



# Positive Relationships and Behaviour for Learning Policy 2025/2026

<b>Policy Owner:</b>	Director of Education
<b>Approved by:</b>	Education Standards Committee
<b>Last reviewed on:</b>	June 2025
<b>Next review date:</b>	June 2026

# Contents

Policy Overview	Page 1
Contents	Page 2
Introduction	Page 3
Relationship to Other Trust Policies	Page 3
Principles and Purpose	Page 4
Roles and Responsibilities	Page 5
Core Expectations	Page 7
Routines, Consequences, Rewards	Page 7
Detentions	Page 8
Removal from the Classroom	Page 8
Suspensions and Permanent Exclusions	Page 9
Adapting Consequences for Pupils with SEND/ What are Reasonable Adjustments	Page 11
Uniform	Page 12
Mobile Phones	Page 12
Visits to the toilet during lessons	Page 12
Social media and unacceptable online behaviour	Page 12
Physical restraint	Page 12
Drugs	Page 13
Searching and confiscation	Page 13
Police searches	Page 15
Suspected criminal behaviour	Page 16
Malicious allegations	Page 16
Monitoring and evaluation	Page 16
Other	Page 16
Policy on a Page	Page 18
School level appendix	Page 19

## 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 safeguarding<sup>1</sup> and in respect of pupils with special educational needs (SEND)<sup>2</sup>. 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

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<sup>1</sup> [Keeping children safe in education 2024](#)

<sup>2</sup> [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 Thinking<sup>3</sup> 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"> <li>- Have positive attitudes and demonstrate a commitment to their education and school.</li> <li>- Behave with consistently high levels of respect and regard for all members of our learning community.</li> <li>- Be polite and have good manners</li> <li>- Wear their uniform smartly and with pride.</li> </ul>	<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>

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<sup>3</sup> [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 Exclusions<sup>4</sup>

All children and young people have a right to an education and to be protected from a life of underachievement and social exclusion<sup>5</sup>. 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.

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.

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<sup>4</sup> [Suspension and permanent exclusion guidance](#)

<sup>5</sup> Article 48, UN Convention on the Rights of the Child (CRC)

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 plan<sup>6</sup>.

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 Restraint<sup>7</sup>

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

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<sup>7</sup> [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 Confiscation<sup>8</sup>

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:

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<sup>8</sup> [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 cautioned<sup>9</sup> before being questioned about an offence<sup>10</sup>, or asked further questions if the answers they give provide the

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<sup>9</sup> 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."*

<sup>10</sup> 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;

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

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.

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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.

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.

<b>AMBITION – EQUITY - OPPORTUNITY</b>			
<b>Purpose</b>	<b>Policy Checklist</b>	<b>Relevant Guidance</b>	<b>Equality Diversity and Inclusion</b>
<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"> <li>- Agreeing a shared set of values that clearly communicate expectations for positive relationships and behaviour.</li> <li>- Having a clear and simple Rewards, Routines and Consequence policy.</li> <li>- Providing training and support to staff on managing relationships and fostering positive behaviour.</li> <li>- Planning, implementing and reviewing pastoral intervention packages, in-line with need.</li> <li>- Planning a strong curriculum, including explicitly teaching pupils about positive relationships and behaviour.</li> </ul>	<p>Behaviour In Schools – Advice for Headteachers and school staff (February 2024)  <a href="#">Behaviour in schools - advice for headteachers and school staff</a>                      Suspension and Permanent Exclusion Guidance (August 2024)  <a href="#">Suspension and permanent exclusion guidance</a>                      Searching, Screening and Confiscation – Advice for Schools (July 2022)  <a href="#">Searching, Screening and Confiscation</a>                      Use of Reasonable Force in Schools (July 2013)  <a href="#">DfE advice template</a>                      Keeping Children Safe in Education 2024  <a href="#">Keeping children safe in education 2024</a></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 – School level policy for Lynn Grove Academy

At Lynn Grove Academy, our Behaviour for Learning policy underpins and supports our ethos. We have worked collaboratively to articulate an ethos which represents our sense of strong community and how we empower our pupils to become highly effective young adults.

We define our ethos as follows:

- We are a community. We are Lynn Grove
- We are kind to each other and ourselves
- We put learning at the heart
- We embrace challenge
- We persevere

### What does good behaviour look like?

Below are our expectations of positive conduct around the school and within our community. The expectations describe behaviours to support a positive and caring community environment. We acknowledge that on occasions pupils will need to be reminded of expectations.

