

Positive Relationships and Behaviour for Learning Policy

Policy Owner	Director of Education
Approved by	Education Standards Committee
Last reviewed on	September 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	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	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



members of our learning community • Be polite and have good manners • Wear their uniform smartly and with pride.	support to reach that standard than others.	study.
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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	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.



	students about positive relationships and behaviour and how they catch up work after absence.		
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Appendix 2 – Positive Relationships and Behaviour for Learning Three Peaks Primary Academy

At Three Peaks Primary Academy, we recognise that positive behaviour is fundamental to both successful learning and personal development. We are committed to helping children develop into respectful, responsible and caring individuals who embody our Five Star Values and make a positive contribution to their school, community and the wider world.

We believe that high standards of behaviour, strong relationships and clear expectations create the foundations for success. Through positive role modelling, explicit teaching and restorative approaches, we support pupils to develop the knowledge, skills and attitudes needed to thrive both now and in the future.

Excellent behaviour for learning is essential in ensuring that every pupil feels safe, valued and able to achieve their full potential. Recognition, praise and rewards are key elements of our approach, encouraging pupils to demonstrate positive behaviour and succeed in all aspects of academy life.

Our commitment to fostering a nurturing, inclusive and ambitious environment is reflected in our Five Star Values: Pride, Community, Excellence, Respect and Ambition. These values are at the heart of everything we do and guide the daily interactions, decisions and behaviours of pupils and staff across the academy.



★ STAR VALUES ★

At Three Peaks Primary Academy our commitment to fostering a nurturing and inspiring environment is reflected in our five star values:



PRIDE

We take pride in ourselves, our school and our achievements.



COMMUNITY

We work together, include everyone and look out for one another.



EXCELLENCE

We always try our best and aim for high standards in everything we do.



RESPECT

We are kind, polite and treat everyone and everything with care.



AMBITION

We dream big, set goals and keep working hard to achieve them.



AMBITION

WE SHOW AMBITION BY:

- Setting high expectations for ourselves.
- Always trying our best.
- Challenging ourselves and embracing new opportunities.
- Setting goals and working hard to achieve them.
- Concentrating, staying focused and ready to learn.
- Being curious and asking questions.
- Finding out more about the things we are learning.
- Using what we have learned to solve problems.
- Learning from our mistakes and feedback.
- Persevering when things are difficult.
- Showing determination and resilience.
- Having aspirations and dreams for the future.



COMMUNITY

WE SHOW COMMUNITY BY:

- Including everyone and making people feel welcome.
- Being kind, helpful and supportive.
- Working together as a team.
- Sharing, taking turns and being fair.
- Respecting and celebrating our differences.
- Making sure nobody feels left out.
- Looking after our shared spaces and resources.
- Taking part in school events and activities.
- Helping our local community and supporting fundraising events.
- Taking on roles and responsibilities around the school.
- Celebrating the achievements and successes of others.
- Representing our school positively.



EXCELLENCE

WE SHOW EXCELLENCE BY:

- Being ready to learn and fully engaged in every lesson.
- Always trying our best.
- Completing our work to a high standard.
- Taking pride in the quality and presentation of our work.
- Striving to make good progress in our learning.
- Showing enthusiasm and a positive attitude to learning.
- Concentrating and staying focused on our work.
- Challenging ourselves and embracing new opportunities.
- Completing homework and independent learning tasks.
- Setting goals and working hard to achieve them.
- Learning from mistakes and using feedback to improve.
- Taking on leadership roles and responsibilities.
- Being positive role models for others.



PRIDE

WE SHOW PRIDE BY:

- Wearing our school uniform and PE kit correctly.
- Always trying our best.
- Presenting our work neatly and carefully.
- Looking after our belongings, school equipment and environment.
- Representing our class, year group and school positively.
- Showing excellent behaviour and making good choices.
- Taking responsibility for our actions.
- Celebrating our own achievements and the achievements of others.
- Learning from our mistakes and never giving up.
- Attending school regularly and arriving on time.
- Taking part in school activities and contributing positively.
- Being proud of ourselves and our school.



