



*Creative  
Education  
Trust*

## **2024-25 Behaviour for Learning Policy**

This policy covers all Creative Education Trust academies and should be read in conjunction with the individual behaviour management procedures for each academy. These procedures for The Hart School are set out in Appendix One of this overarching policy.

### **Principles and Purpose**

In order to achieve the aims of a Creative Education Trust Academy and to enable effective teaching and learning to take place so that pupils are able to achieve their potential, excellent attitudes to learning and good behaviour are essential.

The philosophy of Creative Education Trust is based on inclusive principles. Creative Education Trust recognises its duties under the Equality Act 2010. Its academies actively foster an ethos of discipline and mutual respect between pupils, between staff and pupils, and positive relationships with parents. They monitor actions taken to reward good behaviour and sanctions for unacceptable behaviour to help ensure that any prejudice is tackled.

Excellent attitudes to learning and good behaviour are dependent on strong leadership and high expectations from the Headteacher/Principal and all members of staff. Creative Education Trust expects a consistent approach to behaviour management from all adults in each of its academies.

This policy is compliant with the following DFE Guidance/Advice:

- 'Behaviour In Schools – Advice for Headteachers and school staff' (September 2023):  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1101597/Behaviour\\_in\\_schools\\_guidance\\_sept\\_22.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101597/Behaviour_in_schools_guidance_sept_22.pdf)
- Suspension and Permanent Exclusion Guidance (September 2023):  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1162401/Suspension\\_and\\_permanent\\_exclusion\\_guidance\\_September\\_2023.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1162401/Suspension_and_permanent_exclusion_guidance_September_2023.pdf)
- Searching, Screening and Confiscation – Advice for Schools (July 2022):  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1091132/Searching\\_Screening\\_and\\_Confiscation\\_guidance\\_July\\_2022.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1091132/Searching_Screening_and_Confiscation_guidance_July_2022.pdf)
- Use of Reasonable Force in Schools (July 2013):  
<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>
- *Keeping Children Safe in Education 2024*:  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1161273/Keeping\\_children\\_safe\\_in\\_education\\_2024\\_-\\_statutory\\_guidance\\_for\\_schools\\_and\\_colleges.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1161273/Keeping_children_safe_in_education_2024_-_statutory_guidance_for_schools_and_colleges.pdf)

The academy seeks to achieve good behaviour and discipline by:

- promoting self-esteem, self-discipline, resilience, regard for authority, well-being and positive relationships based on mutual respect between pupils and their peers, and staff and pupils
- ensuring that staff and pupils feel secure, safe, valued and treated with dignity, respect, kindness and understanding

- ensuring that adults model the behaviours they wish to see, recognising that adult behaviours affected pupils' responses and behaviours
- maintaining high expectations for all, understanding that some pupils may need additional support and reasonable adjustments to meet expectations
- 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
- recognising that positive reinforcement is more likely to change behaviour than sanctions
- ensuring that both helpful and unhelpful behaviour is responded to in as consistent and fair way as is possible, given that the need to provide reasonable adjustments for pupils who have SEND, for example, will sometimes mean that equity takes priority over consistency
- ensuring clear expectations about how pupils should behave, and how they can expect staff to respond when those behaviours are, or are not, demonstrated.
- ensuring that pupils understand how they can behave in the ways that are expected, why this is important, and the possible consequences of unhelpful behaviour, through the delivery of a 'behaviour curriculum'.
- encouraging dialogue between pupils and staff after incidents of unhelpful behaviour, to reset relationships and discuss how best to avoid a repetition of such incidents
- promoting early intervention, where possible, before patterns of behaviour on the part of a pupil become embedded, and providing appropriate support for the pupil upon reintegration from school after a suspension.
- staff development and support through CPD and INSET days (including behaviour management as part of the new teacher induction programme)
- working in positive partnership with parents and other agencies
- informing parents of the behaviour policy and expecting their support in upholding the school's expectations.

## **Teaching and Learning**

The teaching of good behaviour is done both explicitly and implicitly. Respect, politeness, punctuality, conflict resolution and conflict avoidance are implicitly taught and modelled on a daily basis. There are also aspects of behaviour that are taught through explicit curriculum areas. Each CET academy will develop a 'behaviour curriculum' that sets out expectations around conduct and routines, why these are important, and how pupils can meet them.

Creative Education Trust fully understands that better teaching typically leads to better behaviour. Disruption in lessons is frequently the result of pupils not being properly engaged in purposeful learning. Dealing with behaviour problems is primarily the responsibility of teaching staff themselves.

Where intervention is necessary, each academy has its own staged approach to managing classroom behaviour, beginning with the classroom teacher and escalating to senior leadership as required (see Appendix One for details).

Where a pupil's behaviour is unacceptable, but is neither extreme nor dangerous, the staff member will provide a brief and, where possible, positively framed explanation about how that behaviour needs to change so that the pupil is clear about what is expected. The staff member will also give a reasonable amount of time for the pupil to adjust their behaviour before issuing another warning or applying a sanction in line with the school's policy.

It is not always possible, desirable or necessary for the staff member to discuss the reasons for the

application of a sanction at the point that it is issued. However, when the pupil discusses their behaviour with a member of staff subsequently, the reason for the sanction being issued should always be made clear in ways that make it easy for the pupil to understand. The pupil should be given the opportunity to explain what happened and why, and any difficulties they may be having that staff might be unaware of. Discussions should focus upon how the pupil can do things differently in the future, any difficulties that they anticipate, and any support that might help to minimise these.

## **Behaviour Expectations**

Staff who work in the Trust's academies will model the kind of behaviours that they wish pupils themselves to demonstrate. Staff will, therefore, engage with pupils in a polite, calm and respectful manner and will do their best to 'de-escalate' situations when a pupil's behaviour is unacceptable. Staff should always consider whether, and how, the behaviour that is presenting is directly linked to a pupil's SEND. Staff will listen, at an appropriate time, to what a pupil wants to say, provided it is said respectfully, about an incident that has been responded to, and/or a sanction that has been given. Staff will seek to understand any underlying issues or contextual challenges that may help to explain a pupil's poor behaviour, even if these do not excuse that behaviour. They will share that information, as appropriate, with other adults so that the most appropriate actions can be taken to support the pupil to manage their behaviour better.

The Trust's academies will consistently promote high standards of behaviour and provide the necessary support to ensure all pupils can achieve and thrive both in and out of the classroom. The academies will consider how a whole-school approach meets the needs of all pupils in the school, including pupils with SEND, so that everyone can feel they belong to the school community and high expectations are maintained for all pupils. The aim of each academy is to encourage a positive behaviour culture that will create a calm and safe environment which will benefit pupils with SEND, enabling them to learn. Some behaviours are more likely to be associated with particular types of SEND.

Where appropriate, academies will consider poor behaviour in relation to a pupil's SEND and will take such steps as are reasonable to avoid any substantial disadvantage to a disabled pupil caused by the school's policies or practices. This will sometimes mean that a pupil with SEND does not receive a different sanction or intervention, than does a pupil without SEND. Equity acknowledges the need to treat people differently, dependent on need, in order to ensure equality. These decisions will be made by trained and qualified staff.

Patterns of challenging behaviour will be flagged to the SENCO for investigation, including when a pupil has not previously been identified as having SEND.

