

Positive Relationships and Behaviour for Learning Policy

Policy Owner	Director of Education
Approved by	Education Standards Committee
Last reviewed on	September 2026
Next review date	September 2027



1 Introduction

- 1.1 At Creative Education Trust, we strive to build a learning community where staff, students 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 our academies also have their own unique identity, which we deliberately foster. For this reason, this policy should be read in conjunction with each academy's individual approach to promoting positive relationships and behaviour for learning, which is included in the appendix to this overarching policy document.
- 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 students with special educational needs (SEND). The trust believes that students 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 Policy
- Suspensions and Permanent Exclusion Policy
- SEND Policy
- Attendance Policy
- Child Protection and Safeguarding Policy
- Teaching, Learning and Curriculum Policy
- Equality, Diversity and Inclusion Policy
- PSHE and SRE Policy
- Restrictive Interventions Policy

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 students can thrive, both in and out of the classroom, and reach their full potential. Therapeutic Thinking is a relational and evidence-based approach which recognises that behaviour is a form of communication. Through understanding students' experiences, emotions and individual needs, staff create positive relationships, supportive environments and appropriate adaptations that promote emotional wellbeing, self-regulation and inclusion. The approach focuses on developing internal discipline through teaching, reflection and restoration, rather than relying on punishment or behaviour suppression.

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
We have high expectations – our students deserve this. As a result, we expect all our students 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	We have clear rules, routines and systems, to ensure good relationships and behaviour, so that all our students can learn safely and without disruption. However, we realise that positive relationships and behaviour need to be explicitly taught, and that some of our students 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 students can develop their knowledge and understanding and be able to apply it when they leave school, wherever they work or study.



community • Be polite and have good manners • Wear their uniform smartly and with pride.		
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4 Roles and Responsibilities

- 4.1 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:

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 students 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 students, 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 equity for all students 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 students 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 re-integration of students 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 students when responding to allegations of child-on-child abuse, sexual harassment, sexual violence,



or when students 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 both the support provided to individual students and the impact of this.
- 4.3.8 Prioritising the explicit teaching to students 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 students 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 student behaves in an unacceptable manner, both inside and outside of the classroom, by applying this policy fairly and attempting to repair relationships with a student 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 students have 'thinking time' in between warnings so that they have a chance to adjust their behaviour
- Helping students 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 students which, according to role, may include:

- Greeting students 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 students 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 students 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 **Students**

Students 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 relationships and improving their behaviour for learning.

4.6 **Parents**

Parents play a key 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 provide any necessary support, to ensure that all students 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 this policy is always applied fairly and in accordance with the key trust principle of equity
- Regularly and deliberately teaching students about both acceptable and unacceptable behaviours, both in wider society, and at school
- Planning a well sequenced curriculum with a view to ensuring that students are always engaged in purposeful learning.

5.3 Routines and Consequences

- 5.3.1 All of our staff and students 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's 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 student to understand the impact of their behaviour, or protective, preventing the student 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 students at any time that the student is in school, or when out of school if the student is:



- taking part in an activity organized by the school or trust
- travelling to and from the school
- wearing school uniform
- in some way identifiable as a member of the school
- engaging in activities that could have repercussions for the orderly running and/or reputation of the school
- on the balance of probability, acting in such a way as to be a threat to one or more members 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 students 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.

5.5 Detentions

These may be set before, during or after school, on any school day or Staff Training (INSET) Day. If students 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 student may have, that might, for example, impact upon 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, but this should only be in response to serious or persistent breaches of this policy during lesson times where initial teacher de-escalation and other restorative responses have not been successful. This offers students important 'time-out' and allows other students the opportunity to learn without disruption.

- 5.6.1 Staff will seek to minimise the amount of time that the student who has been removed from a lesson spends outside of the classroom. Wherever it is considered likely that the student 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 student back into a subsequent lesson later during the day and as swiftly as the student's ongoing behaviour permits. 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 student 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.

- 5.6.2 Students 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 which is in line with the mainstream curriculum. In addition to completing work during the period of removal, students 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 student can catch up the missed learning, in the same way as for other absences.
- 5.6.3 Parents, carers and guardians will be informed of the removal on the same day.
- 5.6.4 Details about how removal systems, if appropriate, work in this school are set out in the appendix to this policy.
- 5.6.5 Students will not be removed from lessons for arriving late, or for truanting, other than in exceptional circumstances, such as when their behaviour is dysregulated and they are likely to disrupt learning should they join the relevant lesson.



