



Positive Relationships and Behaviour for Learning Policy 2025/2026

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

Contents

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

Introduction

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

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

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

Relationship to Other Trust Policies

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

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

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

Principles and Purpose

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

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

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

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

³ [Therapeutic Thinking](#)

Roles and Responsibilities

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

Our specific roles are outlined as follows:

Trustees/Education Directors

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

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

Headteachers/Principals and Senior Leaders

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

- Ensuring that there are clear policies for routines, rewards and consequences that promote positive relationships and behaviour, including good attendance, both during lessons and at other times
- Providing induction, ongoing training and, if required, further support for all staff and pupils, which makes known the routines, rewards and consequences and which helps to ensure that they are always fairly applied
- Ensuring that the policy promotes equality for all pupils and addresses individual needs. Where there are underlying causal factors for unacceptable behaviour, the headteacher or principal, supported by senior leaders, are ultimately responsible for ensuring that these are considered when deciding which actions to take in response.
- Supporting the practical day-to-day aspects of the policy's implementation by: being visible; responding to and investigating serious instances of unacceptable behaviour; ensuring all relevant information about individual pupils is shared within and between teams; and communicating effectively with parents, outside agencies and other key stakeholders, as appropriate.
- Ensuring that suspensions and permanent exclusions are issued in a manner that is compliant with the relevant statutory guidance and as a 'last resort', and that appropriate arrangements are made for the re-integration of pupils further to periods of suspension.
- Making all staff aware of the statutory guidance contained or alluded to within the relevant sections of Keeping Children Safe in Education, so that they can adequately safeguard pupils when responding to allegations of child-on-child abuse, sexual harassment, sexual violence, or when pupils report bullying
- Scrutinising and reporting, using the agreed processes, data in relation to routines, rewards and consequences to ensure that they remain effective. This includes keeping written records of all significant behaviour and safeguarding incidents, using the trust's MIS system and CPOMS, as well as ensuring that individuals and groups are closely monitored to allow for early intervention, and reviewing the support provided to individual pupils and the impact of this

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

Staff

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

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

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

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

Pupils

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

Parents

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

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

Policy Detail

Our Core Expectations

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

As a result, all CET schools will prioritise:

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

Routines and Consequences

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

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

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

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

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

- The pupil is taking part in an activity organized by the school or trust
- The pupil is travelling to and from the school

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

Rewards

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

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

Detentions

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

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

Removal from the classroom

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

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

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

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

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

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

Suspensions and Permanent Exclusions⁴

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

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

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

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

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

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.

⁴ [Suspension and permanent exclusion guidance](#)

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

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

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

Adapting consequences for pupils with SEND

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

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

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

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

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

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

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

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

What are 'reasonable adjustments'?

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

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

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

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

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

Uniform

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

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

Mobile phones

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

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

Visiting the toilet during lessons

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

Social media/unacceptable online behaviour

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

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

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

Physical Restraint⁷

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

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

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

⁷ [DfE advice template](#)

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

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

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

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

Drugs

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

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

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

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

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

Searching and Confiscation⁸

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

⁸ [Searching, Screening and Confiscation](#)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Suspected Criminal Behaviour, including Harmful Sexual Behaviours

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

Malicious Allegations

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

Other

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

Monitoring and Evaluation

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

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

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

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

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

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

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

AMBITION – EQUITY - OPPORTUNITY			
Purpose	Policy Checklist	Relevant Guidance	Equality Diversity and Inclusion
<p>To foster positive relationships, high standards of behaviour, and a calm and safe environment, within which all members of our community can thrive and reach their full potential.</p>	<ul style="list-style-type: none"> - Agreeing a shared set of values that clearly communicate expectations for positive relationships and behaviour. - Having a clear and simple Rewards, Routines and Consequence policy. - Providing training and support to staff on managing relationships and fostering positive behaviour. - Planning, implementing and reviewing pastoral intervention packages, in-line with need. - Planning a strong curriculum, including explicitly teaching pupils about positive relationships and behaviour. 	<p>Behaviour In Schools – Advice for Headteachers and school staff (February 2024) Behaviour in schools - advice for headteachers and school staff Suspension and Permanent Exclusion Guidance (August 2024) Suspension and permanent exclusion guidance Searching, Screening and Confiscation – Advice for Schools (July 2022) Searching, Screening and Confiscation Use of Reasonable Force in Schools (July 2013) DfE advice template Keeping Children Safe in Education 2024 Keeping children safe in education 2024</p>	<p>The trust believes that pupils with different needs should be provided with the support they need to achieve individual success, while still operating within the framework of this and our other policies.</p> <p>This means making reasonable adjustments to this policy, where appropriate.</p>



CAISTER ACADEMY
Creative Education Trust
School of Literature
and Performing Arts

Parent Guide with Behaviour Management Procedures 2025-2026

Contents	Page Number
Behaviour Guidance <ul style="list-style-type: none"> • Purpose • Underpinning philosophy • A Culture of Celebration • Behaviour Curriculum • Pre-emptive teaching strategies • One voice • Countdown • Power of Praise 	4-6
Behaviour For Learning	7-8
Behaviour Escalation Chart	
Consequence Chart	9-11
Out of Lessons Consequence Chart	12
Punctuality Consequence Chart	13
Independent Study Consequence Chart	14-15
Pastoral Investigation	16-17
Behaviour standards and expectations <ul style="list-style-type: none"> • Using the Reflection Room to educate students not yet ready to learn • Mobile phones, headphones and related devices: • Vandalism to school property • Parent Reset • PE Kit Expectation • Prohibited items • Use of bathrooms • Jewellery 	18-19
Punctuality	20
Reasonable Adjustment and student need <ul style="list-style-type: none"> • SEND On-call 	21
Pastoral Investigations	22
Suspensions <ul style="list-style-type: none"> • Reflection (Internal Suspension) • Reintegration Meetings (incidents occurring within a 6-week period) • Suspension Exchange 	23-24
Suspensions <ul style="list-style-type: none"> • Suspension Codes • Reintegration Meetings 	25-28
Reports <ul style="list-style-type: none"> • Student Behaviour Reports • Subject Teacher & Form Tutor (Level 1) • Head of Year Report (Level 1) & Senior Leadership Report (Level 2) • SLT Report • Principals Warning report • Governors Warning Report • Report Structure • Guidance 	29-30

DFE Behaviour in Schools Guidance

[DfE Behaviour in schools](#)

Behaviour Guidance

Purpose:

The guidance is designed to promote our four-core values; **Ambition, Opportunity, Character, Community**, by providing a clear framework through which staff can support and educate students to always behave in an exemplary manner, thus ensuring a positive and safe learning environment for all.