## **Consistency**

The academy will ensure consistency – which does not mean a lack of flexibility or personalisation – through:

- Consistent culture – everybody living the academy's values
- Consistent language – clear and simple expectations reflected in conversations about behaviour
- Consistent routine for reinforcing, encouraging and celebrating positive behaviours
- Consistent modelling of responsibility and accountability
- Consistent boundaries and consequences defined, agreed and applied
- Consistent respect shown by adults – even in difficult situations
- Consistent modelling of emotional control and restraint
- Consistently reinforced routines in classrooms, around the site and in the wider community

## **Promoting Positive Relationships**

Research demonstrates that good relationships are a significant factor in promoting positive behaviour. Staff may take the following kinds of actions, as appropriate to the specific circumstances, to develop good relationships:

- Greeting by name and knowing pupils as individuals
- Offering comfort in distress
- Finding positive qualities and strengths in every pupil
- Giving pupils regular, positive feedback that is specific, merited and genuine
- Showing belief, trust and support to meet high expectations
- Avoiding discussing a pupil's difficulties or pattern of behaviour in front of them (unless part of a supportive intervention)
- Showing acceptance of the pupil but not their specific behaviour at any given moment in time
- Model and focus on what should be done as opposed to what shouldn't
- Not 'labelling' pupils as naughty, difficult or challenging
- Giving choices which give the pupil some agency and promote self-efficacy
- Trusting pupils by giving them opportunities
- Never making unfavourable comparisons or 'put downs'
- Doing everything possible to avoid sanctions that are about removal or exclusion
- Using removal or exclusion when they are appropriate
- Welcoming pupils back when they have been absent.

## **Rewards**

Creative Education Trust recognises that praise is more effective than punishment and that positive behaviour and good attendance are more likely to be fostered in a climate of rewards and encouragement. Staff will focus on effort rather than simply achievement, to recognise those who are trying hard. Staff will make it clear to pupils what behaviours are being looked for. They will ensure that praise has context and meaning. Staff will make positive phone calls home, or send notes, emails or postcards, as appropriate.

Staff will not use rewards or recognition as a 'bribe' for a pupil to carry out a specific action. They will not use recognition to make a negative example of another learner; nor will they give recognition/rewards as a token gesture. Staff will not take away recognition/rewards as a result of negative behaviour.

Positive recognition can include:

- a) praise (oral and written)
- b) individual rewards including team or house points
- c) note in planner/homework diary
- d) messages home by text, phone or in writing, such as praise postcards
- e) certificates
- f) displays of good work
- g) praise assemblies and prize draws.

## **Support**

In addition to applying sanctions (see below), academies provide support to enable pupils to improve their behaviour. Support will be offered, wherever possible, to help individual pupils to better manage their behaviour and to try and avoid internal exclusion or suspension from school.

On returning from suspension, leaders will work with the pupil and parents/carers to review the support package in place for the pupil. Support may include, but is not limited to, the following:

- Targeted/discussion with staff member
- Meeting with parents
- Restorative justice conversations
- Home visits
- Booster classes
- Movement breaks
- Adjustment to seating plans
- Staff mentoring
- Peer mentoring
- Counselling
- Positive report
- Use of alternative provision
- Pupil Referral Unit
- Encouraging volunteering within or outside of the community
- Further local strategies outlined in appendix one.

Academies also work positively with external agencies and will seek support from them to ensure that the needs of all pupils are met.

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. The purpose of this meeting will be to discuss the impact of previous forms of support that have been offered, and to consider any other ways forward. This meeting will also serve as the formal reintegration meeting that welcomes the pupil back to the school community.

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.

The Trust recognises that changes in behaviour may be an indicator that a pupil needs help or protection. Academies will consider whether a pupil's behaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, academies will follow Safeguarding and Child Protection procedures.

## **Sanctions**

Teachers have a statutory right to discipline pupils whose behaviour is unacceptable, who break the academy rules or who fail to follow a reasonable instruction (Sections 90 and 91 of the Education and Inspections Act 2006). This power applies to all paid staff with responsibility for pupils. However, taking disciplinary action and providing appropriate support are not mutually exclusive actions. Where possible academies will facilitate them at the same time.

Teachers and other paid staff can discipline pupils at any time the pupil is in the academy or elsewhere under the charge of a teacher, including on academy visits.

Teachers can also discipline pupils, in line with this policy, when a pupil's misbehaviour occurs outside school when the pupil is:

- taking part in any school-organised or school-related activity
- travelling to or from school
- wearing school uniform
- in some way is identifiable as a pupil at the school

or at any time, regardless of whether the above conditions apply, when the misbehaviour:

- could have repercussions for the orderly running of the school
- poses a threat to another pupil or member of the public
- could adversely affect the reputation of the school.

All sanctions must be consistent, reasonable, proportionate and in accordance with 2010. The pupil's age and any special educational needs or disability will be considered.

Allegations of bullying are dealt with under the anti-bullying policy.

Academy staff will consider each incident individually and recognise that a variety of responses will be necessary to deal with incidents. They will consider very carefully the implications of any action staff may take. In general, all staff can impose the sanctions detailed in this policy with the following exceptions.

- Only the Principal/Headteacher, (or someone acting as Principal/Headteacher), may exclude a pupil from the academy.
- Only the Principal/Headteacher or a delegated member of staff may remove a pupil from the classroom.

Whilst we promote a positive environment, sanctions are needed as consequences for unhelpful behaviour. When poor behaviour is identified, a fair investigation will take place and sanctions are to be implemented consistently and fairly in line with the policy.

Sanctions can include:

- Warnings - oral and written
- Communication home
- Lunchtime detention (with provision for the pupil to eat and go to the toilet)
- After school detention
- On report
- Community service
- Internal exclusion
- Suspension
- Loss of privileges
- Permanent exclusion

For more information about suspensions and permanent exclusions, please see the Trust's Exclusion Policy.

## **Detentions**

A detention is a commonly used sanction, often used as a deterrent against future unhelpful behaviour. The headteacher can decide which members of staff can issue detentions. Please see Appendix One for details of these arrangements at The Hart School.

Detentions may be set at the following times:

- Before or after official school start and finish times
- Any school day when the pupil does not have permission to be absent
- Teacher training days

Teachers may keep pupils in during their lunch break. Pupils will be allowed a reasonable time to eat, drink and use the toilet.

Academies will always endeavour to give parents notice of a detention on the day, or during the day before it is to take place. When setting detentions, teachers will always take into consideration whether or not a pupil has the means to return home safely and any special or medical needs which they may have. Notice will often not be given for a short conversation after school about behaviour or any other school- related issues. Please note that parental consent is not required for detentions to take place.

## **Removal from Classrooms**

Removal is where a pupil, for serious disciplinary reasons, is required to spend a limited time out of the classroom at the instruction of a member of staff. When a pupil is removed from the classroom they are still able to work and learn under close supervision. Removal from the classroom should only be used when necessary and once other behavioural strategies have been attempted unless the behaviour is so extreme as to warrant immediate removal.

Where a pupil is removed from a lesson because they have not changed their behaviour despite repeated guidance, or because of an incident of extreme or dangerous behaviour, a member of the pastoral team will have a brief discussion with the pupil to establish whether it is likely that they can return to that lesson, or to the following lesson, without further incident, or whether they will need to spend some time being educated in an alternative venue within school, or be subject to a suspension from school. The aim, whenever possible, is to minimise the pupil's loss of lesson learning.

The removal of a pupil from a lesson is regarded as a serious matter. Parents/carers will be advised of this, and the reasons for it, on the same day. Refusal to attend the removal room may result in a suspension. School leaders may invite parents to a meeting to discuss how their child can be best supported to remain in the classroom once they have completed their time in internal exclusion.

Appendix One sets out the details of the length of time that it is appropriate for a pupil to be in removal/'reset' for, and the process for reintegrating the pupil back into lessons. The academy will seek to limit the amount of lesson-based learning missed by pupils who are removed from the classroom so that it is no more than is considered necessary to enable the pupil to return to lessons calmly.

Removal can be used for the following reasons:

- a) to maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption;
- b) to enable disruptive pupils to be taken to a place where education/individualised support can be

continued in a managed environment; and  
c) to allow the pupil to regain calm in a safe space before resuming learning within their normal lessons.

