



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

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:

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

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

³ [Therapeutic Thinking](#)

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 need to be explicitly taught, and that some of our pupils will need more support to reach that standard than others.</p>	<p>We expect our teachers to deliver an effective curriculum during lessons, employing appropriate pedagogy that is inclusive, whilst maintaining high expectations.</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>

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 reintegrate 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

⁴ [Suspension and permanent exclusion guidance](#)

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

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.

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 ageappropriate internet filtering is used within school.

Physical Restraint⁶

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

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.

⁶ [DfE advice template](#)

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 Confiscation⁷

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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- Knives and weapons

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- 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

⁷ [Searching, Screening and Confiscation](#)

- 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 youthproduced 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 cautioned⁸ before being questioned about an offence⁹, 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:

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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;

⁸The 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."

⁹A 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;

- 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.

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.

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, inline 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 for Abbeyfield School

Behaviour Management Procedures: The Abbeyfield Way

At Abbeyfield school we believe that it is crucial to set high standards for students in their learning and that as a community we should support each other to achieve this. Positive behaviour choices are crucial for our young people to be positive members of both our community and society as a whole. As a result we strive to consistently model high expectations and proactively teach students how to meet the high standards that we set. Communication and partnerships are at the heart of all that we do – it is only through working with parents and students that we can successfully embed our values of Ambition, Respect and Kindness and ensure that we are a truly inclusive community.

In order to achieve this our behaviour policy is clear and fair, staff are trained to apply it in an emotionally intelligent way. It is important that students understand that there are consequences for the choices that they make, but crucially, we provide the opportunity to develop the skills or reflection and restoration in all of our young people. Our approach to behaviour is one of de-escalation first and consequence second.

We also recognise the importance of celebrating the successes of our students and rewarding positive behaviour choices.

Abbeyfield school holds its' values at the heart of all it does; ambition, respect, and kindness. Where pupils are supported to achieve their potential and become the best version of themselves, where they fit, connect and belong in a thriving community school.

We expect parents and carers to give their unconditional support to this policy and support the school in upholding clear boundaries and high expectations.

Expected practice for creating a positive climate for learning.

This document should be read in conjunction with the following policies:

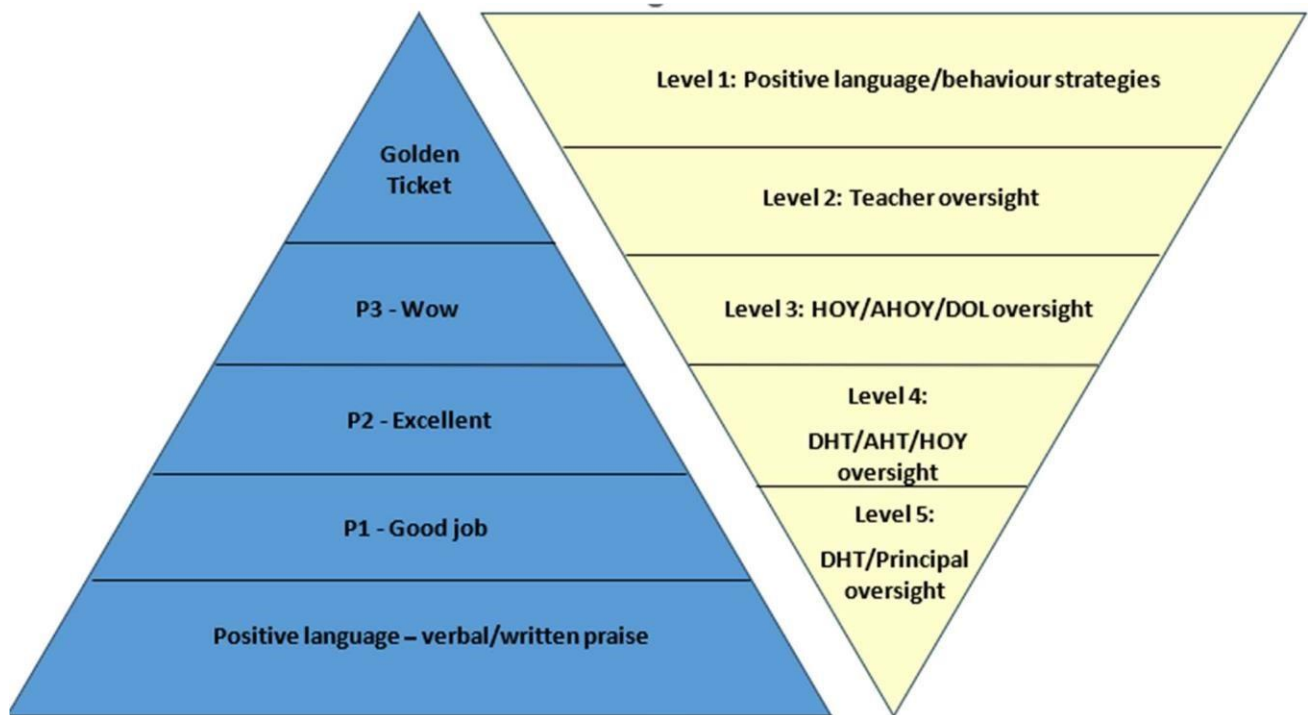
- Behaviour for Learning
- Anti-Bullying
- Supporting Pupils with Medical Conditions
- Smoking and Vaping
- Attendance
- PE Kit

Rationale:

At Abbeyfield, we are ambitious to succeed and as such, set high expectations of both our staff and students. We are passionate that all students are given every opportunity to achieve their potential.

