Creative Education Trust

Positive Relationships and Behaviour for Learning Policy

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1 Introduction

1.1 At Creative Education Trust, we strive to build a learning community where staff, pupils and families work together to successfully nurture and develop the potential of all. As a family of schools, all our academies share a common purpose: to make a difference every day to the lives of the young people and communities that we serve. However, all of our academies also have their own unique identity, which we deliberately foster. For this reason, this policy should be read in conjunction with each school or academy's individual approach to Promoting Positive Relationships and Behaviour for Learning, which is included in the appendices (Appendix 2-5) at the back of this documentation.

1.2 This policy is based on legislation and advice from the Department for Education (DfE), which is clearly referenced at appropriate points within this documentation. In

particular, the trust acknowledges its legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEND). The trust believes that pupils with different needs should be provided with the support they need to achieve individual success, while still operating within the framework of this and our other policies.

2 Relationship to other Trust Policies

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

3 Principles and Purpose

3.1 Creative Education Trust's approach to behaviour for learning is centred around building the relationships that promote positive behaviour and learning. Using the principles of Therapeutic Thinking as a framework, our academies are developing whole establishment approaches that foster positive relationships, thus creating a calm, safe and supportive environment, free from disruption, in which our children and young people can thrive, both in and out of the classroom, and reach their full potential. This approach complements our trust ethos and supports our shared trust values of Ambition, Equity and Opportunity

3.2

Positive Relationships and Behaviour for Learning Policy – Our Values in Action		
Ambition	**Equity**	**Opportunity**

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

4 Roles and Responsibilities

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

4.2 **Trustees/ Education Directors**

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

They review these regularly to ensure that our pupils receive the best possible provision. CET's Education Directors provide support and challenge to school staff ensure that the trust's policies are embedded, and that the quality of relationships and behaviour is regularly and effectively monitored.

4.3 **Headteachers/Principals and Senior Leaders**

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

4.3.1 Ensuring that there are clear policies for routines, rewards and consequences that promote positive relationships and behaviour, including good attendance, both during lessons and at other times

4.3.2 Providing induction, ongoing training and, if required, further support for all staff and pupils, which makes known the routines, rewards and consequences and which helps to ensure that they are always applied

4.3.3 Ensuring that the policy promotes equality for all pupils and addresses individual needs. Where there are underlying causal factors for unacceptable behaviour, the headteacher or principal, supported by senior leaders, are ultimately responsible for ensuring that these are considered when deciding which actions to take in response.

4.3.4 Supporting the practical day-to-day aspects of the policy's implementation by being visible; responding to and investigating serious instances of unacceptable behaviour; ensuring all relevant information about individual pupils is shared within and between teams; and communicating effectively with parents, outside agencies and other key stakeholders, as appropriate.

4.3.5 Ensuring that suspensions and permanent exclusions are issued in a manner that is compliant with the relevant statutory guidance and as a 'last resort', and that appropriate arrangements are made for the reintegration of pupils further to periods of suspension.

4.3.6 Making all staff aware of the statutory guidance contained or alluded to within the relevant sections of *Keeping Children Safe in Education*, so that they can adequately safeguard pupils when responding to allegations of child-on-child abuse, sexual harassment, sexual violence, or when pupils report bullying.

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

4.3.8 Prioritising the explicit teaching to pupils about the school's behaviour routines, rewards and consequences, including the rationale for each, and providing a relevant PSHE programme.

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

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

- Reporting, using the agreed processes, any safeguarding, wellbeing and/or relationship and behaviour concerns

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

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

4.5 **Pupils**

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

4.6 **Parents**

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

discuss their child's behaviour, including after a suspension at the point at which their child is re-admitted in school.

5. Policy Detail

5.1 Our Core Expectations

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

5.2 As a result, all CET schools will prioritise:

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

5.3 Routines and Consequences

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

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

5.3.3 In line with the trust values, and in response to our commitment to Therapeutic Thinking, our 'consequences' are not designed to be punitive but are either developmental and restorative, helping the pupil to understand the impact of their behaviour, or protective, preventing the pupil from behaving in these ways until they receive the support, they need to help them to make better decisions

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

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

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

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

5.5 **Detentions:** These may be set before, during or after school, on any school day or Staff Training (INSET) Day. If pupils are detained during the lunch break, they will still be given reasonable time to eat, drink and use the toilet. Please note that parental consent is not required for a detention to take place, although staff will always endeavour to give notice on the day or day before the detention. Where appropriate, staff will also always take into consideration any special needs a pupil may have, that may, for example, impact on their ability to travel home safely after serving a detention.