6. Suspension and Permanent Exclusions

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

- 6.1 Suspensions and permanent exclusions will only be used as a last resort and when all other approaches and interventions, as outlined in the DfE's *Behaviour for Schools* document (2024) have been attempted. Accordingly, students who engage in persistent disruptive behaviour will usually receive an internal exclusion as an alternative to a suspension. Where a headteacher or principal decides that a suspension is necessary, they will explain within the suspension letter why an internal exclusion was not used as the consequence for persistent disruptive behaviour. Staff will actively seek to prevent suspensions through proactive approaches to relationships and behaviour, including using systems and procedures to identify and support students whose behaviour is causing serious concern. A range of possible strategies, including off-site directions and the use of alternative provision, that staff might use to support students so that they can remain at the school are outlined in the appendix to this policy. All CET schools have adopted approaches to managed moves, re-directions and alternative provision which are in line with the DfE's revised guidance on exclusions and suspensions (July 2026)
- 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 students involved, other witnesses, staff and CCTV etc.).
 - 6.2.2 The school's 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 student, 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, students 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 student.
 - 6.2.5 Suspensions and permanent exclusion will never be used because a student has SEND, or for poor academic performance, lateness or truancy, a breach of



the uniform rules, or the behaviour of the student's parents, carers or guardians, including their failure to attend a reintegration and/or accept a managed move.

- 6.2.6 Where a suspension will mean that a student with SEND serves 10 days or more of suspension during an academic year, **or** where a decision whether to permanently exclude **any** student is being made, leaders **must** consult CET's Director of Inclusion before the final decision is taken. The Director of Inclusion's role in the consultation is to support leaders to ensure that statutory responsibilities, including those regarding equity are considered proactively before leaders make local decisions. In exceptional circumstances, the Director of Inclusion may direct that the permanent exclusion does not proceed.
- 6.2.7 On returning from suspension, the student and their parents will attend a reintegration meeting. This will include a focus on the support staff will provide the student 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.
- 6.2.8 Should a student serve three suspensions, in any given term, or more than three during any given academic year, the student and their parents will be discussed at a professionals' meeting such as a Team Around The Child meeting. Parents will then be invited to discuss the impact of previous forms of support that have been offered, and to consider any other ways forward.
- 6.2.9 Where a student has not been suspended from school, but a pattern of unhelpful behaviour is evident, leaders may invite the student and their parents to such a meeting to see what can be done to support the student. 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.
- 6.3.0 There may be occasions when a student may be required to stay off-site temporarily for safeguarding reasons. This will usually be where an allegation that has been made requires students to be separated and the risk cannot be safely managed on site. This is not a disciplinary sanction, or a suspension or a permanent exclusion. For more detailed information, please see the CET Suspensions and Permanent Exclusions Policy.

7. Adapting Consequences for Students 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 students' 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 students to prevent issues from occurring. Where necessary, support and advice will be sought from relevant external agencies, including the Local Authority. Staff will always work with the student's family to create a plan.
- 7.3 Plans might include specific strategies, such as rewards, visual cues, interventions or calm-down areas, where students can go to regain control of their emotions. These plans will be shared with teachers so that they know how to support individual



students in their learning and behaviour. Staff will regularly review these plans, working collaboratively with the student 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 student's SEND and the consequence system may be adapted to cater to the specific needs of that student.
- 7.5 Decisions on whether a student'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 student with SEND, staff will consider the following:
- Whether the student was able to understand the agreed expectation or instruction
 - Whether the student was unable to act differently at the time as a result of their SEND or mental health need, or a need not having been met by staff
 - Whether the student 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 consider the specific circumstances and requirements of the student concerned. In practice, however, this might mean: 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; to create a more familiar structure to the working day, for example pausing the usual behaviour processes whilst the student 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 student 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 student 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 student 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 starts 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 students. Prohibited items can be confiscated. Likewise, students may be lent correct uniform or placed in



isolation with appropriate work until uniform issues are resolved.

