badges, proudly displayed on the blazer lapel, represent not only achievement but also emotional resilience and perseverance.



Our Rewards Shop is an exciting and inclusive way to acknowledge the hard work pupils put into their learning journey - both academically and personally.

Students have the autonomy to choose how they want to be recognised. Pupils can choose to:

- Spend their currency on smaller, instant-reward items, ideal for those who find motivation in frequent feedback and tangible recognition.
- Save their currency toward larger, high-value prizes encouraging long-term goal setting, self-regulation, and a sense of accomplishment.

We offer a wide range of rewards that cater to diverse interests, personalities, and needs. From school supplies and vouchers to wellbeing items and experiences, every pupil can find something that feels meaningful to them. This variety ensures equity and reinforces the message that every success matters, whether big or small.

Rewards categories – How to earn ‘Hart Points’

Classroom Excellence (+2 Hart Points)

We acknowledge and celebrate pupils who consistently demonstrate excellent ambition, active participation, and a commitment to their studies in the classroom. Such pupils will be recognised and rewarded regularly with a visual prompt on the board followed by positive Hart points on Arbor.



Homework Excellence (+2 Hart Points)

Pupils who complete their homework to a high standard, promote excellent home learning and reinforce the value of academic responsibility will be celebrated with a visual prompt on the board followed by positive Hart Points on Arbor.



Praise Post Card (+5 Hart Points)

Teachers will use praise postcards to send positive feedback and recognition to pupils who exhibit exemplary behaviour, kindness, and dedication to their studies. The awarding of Praise Post Cards will always link back to the school's core values. Every student facing member of staff will issue five post cards each week.



Positive Phone Call (+5 Hart Points)

A phone call home is a positive tool to celebrate positive behaviour and academic achievements of pupils. Every member of student facing staff will make two positive calls home each week to celebrate student success. We believe positive phone calls home fosters strong partnerships between the school and family which leads to a supportive and encouraging learning environment.



PROUD to be Hart (+10 Hart Points)

The PROUD to be Hart recognition celebrates students who consistently live out The Hart School values: Happy, Ambitious, Resilient, and Tolerant, in all areas of school life. Pupils can also earn this honour by completing the PROUD to be Hart Award criteria, which reflect dedication, personal growth, and positive contribution to the school community.



Being PROUD to be Hart means showing character, kindness, and a commitment to being the best version of yourself. It's more than a badge it's a reflection of who you are becoming.

Student of the Month (+20 Hart Points)

At The Hart School, we recognise that we will have pupils who routinely go above and beyond our expectations. They regularly embrace our school values and particularly excel within a subject or year group. Each week, pastoral and subject leaders will nominate pupils for their success and celebrate with them in the leadership hub. All pupils will receive a certificate, a prize, and a request to be celebrated their achievement on social media.



Additional Incentives

Weekly Attendance

Each week, each tutor will receive a prize for having the best attendance as a group. A significant prize will be received by the winning tutor group at the end of term



Monthly Attendance

100% Attendance in any given month shows commitment to study therefore deserves to be celebrated. As a result, a prize draw will take place each month with all pupils who have 100% attendance entered. Each month resets the draw therefore all pupils have an opportunity to win.



Termly Celebration

Pupils will be recognised for their positive contributions each term. A year group celebration assembly will take place alongside recognition through the tutor programme. At the end of every term, parents are also invited into school to celebrate the academic success of our pupils.



#PROUDtobeHart Award

Bronze

Welcome to your first step in becoming a true Hart Hero! The Bronze #PROUDtobeHart Award is designed to help you settle into life at Hart with pride, purpose, and positivity. This award encourages you to explore who you are, get involved, and start shaping your character.



To earn Bronze, you'll need to complete a range of fun and meaningful challenges, such as joining an extracurricular club, helping a peer, representing your form group, or lending a hand in a school event. It's all about stepping up, showing kindness, and building a strong connection with your new school family.

Silver

Now that you've found your feet, it's time to stretch yourself further. The Silver #PROUDtobeHart Award challenges you to deepen your contribution to school life and begin leading by example. This is about developing your voice, your values, and your sense of responsibility.



To earn Silver, you'll need to go beyond the basics, support a younger student, take part in a student voice panel, help run a club or school event, and show commitment to your community both inside and outside school. You're becoming a role model, and we're here to help you shine.

Gold

You've shown your commitment, now it's time to lead with it. The Gold #PROUDtobeHart Award is the highest challenge, reserved for students ready to make a lasting difference. This award empowers you to take initiative, serve others, and strengthen your bond with both the school and the wider community.



Gold Award students will take on leadership responsibilities, support a charity or local cause, organise or mentor within school activities, and set an example through consistent positive character. It's not easy, but real leadership never is.

Platinum

You've grown, you've led, and now you are ready to inspire. The Platinum #PROUDtobeHart Award is the pinnacle of student recognition at The Hart School. It's awarded to those who have consistently embodied our core values Happy, Ambitious, Resilient, and Tolerant and who make a transformational impact on their school and community.



This award celebrates students who lead not just by doing, but by being dependable, being compassionate, being courageous in the face of adversity, and being role models for others.

Promoting Resilience in a No Opt-Out Culture

In our therapeutic and inclusive school environment, we maintain high support alongside high expectations. We operate within a "no opt-out" culture, where every pupil is gently encouraged to participate, contribute, and persevere, even when tasks feel challenging. This approach nurtures resilience and empowers students to recognise that setbacks are part of the learning journey.

Rather than using pressure, we rely on scaffolded support and relational consistency to help pupils feel safe, capable, and motivated to stay engaged. Every reward descriptor is underpinned by this philosophy, highlighting not just outcomes, but the effort, cooperation, and emotional regulation it takes to succeed.

Belonging, Teamwork, and Tolerance

All pupils are part of a tutor group, where a strong sense of belonging is cultivated throughout the year. Each group contributes to a tutor league, fostering a spirit of shared goals, teamwork, and collaborative success. Through this structure, students learn the value of working together, celebrating one another's strengths, and showing tolerance and respect, key elements of emotional intelligence and community living.

In all aspects of school life, we strive to ensure that each pupil feels recognised, supported, and proud to be a valued member of The Hart School.