RESPECT

WE SHOW RESPECT BY:

- Listening carefully.
- Using kind and polite words.
- Using good manners.
- Treating others as we would like to be treated.
- Respecting differences and including everyone.
- Being friendly, helpful and welcoming.
- Sharing, taking turns and being patient.
- Celebrating the success of others.
- Looking after our school, equipment and resources.
- Following school rules.
- Being honest and taking responsibility for our actions.
- Allowing everyone to learn.



These values are the cornerstone of our educational philosophy, guiding our pupils and staff in their daily interaction.





At Three Peaks Primary Academy, positive behaviour is actively recognised and celebrated. We believe that recognising effort, achievement and positive choices helps pupils develop confidence, resilience and a sense of belonging.

Staff recognise and reward positive behaviour through:

- Positive verbal praise;
- Recognition Points;
- Celebration Merit Assemblies;
- Certificates and badges;
- Positive messages, phone calls or postcards home;
- Headteacher awards and recognition;
- Class rewards and celebrations;
- House rewards and competitions; and
- Opportunities to take on additional responsibilities and leadership roles.

Recognition Points

Recognition Points are awarded to pupils who demonstrate our Five Star Values of **Pride, Community, Excellence, Respect and Ambition**.

Recognition Points may be awarded both in and out of lessons by any member of staff, including:

- Teachers;
- Teaching Assistants;
- Lunchtime Supervisors;
- Office Staff;
- Site Staff;
- Catering Staff; and
- Supply Staff.

Recognition Points contribute towards individual achievements and House totals and help celebrate positive attitudes, effort, kindness, resilience, leadership and commitment to academy life.

Recognition Points should be used to recognise behaviours and achievements that go above and beyond expected standards and demonstrate our academy values in action. Pupils will be able to exchange points for prizes in the Recognition Points Shop. Pupils can save points to exchange for bigger prizes. Successes will be celebrated regularly to reinforce positive behaviour and encourage all pupils to strive for their personal best.

As well as celebrating individual pupil achievements, we will celebrate House group achievements and class achievements.



RECOGNITION POINTS REWARD SHOP

EARN POINTS. CHOOSE REWARDS. CELEBRATE YOUR SUCCESS!

50 POINTS 	Sticky Man Bendy Pencil Scratch Bookmark Slinky Kaleidoscope Erasable Gel Pen					
100 POINTS 	Tangram Puzzle Infinity Pencil Magnetic Bookmark Puzzle Eraser Reward Room Pass Darts Pass					
150 POINTS 	Reward Room Pass +1 friend Darts Pass +1 friend Flower Petal Highlighter Slapband					
200 POINTS 	Pixel Gamer Wristband Pokémon Cards Bubbles Book					
250 POINTS	Pom Pom Keyring Spiral Fidget					
300 POINTS	Private lunch with friend					
350 POINTS	Minecraft Keyring Pixel Pencil with Eraser Topper					
400 POINTS 	Cold Cup Football YOU EARN IT, YOU CHOOSE IT, YOU ROCK!					



Disruption to Learning

Such is the importance of education and, especially considering how much learning time was lost during the pandemic, now more than ever we must protect the rights of pupils to access lessons that are free from disruption.

The school recognises that behaviour is a form of communication and that disruptive behaviour can arise for a variety of reasons. These may include unmet educational, emotional, social, sensory or communication needs; barriers to learning; special educational needs and disabilities (SEND); social, emotional and mental health difficulties; adverse childhood experiences; trauma; safeguarding concerns; or other individual circumstances affecting a pupil's ability to engage successfully in learning.

We are committed to creating an inclusive environment in which pupils feel understood, supported and able to succeed. This means seeking to understand the underlying causes of behaviour, removing barriers to learning where possible and providing appropriate support and intervention. However, recognising and responding to need does not remove the responsibility to maintain a safe, respectful and purposeful learning environment for all.

