

Positive Relationships and Behaviour for Learning Policy

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1 Introduction

- 1.1 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 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.
- 1.2 This policy is based on legislation and advice from the Department for Education (DfE), which is clearly referenced at appropriate points within this documentation. In particular, the trust acknowledges its legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEND). 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.

2 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
- Restrictive Interventions

3 Principles and Purpose

3.1 Creative Education Trust's approach to behaviour for learning is centred around building the relationships that promote positive behaviour and learning. Using the principles of Therapeutic Thinking as a framework, our academies are developing whole establishment approaches that foster positive relationships, thus creating a calm, safe and supportive environment, free from disruption, in which 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

3.2

Positive Relationships and Behaviour for Learning Policy – Our Values in Action		
Ambition	Equity	Opportunity
We have unapologetically high expectations – our pupils deserve this. As a result, we expect all our pupils to: Have positive attitudes and demonstrate a commitment to their education and school. Behave with consistently high levels of respect and regard for all members of our learning community. Be polite and have good manners Wear their uniform smartly and with pride.	We have clear rules, routines and systems, to ensure good relationships and behaviour, so that all our pupils can learn safely and disruption-free. However, we realise that positive relationships and behaviour need to be explicitly taught, and that some of our pupils will need more support to reach that standard than others.	We expect our teachers to deliver an effective curriculum during lessons, employing appropriate pedagogy that is inclusive, whilst maintaining high expectations. This is so that our pupils can develop their knowledge and understanding and be able to apply it when they leave school, wherever they work or study.

4 Roles and Responsibilities

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

4.2 **Trustees/ Education Directors**

Our trustees, in consultation with the central team of Education Directors, set our vision, values and strategic direction. This is usually via agreed trust wide policies, including this Promoting Positive Relationships and Behaviour for Learning policy. They review these regularly to ensure that our 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.

4.3 **Headteachers/Principals and Senior Leaders**

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

- 4.3.1 Ensuring that there are clear policies for routines, rewards and consequences that promote positive relationships and behaviour, including good attendance, both during lessons and at other times
- 4.3.2 Providing induction, ongoing training and, if required, further support for all staff and pupils, which makes known the routines, rewards and consequences and which helps to ensure that they are always applied
- 4.3.3 Ensuring that the policy promotes 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.

- 4.3.4 Supporting the practical day-to-day aspects of the policy's implementation by being visible; responding to and investigating serious instances of unacceptable behaviour; ensuring all relevant information about individual pupils is shared within and between teams; and communicating effectively with parents, outside agencies and other key stakeholders, as appropriate.
- 4.3.5 Ensuring that suspensions and permanent exclusions are issued in a manner that is compliant with the relevant statutory guidance and as a 'last resort', and that appropriate arrangements are made for the re-integration of pupils further to periods of suspension.
- 4.3.6 Making all staff aware of the statutory guidance contained or alluded to within the relevant sections of *Keeping Children Safe in Education*, so that they can adequately safeguard pupils when responding to allegations of child-on-child abuse, sexual harassment, sexual violence, or when pupils report bullying.
- 4.3.7 Scrutinising and reporting, using the agreed processes, data in relation to routines, rewards and consequences to ensure that they remain effective. This includes keeping written records of all significant behaviour and safeguarding incidents, using the trust's MIS system and CPOMS, as well as ensuring that individuals and groups are closely monitored to allow for early intervention, and reviewing the support provided to individual pupils and the impact of this.
- 4.3.8 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.

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

- Modelling the behaviours that they wish to see, engaging with 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.

4.5 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.

4.6 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 in school.

5. Policy Detail

5.1 Our Core Expectations

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

5.2 As a result, all CET schools will prioritise:

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

5.3 Routines and Consequences

5.3.1 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 a necessary and normal part of our society. They support emotional, psychological, and physical safety, as well as providing points of reference for what we expect of ourselves and each other

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

5.3.3 In line with the trust 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

5.3.4 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

5.4 Rewards: The positive reinforcement of good relationships and behaviour is a powerful tool for establishing a strong learning community. For this reason, all our schools detail the rewards 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.

5.5 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.

5.6 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.

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5.6.2 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 into a subsequent lesson later during the day. Brief periods of time educated outside of the classroom may be a supportive intervention rather than a 'punishment.' Where this intervention is not effective – or where the initial unacceptable behaviour was particularly serious or repeated – a pupil may be required to serve an internal suspension, as an alternative to an external suspension from school. This may start, and end, at a time later than the normal school day.

5.6.3 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

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

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

6. Suspension and Permanent Exclusions

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 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.

6.1 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.

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

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

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

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

6.2.4 Only when all the above steps have been taken, and the information provided has been reviewed in line with the relevant statutory guidance, will the headteacher or principal decide what action will be taken. Typically, 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

6.2.5 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

- 6.2.6 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
- 6.2.7 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
- 6.2.8 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's Suspension and Permanent Exclusion Policy.

7. Adapting Consequences for Pupils with SEND

- 7.1 Any consequences given will always be in line with this policy. They will also be fair, reasonable, proportionate and in accordance with the Equalities Act, 2010. As part of this, staff recognise that pupils' behaviour may be impacted by a special educational need and/or a disability (SEND)
- 7.2 This means that staff will try to anticipate, as far as possible, all likely triggers of misbehaviour and, where appropriate, put in place support plans for identified 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 plan
- 7.3 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.
- 7.4 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.

7.5 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.

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

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

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

8. What are reasonable adjustments?

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

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

8.3 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.

8.4 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.

8.5 Uniform: Effective teaching and learning start with a smart and tidy appearance as it helps to instil discipline and pride, reducing the risk of distraction in lessons. The uniform expectations, and support available to families, is outlined in the appendix to this policy. Individual academy uniforms should be worn by all 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

8.6 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.

- 8.7 Social media and unacceptable online behaviour: The misuse of social media, or the undertaking of unacceptable on-line behaviour in general, may fall under the remit of this policy in the following circumstances:
- Damage is caused to the reputation of one or more members of the school community, or to the school as a whole
 - Use that may harass, bully or discriminate
 - The posting of demonstrably false or misleading statements.
- 8.8 Physical Restraint: Staff have a legal power to use physical restraint – sometimes known as ‘positive handling’, ‘restrictive interventions’ or ‘reasonable force’ - where necessary, including to:
- causing injury to themselves or others
 - committing a criminal offence
 - causing serious damage to property
 - causing significant disorder
- 8.8.1 The trust’s Restrictive Intervention Policy sets out our approach. Incidents of physical restraint will always be used as a last resort when all appropriate de-escalation techniques have failed and will be applied using the minimum amount of force and for the shortest amount of time possible. It will never be used as a punishment. All incidents of reasonable force will be recorded and reported to parents on the same day
- 8.8.2 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
- 8.8.3 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
- 8.9 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.
- 8.9.1 The school will monitor and deal with any drugs issues promptly and be proactive in trying to prevent any future drugs incidents. 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.
- 8.9.2 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.

