

Positive Relationships and Behaviour for Learning Policy

Policy Owner	Director of Education
Approved by	Education Standards Committee
Last reviewed on	June 2026
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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 Ellis Guilford School



**ELLIS
GUILFORD
SCHOOL**
*Creative
Education
Trust*

ELLIS GUILFORD SCHOOL

Positive Relationships and Behaviour for Learning Policy

POLICY DATE:	SEPTEMBER 2026
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SUPPORTING POLICIES AND GUIDANCE:

Mobile Phones in Schools (DfE, Feb 2024):

assets.publishing.service.gov.uk/media/65cf5f2a4239310011b7b916/Mobile_phones_in_schools_guidance.pdf

Behaviour in Schools (DfE, Feb 2024):

assets.publishing.service.gov.uk/media/65ce3721e1bdec001a3221fe/Behaviour_in_schools_-_advice_for_headteachers_and_school_staff_Feb_2024.pdf

Suspension and Permanent Exclusion... (DfE, Sept 2023):

assets.publishing.service.gov.uk/media/64ef773513ae1500116e30db/Suspension_and_permanent_exclusion_guidance_september_23.pdf



Contents

EGScellence	2
Ambition	2
Integrity	2
Respect	2
Behaviour Curriculum	4
Consistent implementation	5
Home School Agreement	6
Uniform	8
Jewellery and Make-Up	10
Equipment	10
Rewards	11
Guilford Gold	11
Swap Shop	12
EGSellence Cards	12
Unhelpful Behaviours	13
In Class Behaviours	14
Classroom Behaviour Ladder	15
Reasonable Adjustments	18
Internal Truancy	19
Consequences	19
Reflections	20
Community Service	21
Prohibited Items	21
Mobile phones and electronic devices	22
Reporting Incidents	22
Toilet During Lesson	23
Triage	23
Internal Suspension (INTEX)	23
Off-Site Redirection	25
Suspension	25
Managed Move or Supported Transfer	26
EGSpectations	27



EGScellence

At Ellis Guilford School, we aim to prepare children for life by equipping them with positive characteristics centred around our core values: Ambition, Integrity and Respect. We expect our children to become part of our wider school community and contribute to it positively, by demonstrating 'EGScellence' in everything they do.

Crucially, this does not happen without staff and pupils demonstrating positive behaviour and respect for one another and the community we share. At Ellis Guilford we always expect excellent behaviour and attitudes from all members of our community. Staff will model positive behaviour and will challenge behaviour that does not meet our clear and high expectations. We appreciate and understand that sometimes children make mistakes and therefore will make clear our expectations through our behaviour curriculum. The behaviour that we expect will be 'taught, caught and sought'.

Our robust Pastoral Support Network (see below) offers our children the support they need to thrive and strive for excellence. Where a child needs support in meeting our expectations, the Pastoral Support Network will consider the needs of the individual child and provide bespoke support where appropriate.

We ask that parents and carers work closely with us to form a partnership of support around the child to provide them with a fulfilling education both academically and personally, building their character and equipping them to be a functioning British citizen that contributes positively to society. By sending your child to EGS, you accept the school's policies and the need to support those, so that together we support all of our pupils to receive the education they deserve.

Ambition

Pledge One: We aim for EGScellence every day, with effort, kindness and no delay!

At Ellis Guilford School, we work hard and we aim high! We recognise that we deserve the very best, and that every child will be successful.

Without the will or desire to succeed or without a clear goal or target in sight, children will lack the motivation to be a thriving Ellis Guilford child that wants to achieve. It is the responsibility of all staff, as well as the children themselves, to instil these aspirations to become the best versions of themselves. We know, too, that every parent is ambitious for their child. We are an outcomes-focused school and everything we do, through our passion for achieving EGScellence will allow all children to reach their potential.

Integrity

Pledge Two: Even when no one's in sight, we choose to do what's honest and right.

At Ellis Guilford School, we do the right thing at all times. We recognise that everyone makes mistakes, but we always try to learn from them.



Integrity is a core value at Ellis Guilford School, shaping the foundation of a respectful and responsible learning environment. It means doing the right thing even when no one is watching—whether that’s being honest in your work, treating others with fairness, or owning up to mistakes. At Ellis Guilford, integrity fosters trust between students, staff, and the wider community, creating a culture where everyone feels safe, valued, and empowered to grow.

Respect

Pledge Three: We listen, we care, we’re honest and fair.

At Ellis Guilford School, we treat others with kindness and respect. We don’t let our differences define us and we always support each other.

Respect is a fundamental value at Ellis Guilford School, essential for creating a positive and inclusive atmosphere where everyone can thrive. It involves treating others with kindness, listening to different viewpoints, and valuing the diversity of the school community. By showing respect to peers, teachers, and the learning environment, children help build strong relationships and a sense of belonging. At Ellis Guilford, respect encourages collaboration, reduces conflict, and supports a culture of mutual understanding. It’s not just about good manners—it’s about recognising the worth of every individual and contributing to a school where everyone feels seen, heard, and appreciated.



Behaviour Curriculum

At Ellis Guilford School, we believe that behaviour should be taught, caught and sought. Our Behaviour Curriculum ensures that all children receive structured guidance on how to conduct themselves with ambition, integrity, and respect—both within school and beyond.

Our EGS Behaviour Curriculum: A culture of EGScellence

Our behaviour curriculum is important as it supports children in meeting our specific EGS expectations ('EGSpectations'). The aim of the curriculum is to provide opportunities for:

- Explicit Teaching of Expectations (EGSpectations): Just as academic subjects are taught and practised, behaviour norms must be explicitly modelled, taught, and reinforced through a sequenced curriculum.
- Equity and Inclusion: A structured curriculum ensures all students, regardless of background, understand behavioural expectations and the social-emotional competencies required to thrive.
- Proactive Culture Building: Teaching behaviour proactively creates a shared language of respect and responsibility, reducing reliance on reactive sanctions.
- Character Development: By embedding themes like resilience, empathy, and integrity into weekly lessons, we promote ethical citizenship alongside academic success.
- Preventative Safeguarding: Regular teaching of social awareness, personal boundaries, and emotional regulation contributes to safer choices and healthier relationships.

Structure and Implementation

Our Behaviour Curriculum is mapped across Years 7–11 and delivered weekly through form time and Personal Development lessons.

- Topics include emotional regulation, conflict resolution, digital conduct, motivation, leadership, and respect for diversity.
- Each lesson is values-driven, reinforcing the ethos of ambition, integrity, and respect in practical contexts—from classroom routines to social interactions.

Outcomes and Evaluation

The aim of our behaviour curriculum is to promote EGScellence in all areas of the school. The behaviour curriculum aims to:

- Improve consistency in expectations and routines across staff and students.
- Reduce low-level disruption and increase self-regulation
- Enhance the sense of belonging among students.
- Better prepare children for post-16 education and adult life.



Our behaviour curriculum is planned in advance but will also adapt to the current needs of children in the school where appropriate.

Consistent implementation

All staff should use pre-emptive strategies to support helpful and positive behaviour. This would include:

- ✓ Greeting children using names
- ✓ Consistently welcoming children into the classroom on the 'Threshold'
- ✓ Using a carefully curated seating plan considering the context of the class and individual children.
- ✓ Use non-verbal cues and reminders
- ✓ Consistently have high expectations of all children.
- ✓ Praise in public and reprimand in private.
- ✓ Use non-confrontational language and actions when reminding children of expectations
- ✓ Strong Start
- ✓ Circulate! Keep moving
- ✓ Precise Praise
- ✓ TRACK
- ✓ Frame the Learning – recap prior knowledge
- ✓ Be Seen Looking – Position in the Classroom
- ✓ Scaffolding

A key strategy to improve behaviour is recognising when children demonstrate EGScellence. At EGS we will recognise EGScellence and reward children where appropriate to maintain a positive focus on behaviour. We focus on recognising positive behaviour and staff will:

- ✓ Use the EGScellence stamp to recognise EGScellence around the school site
- ✓ Recognise EGScellence in lessons by awarding Guilford Gold and stamping children's planners

At EGS we recognise the importance of a consistent approach to the implementation of the behaviour policy. To ensure consistency, staff are supported with a thorough programme of CPD which focuses on the following:

- Managing behaviour within the classroom
- Restorative practices and holding 'Reconnect' conversations
- Using an inclusive and therapeutic approach effectively
- De-escalation strategies



- Positive reinforcement
- Routines and processes

CPD is held weekly in staff briefings, 'Effective Practice', formal CPD during whole school staff training and INSET days throughout the year.