### **Internal Exclusion**

Typically, pupils who engage in persistent disruptive behaviour will be provided with a more appropriate learning environment – which could be the removal room, or an additional venue - within school rather than be externally suspended. This is to minimise lost learning and ensure that pupils are on site, supervised and safeguarded. Where leaders instead make use of the sanction of external suspension, the letter that parents receive will make clear the rationale for this, and the support that has previously been provided to the pupil to help them to manage their behaviour more appropriately.

Staff must allow a reasonable time for pupils who have been removed from a lesson to eat, drink and go to the toilet. The venue used will be suitable for learning. Resources provided for learning will, as far as possible, help the pupil to learn about what their peers are learning about in the lesson/s that are being missed.

### **Suspensions**

The academy's leaders will follow the separate Suspensions and Exclusions Policy before taking the decision to exclude a pupil. The decision to suspend is taken very seriously and is only considered where there has been a serious/repeated breach of the behaviour policy, all reasonable alternative strategies have been attempted and the behaviour is seriously detrimental to the education/welfare/health and safety of the pupil and/or others.

Before any consideration of suspension, leaders will consider any SEND needs and whether these have impacted on the pupil's behaviour, making any necessary reasonable adjustments. The SENCO or members of the SEND team will consider specific strategies relating to SEND and support pupils to regulate their emotions where needed.

Pupils will be set work to complete during the suspension. A pupil who is reintegrated without having completed this work may be educated outside of their normal lessons for up to one day upon return from suspension, as a supportive measure rather than a sanction. This is to ensure that the pupil catches up before returning to lessons.

### **Use of mobile phones**

Headteachers and principals have discretion as to whether, and in what circumstances, mobile phones can be used during the school day. Allowing access to mobiles in school introduces complexity and risks, including distraction, disruption, bullying and abuse, and can be a detriment to learning. Headteachers and principals should consider restricting or prohibiting mobile phones to reduce these risks. Appendix One sets out the academy's approach to mobile phones.

### **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, they may be asked to leave their switched-off mobile device in a tray on the teacher's desk, which they will be able to collect 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.



## **Use of social media**

Provisions of this policy apply to all forms of social media and they apply to the use of social media for both school purposes and personal use that may affect the school, pupils or staff in any way.

The use of social media is prohibited in the following circumstances:

- where damage is caused to the school or its reputation even indirectly;
- use that may defame school staff or any third party;
- use that may harass, bully or unlawfully discriminate against staff, other pupils or third parties;
- false or misleading statements;
- use that impersonates staff, other pupils or third parties;
- expressing opinions on the school's behalf;
- using school logos or trademarks.

Misuse of social media should be reported to the Head of Year and/or Student Support Officer and will result in disciplinary sanctions.

In line with government guidance relating to the Prevent Duty, children must be kept safe from terrorist and extremist material and suitable filtering within school will be in place.

## **Drugs**

The Trust operates a robust approach on drugs for the health and safety of all staff, pupils and visitors. The policy on drugs applies to all academies and academy 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.

Academies 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 academy 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.

## Search and Confiscation

All Trust academies follow the DfE guidance: *Searching, screening and confiscation – advice for headteachers, staff and governing bodies*. The Trust recognises that a teacher has the right to search without consent for 'prohibited items' (section 94 of the Education and Inspections act 2006). Prohibited items are:

- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- 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 (including the pupil).

Headteachers/principals and authorised staff can also search for any item banned by the school rules. These additional items are: Psychoactive Substances, Lighters, high sugar/caffeine-based drinks, energy drinks and vapes.

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 for the purposes

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

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

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

A person whom there are grounds to suspect of an offence must be cautioned<sup>1</sup> before being questioned about an offence<sup>2</sup>, 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

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<sup>1</sup> The police caution is: *"You do not have to say anything. But it may harm your defence if you do not mention when questioned something which you later rely on in Court. Anything you do say may be given in evidence."*

<sup>2</sup> A person need not be cautioned if questions are for other necessary purposes, e.g.: (a) solely to establish their identity or ownership of any vehicle; to obtain information in accordance with any relevant statutory requirement; 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.

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](#).

## **Use of reasonable force**

Detailed guidance about the use of reasonable force is included within CET's Physical Restraint Policy. Members of staff have the power to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. Whenever a member of staff uses force, this must be recorded in the academy's behaviour record and the parent must be informed.

## **Malicious allegations against staff**

The Trust takes every allegation against staff members seriously. In the event that a pupil makes a malicious accusation against any member of staff, teaching or non-teaching, and which following investigation is proven to be unfounded, the headteacher/principal will apply relevant sanctions and/or support in line with the policy and the Trust's Exclusion Policy. As a minimum, the parents will be invited into the academy to discuss the matter. The pupil will be referred to the SENCO who will assess if he/she may need support in terms of safeguarding and mental health.

## **Roles and Responsibilities**

### **Parents/Carers**

The Trust values the support of parents to maintain good behaviour and excellent attitudes to learning. Academy staff will be proactive in communicating with parents about pupils' behaviour. The role of parents is crucial in helping schools develop and maintain good behaviour. They will be encouraged to work in partnership with the academies to assist in maintaining high standards of behaviour and in supporting this policy.

### **Pupils**

Pupils are taught that they have a duty to follow the school behaviour policy and uphold the school rules and should contribute to the school culture. Pupils will be expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedures and expectations. Pupils also have a responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported.

The Trust recognises that some children will need additional support. Children with special educational needs will be identified through the academy's SEND screening system. The academy follows the SEND Code of Practice and has a staged intervention process.

The designated safeguarding lead will maintain a list of pupils whom the academy has identified to be at potential risk and ensure that relevant staff are made aware of these pupils and that they are monitored closely. Many of these children will be looked after children (LAC) or have special educational needs or disabilities (SEND).

### **Staff**

All staff are responsible for developing a calm and safe environment for pupils, establishing clear boundaries of acceptable pupil behaviour and ensuring that the policy and procedures are followed consistently. All staff have responsibility for creating a high-quality learning environment, teaching good behaviour and implementing the agreed policy and procedures consistently.

The majority of unacceptable behaviour will be dealt with quickly by teachers or support staff in the classroom or around the academy. There will be occasions when staff will need a greater level of support. When this is the case, staff will enlist the support of pastoral and senior staff as appropriate.

All staff will be introduced to the academy's behaviour management processes as part of their induction and provided with on-going training and support as part of the academy's professional development programme.

### **Governors/Trustees**

Governors/Trustees establish this policy for the promotion of good behaviour and it will remain under review. Governors/Trustees will ensure that it is communicated to pupils and parents, is non-discriminatory and the expectations are clear.

### **Headteachers/Principals**

Headteachers/principals will be responsible for the implementation and day-to-day management of the policy and procedures. This will include ensuring arrangements are made for the induction of pupils into the behaviour system, and the making known of rules, routines, sanctions and rewards. The headteacher/principal will also ensure that appropriate arrangements are made for the re-integration of pupils further to periods of suspension.

Headteachers/principals will take appropriate measures to prevent child-on-child abuse and to respond to it when it does occur, having regard to the CET anti-bullying policy. The headteacher/principal will make all staff aware of the statutory guidance contained or alluded to within, Part 5 of *Keeping Children Safe in Education*, so that they can adequately safeguard pupils when responding to allegations of child-on-child abuse involving sexual harassment or sexual violence, or when pupils report bullying via the non-consensual sharing of youth-produced sexual imagery.

Support for staff faced with challenging behaviour is also an important responsibility of the headteacher/principal and staff will be provided with regular training.

### **Monitoring and evaluation**

Every Trust academy keeps written records of all significant behaviour incidents and these are reported at each Academy Council or Academy Improvement Board meeting as part of the academy report. Academy Council/Academy Improvement Board members evaluate behaviour at every meeting, providing challenge and support to the academy's senior leaders to help them achieve consistent good behaviour and excellent attitudes to learning.