<b>Corridors</b>	<ul style="list-style-type: none"><li>• Always walk safely and be aware of others around you.</li><li>• Keep the corridors clean – no eating or drinking.</li><li>• Use appropriate language and tone of voice (normal speaking).</li></ul>
<b>Dining Room</b>	<ul style="list-style-type: none"><li>• Join the queue at the end of the queue, remain in line, and wait patiently.</li><li>• Say please and thank you to service staff.</li><li>• Use appropriate language and tone of voice (Normal speaking voice).</li><li>• Throw away all rubbish after you have eaten.</li></ul>
<b>Toilets</b>	<ul style="list-style-type: none"><li>• Leave the toilets after using the facilities.</li><li>• Respect others' privacy</li><li>• Help maintain a clean and graffiti free environment</li></ul>
<b>Litter</b>	<ul style="list-style-type: none"><li>• Use the litter bins.</li><li>• Encourage others to avoid littering.</li><li>• Follow instructions if asked to pick up litter.</li></ul>
<b>Before/After School</b>	<ul style="list-style-type: none"><li>• The upper floors of the school should not be accessed before 0830.</li><li>• Mobile phones must be put away at 0830</li><li>• Move swiftly to lessons when the bell sounds and arrive before the late bell.</li><li>• At the end of the school day, leave the school site promptly unless you are involved in an intervention session, extracurricular activity, or have a restorative standards meeting.</li><li>• When travelling by bike to school, for safety reasons, push your bike whilst on school grounds.</li><li>• When travelling on the bus, respect others' space and belongings, use appropriate language and voice level (normal voice), and listen and respond politely to the bus drivers' instructions.</li></ul>

## What are good learning behaviours?

At Lynn Grove we have identified and articulated what we believe are the behaviours that support and foster good learning. The Lynn Grove learning behaviours are:

- Responding to feedback: where a pupil acts on and responds to verbal or written feedback from their teachers.
- Being a lead learner: where a pupil is proactive to volunteering to contribute to lessons, share ideas or work, or help others with their learning.
- Being a reflective learner: where a pupil asks for support or clarity when struggling to access a task or requests their work is checked to identify areas for improvement.
- Embracing challenge: when a pupil engages in sustained independent practice or improves their engagement with independent practice or engages with the most challenging aspects of a task/lesson.
- Thinking deeply: where pupils actively engage with how their learning fits into their existing knowledge and understanding or seeks out opportunities to deepen their understanding outside of the classroom.
- Collaborative learner: where pupils take on an active role in collaborative learning activities, sharing ideas and developing the ideas of others.

## Rewarding positive behaviour

Most of the behaviour seen by pupils at Lynn Grove is positive. Rewarding positive behaviour is essential and is done at every opportunity. All positive rewards link to the academy ethos and equate to college points which will be added to the total college point scores.

Learning rewards – all logged on Arbor		
College points	Logged behaviour	Potential reasons
1	Smart uniform	<ul style="list-style-type: none"> <li>• Pupils turn up to the lesson with smart uniform</li> </ul>
2	LGA learning behaviour	<ul style="list-style-type: none"> <li>• Pupils demonstrate the LGA learning behaviours in lessons.</li> </ul>
5	Homework completion	<ul style="list-style-type: none"> <li>• Pupils complete a piece of homework to a good standard.</li> </ul>
8	Extra homework	<ul style="list-style-type: none"> <li>• Pupil goes above and beyond homework expectations</li> </ul>

Community rewards – all logged on Arbor		
College points	Logged behaviour	Potential reasons
5	Learning at the heart – Intervention	<ul style="list-style-type: none"> <li>• Pupil attends an after-school intervention</li> </ul>
8	Kindness – Random act of kindness	<ul style="list-style-type: none"> <li>• Pupil is seen displaying an unprovoked act of kindness in the community</li> </ul>
8	Kindness – Active bystander	<ul style="list-style-type: none"> <li>• Pupil takes the role of an active bystander</li> </ul>

8	Community – Club participation	<ul style="list-style-type: none"> <li>• Pupil attends an extra-curricular club for 6 weeks</li> </ul>
8	Community – Services for the Academy	<ul style="list-style-type: none"> <li>• Pupil represents the Academy in an event</li> </ul>
10	Head of College award	<ul style="list-style-type: none"> <li>• Award given at the discretion of the Head of College</li> </ul>
20	Principals award	<ul style="list-style-type: none"> <li>• Award given at the discretion of the Principal</li> </ul>

Pupils and -parents will be able to view the positive college points awards to a pupil through their Arbor account. Form tutors and college leaders will also regularly celebrate these with pupils through form time and assemblies.