Home School Agreement

At EGS, we set our expectations clearly for all stakeholders. Parents will be issued with the 'HomeSchool Agreement' when their child joins the school

The school will:

- Carry out our legal duties to safeguard children.
- Support your child's wellbeing and safety by providing a safe, supportive, caring environment which promotes positive physical and mental health.
- Promote high standards of behaviour and outline clear expectations in our behaviour policy, so we can maintain a safe environment for all children.
- Help and encourage your child to reach their full potential, instilling an ambitious attitude.
- Monitor and update on your child's progress at parent meetings and in annual written reports.
- Communicate any concerns about your child's attendance/behaviour/wellbeing.
- Provide a broad and balanced curriculum that caters for all children and supports those with Special Educational Needs and disabilities.
- Offer a pastoral curriculum that prepares your child for life after school, centered around the school's values of Ambition, Integrity and Respect.
- Set homework that supports the delivery of the curriculum.
- Promote equality and celebrate diversity.
- Communicate effectively to parents through notices, newsletters, text, email, and the school website.
- Respond to communications from parents and carers in a timely manner, within core school hours in line with school policies.
- Provide support for every child to help them meet expectations.

Parents/carers will:

- Support our school ethos and values of Ambition, Respect and Integrity.
- Treat all members of the school community with care and respect, both on and offline.
- Make sure your child attends school regularly and on time reporting any reasons for absence each morning.
- Make sure your child is dressed in the full school uniform and brings the necessary equipment to school.
- Encourage your child to do their best so they can reach their full potential, aligning with the school's value of Ambition.
- Communicate to the school any concerns about your child that may affect their behaviour or ability to learn.
- Encourage your child to read frequently, complete homework by the deadline set and to an excellent standard.
- Engage in parent meetings and work together with the school to achieve the best outcomes for your child.
- Provide up to date contact details, permissions and read communications from school.
- Ensure that an emergency contact is available during the school day to respond to any urgent communications.
- Read, follow, and support all school policies, including the school's behaviour policy.

Children will:

- Support the school ethos and values of Ambition, Respect and Integrity.
- Act with integrity by treating all members of the school community with care and respect both on and offline.
- Arrive to school and to lessons on time and ready to learn, every day.
- Always wear the correct full school uniform.
- Bring to school all essential equipment, everyday.
- Complete homework on time, to the best of their ability and raise any issues with their teachers in advance of the deadline.
- Utilise the Pastoral Support Network by:
 - Speaking to an adult about any issues they are experiencing that may affect their work or behaviour.



- Speak to an adult about any concerns they have about theirs or other children' safety.
- Understand and follow the school rules, first time, every time.
- Look after school equipment and show respect for the school environment.
- Behave appropriately on the way to and from school as a representative of Ellis Guilford School.
- Take responsibility for their own behaviour, be honest and will be ready to say sorry if necessary.
- Always do their best.

Pastoral Support Network

At Ellis Guilford the pastoral support network is in place to provide children with the quality pastoral care and support outside of the classroom that they require to succeed. The Pastoral Support Network provides emotional, physical and social care to ensure children strive academically and personally.

The Assistant Principal oversee the Heads of Year to ensure that each child is valued and has the capability and capacity to achieve.

The Pastoral Support Network is an essential part of the school operation, providing a number of key adults to each child in order for them to feel supported in school and act as the first line of contact in school. Alongside the pastoral structure sits the safeguarding team and school counsellor who are available for 'drop-in' sessions.



The form tutor should be the first point of contact for parents regarding queries relating to their child in school. The form tutor will then support with any issues by either taking action themselves or referring to an appropriate colleague.

Each year group has a Head of Year (HoY). The HoY is responsible for supporting the pastoral and academic success of all students within a specific year group. They will consider the support that each child in the year group needs and ensure that appropriate interventions are in place.

The Pastoral Support Officer is attached to a specific year group and will work closely with the Head of Year. They will provide daily pastoral support for students who need it and will liaise with parents on issues that may arise during the school day.



All children can access the school counsellor and a referral will be made via the HoY where necessary.

Children can access the Safeguarding team throughout the school day and are given training on how they can do this.

Uniform

We expect children to wear their full school uniform every day. Children who wear their uniform well are demonstrating that they are ready to learn, have a positive attitude to learning and that they are proud to be a part of the Ellis Guilford 'team'.

The items listed below must be worn every day:

For 2026/2027:

- Navy Ellis Guilford Blazer with logo and teal trim (to include House badge as addition)
- Navy Striped EGS Tie
- Plain grey trousers
or
- Plain grey pleated or A-Line Skirt (Skirts should sit no higher than 'mid-thigh' and significantly below the blazer)
Or
- Plain grey tailored shorts (Shorts should sit no higher than 'mid-thigh' and significantly below the blazer)
- No other coloured trousers or bottoms are permitted, including but not limited to, cords, jeans, joggers, canvas, or leggings. Skin-tight or cropped trousers are also not permitted.
- White shirt (either long- or short-sleeved) with a functioning top button. Shirts must be tucked in and buttoned to the top. If a belt is worn, it must be plain black.
- Flat, entirely black leather or leather-type shoes that can be polished (no trainers, canvas, plimsolls).
Shoes should be black-soled. Shoes must not open-toed, or backless, and have no flashy ankle straps and no coloured laces. No coloured logos. Sandals/mules/crocs/sliders are not acceptable.
- Coats need to fit over blazers and are not to be worn as alternatives to blazers.
- Hoodies, jumpers (that are not the school jumper) or jackets are not permitted, including those with a zip. If a child is seen in possession of a hoodie, jumper or jacket, it will be confiscated.



- Children must not wear hoods from coats whilst on the school site unless it is raining. Hoods will not be worn indoors under any circumstance.
- Winter hats may be worn outside in cold weather, but must be removed when children enter the school building. Summer hats may be worn outside in warm weather, but must be removed when children enter the school building. Balaclava style headwear or any headwear that covers the face, is not permitted. Face coverings are not permitted at any time.
- Children must wear their lanyard at all times. This includes their 'Standards Card', their 'EGScellence Card', their ID badge and their timetable.



Our uniform plays an important role in fostering a positive and inclusive school environment. The uniform helps create a sense of equity amongst all of our children and reduces the pressure to wear the latest fashion trends, which can also be beneficial to parents. We expect all children to wear our full school uniform to demonstrate they are 'ready to learn' and are committed to our school values.

Children who do not wear the correct uniform will be expected to resolve the issue immediately where possible. If this is not possible, children will be sent to Triage where they will be supported in meeting uniform requirements. Parents will be contacted in order to support a resolution to the uniform issue in the first instance. This may mean that parents bring an item of uniform to school which has been left at home. Children will not be permitted to attend lessons wearing incorrect uniform unless this has been agreed in advance by the Principal under exceptional circumstances, and when accompanied by specifically requested documentation.

We will seek to understand reasons for repeated failure to wear the correct uniform and support children and their parents in meeting our uniform expectations. However, further consequences will be used as appropriate to make sure all children wear their correct uniform at all times. For example, Children who repeatedly fail to meet expectations regarding skirt length, will have to wear trousers to school for the remainder of the school year.

All children are given the opportunity to go to the Helpdesk before school to resolve any uniform issues. If they do this before 8:35am, they will be supported to resolve the issue before the start of the school day and without consequence.

Children who refuse or repeatedly fail to meet uniform expectation are demonstrating defiance and this behaviour will be dealt with as such.

Please see the Ellis Guilford School Uniform Policy for further information:

ellisguilfordschool.org.uk/parents/uniform



Jewellery and Make-Up

Children must adhere to the following in relation to piercings, jewellery, and make-up, including but not limited to:

- Small, simple stud earrings can be worn (no other types of earrings can be worn including hoops).
- A nose stud may be worn, piercing the nostril. Nose rings are strictly prohibited.
- Piercings in any other part of the body, e.g., arm, face, tongue, lip, or eyebrow, are not permitted and must be removed before arriving at school.
- Only short length nails are permitted.
- Children may wear a simple wristwatch. Smart watches are not permitted and will be confiscated if seen or heard.
- Tattoos, including fake tattoos, are strictly prohibited.
- Only minimal, natural-coloured (skintone) make-up is allowed.

This list is not exhaustive, and the decision of whether any additional items are suitable or not, will be made by the Principal. The Principal's decision is final.

Failure to comply with the policy will result in the child being sent to Triage where they will stay until the issue is resolved. Children will not be permitted to attend lessons if these expectations are not met. Additional consequences may apply if a child repeatedly refuses to meet expectations as the child is demonstrating defiance.

Please refer to the school's uniform policy for further details on these expectations.

