



*Creative
Education
Trust*

Positive Relationships and Behaviour for Learning Policy

Policy Owner	Director of Education
Approved by	Recommended: Safeguarding Committee 25 th February 2026 Approved: Trust Board 15 th April 2026
Last reviewed on	February 2026
Next review date	February 2027



1	Introduction	3
2	Relationship to other Trust Policies	3
3	Principles and Purpose	3
4	Roles and Responsibilities	5
5.	Policy Detail	8
6.	Suspension and Permanent Exclusions	11
7.	Adapting Consequences for Pupils with SEND.....	13
8.	What are reasonable adjustments?	14
9.	Support and Review.....	21
10.	Monitoring, Review and Accountability	22
	Appendix 1	22
	Appendix 2 – Positive Relationships and Behaviour for Learning XXX	23



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
<p>We have unapologetically high expectations – our pupils deserve this.</p> <p>As a result, we expect all our pupils to:</p> <p>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.</p> <p>Be polite and have good manners</p> <p>Wear their uniform smartly and with pride.</p>	<p>We have clear rules, routines and systems, to ensure good relationships and behaviour, so that all our pupils can learn safely and disruption-free. 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.</p>	<p>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.</p>



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/hearing 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
<p>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.</p>	<p>Agreeing a shared set of values that clearly communicate expectations for positive relationships and behaviour.</p> <p>Having a clear and simple Rewards, Routines and Consequence policy.</p> <p>Providing training and support to staff on managing relationships and fostering positive behaviour.</p> <p>Planning, implementing and reviewing pastoral Intervention packages, in line with need.</p> <p>Planning a strong curriculum, including explicitly teaching pupils about positive relationships and behaviour.</p>	<p>Behaviour In Schools – Advice for Headteachers and school staff (February 2024)</p> <p>Behaviour in schools - advice for headteachers and school staff Suspension and Permanent Exclusion Guidance (August 2024).</p> <p>Suspension and permanent exclusion Guidance</p> <p>Searching, Screening and Confiscation Advice for Schools (July 2022)- Searching, Screening and Confiscation</p> <p>Use of Reasonable Force in Schools (July 2013) - DfE advice template</p> <p>Keeping Children Safe in Education 2025</p>	<p>The trust believes that pupils with different needs should be provided with the support they need to achieve individual success, while still operating within the framework of this and our other policies.</p> <p>This means making reasonable adjustments to this policy, where appropriate</p>



Appendix 2 – Positive Relationships and Behaviour for Learning at Harpfield Primary Academy

It is crucial to establish clear expectations and guidelines for positive behaviour, mutual respect, recognition and consequences to foster a productive and supportive environment. Our school values – ‘The Harpfield Way’: collaboration, respect, equality, ambition, trust, independent, voice and empathy are at the heart of our ethos and culture; it is our behaviour curriculum. We expect our pupils to exhibit and adhere to ‘The Harpfield Way’ values at all times. This is routinely built into assembly themes and our curriculum work, in addition to everyday classroom practice. Our behaviour curriculum promotes a positive and conducive learning environment where pupils can thrive academically and socially while understanding the importance of their behaviour and its impact on the school community.

THE HARPFIELD WAY

How you can demonstrate The Harpfield Way everyday!

	 Collaboration When we: <ul style="list-style-type: none"> - share with others. - take turns. - help those that are finding things tricky. - work well together as a group. - listen to each other and let everyone contribute. - are patient with our classmates. - play safely without hurting anyone. - include others in our games and conversations. 	 Respect When we: <ul style="list-style-type: none"> - look after our school environment and others' belongings. - listen to anyone that speaks to us. - follow instructions. - use our manners - please, thank you, good morning, hello, how are you? - have good table manners. - talk positively about others. - hold doors open and let people pass on the corridors and stairs. - are graceful in winning and respectful in losing. - line-up smartly and silently.
 Equality When we: <ul style="list-style-type: none"> - treat each other equally. - are fair to each other and no one is treated differently. - show tolerance and respect. - respect and celebrate our differences. - allow everyone to join in with our games and no one is excluded. 	 Ambition When we: <ul style="list-style-type: none"> - work hard and try our best. - concentrate on our learning and remain focused. - take pride in our work. - go above and beyond. - enter rooms quietly, sit properly on the carpet and at the tables. - embrace new challenges positively. - set ourselves goals and work hard to achieve them. - arrive to school on time. - attend school regularly. 	 Trust When we: <ul style="list-style-type: none"> - trust one another. - are honest. - listen to each other. - use equipment and school resources appropriately. - report concerns or worries to staff. - can rely on each other.
 Independent When we: <ul style="list-style-type: none"> - work hard without adult support. - try our best. - solve problems. - use classroom resources to help us. - can ask our classmates to help. - bring our reading books and diaries everyday. - complete our homework. 	 Voice When we: <ul style="list-style-type: none"> - say kind things to each other. - can disagree without being unkind. - talk positively about other people and use positive language. - can celebrate each other's achievements. - can express ourselves. - listen respectfully when others are speaking. - can practice our own cultures, faiths and traditions. 	 Empathy When we: <ul style="list-style-type: none"> - are kind, caring and helpful. - consider others' feelings. - do things for others without being asked. - help each other in difficult times.
In-class promise <ul style="list-style-type: none"> - Rewards when YOU choose to follow the Harpfield Way: <ul style="list-style-type: none"> - Positive praise - Phone calls home - Whole class rewards - Positive Notes - Dojos - Certificates - Badges - Stickers 		In-class promise <ul style="list-style-type: none"> - When YOU choose NOT to follow the Harpfield Way this will happen: <ul style="list-style-type: none"> STEP 1: Reminder STEP 2: Warning STEP 3: Last chance, 2 minutes after STEP 4: Reset



