



Positive Relationships and Behaviour for Learning Policy 2025/2026

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Introduction

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

As a family of schools, all of our academies share a common purpose: to make a difference every day to the lives of the young people and communities that we serve. However, all of our academies also have their own unique identity, which we deliberately foster. For this reason, this policy should be read in conjunction with each school or academy's individual approach to Promoting Positive Relationships and Behaviour for Learning, which is included in the appendices (Appendix 2-5) at the back of this documentation.

This policy is based on legislation and advice from the Department for Education (DfE), which is clearly referenced at appropriate points within this documentation. In particular, the trust acknowledges its legal duties under the Equality Act 2010, in respect of safeguarding¹ and in respect of pupils with special educational needs (SEND)². The trust believes that pupils with different needs should be provided with the support they need to achieve individual success, while still operating within the framework of this and our other policies.

Relationship to Other Trust Policies

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

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

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

Principles and Purpose

Creative Education Trust's approach to behaviour for learning is centred around building the relationships that promote positive behaviour and learning.

Using the principles of Therapeutic Thinking³ as a framework, our academies are developing whole establishment approaches that foster positive relationships, thus creating a calm, safe and supportive environment, free from disruption, in which our children and young people can thrive, both in and out of the classroom, and reach their full potential.

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

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

³ [Therapeutic Thinking](#)

Roles and Responsibilities

All members of the CET family have a responsibility for promoting and maintaining positive relationships and behaviour in our schools and academies.

Our specific roles are outlined as follows:

Trustees/Education Directors

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

CET's Education Directors provide support and challenge to school staff ensure that the trust's policies are embedded, and that the quality of relationships and behaviour is regularly and effectively monitored.

Headteachers/Principals and Senior Leaders

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

- Ensuring that there are clear policies for routines, rewards and consequences that promote positive relationships and behaviour, including good attendance, both during lessons and at other times
- Providing induction, ongoing training and, if required, further support for all staff and pupils, which makes known the routines, rewards and consequences and which helps to ensure that they are always fairly applied
- Ensuring that the policy promotes equality for all pupils and addresses individual needs. Where there are underlying causal factors for unacceptable behaviour, the headteacher or principal, supported by senior leaders, are ultimately responsible for ensuring that these are considered when deciding which actions to take in response.
- Supporting the practical day-to-day aspects of the policy's implementation by: being visible; responding to and investigating serious instances of unacceptable behaviour; ensuring all relevant information about individual pupils is shared within and between teams; and communicating effectively with parents, outside agencies and other key stakeholders, as appropriate.

- Ensuring that suspensions and permanent exclusions are issued in a manner that is compliant with the relevant statutory guidance and as a 'last resort', and that appropriate arrangements are made for the re-integration of pupils further to periods of suspension.
- Making all staff aware of the statutory guidance contained or alluded to within the relevant sections of Keeping Children Safe in Education, so that they can adequately safeguard pupils when responding to allegations of child-on-child abuse, sexual harassment, sexual violence, or when pupils report bullying
- Scrutinising and reporting, using the agreed processes, data in relation to routines, rewards and consequences to ensure that they remain effective. This includes keeping written records of all significant behaviour and safeguarding incidents, using the trust's MIS system and CPOMS, as well as ensuring that individuals and groups are closely monitored to allow for early intervention, and reviewing the support provided to individual pupils and the impact of this
- Prioritising the explicit teaching to pupils about the school's behaviour routines, rewards and consequences, including the rationale for each, and providing a relevant PSHE programme.

Staff

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

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

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

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

Pupils

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

Parents

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

Policy Detail

Our Core Expectations

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

As a result, all CET schools will prioritise:

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

Routines and Consequences

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

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

In line with the trust values, and in response to our commitment to Therapeutic Thinking, our 'consequences' are not designed to be punitive but are either:

- Developmental and restorative, helping the pupil to understand the impact of their behaviour, or
- Protective, preventing the pupil from behaving in these ways until they receive the support they need to help them to make better decisions.

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

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

Rewards

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

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

Detentions

These may be set before, during or after school, on any school day or Staff Training (INSET) Day. If pupils are detained during the lunch break, they will still be given reasonable time to eat, drink and use the toilet. Please note that parental consent is not required for a detention to take place, although staff will always endeavour to give notice on the day or day before the detention.