College points contribute to a College league table with the winning colleges receiving rewards such as non-uniform events on a termly basis. The College league is promoted regularly to pupils through form time and assemblies.

In addition to rewarding positive behaviours through College points, pupils will also receive raffle tickets and other small stakes prizes throughout the academic year.

Successes will also be celebrated through termly celebration assemblies where academic success and endeavour are celebrated.

Leaders receive regular reports summarizing the distribution of college points and monitor this for consistency.

### **Promoting positive behaviour in the classroom**

In order to support and promote positive behaviour in the classroom we have clear and consistent routines across all lessons. Key classroom routines at Lynn Grove include: Fist Five, Think Pair Share, Whiteboard routines and Final Five.

All teachers will have a seating plan for all their classes. These seating plans will take into account any reasonable adjustments identified in pupils passports for pupils with SEND. Teachers will regularly review these seating plans to ensure they support positive learning behaviours.

We recognize that in some instances a pupil will need reminding and correcting when their behaviour is not meeting the expectations of the classroom. When this is the case teachers will use the Remind, Reset, Remove approach.

#### **Remind**

If a pupil's behaviour is not meeting expectations, teachers will clearly and calmly remind them of our expectations. To do this they will speak to the pupil and tell them that they are **reminding** them of their responsibilities.

#### **Reset**

If the reminder does not have the appropriate impact, a teacher will need to reset the behaviour. The teacher will calmly let the pupil know that their behaviour in the lesson is still not meeting expectations and as a result they have been given a **reset**. In some instances the teacher may choose to ask the pupil to leave their classroom briefly to allow this conversation to be completed outside of the classroom.

#### **Remove**

If further poor behaviour continues the pupil will need to be **removed**. The teacher will request on call support to collect the pupil from the lesson and take them to the Ready to Learn Room. The

pupil will remain in the Ready to Learn Room for the remainder of that period, unless the member of staff supervising is confident that they can return to lesson calmly beforehand. The pupil will be provided with work to complete that will allow them to continue with the curriculum being delivered in the lesson. If a pupil is removed from a lesson they will be required to attend a restorative standards meeting with their teacher at the end of school on the same day as the lesson removal.

### **Supporting staff to promote and maintain positive behaviour through targeted CPD**

In order to support staff to promote positive behaviour in the classroom a range of CPD opportunities are provided. This includes but is not limited to:

- New staff induction training focused on promoting positive behaviour and using a Therapeutic thinking approach.
- Whole school CPD sessions embedded across the school calendar exploring positive behaviour management strategies, the barriers that some pupils may face such as those related to SEND needs, disadvantage, or other vulnerabilities.
- Whole school CPD on utilizing effective restorative approaches and leading effective conversations with pupils.
- Whole staff and targeted CPD regularly reviewing Lynn Grove classroom routines and deliberate practice to ensure consistent delivery.
- A robust coaching program where all teaching staff identify specific SMART actions to develop their pedagogy based on the needs of their classes.
- Regular staff briefings and case conferences to explore pupils' underlying needs and contextual factors.

### **Consequences and responses to poor behaviour**

Where a pupil's behaviour does not meet expectations, the following consequences will usually be applied:

<b>Learning sanction – all logged on Arbor</b>				
College Points	Logged Behaviour	Potential Reasons	Staff action & likely consequence	Escalation
0	<b>Reminder</b>	<ul style="list-style-type: none"> <li>• Talking over teacher</li> <li>• Turning around</li> <li>• Not following staff instruction               <ul style="list-style-type: none"> <li>• Out of seat</li> <li>• Lack of effort</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Warning</li> </ul>	Reset
-2	<b>Reset</b>	<ul style="list-style-type: none"> <li>• Continued disruption</li> </ul>	<ul style="list-style-type: none"> <li>• 4 x Reset in a week = FT Report</li> </ul>	Removal
-5	<b>Removal</b>	<ul style="list-style-type: none"> <li>• Persistent disruption               <ul style="list-style-type: none"> <li>• Rudeness</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Remainder of lesson in RTL Room</li> <li>• Standards meeting</li> </ul>	Failed Standard Meeting = IER Removal Ladder