## APPENDIX ONE – Local Procedures

### Culture and Ethos statement

At The Hart School, we believe in fostering a positive and supportive learning environment that aligns with our core values: Happy, Ambitious, Resilient, and Tolerant. Our behaviour procedures are designed to encourage and reinforce these values while maintaining a culture that reflects our motto, "We Can. We Will. We Do." Our goal is to create a conducive atmosphere where every student can thrive academically and socially.

### Attitude to Learning

For positive behaviours, pupils are expected to embody our Hart Values and have excellent behaviour for learning both in and out of the classroom. The Hart School values are linked to everyday school life as explained in the graphic below.

# PROUD TO BE HART

**POLITE**

*Smile, Thank You, Excuse Me, Please, Sir or Miss*

**READY TO LEARN**

*Be equipped for learning, complete homework on time*

**ON TIME**

*Arrive on time to school and be punctual to all lessons*

**UNIFORM**

*Wear your uniform correctly and with pride*

**DO AS REQUESTED**

*Follow all instructions first time*

WE CAN • WE WILL • WE DO

## Rewards and Recognition

The Hart School promotes a culture of praise whereby pupils who consistently demonstrate the 5 Ps, receive acknowledgment and positive reinforcement.

This in turn leads to happy pupils. All incentives link to 'Hart points'; when pupils reach a point threshold they will receive a bronze, silver, or gold learner badge to showcase their ambition.

Each badge will be displayed on the blazer lapel.

Our student must show resilience in a 'no opt out' culture. This way of working is promoted through all aspects of school life and is evident through each reward descriptor.

All pupils belong to a tutor group and will have to work together throughout the academic year as they become a member of the tutor league. It is important that all of pupils learn how to work together as team and demonstrate tolerance towards each other.



### Rewards categories

#### Daily attendance

All pupils who achieve perfect attendance for the week will receive five Hart Points, one for each day of school. Each point will add towards the rewards total and badge threshold.

#### Weekly attendance

Each week, all pupils will celebrate their weekly attendance by adding raffle tickets into a draw for significant prize at the end of term. Each day equates to one raffle ticket therefore every student will enter the draw if they have attended at least one day in a week.

#### Monthly attendance

100% attendance in any given month shows commitment to study therefore deserves to be celebrated. As a result, a prize draw will take place each month with all pupils who have 100% attendance entered. Each month resets the draw therefore all pupils have an opportunity to win.

#### Classroom Excellence

We acknowledge and celebrate pupils who consistently demonstrate excellent ambition, active participation, and a commitment to their studies in the classroom. Such pupils will be recognised and rewarded regularly with a visual prompt on the board followed by positive Hart points on Arbor.

#### Homework Excellence

Pupils who complete their homework to a high standard, promote excellent home learning and reinforce the value of academic responsibility will be celebrated with a visual prompt on the board followed by positive Hart Points on Arbor.



## Praise Post Card

Teachers will use praise postcards to send positive feedback and recognition to pupils who exhibit exemplary behaviour, kindness, and dedication to their studies. The awarding of Praise Post Cards will always link back to the school's core values. Every student facing member of staff will issue five post cards each week.

## Positive Phone Call

A phone call home is a positive tool to celebrate positive behaviour and academic achievements of pupils. Every member of student facing staff will make two positive calls home each week to celebrate student success. We believe positive phone calls home fosters strong partnerships between the school and family which leads to a supportive and encouraging learning environment.

## Student of the Month

At The Hart School, we recognise that we will have pupils who routinely go above and beyond our expectations. They regularly embrace our school values and particularly excel within a subject or year group. Each week, pastoral and subject leaders will nominate pupils for their success and celebrate with them in the leadership hub. All pupils will receive a certificate, a prize, and a request to be celebrated their achievement on social media.

## Termly Celebration

Pupils will be recognised for their positive contributions each term. A year group celebration assembly will take place alongside recognition through the tutor programme. Every child has a part to play in supporting their peers through initiatives such as the tutor league and tutor competitions. At the end of every term, parents are invited into school to celebrate the academic success of our pupils notably for progress and attainment in each subject area.

## School Culture

For pupils to thrive in a positive environment, deliberate distraction and disruption cannot and will not be tolerated. Distraction affects teaching and learning. All children have an entitlement to a disruption free environment, and this is insisted upon for all pupils.

We believe that each student should have the opportunity to learn and grow in a safe and respectful environment embracing our school values. Pupils are happy in school when they can work to the best of their ability and show the ambition to make progress in every lesson. A 'no opt out' culture is achieved by showcasing the necessary resilience when challenges arise in each subject.

Hart School pupils are tolerant through their listening skills and are respectful to all members of the school community.

We also celebrate our school by asking our pupils to display their steps to ensure a positive culture is created.

Steps are communicated regularly and are displayed in each classroom across the school.

Where pupils fall short of their steps, they will be asked 'Are you proud to be Hart?' or 'Are you following your Steps?'



## **Common language**

Pupils thrive through consistency; it reduces stress and develops a simple shared understanding of expectations.

All staff will use a common language of instruction. Examples include:

- '3,2,1 eyes on me' - to gain the attention of the class.
- '3,2,1 show me'- when pupils are using mini whiteboards for assessment purposes.
- 'Zero Voices'- when pupils need to be silent.

All instructions will be delivered at a pace that allows 'take up time' for pupils.

## **Behaviour Curriculum**

Our approach to behaviour at The Hart School is targeted and designed to support pupils whose behaviour has not yet aligned with our expectations. We are committed to ensuring that all pupils can learn and develop pro-social behaviours, which are essential for their success both in school and in life. We explicitly teach our behaviour curriculum to pupils through sessions such as assemblies, tutor time and in our Reflection Room; this is in addition to any planned mentoring sessions. It is pivotal that pupils understand the need for this as it will allow them to succeed in wider school life.

At the core of our behaviour curriculum is the 'Therapeutic Thinking' approach. This educational method prioritises understanding and addressing the emotional and behavioural needs of pupils through proactive and supportive strategies. We recognise that behaviour is a form of communication, and our approach is designed to create a positive learning environment where pupils feel safe, valued, and understood.

The key components of Therapeutic Thinking include:

- **Predicting Potential Challenges:** We anticipate situations that may lead to behavioural issues, allowing us to intervene early and prevent escalation.
- **Proactive Strategies:** We implement strategies that support pupils in managing their emotions and behaviours before they become problematic.
- **Tracking Progress:** Continuous monitoring of student behaviour helps us assess the effectiveness of our interventions and make necessary adjustments to ensure ongoing improvement.

When a student's behaviour does not meet expectations, we actively support them in creating pro-social experiences and feelings. This is vital because we believe that expecting pupils to develop pro-social behaviour without being taught or shown how is unrealistic. Our focus is on teaching and modelling these behaviours, ensuring that pupils understand and internalise them.

In addition to Therapeutic Thinking, we also implement a restorative model to address student behaviour and conflicts. This approach emphasises healing, community building, and fostering positive relationships rather than relying solely on punishment. Restorative justice aims to create a supportive school environment by promoting a culture of respect, accountability, and empathy.

This model is applied in various ways, including in our consequence system, where pupils are given a reset opportunity before removal. By resolving conflicts and addressing disciplinary issues through restorative practice, we not only promote social and emotional learning but also help pupils understand the impact of their actions and encourage them to make amends.

At the Hart School, adults will endeavour to treat pupils respectfully, and respond to unhelpful behaviours calmly, modelling the behaviour that we wish all members of the community to display.