Where appropriate, staff will also always take into consideration any special needs a pupil may have, that may, for example, impact on their ability to travel home safely after serving a detention.

Removal from the classroom

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

Staff will seek to minimise the amount of time that the pupil who has been removed from a lesson spends outside of the classroom. Wherever it is considered likely that the pupil can be re-integrated into the lesson after a brief conversation, then staff will seek to do this. Otherwise, staff will try to re-integrate the pupil back in to a subsequent lesson later on during the day. Brief periods of time

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

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

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

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

Suspensions and Permanent Exclusions⁴

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

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

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

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

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

⁴ [Suspension and permanent exclusion guidance](#)

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

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

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

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

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

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

Adapting consequences for pupils with SEND

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

This means that staff will try to anticipate, as far as possible, all likely triggers of misbehaviour and, where appropriate, put in place support plans for identified pupils to prevent issues from occurring. Where necessary, support and advice will be sought from relevant external agencies, including the Local Authority, and we will always work with the child or young person's family to create a plan⁶.

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

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

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

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

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

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

What are 'reasonable adjustments'?

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

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

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

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

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

Uniform

Effective teaching and learning starts with a smart and tidy appearance as it helps to instill discipline and pride, reducing the risk of distraction in lessons. The uniform expectations, and support available to families, is outlined in the appendix to this policy.

Individual academy uniforms should be worn by all pupils. Prohibited items can be confiscated. Likewise, pupils may be lent correct uniform or placed in isolation with appropriate work until uniform issues are resolved.

Mobile phones

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

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

Visiting the toilet during lessons

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

Social media/unacceptable online behaviour

The misuse of social media, or the undertaking of unacceptable on-line behaviour in general, may fall under the remit of this policy in the following circumstances:

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

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

Physical Restraint⁷

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

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

The trust's Physical Restraint Policy sets out our approach. Incidents of physical restraint will always be used as a last resort when all appropriate de-escalation techniques have failed and will be applied using the minimum amount of force and for the shortest amount of time possible. It will

⁷ [DfE advice template](#)

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

When considering using physical restraint, staff will, in considering the risks, carefully recognise any specific vulnerabilities of the child, including SEND, mental health needs or medical conditions. Wherever possible physical restraint will be carried out by trained staff who are competent in the use of a recognised behaviour management system.

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

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

Drugs

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

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

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

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

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

Searching and Confiscation⁸

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

⁸ [Searching, Screening and Confiscation](#)

- Knives and weapons
- Alcohol
- Drugs
- Stolen items
- Any article that the member of staff reasonably suspects has been, or is likely to be used to commit an offence, or to cause personal injury to, or to damage to property
- Tobacco and cigarette papers
- E-cigarettes or vapes
- Fireworks
- Pornographic images

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Suspected Criminal Behaviour, including Harmful Sexual Behaviours

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

Malicious Allegations

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

Other

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

Monitoring and Evaluation

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

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

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

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

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

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

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

AMBITION – EQUITY - OPPORTUNITY			
Purpose	Policy Checklist	Relevant Guidance	Equality Diversity and Inclusion
<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>	<ul style="list-style-type: none"> - Agreeing a shared set of values that clearly communicate expectations for positive relationships and behaviour. - Having a clear and simple Rewards, Routines and Consequence policy. - Providing training and support to staff on managing relationships and fostering positive behaviour. - Planning, implementing and reviewing pastoral intervention packages, in-line with need. - Planning a strong curriculum, including explicitly teaching pupils about positive relationships and behaviour. 	<p>Behaviour In Schools – Advice for Headteachers and school staff (February 2024) Behaviour in schools - advice for headteachers and school staff 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 2024 Keeping children safe in education 2024</p>	<p>The trust believes that pupils with different needs should be provided with the support they need to achieve individual success, while still operating within the framework of this and our other policies.</p> <p>This means making reasonable adjustments to this policy, where appropriate.</p>

Appendix 2 – Positive Relationships and Behaviour for Learning – Wrenn School

Rewards & Awarding of students at Wrenn

It is important that our students are recognised for their hard work and effort and for the fantastic contributions that they make to school. Our students can earn achievement points, and these link to each of the aspects within our Wrenn Ethos.