Equipment

Children need to arrive at school equipped and ready to learn – without the necessary equipment, children will have barriers to learning that their peers do not and therefore are at risk of not reaching their potential.

Children must bring the following items:

- A bag large enough to carry books and equipment.
- An Equipment Pack (issued by the school) containing:
 - A clear pencil case containing a blue or black pen, a purple pen, a pencil, a highlighter and an eraser.
 - A ruler.
 - Timetable (issued by the school), worn on the lanyard.
 - Knowledge Organiser (issued by the school).
 - EGS Child Planner (issued by the school).

Additional, optional but recommended item(s) include:

- A scientific Casio 85GW Calculator



Children are expected to take full responsibility for being 'ready to learn' with the correct equipment. If they lose these items, they will need to pay for a replacement. Items can be purchased on Arbor Pay or in the on-site Swap Shop using the child's Guilford Gold, if their in-school bank balance allows.

Where staff need to lend any item of equipment, Guilford Gold will be deducted from the child's 'Bank Balance' as a result.

Before school, pastoral staff, including senior leaders, will be on hand to assist children with any uniform and equipment issues prior to the school bell, on the front gate, in their Year Zones and at the Help Desk.

Every child is offered a fully stocked pencil case at the start of the school year which they are expected to look after and bring with them to school every day.

Rewards

To promote a positive culture, children are recognised for demonstrating our school values both inside and outside of lessons. Staff aim to reward children first and make positive corrections of behaviour by focusing on positive behaviour.

Guilford Gold

Children are recognised for demonstrating the school values of Ambition, Integrity and Respect by being awarded 'Guilford Gold'. Throughout the academic year, children earn Guilford Gold and can exchange their Guilford Gold for rewards weekly and termly.

Children will be recognised in three ways:

- EGScellence out of lesson (Stamped using their 'EGScellence Card')
- EGScellence in lessons (Stamped in their planner)
- Demonstrating Ambition, Integrity, and Respect

During their weekly Celebration Assembly, the Head of Year will recognise children who have demonstrated the values of Ambition, Integrity and Respect.



Swap Shop

At the beginning of each week, children are provided with their Guilford Gold wage slip, indicating their Guilford Gold total and a breakdown of their behaviour for the previous week. Guilford Gold is our school reward point initiatives; the entire 'bank balance' of which, is not intended to be spent in its entirety.

Children can then redeem these for rewards at the Swap Shop at break time, exchanging Guilford Gold for rewards such as trips, confectionary, stationery, or games and this is deducted from their bank balance.

Items in the Swap Shop, including school trips, are available on a first-come first-serve basis and children cannot reserve or part-pay for these in order to be fair to all children.



ELLIS GUILFORD SCHOOL
Creative Education Trust

Guilford Gold Bank Slip

Week Commencing

Attendance Last Week	Attendance Overall	Attendance Target 98%
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Name	
Year Group	
Tutor Group	
House	
Guilford Gold Last Week	
Total Guilford Gold Earned	
Spendable Guilford Gold	

Guilford Gold Earnings Last Week	
Ambition	GG
Integrity	GG
Respect	GG
EGScellence in Lesson Award	GG
Perfect Punctuality (Daily)	GG/Total 150
Weekly Attendance Streak (Planner)	GG/Total 50
EGScellence Stamps Completion	GG/Total 160
Homework Completion	GG
Sparx Points	GG

EGScellence Cards

Children are provided with an EGScellence Card and lanyard to wear which forms part of the daily uniform and equipment required. Our children are encouraged to demonstrate the EGS values at all times in school. Staff will recognise these efforts/interactions and stamp the EGScellence card accordingly. When children receive 16 stamps on their card each worth 5 Guilford Gold, this is handed into their form tutor who then adds this to Class Charts for 80 Guilford Gold.



Achieve stamps for EGScellence by demonstrating our values:



Recognising EGScellence

At EGS we understand the importance of recognising children who demonstrate EGScellence. Therefore, there are weekly, half termly, termly and yearly events which will recognise children who have demonstrated EGScellence.



Unhelpful Behaviours

We are proud of the high standards of behaviour and commitment to our values that the vast majority of our children demonstrate each day. Everyone should be safe and feel safe at Ellis Guilford School. Children will work hard, engage in their learning and make continual progress to achieve their full potential whilst demonstrating our school values.

The behaviour curriculum teaches children the expected behaviour so that there is a clear understanding of expectations. Where children demonstrate unhelpful behaviour, the school will seek to understand any barriers that may exist and support children to improve their behaviour through a range of interventions and consequences.

At Ellis Guilford, unhelpful behaviours are defined in two categories:

- **In classroom behaviours or behaviours that impact the teaching and learning of others** – C1, C2, C3.
- **Out of classroom behaviours, or behaviours that directly impact the education and welfare of themselves or others**

Unhelpful behaviour will result in consequences being applied as appropriate. What is an appropriate and reasonable response will depend on the circumstances specifically relating to the incident.

Ellis Guilford School will exercise discretion about any behaviour perceived as anti-social or in any way harmful to the health, safety and well-being of the wider community. As per the DFE guidance, behaviour outside of school may be investigated by the school and warrant a school-based consequence. This applies to the following situations:

- **Travelling to and from school** (e.g. on public transport or walking)
- **Wearing school uniform** or otherwise identifiable as a pupil of the school
- **Online behaviour** that affects the school stakeholders (e.g. bullying, threats, reputational damage)
- **Behaviour that could impact school discipline**, bring the school into disrepute or impact on other staff or children who attend the school.

Where unhelpful behaviour leads to a possible consequence, the individual context of the incident and the individual needs of the child will always be considered when deciding on appropriate action.



In Class Behaviours

The behaviour for learning ladder should be used in tandem with behaviour strategies employed by staff and classroom teachers. To support children in making the right choices, it is an expectation that staff will not exhaust the behaviour ladder within the first few minutes of the lesson. Staff should ensure they remind children of the expected behaviour and give a reasonable amount of time to change their behaviour before moving through the behaviour ladder.

Behaviours that may be logged in the classroom in relation to learning are directly linked with our value of *Ambition*, these include:

- C2 – Disruption to Learning
- C3 – Repeated Disruption to Learning
- C2 – Lack of Effort
- C3 – Lack of Effort
- No PE Kit
- No Homework
- Triage – Lack of Effort
- INTEX – Lack of Effort

The 'C system' is used to support children who are demonstrating unhelpful behaviour by giving their teacher an opportunity to explicitly explain how the behaviour is unhelpful and remind the child of expectations. This is to ensure the child has an opportunity to improve behaviour before receiving a consequence.

A summary of the 'C system' is as follows:

- When a reminder is needed, a C1 will be issued (Reminder).
- If the unhelpful behaviour continues, despite a range of behaviour for learning strategies, a C2 will be issued (Warning).
- If the behaviour continues, a C3 will be issued (Consequence) a 30-minute after school Reflection will be automatically issued for the same evening. Should the behaviour be disruptive to the learning of others, a member of the On Call Team will be called and the child will be removed from the lesson to prevent further disruption to learning.

Where behaviour is deemed serious, a teacher may issue a C3 (Reflection) without issuing a C1 or C2 first and request the child is removed from the lesson.

A C2 re-set may be used prior to the C3 if this is appropriate, particularly for SEND children. A re-set supports students who may be dysregulated or finding it difficult to meet expectations by allowing them an opportunity to regulate with the support of an adult before reaching a C3.



A C3 may be issued for:

- Disruption to teaching and learning.
 - Lack of effort or work/off-task behaviour (eg doodling, distracting others)
 - Failure to follow instructions.
 - Lack of respect shown to peers or staff.
- No PE Kit and Refusal to borrow PE Kit.

Prior to using the 'C' system, staff are expected to use a range of pre-emptive strategies to support EGScellent behaviour.

A member of staff may issue a C3 without requesting the child removed from the lesson where there is no disruption to learning for other children. An example may be where there is persistent lack of effort. We recognise that removing a child from a lesson is a serious consequence and should be used only when other strategies have been exhausted.

A member of staff may also issue a C3 and request a child is removed from the lesson without first issuing a C1 or C2 where the behaviour is considered more serious and is significantly impacting on the learning of others.