## **Pupil Voice**

Our behaviour policy is shaped by the voices of our pupils, ensuring that it reflects their needs and perspectives. Pupils play a crucial role in assessing the effectiveness of our behaviour procedures, and their feedback directly informs the annual review of our policy. We believe that by actively involving pupils in this process, we create a school environment that is fair, respectful, and responsive to everyone's needs.

Pupils have regular opportunities to share their experiences and suggest improvements to our behaviour systems and school life. This collaborative approach not only enhances the effectiveness of our policies but also empowers pupils to take ownership of their school community.

In addition, our school promotes a range of student leadership opportunities for all student to get involved.

These include' school council, prefects, anti-bullying ambassadors, community ambassadors, diversity ambassadors, sports ambassadors, and wellbeing ambassadors. Our student leaders are instrumental in feeding back to the school on various issues, including behaviour, ensuring that our policies remain relevant and impactful.

## **Consequence System**

No student has the right to purposefully disrupt the learning, life chances, and dreams of another and as such, poor behaviour will not be tolerated. Classrooms will be highly focused, ensuring that teachers can teach, and pupils can learn. Staff communicate our expectations clearly through assemblies, tutor sessions and lessons.

The Hart School operates on the following consequence system:

**Remind (Verbal Reminder):** A verbal warning is distributed to a student when deliberate disruption is conducted.

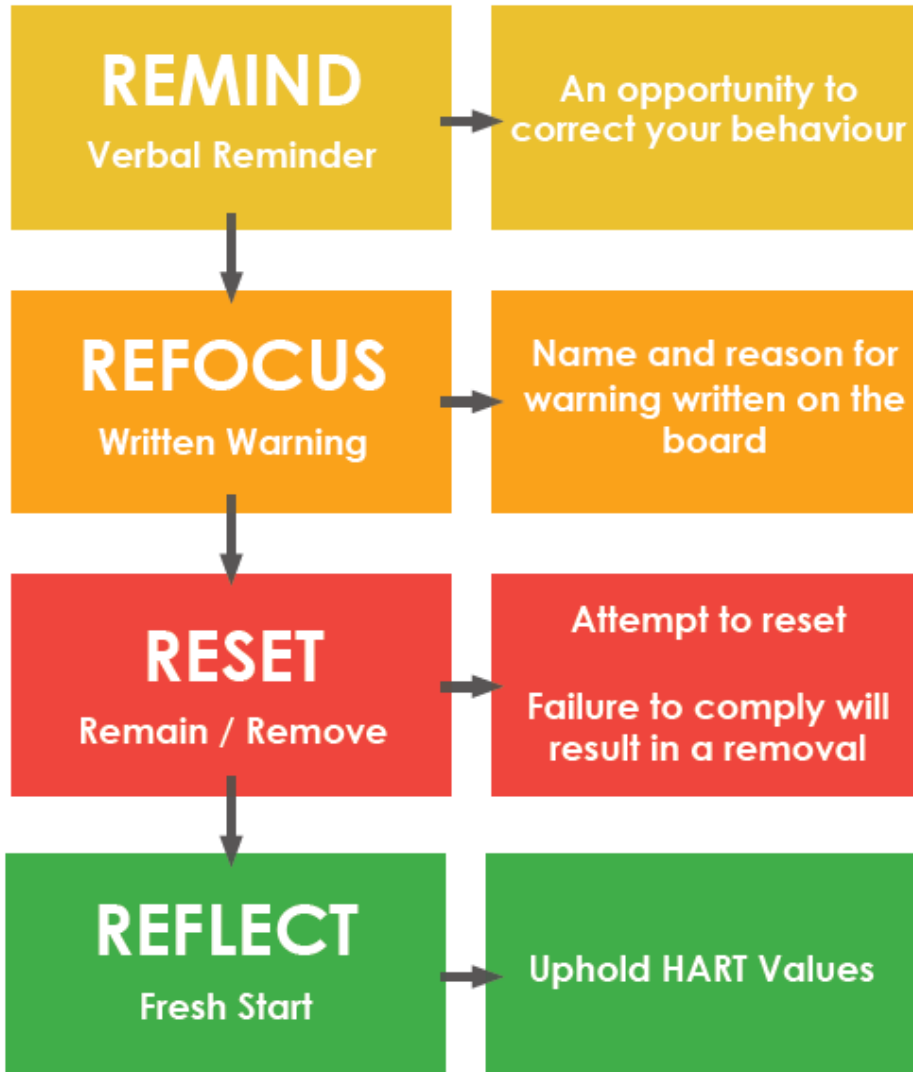
**Refocus (Written Warning):** A warning is distributed to a student when deliberate disruption is conducted. The teacher will provide the student with one visual warning on the board, reminding them to correct their behaviour and offering a chance to make amends. The warning will outline a brief description of the behaviour.

Disruption will be defined as any choice behaviour made by a student during a lesson that stops teaching.

**Reset (Reset or Classroom Removal):** In response to further disruptive behaviour by the same student in the same lesson, the teacher will request a removal to the 'Reflection Room'. Pupils will be collected by a member of staff and a conversation about reasons for the classroom removal request will take place operating a restorative model. A decision will be made as to whether the student returns to the lesson or is taken the 'Reflection Room'.

**Reflect (Fresh Start):** On arrival, pupils will sign into the reflection room and work in line with their curriculum for two full periods plus the nearest break. This will also give pupils an opportunity to reflect upon their behaviour and return to their lesson with a view to a fresh start. If pupils can demonstrate that they are able to return to their normal curriculum lessons after the first period by engaging with a restorative model then a decision will be made by the inclusion manager or a senior member of staff.

# CONSEQUENCE SYSTEM



Examples of warnings and removals include but are not limited to:

- Talking whilst the teacher is instructing/modelling.
- Talking during silent work
- Purposefully distracting others
- Shouting out questions, answers, inappropriate comments
- Leaving seat without permission
- Non-verbal communication during teacher instruction or silent practice that distracts others.
- Placing heads on desks during lessons
- Refusal to engage with learning.
- Refusal to follow a reasonable instruction.

## The Reflection Room

Upon arrival, the student will hand their mobile phone in to the check-in desk, collect a restorative work pack and be issued with a workspace. Parents/carers will be contacted by the school to alert them of the sanction to inform them that their child will complete two full periods plus their nearest social time in the room before returning to their timetabled classroom.

Whilst working in the Reflection room, pupils will work in line with their curriculum and will be supported by an Inclusion Manager and senior member of staff.

Time spent in the reflection room will be an opportunity to reflect on their actions and work on strategies to re-engage positively in the classroom. It is essential that pupils consider the impact of their behaviour on others and in turn, develop a plan for improvement.

It is important to note that pupils will only return to their timetabled classroom if they are able to meet expectations whilst working in the room. If pupils are not able to modify their behaviour, then this will convert into an internal suspension and pupils will complete five full periods in the room.

**Immediate Removal:** In situations where a student displays behaviour beyond the care and control of the teacher, they will be immediately removed from the classroom without warning and sign into the Reflection Room pending an investigation.

Examples of this behaviour include:

- Dangerous behaviour
- Fighting
- Physical abuse towards staff and pupils
- Verbal abuse towards staff and pupils

## Reflection Room Rules

- Pupils will work in silence throughout the day, following their curriculum timetable.
- Pupils will read or continue to work in silence in Reflection throughout the nearest break.
- Food and drink will be ordered for them.
- The member of staff who issued the reflection will meet with the student before the next lesson to restore the relationship and reiterate the high standards expected.
- The member staff who issued the Reflection will call parents/carers on the same day that the sanction was issued to give a more detailed account of the events. Staff will leave a message if there is no answer. Please do not hesitate to contact us if you do not receive a call.
- Pupils will return to mainstream lessons when they have successfully completed two full periods and the nearest break in the Reflection room.
- If pupils do not engage fully in the Reflection room, this will convert into an internal exclusion.
- Pupils will be suspended from school immediately, for a fixed term, if they refuse to engage fully after an internal suspension, refuse to leave a classroom or defy or are rude to a member of staff.
- Reflection will also be used to promote high standards of behaviour between lessons.