8.6 Visiting the toilet during lessons: students are encouraged to visit the toilet during social times and lesson changeover periods. If staff allow a student to visit the toilet during lesson times, the student may be asked to leave their switched-off mobile device in a tray on the teacher's desk. The student will be able to collect their mobile device immediately on return to the classroom. This is to minimise the ability of students 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 case of:

- damage being 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 avoid a student:

- 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 de-escalation techniques have failed and will be applied using the minimum amount of force and for the shortest amount of time possible. It will never be used as a punishment. All incidents of reasonable force will be recorded and reported to parents, usually on the same day. The headteacher/principal will ensure that there are sufficient staff who are trained in how to safely restrict a student's movement should that be required.

8.8.2 Where it is known that a student's behaviour could present a significant risk of injury to themselves, other people, or property, staff will complete a risk assessment, in conversation with safeguarding and SEND colleagues, to determine if the student requires a positive handling plan to be put in place, and how that might best be avoided.

8.8.3 These plans will be developed in the student'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 student change.

8.9 **Drugs**

The school operates a robust approach on drugs for the health and safety of all staff, students 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. Students will receive drugs education as



part of the PSHE programme and academies will also involve outside agencies such as drugs education charities.

- 8.9.2 Any student found to be involved in a drugs-related incident will be disciplined in accordance with this policy. The sanction may include suspension or permanent exclusion from school. 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 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.

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 students and individual schools cannot be held responsible for lost or stolen articles. We therefore strongly encourage students 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 students will have relevant PSHE education on issues such as drugs and alcohol. Any student 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.
- 8.10.2 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 students and staff. The student to be searched will be told why they are being searched and informed as to how and where the search will take place. The student 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 student understands the reason for the search and how it will be conducted so that their agreement is informed.



- 8.10.3 A student's possessions can only be searched in the presence of the student 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 student present and an additional member of staff present as a witness to the search for safeguarding purposes.
- 8.10.4 The headteacher/principal will ensure that there are sufficient staff who are trained in how to lawfully search a student. The DSL will be informed of any searching incidents where a member of staff had reasonable grounds to suspect a student 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.
- 8.10.5 Only staff members authorised by the headteacher/principal may carry out searches without consent.
- 8.10.6 The person conducting the search may not require the student 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.
- 8.10.7 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 school's Designated Safeguarding Lead.
- 8.10.8 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.
- 8.10.9 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.
- 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 having committed an offence.
- 8.11.2 The Designated Safeguarding Lead (or deputy) will communicate any vulnerabilities known by the school to any police officer who wishes to speak to a student about an offence they may suspect. This communication will be recorded on CPOMS.
- 8.11.3 If having been informed of the vulnerabilities, the Designated Safeguarding Lead (or deputy) does not feel that the officer is acting in the best interests of the child they



should ask to speak with a supervisor or contact 101 to escalate their concerns.

8.11.4 The appropriate adult' means, in the case of a child under the age of 18:

- 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.

9. Monitoring, Review and Accountability

Leaders and trustees will monitor behaviour and associated data to identify patterns, emerging risks or training needs.



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 consequences' policy. Providing training and support to staff on managing relationships and fostering positive behaviour. Planning (via Team Around the Child meetings or similar), implementing and reviewing pastoral intervention packages, in line with need. Planning a strong curriculum (mainstream and all Alternative Provision), including explicitly teaching students about positive relationships and behaviour	Behaviour In Schools – Advice for Headteachers and school staff (DfE, February 2024) Suspension and Permanent Exclusion from Maintained Schools, Academies and Pupil Referral Units in England, including Pupil Movement (DfE, July 2026). Searching, Screening and Confiscation Advice for Schools (DfE, July 2022) Restrictive Interventions in Schools (DfE, December 2025) Keeping Children Safe in Education (2025).	The trust believes that students 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 appropriate reasonable adjustments to this policy.



	and how they catch up work after absence.		
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Appendix 2 Positive Relationships and Behaviour for Learning

The Milton Keynes Academy

Trust Strategic Vision: Ambition, Equity, Opportunity

Effective Date: 1 September 2026

Next Statutory Review: August 2027

Section 1: Purpose, Ethos, and Statutory Framework

Trust Core Values: Ambition, Equity, Opportunity

Purpose:

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.