-3	No Homework	<ul style="list-style-type: none"> <li>Incomplete homework</li> </ul>	<ul style="list-style-type: none"> <li>Homework support club</li> </ul>	N/A
-3	Not being an LGA Learner	<ul style="list-style-type: none"> <li>Failing to complete work in lessons despite adjustments and support</li> </ul>	<ul style="list-style-type: none"> <li>Issue negative points on Arbor</li> </ul>	N/A
-3	Late to Lesson	<ul style="list-style-type: none"> <li>Late to lesson after the 5-minute bell (before 10 minutes)</li> </ul>	<ul style="list-style-type: none"> <li>Lunch detention</li> </ul>	Failure to attend lunch detention – Friday SLT detention
-8	Truancy	<ul style="list-style-type: none"> <li>Refuses to go to lesson and is taken to Ready to Learn Room (RTL)</li> <li>Late to lesson – 10 minutes after lesson starts</li> <li>Late to lesson – 10 minutes after signing in at student reception</li> <li>Note: Pastoral/on call staff to log truancy not classroom teacher</li> </ul>	<ul style="list-style-type: none"> <li>IER/RTL for the remainder of the day</li> <li>Truancy standards meeting after school.</li> </ul>	Refusal of IER/RTL = Suspension

**Community sanction – all logged on Arbor**

College points	Logged behaviour	Potential reasons	Staff action & sanction	Escalation
-5	Inappropriate behaviour in the community	<ul style="list-style-type: none"> <li>Inappropriate behaviour in the community such as boisterous behaviour at lunchtime despite staff attempting the fix</li> </ul>	<ul style="list-style-type: none"> <li>Lunch detention – 10 minutes</li> </ul>	Failure to attend lunch detention = Friday SLT detention 30 minutes
-5	Refusal to correct uniform/gum	<ul style="list-style-type: none"> <li>Refusing to correct uniform or remove chewing gum despite fix attempted by staff member</li> </ul>	<ul style="list-style-type: none"> <li>Lunch detention – 10 minutes</li> </ul>	Failure to attend lunch detention = Friday SLT detention 30 minutes
-10	Defiance	<ul style="list-style-type: none"> <li>Refusing to obey rules and deliberately challenges authority despite warning</li> </ul>	<ul style="list-style-type: none"> <li>Request on call and log as high-</li> </ul>	N/A

			level behaviour referral. On call staff to consult principal and issue suspension	
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When issuing a community sanction staff will have attempted the fix by requesting the pupil correct their behaviour. Community sanctions will be applied if a pupil does not correct their behaviour after a staff member has requested the pupil to fix their behaviour.

### Multiple lesson removals

Lesson removal is considered a serious sanction. Pupils who have two lesson removals in one day will remain in the Ready to Learn Room for the remainder of that day.

Pupils with multiple lesson removals will receive the following support and sanctions. The removal ladder will be refreshed each half term.

Number of Removals	Action
1 removal	Form tutor reminder
2 removals	Form tutor phone call
3 removals	Parental meeting
4 removals	IER half day
5 removals	IER full day & parental meeting as an alternative to fixed term exclusion
6 removals	1 day in reflection at another school as an alternative to fixed term exclusion
7 or more removals	PBD suspension & re-admission

### Truancy from lessons

Learning at the heart is fundamental to our ethos. If a pupil is late to lesson (10 minutes after the lesson start bell) this will be classified as truancy. If a pupil is found out of lessons 10 minutes after the start of the lesson without the permission of their classroom teacher or other staff member this will be classified as truancy. If a pupil is truanting, they will be taken to the IER or Ready to Learn Room for the remainder of the day (including social time). If a pupil truants a lesson, it is essential that the cause for this truancy is identified and addressed therefore the pupil will also be asked to attend a truancy standards meeting at the end of the school day.

### Standards meetings

Standards meetings are an essential part of our behaviour management process. The meetings form an integral part of our pre-emptive strategies. Each meeting allows staff members to remind pupils of the expected standards and to re-establish the standards that the teacher would expect to

see in their lesson. It also allows the member of staff the chance to identify and remove any potential barriers to learning for individual pupils. The meetings are based on the philosophy that punishment does not teach better behaviour, restorative conversations do. The meeting also provides the opportunity for the pupil to raise any concerns that the teacher may need to be aware of when planning future lessons.