Community Engagement: The academy actively encourages parents to seek support and advice from the academy when they have concerns regarding their child's behaviour. Communication should be with your child's form tutor in the first instance to seek additional guidance. Behaviour guidance, expectations and routines will be regularly reviewed using the voice of our students to determine both its effectiveness and co-produce policy change.

Underpinning Philosophy:

Develop students understanding of positive behaviour for learning:

- Create a culture of celebration focused on the positive contributions students make to our community and their learning,
- Provide opportunities for students to engage with our 'Behaviour Curriculum',
- Explicit teaching to support students understanding of 'how and why' they should behave,
- Focus on wider personal development to promote independence, resilience, and emotional literacy.

Focus on pre-emptive strategies:

- Explicit teaching and routine references to our expectations,
- Teaching and Learning: Planning for Personalisation, Ready to Learn and Climate for Learning,
- Quality First Teaching: All staff demonstrate range of pre-emptive strategies before escalating to an appropriate warning or sanction. Focus on building positive relationships.
- Due consideration must be taken for students with special education needs and disabilities (SEND) to ensure they are not disproportionately affected by consequences applied for incidents attributed to their additional requirements,
- Staff are pro-active in identifying and implementing appropriate support to ensure every student has the opportunity to succeed.

Consistent expectations are applied for all:

- Consequences should follow the escalation system as outlined in the guidance below,
- "One voice" for all classroom instructions and teacher led phases of lessons.

Consequences are timely, restorative and allow for reflection:

- All classroom sanctions will be issued for the same day,
- Restorative conversation must take place before the next lesson, with an appropriate member of staff.

Support and develop a whole school culture of zero tolerance towards child-on-child abuse and harmful sexual behaviours.

Develop staff understanding of how to support positive behaviour for learning:

- Provide regular CPD opportunities for staff to develop and deepen their understanding of behaviour,
- Create a culture of 'support first' and fair application of behaviour expectations.

A Culture of Celebration

At Caister, positive reinforcement and rewards are valued just as highly as correction, forming a balanced and purposeful approach to behaviour. Celebration is not an afterthought - it is embedded throughout our behaviour guidance, reflecting our belief that recognising and rewarding positive choices is essential to nurturing growth.

We actively celebrate students who demonstrate our core values: **Ambition** in striving for personal bests, **Opportunity** in seizing every moment to learn and lead, **Character** in showing integrity and resilience, and **Community** in supporting others. By highlighting and rewarding these behaviours, we create an environment where students are not only guided when they go wrong but are also inspired and uplifted when they do what is right.

Daily	<ul style="list-style-type: none">• Reward points for demonstrating core values; Ambition, Opportunity, Character, Community• Caister Coins are given for academic excellence
Weekly	<ul style="list-style-type: none">• Head of Year Rewards• Principal's Learner of the Week• Lucky Dip Stars
Fortnightly	<ul style="list-style-type: none">• Subject Excellence Postcards
Half Termly	<ul style="list-style-type: none">• Caister Coin reward events• Subject excellence badges• Tutor rewards for core values• Celebrating Excellence assemblies
Termly	<ul style="list-style-type: none">• Caister Coin Reward events• Subject excellence badges• Tutor rewards for core values• Celebrating Excellence assemblies• Celebrating Excellence whole school event

Behaviour Curriculum

Caister Academy has developed a 'behaviour curriculum' to explicitly engage students with learning activity to secure knowledge and understanding of how to develop positive behaviour. The curriculum explores the importance of 'why' we need to follow routines and expectations to achieve academic success and wider personal development, including a successful pathway to adulthood.

Our behaviour curriculum is a foundational element of our school's commitment to fostering a safe, respectful, and aspirational learning environment. At the heart of our approach are our four core values: **Ambition, Opportunity, Character, Community**. These values shape not only the expectations we hold for behaviour but also the culture we strive to build together every day.

Our value of **Ambition** inspires students to set high standards for themselves, take pride in their efforts, and persist through challenges in pursuit of excellence. With **Opportunity**, we aim to ensure that every child has access to the tools, experiences, and support they need to succeed within everyday school life and beyond.

Through **Character**, we emphasise integrity, kindness, resilience, restoration and accountability, encouraging students to make positive choices that reflect inner strength and moral courage. We believe that **Community** is about belonging—knowing that every individual has a role to play in creating a supportive, inclusive atmosphere where everyone is valued and respected.

Activity and support across the academic year includes:

- Personal Development Programme – exploring a variety of relevant themes per year group,
- Assembly Programme - external providers such as Norfolk Police and Educating with Pride,
- PSHE curriculum – explicit teaching around key themes linked to emerging behaviour concerns,
- Tutor programme – exploring the ‘why’ surrounding routines and expectations to develop positive behaviour,
- Conflict resolution: restorative conversation with adults following behaviour incidents and restorative justice approach following child-on-child abuse,
- Targeted behaviour interventions: Emotional Literacy Support (ELSA), Positive Behaviour Plans, Emotion Coaching,
- Positive instructional language – modelled by staff to support development of students’ expressive language,
- Bespoke and targeted behaviour curriculum taught as part of Reflection offer.