Behaviour, both in and outside the classroom, is crucial to this.

- Students and staff have the right to thrive in a culture built on mutual respect.
- Every student has the right to learn in classrooms which are disruption and distraction free.
- Teachers and support staff have the right to enjoy working with young people in classroom environments that allow students to feel comfortable, safe and free from judgement.
- No student has the right to disrupt the learning of others.
- The Abbeyfield Choices Pyramid acts as our consequence and reward strategy – see the deescalation ladder for behaviour examples and potential sanctions:



The Abbeyfield Way: For Students

All students will be expected to adhere to The Abbeyfield Way: This is explicitly taught through Assemblies and Walk-Throughs and personal development time. Staff embrace our values of Ambition, Respect and Kindness and embody and model desired behaviour to students:

- Be punctual
- Wear correct school uniform/PE kit and remove outside coats and scarves during lessons. No hoodies are to be worn in school.
- Be fully equipped: Pens, pencils, ruler, rubber, sharpener, calculator and purple pens
- Settle quickly and complete the “Do Now” activity immediately
- Follow all instructions at the first time of asking
- Challenge yourself to always achieve your personal best
- Listen silently whilst your teacher or other students are talking to the class – do not call out
- Put your hand up if you want to ask or answer a question
- Be respectful and kind towards others
- Keep your classroom tidy
- Only drink water in lessons and only eat at break times

If students fail to meet these expectations, there will be consequences. (See the Consequence Table below.)

Managing Behaviour: The Abbeyfield Way – For Staff

Innovative teaching and learning is built on fair behaviour practice. Just as students have a set of expectations for their behaviour, staff must be relentless in working together to deliver visible, positive consistency. Abbeyfield staff use the “Four Rs”

1. Routines: Rigorous and Relentless

- Meet and greet at the door: Positive, open, direct eye contact, visible kindness
- Seating plans established and uploaded to Arbor
- Getting the class silent and ready for instruction
- No-one speaks whilst the teacher is speaking
- Setting the class to work (Timings, Resources, Outcomes, Groupings, Stop)
- Reflective questioning
- Eliciting success criteria
- Routines for students
- Circulate the room
- Remind and refresh: teach and re-teach expected behaviours

2. Reactions and Responses

Abbeyfield staff must challenge behaviour that is not expected in the classroom, as it hinders the learning of others. However, how they react to inappropriate behaviour is key to managing it effectively:

- Always begin with positive behaviour management strategies
- Positive Phrasing - Tell students what they should be doing, not what they shouldn't
- Avoid confrontational language - be calm but assertive
- Avoid shouting: a raised voice may be required to attract students' attention
- Gain attention – pause – direct
- Use non-verbal cues
- No “why” questions: Are you making a positive choice? What should you be doing? Do that, please...
- Be in control of yourself and your responses: “Parent on your shoulder”
- Give calm, controlled, considered responses
- Tone of Voice: It's not just what you say, but the way you say it
- Make allowances whilst also maintaining high standards for all
- Adjustments should be made to support our SEND students who struggle to modify their behaviour. Staff must read Student Passports and apply the strategies stated

3. Relationships

Different people feel appreciated in different ways. We build positive, lasting relationships over months and years, and the same can be said with our students. Staff at Abbeyfield work hard to establish meaningful relationships with our students. It is the thoughtful remark at the door or the additional verbal compliment on a piece of work that can have a huge impact on the relationships we develop with our students.

4. Rewards

Student findings told us that praise must be sincere and targeted for it to have the most impact on student motivation and this last year has seen a real development on Rewards and our focus on a Positive First Approach. Rewards need to be accessible and proportionate to the act for students to appreciate the value. It is important that our students are recognised for their hard work and effort and we must embed the concept of praise to accelerate the recognition of students' efforts and achievements throughout the school.

Every young person who attends Abbeyfield has the right to expect and experience a disruption free learning environment. To ensure that no learning time is lost, we have put in place a clear structure to empower our teachers to manage behaviour both in and out of lessons. The Consequence Table is on the following page.

Behaviour Response Framework

At Abbeyfield School, our behaviour policy is rooted in the values of Ambition, Respect, and Kindness (ARK), promoting a culture where high expectations, inclusive practice, and positive relationships support every pupil to thrive.

The behaviour policy is not designed to be a ladder; students and teachers work together to repair and restore relationships as soon as possible.

Points	Tier	Response Type	Restorative Element
0	1 Regulate	Low-level disruption	<p>Behaviour logged on Arbor for information.</p> <p>De-escalation strategies used and should include verbal reminders, distraction techniques, SEND toolkit (e.g. fidget toys, coloured overlays), seating plans, movement breaks, use of quiet spaces etc.</p> <ul style="list-style-type: none"> ▪ Log of toilet pass use during lesson time (student has no medical card, need to monitor toilet pass use during lesson time). ▪ Log any behaviour you feel needs monitoring so a pattern of behaviour can be tracked e.g. concerned time out/ toilet passes could be being used excessively, log it in Tier 1, so the teacher/ pastoral team can review patterns over time, taking a more collaborative data informed approach. ▪ SLT, HOY, AHOY, Tutor reports to be logged on Arbor Tier 1. <p>Also log on Arbor Uniform/ equipment Concern for absence Non-compliance Use of toilet pass (no medical card) Use of time out card (as above) Use of reports</p>
-2	2 Restore	Continued low-level disruption	<p>Restorative conversation with the teacher/ member of the pastoral team (Restorative Patrol) and contact home to follow up.</p> <ul style="list-style-type: none"> ▪ Restorative conversation with teacher during lesson, during Tutor First Provision Time, during detention, or other time in the day. Please contact home (log on Arbor) to share update on the situation, working in partnership with the student and family in preventing repeated similar situations. ▪ Restorative conversation with Restorative Patrol/ Pastoral Team during lesson, during Tutor First Provision Time, during detention,