- 8.9.3 Any drugs found will be confiscated by staff who will dispose of them in accordance with guidance issued by the DfE. Similarly, any drugs related paraphernalia such as needles will be disposed of in a prudent manner.
- 8.9.4 Usually the school will inform parents/carers when their child has been found to be involved in drugs. However, where there is potential child protection issues the academy must act in the best interests of the child which may mean a decision not to inform parents. Such a decision will be taken very seriously and usually with the benefit of legal advice.
- 8.10 Searching and Confiscation: Searching, screening and confiscation will be conducted in line with the DfE's latest guidance. Although this list should not be treated as exhaustive, banned items include:
- Knives and weapons
 - Alcohol
 - Drugs
 - Stolen items
 - Tobacco and cigarette paper
 - E-cigarettes or vapes
 - Fireworks
 - Pornographic images

Any article that the member of staff reasonably suspects has been or is likely to be used to commit an offence, or to cause personal injury to, or to damage to property. As long as it is reasonable in the circumstances, staff are permitted by law to take temporary possession of any suspected illegal substance or prohibited item. If a prohibited item is confiscated (including clothing and/or jewellery), and presuming it does not need to be retained, as per DfE guidance, it can only be collected by a parent. Staff cannot look after items for 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.

- 8.10.1 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.
- 8.10.1 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.
- 8.10.2 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.

- 8.10.3 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.
- 8.10.4 Only staff members authorised by the headteacher/principal may carry out searches without consent.
- 8.10.5 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.
- 8.10.6 Where an item prohibited by this policy is seized as the result of a search and it is an electronic device such as a mobile telephone, the member of staff who seized the item may inspect the data on it, if they think that there is a good reason to do so. For this purpose, the member of staff has a good reason if they reasonably suspect that the data or file on the device in question has been or could be used to cause harm, to disrupt teaching or break the school rules. In cases where staff are advised, or suspect, that the mobile device contains youth-produced sexual imagery, they must follow the advice in this regard issued by CET's Head of Safeguarding/the Designated Safeguarding Lead.
- 8.10.7 School staff can seize any prohibited item found as a result of a search. They can also seize any item, which they consider harmful or detrimental to school discipline, even if it is not found as a result of a search.
- 8.10.8 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 school⁹
- 8.11 Police Searches/ questioning and the requirement for an appropriate adult to be present
 - 8.11.1 The Designated Safeguarding Lead (and deputy) are aware of the requirement for children to have an appropriate adult when in contact with police officers who suspect them of 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.
 - 8.11.2 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.
 - 8.11.3 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.

- 8.11.4 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.
- 8.11.5 A person whom there are grounds to suspect of an offence must be cautioned¹⁰ before being questioned about an offence¹¹, 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.
- 8.11.6 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.
- 8.11.7 The appropriate adult' means, in the case of a child:
- the parent, guardian or, if the juvenile is in the care of a local authority or voluntary organisation, a person representing that authority or organisation.
 - a social worker of a local authority
 - failing these, some other responsible adult aged 18 or over who is not:
 - a police officer;
 - employed by the police;
 - under the direction or control of the chief officer of a police force; or
 - 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.

8.12 Suspected Criminal Behaviour, including Harmful Sexual Behaviours

- 8.12.1 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
- 8.12.2 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
- 8.13 Monitoring and Evaluation: The policy will be reviewed annually and reported to the Education Standard 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- 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 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.

8.14 Recording and Reporting Significant Incidents:

8.14.1 Every significant incident involving a restrictive intervention, including use of force, seclusion and non-force restraint, must be recorded in writing as soon as practicable, and no later than the same day wherever possible.

8.14.2 This duty applies even where the intervention was anticipated within a Behaviour Support Plan or Pastoral Risk Assessment.

8.14.3 The staff member(s) directly involved will complete the record, which must include:

names of the student and staff involved

- relevant student needs or circumstances (including SEND)
- date, time, location and approximate duration of the incident
- a clear factual account of what happened and why the intervention was necessary, including context, triggers and behaviours of concern
- preventative or deescalation strategies used beforehand
- the type and degree of force used (if applicable)
- details of any injuries to student or staff
- post incident support and follow-up actions, including welfare checks, first aid, and any restorative or emotional support

8.14.4 Parents/carers will be informed in writing as soon as practicable, and no later than the same day, unless a lawful safeguarding exception applies.

8.14.5 In CET schools, reporting may only be withheld where informing a specific parent/carer would be likely to result in serious harm to the student. In such cases, the incident must be reported to the Head of Safeguarding, who will advise on next steps, including whether to inform the Local Authority, in line with the April 2026 guidance.

8.14.6 The written report to parents/carers will include:

- date, time, location and duration of the incident
- a brief explanation of why the intervention was necessary
- the type and degree of force used, or the form of seclusion/nonforce restraint
- any injuries or welfare concerns, and details of immediate support provided

8.14.7 Unless there are exceptional circumstances, the school will conduct restorative meetings with the staff and students involved; parents/carers will be invited to discuss the incident, explore triggers, review preventative approaches, and agree any updates to Behaviour Support Plans or risk assessments.

8.14.8 Any injuries or health concerns will also be recorded under the school's health and safety procedures and reported to the HSE where required (i.e., only if RIDDOR thresholds are met, such as hospital treatment for a student, specified injuries, or staff incapacitation).

9. Support and Review

9.1 Following any restrictive intervention, the school will take timely, proportionate steps to safeguard the wellbeing of all involved, understand the circumstances of the incident, and reduce the likelihood of recurrence.

9.2 This will include:

- checking the student and involved staff for injury, distress or illness as soon as practicable
- administering first aid and seeking medical assessment or treatment where needed
- providing emotional or safeguarding support (pastoral staff, trusted adult, counselling or other appropriate services) for the student, staff or witnesses
- holding a reflective debrief to support wellbeing and learning, facilitated by someone not directly involved; this may include the student and their parent/carer where appropriate

9.3 A debrief will involve:

- a factual review of events, including early warning signs and triggers
- reflection on prevention and deescalation strategies used and their effectiveness
- identification of alternative approaches or adjustments to reduce future risk, including updates to behaviour support plans, risk assessments and reasonable adjustments.

10. Monitoring, Review and Accountability

10.1 This policy is reviewed annually by the Director of Education and updated as required and/or when statutory guidance changes.

10.2 The Board of Trustees approves the policy and any changes.

10.3 Each school maintains records and, in consultation with the principal, reports on the use of restrictive interventions at the Academy Improvement Board (AIB).

10.4 Leaders will monitor incidents and follow up actions to identify patterns, emerging risks or training needs. Repeated use of restrictive interventions or other concerns will trigger further review, multiagency engagement and/or escalation through safeguarding or SEND processes, as appropriate.