This policy is established by The Milton Keynes Academy in full compliance with Section 89 and Section 175 of the Education and Inspections Act 2006, the Education Act 2002, the Equality Act 2010, and the Special Educational Needs and Disability (SEND) Code of Practice: 0 to 25 years (2015). Furthermore, this document operationalises statutory guidance issued by the Department for Education (DfE), specifically:

- **Behaviour in Schools:** Advice for Headteachers and school staff (DfE, February 2024)
- **Suspension and Permanent Exclusion** from Maintained Schools, Academies and Pupil Referral Units in England, including Pupil Movement (DfE, July 2026)
- **Searching, Screening and Confiscation:** Advice for Schools (DfE, July 2022)
- **Restrictive Interventions in Schools** (DfE, December 2025)
- **Keeping Children Safe in Education** (KCSIE, 2025)

The implementation of this policy ensures that the Academy fulfils its statutory duty to safeguard and promote the welfare of children while maintaining a safe, disciplined, and predictable learning environment.

The culture of The Milton Keynes Academy is anchored in the overarching institutional vision: *Inclusion of All: Belonging, Matters, Relied On*. As an active partner within the Milton Keynes Trauma Informed City framework, the Academy applies Therapeutic Thinking principles across all levels of pastoral care and behaviour management. The Academy operates from the foundational premise that all student behaviour constitutes a form of communication, requiring structured, empathetic, and professional interpretation rather than purely punitive reaction. By maintaining an environment defined by high relational warmth paired with rigorous structural boundaries, the Academy safeguards the fundamental right of every student to learn and thrive in a safe and supportive setting.

To ensure high expectations are consistently realized, the Academy explicitly teaches positive behaviour as a discrete curriculum component covering mainstream and Alternative



Provision, including how students catch up on work after absence. Behavioural expectations are grounded in three core institutional values: Ambition, Equity, and Opportunity. Ambition is demonstrated through high expectations of personal presentation, manners, mutual respect, and scholarly pride. Equity dictates that rules, routines, and environmental structures are clearly defined, consistently enforced, and modified through reasonable adjustments to ensure accessibility for every student. Opportunity is preserved when teachers deliver engaging, high quality, and inclusive instruction protected from disruption by effective classroom regulation strategies.

Section 2: Policy Checklist and Core Operational Pillars

1. Shared Values | Agreeing and communicating a shared set of values (Ambition, Equity, Opportunity) that clearly set expectations for positive relationships and behaviour across all learning spaces, assemblies, and daily routines.

2. Rewards, Routines, and Consequences | Operating a clear, simple rewards, routines, and consequences structure using the R.O.D. Framework, the R1 to R4 Relational Pathway, and central after school detentions.

3. Staff Training and Support | Providing continuous training and support to staff on managing relationships, relational boundary setting, therapeutic thinking, and fostering positive behaviour.

4. Pastoral Intervention Packages | Planning via Team Around the Child (TAC) meetings or similar multi agency frameworks, implementing, and reviewing tailored pastoral intervention packages in line with individual student needs.

5. Curriculum and Catch Up Mechanics | Planning a strong curriculum across mainstream and Alternative Provision (AP), explicitly teaching positive relationships, conduct, and structured protocols for catching up on learning after absence.

Section 3: The R.O.D. Framework: Recognise, Opportunity, Develop

The Academy employs the R.O.D. Framework (Recognise, Opportunity, Develop) as its core systematic mechanism for cultivating positive behaviour, internal discipline, and a growth mindset across the student body. This framework moves away from superficial rewards by embedding recognition and personal development into daily pedagogical and pastoral practice.

- **Recognise:** Represents the systematic, intentional acknowledgment of prosocial choices, sustained effort, academic resilience, and positive contributions to the school community. Staff members proactively identify and affirm positive behaviours through targeted praise, digital logging on the Arbor Management Information System (MIS), and formal communication with parents and carers.
- **Opportunity:** Guarantees that every student, regardless of prior behavioural history, is provided with tangible platforms to demonstrate leadership, academic growth, and prosocial choices. The Academy actively creates opportunities for students to build self efficacy through leadership roles, community contribution, and advanced scholarly challenges.
- **Develop:** Embeds a growth mindset into the Academy's relational approach by treating behavioural errors and emotional dysregulation as developmental learning



opportunities rather than permanent labels. Through structured self reflection, staff coaching, and explicit skill instruction, students are supported to develop self monitoring capabilities, emotional regulation strategies, and personal resilience.

As a visual reinforcement of this framework, all learning environments maintain a dedicated R.O.D. Board. R.O.D. Boards are reserved strictly and exclusively for positive recognition, development growth tracking, and the celebration of student achievement. Under no circumstances are R.O.D. Boards permitted to display negative tracking indicators, student warnings, public sanction lists, or deficit behavioural metrics. Senior Leaders and Governors systematically audit Arbor tracking data and recognition systems to ensure equitable distribution across all demographic, socio economic, and SEND student profiles.