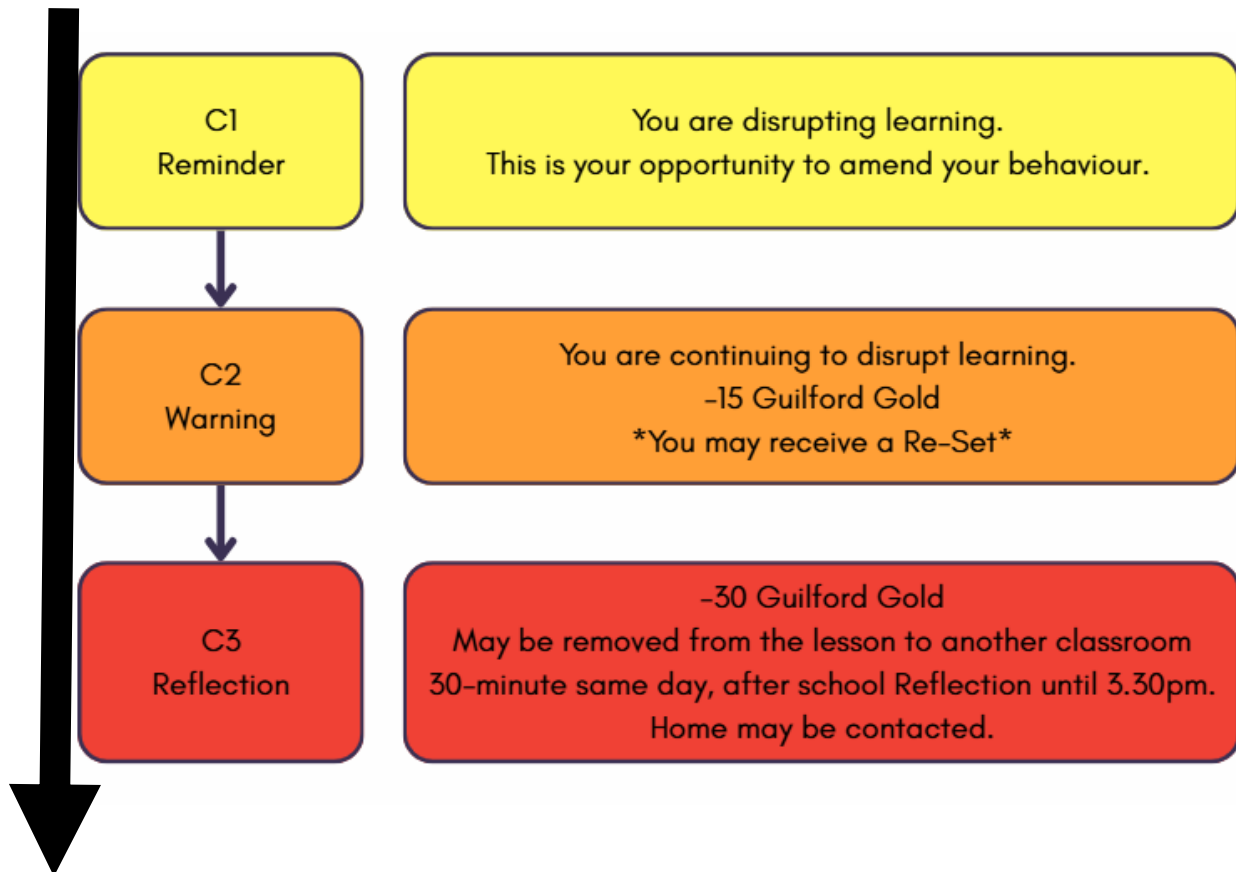


Classroom Behaviour Ladder

At EGS, we follow instructions the first time they are given.

Learning is everyone's right. No-one has the right to disrupt it.

Your teacher will use the following C system to remind you of our expectations



Some behaviours may exceed the steps of the behaviour ladder and immediately result in a C3.



Removal from lessons

At Ellis Guilford School, the climate for learning and progress of all of our children matters. It is therefore necessary that when lessons are repeatedly disrupted and staff have exhausted the behaviour management strategies expected, that a child may be removed from the lesson in order for the learning to continue.

Children receive at least two opportunities to rectify unhelpful behaviour before a C3 and subsequent removal (unless behaviour is significant, severe and a risk to others in which case staff may decide to issue an immediate lesson removal). A C3 'lesson removal' will only occur where the behaviour is causing disruption to the learning of other children or causes a risk to the safety and wellbeing of staff, other children or the individual child.

When a C3 has been issued due to repeated instances of disruptive behaviour, 'On Call' will be called and the child(ren) disrupting the learning of others will be removed from the lesson and will go to Triage or another classroom at the discretion of adults who are on-call.

Whilst the child is removed from the lesson, they will reflect on their behaviour and continue working on the mainstream curriculum using their knowledge organiser. Children will be supported by adults who will help them consider how they can improve their behaviour before they return to lessons. Children will be permitted to return to their next lesson if they have demonstrated they are once again 'ready to learn'.

If a child is removed from two lessons in one day, they will be taken to Triage where they will remain for the remainder of the day until 4pm unless there is a valid reason which may explain the behaviour. The individual context of the incident and the individual needs of the child will always be considered when deciding on appropriate action following a lesson removal.

If a child continues to demonstrate unhelpful behaviour in reflection, further consequences may apply, which in some cases may lead to:

- INTEX
- Extended period in Triage
- SLT Reflection
- Suspension

Should a child demonstrate repeated unhelpful behaviour, steps will be taken to understand the reason behind the behaviour so that appropriate support can be implemented.



Outside of the Classroom or Unhelpful Behaviours

At Ellis Guilford School, we clearly outline unhelpful behaviours that don't uphold the school values of Ambition, Integrity and Respect. Below is a list of unhelpful behaviour and consequences. When children demonstrate unhelpful behaviour, leaders in school will use their professional judgement when deciding upon an appropriate consequence. Repeated incidents of the same behaviour may lead to a more serious consequence alongside appropriate intervention.

Examples of other unhelpful behaviours that demonstrate when children are not meeting and showing our values include, but not limited to, the following:

Integrity

- Mobile Phone Seen, Used, Heard.
- Refusal of Mobile Phone Confiscation
- Unhelpful behaviour around the school site.
- Bringing the school into disrepute
- Internal Truancy
- In possession of a prohibited item.
- Smoking or Vaping
- Theft
- Challenging/unacceptable behaviour.

Respect

- Vandalism
- Defiance (Children should follow instructions, 'first time, every time')
- Defiance of uniform and/or equipment EGSpectations
- Disobedience/disrespect to staff
- Unkind behaviour
- Foul and abusive language
- Verbal abuse/threatening behaviour towards an adult or staff OR child.
- Physical assault/violent behaviour against an adult or staff OR child.
- Abuse against a protected characteristic (e.g. race, ethnicity, sexual orientation)
- Refusing to engage in a Restorative Conversation

Routines

- Late to School
- Failure to meet Calm Corridors EGSpectations
- Failure to meet Line-Up EGSpectations
- Failure to meet Assembly EGSpectations
- Incorrect Pencil Case Equipment.

Other behaviours:

- Spreading rumours or gossip about other children or staff
- Peer pressure or encouraging poor choices



- Being a bystander to poor behaviour
- Disrespectful tone or body language
- DNA 30-Minute Reflection (Did not attend)
- DNA SLT Reflection (Did not attend)
- Using phones whilst on the school site for any reason
- Recording staff or students without consent
- Sharing inappropriate content or messages
- Online bullying or harassment
- Posting material that could be harmful to the staff, other children or the school itself
- Defiance of uniform and/or equipment EGSpectations
- Refusal of consequence
- Physical aggression or intimidation (Children should avoid physical contact with others wherever possible)
- 'Play fighting'
- Substance misuse or carrying banned substances
- Encouraging unsafe behaviour
- Threats or coercion
- Child on child abuse
- Not engaging or meeting EGSpectations with regards to school routines
- Persistent Disruptive Behaviour
- Bullying
- Refusal of Consequence
- Failure of Consequence
- Absconding from the school site
- Damage
- Harmful Sexual Behaviour

Reasonable Adjustments

In line with the *SEND Code of Practice*, any child with a SEND diagnosis or EHCP will have reasonable adjustments in the classroom to help provide them with the opportunity to regulate their behaviour. These include specific SEND strategies which are highlighted on seating plans, formulated from Individual Learning Plans and taking pupil and parent voice into consideration.

Annotated seating plan
Be Seen Looking – Position in the classroom
Circulate! Keep moving.
Threshold – build positive relationships
Positive language
Precise Praise
Learning routine (Recall, Instruction, Modelling, Application, Feedback, Reflect)
Use of a timer – visual cues
Non-verbal cues
Frame the Learning – recap prior knowledge
Clear instructions – e.g. STAR
Positive Correction



Staff will use a range of quality first teaching strategies including, when appropriate, a C2 re-set, where a member of staff will arrive to help a child regulate their behaviour. All teachers will use behaviour for learning strategies within the classroom to support positive behaviour of all children.