For pupils to thrive in a positive environment, deliberate distraction and disruption cannot and will not be tolerated. Distraction affects teaching and learning. All children have an entitlement to a disruption free environment, and this is insisted upon for all pupils.

We believe that each student should have the opportunity to learn and grow in a safe and respectful environment embracing our school values. Pupils are happy in school when they can work to the best of their ability and show the ambition to make progress in every lesson. A 'no opt out' culture is achieved by showcasing the necessary resilience when challenges arise in each subject.

Hart School pupils are tolerant through their listening skills and are respectful to all members of the school community. We also celebrate our school by asking our pupils to display their steps to ensure a positive culture is created.

Consistent and Therapeutic Use of Language

At The Hart School, we are committed to creating a calm, consistent and predictable environment where all students, particularly those who are most vulnerable, feel safe, understood, and respected. One of the ways we achieve this is using common, shared language across the school. This consistent approach supports emotional safety and reduces anxiety by ensuring students know what to expect from the adults around them.

For example, to gain students' attention in a calm and non-intrusive manner, staff use the prompt:

"3, 2, 1 – Eyes on me."

Similarly, to request a response or visible task outcome, staff may use:

"3, 2, 1 – Show me."

These familiar cues reduce the need for raised voices or escalated interactions and help reinforce routine and structure—both essential for pupils who may struggle with emotional regulation or unpredictability due to past trauma.

In situations where a student becomes emotionally heightened or displays dysregulated behaviour, our response is informed practice. Instead of using reactive or authoritarian language, staff are encouraged to use restorative, validating, and emotionally attuned phrases such as:

- "I can see something's happened—would you like to talk or take some space first?"
- "It looks like you're finding this hard right now—how can I help?"
- "You're safe here. Let's work through this together."
- "I'm here to help, not to tell you off. Let's figure it out."
- "Would you like a minute to reset?"

- “I can hear that this has really affected you.”
- “Let’s go back to the beginning—what happened before you started to feel like this?”

By modelling emotional regulation, empathy, and respect, staff support students in recognising their own feelings, building emotional vocabulary, and learning how to manage their behaviour in a safe and supported way.

Behaviour Curriculum

We believe every young person deserves access to a calm, purposeful learning environment where they feel safe, respected, and ready to succeed. While we are uncompromising in our ambition for all students, we also recognise that behaviour is a form of communication and when a student disrupts the learning environment, our response must be rooted in empathy, curiosity, and the opportunity for repair.

We teach our students that their actions have impact not just on themselves, but on others. No learner has the right to disrupt the growth, wellbeing or dreams of their peers. As such, we work hard to maintain a culture of high support and high challenge in every classroom.

If the learning of others is impacted, then the following system will be applied:

1. Remind (Gentle Prompt)

A calm, neutral reminder is used to guide the student back to the expected behaviour. This may be a verbal cue or a non-verbal strategy (e.g., eye contact, proximity), with the intention of redirecting without confrontation.

Example phrasing: “Let’s reset – can you show me you’re ready to learn?”

2. Refocus (Supportive Redirection)

If behaviour continues, the teacher offers a clear, non-judgemental redirection. The behaviour is briefly noted (e.g. on the board), along with an invitation to make a positive choice. The aim is to support the student in regaining focus with dignity.

Example phrasing: “I can see you’re finding this tricky—this is a chance to refocus. What do you need right now to succeed?”

3. Reset (Guided Separation or Time-Out)

If disruption continues, the student will be offered a supportive reset opportunity. A member of staff will guide them to a designated reflective space, and a restorative check-in will take place. This is not a sanction, but a chance to pause, regulate and reflect before continuing.

The outcome of this reset conversation may involve a return to the classroom or a short period in our Reflection Room, depending on emotional readiness.

Restorative prompt examples:

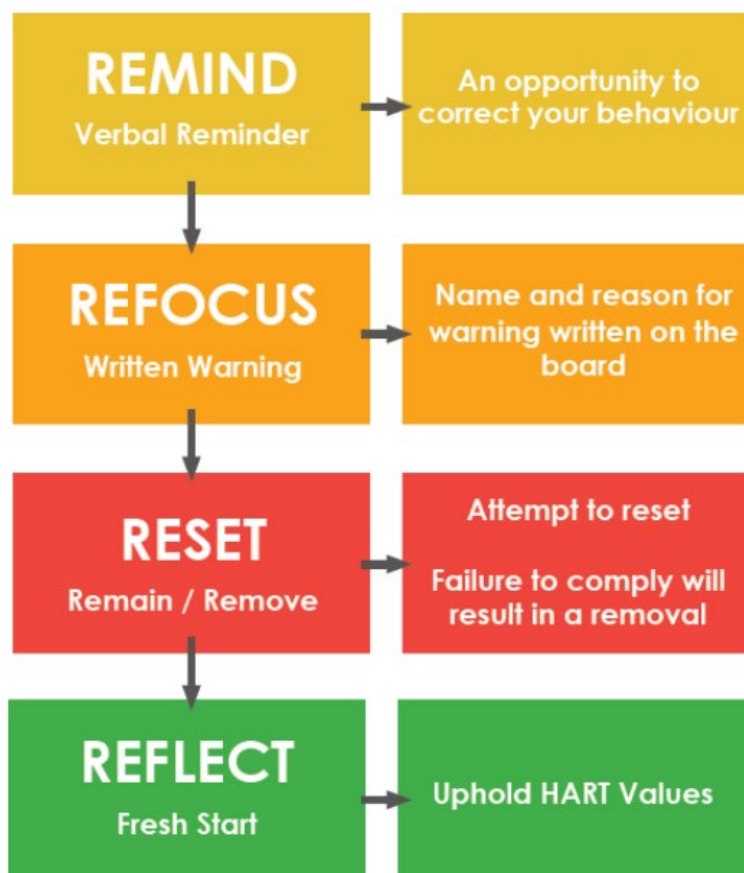
- “What was happening for you before things got difficult?”
- “What do you need from us to return and be successful?”
- “How can we repair things with the class/teacher?”

4. Reflect (Restorative Support & Re-engagement)

If a student requires time in the Reflection Room, they will continue with their curriculum-based learning in a quiet, supported environment for a full period. During this time, staff will engage the student in a therapeutic and restorative process, focusing on what happened, what the impact was, and how to move forward positively.