Disruptive behaviour, whatever its cause, can have a significant impact on the learning, life chances and aspirations of other pupils, as well as on staff and the wider school community. As such, behaviour that negatively affects teaching and learning will be addressed promptly and appropriately. Classrooms will be highly focused environments where teachers can teach effectively and pupils can learn successfully. Staff communicate our expectations clearly through assemblies, lessons and daily interactions.

For the purposes of this policy, disruption is defined as any behaviour during a lesson that prevents, delays or detracts from teaching and learning.

Examples include, but are not limited to:

- Talking whilst the teacher is instructing or modelling
- Deliberately distracting others
- Shouting out questions, answers or inappropriate comments
- Non-verbal communication during teacher instruction or silent practice that distracts others
- Refusal to engage with learning

Support and Consequences: The Three Peaks Staged Response

Our staged response provides a clear, consistent and restorative approach to behaviour management. It supports pupils in making positive behaviour choices whilst ensuring that learning remains purposeful and disruption-free.

Tier 1 Behaviour Staged Response

Stage 1 – Reminder and Warning

Stage 1 addresses low-level behaviours such as calling out, chatting, off-task behaviour, not following instructions or distracting others from learning.

The aim at this stage is to re-direct behaviour and give pupils opportunities to make positive choices.

1. Reminder

Staff will calmly remind the pupil of the expected behaviour and provide an opportunity for them to correct their behaviour.

Example Script



"Remember, at Three Peaks we are respectful and ready to learn. Thank you for making a better choice."

2. Verbal Warning

If the behaviour continues, staff will explain to the pupil that they are receiving a verbal warning and why. The expected behaviour will be re-taught and clarified.

Example Script

"You have already had a reminder. This is now a warning. You need to change your behaviour or a further consequence will follow."

3. Yellow Card (Last Chance)

If the pupil continues to make poor choices, they will receive a Yellow Card. This is the pupil's final opportunity to correct their behaviour before moving to Stage 2. Staff will explain why the Yellow Card has been issued and remind the pupil of the expected behaviour.

Example Script

"This is your Yellow Card and your last chance to make a better choice. I know you can get back on track."

Where appropriate, staff may also use:

- Redirection strategies
- Movement breaks
- Emotion Coaching
- PACE approaches (Playfulness, Acceptance, Curiosity and Empathy)
- Reasonable adjustments and individual support strategies

Following a Yellow Card, staff should have a brief restorative discussion with the pupil at an appropriate time to support reflection and successful future choices.

Stage 2 – Thinking Time

If a pupil continues to display Stage 1 behaviours after a Reminder, Verbal Warning and Yellow Card, a Red Card will be issued.