- **Working Hard** - For working hard in a lesson, within a project, or over a series of lessons.
- **Respecting Others** - For working within a group, listening well to others or for supporting others.
- **Enjoy Learning** - For completing additional tasks, going beyond in their home learning or for their contributions in extra-curricular clubs and school teams.
- **Never Giving Up** - For showing resilience in their learning, exams, assessments and for being persistent in a particular piece of work or aspect in their learning.
- **Navigate Your Future** - For working hard within a careers event, work experience, attending an interview, or for showing excellence in their attitudes towards assessments and exams.

Students can also earn awards, rewards and other ways of being recognised for their efforts both in and out of lessons. These are regularly celebrated in prize draws and assemblies by their year group Progress Leader towards the end of each half term.

REWARDS @ WRENN

REWARDS FOR MYSELF. = REWARDS FOR MY HOUSE.

- 1 WRENN CHARACTER BADGES** 200 House Points per Badge
Work Hard, Respect Others, Enjoy Learning, Never Give Up, Navigate your future.
- 2 ACHIEVEMENT ASSEMBLIES** Every half term, you can win prizes and awards!
- 3 BE KIND@WRENN** Are you kind to others? Have you experienced kindness? Collect 5 Be Kind@Wrenn cards to earn a badge and 25 House Points!
- 4 GRADUATION** Year 9 only
The graduation celebration is a great opportunity to celebrate your year 9 achievements with friends and family. Get ready to wear your cap and gown and collect your prize!
- 5 REWARD TRIPS** Trips are an exciting way to reward your hard work throughout the year!
- 6 PRINCIPAL'S AWARD** This is a very special award, with very special prizes given to you by Mrs Parker.
- 7 ATTENDANCE** Excellent and improved attendance is rewarded throughout the year.
- 8 GOLDEN TICKETS** Can you make a member of staff go WOW? If so, you will earn a Golden Ticket. Every half term, there will be a new prize draw!
- 9 HOUSE CHALLENGES & EXTRA CURRICULAR CLUBS** Join in to win House Points!
- 10 POINTS MEAN PRIZES** Year 11 only - More information given in assembly

REWARDS @ WRENN SIXTH FORM

REWARDS FOR MYSELF. = REWARDS FOR MY HOUSE.

- 1 GIVE BACK AWARD** This award celebrates acts of kindness, generosity, and social responsibility, highlighting those who go above and beyond to help others without expecting anything in return.
- 2 ACHIEVEMENT ASSEMBLIES** Every half term, you can win prizes and awards!
- 3 BE KIND@WRENN** Are you kind to others? Have you experienced kindness? Collect 5 Be Kind@Wrenn cards to earn a badge and 25 House Points!
- 4 INDEPENDENCE AWARD** This award honours those who take initiative in their academic pursuits, managing their time and responsibilities effectively without the need for constant prompting or supervision.
- 5 REWARD TRIPS** Trips are an exciting way to reward your hard work throughout the year!
- 6 PRINCIPAL'S AWARD** This is a very special award, with very special prizes given to you by Mrs Parker.
- 7 ATTENDANCE** Excellent and improved attendance is rewarded throughout the year.
- 8 GOLDEN TICKETS** Can you make a member of staff go WOW? If so, you will earn a Golden Ticket. Every half term, there will be a new prize draw!
- 9 HOUSE CHALLENGES & EXTRA CURRICULAR CLUBS** Join in to win House Points!

Sixth Form students tend to value different types of rewards, such as pizza parties, recognition in achievement assemblies, and trips. As a result, they have a tailored rewards system with a strong emphasis on supporting their journey towards future goals.

Behaviour For Learning at Wrenn

The school seeks to maintain a safe and structured environment which is based around our belief that 'we should set no limits and accept no excuses' and that all students can achieve great outcomes and success in their learning. At Wrenn School we work collaboratively with all

stakeholders to establish a culture of high expectations, students are respectful, both in and out of

lessons, and this is central to the school's philosophy and our school ethos.

It is the school's belief that the best way to bring about good classroom behaviour is for students:

- to be engaged in their learning
- to be set clear, firm boundaries
- to be challenged at a level appropriate to their ability
- to be taught in such a way as to stimulate their interest

Students are encouraged to respect, to support and to take the time to understand those around them. We have a strong culture of respect which is embedded in all areas of Wrenn School. Our high expectations permeate through everything that we do, we expect students to be able to develop and become the best version of themselves during their time at the school.