- Our behaviour management system follows the principles of relational and restorative approaches for modifying behaviour.
- ✓ Informing our work are:
 - Strong adult-child relationships
 - High expectations and consistency
 - Positive noticing and specific praise
 - A manner which deals calmly with all situations
 - Assertiveness and not aggression
 - Restorative practice (conversations to teach about behaviour)
 - Outstanding models of behaviour from all adults
- ✓ How it works:
 - We keep rewards separate from consequences. We never take away a reward a child has earned.
 - When a child deserves a reward, we are specific and immediate.
 - We give lots of praise/positive noticing – it does improve a child’s chances of choosing the correct behaviour.
 - We congratulate them!
 - Our school values encompass the behaviours that we are looking for.
- ✓ Staff will ensure they:
 - treat pupils with respect and dignity.
 - apply values/rules and consequences consistently and fairly.
 - will provide academic and emotional support and be approachable for help.
 - will provide a safe and secure learning environment.
 - encourage and motivate pupils to reach their full potential.
 - treat personal matters with confidentiality and sensitivity.

CLASS DOJO – REWARDS

A ‘Dojo’ can be given to children by any member of staff including office staff, site staff and kitchen staff to reward behaviour/acts linked to our school values.

- After **50 Dojos**, the child receives their first **bronze sticker**. Once they have received a **further 50 Dojos (100 Dojos altogether)** they are given a **bronze certificate and badge** in assembly. The same process is repeated for silver and gold:
- Silver: After a further **50 Dojos (150 altogether)**, the child receives their **silver sticker**. Once they have received a further **50 Dojos (200 altogether)** they are given a **silver certificate and badge** in assembly.



- Gold: After a further **50 Dojos (250 altogether)**, the child receives their **gold sticker**. Once they have received a further **50 Dojos (300 altogether)** they are given a **gold certificate and badge** in assembly.
- If a child surpasses the expectation of 300 Dojos, a headteacher's sticker will be given out at 350 dojos and a headteacher's certificate and 400 Dojos.

When all the children in a class receive:

- A bronze /silver /gold certificate, the class are awarded with an activity of their choice for one hour.

(This does not apply to new arrivals; a class will not need to wait until a new child has their Dojos to receive their class award).

Rewards are given regularly but that **only one** Dojo is given at a time unless given by the head teacher.

The academy's behaviour lead will monitor the distribution of rewards at the end of each term. Rewards and recognition of achievements will be regularly shared on Class Dojo and social media pages.

SUPPORT AND CONSEQUENCES

Step 1) Reminder

Staff will remind the child of the value that they are not displaying e.g. 'I need to remind you of our respect value'. This will preferably be completed in private. Positive noticing of other pupils displaying the correct behaviour will be used to encourage the child to show the right expectations.

Step 2) Warning

The child will be spoken to by a member of staff e.g. 'This is a warning, think carefully about your next choice. Remember our value of respect.' This will preferably be completed by dropping down next to the child, side on, at the child's eye level. The child will have a short period of time to make the right decision. During this time, the staff can support them to make sure that they understand what is being asked of them and if they require any additional support to help them to get back on track.

Step 3) Last Chance + Two Minutes After

This next step is if the child continues to engage in poor behaviour. This is the child's last chance to take control of the situation themselves. Beyond this point, the member of staff will decide what happens next. This will be completed in private.

Staff will follow a set script which will inform the child that this is their third warning, repeat the value that they are breaking and remind them of a previous good behaviour. They will be



expected to stay behind for two minutes at the end of the lesson to have a conversation with the teacher about their behaviour and learning, the choices they made and how their behaviour will be in the future. Younger children may need two minutes set aside within the lesson.

Step 4) Reset

This stage is for children who are still not able to follow expectations and stay within the boundaries. The child will be taken to a different area within the school (likely to be outside of the classroom, in the shared area, or community room) to be supported to calm down and reset. The purpose of reset is to help to regulate behaviour, not to discuss the incident that occurred, and to get back to their lesson. The reset will be up to 20 minutes for the child to receive emotion coaching with a designated member of staff; this may be the teaching assistant, the home-school link worker or a senior leader. This is an opportunity for the child to discuss their feelings and prepare to go back into the lesson. A child may need a calming activity to complete during this period. In extreme cases, a child may need longer than 20 minutes. 'Two Minutes After' applies in this step too.