Where behaviour stems from a child's additional needs, this will be considered when deciding on the appropriate action that will be taken in response to the behaviour. Reasonable adjustments will be considered. This may mean that provision of support is used rather than, or in addition to, a consequence.



Internal Truancy

Children should be in lessons, on time, every time. Children must be in lessons learning for them to reach their potential and therefore, internal truancy is considered an extremely serious breach of the behaviour policy.

Whilst children are in our care, it is paramount that we are aware of where they are at all times.

Internal truancy raises a significant safeguarding risk where children put themselves and others at risk whilst disrupting the safe and orderly running of the school site.

Internal truancy will lead to direction to Triage and a Reflection after school on the first occasion.

Steps will be taken to understand the reason for the truancy with the aim of ensuring the child returns to mainstream lessons in a reasonable timeframe. Any work missed must be caught up by the child before the following day and will be expected to be completed at home that evening.

Where a child internally truant, steps will be taken to understand the reasons for truancy. Whilst a consequence may be appropriate, bespoke intervention and support will be considered to reduce the chances of repeated behaviour.

Repeated truancy and persistent disruptive behaviour may lead to:

- Further time in Triage
- Reflection
- Internal Exclusion
- External Suspension

Parents will be informed if their child has truanted in school and, where repeated truancy occurs, will be invited into school to discuss steps that can be taken to prevent it from happening again.

Should a child be found to be truanting, steps will be taken to ensure that the child returns to mainstream lessons within a suitable timeframe.

Consequences

Where a child displays unhelpful behaviour, there are a range of consequences that the school will use in order to promote a positive culture where children demonstrate excellent behaviour.

We place emphasis on creating positive relationships with parents and understand the role they play in supporting excellent behaviour. By enrolling at Ellis Guilford School, parents agree to the consequences and information outlined in this behaviour policy. Where unhelpful behaviour leads to a possible consequence, the individual context of the incident and the individual needs of the child will always be considered when deciding on appropriate action.

The following consequences may be used to support excellent behaviour:



- Reflection
- Community Service
- Triage
- Internal Suspension in INTEX (Until 4PM)
- Off-Site Redirection to a Partnership City School to improve behaviour (48hours notice will be given)
- Suspension
- Permanent Exclusion

Where unhelpful behaviour leads to a possible consequence, the individual context of the incident and the individual needs of the child will always be considered when deciding on appropriate action.

Reflections

We are proud of the high standards of behaviour and the commitment to our values that the vast majority of our students demonstrate each day. However, we also recognise that occasionally a student may disrupt the learning of others or fail to meet EGSpectations around the school site. It is important that all our students know that there is a consequence for repeated unhelpful behaviour, and an opportunity to reflect upon their behaviour so that they can modify this. To support excellent behaviour, we have daily Reflection sessions lasting for 30 or 60 minutes at the end of the school day. Should children receive two 30minute Reflections in one day, they will be issued with an SLT Reflection. An SLT Reflection can also be issued where there is a one off more serious breach of the behaviour policy.

The purpose of a Reflection is to provide the child with the opportunity to reflect on their behaviour to support future improvement in a calm and purposeful environment. Although a Reflection is a consequence, it is also used to help children learn about improving their behaviour. Reflections are issued for specific period of time:

- **Year Team Reflection** – 30-minutes after school
- **SLT Reflection** – 1-hour after school



Behaviour that may lead to a Reflection being issued include the examples below:

Year Team Reflection	SLT Reflection
Multiple Late Marks (to School and Lesson)	Internal Truancy
Multiple breaches of routines	Repeated Disruption (e.g. more than one C3)
Unhelpful behaviour around school	Missed Reflections
Disruption to Learning (C3)	Repeated defiance
Lack of Effort (C3)	Refusal to enter Triage
Defiance (refusing to stop, refusing to follow a simple instruction)	Other 'Serious' or 'Detrimental' Behaviours

Children are expected to take responsibility and attend the Reflection. Forgetting a Reflection is not acceptable and will lead to a further consequence. Year teams will sometimes collect children where there is a risk of children not attending Reflection although this is not a routine that can be relied upon.

Reflections take place from 3pm-4pm each day Mon-Fri.

Reflections are held in separate classrooms for each year group. SLT Reflection is held in the Triage room.

When a child is in Reflection, the member of staff who issued the Reflection will hold a 'Reconnect' restorative conversation with the aim of ensuring:

- The child understands how their behaviour was unhelpful and did not meet expectations
- The child knows how their behaviour impacted on self/others
- The child has an opportunity to be listened to
- An agreement about moving on from the situation is reached
- The child is aware that they will have a 'fresh start' the next day.

In accordance with the relevant legislation, the school operates a same day policy to allow behaviour to be dealt with as quickly as possible and for a 'fresh-start' the following day.

If a child fails to attend a Reflection, attempts will be made to understand why they child missed the Reflection. If there is not a valid reason, an SLT Reflection will be set for the following day for one hour.

Should a child fail to attend an SLT 60 minute Reflection, further exploration will be conducted as to the reason that it has been missed. Appropriate action will be taken to ensure the child does not repeatedly miss consequences. This may mean that the child spends the following day in INTEX for failing to attend if this is appropriate.



Any member of staff in school can issue a reflection if they witness or are alerted to an incident where behaviour does not meet expectation. Reflections are held in a central space for each year group.

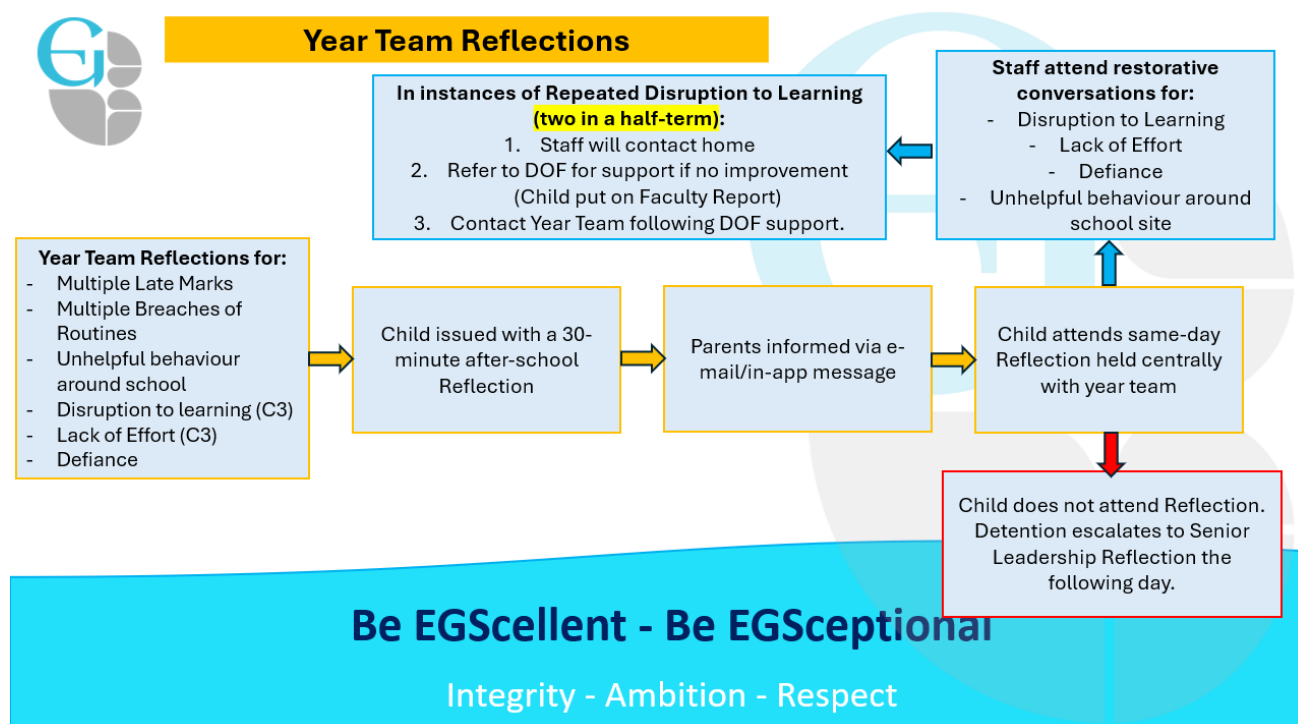
Reflections will be held in accordance with the DfE rules on detentions. Under the DfE guidance for detentions, we will only rearrange a Reflection where it could compromise the child's safety.

- *If the Detention (Reflection) is likely to put the child at risk.*
- *If the child has known caring responsibilities which mean that the detention (Reflection) is unreasonable.*
- *If suitable travel arrangements cannot be made by the parent for the child.*

Reflections will not be rearranged to allow the child to attend an enrichment activity. The Reflection will take priority. Parents are unable to 'opt-out' of their child sitting Reflections.