## Repeat Behaviour

If a student displays repeat behaviour, the following steps will typically apply:

1. More than one removal in a day will convert into an internal suspension.
2. Three removals within a ten-day rolling period will warrant an internal suspension.
3. Four removals within a ten-day rolling period will warrant a review for external suspension.
4. Continued removal from lessons would result in significant parental involvement and a file review.

If a child does have a 'Hart Map' (IEP), any external sanction will be quality assured by the SENDCo before processing.

## Waves of Intervention

The Hart School does recognise that behaviour can be a form of communication. As a result, waves of intervention are available for pupils who require help and guidance to regulate their behaviour. Interventions in place for pupils are available for parents to discuss during any parental meeting and are available as a visual aid via an intervention menu. Parents can request a meeting at any time if they are concerned about an unhelpful pattern of behaviour in respect of their child.

Examples of intervention strategies are outlined below:

Wave 1	Wave 2	Wave 3	Wave 4
Daily Check in	Behaviour report	Pastoral support plan	Principals final warning
Positive report/tutor report	Equipment and uniform support	ELSA	Governor's hearing
Seating plan changes	Provision referral	Malachi	Home visit
Additional incentives/rewards	Tutor group/class move review.	T3 Stars	Managed move
Increased communication with home	Face to face meetings	Careers interview	Alternative provision
Reading Wise	1:1 support	External agency	
Academic interventions	Referral to SENDCO	Youth Offending Service Referral	
	Key Worker	Key worker intervention	
	Zones of Regulation	Restorative intervention	
	Timeout Card		
	Concentration Toy		
	Counselling		

## Adaptations

We recognise that each student is unique, with their own strengths, challenges, and individual circumstances. As part of our commitment to inclusivity and supporting all pupils, we have ensured equity and our systems allow for reasonable adjustments when necessary.

We understand that some pupils may require additional support or accommodations to meet the expectations outlined in this document. These reasonable adjustments may be necessary due to factors such as learning difficulties, disabilities, or specific individual needs. It is our aim to provide an environment that enables every student to thrive and achieve their potential, while also fostering a positive and respectful learning atmosphere for all.

To facilitate reasonable adjustments, the following measures are utilised:

- 1) **Hart Maps (IEP):** These are individual plans that outline specific strategies and interventions and reasonable adjustments tailored to the student's needs, ensuring they have the necessary tools and guidance to succeed within the behaviour policy framework.
- 2) **Open Communication:** We encourage open and regular communication between home and school. If you believe that your child requires reasonable adjustments or has unique circumstances that should be taken into consideration, please reach out to us. We are here to listen, understand, and work collaboratively to find appropriate solutions that support your child's well-being and academic progress.
- 3) **Professional Guidance:** Our school staff will receive ongoing training and professional development to enhance their understanding of inclusive practices and support for pupils requiring reasonable adjustments. We are committed to maintaining a knowledgeable and empathetic team that can effectively implement these adjustments and provide appropriate guidance to both pupils and parents.

Where poor chosen behaviours have been made, we will apply sanctions in line with our behaviour procedures. Children with SEND will access our reflection room but will receive support from experienced teaching assistants where this is possible. This process is to regulate their behaviours with the aim to return to lessons following a reset. Children with SEND will have their sanction reviewed by the SENDCO if there is any discrepancy to ensure the behaviour policy has been applied appropriately.

### **Reasonable adjustments**

It is important to note that reasonable adjustments do not mean lowering expectations or compromising the integrity of our behaviour policy. Instead, they serve to create a fair and accessible environment where all pupils can thrive, while still adhering to the core principles of respect, responsibility, and positive behaviour.

Our objective is to create an environment where pupils feel supported and guided rather than isolated and excluded. We firmly believe that these enhancements will foster a more inclusive, empathetic, and growth-oriented atmosphere within our school.

The rewards and behaviour system will foster a safe and productive learning environment, allowing pupils to thrive academically, socially, and emotionally.

### **Significant behaviour incidents or persistent disruptive behaviour**

#### **Internal and External Suspension**

Pupils who are suspended internally or externally will be informed of the duration following an analysis of the severity of the actions leading to the suspension (1/2-day, 1 day, 2 days or more). Following an external suspension parents/carers will be expected to attend the reintegration meeting alongside their child. This meeting must take place before a pupil re-enters the school learning environment. If a child is issued with an **internal exclusion**, then this will include a **60-minute detention** after school.

#### **Pastoral Support Plans**

Following a suspension, a student may be required to go onto a Pastoral Support Plan; this plan is there to offer additional support to the pupils to help them modify their behaviour. This plan will be agreed with parents and the student and monitored by the Head of Year.

#### **Principal's Final Warning**

If a student's behaviour fails to improve following a final formal warning it is likely they will be permanently excluded from the school for persistent/excessive poor behaviour over an extended period; however the final decision will rest with the principal.

#### **Managed Move**

The Hart school works alongside Staffordshire County Council with its Fair Access Protocol. On occasions this may mean that a student goes to another school or Pupil Referral Unit to support changes in their behaviour or to give them a fresh start in a new environment. These moves are agreed with parents and are monitored closely by the school. If successful, the student may move permanently. However, it is worth noting that a managed move is not an alternative to a permanent exclusion.

#### **Off-site Direction**

The principal can direct a student to another educational provider where they feel that it is appropriate to improve their behaviour and to avoid Permanent Exclusion.

## Host Schools

We work very closely with other schools in the local area and use their behaviour rooms where appropriate to support our pupils as part of our systematic approach to behaviour management and to prevent suspension. If a pupil is referred to a host school, parents are notified in advance and are expected to arrange transport for their child and provide a packed lunch for the student to take with them.

Work is provided by The Hart School staff. Once the placement has been completed successfully, pupils and the student will be invited back into The Hart School for a reintegration meeting.

If a student fails to complete one of the above sanctions, they will repeat the sanction. Pupils will not be reintegrated back into their normal timetabled lessons until the sanction has been completed fully.

## Red Line Incident

Please note that the following incidences could result in a permanent exclusion from the school. This list is intended for illustrative use and is not exhaustive. Any decision on exclusion is at the discretion of the principal.

Description	Further Detail (not exhaustive)
Being in possession of a prohibited item on school site.	Prohibited items include: <ul style="list-style-type: none"><li>• knives or weapons including replicas and BB guns.</li><li>• alcohol and illegal drugs</li><li>• stolen items</li><li>• tobacco / cigarette papers / vapes</li><li>• fireworks</li><li>• pornographic images</li><li>• anything that has been or is likely to be used to cause or commit an offence.</li></ul>
Any form of assault on another child or adult.	Assault can include: <ul style="list-style-type: none"><li>• Physical</li><li>• Sexual</li><li>• Coercion</li></ul>
Any matter which could present a health and safety risk to the child or other children in the school.	This can include: <ul style="list-style-type: none"><li>• Damage to school property</li><li>• Tampering with fire alarms and extinguishers</li></ul>
Other areas	For example: <ul style="list-style-type: none"><li>• Theft or possession of stolen property</li><li>• Smoking or drinking alcohol on the school site.</li><li>• Racist/homophobic/sexist/religiously intolerant language</li><li>• Bullying</li></ul>



## Toilets

Pupils are expected where possible to use toilet facilities, before school, break 1, break 2, during a transition and after school to avoid lost learning time. During these times, all toilet facilities are available for pupils to use.