10.5 Trust wide data will be reviewed at meetings of the Safeguarding Committee, where trustees will use summative incident information to inform scrutiny and challenge around prevention, vulnerable groups, staff training and the support required to reduce future risk.

Appendix 1

AMBITION- EQUITY – OPPORTUNITY

Purpose	Policy Checklist	Relevant Guidance	Equality, Diversity and Inclusion
To foster positive relationships, high standards of behaviour, and a calm and safe environment, within which all members of our community can thrive and reach their full potential.	Agreeing a shared set of values that clearly communicate expectations for positive relationships and behaviour. Having a clear and simple Rewards, Routines and 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.	Behaviour In Schools – Advice for Headteachers and school staff (February 2024) Behaviour in schools - advice for headteachers and school staff Suspension and Permanent Exclusion Guidance (August 2024). Suspension and permanent exclusion Guidance Searching, Screening and Confiscation Advice for Schools (July 2022) - Searching, Screening and Confiscation Use of Reasonable Force in Schools (July 2013) - DfE advice template Keeping Children Safe in Education 2025	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. This means making reasonable adjustments to this policy, where appropriate

1 Introduction

- 1.1 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 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.

- 1.2 This policy is based on legislation and advice from the Department for Education (DfE), which is clearly referenced at appropriate points within this documentation. In particular, the trust acknowledges its legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEND). 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.

2 Relationship to other Trust Policies

- Anti Bullying
- Suspensions and Permanent Exclusion
- SEND
- Attendance
- Child Protection and Safeguarding
- Teaching, Learning and Curriculum
- Equality, Diversity and Inclusion
- Relationships and Sex Education
- Restrictive Interventions

3 Principles and Purpose

- 3.1 Creative Education Trust's approach to behaviour for learning is centred around building the relationships that promote positive behaviour and learning. Using the principles of Therapeutic Thinking as a framework, our academies are developing whole establishment approaches that foster positive relationships, thus creating a calm, safe and supportive environment, free from disruption, in which 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

3.2

Positive Relationships and Behaviour for Learning Policy – Our Values in Action		
Ambition	Equity	Opportunity
We have unapologetically high expectations – our pupils deserve this.	We have clear rules, routines and systems, to ensure good relationships and	We expect our teachers to deliver an effective curriculum during lessons, employing

As a result, we expect all our pupils to: Have positive attitudes and demonstrate a commitment to their education and school. Behave with consistently high levels of respect and regard for all members of our learning community. Be polite and have good manners Wear their uniform smartly and with pride.	behaviour, so that all our pupils can learn safely and disruption-free. However, we realise that positive relationships and behaviour need to be explicitly taught, and that some of our pupils will need more support to reach that standard than others.	appropriate pedagogy that is inclusive, whilst maintaining high expectations. 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.
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4 Roles and Responsibilities

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

4.2 Trustees/ Education Directors

Our trustees, in consultation with the central team of Education Directors, set our vision, values and strategic direction. This is usually via agreed trust wide policies, including this Promoting Positive Relationships and Behaviour for Learning policy. They review these regularly to ensure that our 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.

4.3 Headteachers/Principals and Senior Leaders

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

- 4.3.1 Ensuring that there are clear policies for routines, rewards and consequences that promote positive relationships and behaviour, including good attendance, both during lessons and at other times
- 4.3.2 Providing induction, ongoing training and, if required, further support for all staff and pupils, which makes known the routines, rewards and consequences and which helps to ensure that they are always applied
- 4.3.3 Ensuring that the policy promotes 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.
- 4.3.4 Supporting the practical day-to-day aspects of the policy's implementation by being visible; responding to and investigating serious instances of unacceptable behaviour; ensuring all relevant information about individual pupils is shared within and between teams; and communicating effectively with parents, outside agencies and other key stakeholders, as appropriate.
- 4.3.5 Ensuring that suspensions and permanent exclusions are issued in a manner that is compliant with the relevant statutory guidance and as a 'last resort', and that appropriate arrangements are made for the re-integration of pupils further to periods of suspension.
- 4.3.6 Making all staff aware of the statutory guidance contained or alluded to within the relevant sections of Keeping Children Safe in Education, so that they can adequately safeguard pupils when responding to allegations of child-on-child abuse, sexual harassment, sexual violence, or when pupils report bullying.

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

4.3.8 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.

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

Modelling the behaviours that they wish to see, engaging with 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.

4.5 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.

4.6 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 in school.

5. Policy Detail

5.1 Our Core Expectations

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

5.2 As a result, all CET schools will prioritise:

- Agreeing a shared set of values that communicate expectations for relationships and behaviour, and which help all members of the learning community understand how they can work and succeed together

- Having clear and simple routines, rewards and consequences which link directly to the school or academy's values, and which foster high standards of behaviour and a calm and safe environment
- Providing training and support to staff on managing behaviour through the continuing professional development cycle
- Considering poor behaviour in relation to SEND and other relevant circumstances, making reasonable adjustments to these policies, where appropriate, to ensure that the Positive Relationships and Behaviour for Learning policy is always applied fairly.
- Regularly and deliberately teaching pupils about both acceptable and unacceptable behaviours, in society at large, as well as at school
- Planning a well sequenced curriculum with a view to ensuring that pupils are always engaged in purposeful learning.

5.3 **Routines and Consequences**

- 5.3.1 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 a necessary and normal part of our society. They support emotional, psychological, and physical safety, as well as providing points of reference for what we expect of ourselves and each other
- 5.3.2 For this reason, a cornerstone of all of our schools and academies' behaviour for learning processes is a system of agreed routines, during both lesson times and social times, and consequences or ways of dealing with unacceptable behaviours
- 5.3.3 In line with the trust 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
- 5.3.4 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

5.4 Rewards: The positive reinforcement of good relationships and behaviour is a powerful tool for establishing a strong learning community. For this reason, all our schools detail the rewards 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.

5.5 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.

5.6 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.

5.6.1 Some of our 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.

5.6.2 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 into a subsequent lesson later during the day. Brief periods of time educated outside of the classroom may be a supportive intervention rather than a 'punishment.' Where this intervention is not effective – or where the initial unacceptable behaviour was particularly serious or repeated – a pupil may be required to serve an internal

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

5.6.3 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

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

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

6. Suspension and Permanent Exclusions

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 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.

6.1 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.

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

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

- 6.2.2 The SEND team being consulted about any recognised SEND that may have caused/contributed to the behaviour
- 6.2.3 The pastoral/safeguarding team being consulted about any known issues that may be affecting the pupil, as well as the level of support that has been provided
- 6.2.4 Only when all the above steps have been taken, and the information provided has been reviewed in line with the relevant statutory guidance, will the headteacher or principal decide what action will be taken. Typically, 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
- 6.2.5 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
- 6.2.6 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
- 6.2.7 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
- 6.2.8 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's Suspension and Permanent Exclusion Policy.