Great students at Wrenn do...



Work Hard- Great students work to the best of their ability and take pride in the work they do, in every lesson.

Respect Others- Great students respect their classmates, teachers and staff, and themselves. Being polite, kind and understanding at all times.

Enjoy Learning- Great students take an active part in their lesson, they listen well, give answers and show excellence in what they do and the way they present it.

Never Give Up- Great students work hard through 'healthy struggle' to make sure they are the best version of themselves and are resilient.

Navigate your Future- Great students ensure that they create opportunities for themselves to be successful by carrying out all of the other Wrenn values and striving to achieve.

WRENN
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Creative
Education
For All

Every young person who attends Wrenn School has the right to expect and experience a disruption free learning environment. To make sure that no learning time is lost, we have put in place a clear structure to empower our teachers to manage behaviour for learning both in and outside of lessons.

- Any unacceptable behaviour will result in staff/teachers using the following system:
- An official verbal warning – This will include the students' name and the area of the school ethos which the child has not met.
- Students who do not adjust their behaviour following the verbal warning will be 'On Called' from the lesson – This means that the student is removed from the lesson and placed in our Reset room. When a student enters the Reset room, they are expected to complete a reflection sheet and complete a discussion with a staff member regarding this. Once this is completed, students will spend the remainder of this lesson, their next lesson and either break or lunch in Reset.
- Any further On Calls in the same term will result in the student spending the next 5 lessons working in Reset on work that is set by the school. Restorative conversations will take place to support student reflection. The Reset room day ends at 3.50pm for all students.
- Reasonable adjustments may be made to support students with additional needs.
- All students must complete the work set – failure to do so may result in further sanctions. During the student's time in Reset, they will be asked to work from an online platform that mirrors their classroom learning as closely as possible to ensure students do not miss key learning before their return to mainstream classrooms.

Support for students to achieve the Wrenn behaviour for learning expectation

It is important that students are supported to ensure that they are able to regulate and manage their own behaviours as they move through adolescence. Wrenn offers an extensive range of support interventions that can be employed to guide students towards positive behaviours and outcomes. These support interventions can be categorised in academic support, SEND support, behavioural support, therapeutic support, and the use of external organisations to support where more specialised professional support is identified as being needed. Examples of this support may include: one to one mentoring; tutoring in specific subjects; referral to external agencies/services; therapeutic thinking interventions; adapted curriculum offer; referral to SEND support; zones of regulation work; time out interventions; in- school counselling.

The aim of all of these support interventions is to help students to be able to make clearer choices about their own future and ensure that they are able to uphold the values and ethos of the school, that will in turn develop their own character.

At parent meetings and readmission meetings these support interventions will be discussed with the family and student about any relevant support that may be used or offered.

SEND Support for students to achieve the Wrenn behaviour for learning expectation

At Wrenn school it is acknowledged that those students with an identified additional need may find elements of self-regulation challenging. For this reason, our behaviour for learning policy and expectation allows for reasonable adjustment for identified students. This means

that when there is a behaviour incident involving a student, there will always be input from our SEND department, reasonable adjustment may then be made to any consequence where the additional need has impacted upon the situation, and additional support will be put in place to support students following the incident.

Behaviour for learning in the curriculum

It is the school's belief that good behaviour routines need to be taught and modelled to students. It is through the 'taught, caught and sought' ethos that we look to develop students' character. This means that we teach students about the standards and expectations of them through a variety of methods and influences, ranging from the character assemblies taught by progress leaders, through tutor time information, PSHE lessons, and following incidents a structured education process related specifically to that incident. One of the most important elements of teaching our students positive behaviour routines is modelling these through our standard operating procedures. These mean that students are given a clear understanding of the expectation of every point of the lessons they attend and their conduct outside of the classroom. Students have been shown clear instructional videos and assemblies related to lesson entry and the standard expected, the 'track me, 3,2,1' process to gain student attention, how verbal warnings and on-calls will be issued, each section of learning in a lesson and how they should interact to be successful, how they should exit classrooms and how they should conduct themselves in corridors and around the school site.

Through the culture of the school and the ethos and values that are consistently reinforced students are able to see positive behaviours and choices modelled by all peers and adults that they interact with, this is the 'caught' element. Whilst in the school community students will regularly see those around them embodying the Wrenn values of working hard, respecting others, enjoying their learning, never giving up and navigating their future. Where there are incidents that these values are not being upheld, students will see staff challenging and educating students to uphold the value that was not seen, in every aspect of school life.