It is noted that there will be occasions whereby toilet facilities are required during a lesson time. The following procedures will apply:

- Identified toilet blocks will be in operation and this is communicated to pupils and staff. This is for cleaning and staffing purposes. Identified toilets will remain open during lesson time and social time.
- If a student has a medical pass, pupils will be able to leave their lesson immediately to use the facilities.
- If a student has extenuating circumstances e.g., menstrual cycle, then they will be able to leave their lesson immediately to use the facilities.
- Pupils without a medical pass or extenuating circumstances will only be granted permission to leave lesson if their reason is genuine. In this instance, the request will be logged on Arbor, pupils will be issued with lanyard from the teacher and must place their mobile device on the teacher's desk. In the event a student does not have a mobile device, they will be collected by a member of staff.
- Pupils are permitted to use toilets between lessons where a five-minute transition period is built into the school day.
- Any student that is required to leave a lesson will be loaned a classroom pass lanyard from the teacher regardless of their reason. This is a procedure to ensure the safety of pupils.

*\*Individual passes will only be provided to pupils where medical evidence is provided, these will be reviewed, revoked, and reissued on a termly basis. \**

## Uniform

The uniform expectations are as follows:

- School blazer with logo
- School tie
- School jumper (optional) to be worn under blazer – not as an alternative.
- Plain white shirt (short or long sleeve) with collar and buttons to top – polo shirts are not acceptable.
- Trousers must be straight leg, full length plain black trousers to the ankle and formal style fit.
- Or The Hart School skirt only – this should be knee length and not tight fitting. Black opaque tights to be worn when wearing a skirt.
- Plain, black leather or leather-look and polishable school shoes.

Our uniform policy is designed to promote inclusivity and respect for all individuals by allowing a dress code that acknowledges and supports diverse gender expressions. We recognise that clothing can be an important part of personal identity and self-expression, and we encourage everyone to wear the uniform options that best align with their gender identity and comfort.

Visual examples of acceptable school uniform:



### Items that are not acceptable:

- Trousers: corduroy, linen, skinny trousers, denim, leggings, jeggings, cropped, tightly or highly fitted, chinos, casual styles or trousers with 'buckle' belts/zips or any other form of decoration.
- Shoes with rubber toe; pumps; training shoes; canvas or logo styles are not acceptable.

### Jewellery

- A flat, plain ring and one pair of small, plain stud or sleeper size earrings which can be worn in each earlobe and a watch are the only items allowed.
- All jewellery must be removed for PE activities and is brought into school entirely at the student's own risk, the school will not accept responsibility for lost items of jewellery.
- Nose studs and all other types of facial piercing are not allowed (this includes clear retainers). Pupils are not allowed to attend school with a plaster covering the piercing.

### Make-up

- The wearing of make-up is strongly discouraged. Pupils will be required to remove any excessive make up, including coloured nail varnish, eye shadow, eye liner, lipstick, foundation, false eye lashes or fake tan.

### Other unacceptable items include:

- Chewing Gum
- Caffeinated Energy Drinks
- Aerosol Deodorant
- Hair Spray

### Images of adaptations to uniform that are not permitted:



## Hair styles

- Extreme hairstyles are not allowed.
- Patterns or logos must not be shaved or cut into hair or eyebrows.
- Hair must not be dyed as an unnatural colour, for example: pink, purple or red.
- Close shaved haircuts are not permitted including under cuts.
- Hairstyles should not include unnecessary decorative attachments.
- If hair is dyed, it should be a uniform natural hair colour throughout, not two toned. Hairstyles with religious or culture significance are permitted.

The school upholds high standards of uniform and does not permit unnatural or extreme hairstyles. Styles such as extreme hair dyes can also lead to trends which are not financially feasible for all families.

## Outdoor Clothing

- All pupils are expected to wear a smart waterproof coat, dark in colour.
- Hoodies and jackets of a sweatshirt-type material are not permitted as outdoor wear.
- Cardigans, sweatshirts, hoodies or denim or leather jackets are not to be worn under or over the blazer.
- Pupils will be expected to take coats off when entering the school building.
- Winter hats/scarfs/gloves are permitted but cannot be worn anywhere inside the building.
- Pupils must not wear hats as a fashion accessory in school; baseball caps are not permitted in school.

## School Bag

- A school bag is required to carry equipment, textbooks, exercise books and other essential items for learning.

## Equipment

Pupils must bring their own equipment to school each day to ensure they can participate fully in lessons. They will need a pencil case with the following equipment:

- 2 x Black Pen
- Pencil
- Ruler
- Eraser
- Pencil Case
- Student Planner
- School Bag
- **Optional** - Scientific Calculator (Casio FX-83/85 models are recommended)
- **Optional** - Spanish Dictionary for language lessons is recommended.
- **Optional** - Additional school equipment, which is useful, includes a geometry set and an English dictionary.

Green and purple pens are provided by the school for all pupils at the start of each term. Once provided, it is expected that all pupils are in possession of both a green and purple pen for assessment purposes.

The school will also provide electric sharpeners therefore pupils are not permitted to bring sharpeners into school.

## Mobile Phones and ear pods/phones

Pupils are not permitted to use a mobile device on school site. Mobile use can cause complexity and risks, including distraction, disruption, bullying and abuse, and can be a detriment to learning. If pupils use a mobile device or ear pods/phones during the school day, this will be removed and stored securely. Pupils will then collect their mobile device / ear pods / phones at the end of the school day from the **collection area**. If it is a **repeat incident occurs within the academic year**, parents will be invited in to **collect the item from 3:30pm** once staff duties have been completed.

Pupils are allowed to be in possession of a mobile phone or ear pods. However, this should be switched off in their bag or inside blazer pocket. We understand that pupils will want to use this to and from school to communicate with parents and carers. Our approach will be if we see it, hear it, then pupils will lose it for the remainder of the day.



## PE Kit

All pupils must bring their PE kit to every lesson, even if they are going to be excused for medical reasons, as they may be asked to fulfil a different role depending on the activity, i.e., line judge; umpire; coach, etc. Pupils should be suitably dressed in PE kit and bear in mind the weather conditions.

## Uniform Non-Compliance

Any student that does not attend school with the correct uniform will be issued with a loan at the main school gate. On arrival, pupils will sign out the relevant uniform and be issued with a **loan item**. To borrow uniform, pupils must exchange a belonging. Items that can be exchanged include:

- Mobile Phone
- Ear Pods / Headphones
- Electronic Device
- Any other relevant item

If a student is not in possession of any of the above, professional judgement will be taken by the member of staff.

On arrival to tutor time, pupils will have their equipment checked. If pupils attend school without the correct equipment, pupils will receive also **receive a loan item**.

Any student without the equipment above will be issued with a full loan pencil case in exchange for a belonging. This includes the same items listed above.

At the end of the school day, pupils must arrive at the **loan item collection area** to return any borrowed equipment and collect their belonging. Any **repeat incident without valid reason would result in a 30-minute detention**.

All pupils who are non-compliant with our equipment and uniform loan procedure will be signed into the Reflection Room for the remainder of the school day. This includes where pupils arrive to school without a pen and do not agree to the loan's procedure. Agreement to the loan's procedure will allow pupils to remain in circulation. Whereby a resolution cannot be found, parents and carers will be contacted to resolve the issue.

The school will support families in the event of hardship. Families who would like to access support should email their child's Head of Year or Student Support Officer in the first instance.

## Punctuality

Good punctuality at school is essential for pupils to achieve their full educational potential. It is also vital for pupils to form good habits for later life. Punctuality records form part of references passed onto employers or higher educational institutes. As a result, it is imperative that we uphold high standards at school.

Pupils are expected to be on school site at 08:30am. Pupils will be officially late at the start of registration at 08:41am. Any student arriving after 08:40am will enter the punctuality detention system.

Pupils will have one warning issued when they are late to school or to a lesson in any given day. If a student is late **more than once (repeated)** then they will be issued with a **30-minute detention**.