7. Adapting Consequences for Pupils with SEND

- 7.1 Any consequences given will always be in line with this policy. They will also be fair, reasonable, proportionate and in accordance with the Equalities Act, 2010. As part of this, staff recognise that pupils' behaviour may be impacted by a special educational need and/or a disability (SEND)
- 7.2 This means that staff will try to anticipate, as far as possible, all likely triggers of misbehaviour and, where appropriate, put in place support plans for identified 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 plan
- 7.3 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.
- 7.4 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.
- 7.5 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.
- 7.6 When considering a behavioural sanction for a pupil with SEND, staff will take into account the following three things:
- Whether the pupil was able to understand the agreed expectation or instruction
 - Whether the pupil was unable to act differently at the time as a result of their SEND
 - Whether the pupil is likely to behave aggressively due to their SEND

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

8. What are reasonable adjustments?

- 8.1 Any variations to our policies will always take into account the specific circumstances and requirements of the pupil concerned. In practice, however, this means:
Modifying the consequence, for example internal suspension with the SEND team, as opposed to mainstream internal suspension or external suspension, to provide a more appropriate work environment, to support with school work and/or to create a more familiar structure to the working day, for example pausing the usual behaviour processes whilst the pupil completes interventions or coaching to build confidence/understanding of the expected behaviours.
- 8.2 It should be noted, however, that, whilst staff will always consider the impact that their actions will have on the 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.
- 8.3 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.
- 8.4 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.
- 8.5 Uniform: Effective teaching and learning start with a smart and tidy appearance as it helps to instil discipline and pride, reducing the risk of distraction in lessons. The uniform expectations, and support available to families, is outlined in the appendix to this policy. Individual academy uniforms should be worn by all 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
- 8.6 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.
- 8.7 Social media and unacceptable online behaviour: The misuse of social media, or the undertaking of unacceptable on-line behaviour in general, may fall under the remit of this policy in the following circumstances:

- Damage is caused to the reputation of one or more members of the school community, or to the school as a whole
 - Use that may harass, bully or discriminate
 - The posting of demonstrably false or misleading statements.
- 8.8 Physical Restraint: Staff have a legal power to use physical restraint – sometimes known as ‘positive handling’, ‘restrictive interventions’ or ‘reasonable force’ - where necessary, including to:
- causing injury to themselves or others
 - committing a criminal offence
 - causing serious damage to property
 - causing significant disorder
- 8.8.1 The trust’s Restrictive Intervention Policy sets out our approach. Incidents of physical restraint will always be used as a last resort when all appropriate de-escalation techniques have failed and will be applied using the minimum amount of force and for the shortest amount of time possible. It will never be used as a punishment. All incidents of reasonable force will be recorded and reported to parents on the same day
- 8.8.2 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
- 8.8.3 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
- 8.9 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.
- 8.9.1 The school will monitor and deal with any drugs issues promptly and be proactive in trying to prevent any future drugs incidents. 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.
- 8.9.2 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.

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

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

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

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

Any article that the member of staff reasonably suspects has been or is likely to be used to commit an offence, or to cause personal injury to, or to damage to property. As long as it is reasonable in the circumstances, staff are permitted by law to take temporary possession of any suspected illegal substance or prohibited item. If a prohibited item is confiscated (including clothing and/or jewellery), and presuming it does not need to be retained, as per DfE guidance, it can only be collected by a parent. Staff cannot look after items for 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.

8.10.1 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.

- 8.10.1 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.
- 8.10.2 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.
- 8.10.3 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.
- 8.10.4 Only staff members authorised by the headteacher/principal may carry out searches without consent.
- 8.10.5 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.
- 8.10.6 Where an item prohibited by this policy is seized as the result of a search and it is an electronic device such as a mobile telephone, the member of staff who seized the item may inspect the data on it, if they think that there is a good reason to do so. For this purpose, the member of staff has a good reason if they reasonably suspect that the data or file on the device in question has been or could be used to cause harm, to disrupt teaching or break the school rules. In cases where staff are advised, or suspect, that the mobile device contains youth-produced sexual imagery, they must follow the advice in this regard issued by CET's Head of Safeguarding/the Designated Safeguarding Lead.

- 8.10.7 School staff can seize any prohibited item found as a result of a search. They can also seize any item, which they consider harmful or detrimental to school discipline, even if it is not found as a result of a search.
- 8.10.8 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 school⁹
- 8.11 Police Searches/ questioning and the requirement for an appropriate adult to be present
- 8.11.1 The Designated Safeguarding Lead (and deputy) are aware of the requirement for children to have an appropriate adult when in contact with police officers who suspect them of 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.
- 8.11.2 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.
- 8.11.3 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.
- 8.11.4 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.
- 8.11.5 A person whom there are grounds to suspect of an offence must be cautioned¹⁰ before being questioned about an offence¹¹, 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.
- 8.11.6 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.

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

- the parent, guardian or, if the juvenile is in the care of a local authority or voluntary organisation, a person representing that authority or organisation.
- a social worker of a local authority
- failing these, some other responsible adult aged 18 or over who is not:
 - a police officer;
 - employed by the police;
 - under the direction or control of the chief officer of a police force; or
- 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.

8.12 Suspected Criminal Behaviour, including Harmful Sexual Behaviours

8.12.1 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

8.12.2 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

8.13 Monitoring and Evaluation: The policy will be reviewed annually and reported to the Education Standard 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- 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 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.

8.14 Recording and Reporting Significant Incidents:

8.14.1 Every significant incident involving a restrictive intervention, including use of force, seclusion and non-force restraint, must be recorded in writing as soon as practicable, and no later than the same day wherever possible.

8.14.2 This duty applies even where the intervention was anticipated within a Behaviour Support Plan or Pastoral Risk Assessment.

8.14.3 The staff member(s) directly involved will complete the record, which must include:

names of the student and staff involved

- relevant student needs or circumstances (including SEND)
- date, time, location and approximate duration of the incident
- a clear factual account of what happened and why the intervention was necessary, including context, triggers and behaviours of concern
- preventative or deescalation strategies used beforehand
- the type and degree of force used (if applicable)
- details of any injuries to student or staff
- post incident support and follow-up actions, including welfare checks, first aid, and any restorative or emotional support

8.14.4 Parents/carers will be informed in writing as soon as practicable, and no later than the same day, unless a lawful safeguarding exception applies.

8.14.5 In CET schools, reporting may only be withheld where informing a specific parent/carer would be likely to result in serious harm to the student. In such cases, the incident must be reported to the Head of Safeguarding, who will advise on next steps, including whether to inform the Local Authority, in line with the April 2026 guidance.

8.14.6 The written report to parents/carers will include:

- date, time, location and duration of the incident
- a brief explanation of why the intervention was necessary
- the type and degree of force used, or the form of seclusion/nonforce restraint
- any injuries or welfare concerns, and details of immediate support provided

8.14.7 Unless there are exceptional circumstances, the school will conduct restorative meetings with the staff and students involved; parents/carers will be invited to discuss the incident,

explore triggers, review preventative approaches, and agree any updates to Behaviour Support Plans or risk assessments.