If, during this process, the student demonstrates readiness and emotional regulation, a return to lessons will be facilitated, in agreement with the Inclusion Manager or a senior leader.

CONSEQUENCE SYSTEM



Examples of behaviours that may require a supportive intervention or classroom reset (including a reflective conversation, redirection, or time away to regulate)

These behaviours may signal that a pupil is dysregulated, disengaged, or experiencing difficulty in the learning environment. Staff will respond with calm, consistent boundaries and emotional support.

- Talking while the teacher is explaining or modelling – may reflect difficulty with impulse control or focus.
- Talking during independent or silent work – might indicate a need for connection, clarification, or reassurance.
- Engaging in behaviour that distracts others – could be an attempt to seek attention or manage discomfort.
- Calling out without raising a hand – often a sign of emotional urgency or difficulty waiting their turn.

- Leaving their seat without permission, may be a self-regulation strategy or sign of restlessness/anxiety.
- Using gestures or non-verbal cues that disrupt others, might suggest a need for peer connection or reduced structure.
- Placing heads down on the desk, often a cue of emotional overload, tiredness, or disconnection.
- Withdrawing from learning or not engaging, may indicate a lack of confidence, feeling unsafe, or internal distress.
- Not following a reasonable instruction, could stem from feeling overwhelmed, misunderstood, or needing co-regulation.

While our approach prioritises understanding, emotional safety, and relational support, there are instances where immediate action is necessary. If a behaviour poses a **risk to the health, safety, or wellbeing of any individual**, including the pupil themselves, warnings may not be applied. In such cases, an **immediate removal** from the classroom will be required to ensure the safety of all. These incidents will be logged and followed up with a restorative and supportive conversation, allowing the pupil to reflect, repair, and safely reintegrate.

Example Scenarios Requiring Immediate Removal

1. Aggressive Physical Behaviour

A student throws a chair in frustration, putting others at immediate risk.

→ *To ensure everyone's physical safety, the pupil is removed from the space without warning. A calming period is provided before a restorative conversation is held to explore what happened and how to prevent future incidents.*

2. Verbal Threats or Intimidation

A student makes a threatening comment towards another pupil during a heated exchange.

→ *Due to the emotional impact on others, the student is calmly escorted out of the classroom for a reflection opportunity and support to de-escalate and repair.*

3. Leaving the Classroom Without Permission and Fleeing the Building

A student runs out of the classroom and attempts to leave the school site.

→ *This presents a serious safeguarding concern. The pupil is removed from the immediate situation, and a safety plan is reviewed with trusted adults once regulation is restored.*

4. Dangerous Use of Equipment

A student uses scissors or another item in a way that could cause harm, either to themselves or others.

→ *To prevent injury, the student is removed and supported through a calm-down process, followed by a trauma-informed review of the incident.*

5. Persistent Disruption Following Signs of Escalation

A student repeatedly screams or throws items, creating an escalating environment that affects the whole class's emotional safety.

→ *When de-escalation attempts have not been successful and the learning environment is no longer safe, the pupil is removed with support and compassion, and a regulation plan is initiated.*

The Reflection Room

The Reflection Room is a calm, structured environment designed to help pupils regulate, reflect, and prepare for successful reintegration into the classroom. Time in the Reflection Room is a relational response to behaviour that may have disrupted learning or wellbeing of others.

Arrival Process:

On arrival at the check-in desk students will collect a restorative reflection pack and be guided to an individual workspace. Parents and carers will be informed of their child's placement in the Reflection Room via an automatic Arbor alert and will be updated on the plan for the day.



Pupils typically spend two full learning periods and their nearest social time in the Reflection Room, with a clear path back to their timetabled lessons once ready.

Early Release: Recognising Readiness and Reconciliation



We understand that all behaviour is a form of communication, and some pupils may be able to regulate and reflect quickly with the right support. To acknowledge genuine efforts toward reconciliation, **pupils may be considered for an early release** from the Reflection Room.

This opportunity is not based on request, but on the **professional judgement** of the **Inclusion Manager or senior staff member leading the room**, who will assess the pupil's emotional readiness, engagement, and restorative actions. Key indicators include:

- Taking responsibility during reflection tasks
- Demonstrating a change in attitude or behaviour
- Engaging positively with staff
- Expressing understanding of the impact of their behaviour on others
- Showing willingness to repair and return with renewed focus

Early release is a relational reward, not a right. It reinforces our commitment to **growth over punishment**, encouraging pupils to take ownership and rejoin the learning environment with confidence and clarity.

Support and Supervision:

Throughout the day, pupils follow their curriculum in a quiet and focused setting. They are supported by an Inclusion Manager and a senior staff member, who offer guidance, emotional regulation support, and positive reinforcement. Pupils are provided with a lunch or snack during their break, which they will eat within the room to maintain structure.

Return to Lessons:

Pupils will return to mainstream lessons once they have demonstrated readiness which includes completing the two designated periods and their nearest break, engaging positively with staff support. If a pupil is unable to settle or meet expectations, this may convert to a full-day internal suspension, allowing further time to regulate and reset.

A Restorative Approach:

The time in Reflection is an opportunity to reconnect with expectations, explore what led to the incident, and develop strategies to re-engage positively in learning. The member of staff linked to

the incident will hold a restorative conversation with the pupil before they return to their next lesson, to repair relationships and reinforce high expectations with empathy and clarity.

Waves of Intervention: Supporting Emotional and Behavioural Growth

At The Hart School, we understand that behaviour is a form of communication. Pupils may sometimes struggle to express underlying emotions or challenges in a regulated way. Our approach is grounded in therapeutic thinking, ensuring that pupils are met with empathy, consistency, and appropriate support.

To meet the needs of every learner, we offer Waves of Intervention a graduated, responsive model designed to provide increasing levels of support where necessary. These interventions aim to regulate, reconnect, and restore pupils to a successful path in both behaviour and learning.

Parents and carers are vital partners in this process. Intervention strategies can be discussed during any scheduled or requested meeting and are also available in visual form through our Intervention Menu. If you're concerned about your child's behaviour or emotional wellbeing, please do not hesitate to reach out for a conversation.