Pupils are expected to be in their classroom on time. Due to the layout of the school site, pupils are permitted a five-minute transition period to get to their lesson. If a student arrives after this point, they are late to lesson. Lateness is recorded on the register as a legal requirement.

If a student accumulates **2 separate logs of lateness** in a school day, pupils will be issued with a **detention for 30-minutes**. Parents and carers will always be informed of this detention via an Arbor notification.

If two period of lateness accumulate:

- Before 12:30pm = Same day detention
- After 12:30pm = Next day detention

*\*Pupils will not be issued with a detention in extenuating circumstances\**

## Internal Truancy

As a school, we want to do all that we can to ensure that our young people are self-reliant learners and can make their way punctually to their allocated lesson. If a student makes a deliberate decision not to go to their lesson, this is internal truancy.

Pupils who deliberately choose to truant tutor time or lessons will be issued with a **30-minute detention**. Repeat incidents will escalate in line with the detention procedure.

If a student is over **15-minutes late to their lesson without valid reason**, then this will automatically result in a detention for 30-minutes after school as this is a confirmed truancy.

If internal truancy occurs:

- Before 12:30pm = Same day detention
- After 12:30pm = Next day detention

## Homework

Pupils are expected to complete their homework within the time frame set by the classroom teacher. If **homework is not completed**, then pupils will be given guidance and support to ensure a repeat incident does not occur.

Homework will be recorded clearly in the planner to ensure that pupils, parents, and carers are clear on the expectations set by the school. This will include the date of submission.

If homework is not completed for a second occasion in any given a subject, a **30-minute homework detention** will be issued within the faculty. This means that they must attend a detention within a subject area as outlined by the classroom teacher.

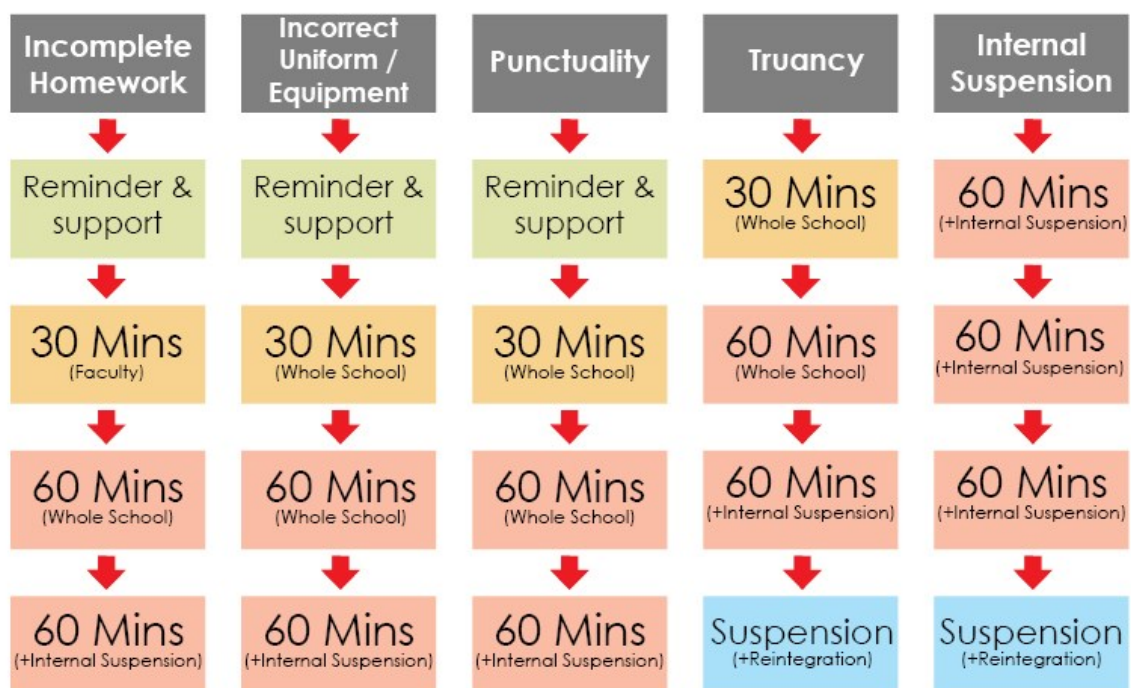
**Failure** to attend a homework detention will result in a whole school detention for **60-minutes** after school.

The school may keep pupils for an hour if homework not completed in allotted 30-minutes. Staff would communicate with parents and carers in this instance.

**Detention Summary:**

The detention system is summarised in the visual below:

*The red arrow indicates a failure to attend a detention or escalation is required.*



Pupils who fail to comply with each stage will escalate as shown. If a student reaches the fourth stage of any tier, the school will review the case and decide if a parental meeting is required to discuss next steps.

All pupils are expected to comply with our detention system and any detention issued may require parents and carers to make arrangements for collection of their child. Parents and Carers will be informed of a detention via an Arbor notification.

Detention times will operate as follows:

- 30 Minute Detention – 3:10pm-3:40pm
- 60 Minute Detention – 3:10pm-4:10pm

## **Safeguarding**

### **Child on child abuse**

The Hart School recognises that pupils may become victims of abuse from other pupils.

This is most likely to include, but may not be limited to, bullying (including cyberbullying), gender-based violence/sexual assaults, sexting and up skirting.

Staff will report instances of child-on-child abuse, sexual violence and harassment through the normal safeguarding concern process and recognise that support must be provided to both the alleged victim and abuser.

Staff will be made aware that safeguarding issues can manifest themselves via child-on-child abuse. This is most likely to include, but not limited to, bullying (including cyberbullying), gender-based violence/sexual assaults and sexting.

All staff will be aware that children can abuse other children (often referred to as child-on child abuse).

This is most likely to include, but may not be limited to:

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence, such as rape, assault by penetration and sexual assault;
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse;
- upskirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm;
- sexting (also known as youth produced sexual imagery or 'nudes'); and
- initiation/hazing type violence and rituals

Where we receive a report of child-on-child abuse, we will follow the principles as set out in part 5 of Keeping Children Safe in Education (2023) and of those outlined within the Child Protection Policy.

If a report is determined to be unsubstantiated, unfounded, false or malicious, the DSL will consider whether the child and/or the person who has made the allegation is in need of help or may have been abused by someone else and this is a 'cry for help'.

In such circumstances, the DSL will consider if a referral to children's social care may be appropriate.

If a report is shown to be deliberately invented or malicious leaders will consider whether any disciplinary action is appropriate against the individual who made it as per the academy's behaviour policy.

All staff will listen to and work with the young person, parents/carers and any multi-agency partner required to ensure the safety and security of that young person.

- Statements will be sought from both the alleged victim and the alleged perpetrator, and the academy will do everything possible within the new context to establish the most truthful version of events.
- Unless there is a very strong reason not to engage parents, they will be contacted, and the situation explained.
- Support will be offered to both the alleged victim and the alleged perpetrator and consequences will be considered where appropriate in line with the behaviour policy.



- Where appropriate we will seek to support the pupils in understanding each other's point of view and offer additional sessions (face to face or remotely as required) to help them to overcome their situation.
- The process and outcomes will be recorded on CPOMs, and appropriate timely referrals made as the need arises during the process. The process will be overseen by the DSL, though other colleagues will likely support the process.
- The incident will not be closed until both pupils agree that they are happy with the outcome. Until then, staff will continue to address the pupils' concerns as far as possible and work towards a resolution to address their concerns. We will agree with the pupils how often they feel able to review the situation but no longer than monthly.
- Where all those involved with an incident agree that the issues have been resolved; the case will remain open for at least a further six weeks to allow staff to seek pupil voice after a reasonable time has passed to ensure that the issues have not resurfaced or to seek to offer support if they have.