8.14.8 Any injuries or health concerns will also be recorded under the school's health and safety procedures and reported to the HSE where required (i.e., only if RIDDOR thresholds are met, such as hospital treatment for a student, specified injuries, or staff incapacitation).

9. Support and Review

9.1 Following any restrictive intervention, the school will take timely, proportionate steps to safeguard the wellbeing of all involved, understand the circumstances of the incident, and reduce the likelihood of recurrence.

9.2 This will include:

- checking the student and involved staff for injury, distress or illness as soon as practicable
- administering first aid and seeking medical assessment or treatment where needed
- providing emotional or safeguarding support (pastoral staff, trusted adult, counselling or other appropriate services) for the student, staff or witnesses
- holding a reflective debrief to support wellbeing and learning, facilitated by someone not directly involved; this may include the student and their parent/carer where appropriate

9.3 A debrief will involve:

- a factual review of events, including early warning signs and triggers
- reflection on prevention and deescalation strategies used and their effectiveness
- identification of alternative approaches or adjustments to reduce future risk, including updates to behaviour support plans, risk assessments and reasonable adjustments.

10. Monitoring, Review and Accountability

10.1 This policy is reviewed annually by the Director of Education and updated as required and/or when statutory guidance changes.

10.2 The Board of Trustees approves the policy and any changes.

10.3 Each school maintains records and, in consultation with the principal, reports on the use of restrictive interventions at the Academy Improvement Board (AIB).

- 10.4 Leaders will monitor incidents and follow up actions to identify patterns, emerging risks or training needs. Repeated use of restrictive interventions or other concerns will trigger further review, multiagency engagement and/or escalation through safeguarding or SEND processes, as appropriate.
- 10.5 Trust wide data will be reviewed at meetings of the Safeguarding Committee, where trustees will use summative incident information to inform scrutiny and challenge around prevention, vulnerable groups, staff training and the support required to reduce future risk.

Appendix 1

AMBITION- EQUITY – OPPORTUNITY			
Purpose	Policy Checklist	Relevant Guidance	Equality, Diversity and Inclusion
To foster positive relationships, high standards of behaviour, and a calm and safe environment, within which all members of our community can thrive and reach their full potential.	Agreeing a shared set of values that clearly communicate expectations for positive relationships and behaviour. Having a clear and simple Rewards, Routines and 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.	Behaviour In Schools – Advice for Headteachers and school staff (February 2024) Behaviour in schools - advice for headteachers and school staff Suspension and Permanent Exclusion Guidance (August 2024). Suspension and permanent exclusion Guidance Searching, Screening and Confiscation Advice for Schools (July 2022)- Searching, Screening and Confiscation Use of Reasonable Force in Schools (July 2013) - DfE advice template Keeping Children Safe in Education 2025	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. This means making reasonable adjustments to this policy, where appropriate

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.

To ensure our rewards system remains fair and continues to promote positive choices, Hart Points will operate using a currency model. Positive Hart Points increase a student's balance, whilst Negative Hart Points reduce it. For example, a student who earns 20 Positive Hart Points but also receives 30 Negative Hart Points will have an overall balance of -10 Hart Points.

To support students in making informed decisions about spending their points, the Rewards Shop operates with a 50 Hart Point buffer. This means only points earned above 50 are available to spend. For example, a student with 60 Hart Points would have 10 Hart Points available to use in the Rewards Shop, whilst retaining their 50-point buffer. At the end of the academic year, students who have maintained this 50-point balance will be able to exchange it to gain access to our end-of-year inflatable celebration event, recognising their sustained positive contribution throughout the year.

Rewards categories – How to earn ‘Hart Points’

At The Hart School, students are recognised and rewarded for consistently demonstrating our four core values: Happy, Ambitious, Resilient and Tolerant (HART). Hart Points celebrate the positive behaviours, attitudes and achievements that help students succeed both in school and beyond. Every positive contribution, whether through kindness, effort, determination or respect for others, provides an opportunity for students to earn Hart Points and be recognised for living our school values each day.

Hart Value	Students earn Hart Points for...	Points
 Happy	Being kind, positive, helping others, showing good manners, and contributing to a welcoming school environment.	
 Ambitious	Working hard, aiming high, producing excellent work, improving, and taking opportunities to succeed.	
 Resilient	Never giving up, responding positively to feedback, showing determination, and overcoming challenges.	
 Tolerant	Respecting others, celebrating differences, working well with everyone, and treating people fairly and with kindness.	

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.

Students who finish each term in positive equity, having earned more Hart Points than negative points, will also be eligible for a range of additional reward experiences and incentives. These may include end-of-term celebration events, enrichment activities, prize draws and other exclusive opportunities, recognising those who consistently demonstrate The Hart School's values and make positive contributions to our school community.

#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 **15 sessions** at an extracurricular club / Student Leadership opportunity.

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 complete **30 sessions** at an extracurricular club / Student Leadership opportunity.

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.



To earn Gold, you'll need to complete **45 sessions** at an extracurricular club / Student Leadership opportunity.

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.



To earn Platinum, you'll need to complete **60 sessions** at an extracurricular club / Student Leadership opportunity.

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, Faculty Parking 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, where a restorative check-in will take place. This is not a sanction, but an opportunity to pause, regulate and reflect before continuing with learning.

Where appropriate, and at the professional discretion of the classroom teacher, a student may instead be **Faculty Parked**. This involves the student completing the remainder of the lesson in another classroom within the same faculty or subject area. This approach allows the student to remain within their specialist curriculum, benefit from a fresh learning environment, and continue making academic progress while avoiding the need for a classroom removal. Faculty Parking should only be used where the teacher believes the student is likely to be successful in an alternative classroom and where suitable capacity exists within the faculty.

The outcome of the reset conversation may therefore involve:

- Returning to the original classroom;
- A Faculty Parking placement within the same subject area; or
- The remainder of the lesson in the Reflection Room, depending on the student's emotional readiness and ability to re-engage positively.

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 or 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 two full period and a nearest break. 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.

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.

Due to entry from a classroom removal meaning pupils will have already attempted a Faculty Park, students will 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.

Other reasons for being in the Reflection Room and time durations include:

Reason	Duration
Out of Classroom Behaviours	1 Period
Truancy from Lesson	1 Period
Uniform Infringement	Until resolved
Pending investigation	Until completed

CONSEQUENCE SYSTEM



WE CAN • WE WILL • WE DO

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.

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

We recognise that behaviour is often a form of communication. A pupil's behaviour can be influenced by a range of factors, including emotional wellbeing, relationships, learning needs, or experiences outside of school. Our role is to understand the reason behind the behaviour while maintaining high expectations and providing the right support at the right time.