Finally, 'sought', where students are given the opportunities to excel and develop themselves through a wide range of opportunities to succeed and lead. These opportunities are constantly being reviewed and expanded. Currently, there is an extensive extra-curricular programme that changes throughout the academic year and allows a wide range of clubs to promote success and enjoyment in an area of interest for students, a range of leadership opportunities to help shape the school, and a house system that develops and celebrates both character and personal abilities.

Wrenn students in the community

The school is proud of its good reputation throughout the local community, and realises that good behaviour from its students, in and out of school, is instrumental in maintaining this. For these reasons it may be necessary to sanction poor behaviour that impacts on the reputation or our local community. Incidents may include, but are not limited to, physical incidents such as fighting, verbal abuse or bullying behaviours, shoplifting, vaping or smoking or poor conduct whilst on a school trip or with members of the public.

Finally, the ability to manage one's own behaviour is an important life skill, and it is one of the school's main tasks, in partnership with parents and carers, to promote this. We work closely with students and over their time in Wrenn we help them to reflect on their behaviour for learning, to develop their ability to self-regulate and to be accountable for their own behaviour choices.

Uniform Expectations at Wrenn

Students at Wrenn School take pride in their school and their uniform and all students are required to always wear the appropriate uniform. We ask parents to contact the Year Team Manager or Progress Leader if they require support or have any concerns about uniform.

The uniform for Years 7 – 11 is:

- Black Wrenn School Blazer, sleeves rolled down (with school badge).
- White shirt, neatly tucked in, top button fastened.
- Smart black tailored style trousers, (Jeans and tight-fitting leggings are not appropriate).
- Year 7 students must wear the new school skirt; this is optional for other year groups as the new skirt will be phased in.
- Students in years 8-11 may wear black tailored skirts if they wish, but this should be at least close to the knee in length.
- Students may wear black tailored shorts if they wish, but should be at least close to the knee in length (this policy is related to summer term only and at the discretion of the Principal).
- Smart black leather/leather look shoes (no trainers)
- Wrenn School Tie
- A plain black jumper may also be worn under the blazer.
- Hair types/styles and headwear that is associated with religion are accepted, there should be no 'shaved patterns' cut into the hair.

Please ensure that all items of uniform are clearly marked with the student's name.



The following items of clothing and accessories are **not permitted** at Wrenn School:

- Trainers/trainer-type footwear; examples include but not limited to, Nike, Adidas, Converse, Reebok.
- All canvas/fabric type footwear.
- Skin-tight/stretchy trousers, jeans and chinos.
- Skin-tight/stretchy skirts or any that are patterned or textured.
- Hair styles incorporating shaved patterns.
- Facial piercings can include one small nose stud only (no rings) which must be removed for PE.
- Ear jewellery – if worn, spherical studs in ear lobes (no rings).
- Please ensure that piercings are done at the start of a holiday in readiness for the Removal during P.E lessons.

- Hoodies, branded jumpers and baseball caps (confiscated if seen and returned at the end of the day).
- False nails must be short in length, so they do not pose a health and safety risk or interfere with learning (in Particular in PE). False nails should be no more than 3mm above the tip of the finger When the palm of the hand is facing upwards.

The wearing of trainers will only be permitted during PE lessons.

Notes from parents/carers, requesting alternative footwear, must be supported in writing by a medical professional for consideration and state specifically, the make and type of footwear that is recommended.

Flagrant breaches such as multiple piercings will be actioned via the Wrenn School's behaviour for learning protocol.

Please see below full Uniform Guidance.

Uniform Guidance

Examples of acceptable styles of footwear:

(Plain black, formal, leather/leather-look styles that can be polished and worn with a suit)

Styles similar to those shown below can be purchased at very competitive prices, from stores such as Shoe Zone, Asda and Tesco.

A



B



C



D



E



F



G



H



I



J



K



L



M



N



Examples of styles of footwear not permitted:

Many high-street shops market their range as “Back to School.” Many of the styles marketed are not permitted. When purchasing footwear please ensure that they are not those shown below and **do not look similar** to those displayed below.