Behaviour Curriculum Half Termly Focus	Form Time Sessions
Autumn 1 Disruption Free Learning	1. Exploring our Core Values 2. Being Ready to Learn 3. Disruption Free Lessons 4. Recall of Knowledge
Autumn 2 Harmful Sexual Behaviour	1. Bullying 2. Misogyny and gender discrimination 3. Cyber bullying 4. Sexual harassment
Spring 1 Active Learners	1. The Passive Learner 2. Being an Active Learner 3. Active Learners and Reteach 4. Recall of Knowledge
Spring 2 Community Conduct	1. Community Conduct 2. Use of Public Transport 3. Prohibited Items 4. Recall of Knowledge
Summer 1 Child on Child Abuse	1. Physical or Verbal Abuse 2. Racist Language 3. Homophobic Language 4. Recall of Knowledge
Summer 2 Child on Adult Abuse	1. Cyber Abuse 2. Physical or Verbal 3. Recall of Knowledge 4. Recall of Knowledge

Pre-emptive Teaching Strategies:

Teachers implement a ‘support first’ approach at Caister Academy by using the following set-phrases and pre-emptive strategies to embed good habits into our students. These allow them to engage positively in the rich and challenging content of our ambitious curriculum. At the same time, we are equipping them with the personal skills they need to take a leading role as a confident speaker, respectful citizen, engaged audience member and effective lifelong learner.

These routines are explicitly taught, modelled and practised as part of our Behaviour Curriculum. Through regular form time sessions, assemblies, and in-lesson routines, students are guided not only on *what* is expected of them, but also *why* these expectations matter. Teachers use consistent language and routines to ensure clarity and predictability, while also explaining how these behaviours contribute to a safe, focused and respectful learning environment. Reinforcement happens through recognition, reminders and reteach, so that students build automatic habits that support their success both in and beyond the classroom.

Pre-emptive strategies – Support First				
➤ Strategic seating plan	➤ Clear expectations	➤ Verbal warning & reinforcement	➤ Responsive / adaptive teaching	
➤ Annotated seating plans	➤ Predictable learning environment	➤ Positive relationships	➤ MWBs to identify misconception	
➤ Follow SEND guidance	➤ Classroom routine	➤ Use student names	➤ Engage tasks	
➤ Student check in	➤ Positive language	➤ Non-verbal cues	➤ Scaffolding	
➤ SEND On-Call	➤ Front-load behaviour instruction	➤ Move position in classroom – using the ‘well-worn path’	➤ Modelling	
	➤ Buy in time & count-down	➤ Visual cues: timers	➤ Checklists for Success	
	➤ Use of rewards		➤ Interact / check in during apply phases	

One Voice:

There is a lot of key information delivered with a lesson and focus is a hard thing to monitor. To give our students the best chance of engaging with content, we insist that when they need to be attending to something, they are in One Voice, meaning:

- The class should be in silence,
- Eyes should be on the teacher,
- Everyone should be sat up straight,
- Only one voice should be heard: the teacher or a student asking or answering a question,
- We put our hands up if we wish to contribute.

When a teacher asks for One Voice – “Okay class, we are using One Voice”, the teacher needs to ensure they have 100% compliance on all components, before moving on. They should use praise and the behaviour system as appropriate. It is vital that we hold high expectations for all students, all the time.

Countdown:

We know that transitioning between phases of learning places an extra demand on cognitive load which, if not managed, can mean a student misses out on some vital instruction or knowledge. With this in mind, teachers will countdown between phases to give students enough space to refocus as needed. Whilst doing this, to make their expectations clear, teachers will reiterate what students should be doing. This could look like:

“Okay class finish the sentence you’re on and be ready to show One Voice in **5, 4**, finishing that sentence, **3**, pens down now please, **2**, well done to the front two rows who are ready, **1** and One Voice, thank you class”.

Power of Praise:

At Caister Academy we know that desirable behaviour has to be constantly considered. We expect a lot from our students and know that a full teaching day can be tough. Where earned, students should receive the praise befitting their behaviours and efforts. This is not only a preventative approach to poor behaviour occurring but is warranted by the students if they act in the positive way expected of them.

Spotlighting desirable behaviours in a classroom also cultivates a culture in which these positive actions are commonplace. This sets the scene for the actions students need to adhere to in order to make the most out of their time at Caister Academy.

Behaviour For Learning

At Caister Academy we know that creating the right culture is crucial.

We believe that great relationships are key to great teaching and that these are best formed through:

- Having consistently high expectations of our students,
- Holding students to appropriate levels of accountability for their actions,
- Ensuring positive actions receive the praise they deserve,
- Creating safe and predictable learning environments.

Learning Phase	Expectations of Students
Overarching	<ul style="list-style-type: none"> • Follow instructions first time. • Take time to reflect purposefully after any behaviour correction. • Respectful behaviour to staff and students at all times. • Ensure all others in the room can learn in a disruption-free environment. • Actively attend when required. At Caister Academy, this is defined as engaging with the content, reflecting on their own understanding and raising their hand to ask questions where needed. • One Voice is used for all teacher instructions and classrooms are silent unless alternative direction is given.
Engage	<ul style="list-style-type: none"> • Students will be welcomed into the classroom from the corridor, on time. • Enter the room in silence. • Get out all equipment needed for the lesson and place on desk. • Complete a practice activity in preparation for the lesson: this will activate your learning through recall and retrieval.
Intent	<ul style="list-style-type: none"> • Listen carefully to what you are learning. • Ask questions to clarify thinking. • Demonstrate 'One Voice'.
Content (I Do)	<ul style="list-style-type: none"> • Actively attend, demonstrate one voice and use your hand to show when you have a question. • Ask questions when appropriate, to clarify thinking. • Actively listen to new information, maintaining focus on the teacher. • Respond to questions asked and teacher check ins. • Try and link this content to things you already know: make connections.
Model (We Do)	<ul style="list-style-type: none"> • Fully attempt all activities and tasks in a timely manner. • Take feedback from the teacher on board. • Avoid off task conversations and work in silence unless directed by the teacher.
Apply (You Do)	<ul style="list-style-type: none"> • Work purposefully and with haste. • Self-assess and see mistakes as an opportunity to learn. • Avoid off task conversations and work in silence unless directed by the teacher.
Review	<ul style="list-style-type: none"> • Independently attempt review tasks.
Feedback	<ul style="list-style-type: none"> • See mistakes as opportunities for learning.
Assessment	<ul style="list-style-type: none"> • Apply themselves fully. • Respond positively to teacher circulation of learning space.