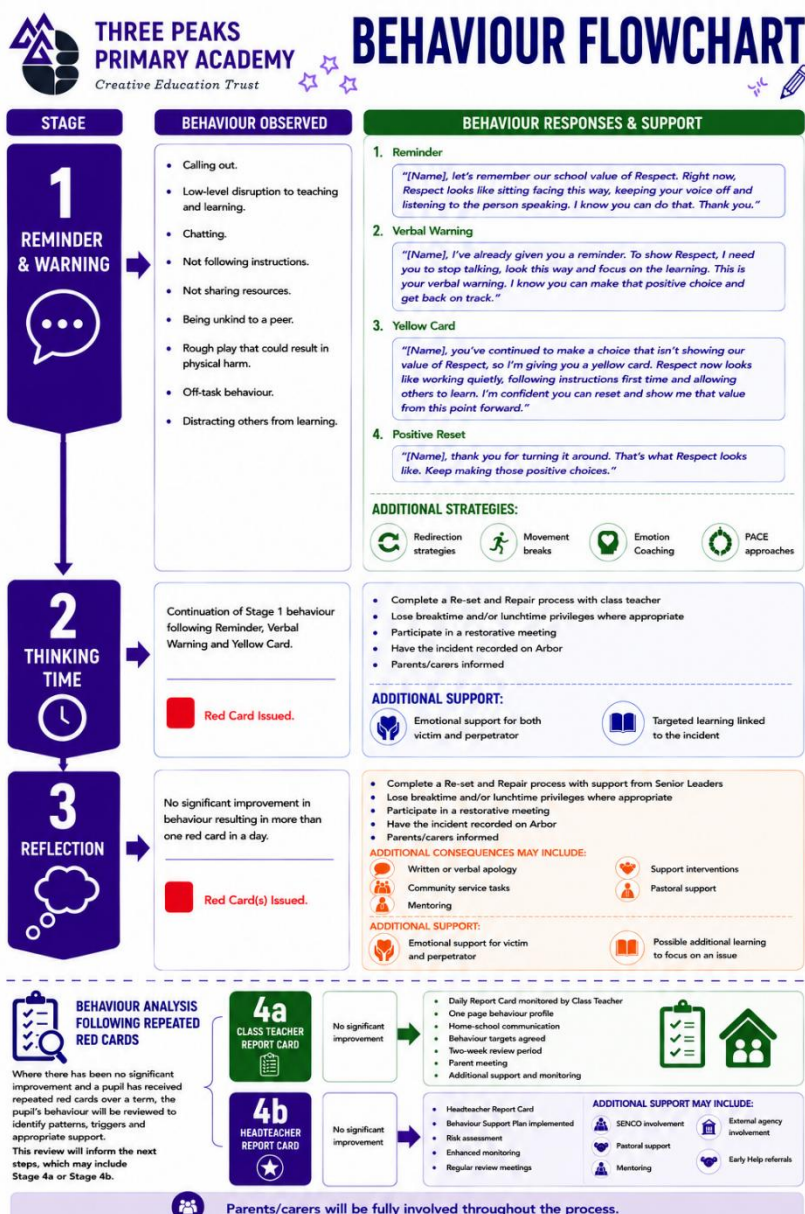
The pupil will complete Thinking Time in another supervised area to reflect on their behaviour and complete any missed learning. The incident will be recorded on Arbor, parents/carers will be informed, and a restorative conversation will take place to support positive future choices.

Stage 3 – Reflection

- Stage 3 is used for serious incidents or when there is no significant improvement in behaviour resulting in more than one red card in a day.

An Immediate Red Card will be issued and the pupil will complete a Re-set and Repair process. The incident will be recorded on Arbor, parents/carers will be informed, and additional consequences or support may be implemented, including behaviour targets, mentoring, restorative work, community service or pastoral support.

Emotional support will be provided where appropriate, and any safeguarding, racist or discriminatory incidents will be managed in line with statutory guidance.



Re-set and Repair

The purpose of Re-set and Repair is to help pupils understand the impact of their behaviour, repair relationships and return positively to learning.

- **Re-set:** Time and support to regulate emotions, reflect on behaviour and prepare to return to learning.
- **Repair:** A restorative conversation to understand the impact of actions, rebuild relationships and agree positive next steps. At stage 3 the repair restorative conversations become a more formal process with a Senior Leader.





RE-SET AND REPAIR CONVERSATIONS



1. WHAT HAPPENED?
Tell me what happened.
Help me understand your perspective.



2. WHO HAS BEEN AFFECTED?
Who has been affected by what happened?
How do you think they felt?



3. HOW CAN YOU PUT IT RIGHT?
What needs to happen to make things right?
What support do you need?



4. WHAT WILL YOU DO DIFFERENTLY NEXT TIME?
What will you do next time?
What choices will help you stay on track?



CONNECTION BEFORE CORRECTION.



REGULATION BEFORE RESTORATION.



THREE PEAKS PRIMARY ACADEMY



Restorative Conversation (Senior Leader)

1



WHAT HAPPENED?

- Tell me what happened.
- What was going on for you?
- How were you feeling?

2



WHO WAS AFFECTED?

- Who has been affected?
- How do you think they felt?
- What happened as a result?

3



WHAT HAVE WE LEARNED?

- Looking back, what do you think now?
- What would you do differently?
- What responsibility can you take?

4



HOW CAN WE PUT THINGS RIGHT?

- What needs to happen now?
- Is there someone you need to repair things with?
- What support do you need?

5



WHAT HAPPENS NEXT?

- What will you do next time?
- What strategy will help you stay regulated?
- What does success look like tomorrow?