Truancy standards meetings follow the same fundamental rationale and principles. In truancy standards meetings, the teacher and pupil will identify barriers to the pupils' attendance to the lesson and strategies to overcome these. The teacher will also endeavour to outline to the pupil the learning they have missed by failing to attend and making sure the pupil feels welcome in the next lesson.

Standards meetings will take place every evening after school. The meetings will run between 3pm and 3:20pm (2pm to 2:20pm on Wednesdays). Pupils may be dismissed as soon as their standards meeting has been completed. If pupils do not attend their standards meeting, they will be placed into IER the following day.

### **Punctuality**

Being punctual is an essential characteristic for our pupils. Not only is it a vital part of adult life, but having high levels of lateness can impact the learning within our classrooms. We cannot allow this to detrimentally impact our community and as such we have very high expectations of punctuality. Pupils have 5 minutes of transition time, if they arrive after this, we treat it as late.

Monday, Tuesday, Thursday, and Friday

Period	Form	1	2	3	4	5
Movement Bell	8:26			11:18		13:58
Lesson Start Bell	8:30	8:55	10:00	11:20	12:20	14:00
Late Bell		9:00	10:05	11:25	12:25	14:05

Wednesday

Period	Form	1	2	3	4
Movement Bell	8:26			11:18	12:58
Lesson Start Bell	8:30	8:55	10:00	11:20	13:00
Late Bell		9:00	10:05	11:25	13:05

### **Lateness to lessons**

1. Any pupil who is late to lesson will be recorded as 'L' on the register.
2. A -3 late to lesson will be logged as a behaviour log for the pupil. This will issue a lunch detention.

### **Pupils with SEND/additional support**

we have a legal obligation to make reasonable adjustments to support the needs of pupils with SEND. Where a pupil has SEMH needs, we need to take these additional needs into account as we support them to develop positive learning behaviour.

Staff will take account of the provision outlined in the pupils' passport. Reasonable adjustments might include short or chunked instructions, offering alternatives, a 180-degree learning pause, provision for leaving lessons early, or access to a fiddle toy. This provision will be articulated in the pupil passport. Reasonable adjustments to support the behaviour of pupils with SEND must always be agreed with the SENDCO. This will be detailed in their passport.

- **Leave Early from lessons:** Pupils with anxiety related SEND may need to leave a lesson early to avoid crowded corridors.
- **SEND On-Call:** Some pupils benefit from SEND on call. If a teacher feels a pupil with SEND requires additional support to regulate their behaviour or access to learning, they will request for SEND on call to attend the lesson to support the pupil as appropriate.
- **180-degree learning pause:** If a pupil has a 180-degree learning pause card, they should be allowed 180 seconds (3 minutes) either inside or outside the classroom if they need to reset their behaviour or become over stimulated.

Collaborative working between the pastoral and SEND teams is integral to ensuring a pupils SEND needs are fully considered and accounted for when considering a pupil's behaviour or conduct. To facilitate this a representative from the SEND team attends all College Inclusion Board meetings. These meetings occur fortnightly for all colleges and review the pastoral interventions in place for pupils causing concern through their behaviour or conduct, the views of colleagues from SEND, Safeguarding, Attendance, and pastoral are considered when identifying actions at these meetings.

Where a pupil with SEND demonstrates repeated high-level concerns around their behaviour, College teams will consult with the SEND team when making decisions around next steps, consequences and suitable interventions.

## Uniform

If a pupil comes to school without the full uniform, he/she will have the chance to borrow the missing item from the academy, but they are expected to return the item at the end of the day.

During form time every morning, form tutors will check pupil uniform and direct any pupils who are required to borrow an item of uniform to first aid to borrow uniform.

When pupils arrive to lessons, staff should greet pupils on the door and request they correct any uniform infringements before entering the classroom. If the pupil refuses to correct their uniform the staff member should allow the pupil in to lesson but log a -5 refusal to correct uniform on Arbor. This will issue the pupil with a lunchtime detention.

Staff should apply the same approach in the corridors and school site during break, lunch, and lesson changeovers. Staff will request a pupil correct their uniform and only issue a -5 if the pupil refuses the correction.