To promote positive behaviour in lessons, students are provided with a variety of ways to achieve rewards, from becoming learner of the week, achieving instant wins such as 'Caister Coins', high stakes prizes and subject specific rewards. Caister Academy prides itself on celebrating excellence within the classroom to excel positive behaviour and academic success.

Behaviour Escalator – Summary

Excellent Behaviour and Progress	Rewards	Rewards
Written Warning	C1	15 Minute Sanction
Removal from Lesson	C2	After School Sanction
Community Incident	CY2	Lunch Time Sanction
High Level Incident	C3	Internal Suspension

Consequence Chart

In Lessons Consequence Chart			
Support first -including pre-emptive strategies. Verbal warning where appropriate.			
Code	Staff Action	Reflection / Restoration	Potential Reasons
C1	<p>Written warning</p> <p>Name written on the board.</p> <p>Record on ARBOR unless escalated.</p> <p>Staff to log non attendance at the end of the day on ARBOR.</p> <p><i>Parents informed via email and Arbor notification.</i></p>	<p>Kept back for up to 15 minutes at end of lesson or next convenient time (e.g., break).</p> <p>Restorative conversation with the member of staff - If a student does not attend this will be escalated to a lunchtime detention the following day.</p> <p><i>Classroom.</i></p>	<p>Following implementation of pre-emptive strategies, a student demonstrates:</p> <ul style="list-style-type: none"> • Failure to follow One Voice. • Off task behaviour. • Disruption or distracting others. • Insolence or disrespect to staff. • Rudeness to other students. • Poor language. • Eating or drinking when not permitted. • Lack of effort in learning. • Misuse of school equipment.
C2	<p>Lesson Reset</p> <p>Record on ARBOR which will request on-call support.</p> <p>On call to redirect to alternative classroom and allow the student space and time to calm.</p> <p>Work to be provided by classroom teacher, where possible following</p>	<p>Lesson Reset will allow the student to calm in an alternative classroom before resuming learning in their timetabled lesson.</p> <p>Student must successfully engage with learning in a different classroom to return to next lesson.</p> <p>Same day after school detention for 30 minutes (issued automatically and parents informed through ARBOR).</p> <p>Two C2s in day will result in Reflection for 24 hours.</p> <p>Restorative conversation with the member of staff or department representative.</p> <p>Reflection sheet completed to a high standard, with actions agreed and signed by teacher.</p>	<p>Persistent cases of the above and including:</p> <ul style="list-style-type: none"> • Defiance. • Serious misuse of or damage to school equipment. • Breaching health and safety and putting others at risk. • Dangerous behaviour. • Observed child on child abuse. • Observed child on adult abuse. • Pastoral Investigation that requires immediate action and lesson reset due to risk of harm to self or others.

	<p>intended curriculum.</p> <p>Staff in alternative classroom to agree return to timetabled lesson. <i>This will take place through a discussion with the student.</i></p> <p><i>Parents notified through ARBOR text message.</i></p> <p><i>Member of staff from initial removal calls home within 24 hours.</i></p>		
<p>C3</p>	<p>Reflection Room</p> <p>Internal Exclusion</p> <p>Request On Call.</p> <p>Student moved to Reflection room.</p> <p>Record on ARBOR.</p> <p>Staff to call home within 24 hours and before completion of sanction:</p> <ul style="list-style-type: none"> • Failed C2 Removal-teacher • All other level 3 sanctions – AHOY/HOY <p><i>AHOY/HOY calls home within 24 hours and</i></p>	<p>For failed C2 Lesson Reset or two incidences of removal in a day and following opportunities to calm and resume learning.</p> <p>Internal Exclusion until 3.45pm that day and until the time of entry the following day (assuming successful completion of all sessions).</p> <p>Higher level behaviour incidents: Reflection room until 3.45pm that day and any subsequent days as directed by HOY/AHOY/SHOI.</p> <p>Restorative conversation with the member of staff or department representative.</p> <p>Successful reflection and restorative intervention completed.</p> <p>Reflection Exit Plan completed to a high standard, signed off by Reflection Manager and sent to relevant staff with agreed actions.</p> <p><i>Reflection room.</i></p>	<p>Higher level behaviour incidents, including but not limited to:</p> <ul style="list-style-type: none"> • Second C2 Lesson Reset in a day. • Failure to complete learning in a different classroom following a C2 Lesson Reset • Persistent C2 Lesson Reset. • Failure to follow on-call direction. • Failing to attend a level 2 sanction: CY2/C2/H2. • Aggressive behaviour. • Bullying. • Dangerous behaviour. • Offensive or discriminatory behaviour. • Smoking/vaping. • Vandalism*. • Verbal abuse. • Child on child abuse. • Child on adult abuse.

	<p><i>before completion of sanction.</i></p> <p><i>Parental meeting is organised with AHOY at 3.30pm for first instance of Level 3 Sanction.</i></p>		
S	Suspension – Refer to the Academy Suspension Guidance.		
<p><i>The consequence chart is intended as a guide. Staff will use their professional judgement to make a final decision on which consequence to apply in which situation.</i></p>			