Waves of Intervention Support (non-exhaustive)

Area of Focus	Example 1	Example 2	Example 3	Example 4	Example 5
Daily Check In	Form Tutor	Student Support Officer	Head of Year	Senior Leader	Vice Principal - Behaviour
Monitoring Report	Form Tutor	Year Group	Senior Leader Link	Assistant Principal / Vice Principal	Vice Principal - Behaviour
Behavioural Contracts	Home School Agreement	Head of Year Warning	Behaviour Contract	Principal's Final Warning	Governor's Final Warning
Uniform	Loan	Hardship Funding	Year Group Storage		
Classroom Support	Seating Plan Changes	Tutor/Class Review	Key Worker Support	RAG Rated Timetable	Provision Referral
SEMH	Therapy Dogs	Zones of Regulation	Emotional Literacy	Action for Children Referral	CAMHS Referral
Truancy	Parental Meeting	Student Workbook	Student Workbook (2)	Parent/ Student Workbook	Risk Assessment
Attendance	Coffee Card	Parental Meeting	Attendance Support Plan	Home Visit	Local Authority
Positive Affirmation	Rewards Shop	Positive Report	Weekly Challenge	Monthly Challenge	Termly Challenge
School Setting	Set/Band Review	Managed Move	Preventative Placement	Off-site Direction	Alternative Provision
Careers	Careers Interview	Uni Frog	Careers Action Plan	CV Writing Workshop	Work Experience
Character Development	'PROUD' – Bronze	'PROUD'- Silver	'PROUD' – Gold	'PROUD'- Platinum	Principal's Leadership
Cognition and Learning	Referral to SENDCO	Screeners	Reading Wise	Literacy/ Numeracy Intervention	Precision Teaching
Sensory	Concentration Tool	Uniform Adjustments	Sensory Room	Sensory Garden	Movement Breaks
Family Support	Home-school communication book	Parenting Workshops	Internal Family Support	Sign Posting to external agencies	Early Help Referral

Emotional Regulation	Therapy Dogs	Zones of Regulation	Emotional Literacy	Risk Assessment	Youth Offending Service
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Adaptations

We recognise that each student is unique, with their own strengths, challenges, and individual circumstances. As part of our commitment to inclusivity and supporting all pupils, we have ensured equity, and our systems allow for reasonable adjustments when necessary.

We understand that some pupils may require additional support or accommodations to meet the expectations outlined in this document. These reasonable adjustments may be necessary due to factors such as learning difficulties, disabilities, or specific individual needs. It is our aim to provide an environment that enables every student to thrive and achieve their potential, while also fostering a positive and respectful learning atmosphere for all.

To facilitate reasonable adjustments, the following measures are utilised:

1) Hart Maps (IEP): These are individual plans that outline specific strategies and interventions, and reasonable adjustments tailored to the student's needs, ensuring they have the necessary tools and guidance to succeed within the behaviour policy framework.

2) Open Communication: We encourage open and regular communication between home and school. If you believe that your child requires reasonable adjustments or has unique circumstances that should be taken into consideration, please reach out to us. We are here to listen, understand, and work collaboratively to find appropriate solutions that support your child's well-being and academic progress.

3) Professional Guidance: Our school staff will receive ongoing training and professional development to enhance their understanding of inclusive practices and support for pupils requiring reasonable adjustments. We are committed to maintaining a knowledgeable and empathetic team that can effectively implement these adjustments and provide appropriate guidance to both pupils and parents.

Reasonable adjustments

It is important to note that reasonable adjustments do not mean lowering expectations or compromising the integrity of our behaviour policy. Instead, they serve to create a fair and accessible environment where all pupils can thrive, while still adhering to the core principles of respect, responsibility, and positive behaviour.

Our objective is to create an environment where pupils feel supported and guided rather than isolated and excluded. We firmly believe that these enhancements will foster a more inclusive, empathetic, and growth-oriented atmosphere within our school.

The rewards and behaviour system will foster a safe and productive learning environment, allowing pupils to thrive academically, socially, and emotionally.

Significant behaviour incidents or repeated behaviours

Internal and External Suspension

Our approach to behaviour is grounded in support, reflection, and restoration. In situations where a pupil's behaviour has significantly impacted the safety or learning of others, a period of internal or external suspension may be required. These are not punitive in nature but serve as structured time away from the classroom to allow for regulation, reflection, and a plan for re-engagement.

The length of the suspension (ranging from half a day to multiple days) will be determined following a careful and fair analysis of the incident's severity and context.

For external suspensions, it is essential that a reintegration meeting takes place before the pupil returns to the learning environment. This meeting, attended by the pupil and their parent/carer, provides an opportunity to reflect on what happened, discuss any additional support needed, and agree on positive next steps moving forward.

If a pupil is issued with an **internal suspension**, part of the restorative process will include a **60-minute reflection session after school**, designed to consolidate learning from the day and prepare the pupil to return successfully.

Throughout this process, we remain focused on restoring relationships, supporting emotional growth, and helping pupils re-join the school community with confidence and clarity.

Pastoral Support Plan (PSP)

Following a suspension or repeated behavioural concerns, a pupil may be supported through a Pastoral Support Plan. This plan is designed to help the pupil identify patterns in their behaviour, receive targeted support, and rebuild their confidence and emotional regulation.

The PSP is co-created with input from the pupil, their family, and the pastoral team. It outlines clear goals, practical strategies, and regular review points. The Head of Year will monitor the plan to ensure the pupil is progressing and feels supported throughout.

Principal's Final Warning

If a pupil continues to demonstrate high-level or repeated behaviour that causes harm to the learning environment or school community, and support strategies have not led to improvement, they may receive a Final Warning from the Principal.

This is not a punishment, but a clear and compassionate communication that further incidents may result in permanent exclusion. Every effort will be made to work with the pupil and their family to avoid this outcome, with a continued focus on emotional growth, consistency, and relational repair.

Off-Site Direction

In some cases, the Principal may decide to direct a pupil to attend an alternative educational provider for a set period. This is intended to offer the pupil the space and support to reflect, regulate, and refocus, often avoiding the need for a permanent exclusion. This approach maintains access to education while providing a tailored setting that may better meet their needs in the short term.