Section 4: Standards of Student Conduct and Key Reminders

All students enrolled at The Milton Keynes Academy are required to adhere to professional standards of conduct framed through positive civic responsibility. Students are expected to demonstrate respect by communicating courteously with peers, staff, and visitors, and by exercising stewardship over the school grounds. Academic engagement requires students to arrive punctually, fully equipped with a suitable bag capable of fitting all educational resources, and prepared to follow instructional directions without delay. Furthermore, students are required to demonstrate personal integrity by taking ownership of their conduct and participating constructively in mandatory restorative proceedings following any breach of expectations.

Key Reminders:

- **Dress Smartly:** Dress smartly in the correct uniform at all times, including having your top button done up and shirt tucked in.
- **Care for Uniform:** Care for your uniform by hanging it up as soon as you get home and keep it clean.
- **Outerwear and Hoods:** Never wear a hood up around school or in lessons (no hoodies allowed!). Outerwear hoods can only be worn outside during heavy rain. No coats can be worn upon entry to a classroom.
- **Footwear:** Plain, black shoes or plain, black trainers only.
- **PE Kit:** Have your PE kit on the correct day.
- **Hair Accessories:** Hair accessories (hairband, hair slide, hair clip) must be plain Black, navy, or grey.
- **Religious or Cultural Attire:** Hijab, abaya, durag, prayer cap, turban, patka must be plain black, navy, or grey.
- **Jewellery:** No jewellery is allowed apart from one stud in the lower ear lobe and one stud in a nostril. Invisible studs can be used for any other piercings in the ears.
- **Wristwatch:** Standard analogue or digital wristwatches only; not smart.
- **Cosmetics and Nails:**
Nails: No false nails are permitted. They can be painted either pale pink or nude in colour.

Make-up: Discrete, subtle, natural make up is allowed. No excessive eyeliner, eyebrow, or eye lashes. We as a school hold the right to decide what 'excessive' is classified as.



- **Belts:** Plain black belt with no logos.
- **Equipment and Bags:** Make sure you have a bag that can fit all of your resources.
- **Mobile Phones and Technology:** Keep them switched off and in your Hush pouch all day. No phones to be out on the school site. Meta glasses are not permitted under any circumstances.

Section 5: Comprehensive Uniform, Presentation, and Identity Framework

The compulsory uniform for all students:

- Milton Keynes Academy blazer
- Milton Keynes Academy tie – colour dependant on Year Group
- Full length, formal, plain, black trousers or formal, plain, black skirt (approximately three inches off the knee). We as a school hold the right to decide what 'too short' is classified as.
- Plain white cotton blouse or shirt with collar worn and tucked in at all times
- Plain black or white socks or plain black tights – no logoed socks are permitted, nor fuzzy/fluffy/frilly socks. Logoed socks will be required to be turned over to hide said logo whilst fuzzy/fluffy/frilly socks will need to be removed.
- Plain black trainers or formal shoes.
- Milton Keynes Academy v neck jumper or plain, black, round-necked, non-logoed jumper. No other jumpers are permitted without unless specific permission from the Principal is given based on diagnosed, sensory need.

1. Main Academy Attire

- **Prohibited:** Skin-tight or stretchy trousers, jeans, or leggings; Flares; Short trousers (short at the ankle/ankle swingers); Skin-tight, stretchy, patterned, or textured skirts; Hoodies (strictly prohibited; confiscated if seen).

2. Jewellery and Wristwear

- **Permitted:** One plain gold or silver stud per earlobe; One nose stud piercing allowed (must be only one stud, in one nostril, and must be plain gold, silver, or clear stud); Standard, analogue, or non-smart wristwatches. Invisible studs can be used for any other piercings in the ears.
- **Prohibited:** All other facial piercings; Any additional rings, necklaces, or bracelets; Smartwatches or wearable cellular technology devices – these should be placed into your Hush Pouch, with your mobile phone, upon arrival to school.

3. Cosmetics and Personal Presentation

Cosmetics and Nails:

Nails: No false nails are permitted. They can be painted either pale pink or nude in colour.

Make-up: Discrete, subtle, natural make up is allowed. No excessive eyeliner, eyebrow, or eye lashes. We as a school hold the right to decide what 'excessive' is classified as.