Out of Lessons Consequence Chart			
Support first with positive engagement and interest. Verbal warning where appropriate.			
Code	Staff Action	Reflection / Restoration	Potential Reasons
CY2	<p>Community Reflection</p> <p>Student taken to lunch reflection. Record on ARBOR.</p> <p>Or</p> <p>Inform student of reflection time.</p> <p><i>Record on ARBOR. Parents informed via email and Arbor notification.</i></p>	<p>Full lunchtime detention 13.20pm – 13.55pm.</p> <p>Reflection sheet completed to a high standard.</p> <p><i>Community Reflection room.</i></p>	<p>Incidents occurring during community-based time such as before or after school. This may include:</p> <ul style="list-style-type: none"> • Shouting. • Barging or pushing others. • Poor language. • Running inside. • Being in an out of bounds area. Incorrect uniform. Rudeness to other students. • Insolence or disrespect to staff. • Punctuality: student arriving late to lesson following the second bell. • Breaching health and safety and putting others at risk whilst travelling on the minibus.
C3	<p>Reflection room</p> <p>HoY to record on ARBOR.</p> <p><i>AHOY/HOY calls home within 24 hours and before completion of sanction.</i></p> <p><i>Parental meeting is organised with AHOY Within 24 hours for first instance of Level 3 Sanction.</i></p>	<p>Reflection room until 15:45pm that day and until the time of entry the following day (assuming successful completion of all sessions).</p> <p>Restorative conversation with the member of staff.</p> <p>Successful reflection and restorative intervention completed.</p> <p>Completion of targeted 'Behaviour Curriculum' learning tasks.</p> <p>Reflection Exit Plan completed to a high standard, signed off by</p>	<p>Higher level Incidents and complaints occurring during community-based time.</p> <p>Refusal to attend Community Reflection. Child on</p> <p>Child abuse.</p> <p>Pastoral Investigation.</p>

		Reflection Manager and sent to relevant staff with agreed actions. <i>Reflection room.</i>	
S	Suspension – Refer to the Academy Suspension Guidance. <i>Currently within the Behaviour Policy.</i>		
<i>The consequence chart is intended as a guide. Staff will use their professional judgement to make a final decision on which consequence to apply in which situation.</i>			

Punctuality Consequence Chart			
Students are on time to lessons so learning can start promptly and without interruption			
Code	Staff Action	Reflection/ Restoration	Potential Reasons
L1	Breaktime Community Reflection Form tutor or teacher to record on ARBOR. Inform student of reflection time. <i>Parents informed via email and Arbor notification.</i>	Marked Late on the register. Same day break time detention for 15 min (issued automatically and parents informed through ARBOR). Restorative conversation with a member of the attendance team. <i>Meeting Room 1.</i>	Students arrive late to form between the times of 08:40am to 09:00am.
L2	Lunchtime Community Reflection Form tutor or teacher to record on ARBOR. Inform student of reflection time. <i>Parents informed via email and Arbor notification.</i>	Marked Late on the register. Same day lunch time detention for 40 min (issued automatically and parents informed through ARBOR). Restorative conversation with the teacher if applicable. <i>Community Reflection Room.</i>	The student arrives after the quiet bell that will sound at the following times: <ul style="list-style-type: none"> • 09:05 • 10:05 • 11:20 • 12:25 • 14:00.

L3	Reflection room Staff to record on ARBOR. Student moved to Reflection room. <i>AHOY/HOY calls home within 24 hours and before completion of sanction.</i> <i>Parents informed via email, SMS and Arbor notification.</i>	Reflection room until 4pm that day and until the time of entry the follow day (assuming successful completion of all sessions) Restorative conversation with the member of staff to department representative. Successful reflection and restorative intervention completed. <i>Reflection Room.</i>	Student is truanting a session. Student signs in after 09.00am without a valid reason for absence. Failure to successfully attend and complete the L2 sanction, two L1s or L2s are given within a week, or three L1s or L2s are given across a half term.
S	Suspension – Refer to the Academy Exclusion guidance.		
<i>The consequence chart is intended as a guide. Staff will use their professional judgement to make a final decision on which consequence to apply in which situation.</i>			

Independent Study Consequence Chart			
<i>Positive engagement and interest. Verbal warning and support provided where appropriate.</i>			
Code	Staff Action	Reflection / Restoration	Potential Reasons
IS1	Written warning Record on ARBOR. <i>Parents informed via email and Arbor notification.</i>	Kept back for up to 15 minutes at end of lesson or next convenient time (e.g., break). Identify any barriers to Independent Study being attempted, support to resolve and agree deadline for completion. Invite to Independent Study support session. <i>Classroom.</i>	Student does not attempt Independent Study to a reasonable standard by the submission date. (This standard will take into account any reasonable adjustments for the individual student.) Following an H1, student does not attempt Independent Study to a reasonable standard by the new submission date.
ISS	Department Independent Study Support Session Record as HS on ARBOR, placing student into allocated	30 min after school support session led by departments. Discussion with the member of staff or department representative to support completion of Independent Study.	Refusal to attend an IS1 Independent Study still not completed after IS1 conversation and support from a teacher.

	<p>department session.</p> <p><i>Parents informed via email and Arbor notification.</i></p>	<p>Identify any barriers to Independent Study being attempted, support to resolve during the session.</p> <p>resolve during the session.</p>	
IS2 - SLT	<p>Central Independent Study Support Session run by SLT</p> <p>Record as IS2-SLT on ARBOR, held every Monday from 15.00pm to 15.40pm.</p> <p>(Form tutor informed via ARBOR).</p> <p><i>Parents informed via email, SMS and Arbor notification.</i></p>	<p>40min after school support session led by Senior Leadership Team – Monday.</p> <p>Independent Study to be completed under exam conditions.</p>	<p>Refusal to attend an HS.</p>
IS3	Reflection – failure to attend an IS2-SLT central Independent Study support session.		
	Students who persistently fail to complete Independent Study should be placed on a report. Coursework completion should be tracked and sanctioned on a lesson-by-lesson basis.		
<p><i>The consequence chart is intended as a guide. Staff will use their professional judgement to make a final decision on which consequence to apply in which situation.</i></p>			

Pastoral Investigations

To ensure we uphold behaviour standards at Caister Academy and support a culture of zero tolerance towards child- on-child abuse, Pastoral Investigations will be used to support the schools understanding of incidents and reach a conclusion based on the balance of probability.

All staff have a duty to record any reported, observed, or alleged incidents. This should be applied to students' behaviour both in school and the wider community.