These pathways reflect our belief in compassionate accountability, emotional safety, and second chances. We are committed to working with each pupil and family to restore connection, rebuild trust, and support a successful return to learning wherever possible.

Host Schools

As part of our relational and preventative approach to behaviour, we work closely with partner schools in the local area to offer Host School placements when appropriate.

These placements offer a structured, calm environment outside of The Hart School, giving pupils time to regulate, reflect on recent behaviour, and demonstrate readiness to return. The aim is not to isolate, but to provide a safe, alternative setting that maintains educational access while encouraging growth and responsibility.

Key Information for Families:

- Parents/carers will be informed in advance of any Host School referral.
- Families are asked to arrange transport and ensure their child attends with a packed lunch.
- All academic work will be provided by The Hart School, aligned with the pupil's curriculum.
- Pupils are expected to engage positively and complete the full duration of their placement.

Following a successful placement, the pupil and their parent/carer will be invited to attend a re-integration meeting to reflect on progress and agree on next steps for returning to lessons.

If a pupil does not complete the placement successfully or fails to attend, the placement will be repeated. Pupils will only be reintegrated into their normal timetabled lessons once either the placement has been completed and they have demonstrated the ability to engage in a safe, respectful, and positive way or once an escalation in the behaviour policy has been applied.

Red Line Incidents

At our school, we are committed to creating a safe, respectful, and supportive environment for all members of our community. We understand that young people are continually learning how to make positive choices and develop healthy relationships. When behaviours occur that significantly disrupt the safety and wellbeing of others, we respond in a way that prioritises reflection, learning, and community safety.

The following actions are considered serious breaches of our community standards. While this list is not exhaustive, such behaviours may result in permanent exclusion from school. Each case will be carefully assessed by the principal, considering the context, intent, and individual circumstances.

1. Possession of Prohibited Items on School Grounds

We prioritise student safety and therefore prohibit certain items that may pose risks. These include (but are not limited to):

- Knives, weapons (including replicas and BB guns)
- Alcohol and illegal substances
- Stolen items
- Tobacco, vapes, or cigarette papers
- Fireworks
- Pornographic or inappropriate images
- Items that could be used to cause harm or commit an offence

2. Harmful Actions Toward Others

All individuals have the right to feel safe. Harmful behaviour toward others may include:

- Physical or sexual assault
- Verbal threats or acts of intimidation
- Coercive behaviour or manipulation

3. Creating Unsafe Environments

Behaviours that endanger others or compromise school safety, such as:

- Damaging school property
- Tampering with fire safety equipment (e.g., alarms, extinguishers)

4. Violations That Undermine Community Trust and Inclusion

We are a diverse and inclusive community. Behaviours that damage trust or discriminate against others include:

- Theft or possession of stolen items
- Smoking or consuming alcohol on school grounds
- Use of racist, homophobic, sexist, or intolerant language
- Acts of bullying in any form.

Toilet Use

Pupils are expected where possible to use toilet facilities, before school, break 1, break 2, during a transition and after school to avoid lost learning time. During these times, all toilet facilities are available for pupils to use.

It is noted that there will be occasions whereby toilet facilities are required during a lesson time.

The following procedures will apply:

- Identified toilet blocks will be in operation, and this is communicated to pupils and staff. This is for cleaning and staffing purposes. Identified toilets will remain open during lesson time and social time.
- If a student has a medical pass, pupils will be able to leave their lesson immediately to use the facilities.
- If a student has extenuating circumstances e.g., menstrual cycle, then they will be able to leave their lesson immediately to use the facilities.
- Pupils without a medical pass or extenuating circumstances will only be granted permission to leave lesson if their reason is genuine. In this instance, the request will be logged on

Arbor, pupils will be issued with lanyard from the teacher and must place their mobile device on the teacher's desk. In the event a student does not have a mobile device, they will be collected by a member of staff.

- Pupils are permitted to use toilets between lessons where a five-minute transition period is built into the school day.
- Any student that is required to leave a lesson will be loaned a classroom pass lanyard from the teacher regardless of their reason. This is a procedure to ensure the safety of pupils.

**Individual passes will only be provided to pupils where medical evidence is provided, these will be reviewed, revoked, and reissued on a termly basis. **

Uniform

The uniform expectations are as follows:

- School blazer with logo
- School tie
- School jumper (optional) to be worn under blazer – not as an alternative.
- Plain white shirt (short or long sleeve) with collar and buttons to top – polo shirts are not acceptable.
- Trousers must be straight leg, full length plain black trousers to the ankle and formal style fit.
- Or The Hart School skirt only – this should be knee length and not tight fitting. Black opaque tights
- to be worn when wearing a skirt.
- Plain, black leather or leather-look and polishable school shoes.

Our uniform policy is designed to promote inclusivity and respect for all individuals by allowing a dress code that acknowledges and supports diverse gender expressions. We recognise that clothing can be an important part of personal identity and self-expression, and we encourage everyone to wear the uniform options that best align with their gender identity and comfort.

Jewellery

- A flat, plain ring and one pair of small, plain stud size earrings which can be worn in each earlobe and a watch are the only items allowed.
- All jewellery must be removed for PE activities and is brought into school entirely at the student's own risk, the school will not accept responsibility for lost items of jewellery.
- Nose studs and all other types of facial piercing are not allowed (this includes clear retainers). Pupils are not allowed to attend school with a plaster covering the piercing.

Make-up

- The wearing of make-up is strongly discouraged. Pupils will be required to remove any excessive make up, including coloured nail varnish, eye shadow, eye liner, lipstick, foundation, false eye lashes or fake tan.