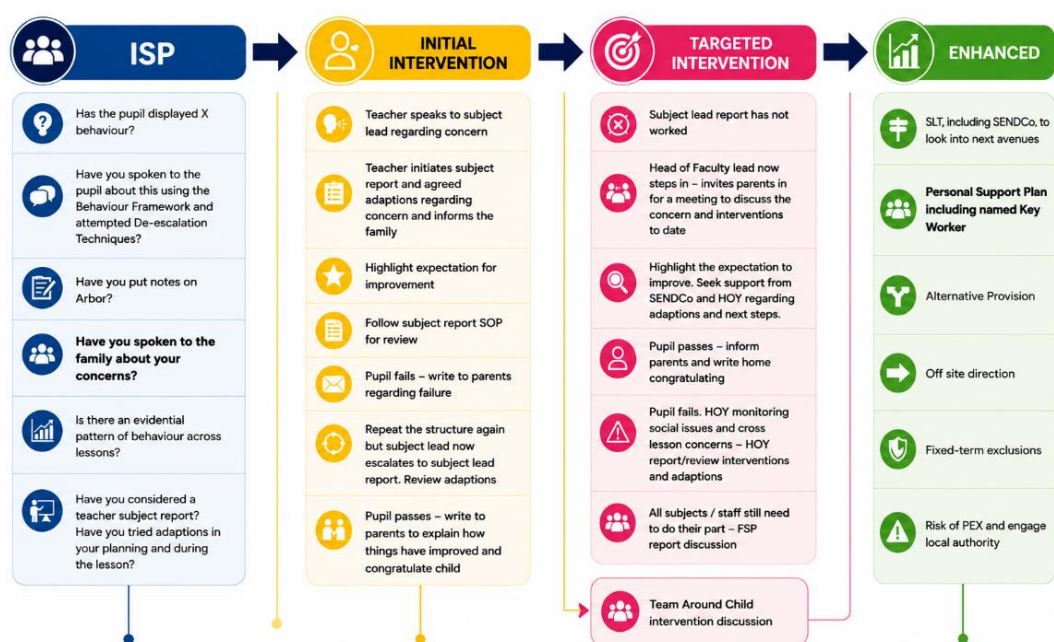
Our approach is rooted in therapeutic thinking. We believe that pupils are most successful when they experience consistent routines, positive relationships, clear boundaries, and timely intervention. Wherever possible, we aim to regulate, reconnect and restore pupils so they can successfully engage with learning and school life.

A Graduated Approach to Support

Support is delivered through our Waves of Intervention. This is a graduated model that ensures interventions become increasingly personalised and intensive as a pupil's needs develop. Most pupils will only ever need the first level of support, while a small number may require additional targeted or enhanced interventions.

The four waves and interventions are shown in the diagrams on page 51:

Four Waves – Graduated Response



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 / Stay Well	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	Trial Move/ 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	Screener	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

Adaptations

We recognise that every student is unique, with their own strengths, needs and individual circumstances. As part of our commitment to inclusion and equity, our behaviour systems are designed to maintain consistently high expectations while allowing for reasonable adjustments where these are appropriate and necessary.

We understand that some students may require additional support or adaptations to successfully meet the expectations outlined in this policy. This may include students with special educational needs and/or disabilities (SEND), learning difficulties, additional needs, or other individual circumstances that may affect how they experience, understand or respond to particular situations.

Reasonable adjustments do not mean lowering expectations. Instead, they ensure that students are given the appropriate support, strategies and opportunities they need to succeed. Adjustments will be considered on an individual basis, taking account of the student's needs and circumstances, while ensuring that our school remains a safe, respectful and purposeful learning environment for everyone.

Our aim is to achieve equity rather than simply equality: recognising that some students may need different approaches or additional support to achieve a successful outcome.

All staff receive training in de-escalation strategies and techniques, enabling them to respond calmly, consistently and appropriately when a student is experiencing difficulty. Examples of the approaches staff use are shown below:

DE-ESCALATION STRATEGIES

Calm, connect and support – helping every child feel safe, heard and in control.

De-escalation is about preventing situations from escalating and helping everyone feel safe and supported.

1 STAY CALM AND REGULATED Your calm helps their brain calm down.	WHY IT HELPS: - Children mirror adult behaviour - Reduces anxiety - Helps restore a sense of safety	HOW TO USE IT: - Take slow, deep breaths - Keep your voice calm and steady - Use a relaxed body posture - Pause before responding
2 GIVE SPACE AND TIME Space helps reduce pressure and overwhelm.	WHY IT HELPS: - Lowers stress and tension - Prevents further escalation - Gives time to regain control	HOW TO USE IT: - Step back and reduce eye contact - Offer quiet space if possible - Avoid crowding or blocking exits - Give them time – don't rush
3 USE CALM, SIMPLE COMMUNICATION Keep language short, clear and reassuring.	WHY IT HELPS: - Reduces confusion - Helps the child feel heard - Supports understanding and cooperation	HOW TO USE IT: - Speak slowly and simply - Use a calm, low voice - Use short sentences - Avoid lectures or too many questions
4 ACKNOWLEDGE FEELINGS Show empathy and validate their feelings.	WHY IT HELPS: - Helps the child feel understood - Reduces emotional intensity - Builds trust and connection	HOW TO USE IT: - Use phrases like "I can see you're upset" - Name the feeling - Let them know it's OK to feel that way - Show empathy, not judgement
5 OFFER CHOICES AND CONTROL Giving choice restores a sense of control.	WHY IT HELPS: - Empowers the child - Reduces power struggles - Encourages positive decision-making	HOW TO USE IT: - Offer two acceptable choices - Use "Would you like... or...?" - Involve them in problem solving - Respect their response
6 REDIRECT AND DISTRACT Shift focus to reduce intensity and support regulation.	WHY IT HELPS: - Breaks the cycle - Shifts focus - Helps regulate emotions	HOW TO USE IT: - Suggest a different activity - Use humour if appropriate - Offer a sensory or movement break - Change the environment if needed
7 USE NON-THREATENING BODY LANGUAGE Your body language can help or hinder de-escalation.	WHY IT HELPS: - Reduces defensiveness - Builds safety and trust - Encourages calm behaviour	HOW TO USE IT: - Stand to the side, not in front - Keep hands visible and open - Maintain a relaxed posture - Avoid pointing or looming
8 FOLLOW UP AND REPAIR Repair relationships and reflect together after the situation.	WHY IT HELPS: - Supports emotional recovery - Reinforces connection - Helps learn and prevent future escalation	HOW TO USE IT: - Check in when calm - Talk about what happened - Reflect and problem solve together - Praise positive choices

To ensure reasonable adjustments are applied consistently, appropriately and in response to individual need, a range of supportive measures and strategies may be utilised. These include:

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) 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.

Internal suspensions will begin slightly later than the normal school day, with students required to arrive at 08:50am. Upon arrival, students will enter through the Success Hub gate by the Inclusion Manager before being escorted to the Success Hub.