4. Hair and Cultural Presentation

- **Permitted:** Hair must be of natural colour tones; Adoption of The Halo Code (natural afro hairstyles including locs, braids, twists, fades, and cornrows fully permitted); Hair accessories must be plain black, navy, or grey; Hijab, abaya, prayer cap, turban, or patka must be plain black, navy, or grey.

5. Outerwear and Accessories

- **Permitted:** Coats or jackets permitted outdoors (hoods up only in heavy rain); Plain black belts with no logos; Suitable school bag capable of holding all resources.
- **Prohibited:** Hoodies of any description (confiscated if seen); Coats or jackets worn upon entry to a classroom; Hoods worn up inside school buildings.

6. Gender Expression and Identity

- **Permitted:** Authorised uniform aligns with self-identified gender without requiring administrative applications or declarations.
- **Prohibited:** N/A

7. Health and Safety Mandates

- **Permitted:** Hair containment or removal of religious or cultural headwear where explicit risk standards mandate safety (e.g., PE, Science labs, Design and Technology).
- **Prohibited:** Non-compliance with safety containment in practical subject environments.

Section 6: Professional Expectations of Staff Conduct

Academy staff act as regulated professional anchors responsible for maintaining emotional stability and a secure learning environment. Staff members are required to employ proactive de-escalation strategies, low key language, and non-confrontational boundary setting prior to issuing formal sanctions. Professional interactions regarding behaviour must be conducted privately and respectfully, strictly avoiding public reprimands or humiliation. Staff are required to explain the rationale behind boundaries calmly and must engage in mandatory restorative processes to repair professional relationships following any classroom incident.

Section 7: The Graduated Behavioural Response Framework (R1 to R4 Pathway)

Classroom management across the Academy follows a structured, graduated continuum known as the R1 to R4 Relational Pathway. This framework provides a transparent mechanism for managing classroom dynamics while prioritising continuous instruction and emotional regulation.

- **Stage 1: Reconnect (R1):** Addresses minor, low level off task behaviours such as initial distraction, slow transition into learning, or brief periods of unreadiness. The mandatory staff intervention at this stage centres on non-verbal cues, proximity praise, and private, low-key reminders. The primary focus is immediate re



engagement without interrupting the flow of the lesson; consequently, no formal sanction or administrative record is generated at the R1 stage.

- **Stage 2: Regulate (R2):** Initiated when a student displays emerging dysregulation, persistent low-level disruption, or argumentative tone. Staff act as regulated anchors by issuing clear, calm reminders, providing explicit processing time, and employing "Stop the Clock" (STC) circuit breaker techniques. The objective of the R2 stage is to support the student in accessing self-regulation strategies and re-aligning with classroom expectations without escalating the situation.
- **Stage 3: Restore (R3):** Occurs when a student demonstrates persistent disruption, direct non-compliance, or disrespectful conduct following prior R1 and R2 interventions. The staff member delivers a structured choice, making the consequences of continued disruption clear. Reaching the R3 stage results in a formal log recorded on the Arbor MIS, the issuance of a central Teacher Detention, and a mandatory Restorative Conversation between the staff member and student prior to their next scheduled lesson.
- **Stage 4: Reflection (R4):** Reserved for severe crisis situations, safety threats, unyielding defiance, physical aggression, or major environmental disruption. At this stage, the removal protocol is initiated to preserve safety and safeguard the learning rights of the peer group. The student is escorted to the Reflection room for a temporary, structured placement. This stage triggers Senior Leadership Team involvement, formal parent notification, a mandatory teacher detention, and a comprehensive review of the student's risk and support plans as appropriate.

Section 8: Statutory Disciplinary Sanctions and Detentions

Under Section 92 of the Education and Inspections Act 2006, staff at The Milton Keynes Academy possess the statutory authority to impose reasonable disciplinary penalties on students. The Academy applies sanctions proportionally, consistently, and with explicit regard to the individual context of the student and statutory equality duties.

Detentions represent a key disciplinary tool and are applied proportionately and systematically. The Academy differentiates between restorative detentions, one-hour detentions, and late detentions.

Restorative Detentions (23 minutes): Central restorative detentions run from **3:22 PM to 3:45 PM**. This dedicated 23-minute operational window is used for reflection, restorative conversations, relationship repair, and completion of the restorative process before the student returns to the standard learning environment.