Pastoral Investigation			
<i>Positive engagement and interest. Verbal warning where appropriate.</i>			
Code	Staff Action	Reflection / Restoration	Potential Reasons
PI	<p>Pastoral Investigation Form tutor/teacher records on ARBOR.</p> <p>Set appropriate sanction in line with severity of behaviour.</p> <p>Student should be placed in Reflection if there is a risk of harm to self or others.</p> <p>SHOI to allocate investigating officer. This will ordinarily be victim lead and the Investigating Officer with the victims HOY/AHOY.</p> <p>HOY/AHOY to conduct investigation.</p>	<p>Sanction and restoration will be in line with outcome of investigation.</p> <p>Child on child/adult abuse will, if appropriate be supported with a Restorative Justice meeting and contract between perpetrator(s) and victim(s).</p> <p>Victim will receive support following agreed outcome.</p> <p>Preventative education and intervention will follow if appropriate.</p>	<p>Allegation of Harmful Sexual Behaviours, Child on Child abuse, bullying or child on adult abuse:</p> <p>Bullying.</p> <p>Harmful Sexual Behaviours:</p> <ul style="list-style-type: none"> ● Verbal ● Cyber ● Sexual harassment ● Sexual violence ● Misogyny / Misandry <p>Child on Child abuse:</p> <ul style="list-style-type: none"> ● Bi-phobic ● Cyber ● Disablist/SEND ● Homophobic ● Transphobic ● Sexist ● Racist ● Physical or verbal ● Gender bias. <p>Child on adult abuse:</p> <ul style="list-style-type: none"> ● Bi-phobic ● Cyber ● Disablist/SEND ● Homophobic ● Transphobic ● Sexist ● Racist ● Physical or verbal ● Gender bias. <p>Any other incident of concern should be recorded as a BI - Behaviour concern.</p>

	<p>Inform student and parent of investigation.</p> <p>HOY/AHOY to Inform perpetrator and victim of outcomes; associated parents should also be contacted.</p> <p><i>Record on ARBOR & CPOMS. LOB/HOY/AHOY to close PI investigation.</i></p>		
--	--	--	--

Staff will use their professional judgement to make a final decision on which consequence to apply following a Pastoral Investigation. Students will be placed in Reflection if there is a risk or harm to self or others. Investigations should be resolved, and outcome agreed within 24 hours.

Behaviour Standards and Expectations

Using the Reflection Room to educate students not yet ready to learn:

To ensure consistency for all students, maintain expectations and avoid placing students and staff in a situation where appropriate restorative conversations have not taken place, we will educate students in the reflection room in the following cases:

- Failure to follow the Academy uniform guidance.
- Failure to attend a Level 2 sanction: C2, CY2, H2 & L2.

Students will return to normal lessons as soon as the corresponding issue is addressed.

We may also use the Reflection Room as a holding area when we are investigating an incident or conducting a Pastoral Investigation where there is risk of harm to themselves or others.

Please note that when the Reflection Room is being used as a location to educate a student until another issue is addressed, the normal Reflection Room expectations will apply, however, this will not be marked as a C3 on the student's record.

Mobile phones, headphones and related devices:

- Mobile phones⁽¹⁾ should be off and away at all times on the Academy site.
- If seen or heard mobile phones will be confiscated and taken to Reception.
- Mobile phones will be stored in a locked area. However, Caister Academy accept no responsibility for prohibited items that have been removed from students.
- A notification will be sent via Arbor.
- Confiscated mobile phones can be collected by parents from reception between 15:00– 16:00 or at an alternative arranged time agreed between the parent and the reception team.
- Students will complete a lunchtime Community Reflection.
- To support with safeguarding our community mobile phones must be left on the teacher's desk before accessing the bathroom.

⁽¹⁾Includes but is not limited to headphones, wireless ear pods. Smart watches are not permitted in school. Please refer to the Vice Principal for further guidance on what is included.

Vandalism to school property:

In addition to the relevant sanction being issued, the student will be invoiced for any damages and/or asked to complete community-based service to repay costs incurred.

Parent reset:

To avoid escalation and supporting students to make the correct choice with behaviour, The Inclusion Team may call to request parental engagement. This could include a discussion over the phone with the student or a request to attend the academy to support with the presenting behaviour.

PE kit expectations:

Caister Academy students are expected to attend PE with the appropriate kit and without this cannot participate fully in their learning. The process is as follows:

- If the student does not have the appropriate kit, the parent must write a supporting note for the teacher.
- First instance of not being in the appropriate kit without a supporting note will result in a C1.
- Future instance of not being in the appropriate kit without a supporting note will result in a C2.
- Persistent instances of not being in the appropriate kit without a supporting note could be escalated to Reflection or Subject Report.
- Students who are not participating in PE lessons are still required to get changed into their PE kit unless medical evidence does not support this.

Prohibited items:

The following items are prohibited at Caister Academy and applies to all academy related activity whether on or off site, including the journey to and from school. Teachers have the right to search a student where it is deemed necessary in line with the [CET Behaviour for Learning Policy \(Management Procedures 2022-2023\)](#) Banned items include:

- Alcohol.
- Illegal drugs.
- Stolen items.
- Tobacco, lighters and cigarette papers.
- Fireworks.
- Pornographic images.
- Imitation weapons; including replica toys such as guns and knives.
- Air soft and BB Guns (including ammunition).
- Electronic Cigarettes.
- Psychoactive Substances.
- Medication.
- Energy Drinks.
- Aerosols.
- 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 damage to the property of, any person.

Use of Bathrooms:

We do not operate a 'Zero tolerance' approach to bathroom use within the academy and students who need to access the bathroom should be allowed to leave in exceptional circumstances - using the teachers professional judgement on what is reasonable and acceptable.

As an academy we will ensure any student with an identified need or medical condition can access the bathrooms throughout the day as a Reasonable Adjustment. This will be supported by:

- Agreeing a time bound adjustment with parent and student- HOY will assess and review.
- Supporting evidence will be required usually from a health professional.
- The RA is recorded on Arbor, Learning Support Directory and Student Passport.
- Student is provided with a medical pass which is shown to staff to support ease of accessing bathrooms during a lesson.
- To support with safeguarding our community mobile phones must be left on the teacher's desk before accessing the bathroom.
- Staff will record the access of a bathroom during a lesson on ARBOR, and a notification will be sent home to allow parents to monitor any concerns.