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

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5.6.2 Staff will seek to minimise the amount of time that the pupil who has been removed from a lesson spends outside of the classroom. Wherever it is considered likely that the pupil can be re-integrated into the lesson after a brief conversation, then staff will seek to do this. Otherwise, staff will try to reintegrate the pupil back into a subsequent lesson later during the day. Brief periods of time educated outside of the classroom may be a supportive intervention rather than a 'punishment.' Where this intervention is not effective – or where the initial unacceptable behaviour was particularly serious or repeated – a pupil may be required to serve an internal suspension, as an alternative to an external suspension from school. This may start, and end, at a time later than the normal school day.

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

will be made to ensure that the pupil can catch the missed learning up before they return to their normal lessons

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

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

6. Suspension and Permanent Exclusions

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

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

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

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

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

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

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

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

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

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

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

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

7. Adapting Consequences for Pupils with SEND

7.1 Any consequences given will always be in line with this policy. They will also be fair, reasonable, proportionate and in accordance with the Equalities Act, 2010. As part

of this, staff recognise that pupils' behaviour may be impacted by a special educational need and/or a disability (SEND)

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

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

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

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

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

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

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

8. What are reasonable adjustments?

8.1 Any variations to our policies will always take into account the specific circumstances and requirements of the pupil concerned. In practice, however, this means: Modifying the consequence, for example internal suspension with the SEND team, as

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

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

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

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

8.5 Uniform: Effective teaching and learning start with a smart and tidy appearance as it helps to instil discipline and pride, reducing the risk of distraction in lessons. The uniform expectations, and support available to families, is outlined in the appendix to this policy. Individual academy uniforms should be worn by all pupils. Prohibited items can be confiscated. Likewise, pupils may be lent correct uniform or placed in isolation with appropriate work until uniform issues are resolved

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

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

- Damage is caused to the reputation of one or more members of the school community, or to the school as a whole
- Use that may harass, bully or discriminate

- The posting of demonstrably false or misleading statements.

8.8 Physical Restraint: Staff have a legal power to use physical restraint – sometimes known as ‘positive handling’, ‘restrictive interventions’ or ‘reasonable force’ - where necessary, including to:

- causing injury to themselves or others
- committing a criminal offence
- causing serious damage to property
- causing significant disorder

8.8.1 The trust’s Restrictive Intervention Policy sets out our approach. Incidents of physical restraint will always be used as a last resort when all appropriate deescalation techniques have failed and will be applied using the minimum amount of force and for the shortest amount of time possible. It will never be used as a punishment. All incidents of reasonable force will be recorded and reported to parents on the same day

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

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

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

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

8.9.2 Any pupil found to be involved in a drugs-related incident will be disciplined in accordance with this policy. The sanction is likely to include suspension or permanent exclusion from school. Dealing with illegal drugs will, except in exceptional circumstances, lead to permanent exclusion. Using illegal drugs will, except in exceptional circumstances, lead to exclusion, which may be permanent.

Sometimes, it will also be necessary to involve the police, and/or social care/substance abuse support services.

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

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

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

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

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

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

in exceptional circumstances, could lead to suspension and, under some circumstances, a permanent exclusion.

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

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

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

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

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

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

follow the advice in this regard issued by CET's Head of Safeguarding/the Designated Safeguarding Lead.

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

8.10.8 Members of staff can use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. Such force cannot be used to search for items banned under the school rules. Weapons, knives and extreme or child pornography must always be handed over to the police. Otherwise, it is for the academy to decide if and when to return a confiscated item. Please note that staff have an obligation to inform the police of any illegal item brought into school9

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

8.11.1 The Designated Safeguarding Lead (and deputy) are aware of the requirement for children to have an appropriate adult when in contact with police officers who suspect them of an offence. PACE states that anyone who appears to be under 18, shall, in the absence of clear evidence that they are older, be treated as a child.

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

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

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

8.11.5 A person whom there are grounds to suspect of an offence must be cautioned10 before being questioned about an offence11, or asked further questions if the answers they give provide the grounds for suspicion, or when put to them the suspect's answers or silence, (i.e. failure or refusal to answer or answer satisfactorily) may be given in evidence to a court in a prosecution.

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

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

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

Further information can be found in the statutory guidance - PACE Code C 2019.

8.12 Suspected Criminal Behaviour, including Harmful Sexual Behaviours

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

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

8.13 Monitoring and Evaluation: The policy will be reviewed annually and reported to the Education Standard Committee, or in the following circumstances:

- Changes in legislation and / or government guidance.
- As a result of any other significant change or event.
- In the event that the policy is determined to no longer be effective.
- If there are urgent concerns these should be raised with the relevant school in the first instance. Minor changes to individual academy procedures (Appendix 2- can be agreed within the year by the Chair of the Academy Improvement Board. Parents will be informed in the usual ways i.e. via letter/the school's website etc.

- The Trust Board, in consultation with the Trust Executive, regularly reviews key behaviour data with a view to evaluating this policy and identifying and addressing any issues at the earliest opportunity.
- As part of the wider trust "voice" activities, stakeholders including staff, parents and pupils will be regularly consulted regarding this and other policies.