At the end of the lesson, the child will be expected to stay behind for two minutes to have a conversation with the teacher about their behaviour and learning, the choices they made and how their behaviour will be in the future. The teacher, during their conversation, may decide that a consequence to their actions is warranted e.g. any destruction caused will be cleared and tidied away, break time missed etc.

For more serious incidents, more than one member of staff may be needed to provide support and to help to keep everybody safe. Any secondary behaviours seen as a result of the initial behaviour incident will be put aside during the moment and will be addressed later during a conversation when the child is calm. Other children (and parents) need to trust that staff will deal with any secondary behaviours witnessed.

For serious breaches and repeat offences, the school's behaviour lead and/or headteacher will become involved and parents will be informed via telephone conversation, letter or face to face meeting. Procedures, set out above within CET's behaviour for learning policy, will be invoked such as 'on report', internal exclusions and suspensions.

'Reasonable adjustments' to the behaviour policy will be applied, as appropriate, in respect of pupils with SEND, including:

- Support from staff in regulating emotions, using emotion coaching strategies
- Additional verbal warnings before the sanction system is used
- Time spent with the pastoral team
- Individualised curriculum if a pupil is struggling
- Consult with specialist teams/ external advisors
- Identify any underlying needs e.g. speech, language and communication
- Safe spaces in school
- Use of fidget toys
- Using quieter entrances
- Use of visual timetables / now and next
- Sensory needs addressed e.g. ear defenders

Pupils and parents can request support via the class teacher, home-school link worker, SENDCO, behaviour lead or Headteacher. The academy may signpost parents to outside agencies e.g. GP, Changes and Well-Being Service, Dove Service. An Early Help



assessment may also be beneficial for families requiring further help and support.

Mobile phones are not allowed in the academy unless a Y5 or Y6 pupil walks to and from school. In this case, mobile phones are to be switched off and given to the school office for safe keeping.

Child-on-child abuse

At Harpfield Primary Academy, we believe that all children have a right to attend and to learn in a safe environment. Sexual violence and sexual harassment is never acceptable and it will not be tolerated at Harpfield Primary Academy.

Girls and young women are more frequently identified as those who are abused by their peers, however, anyone can be a victim of abuse and at Harpfield Primary Academy, all victims will be reassured that they are being taken seriously, regardless of how long it has taken them to come forward and that they will be supported and kept safe.

Harpfield Primary Academy is committed to adopting the position that sexual harassment and online sexual abuse are a problem in our academy community and beyond. Through this stance, we will develop a whole-academy approach to proactively addressing this form of abuse.

We will follow and adhere to KCSIE 2024 (statutory guidance) and Department for Education advice for schools 'Sexual violence and sexual harassment between children in school and colleges.

Academy leaders will minimise the risk of child-on-child abuse by: ensuring that all pupils are listened to – all reports are taken seriously, are recorded using our safeguarding platform and are acted upon; unacceptable behaviour is dealt with promptly; pupils are taught about tolerance and respect through our school values; pupils are regularly reminded of who they can talk to if they have any concerns; pupil well-being questionnaires are given to pupils in order to identify any concerns and determine the effectiveness of our behaviour policy; staff are trained to identify potential signs of abuse and follow safeguarding procedures; the RSE curriculum is fully implemented where we focus on healthy relationships, respectful behaviour between boys and girls and how bullying is tackled.

Uniform expectations

The Equality Act 2010 prohibits discrimination against an individual based on the protected characteristics, which include age, sex, disability, race, religion or belief, pregnancy and maternity, and gender reassignment.

To avoid discrimination, our school will:

- Avoid listing uniform items based on sex, to give all pupils the opportunity to wear the uniform they feel most comfortable in or that most reflects their self-identified gender
- Make sure that our uniform costs the same for all pupils
- Allow all pupils to have long hair (though we reserve the right to ask for this to be tied back)
- Allow all pupils to style their hair in a way that is appropriate for school



- Allow pupils to request changes to swimwear for religious reasons or if they are experiencing discomfort related to their sex, gender or gender reassignment
- Allow pupils to wear headscarves and/or other religious garments
- Allow pupils with sensory or physical needs to make reasonable adaptations to their uniform depending on their specific needs

Our school's uniform

Navy blue polo shirt, navy blue sweatshirt or cardigan (with or without school logo), grey trousers / skirt, grey tights, plain black shoes.

PE – light blue polo shirt, navy blue shorts, plain black or blue tracksuit, plain black pumps/trainers. No jewellery and hair tied back.

Hair styles should be neat and tidy and promote our high standards of dress. Long hair should be fully tied back for PE. There should be no extremes of style or colour. Hairstyles worn because of cultural, family and social customs can be part of a pupil's ethnic origin and therefore fall under the protected characteristic of race.