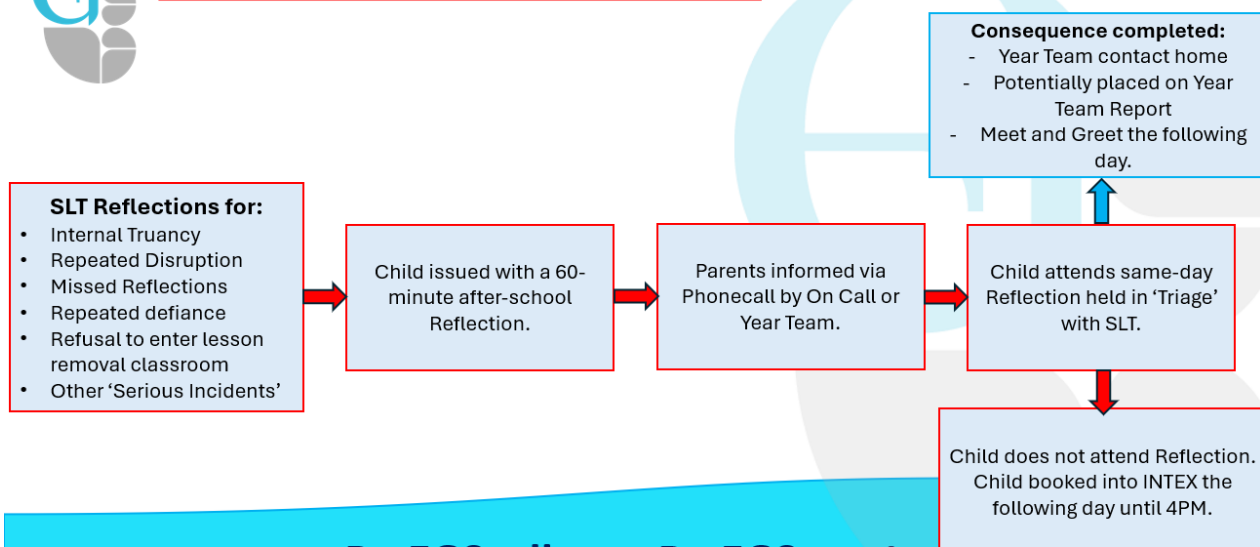
The school does not need explicit consent from parents for a Reflection to be set and for the child to stay after school to complete a Reflection. Whilst there is no statutory requirement for parents and carers to be informed of a Reflection, the school will attempt to notify wherever possible, via text-message, by 2:30pm on the day the Reflection is set.

The process for issuing Reflections at each stage is outlined below:





Senior Leadership Reflections

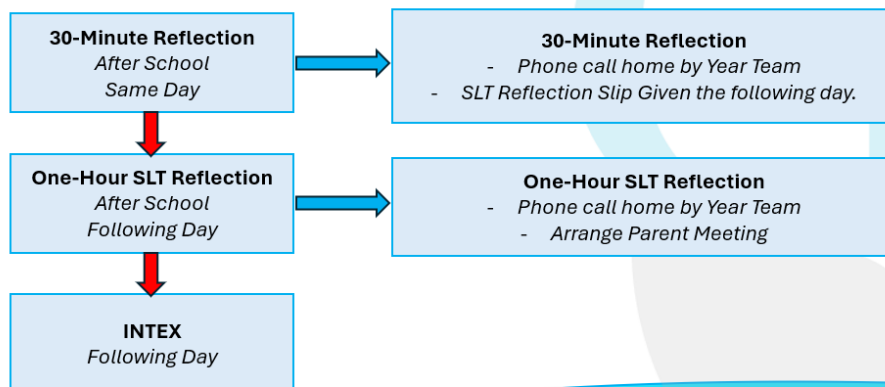


Be EGScellent - Be EGScptional

Integrity - Ambition - Respect



Missed Reflection Flow-Chart



Integrity - Ambition - Respect



Where a child misses a Reflection, the individual context of the incident and the individual needs of the child will always be considered when deciding if it is appropriate to escalate the consequence.

Community Service

Children may be instructed to complete community service whilst completing their consequence at the direction of their Year Team or Senior Leaders in school.

This will always be under staff supervision and seen as part of contributing and belonging to the wider-school community that children form part of. This will not be used to humiliate a child but will serve as a way of ensuring they understand the possible affects unfavourable behaviour can have on others.

Prohibited Items

All the items listed below are prohibited on the school's grounds. If a child is found in possession of any of these items, the item(s) will be confiscated. Furthermore, any confiscated items will not be returned; they will be disposed of safely. Children will be sanctioned appropriately if found with any prohibited item, are suspected to have used a prohibited item or are suspected to have had a prohibited item on the school site at any point.

Any child that is repeatedly found in possession of any prohibited item or items will face disciplinary action.

The prohibited items are detailed below:

- Chewing gum,
- High-energy and high-sugar-content carbonated drinks.
- Any aerosol (note: children must use non-aerosol deodorants only)
- Any form of liquid-based correction fluid.
- Laser pens and LED torches.
- Lighters of any kind.
- Matches
- Fizzy drinks
- Cigarettes
- Vapes and liquids.
- Tobacco.
- Cigarette papers.
- Cigarette filters.
- Electric Scooters and Electric Bikes
- Any dangerous, illegal, or offensive items.

In addition, non-school issued fidget toys or other comparable items (including 'squishy' style stress relief items) are not permitted and will be confiscated on sight.

The school reserves the right to search children for any prohibited item in line with DFE guidance.

Please note that this list is not exhaustive. Leaders reserve the right for staff to confiscate any items that are likely to cause disruption to learning, breach the behaviour for learning or uniform policy, or cause disruption to the orderly management of the school.



Mobile phones and electronic devices

Our school is a mobile phone free site. Mobile phones must not be used, seen or heard, whilst on school grounds.

As per the DfE statutory guidance on Mobile Phones in Schools (June 2026) 'All schools should be mobile phone-free environments by default.' Ellis Guilford School prohibits the use of mobile phones on the school site at any time or in any location. This includes whilst on the school grounds at any time, including at the start and the end of the school day.

Ellis Guilford School appreciates that parents like their children to have mobile phones for travelling to and from school as a matter of safety. However, whilst on school premises and in line with the government statutory guidance, our policy is that mobile phones and electronic devices should **never be used, seen or heard**.

If a pupil's device is seen or heard, it will be confiscated immediately and the behaviour will be logged on Class Charts. The school will not be responsible for any mobile phones or electronic items that are brought onto school site. The device will be handed into the Helpdesk for collection at the end of the school day.

If a child is found to have used their phone on the school site for any reason (including for contacting parents/carers), it will be immediately confiscated. Repeated instances would be considered as a serious breach of the behaviour policy and would result in further consequences including being banned from bringing a mobile phone to school.

Where a child repeatedly breaks this school rule relating to mobile phones, this demonstrates defiance to school expectations and this will be treated as a serious breach of the behaviour policy and will result in further consequences. Alongside other consequences such as Reflection, internal exclusion or suspension, this could also include handing their phone in to school at the start of each day and collecting it at the end of the day. If the child informs the school that they do not have a phone/electronic device with them, the school may decide to conduct a bag and pocket search to confirm the item is not in school.

If a child refuses to have their device confiscated, they will be taken immediately to Triage and an additional Consequence of a day in INTEX will be issued. The child will be banned from having their phone on the main school site for the remainder of the half-term and will have to hand it in to reception when they arrive at school. This will reset each half term. Where a child is banned from bringing their phone to school, they must hand it in each day and, should they inform the school that they do not have their phone, a bag and pocket search will be conducted.



Reporting Incidents

We encourage all children to report incidents to a trusted adult in school at the earliest opportunity. Early notification allows the pastoral support network (Form Tutor, Pastoral Support Officer or Head of Year) to consider appropriate action that needs to be taken to support the child.

Statements will be taken when investigating incidents. The statements must be completed on official statement sheets, witnessed and signed by a member of staff and the pupil.

There are prompts for each section which must be followed and completed so that staff can conduct a thorough investigation as soon as possible.

Children are encouraged to report issues to a trusted adult as soon as possible so that appropriate support can be put in place.

Witness Statement	
Witness Name	
Date of Incident	
Time of Incident	
Area of Incident	
Staff Supervising Statement	
Who was involved in the incident?	
What happened?	
What do you think may have caused the incident?	
Is there any action you could have taken to prevent this incident?	
Are there any other witnesses that can confirm your version of events?	
Date and Time Statement Taken	Signed by Student
	Signed by Staff Supervising Statement

Toilet During Lesson

Children have access to the toilet facilities before school, during break and lunch, and after school. Children are expected, where able, to manage their toilet use during social time to avoid any lost learning time.