			<p>or other time in the day. Please contact home (log on Arbor) to share update on the situation, working in partnership with the student and family in preventing repeated similar situations.</p> <ul style="list-style-type: none"> ▪ Current detention system to continue for lack of homework, Tier 2, log missed homework. <p>Also log on Arbor Disruptive behaviour- play fighting Aggressive behaviour Failed to review Report with designated person Hands on incident No kit, lack of equipment, follow PE/ Performing Arts policy</p>
-3	3 Repair	<p>Serious incident or continued disruption after Restorative Patrol</p>	<p>Removal to Faculty Removal Room.</p> <p>If issues persist, move to Reflection Room. Maximum time in Reflection Room 3 hours.</p> <p>During or by the end-of-day Restorative conversation with teacher, if possible (15:15- 15:30 Tutor First Provision time), meet student in detention to discuss and resolve the issue before next lesson.</p> <p>Also log on Arbor Damage and vandalism Aggressive behaviour Failed to review Report with designated person, again, following tier 2. Hands on incident Mobile phone handed in. Afterschool detention, damage, and vandalism No kit, lack of equipment, follow PE/ Performing Arts policy- detention Afterschool late to school detention Disrespectful/ unkind behaviour Failed Faculty Removal Homophobic/ Transphobic unkind behaviour Persistent disruptive behaviour Persistent non-compliance, that has been escalated from tier 2 Physical altercation/ fighting Possession of a banned item Racist incident unkind behaviour Sexual harassment unkind behaviour Refusal to hand over a banned item Swearing or vaping on site</p>

			Swearing at a member of staff Theft Truancy- detention <ul style="list-style-type: none"> ▪ Current detention system to continue for lack of homework/ failure to attend, Tier 3, log second missed homework (detention).
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***Tier 4 will be confirmed later, following consultation on detentions**

Staff Training and Support:

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- The proper use of restraint for senior leaders as appropriate to their role
- The needs of the pupils at the school
- How SEND and mental health needs can impact behaviour, how to potentially prevent and deescalate situations from occurring
- As a member of the CET trust we are a Therapeutic Thinking School and we are training key staff in this practice. Disseminating this to staff is a key element of training and support. We also seek to develop and train our staff through:
- Our Behaviour policy induction
- Restorative approaches
- De-escalation strategies
- Trauma-informed practice SEND specific behaviour support.

Rewards:

Just as we have the Choices Pyramid for behaviour management, our Rewards System is designed to inspire and motivate students to receive P Points both in lessons, and around the school site.

Praising Effort & Achievement – Our Praise Point System					
P1 * Can be awarded to whole class		P2 * Individuals achieve only		P3 • Individuals achieve only • Cannot achieve more than 1 P3 in a lesson	
Good job! The class/individual have impressed you with their work ethic, standard of work and attitude. <u>They deserve recognition</u>		You have been excellent! The standard of the individual's work has shown complete engagement, effort and commitment to your lesson or piece of work and has impressed you considerably.		WOW! I am so impressed. The students have exceeded all expectations in terms of their engagement, effort, commitment and independence to their learning / quality of their work.	
P1: Kindness P1: Respectful P1: Challenge P1: R to Learn	All P1s logged by individual staff member on Arbor Students achieve 3 of the qualities	P2: Kindness P2: Respectful P2: Challenge P2: R to Learn	All P2s logged by individual staff on Arbor Students achieve 5 of the qualities	P3: Kindness P3: Respectful P3: Challenge P3: R to Learn	All P3s logged by individual staff on Arbor Students achieve 7 of the qualities
		All teachers / support staff to make 1 2-minute positive phone call once a week & staff log as a P2 Positive Phone Call			
		Complete Wispa Certificates fortnightly and take to reception no later than Thursday 9am. SLT distribute. Logged by Reception Staff as P2 Wispa Winner		Students hand Golden Ticket to their Form tutor. Form Tutor logs as P3 Golden Ticket Recipient	

All students have their own account via ePraise where they are able to see the number of Praise Points and Consequence points received. All reward incentives are connected to Praise Points and as a result Praise Points can then be used to purchase various treats from the online shop platform. Rewards are based on student feedback from across the school.