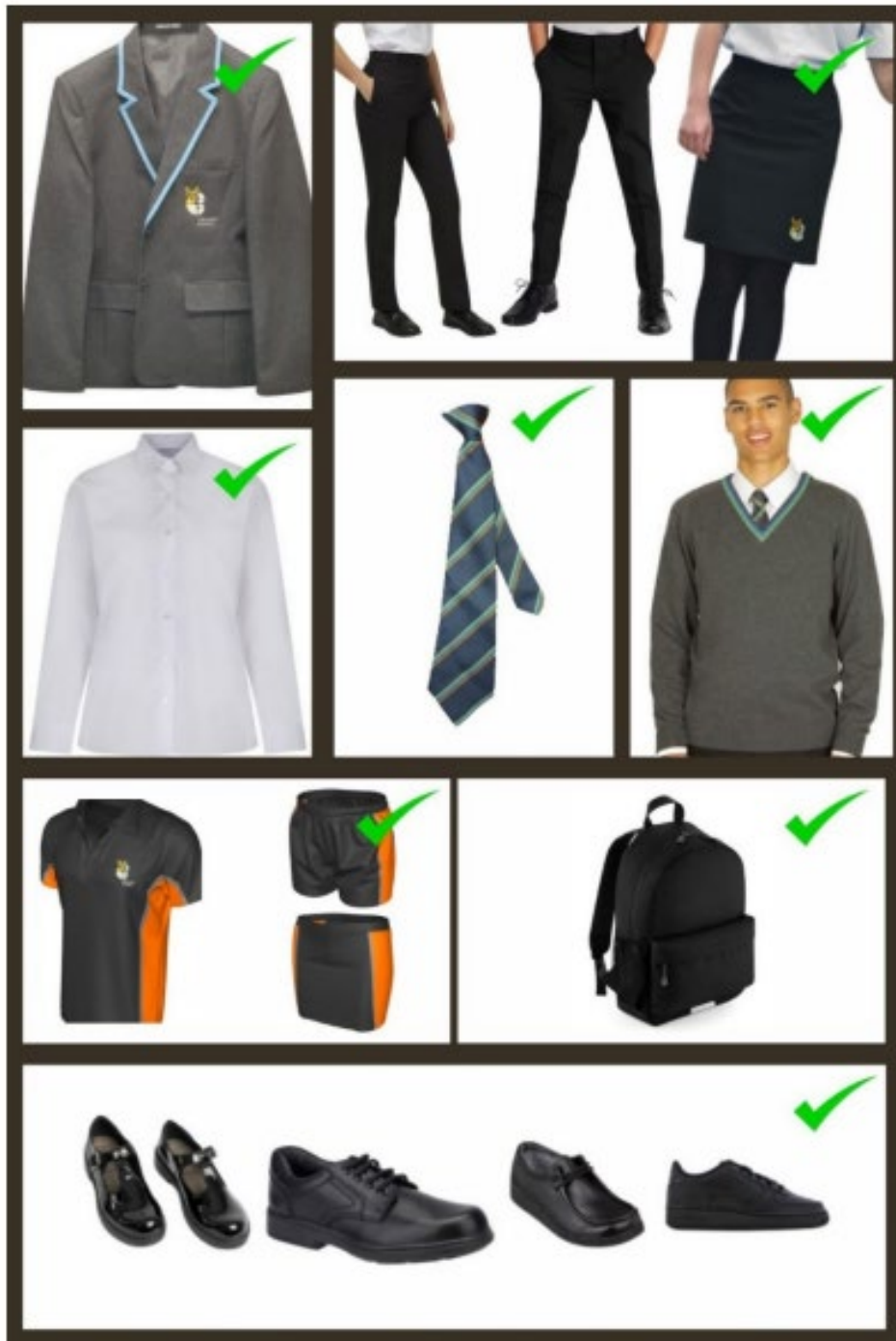
Other unacceptable items include:

- Chewing Gum
- Caffeinated Energy Drinks
- Aerosol Deodorant
- Hair Spray

Items that are not acceptable:

- Trousers: corduroy, linen, skinny trousers, denim, leggings, jeggings, cropped, tightly or highly fitted, chinos, casual styles or trousers with 'buckle' belts/zips or any other form of decoration.
- Shoes with rubber toe; pumps; training shoes; canvas or logo styles are not acceptable.

Visual examples of acceptable school uniform:



Images of adaptations to uniform that are not permitted:



Further Visuals of Non-Complaint Uniform

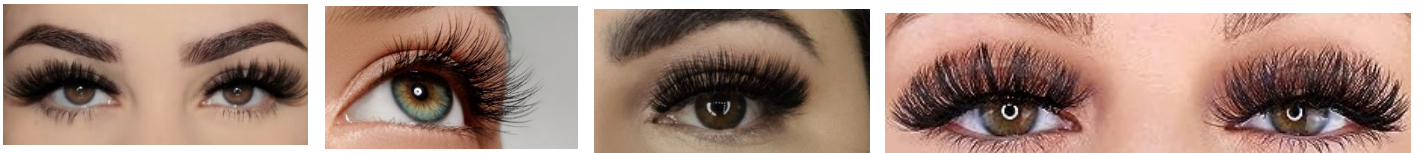
Hoodies and Sweatshirts



Skinny Trousers



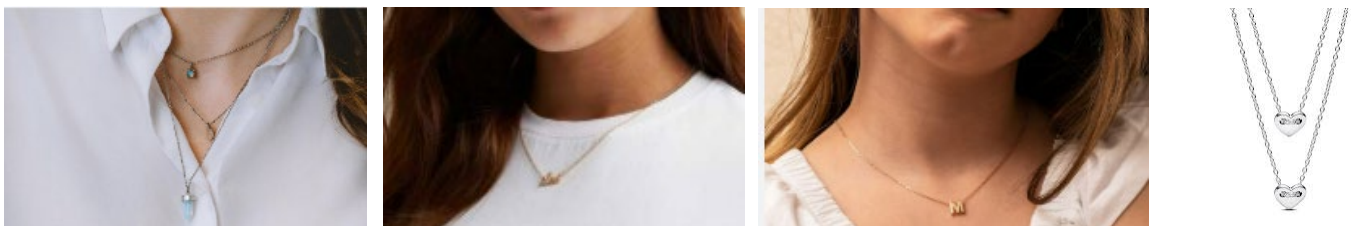
False Eyelashes



Fake Nails



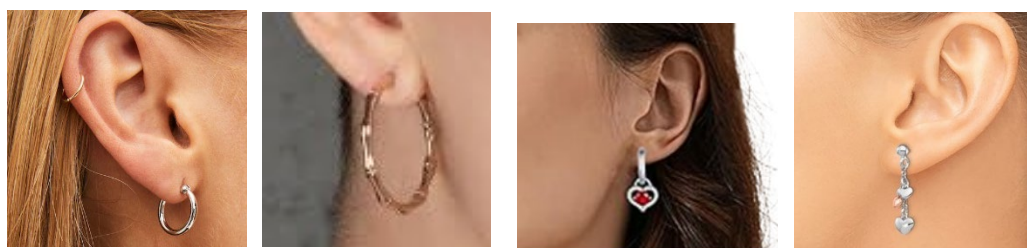
Necklace(s)