In **exceptional circumstances**, children may use the toilet during lesson time. To do so, they will be expected to have their planner signed by the member of staff, and an out of lesson lanyard. Children will be expected to catch up on lost learning time.

Triage

Triage provides a space where children are separated from the mainstream school but will continue with their curriculum. Triage provides a calm space to support children in regulating their behaviour.

Triage is used in the following circumstances and

- Removal from a lesson following repeated failure to meet EGSpectation
- Truancy
- Defiance
- Refusal of punishment
- Incorrect uniform/jewellery (until the issue is resolved)
- Refusal of instruction
- Physical Altercation (or the threat of)
- Verbal abuse
- Instances that require an investigation and where children need to be kept separate
- Support regulation



(This list is illustrative, not exhaustive, and leaders in school will use their professional judgement in these instances.)

Triage is designed to be a calming, reflective space where children are spoken to about any issues occurring and a decision is made on what actions need to be taken.

There is not a set period of time children will remain in triage, but rather this will be assessed on a case-by-case basis to ensure that children are given the best opportunity to be successful when they return to lessons.

Children may remain in Triage until the end of the school day whilst leaders in school 'triage' incidents.

Internal Suspension (INTEX)

Internal suspension is used where unhelpful behaviour warrants the child to be out of circulation from the rest of the school community for a full day. This is a serious consequence and is reserved for serious breaches of the behaviour policy or where repeated instances of unhelpful behaviour have been observed. INTEX will help the school maintain the safety of all pupils in school whilst supporting those who may have been significantly disruptive by providing individualised support that they may need. Before issuing a child with an internal suspension (INTEX), previous support, adaptations and interventions will be considered.

INTEX will allow children an opportunity to work with adults in a quiet environment away from the main school site so they have an opportunity to learn strategies that may help them to manage their own behaviour. Activities that children may take part in whilst in INTEX range from completing work that follows the normal curriculum to one-to-one or group mentoring sessions and workshops.

Depending in the behaviour incident, children may spend a number of days in INTEX.

INTEX runs from 08:40AM – 16:00PM and children are expected to take themselves directly to INTEX upon arrival to school. The same school uniform rules apply and should children arrive incorrectly dressed, parents/carers would be expected to attend school to support rectifying any issues.

Upon arrival to INTEX, the child must hand over their mobile phone for it to be securely locked away in the lockers in INTEX. If a child states they do not have their mobile phone, they may be subject to a bag and pocket search and use of metal detector to ensure INTEX remains, in line with statutory guidance, a mobile free zone'

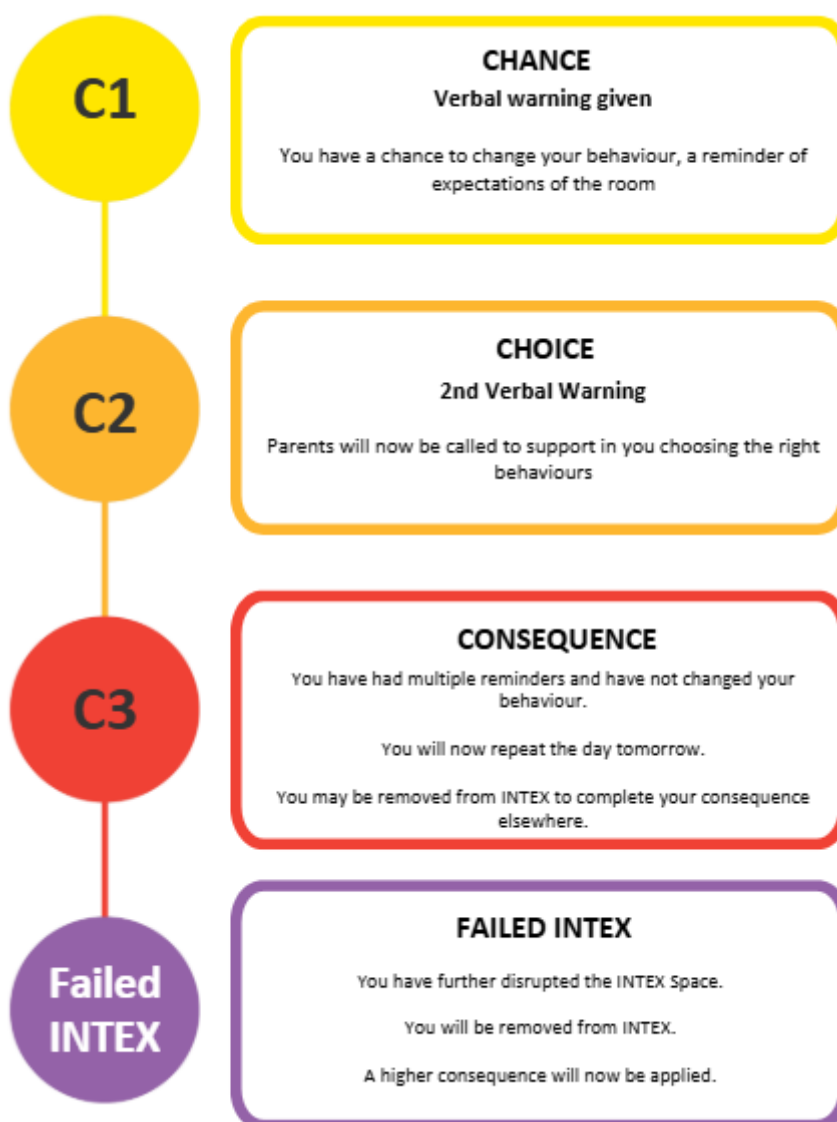
A child may be placed into INTEX for the following reasons:

- Serious breach of the behaviour for learning policy
- Repeated breaches of the behaviour for learning policy
- Non-attendance at after-school Reflection(s)



Children may spend time in INTEX whilst an investigation is ongoing. This indicates no assumption of guilt but will be used to allow for time and space for a thorough investigation to be completed.

Should a child have a SEND need, reasonable adjustments will be made in line with the SEND Code of Practice to ensure their needs can be met to allow them to be successful in completing their consequence (which may be adjusted where appropriate).



Where unhelpful behaviour leads to a possible internal suspension, the individual context of the incident and the individual needs of the child will always be considered when deciding on appropriate action.

Off-Site Redirection

As per the DfE **Suspension and permanent exclusion guidance**, off-site direction remains *an essential behaviour management tool to prevent exclusion*.



Therefore, the school may re-direct children to a local partnership School to improve behaviour. This may be used where there are serious one-off incidents, refusal to comply with a given consequence (eg INTEX) or following repeated incidents of poor behaviour. An off-site direction is only used to improve behaviour and will always be issued with 48hours notice to parents.

The purpose of this provision is to support the child in having the opportunity to reflect on the unhelpful behaviour demonstrated and to subsequently support an improvement in behaviour over time.

Should a child be issued with an off-site direction, the following will apply:

- 48hours formal notice given to parents/carers
- A written plan will be shared with parents/carers which outlines:
 - The reason an off-site direction has been issued
 - The location, start times and identified school contact details
 - What the expected outcomes are
 - How the child will be supported to improve their behaviour whilst on the off-site direction
- Parents/carers will be offered an opportunity have their voice heard in relation to the off-site direction. These views will be considered and logged formally although the off-site direction can go ahead at the discretion of the school.
- The views of the child must also be sought and logged formally.
- Ellis Guilford will maintain oversight of the child's education provision and ensure that attendance and progress are carefully tracked.
- The child will remain on the roll of Ellis Guilford School, but will be 'Duel Registered' for the duration of the off site direction.
- Regular review meetings will be held whilst the off-site direction is undertaken and the school will invite: Parents, host school representative, Trust representative, relevant external agencies.

It is the responsibility of the parent/carer of the child to ensure they arrive at the re-directed school that will be carefully communicated at least the day prior.

If the child does not attend the off-site directed provision, then this will be marked as an **unauthorised absence**.

Suspension

Suspension is always used as a last resort.

In line with the DfE Suspension and permanent exclusion guidance (July, 2026) the government support the Headteacher's use of exclusion, managed moves and off site direction:

'The government recognises that school exclusions, managed moves and off-site direction are essential behaviour management tools for headteachers and can be used to establish



high standards of behaviour in schools and maintain the safety of school communities' (DFE Suspension and Permanent Exclusion Guidance, July 2026)

The guidance also stipulates:

'This government supports headteachers in using suspension and permanent exclusion as a sanction when warranted as part of creating calm, safe, and supportive environments where both pupils and staff can work in safety and are respected. To achieve this, suspension and permanent exclusion are sometimes a necessary part of a functioning system, where it is accepted that not all pupil behaviour can be amended or remedied by pastoral processes, or consequences within the school.'