One-Hour Detentions: A one-hour detention may be issued where:

- a student has not completed the work set for them while in Reflection;
- a student has not completed their reflective worksheet prior to attending their restorative detention;
- a student skips or fails to attend their restorative detention; or
- the Academy determines, at its discretion, that a one-hour detention is an appropriate sanction in response to the student's conduct.



One-hour detentions are run by a member of the Senior Leadership Team (SLT) and are intended to provide a further opportunity for the student to reflect, complete outstanding work, and address the behaviour that led to the sanction.

Late Detentions (10 minutes): Late detentions remain a 10-minute detention at lunchtime for students who are late.

The formal sanction hierarchy of the Academy progresses through regulated verbal warnings, staff led detentions, restorative community service tasks, daily target report monitoring, temporary placement in the Reflection Facility, fixed term internal or external suspensions, and permanent exclusion. Permanent exclusion is executed solely by the Principal as a last resort in response to severe or persistent breaches of this policy, in accordance with DfE statutory procedures.

Section 9: Operations of the Reflection Room

The Reflection Room functions as a regulated, highly structured provision designed to ensure classroom safety and academic continuity while supporting dysregulated students. The facility is intentionally operated as a supportive therapeutic intervention rather than an isolated holding centre.

Students assigned to the Reflection Room are required to complete full standard curriculum work matching their timetabled subjects to ensure academic progress is uncompromised. Pastoral staff within the facility facilitate co regulation exercises, guided self-reflection, and structured debriefs. A student's placement in Reflection concludes as soon as emotional regulation is re-established, the assigned academic tasks are completed, and the restorative protocol is fulfilled, allowing a seamless return to mainstream instruction.

Section 10: Mobile Telecommunications, Searching, and Safeguarding

To preserve an environment focused entirely on learning, personal mobile phones, smartwatches, and associated accessories must remain switched off and stored completely out of sight in designated Hush pouches throughout the school day. No phones are to be out on the school site under any circumstances (keep them switched off and in your Hush pouch all day). Unauthorised sight or use of a mobile device outside of this protocol results in immediate confiscation in accordance with Academy guidelines, with potential for the disciplinary outcome to result in a suspension, as per the discretion of the Principal.

The Principal and designated staff exercise statutory powers under the Education Act 1996 and DfE guidance to search students without consent where reasonable grounds exist to suspect possession of prohibited or illegal items. Prohibited items include weapons, alcohol, illegal drugs, vapes, e cigarettes, stolen property, fireworks, or articles likely to commit an offence or cause personal injury. All searches are conducted respecting student dignity, in the presence of two staff members, and recorded fully on safeguarding systems and parents/carers will be notified of said search. In some cases, we may contact parents/carers prior to the search dependant on the situation.

All forms of child-on-child abuse, sexual harassment, intimidation, and severe bullying are strictly prohibited. Reports of peer-on-peer abuse are investigated immediately, logged on CPOMS, referred to the Designated Safeguarding Lead (DSL), and managed in conjunction with statutory multi agency safeguarding partners.



Section 11: Equality, Diversity, Inclusion, and Reasonable Adjustments

The trust and Academy believe that students 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 appropriate reasonable adjustments to this policy.

In accordance with the Equality Act 2010 and the SEND Code of Practice 2015, the Academy ensures that all behavioural expectations, interventions, and sanctions are applied fairly and without discrimination. The Academy explicitly recognises that dysregulated behaviour may indicate an unaddressed Special Educational Need or Disability (SEND) or an unmet emotional need.

Prior to applying formal disciplinary sanctions, particularly those involving Reflection or Suspension, staff must evaluate whether the behaviour was a direct manifestation of the student's recognised learning, communication, or physical disability. Staff must confirm whether reasonable adjustments and proactive Stay Plans were effectively implemented.

Reasonable adjustments are routinely integrated into the behaviour pathway. These modifications include adapting detention duration, utilising low arousal sensory break spaces, completing reflection within the SEND department, or pausing standard escalation steps while specialised pastoral interventions take place.

Section 12: Governance, Monitoring, and Statutory Review

The Local Governing Body and the Senior Leadership Team regularly audit behavioural data, Arbor incident logs, suspension metrics, and demographic distributions of sanctions. This oversight ensures that the policy is implemented equitably across all protected characteristics. Student Voice, facilitated through the elected School Council, forms an integral part of annual evaluation processes. This policy undergoes formal statutory review by the Local Governing Body on an annual basis.