1



2



3



4



Examples of acceptable styles of trouser/skirt:

- Trousers - Black, regular fit, formal trousers that are **not tight fitting, not jeans, not chinos.**
- Skirts – Black, formal skirts that **are not tight, stretchy, patterned, tube or short,** (worn one inch above the knee). Year 7 students **MUST** wear the new patterned skirt (see page 6).

A



B



C



D



E



F



G



H



Examples of trouser and skirt styles that are not permitted:

Trousers - Any style of trouser that is tight fitting, stretchy and/or short at the ankle Skirt – Any style that is tight fitting, stretchy, patterned or short



On those rare occasions where there are issues with uniform students can borrow uniform from our school uniform stores which are located on both school sites. We ask that our parents and students work together with us to address any concerns as quickly as possible. It is expected that this uniform is returned to RESET at the end of the day. If the item of uniform is not returned, parents/carers will be informed and may be asked to reimburse the school for the cost of the item of uniform.

If a child refuses to follow our school uniform expectations, refuses to accept support to resolve concerns, or persistently breaches our uniform policy, we will reserve the right to put in place school sanctions and work with parents to address concerns.

Uniform Donation- Parents can donate second-hand uniform that they have no further need for and bring this into either the Doddington Road or London Road Reception. This will then be offered at no cost to our parents and families who may be struggling to purchase uniform. Parents should contact the Year Team Manager for their child's year group in the first instance if they have questions or require any assistance regarding uniform.

Our students' voices are important to us, and we regularly conduct student voice meetings regarding our policies and their application. This allows us to review and implement the most effective strategies that support students and maintain high expectations of students at Wrenn school, whilst having our students shape and develop their school and education.

Mobile Phones

We have a 'see it, hear it, lose it' policy within school in relation to mobile phones. Students are not allowed to use their mobile phone in school during the school day unless they have specific permission from a teacher.

- Personal use of mobile phones is banned for all students.
- This starts from when students enter the gates in the morning until 3.10pm and their exit through the school gates.
- This also includes break and lunch time.
- In very exceptional circumstances students may be given permission by staff to check or use their phone whilst being monitored.

If staff see a student with their phone out or is using their phone it will be confiscated and taken to reception. Students will then be able to collect their phones from reception at the end of the school day and a parent or carer will be notified that it had been removed before the end of that week. A second instance of phone confiscation in a term will result in a parent or carer needing to collect their child's phone from reception at their convenience. A third

confiscation will result in a student spending a day in Reset, finishing at 3.50pm, and parents/guardians being contacted to organise a meeting with the year team manager about a plan regarding how or if the phone will be in school.

Punctuality

We pride ourselves on our commitment to ensure our students can access a high-quality education and leave school prepared for adult life. Key elements of learning occur at the very beginning of lessons, these episodes help consolidate knowledge. For these reasons, we regularly monitor students' punctuality to lessons and tutor time. When student lateness becomes a concern, it may be necessary to put consequences in place to improve this. When this occurs parents and carers will be notified of the consequence and the arranged time to complete this consequence. Consequences may include detentions, or time completing work after school, or internal exclusion in the RESET room.

Reset Spaces

We have a Reset space located on Doddington Road and London Road. These are internal exclusion spaces which are used for some students whose behaviour warrants a serious sanction which should exclude them from the normal activity and social interactions of the school.

Students will be expected to:

- Hand their mobile device to the supervising member of staff, and this will be placed in a secure location within the room.
- Sit at the allocated desk from the supervising staff.
- Complete the work provided by class teachers and the supervising staff, without causing any disruption to other learners.

RESET Behaviour system



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Education
Trust

Mobile phone will be handed in on entry

Work silently, raise your hand for help

2 warnings will be given for poor behaviour, phone call home at 2nd warning. Your 3rd warning will mean risk of suspension

1st on call this half term....
2 lessons and break/ lunch

2nd on call this half term....
5 lessons and finish 3.50pm same day

These spaces enable time for reflection for students, time for restorative conversations between students and staff and time for them to work and learn under close supervision. Students may be placed in our reset space for the following reasons, although this is not an exhaustive list:

- To keep a pupil out of circulation while an incident is investigated, pending a decision about an appropriate action.
- In response to persistent poor behaviour within a lesson or number of lessons which may have caused disruption to the learning for others within the class.
- For failure to comply with the school behaviour expectations and policy within or outside of lessons. For displaying unacceptable behaviour to another student outside of school or for bringing the school into disrepute because of unacceptable behaviour beyond the school gates.
- For an infringement of uniform rules where support to resolve the concern is refused and or in response to persistent infringements of the school uniform rules.
- Failure to hand in their mobile device to a staff member when asked to do so.
- Time in the Reset room may be extended if there is continued poor behaviour, refusal to complete the work provided or refusal to follow any school policies.