Nose Stud(s)



Earrings



Two-Tone Hair



Hair styles

- Extreme hairstyles are not allowed.
- Patterns or logos must not be shaved or cut into hair or eyebrows.
- Hair must not be dyed as an unnatural colour, for example: pink, purple or red.
- Close shaved haircuts are not permitted including under cuts.
- Hairstyles should not include unnecessary decorative attachments.
- If hair is dyed, it should be a uniform natural hair colour throughout, not two toned. Hairstyles with religious or culture significance are permitted.

The school upholds high standards of uniform and does not permit unnatural or extreme hairstyles. Styles such as extreme hair dyes can also lead to trends which are not financially feasible for all families.

Outdoor Clothing

- All pupils are expected to wear a smart waterproof coat, dark in colour.

- Hoodies and jackets of a sweatshirt-type material are not permitted as outdoor wear.
- Cardigans, sweatshirts, hoodies or denim or leather jackets are not to be worn under or over the blazer.
- Pupils will be expected to take coats off when entering the school building.
- Winter hats/scarfs/gloves are permitted but cannot be worn anywhere inside the building.
- Pupils must not wear hats as a fashion accessory in school; baseball caps are not permitted in school.

School Bag

- A school bag is required to carry equipment, textbooks, exercise books and other essential items for learning.

Equipment

Pupils must bring their own equipment to school each day to ensure they can participate fully in lessons.

They will need a pencil case with the following equipment:

- 2 x Black Pen
- Pencil
- Ruler
- Eraser
- Pencil Case
- Student Planner
- School Bag
- Optional - Scientific Calculator (Casio FX-83/85 models are recommended)
- Optional - Spanish Dictionary for language lessons is recommended.
- Optional - Additional school equipment, which is useful, includes a geometry set and an English dictionary.

Green and **purple** pens are **provided by the school** for all pupils at the start of each term. Once provided, it is expected that all pupils are in possession of both a green and purple pen for assessment purposes.

The school will also provide electric sharpeners therefore pupils are not permitted to bring sharpeners into school.

All pupils must bring their PE kit to every lesson, even if they are going to be excused for medical reasons, as they may be asked to fulfil a different role depending on the activity, i.e., line judge; umpire; coach, etc. Pupils should be suitably dressed in PE kit and bear in mind the weather conditions.

PE Kit

Our PE kit requirements are as follows: –

- Black shorts or skort – with school logo
- Black tracksuit bottoms or black leggings – for cold weather (optional)
- Black thermal base layer top & bottoms (To be worn underneath PE kit) would be advisable
- Black socks
- Black PE shirt – with school logo

- Training shoes – with non-marking sole if used in gym
- Football boots and shin pad
- Gum shields

Non-Compliant PE Kit

Cycling Shorts / 'Pro' Gear



Uniform Standards

At our school, we believe that wearing the correct uniform and being properly equipped for learning contributes to a sense of belonging, pride, and readiness to engage. To support this, any student who arrives at school not in full uniform will be respectfully issued with a loan item at the main school gate. Pupils will be asked to sign out the relevant uniform and, in keeping with our fair exchange system, provide a personal belonging temporarily in return.

Items that may be exchanged include:

- Mobile phone
- Ear pods / headphones
- Electronic device
- Any other suitable item

If a student does not have an item to exchange, staff will use their professional judgement to ensure the situation is managed with compassion and discretion.

On arrival to tutor time, pupils will also complete an equipment check. If a student is missing necessary learning tools, they will be provided with a fully stocked loan pencil case using the same respectful exchange system. This helps us ensure all students are ready to learn without unnecessary barriers.

At the end of the school day, pupils are expected to return any borrowed items and collect their exchanged belongings from the designated collection point. We encourage responsibility and reflection through this process.

In cases where a student chooses not to engage with our supportive loan process—such as refusing to borrow or failing to return items—they will be placed in our Reflection Room for the remainder of the day. This includes instances such as arriving at school without a pen and declining the offered loan system. Participation in the loan system allows students to remain in circulation and continue their learning. Where a resolution cannot be found, we will contact parents or carers to work together on a constructive outcome.

We are committed to supporting all families. If financial hardship is affecting a student's access to uniform or equipment, we ask parents or carers to contact their child's Head of Year or Student Support Officer so that we can provide appropriate assistance.

Mobile Phones

As a school committed to therapeutic thinking and the wellbeing of our students, we operate as a phone-free environment during the school day. We believe that reducing mobile phone use / screen time supports positive mental health, enhances focus in learning, and encourages healthier social interactions among peers.

To support this, we use secure mobile phone pouches which allow students to retain their devices while ensuring they are not a distraction in the learning environment. This approach helps create a calm, safe, and inclusive atmosphere where students can fully engage with their education and one another. A separate and detailed policy outlining our approach to mobile phones is available on our school website.

POUCH

During arrival, students turn off phones and place them inside the pouches under staff supervision.



LOCK

Close the flaps and push the lock button. Students then take their locked phones to class.



UNLOCK

Tap the green ring to the magnet and press the button to unlock the student pouch.



As the mobile phone pouches are school property, any deliberate damage or vandalism to them will be treated as vandalism and dealt with in accordance with our behaviour policy. Parents will also be expected to purchase a replacement via Arbor Pay at a cost of £15.

Students who are found using their mobile devices during the school day thereby opting out of the phone-free environment will be removed from circulation, as such actions can negatively impact the wellbeing and focus of others. Furthermore, any refusal to follow reasonable instructions from staff regarding mobile phone use will be addressed as defiance, in line with our behavioural expectations.