If the pupil cannot or will not adjust his/her uniform on that day (e.g. remove false fingernail/dyed hair) he/she will be educated separately in IER for the day, or until the uniform issue is fixed.

The uniform for 2025-26 is as follows:

- Navy Blazer with logo (only available from Harrison's School Wear)
- Pleated Navy Skirted (only available from Harrison's School Wear)
- Plain Navy trousers (no cords, jeans, canvas, or leggings) of an appropriate straight fit
- Belts, if worn with trousers, should be plain black. No wide, coloured, or orate fashion belts should be worn.

- White shirt/blouse with a functioning top button that must be tucked into skirts or trousers.
- 'V' neck navy school jumper or cardigan with logo (only available from Harrison's School Wear)
- Plain, low heeled black leather or leather type shoes (not trainers, canvas, or plimsolls) that can be polished. If boots are worn from home, pupils must change into shoes at school. Shoes should be black soled, not open-toed, or backless; no fashion ankle straps and no coloured laces. Slip-ons or mules are not acceptable for health and safety reasons.
- Plain black or flesh colour tights.
- School tie (only available from Harrison's School Wear)
- Outdoor coat or zip up fleece/jacket to be worn over blazer. No hoodies allowed at school.
- Black, grey or white ankle socks only (boys and girls)
- Only minimal, naturally coloured (skin tone) makeup is allowed, including natural-looking eyelashes.
- 'Natural looking' nail in neutral tones
- Hair must be well groomed and long hair tied back during practical lessons including PE. Hair restraints should be functional and not ornamental. No hair fashion accessories such as flowers, big hair bands, etc., are to be worn. Hair colour should be natural, no mixes or clumps of colour as we do not wish to create undue financial pressures on families to meet expectations around hair colour trends.

Pupils are entitled to wear the uniform of the gender they identify without needing to make a declaration of their gender identity.

Pupils are encouraged and supported to celebrate their religious or cultural identity through their appearance and uniform. Hair styles, head scarves, long sleeves, or other religious or cultural items are supported and accepted. In the interest of health and safety, facial piercings or non-stud earrings are not permitted.

### **Mobile phones**

At Lynn Grove Academy, we recognize that pupils may require a mobile phone to support their travel to and from the academy. However, we also promote the importance of reducing distractions during the school day and being a phone free environment, therefore pupils are required to put away all mobile phones and headphones before they enter the school site and they are to remain away until they leave school site. Mobile phones should be stored in a bag and not in pockets. If a mobile phone or headphones are seen on a pupil's person and not secured in a bag, the staff member will politely ask the pupil to hand the item in. The item will then be safely stored at pupil reception where on the first offence, the pupil can then collect the item at 15:00, and there will be no further sanction. If the pupil's phone is confiscated for a second time within a half term, the phone will need to be collected by a family member listed on the pupils authorized contacts list from the pupils Arbor profile. If a pupil refuses to hand in the item they will be required to remain in the Ready to Learn room for the remainder of the day until the item is handed in.

### **Internal Exclusion Room/ Ready to Learn Room sanctions**

#### **IER Purpose and Process**

Where a serious breach of the academy behaviour policy has occurred, a pupil may receive an IER sanction. The use of IER as a sanction provides an alternative to fixed term exclusion. In most cases, this sanction will be a ½ day IER but in more serious incidences, this will be a full day IER.

Any pupil who has been issued with a full day in the IER must complete 5 full lessons (4 lessons on a Wednesday). If a pupil has been issued a half day in the IER, they must complete 3 lessons and breaktime for an AM session, or 2 lessons and lunchtime for a PM session.

At the end of the day, the IER supervisor will inform pupils whether they have passed their day in the IER.

Pupils in the IER will be provided with work that will support them to access the same curriculum as that being delivered in their lessons. At the start of the session in the IER, the pupil will be asked to complete a reflection sheet to encourage them to understand why they are completing an IER sanction and how to correct their behaviour in the future.

During an IER sanction, pupils may also take part in one to one or small group intervention sessions focusing on topics such as emotional regulation, aspects of the social curriculum, peer relationships, or catch-up curriculum such as literacy intervention.

For those pupils with an identified SEND of SEMH needs, reasonable adjustments may be made to support a pupil to succeed when completing their IER sanction such as planned short movement breaks, or a reduced IER timetable.