When a student is removed from a lesson this is taken extremely seriously. Once removed the teacher will notify the behaviour team so they can ensure the correct work is completed by students in the Reset room. A generic email will then be sent to parents and carers informing them that a lesson removal has been necessary. Within 48 hours the teacher that had to remove a student from their lesson will make contact home to explain the reasonings behind the 'on-call'.

RESTART

RESTART runs from 9.30 until 4.30pm and is based on Doddington Road. It is another internal exclusion space used for those students whose behaviour warrants a particularly serious sanction but is an alternative to external suspension and another way to keep students in school and learning. RESTART is also used for students who fail to work and meet the expectations of Reset and need some further input to help change their behaviours. RESTART is a programme that will help students to make the correct choices before going back into class; it utilises Therapeutic Thinking practices and has specialist staffing.

Success Unit

The Success Unit is a bespoke area based in the House at London Road where students who are particularly struggling with mainstream lessons can go to receive focused tutoring and support for a period of up to 6 weeks. Here they will learn coping strategies in an attempt to get them prepared for a return to the classroom. Students in the Success Unit may be those who have received an external suspension and require further work outside of the main classroom in order to make good choices and be successful in school. They may also be students who just need time away from their normal peers where a pattern of poor behaviour is emerging. Work in the Success Unit is targeted on reintegrating students back into mainstream school.

Suspension or Permanent Exclusion from the school

The school will follow the procedures laid down in DfE guidance regarding good practice in relation to permanent exclusions/suspensions. Pupils are only suspended when the pupil's behaviour constitutes such a serious challenge to the good order of the school, that other sanctions are not sufficient. Behaviour that may lead to suspension or permanent exclusion

includes, although this is not an exhaustive list:

- Violence, whether expressed in actions or threats, towards students, staff or members of the wider community beyond the school gates. This may include 'fighting', punching, hitting, slapping, kicking, hitting of any kind, spitting, pushing, pulling, headlocks or holds or hair pulling, including threats of these.
- Actions or words to or about a member of staff, or in the presence/hearing of a member of staff, which are judged to have the effect of seriously undermining their authority. This may include direct or indirect verbal comments, or actions that mean that the staff member is submitted to behaviours that would not be accepted in society.
- Offensive written material which is judged to have the effect of undermining the authority of a member of staff.
- Persistent misbehaviour which prevents themselves and/or other pupils from learning. This may include actions that stop the learning of others or the staff member from completing their normal daily duties or failure to heed warnings in RESET.
- Bringing items into school, and or handling items likely to endanger or harm other people, such as weapons or dangerous/illegal substances. This may include weapons, or items that could be used as such, illegal drugs, alcohol, vapes or cigarettes.
- Attending the school under the influence of alcohol, illegal drugs, or volatile substances.
- Causing intentional or malicious damage to property or the school environment.
- Actions likely to cause significant disruption to the orderly running of the school. This may include truancy on or off site, repeated refusal to follow staff instructions, hiding or running from staff whilst on site, or disruption to classrooms whilst learning is occurring.
- Any incidents that may have impact on the reputation of the school and could bring the school into disrepute. This can include actions inside and outside of the school.
- Being in persistent or serious breach of a previously drawn-up contract of behaviour.
- Any incident of peer-on-peer abuse that is deemed unacceptable. This may include, but is not limited to, harmful sexual behaviour, bullying behaviours, physical, verbal or online abuse. Support and/or consequences will be in line with our most current safeguarding policy.

When it has been necessary to issue a suspension, it is vital that a readmission meeting occurs following this. There is an expectation of parents and carers to attend these in order to reduce the risk of reoccurrence of the behaviours that led to the suspension and to ensure that both home and school, work in collaboration in the interests of the student and the safe and orderly running of the school.

All suspensions and permanent exclusions are put into effect strictly within the terms set out in current educational law.