Punctuality

We view punctuality as a vital life skill and an important part of our school culture. Arriving on time each day helps pupils to make the most of learning opportunities, supports a calm and focused start, and prepares them for the expectations of further education and employment. Punctuality records also form part of references shared with employers and post-16 providers, making it essential that we maintain high standards in this area.

Pupils are expected to be on the school site by 8:30am. Registration officially begins at 8:41am, and any student arriving after this time will be recorded as late and entered the punctuality support process.

If a student is late to school or lesson, they will be **issued with a Break 1 or Break 2 (nearest break) detention** to reflect on and address any barriers to punctuality.

Due to the layout of our school, a five-minute transition period is built into the timetable to allow students to move calmly between lessons. Any arrival after this transition window will be recorded as late, as required by legal attendance tracking.

We recognise that there may be extenuating circumstances, and in such cases, a member of staff will exercise professional judgement to ensure that students are treated fairly and compassionately.

Our goal is always to support students in developing self-management skills and a strong sense of personal responsibility, preparing them for both academic success and life beyond school.

Detention Expectations

Students are expected to take responsibility for their actions, including attending any consequences issued. As part of this, students must arrive promptly at the detention room within the first 10 minutes of break.

If a student does not attend or arrives late without a valid reason, this will be recorded as a 'failure to attend' on the school system. We view this not only as a missed consequence, but also as an opportunity to explore and support the student's readiness to re-engage with expectations.

In response to a 'failure to attend', the student will be required to spend additional time in the school's Reflection Room. This will be managed in line with the classroom removal process, ensuring consistent boundaries while offering space for the student to reflect on their choices and develop strategies for success.

Our aim is always to support students in restoring their place in the learning community, and to help them understand the impact of their actions in a safe and respectful environment.

Internal Truancy

When a student chooses not to attend their timetabled lesson or tutor time without a valid reason, this is classified as internal truancy. This behaviour is considered significant, as it presents a health and safety concern and disrupts the student's access to learning.

In line with our behaviour policy, students who deliberately avoid lessons will follow the same protocol as for classroom removals. We approach each incident with curiosity, aiming to understand the reasons behind the behaviour and offer appropriate support. However, repeated incidents will lead to further escalation, always with a view to restoring positive routines and maintaining a safe and purposeful learning environment for all.

If a student arrives more than 15 minutes late to a lesson without a valid reason, this will be treated as non-attendance and will result in a removal, with appropriate follow-up to help the student re-engage effectively with their learning.

Safeguarding

Child on child abuse

The Hart 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 up skirting.

Staff will report instances of child-on-child abuse, sexual violence and harassment through the normal safeguarding concern process and recognise that support must 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-on child 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 (2023) 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, 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.

Pupil Voice

Our behaviour policy is shaped by the voices of our pupils, ensuring it reflects their lived experiences, individual needs, and collective perspectives. We believe that effective behaviour systems are built on fairness, transparency, and mutual respect—and that these values are best upheld when pupils are meaningfully involved in the process.

Pupils play a central role in assessing how well our behaviour procedures are working. Their feedback is not only welcomed but is integral to the annual review and continuous improvement of our policy. Through regular opportunities to share their experiences—via surveys, forums, and pupil voice sessions—students help us refine and adapt our systems to remain responsive and inclusive.

This collaborative model fosters a sense of ownership and empowerment, encouraging pupils to be active contributors to a positive school climate.

We also promote a wide range of student leadership opportunities to ensure that all pupils have the chance to get involved and make a difference. These include roles such as school council members, prefects, anti-bullying ambassadors, community ambassadors, diversity ambassadors, sports ambassadors, and wellbeing ambassadors. These student leaders act as vital representatives of their peers and play a key role in communicating views on behaviour and wider school life, helping to ensure that our policies remain current, meaningful, and impactful.

The Hart School Behaviour for Learning Framework - Summary

Our behaviour approach is based on therapeutic thinking and our core values: Happy, Ambitious, Resilient, and Tolerant. Staff model these values to support all students, especially those facing adversity. Guided by “**We Can. We Will. We Do.**”, we focus on connection, consistency, and compassion to foster emotional growth and belonging.

Positive Behaviour & Rewards

Through the PROUD to be Hart system, students earn Hart Points for key behaviours, leading to badges and rewards. This motivates pupils and celebrates their progress. Positive behaviour earns Hart Points through classroom excellence, homework, praise postcards, phone calls, and values-based actions. Points lead to badges (Bronze to Platinum) and access to a Rewards Shop. Attendance and punctuality are also rewarded regularly.

High-Risk Behaviours:

Behaviours like violence, threats, or possession of prohibited items (e.g., weapons, drugs) are considered Red Line Incidents and may lead to permanent exclusion. Safeguarding and child-on-child abuse are addressed following national guidance.

Resilience & Engagement

Our ‘No Opt-Out’ culture combines high expectations with strong support. Tutor groups promote teamwork, respect, and a calm learning environment.

Therapeutic Language & Behaviour Curriculum

Staff use calm, consistent language and restorative practices to support emotional safety. Behaviour is managed through a four-step system: Remind, Refocus, Reset, and Reflect, promoting accountability and readiness to learn.

Inclusion & Adaptations

We provide reasonable adjustments for pupils with additional needs via personalised plans, family communication, and staff training, ensuring all can succeed without lowering expectations.

Uniform & Mobile Phones

Our [uniform policy](#) supports inclusivity and self-expression within a consistent dress code. The school is phone-free during the day to enhance wellbeing and focus.

Punctuality & Detentions

Students must be on site by 8:30am; registration begins at 8:40am. Late arrivals receive detentions and enter support processes. Detentions must be attended promptly; failure results in additional Reflection Room time.

Internal Truancy

Skipping lessons or tutor time without reason disrupts learning and follows removal protocols. Repeated truancy leads to escalation to maintain a safe environment.

Safeguarding & Child-on-Child Abuse

We take all reports of bullying, sexual violence, harassment, sexting, and similar seriously. Support is provided to victims and alleged perpetrators, with safeguarding procedures followed closely. Staff work with families and agencies to ensure safety and restorative outcomes.

Pupil Voice and Inclusion:

Student feedback actively shapes policy. Inclusive support through ‘Waves of Intervention’ and reasonable adjustments ensures all pupils can succeed. Leadership roles empower students to help build a respectful and positive school culture.