Jewellery:

- Students should refer to the uniform for guidance on jewellery [Uniform Jewellery and Equipment Guidance 2025-2026.pdf](#).
- If seen prohibited items will be confiscated and taken to Reception.
- Jewellery will be stored in a locked area. However, Caister Academy accept no responsibility for prohibited items that have been removed from students.
- A notification will be sent via Arbor.
- Confiscated jewellery can be collected by parents from reception between 15:00 – 16:00 or at an alternative arranged time agreed between the parent and the reception team.
- Students will complete a lunchtime Community Reflection.

Punctuality

It is vital that students are on time to lessons so learning can start promptly and without interruption.

Lesson	Warning Bell Time <i>or end of previous lesson</i>	Latest Session Start Time <i>this is the latest a lesson should start</i>
	Loud bell	Quiet bell
Form	08:35	08:40
Period 1	09:00	09:05
Period 2	10:00	10:05
Break	11:00	-
Period 3	11:15	11:20
Period 4	12:20	12:25
Lunch	13:20	-
Period 5	13:55	14:00
Break	15:00	-
Electives	-	15:10
End of the day	16:00	

Students arriving after the latest session start time without a note (from a member of staff) explaining their absence should be issued an L2. *This will result in a same day lunchtime detention.*

Students truanting a session will be issued an L3. *This will result in Reflection.*

If a student was marked absent in the previous session, they should have a note (from the Attendance Office). If they do not, they should be sent to the Attendance Office straight away.

Gate closes at 09:00. Door locking system starts then.

Whistle blown before end of break and lunch for students on the field.

Scenarios:

- Student arrives at 08:45, walks onto site, goes to form.
Issued L1 by form tutor.
- Student arrives at 08:45, avoids form, goes to P1. Teacher sees the student was absent from the previous session, so sends the student to the Attendance Office.
Attendance Office issue sanction.
- Student arrives at 09:10, has to be let onto site by reception, reports to reception to sign in. Goes to attendance office to determine Reflection or lessons.
Attendance Office to provide note or issue sanction.
- Student arrives at 09:10, has to be let onto site by reception, reports to reception to sign in. Goes straight to lessons, Teacher sees the student was absent from the previous session, so sends the student to the Attendance Office.
Attendance Office to provide note or issue sanction.

Reasonable Adjustment and Meeting Individual Needs

At Caister Academy we understand that creating a culture of equity and equality is crucial.

We recognise that for some students to be successful they require carefully planned support and adjustment to meet their individual needs. We also understand that behaviour may be symptomatic of underlying conditions and contextual factors. Staff recognise that in such cases a 'support first' approach may be more appropriate than sanctions.

To successfully implement support and reasonable adjustments, students with additional needs will co-create a Student Passport with their key adult to ensure the behaviour guidance is fairly applied to meet their individual needs.

SEND On-Call

Purpose:

To provide reasonable adjustment and a clear framework through which staff can support students with SEND who require additional support to regulate their approach to learning and wellbeing.

Due consideration must be taken for students with special educational needs and disabilities (SEND) to ensure they are not disproportionately affected by consequences applied for incidents attributed to their additional needs.

SEND On-Call should support and not replace the system of consequences, with sanctions still being applied if reasonable and appropriate to the behaviour.

The aim of SEND On-Call is to return the student to learning or escalate to the Inclusion Team for additional support.

Criteria:

SEND On-call should be used to support incidents and the regulation of behaviour attributed to additional needs or vulnerability. Staff should only request the adjustment for the student if the following applies:

- Identified as a learner with SEND on our central register (Learning Directory and ARBOR).
- Identified as a vulnerable learner who requires additional support – LAC, YC or SG.
- Has a Student Passport or Behaviour Plan that identifies the need for a Learning Pause.

Staff should use their professional judgement to make a final decision regarding the request of SEND On-Call. Parents will receive an alert from Arbor when SEND On-Call has been accessed by the student.

Internal Suspensions

Reflection (Internal Suspension):

This is our provision for students who have seriously breached one or more aspects of the Academy's Behaviour Policy.

Students referred here will be out of circulation from lessons and social time, follow an extended school day and provides an alternative to a suspension. A C3 will automatically result in student being removed from lesson and sent to Reflection. Its purpose is to enable purposeful reflection concerning triggers for their behaviour, support strategies to reduce the risk of incidents repeating, consideration as to the broader impact of their choices, as well as continued learning across their subjects.

Students may attend the Reflection room as part of any on-going pastoral investigation or if the correct academy uniform is not worn. This is not a sanction and will not be recorded on ARBOR. Students will remain in the room during breaks but will leave school at 15:00. They will be instructed to leave by a member of staff once the investigation is completed or the issue is resolved.

The table below provides a guide to incidents and suggested days in reflection. The academy will take into consideration previous incidents and sanctions when making a final decision.

Incident	Suggested duration in Reflection
2 x Level 2 sanctions in one day (L2, C2).	1 day
2 x removal from lesson (C2) in one day.	1 day
Failure of Reflection.	1 day (or repeat of failed session)
Failure to attend a Level 2 Sanction.	1 day
Punctuality: students who are continually late to school or lessons.	1 day
Involvement in incident (provoking another student before a fight for example).	1 day
Indirect verbal abuse-isolated incident.	1 day
Truancy from lesson or school day.	1 day (consideration of suspension exchange)
Persistent disruption to learning.	1-2 days
Repeated 1-day incidents.	2 days (consideration of suspension exchange)
Assault (minor)/first offence.	3 days (consideration of suspension exchange)
Assault (without serious harm) Repeat offence Premeditated or sustained Link to prejudice/discrimination.	3-5 days (consideration of suspension)
Child on Child abuse.	1-5 Days (consideration of suspension)
Repeated/Direct verbal abuse to staff or peers.	3-5 Days (consideration of suspension)
Sustained/chronic disruption to learning (other strategies unsuccessful / prior referrals to Reflection completed)	3 days
In possession of prohibited item/use of prohibited item	1-5 days (consideration of suspension)
Reintegration from suspension	Equal to days of suspension (up to 3 days) – phased return to lessons.