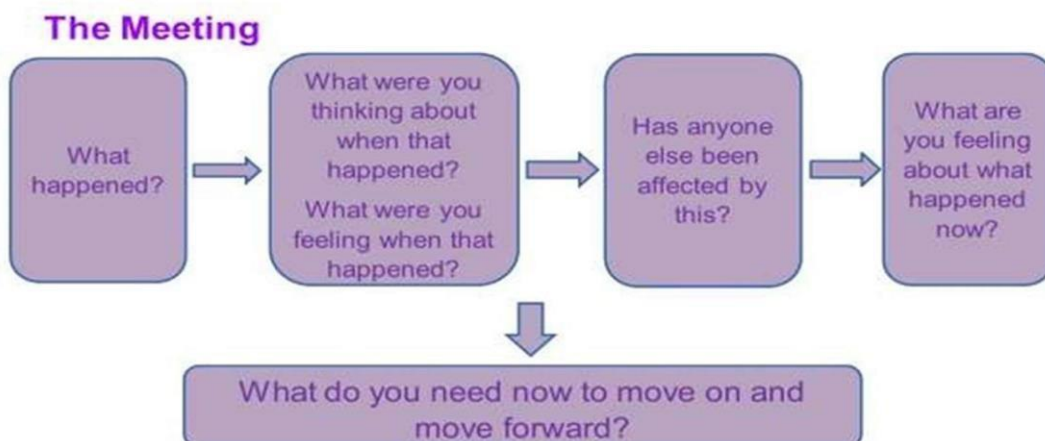
Similarly, there are various milestones in which students also received badges and additional prizes. Parents also have access to ePraise so they too can see where their child are achieving successfully.

Golden Tickets are distributed frequently by all members of staff to students who are seen as going 'Above and Beyond' and receive a P3 as well as entered into the Golden Ticket prize drawer. Our 'I Heard a Wispa' initiative is an additional form of praise in which staff are encouraged to nominate students who have shown improvements in their attitude and behaviour, as well as for effort, achievement or progress. Students receive a chocolate bar and certificate. Reward assemblies and Attendance, I Heard a Wispa and Golden Ticket Prize drawers take place every half term to ensure that rewards continue to engage and inspire our students. Students also have the access to 'The Retreat' where form tutors nominate 2 students who are able to invite a friend and enjoy this space one day a week. In here there is access to consoles such as the X Box, PlayStation and Nintendo Switch as well as a Football Table and other board games.

	Bronze	= 150 Praise Points
	Silver	= 250 Praise Points
	Gold	= 400 Praise Points
	Platinum	= 550 Praise Points
	Emerald	= 750 Praise Points
	Diamond	= 1000 Praise Points
	Superstar	= 1200 Praise Points

Restorative Practice following a Tier 3:

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, to promote this. We work closely with students and over their time in Abbeyfield, 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. When a student has been issued with a T3, we will strive to ensure that a restorative conversation takes place with the member of staff. It does not replace the sanction of receiving the T3 and is not simply an opportunity to say sorry. Students will receive a Restorative Practice meeting slip during their detention, with the following meeting structure on the reverse of the slip:



Reflection Room

To ensure that every second of every lesson counts, and to prioritise students and staff safety and welfare, the Reflection Room will be used when student conduct falls below the high standards expected.

Students may be issued with an Reflection session for the following reasons. This is an indicative but not exhaustive list:

- Swearing/verbal aggression towards staff
- Unprovoked aggressive behaviour
- Racial incident

- Homophobic bullying
- Smoking or vaping on site
- Bullying
- Possessing alcohol
- Non-compliance in isolation
- Non-compliance with staff
- Non-fixable damage to property
- Two-sided fight
- Refusing to hand over confiscated items
- Ongoing breach of risk assessment
- Bringing the school into disrepute
- Breaking behaviour contracts

There may be circumstances when an action which might normally lead to an Reflection Room may be sanctioned in an alternate way. This may be due to the context of the displayed behaviour, the severity of the behaviour, or if the behaviour has been repeated.

Procedures for Reflection Room:

- Morning Reflection Room starts promptly at 9.00am. Students must wait in reception to be escorted over to the Reflection Room by a member of staff. The member of staff in the Reflection Room will complete an incident form stating the time the student arrived.
- The member of staff in the Reflection Room will check all desks at the beginning and end of the day for any visible damage. Any equipment borrowed such as headphones, calculators etc. will also be checked for any visible damage.
- Students will be registered by the member of staff in the Reflection Room. If a student has not arrived by 9:30am, the member of staff will need to check if they have been registered elsewhere or there is a message from a parent about why they are late or not attending. If they are not registered elsewhere and there is no message, then a member of staff will call home for safeguarding reasons.
- Students are allowed to use the toilets prior to arrival at the Reflection Room, on the lunchbreak at midday and during the afternoon break at 1pm. Students will not be allowed to use the toilets outside of these times, unless they have a medical toilet pass.
- Students are expected to wear full school uniform whilst in the Reflection Room.

- On arrival to the Reflection Room, students are to put coats & bags and any other belongings in the designated area. Mobile phones and any other electrical items should be handed over to the member of staff in the Reflection Room to be locked away. Any students found with their phones or any other electrical item risk a further consequence. Students may keep their writing equipment with them to use whilst in the unit.
- Students are expected to work in silence in the Reflection Room and to be always on task.
- Students will log onto the Chromebook, check Teams for work set by their teachers and complete all work set. The member of staff in the Reflection Room will check Chromebooks when given out and returned for any visible damage.
- Reflection Room students who are in the room over lunch break will have lunch at 1pm. During this time they are able to talk quietly. There will also be given access to the outside courtyard during the allocated Reflection Room breaks.
- Each student will be encouraged and supported to carry out reflective and restorative work as appropriate
- Each students will have a review of their day to allow the sanction to be closed of/adapted/escalated as needed.