### **Ready to Learn room purpose**

The Ready to Learn (RTL) Room is used as a supportive measure when;

- Pupils do not have the correct uniform and refuse to correct their uniform despite being provided by the school
- Pupils have been involved in a serious incident that is under investigation
- A pupil has been removed from their lesson
- A pupil has truanted their lesson
- A pupil has been removed from more than one lesson in a day
- For supportive pastoral reasons such as a pupil is awaiting a restorative meeting with a peer who may be in the same lesson.
- In most instances, a pupil will only remain in the Ready to Learn room for the one period that they have been removed from. When a pupil is in the Ready to Learn room due to refusal to comply with uniform expectations or mobile phone confiscation the academy will endeavour to provide the pupil with pastoral support to encourage them to correct their behaviour and achieve the 'fix', allowing them to return to lessons.
- If a pupil has been removed from more than one lesson in a day, they will be expected to remain in the Ready to Learn room for the remainder of that day. The purpose of this is to allow the pupil to have some reflection time and work in a calm, supportive space to de-escalate their behaviour and prevent further incidences of poor behaviour occurring.

### **Reflection in another school**

In some instances, where a pupil has repeatedly breached the academy behaviour policy (such as repeated lesson removals or lesson truancy), a pupil may receive a day of reflection in another school as a sanction. The purpose of this sanction is to provide a 'ladder' of consequence whilst avoiding progression to a suspension. Where a pupil is required to complete a day of reflection in another school, parents or guardians will be notified at least a day in advance. The pupil will be provided with transport to and from the other school.

### **Inclusion Room**

The inclusion room is a supported learning space for specific pupils experiencing either a sustained period of behavioural issues in school or attendance issues. Pupils may only work in the Inclusion room if this has been approved by the College team and the Inclusion room manager. When in the Inclusion room, pupils will be supported to access a range of work which may include catch up work, work that matches their curriculum, work around mental health and wellbeing, work that will support the development of self-esteem and resilience.

## **Social Curriculum**

At Lynn Grove, we recognize the importance of teaching pupils about good behaviours and our expectations.

At the start of each Academic year and regularly throughout the academic year, pupils are reminded of our expectations through form time activities, assemblies, ethos videos, and through specific Lynn Grove routines and learning behaviour lessons.

We also deliver a Social curriculum weekly through form time which explores the rationale and reasons behind our behaviour expectations alongside discussion around topics such as peer-on-peer abuse, harmful sexual behaviour, racism and bullying, tolerance, and mutual respect.

Where a pupil needs additional support to understand and meet our behaviour expectations, they may receive additional small group or one to one sessions focusing on elements of their behaviour and social curriculum.

### **Peer on peer abuse**

Our Social curriculum and PSHE curriculum include topics covering peer on peer abuse, bullying, discrimination, and harmful sexual behaviour. Through education, we endeavour to teach our pupils about these behaviours in order to prevent them. However, we recognize that there may be incidences of these behaviours. When these behaviours occur, staff will challenge them and educate pupils on why these behaviours are unacceptable. Repeated incidences of these behaviours will be tackled through sanctions such as detention or IER combined with educational interventions either in small groups or one to one. Restorative approaches with pupils will also be utilized. Where the academy has concerns around repeated incidences of these behaviours by a pupil, parents/guardians will be contacted and informed of any interventions in place for their child.

### **Pupil Support**

Where a pupil is struggling to meet the behaviour expectations of the academy, a range of interventions will be implemented to support the pupil. These interventions could include the involvement of Subject teachers, subject leaders, Pastoral team, attendance team, SEND team, and Safeguarding team. These interventions could include, but are not limited to:

- Subject or pastoral reports
- Punctuality or attendance reports
- Rewards incentives
- Behaviour Support Plans
- Inclusion room timetables
- Attendance Support Plans
- ELSA Sessions
- One to One mentoring
- Peer mentoring
- Small group interventions
- Counselling sessions

If a parent or guardian is concerned about their child's behaviour and the support they are receiving, they should contact their child's form tutor or College Progress leader.

### **Pupil Voice**

The academy recognizes and values the importance of pupil leadership and pupil voice when monitoring, evaluating, and improving our provision across all areas. The academy routinely gathers pupil voice from our pupil leadership team and pupil focus groups. Pupil views on the academy behaviour policy and implementation will be regularly gathered, reviewed and responded to. Pupils are supported and encouraged to raise any concerns they may have through their College team.