8.14 Recording and Reporting Significant Incidents:

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

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

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

names of the student and staff involved

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

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

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

8.14.6 The written report to parents/carers will include:

- date, time, location and duration of the incident
- a brief explanation of why the intervention was necessary
- the type and degree of force used, or the form of seclusion/nonforce restraint

- any injuries or welfare concerns, and details of immediate support provided

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

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

9. Support and Review

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

9.2 This will include:

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

9.3 A debrief will involve:

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

10. Monitoring, Review and Accountability

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

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

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

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

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

Appendix 1

AMBITION- EQUITY – OPPORTUNITY			
Purpose	**Policy Checklist**	**Relevant Guidance**	**Equality, Diversity and Inclusion**

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

Appendix 2 – Positive Relationships and Behaviour for Learning for Abbeyfield Academy

At the heart of positive relationships at Abbeyfield School, lies a commitment to therapeutic thinking and restorative practices. Students are taught and modelled positive conduct in school and the wider community in line with our core values of Ambition, Respect and Kindness. Our personal development programme offers ample opportunities for students, teachers and support staff to experience a high aspiration and rich behaviour culture at Abbeyfield School.

Uniform expectations are communicated clearly before the start of the school year and throughout the year to students, parents and carers. Students are welcomed to wear the uniform of the gender that they identify with, without having to make a declaration about their gender. At Abbeyfield School we embrace and celebrate diversity and inclusion which represents our local community. Natural hair of all types and styles are permitted including head scarves.

Students are expected to show respect to all staff and students in school and the wider community and to treat people how they would like to be treated. Staff treat students with kindness. Staff are ambitious and have high expectations of everyone at the school. As part of our restorative and therapeutic approach, we are a relationships driven school fostering a strong sense of belonging in our community. We value the importance of social interactions and as such, mobile phones must not be seen, used or heard.

Student voice is used to inform the range of rewards that students value at Abbeyfield School, celebrated at all levels of the school from individual achievements to tutor and year group competitions. Rewards are celebrated through governors, senior leaders, the pastoral team and form tutors.

Abbeyfield has a clear Warn, Move, Remove process used to manage behaviours that do not meet our expectations. This is utilised both in and out of the classroom.
Other disciplinary sanctions that are used are appropriate for students' individual needs and might include:

- an oral reprimand and reminder of the expectations of behaviour (Warn)
- the setting of written tasks such as an account of their behaviour (Pastoral intervention)
- loss of privileges – for instance, the loss of a break time
- detention
- regular reporting including early morning reporting; scheduled uniform checks; or being placed “on report” for behaviour monitoring
- internal suspension for a fixed number of periods/days (Reflection Room)
- external suspension; and, in the most serious of circumstances, permanent exclusion.

Abbeyfield is inclusive and assesses the needs of all students, paying close attention to SEND and Safeguarding concerns. Reasonable adjustments and adaptations will be made for students with SEND. For example, they may be expected to complete less time in the Reflection room or complete an educational task rather than being internally suspended, depending on the individual situation. If it is not safe for a student to be externally suspended due to a significant Safeguarding concern, they will be internally suspended.

We have developed a new SEMH provision for our most vulnerable students including ESBA students and those at risk of Permanent Exclusion. This consists of 2 different pathways in which students will be focussing on their mental health, identifying barriers to learning, life skills and behaviour management and self-regulation. Students will have individual and group mentoring and restorative conversations facilitated by trusted staff to repair any relationship that may have broken down with teachers and ultimately, engage them back in their learning.

Child on child abuse is not accepted and will be managed swiftly and effectively. An investigation will always be carried out whereby the pastoral team will gather multiple statements from those directly involved and any witness statements and review any CCTV or phone footage/messages/screen shots. Parents will always be informed. All documentation will always be logged on CPOMS. Where appropriate, one or more of the following actions will be taken;

- Restorative conversations
- ABC (Acceptable Behaviour Contract)
- Seating plan change
- Class or form group change
- Detentions
- Internal suspension
- Offsite direction
- Use of Alternative Provision
- Permanent exclusion

If students are struggling to manage their behaviour appropriately, they can reach out to their Form Tutor, Teaching staff, Pastoral Staff or Senior Leaders. One or more of the following strategies may be used to support;

- Student and parent meeting
- Target setting
- Clear and effective reintegration following suspensions
- Key worker allocation
- Adaptations to timetable/bespoke intervention
- Counselling referral
- SEND referral
- Reports
- Offsite Direction
- Use of Alternative Provision

Student voice is used throughout the year, to determine how aspects of the behaviour and rewards policy are being monitored, student feedback is central to some changes made in key policies. The School Council provides a summary of key documents shared with students and parents in an appropriate manner and are readily available for staff to reference.