Suspensions

The school will follow the procedures laid down in DfE guidance regarding good practice in relation to permanent exclusions/suspensions. Students are only suspended when their behaviour constitutes such a serious challenge to the good order of the school, that other sanctions are not sufficient. For a serious breach of our code of conduct, a student is highly likely to be suspended. This is not an exhaustive list:

- Being physical/threatening towards staff
- Poor behaviour in Reflection Room (failing to follow the Reflection Room procedures)
- Refusal to complete Reflection Room
- Failure to comply with behaviour contracts
- Supplying alcohol
- Bringing drug paraphernalia onto the premises or being under the influence of illegal drugs, alcohol or volatile substances
- Bringing items into school, or handling items likely to endanger or harm other people, such as dangerous/illegal substances, knives, weapons or anything which is used as a blade (including homemade sharp objects e.g. a compass, or a broken ruler, which is used to threaten another person or directed at another person where injury could occur)
- Bringing class A,B,C drugs onto school premises, including prescribed medication which is not intended for the student (we must be aware if a student is taking prescribed medication)
- Persistent disruptive or non-compliant behaviour
- Swearing/verbal aggression towards staff
- Repeated breach of risk assessment (following parental meeting)
- Refusal to comply in a dangerous situation
- Racist or Homophobic behaviour
- Theft/serious vandalism
- Behaviour which puts others in danger
- Bringing the school into disrepute, including through social media

- Repeated breach of behaviour contract
- Violence, whether expressed in actions or threats, towards other people on the premises or beyond the school gates
- Actions or words to a member of staff, or in the presence of a member of staff, which are judged to have the effect of seriously undermining their authority
- Offensive written material, which is judged to have the effect of undermining the authority of a member of staff.

All suspensions, whether fixed-term or permanent, are put into effect strictly within the terms set out in educational law.

For very serious breaches of the Behaviour for Learning policy, it may be decided that a permanent exclusion is the appropriate course of action.

Following a suspension, the student and parents will always be asked to attend a reintegration meeting. Within this meeting, a Personal Support Plan will be put in place. This plan will include agreed strategies and interventions to ensure the student has a successful reintegration back into school. The student, parents and school will sign the paperwork, agreeing to work in partnership to support the student moving forward. A student should not return to circulation until a meeting has taken place.

Uniform

School uniform is compulsory and as such, we expect all students to wear the correct uniform and always take pride in their appearance from the moment they reach our school gates. We ask parents to contact the appropriate Head of Year if they require support or have any concerns regarding uniform. An outline of the uniform requirements is listed below:

- Full length, plain black trousers (those with embellishment, skinny fit trousers, jeans and leggings are NOT permitted)
- Plain black pleated skirt (sensible length)
- Shoes should be sensible, low, heeled, black, clean and polished. Buckles, insignia or black trainers are NOT permitted. Students will be required to borrow a pair of suitable shoes, should they arrive in footwear that is not permitted. Trainers such as Nike Air Max or leather converse are not allowed.
- Black socks (ankle or knee length with skirts)
- Plain white shirt, which must be tucked in at all times • School tie
- Black sleeveless slip pullover with purple detailing in the V-neck (optional)
- Embroidered grey blazer. The sleeves must NOT be rolled up
- The blazer should be brought to school every day and worn over a shirt, or a shirt and the school pullover
- During cold/wet weather, students are encouraged to wear an outside, waterproof coat for the journey to and from school and during break times. Please note that denim/leather jackets and tracksuit tops, with or without a hood, are NOT permitted and such items will be confiscated on site. Students will be able to collect confiscated items from their respective pastoral base at the end of the school day. A second confiscation will result in parents having to collect the items and they can arrange this via their Head of Year.
- Girls' winter boots are not allowed to be worn with skirts. Black boots can be worn under trousers only and they must be polishable and without a heel.



PE and Dance Kit

Students are expected to have the correct PE kit for every lesson. Wearing the correct PE kit is essential for students' safety, comfort, and performance during physical education classes. Proper attire, including appropriate footwear and clothing, helps prevent injuries by providing the necessary support and flexibility for various physical activities. It also ensures that students can move freely and comfortably, enhancing their ability to participate fully and perform at their best. Additionally, wearing the correct PE kit fosters a sense of discipline and unity among students, promoting a positive and respectful learning environment. By adhering to the PE kit policy, students demonstrate their commitment to maintaining a safe and effective Physical Education environment.






Abbeyfield School PE Kit:

- Black and purple Abbeyfield PE shirt and/or rugby top.
- Black and purple Abbeyfield PE shorts/skort
- Black and purple Abbeyfield PE fleece
- KS4 students may wear their BTEC Sport, Dance, or D of E tops/sweatshirts
- Sports trainers- non-marking and suitable for indoor use (any colour allowed)
- Football boots – Moulded studs when using GOALS facility (any colour allowed) Additional extras
- Plain black jumper (a small logo at the top of the chest will be allowed)
- Plain black trousers (a small logo at the top of the leg allowed)
- Plain black sports leggings (a small logo at the top of the leg allowed)
- Plain black shorts (a small logo at the top or bottom of the leg allowed)
- Suitable coat for the cold weather (practical for exercise and no fur hoods)

Not to be worn

- Hoodies
- Clothing that is any other colour than plain black
- Clothing with stripes/logos down the side, including white
- Clothing with large logos or print
- Nike pro cycling shorts or those of a similar length
- Black soled trainers, i.e. Nike Air Force
- Bulky coats or those with fur hoods

Example (additional) Items

Acceptable Items	Unacceptable Items
	
	
	
	

PE kit is part of the school uniform, if you are unable to supply your child with the correct PE kit then please contact the school so we can find a way to resolve the problem.