Notes – suspension exchange may be considered as alternative to internal or external suspension Reintegration Meetings (incidents occurring within a 6-week period):

- The first incident resulting in reflection will require parent to attend a meeting with AHOY to discuss readmission to school.
- For second incident resulting in Reflection or for a higher-level incident highlighted above – HOY to meet parents before readmission to school.
- Third incident will be consideration for suspension or Suspension exchange.

Suspension Exchange

To support students' behaviour and avoid a suspension to home, students may be directed to attend another school's internal exclusion provision in our local area. The exchange will be considered for medium/low level incidents or following repeated Internal Exclusions (Reflection) at Caister Academy.

Students will be considered for the exchange using the following indicators:

Incident
Repeated removal from lesson (C2).
Failure of Reflection.
Involvement in an incident (provoking another student before a fight for example).
Indirect verbal abuse - isolated incident.
Truancy from lesson or school day.
Persistent disruption to learning.
Repeated 1-day incidents.
Assault (minor)/first offence.
Assault (without serious harm) <ul style="list-style-type: none"> • Repeat offence • Premeditated or sustained • Link to prejudice/discrimination.
Child on Child or Child on Adult abuse.
Repeated/Direct verbal abuse to staff or peers.
Sustained/chronic disruption to learning (other strategies and Reflection unsuccessful).
Where safeguarding concerns restrict suspension to home.

Caister Academy works in partnership with:

- Lynn Grove Academy – 01493 661406
- Great Yarmouth Charter Academy – 01493 842061

Suspensions

A suspension (where a student is expected to complete learning in the home) will be considered where a serious breach of the policy has occurred. Below is a table outlining examples of incidents that may result in suspension.

Code	Reason
PP	Physical assault against a pupil.
PA	Physical assault against an adult.
VP	Verbal abuse/threatening behaviour against a pupil.
VA	Verbal abuse/threatening behaviour against an adult.
OW	Use or threat of use of an offensive weapon or prohibited item.
BU	Bullying.
RA	Racist abuse.
LG	Abuse against sexual orientation and gender identity.
DS	Abuse relating to disability.
SM	Sexual misconduct.
DA	Drug and alcohol related.
DM	Damage.
TH	Theft.
DB	Persistent or general disruptive behaviour.
MT	Inappropriate use of social media or online technology.
PH	Wilful and repeated transgression of protective measures in place to protect public health.

Reintegration Meetings:

- Following a suspension parent and student will be asked to attend a Pastoral Support Meeting to discuss the incident and co-produce a plan to support a successful reintegration back into the academy.
- In most cases the meeting will be facilitated by your child's Head of Year, supported by the Senior Leader Link.
- The meeting will take place prior to the student returning to the academy.

Reports

Student Behaviour Report:

Caister Academy may use Behaviour Reports to support students using the following stages:

- Subject Teacher.
- Head of Department.
- Form Tutor.
- Head of Year.
- Senior Lead for Year Group.
- Principals.
- Governors.

Subject & Form Tutor Report (Level 1):

Subject reports are designed to monitor a student's behaviour when they are unable to follow the Academy's behaviour guidance and escalation system within a specific subject area. This should complement the pre-emptive strategies employed within the classroom and should be monitored by the head of department.

If a student is especially poorly behaved whilst on report, or is clearly heading for failure, they should be removed from the class before the cycle has ended. Removal is to another teacher in the department, or reflection if not possible. This is within their timetabled lesson for that subject.

Head of Year Report (level 1) & Senior Leadership Report (Level 2):

HOY reports are designed to monitor a student's behaviour when they are unable to follow the academy's behaviour guidance and escalation system across the curriculum and social time. This should complement the pre-emptive strategies employed within the classroom and should be monitored daily by the head of year.

If a student is especially poorly behaved whilst on report, or is clearly heading for failure, they should be removed from the classes before the cycle has ended. Removal is to Reflection for 3 days.

SLT report:

Repeat process but student attends central detention for 20 minutes, SLT evaluates progress on report and makes contact home to parents.

Principals Warning Report:

Repeat process, but student and parent attend a formal meeting with Vice Principal. Terms of report are agreed and student attends central detention for 30 minutes. This must be supported by a Pastoral Support Plan.

Governors Warning Report:

Repeat process, but student and parent attend a formal meeting with Principal. Terms of report are agreed and student attends central detention for 30 minutes. This must be supported by a Pastoral Support Plan.

Report Structure		
Stage	Report Type	Trigger examples
1	Subject Teacher	<ul style="list-style-type: none">• Low Attitude to Learning score in one subject
2	Head of Department	<ul style="list-style-type: none">• No improvement in Attitude to Learning score under subject teacher report for two weeks
2	Form Tutor	<ul style="list-style-type: none">• Low Attitude to Learning score in more than one lesson
3	Head of Year	<ul style="list-style-type: none">• No improvements under Tutor Report for two weeks• Return from Suspension 1-3 days
4	Senior Lead for Year Group	<ul style="list-style-type: none">• No improvements under Head of Year Report for two weeks• Return from 3–5-day Suspension
5	Principal's Report	<ul style="list-style-type: none">• No improvements under Senior Leader Report for two weeks• Return from 5 days Suspension with Principals warning issued
6	Governor's Report	<ul style="list-style-type: none">• Return from 5 days suspension with governors warning issued

Guidance

- Reports should supplement 'support first' and pre-emptive strategies employed within the classroom.
- Students can only be on **one** report at a time.
- The threshold and reason for report trigger is at staff discretion, it should be for low attitude to learning score in the first instance. This could mean lack of Independent Study completion, lack of positive attitude in lessons, or disruption to the learning of others.
- Students must hand the report to the teacher on entry to the classroom, and politely collect.