Suspension is an extremely serious sanction and will be used as a last resort. As a school, we avoid suspension wherever possible and use a range of strategies to support children prior to issuing a suspension, including a range of internal consequences and restorative approaches.

The following list indicates potential behaviour which could lead to a suspension or permanent exclusion after being carefully considered by the Principal..

- Physical assault against a student
- Physical assault against an adult
- Verbal abuse/threatening behaviour against a student
- Verbal abuse/threatening behaviour against an adult
- Bullying
- Incidents of abuse, harassment or assault related to characteristics protective under the Equality Act 2010 including racist or homophobic incidents
- Sexual harassment or abuse
- Suspected or proven drug and alcohol related incidents
- Damage
- Repeated truancy
- Theft
- Smoking or bringing smoking material on to the school site
- Persistent Disruptive Behaviour
- Making malicious allegations against a member of staff
- Bringing an offensive weapon or an imitation weapon into school, or using or attempting to use such weapon in school, or on the way to and from school
- Threat if use of an offensive weapon
- Bringing illegal or suspicious substances into school or supplying or selling, or attempting to supply or sell, such substances in school or on the way to and from school
- Spitting at another student or member of staff.
- Bringing the school into disrepute.
- Creating or sharing images, videos or voice recordings of members of staff. This includes AI generated imagery.

This list is not exhaustive and is intended to offer examples rather than be complete or definitive. The Principal will use their discretion where an incident occurs which is not outlined above.

Before reaching the decision to suspend, the school will consider the support, adaptations and interventions that have already been utilised.



Where the decision has been made that a child is to be suspended from school, it is the responsibility of the parent to ensure that the child is not in a public place at any time during school hours for the first 5 days of exclusion or may be issued with a fixed penalty notice issued by the Local Authority.

Upon return to the school, parents and child will be invited in for a reintegration meeting as part of the reintegration into school process. Other agencies working with the family will be invited as appropriate. Children, parents and school will have the opportunity to review the behaviour that led to the suspension and create a pastoral support plan in order to identify areas of support to avoid further breaches of the behaviour policy which could lead to suspension.

Where a child demonstrated behaviour that leads to repeated suspensions, the school will consider additional support and intervention that may be required.

Reintegrate

Reintegrate is a provision that supports children returning from an external suspension and is key to ensuring each child receives adequate support.

All children who return from an external suspension will spend time in Reintegrate. Whilst in 'Reintegrate', children will work with our behaviour and inclusion mentors who will:

- Attempt to identify any needs or barriers which may have caused the unhelpful behaviour
- Deliver workshops to reduce the risk of future suspensions
- Ensure children are prepared academically for a return to their lessons.
- Adopt a therapeutic approach to understanding the child's needs and required support

The length of time a child spends in Reintegrate will depend on their readiness to return to their mainstream lessons. As a minimum, a child returning from suspension will spend the first period of the day they return from suspension in Reintegrate. A decision will be made as to whether they are ready to return to mainstream lessons during the first two periods of their return to school. It may be deemed appropriate for the child to spend extended time in Reintegrate to support a positive return to school

Reintegrate will also be used as appropriate to support children returning from off-site redirection and INTEx.

Child EGSpectations

We have a clear set of EGSpectations which we teach children explicitly, so they understand what is expected of them. Tutor time, assemblies and PSHE lessons are used to teach children each routine and regular reminders are displayed around the school site and in classrooms. Our 'Steps to success' are clear and understood by all.

Examples of some of our EGSpectations shared with children are below.



EGScellent Uniform Steps

1. Wear your blazer 🧥

Keep it on outside the classroom unless your teacher says otherwise. You can hang it on your chair inside if allowed.

2. Wear your tie properly 🧔

Your tie should be on and your top button fastened all day.

3. Tuck in your shirt 👕

Make sure your shirt is tucked in all the way around.

4. Wear the right skirt or shorts 👗 👖

Skirts should be knee-length or just above. Shorts must be the same length as skirts.

4. Wear polishable black shoes 👞

No trainers - your shoes should be smart and clean.

5. Wear proper school trousers 👖

Only formal school trousers are allowed.

6. Jumpers must be navy and v-neck 👚

You can wear a jumper, but only with your blazer—and it must be the right style.



EGSpectations for EGScellence

Ellis Guilford School: Where EGScellence thrives, and the EGScptional shine

Line-Up Steps

1. 🦻 👂 Listen for the Whistles

- 3 whistles: Go straight to your line.
- 2 whistles: You have 30 seconds to be in line.
- 1 whistle: Stand still, arms up, silent and ready.

2. 🧑 🧒 Stand in Alphabetical Order

Line up in the right place for the fire register - facing forward, arms raised, no talking.

3. 🧥 📁 Check Your Uniform

Make sure your blazer, tie, shirt, shoes, and bag are all smart and correct.

4. 🤫 🧍 Stay Silent and Still

Stay quiet and focused while waiting. This shows you're ready to learn.

5. 🧑 🚶 Walk to Class Calmly

When your line is dismissed, walk in single file with quiet voices and EGScellent uniform.



EGSpectations for EGScellence

Ellis Guilford School: Where EGScellence thrives, and the EGScptional shine



Calm Corridor Steps

1. **Walk on the Right**

Always stay on the right-hand side of the corridor.

2. **Use a Calm and Quiet Voice**

Speak softly or stay silent so others can focus and feel calm.

3. **Walk Quickly and Safely**

Move with purpose, but never run. Keep yourself and others safe.

4. **Wear EGScellent Uniform**

Make sure your uniform is smart and tidy before entering class.

5. **Be Polite and Respectful**

Smile, say hello, and show kindness to others as you walk.



EGSpectations for EGScellence

Ellis Guilford School: Where EGScellence thrives, and the EGScptional shine



Assembly Steps

1. 🚶🤫 **Walk in Single File and Stay Silent**

Line up quietly and walk calmly with your group to the hall.

2. 🧥👜 **Take Off Coats and Bags Before Entering**

Remove your coat and bag before going into the hall - your teacher will show you how.

3. 🧺✅ **Check Your Uniform**

Make sure your uniform is smart and tidy before you go in.

4. 🚪😊 **Enter the Hall Calmly**

Say good morning to the staff at the door and walk quietly to your seat.

5. 🪑👥 **Sit with Your Tutor Group**

Sit where your teacher tells you - always with your tutor group, never at the back.

6. 🤫👂 **Stay Silent and Listen Carefully**

Show respect by sitting still, staying silent, listening and tracking the speaker.

7. 👤👁️ **Your Teacher is Watching to Help You Do Your Best**

Your tutor will stand nearby to help you stay focused and respectful.



EGSpectations for EGScellence

Ellis Guilford School: Where EGScellence thrives, and the EGSceptional shine

Strong Start Steps

1. 🧘 **Come in calmly**

Walk in silently in full uniform (blazer and tie must be on) and get ready to learn!

2. 🪑 **Sit smartly**

Sit at your desk and remove all of your equipment (knowledge organiser, pupil planner, and pencil case).

3. 🖋️ **Start your recall task**

Begin the recall activity straight away and complete in black pen.

4. 👁️ **Show you're ready**

Eyes on the teacher, listening carefully.

5. 🙌 **Follow instructions first time**

Be ready to learn and do your best from the start.



EGSpectations for EGScellence

Ellis Guilford School: Where EGScellence thrives, and the EGSceptional shine



Perfect Punctuality Steps

1. 🚶🚶 Move Quickly and Calmly to Lessons

Walk sensibly in the corridors and go straight to your next lesson without stopping.

2. 🕒📖 Be in Class Within 5 Minutes

Try to be in your seat and starting your Recall Task before the 5-minute mark.

3. 🚪😐 If You're Late, Wait at the Door

If you arrive after the teacher has started, wait quietly at the door until they speak to you.

4. 📝📖 Have a Note if You're Late

If you have a valid reason, show your note. Then go straight to your seat and start your work.

5. ⌚🚫 No Note? Still Get Started

If you don't have a note, you'll still be asked to get on with your work—and you'll have a 10-minute reflection at lunchtime.

6. 🆘😞 If You're Upset

If you're feeling upset and can't settle, your teacher will request 'On Call' and an adult will come to help you.



EGSpectations for EGScellence

Ellis Guilford School: Where EGScellence thrives, and the EGScptional shine