Incorrect/No PE Kit

In the unlikely event that students do not attend the lesson in the correct PE kit then the following sanctions will be put in place:

1st time incorrect / No PE kit – C3 - Incorrect / No Kit sanction given – Break detention.

2nd time incorrect / No PE kit - C3 - Incorrect / No Kit sanction given – Break detention.

3rd time (or more) incorrect / No PE kit - C3 - After School Detention- Persistent Incorrect / No Kit sanction given – After School detention.

In all instances students will remain in their PE lesson and will complete an alternative, non-physical, activity in the lesson.

Injury or Illness

If a student is not able to participate in PE due to an injury or illness, students are still required to bring and change into their PE kit. A note is required from a parent/guardian to excuse a student from PE. This should include the date, nature of the injury and how long the student is not able to participate for. One note is sufficient for a long-term injury if this is stated within it. If you forget to provide your child with a note, you can call/email reception, or the class teacher, to inform them, in advance of the lesson. The teacher will not be contacting parents on the request of a student during a lesson.

Changing into PE kit helps students feel included in the class activities. Even if students can't physically participate, they will still be involved in other ways, such as helping with coaching, officiating, and observing to provide feedback. Students will remain with their group, therefore, will need to change as they may be outside. If it was to rain, or the group is on the field, it prevents school uniform getting wet and muddy, and students can change back into dry clothing for the rest of the day.

If the nature of the injury prevents a student from changing, this will be an exception to the rule. The student may be required to work with a different group at a different facility to support with this.

Health and Safety

The safety of all students is always paramount. Due to the nature of the subject, injuries can occur, but methods are taken to reduce mitigate any risks. Students can support with this and are expected to meet the following expectations:

- Wearing the correct kit and footwear for the lesson
- Following the rules of the sport and those set out by the teacher
- Long hair (shoulder length) is tied back with a hair bobble.
- Appropriate protective equipment to be worn, i.e. gumshields in rugby and shinpads in football. Please refer to the PE protective equipment document for further clarification on items.

Jewellery and piercings

Schools have a duty of care to ensure students are able to participate actively without unnecessarily endangering themselves or those working around them.

At Abbeyfield school we have a 0-tolerance approach to jewellery in lesson and ask for a jewellery and piercings to be removed.

This follows the Association for PE (AfPE) guidelines around jewellery which strongly recommends the removal of all personal effects (ear and body piercings, including retainers and expander earrings). Taping is not recommended as this 'creates a perception of safety and is not recommended' and there have been incidents where children's ears have been injured from earrings being pulled out from under tape.

If a student is unable to remove a piercing, they must provide their PE teacher and provide an estimate as to when they can remove the piercing and take part fully in PE. While waiting for a piercing to heal students may, under the discretion of the PE teacher, take part in non-contact activities however will not be able to participate in contact activities and will be given a different task to complete in the lesson such as a worksheet, coach or umpire.

Disclaimers from parents permitting students to participate wearing jewellery / piercings cannot be accepted as, while in a lesson, the duty of care remains firmly with the school.

Families struggling to afford uniform can contact the Head of Year to access any available pre loved uniform.

Appearance and Standards

At Abbeyfield School, we set clear expectations to our students in respect of appearance. These are listed below:

- We celebrate natural hair types, styles and colours including natural afro hair, headscarves and styles that are associated with particular religions or culture. Black durags may also be worn to protect

the scalp/hair. Hair colour must be of a natural colour and shaved patterns in hair are NOT permitted. Extreme hair styles or colours often set off 'trends' amongst students that are expensive and cannot be afforded by all parents.

- A modest amount of makeup is permitted, however, it should be natural.
- False eyelashes are NOT permitted.
- False nails, which are excessive in length, are NOT permitted. Students will have 24 hours to remove them before the further consequence of isolation will be issued.
- Boots may only be worn UNDER trousers and must be black with a low heel.
- Hoodies are NOT permitted under any circumstances.
- Jewellery is limited to 1 pair of earrings – studs, no hoops, and one nose stud. You may wear a watch.
- All other facial piercings, which include mouth piercings, are NOT permitted. If seen, parents will be contacted.
- Chewing gum is NOT permitted. • Permanent Tattoos are illegal for all students under the age of 18 and are therefore NOT permitted.

On the rare occasions when there are issues with uniform, students can borrow uniform from our pastoral bases. We ask that parents and students work together with us to address any concerns as quickly as possible.

If a student 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 rectify issues.

When students arrive to school each morning, uniform will be checked by Heads of Year, Assistant Heads of Year and members of the Senior Leadership Team to ensure all students are meeting our uniform and appearance expectations.

Mobile Phones and Ear Pods

We have a No Mobile Phones (including ear pods) policy at Abbeyfield school. We accept that parents may wish students to have a phone for the journey to and from Abbeyfield, but they are NOT permitted to use them on school site. They must be switched off and placed in their school bag.

If phones are seen, heard, or used, in the first instance they will be confiscated and placed securely in reception. The student will need to collect it at 3.15 and will be issued with a 30 minute social time detention. The second instance will result in the phone being placed in reception, the student receiving a 30 minute social time detention and having to collect their phone at 3.15. If there is a third occasion then the phone will be placed in reception, a 60 minute detention set, and parents/carers asked to come and collect the phone. Further support may then be put in place to resolve this ongoing issue.