The school day for **internal suspensions will conclude at 15:30pm**. This later finish time allows for meaningful restorative conversations, targeted reflection, and structured activities to take place throughout the day, supporting students in addressing behaviours and reintegrating positively.

Parents and carers are asked to bring their child into school on the day of an internal suspension and to attend at the start of the day where possible. This provides an opportunity to work collaboratively alongside the member of staff supervising the room, ensuring consistency of approach and shared understanding of expectations. It also allows parents and carers to ask any questions and receive clarity regarding the purpose and structure of the internal exclusion process.

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 circumstances, The Principal may consider directing a pupil to attend an alternative educational provider for a fixed period, where this is judged to be in the pupil's best interests and will support their continued education. Any decision to direct a pupil off-site will be made in accordance with the latest Department for Education guidance on suspensions and permanent exclusions.

An **off-site direction** will only be used where the alternative provider can demonstrate that it will **deliver meaningful educational and therapeutic intervention** that is likely to have a positive impact on the pupil's behaviour, engagement, wellbeing, or readiness to return to school. The purpose of an off-site direction is to provide targeted support, address underlying needs, and improve outcomes, rather than simply changing the location in which a pupil is educated.

The Hart School will not use an off-site direction solely to access another school's internal exclusion or isolation provision where no additional assessment, intervention, or specialist support is provided. Off-site direction is not intended to replicate an internal suspension in a different setting, but to offer a purposeful programme of education and intervention that supports lasting improvement.

Where an off-site direction is agreed, the school will work closely with the pupil, parents or carers, and the alternative provider to establish clear objectives, monitor progress regularly, and plan for a successful reintegration back into school. This approach reflects our commitment to compassionate accountability, emotional safety, and ensuring that every intervention has a clear educational purpose and the best interests of the pupil at its heart.

Key Information for Families:

- Parents/carers will be informed in advance of any 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 are a **significant breach of the behaviour policy**. 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 the 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 (optional)** – 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.

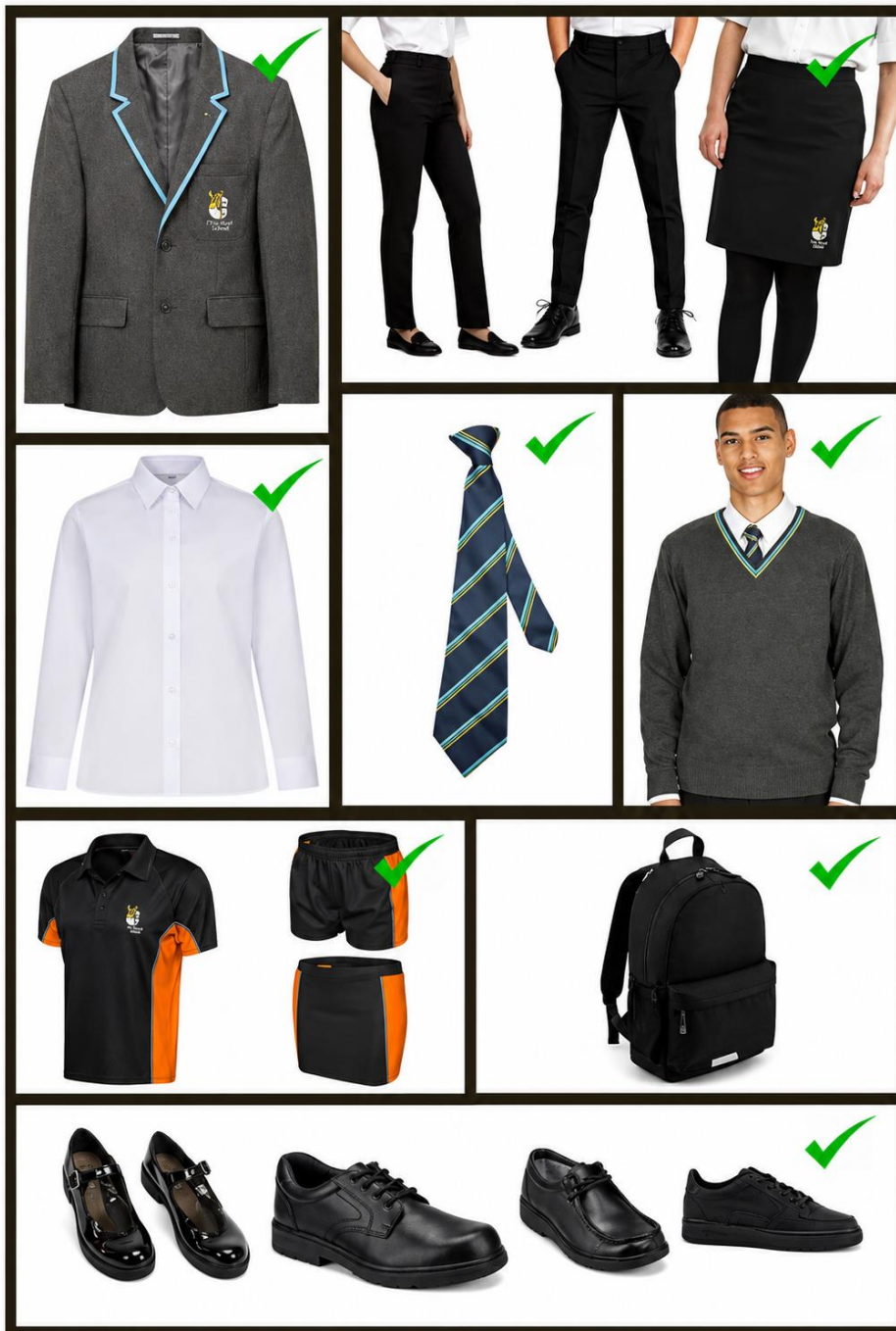
Other unacceptable items include:

- 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

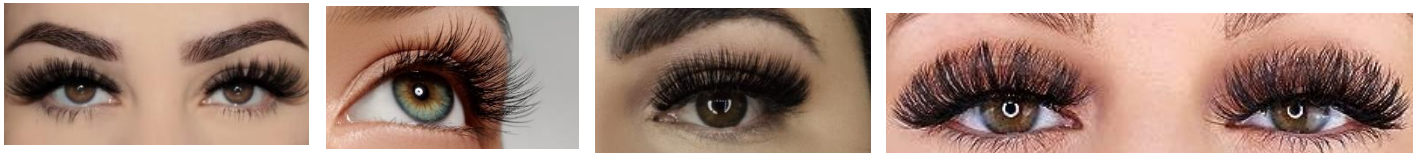
Hoodies and Sweatshirts



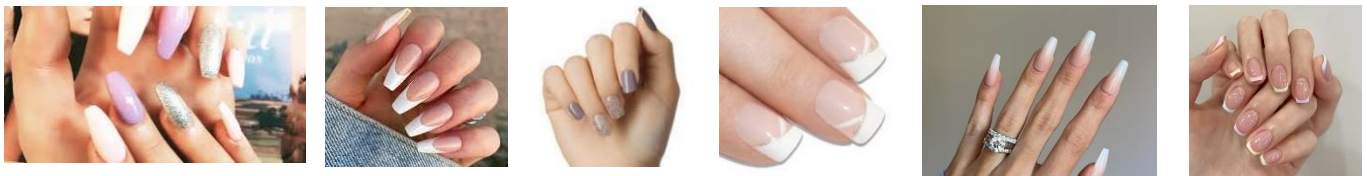
Skinny Trousers



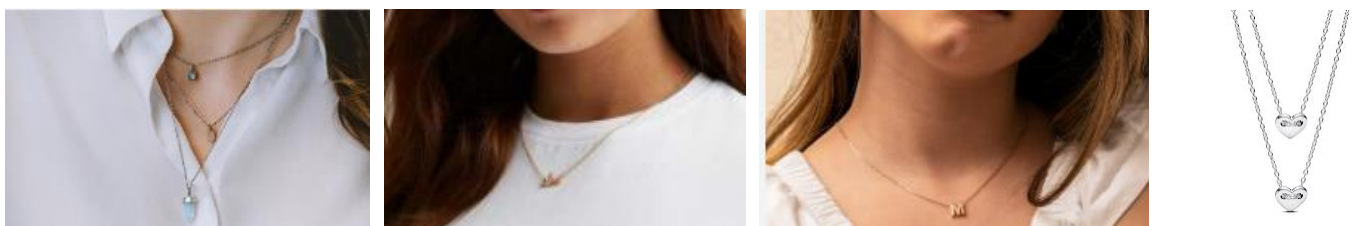
False Eyelashes



Fake Nails



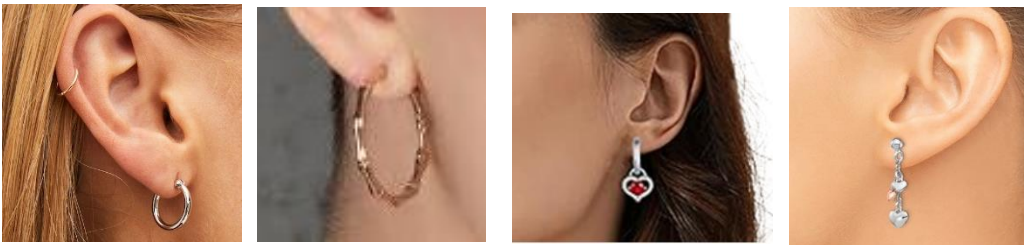
Necklace(s)



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

* Please note that extremely short, fitted shorts (including Nike Pro-style, cycling, gym, and non-Hart School shorts) are not permitted. Students must wear the correct The Hart School PE kit.

Cycling Shorts / ‘Pro’ Gear



Pre-loved Uniform

The Hart School is committed to ensuring that all students have access to correct school uniform, regardless of financial circumstances. Where families are experiencing hardship, the school can provide support through access to good-quality second-hand uniform items. Requests for assistance should be made in confidence via the school's pastoral system.

A range of community-based initiatives are also available to support families in accessing pre-loved uniform, including local donation networks, church-led uniform events, and Staffordshire-based uniform exchange schemes.

Further information about second-hand uniform support, including how to access assistance and details of local initiatives, is available on the school website.

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 and 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. As of 29 June 2026, this approach has also been reflected in legislation by the Department for Education, reinforcing the expectation that schools maintain effective restrictions on mobile phone use during the school day.

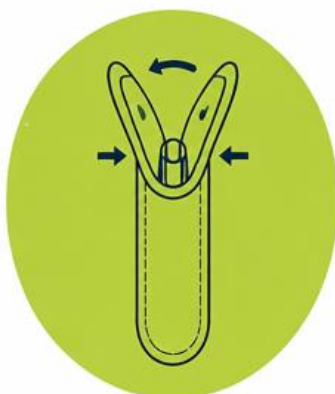
1 POUCH

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



2 LOCK

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



3 UNLOCK

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

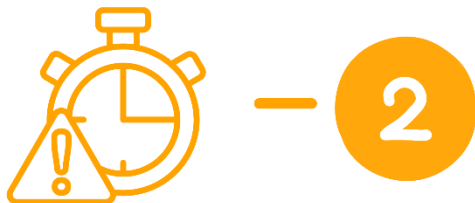


As the mobile phone pouches are school property, any deliberate damage or vandalism to them will be treated as vandalism and dealt with in accordance with our behaviour policy. Parents / Carers will also be expected to purchase a replacement via Arbor Pay at a cost of £15.

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 directed to the late tutor room. Arrival late to school will result in -2 Hart Points.

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. Arrival late to lesson will result in -2 Hart Points.

Every instance of lateness (whether to school or to lessons) will result in negative Hart Points being issued. The more negative points a student accrues, the greater the risk of entering negative equity within the school's rewards system. Being in negative equity at the end of each term may impact eligibility for long-term incentives, including events such as inflatables day and end-of-term celebrations.

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, particularly if they are a young carer.

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.

Internal Truancy – Understanding the Barrier and Restoring Learning

When a student does not attend their timetabled lesson or tutor time, this is classified as internal truancy. As well as presenting a safeguarding concern, non-attendance can indicate that there is an underlying barrier preventing the student from engaging successfully with their learning.

Our initial response is therefore one of support rather than sanction. Staff will seek to locate the student, understand what has led to them being out of lesson and support them to return to learning as quickly and successfully as possible. This may involve a conversation with the student, reassurance, restorative support, reasonable adaptations or additional intervention from pastoral, SEND or other appropriate colleagues.

Students will be encouraged to make the positive choice to return to their lesson. Where a student is finding this difficult, we will remain curious about the reasons behind this and provide further support to help them re-engage, rather than automatically issuing a consequence for the initial incident.

Where internal truancy becomes repeated or persistent, this indicates that further intervention is required. The student may therefore be enrolled into The Success Hub for a period of targeted intervention. The purpose of this is not simply to sanction the repeated behaviour, but to get underneath the surface of the reported issue, identify any barriers or unmet needs, and agree

strategies that will support the student to attend lessons successfully and prevent the behaviour from becoming an established pattern.

Where appropriate, this work may involve parents/carers, the Head of Year, SENDCo, safeguarding colleagues or other professionals, in line with our Waves of Intervention approach.

Persistent lateness to lessons will be approached in the same way. Where lateness becomes significant enough to indicate that a student is deliberately avoiding or missing a substantial part of their lesson, staff will seek to understand the reason, support the student back into learning and address any underlying barriers. Repeated patterns may result in further intervention through The Success Hub.

Safeguarding

Peer on Peer 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 peer-on-peer 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 peer-on-peer 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 peer-on-peer 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 peer-on-peer abuse, we will follow the principles as set out in Keeping Children Safe in Education (2026) 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 are significant breaches of the behaviour policy. 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.