Parents should contact the school via the landline. We of course facilitate any phone calls that students need to make in an emergency. Any student who brings a mobile phone or ear pods into school does so at their own risk and Abbeyfield will not be held responsible for any loss or damage.

Punctuality

We are especially keen to maximise the time in lessons for students. This means that we require students to arrive promptly and on time to school, whilst also moving purposefully between lessons.

We are keen to ensure that all pupils spend the maximum learning time in front of experts (teachers) so they can make the best progress and achieve the very best results. Every second in every lesson counts.

If your child is late to lesson and has no genuine reason then they will, at the end of the week, on a Friday serve an after-school detention in line with the system outlined below:

Minutes accumulated across the week	Time to complete at a Friday afterschool detention
10 – 20 mins	20 mins
21 – 40 mins	40 mins
41 – 60 mins	60 mins
61 +	75 mins
Failure to attend Friday detention	IEU all day on Monday

We use bells to support student punctuality to lessons. The first bell will ring to indicate a lesson ends as usual. A second bell will then ring to indicate to all students that the next lesson starts and that they should be ready to learn and be inside the classroom.

If your child arrives after the second bell without a genuinely good reason, then the teacher will record the number of minutes late after the second bell. Your child will remain in the lesson and continue with their learning. At the end of the week you will receive notification via an email on a Thursday confirming the duration of the detention that is due to be sat that coming Friday. So, if your child has accumulated a total of 18 late minutes, they will sit a 20 minute detention.

Our message to students has and will continue to be clear. Teaching and Learning really matters and therefore to avoid being issued late detentions, students need to be: ‘At the right place, at the right time’

The DFE Behaviour in Schools Guidance February 2024 provides useful support around detentions and we have consulted this government guidance closely. If you have any exceptional circumstances that arise, and your child is unable to complete the detention then you must email or ring your child’s Head of Year to notify them and the detention will be re-arranged. The DFE Guidance states “In considering whether a sanction is reasonable in all circumstances, one must consider any special circumstances relevant to its imposition including the pupil’s age, any special educational needs or disability they may have and any religious requirements affecting them.” Your child’s Head of Year will issue detentions via Arbor and should there be any requirement for further discussion about a detention then Miss Perry from the Senior Behaviour Team will be consulted.

UK Law states that you must be 18 or over to use or purchase e-cigarettes or e-liquids. Therefore, students who are in possession of these items are not only breaking school rules, but also UK Law. In the event a student brings a vaping device into school, a C4 will be issued, the vape confiscated, and a parental meeting will be arranged before their return to circulation.

Abbeyfield school is a non-smoking site and under no circumstances should students bring cigarettes, tabaco, lighters or other smoking paraphernalia onto school site. In the event a student brings smoking paraphernalia into school, a C4 will be issued, and a parental meeting will be arranged before their return to circulation.

Please note that prescribed medication may be classified as Class C drugs, and the school may deal with students who carry these drugs in line with our drugs policy.

Parents should inform the school of any ongoing medical concerns, which require students to bring medication onto school site, such as students who are diabetic or asthmatic. *Please see our Smoking and Vaping policy for further information*

Medication

If you need to send medication to school for your child, please visit the school office to drop off the medication and to complete a medication consent form. The medication will then be held and administered appropriately. Please do not send medication in with students. All medication must be checked in via the school office.

Any medication that is found on students will be confiscated, parents contacted and depending on the circumstances, this may lead to a sanction. For example, where medication is shared with other students, this will lead to a suspension.

Please see our Supporting Pupils with Medical Conditions policy for further information

Anti-Bullying Procedures

Bullying of any kind is unacceptable at Abbeyfield. If bullying does occur, all students should feel able to tell and reassured that incidents will be dealt with promptly and effectively. We are a “Telling” community. This means that anyone who knows that bullying is happening is expected to report it to someone they trust. Knowing about incidents of bullying but not reporting them is unacceptable.

Definition of Bullying:

‘Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyberbullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.’ (Preventing and tackling bullying, DfE October 2014)

Examples of bullying include the following actions repeated over time. This is not an exhaustive list:

- h) emotional - being intentionally hostile, unfriendly, excluding, tormenting; emotional bullying can be more damaging than physical bullying
- h) physical - pushing, kicking, hitting, punching or any use of violence
- h) racist - racial taunt, graffiti, gestures

- h) sexual - unwanted physical contact or sexually abusive comments; frequently linked with cyber-bullying, for example sexting
- h) homophobic or gender-based bullying focused on sexual orientation, gender identification or inappropriate use of language such as describing actions or objects as 'gay'
- h) racist, religious, special educational needs or disability – bullying focused on an individual's characteristics
- h) verbal - name-calling, sarcasm, spreading rumours, teasing; discriminatory language of any type is unacceptable and will be challenged
- h) cyber - all areas of internet, such as e-mail and internet chat-room misuse, mobile threats by text messaging and calls, misuse of associated technologies including camera and video facilities.

If parents or students have any concerns that bullying may be occurring, they should speak immediately with the student's form tutor or Head of Year. Students can report bullying by using the email link on the safeguarding area of the school website. If a parent or student does not feel comfortable to do this, they should speak with any other member of staff. It is the responsibility of every member of staff to ensure that any allegations or concerns reported to them are properly investigated. If they are unable to do this themselves, they will pass the case on to a member of the pastoral team or a senior leader. Abbeyfield students must be confident that incidents will be investigated fully and fairly.

How we manage allegations of bullying

When a concern arises, the facts will be established, usually by asking any students concerned to write statements about what has happened. We listen carefully and investigate thoroughly. The voice of the child is always captured. There may be some cases where false and exaggerated allegations will be made, whilst in others, witnesses will give conflicting evidence. A judicious balance between the accounts of the alleged bully, the student being bullied, and reliable witnesses will need to be kept, taking account of personal knowledge of the children concerned. Serious allegations of bullying will be dealt with by a member of the pastoral staff or a senior leader in the first instance, who will ensure that the Principal is made aware of the situation. The Principal will ensure that those members of staff investigating an allegation or concern are fully supported with expertise both within school and from external agencies as required.

Once the matter has been investigated, the unacceptable nature of any behaviour will be made clear to the bully and his or her parents. Any students whose behaviour is found to be unacceptable will be sanctioned in line with the CET behaviour policy and Abbeyfield's behaviour management procedures. The consequences of any repetition will be emphasised. Parents of perpetrators and victims will be contacted by the academy and offered guidance, including signposting to external agencies, to support their children. Both the bully and the student being bullied will be advised and counselled about their future behaviour and regarding protective behaviours. In most cases, pastoral staff are best placed to offer this, and they will ensure that parents are aware of this process and are supportive of it.

The Head of Year will ensure that, following an incident, the perpetrators and victims are monitored, and that any recurrence is dealt with swiftly and victims are supported to enable them to partake fully in normal academy life. We will keep written records of all bullying incidents and the action taken. A summary of these records will be reported to the Academy Council in the Academy Report at each meeting. This will not include student names or specific details but will be a summative report.

There will be occasions where, despite all efforts, problems continue. It is particularly difficult to deal with bullying or harassment that takes place outside of the academy. In these cases, the academy will advise parents to contact the Police, if we feel that this is appropriate. There are other circumstances, for example where the academy may be unable to achieve the desired result. In such cases, it is sometimes necessary to persuade students and parents that they need to change their aspirations and build up relationships with other students. (Taken from CET Anti-Bullying policy)

Abbeyfield believes in using Restorative Practice and will encourage students to participate in conversations, monitored by a trained facilitator, that allow all parties to find resolution. Acceptable Behaviour Contracts are also used to ensure boundaries are put in place between the victim(s) and perpetrator(s). Should students break their behaviour contract, they will be issued with IEU, in the first instance. Further incidents will escalate the consequence to a suspension.

We will always monitor students who have been the victim of bullying and regular check-ins will take place to ensure the bullying is not repeated. In some cases, we make use of outside agencies to work closely with our students.

Searching a Student.

Abbeyfield recognises that a teacher has the right to search without consent for 'prohibited items' (section 94 of the Education and Inspections act 2006). Prohibited items are:

- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images

We will only search a student under the following circumstances:

- If we think that a student is carrying a dangerous weapon
- If we think that a student is carrying an illegal substance
- If we think a student is in possession of pornographic material
- If we think a student is in possession of fireworks
- If we have a suspicion that the student is carrying something that may cause harm to either themselves or others
- If we have suspicion to believe the student is in possession of stolen goods • If we have reasonable suspicion that the student is selling items to other students.

A member of the safeguarding team and SLT will conduct the search. They will always search in pairs. The search will be conducted in private, with closed doors and blinds. The search will NEVER be undertaken in an area where others can see a search taking place.

We will only search the student's belongings. We will always ask if they are willing to let us search their belongings. If they refuse, then we will contact parents.

As part of the search, we will always ask if they have anything on them or with them that they should not have and if there is anything that could hurt us when putting our hands in their bag or pockets.

We will ask students to take their shoes off, to see if anything is hidden. We will also ask them to run their fingers along the tops of their socks.

Parents will always be contacted to inform them of why the search had to take place.

We will regularly review this policy via a range of avenues including student voice in order to help monitor the application of this behaviour policy.

Strip searches

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the [Police and Criminal Evidence Act 1984 \(PACE\) Code C](#).

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item.

Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the pupil(s) involved. Staff retain a duty of care to the pupil involved and should advocate for pupil wellbeing at all times.

Communication and record-keeping

Where reasonably possible and unless there is an immediate risk of harm, before the strip search takes place, staff will contact at least 1 of the pupil's parents/carers to inform them that the police are going to strip search the pupil, and ask them whether they would like to come into school to act as the pupil's appropriate adult. If the school can't get in touch with the parents/carers, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for information about the role of the appropriate adult).

The pupil's parents/carers will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises and monitor them for any trends that emerge.

Who will be present

For any strip search that involves exposure of intimate body parts, there will be at least 2 people present other than the pupil, except in urgent cases where there is risk of serious harm to the pupil or others.

One of these must be the appropriate adult, except if:

- The pupil explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, and
- The appropriate adult agrees

If this is the case, a record will be made of the pupil's decision, and it will be signed by the appropriate adult.

No more than 2 people other than the pupil and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

- Act to safeguard the rights, entitlements and welfare of the pupil

- Not be a police officer or otherwise associated with the police
- Not be the Principal
- Be of the same sex as the pupil, unless the pupil specifically requests an adult who is not of the same sex

Except for an appropriate adult of a different sex if the pupil specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the pupil could be seen by anyone else.

Care after a strip search

After any strip search, the pupil will be given appropriate support, irrespective of whether any suspected item is found. The pupil will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

Staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider whether, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.

Any pupil(s) who have been strip searched more than once and/or groups of pupils who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.