Connection before Correction.
Regulation before Restoration.





Behaviour will be analysed. Where there has been no significant improvement and a pupil has received repeated red cards over half-term/a term, the pupil's behaviour will be reviewed to identify patterns, triggers and appropriate support. This review will inform the next steps, which may include:

- 4a – Class teacher report card if no significant improvement has been made. The pupil will be on a daily report card which is monitored by the class teacher. A one page profile will be created and behaviour targets will be agreed. This will be agreed with the parent/carer. There will be a two-week review period.
- 4b – Head teacher report card if there continues to be no significant improvements and agreed targets have not been met. Behaviour Support Plan will be implemented, risk assessment if required, enhanced monitoring and regular review meetings which will include parents/carers.

Tier 2 Staged Response

The Tier 2 Behaviour Staged Response will be followed when the following behaviours such as bullying, racist comments, persistent defiance, persistent non-compliance, swearing, stealing, fighting, physical assault, intentional damage to property, sexually inappropriate language, persistent intimidation or harassment, discriminatory behaviour, attempting to leave the school site, use of mobile phones or smart technology without permission are observed.

Reflection

- Reflection is used for serious incidents or when there is no significant improvement in behaviour resulting in more than one red card in a day.

An Immediate Red Card will be issued and the pupil will complete a Re-set and Repair process. The incident will be recorded on Arbor, parents/carers will be informed, and additional consequences or support may be implemented, including behaviour targets, mentoring, restorative work, community service or pastoral support.

Emotional support will be provided where appropriate, and any safeguarding, racist or discriminatory incidents will be managed in line with statutory guidance.

Where there has been no significant improvement, the pupil's behaviour will be reviewed to identify patterns, triggers and appropriate support. This review will inform the next steps, which may include:

- 4b – Head teacher report card if there continues to be no significant improvements and agreed targets have not been met. Behaviour Support Plan will be implemented, risk assessment if required, enhanced monitoring and regular review meetings which will include parents/carers.

Continued persistent disruption, serious assault, violence intended to cause harm, procession or use of prohibited items, serious bullying, extreme discriminatory behaviour, significant damage to property, behaviour posing a risk to others, persistent refusal to follow school expectations despite support may include the following:

- Removal from class
- Behaviour contract



- Risk assessment
- Internal exclusion
- Off-site direction
- Managed move
- Suspension
- Permanent exclusion





Suspension and Permanent Exclusion

Three Peaks Primary Academy is committed to maintaining an inclusive approach to behaviour and will always seek to support pupils to remain engaged in education wherever possible. Suspension and permanent exclusion remain available sanctions where justified; however, they will only be considered as a last resort.

Any decision to suspend or permanently exclude a pupil will be made in light of the individual circumstances of the case and following careful consideration of all relevant factors. Except in cases involving particularly serious incidents where an immediate response may be required, the school will ensure that a range of appropriate support strategies, reasonable adjustments, and interventions have been implemented, monitored and reviewed before such sanctions are considered.

The school will act in accordance with statutory guidance and will ensure that decisions are proportionate, fair, and take account of the needs and circumstances of the individual pupil, including any identified or suspected special educational needs and disabilities (SEND).

Modified Expectations and Responses (Reasonable Adjustments)

At Three Peaks Primary Academy, we are committed to applying our behaviour policy consistently, fairly and proportionately. While the policy sets out clear expectations and responses, we recognise that some pupils may require additional support or adaptations to help them successfully meet these expectations.

We understand that behaviour can be influenced by a range of factors, including special educational needs and disabilities (SEND), social, emotional and mental health needs, communication difficulties, adverse childhood experiences, trauma, bereavement or other significant life events. In these situations, a personalised and supportive approach may be needed to help pupils regulate their emotions, understand expectations and make positive behaviour choices.

When considering behaviour incidents, staff will take into account:

- Age and developmental stage.
- SEND needs.
- Social, emotional and mental health needs.
- Individual circumstances and experiences.
- Communication and language needs.
- Safeguarding considerations.

Reasonable adjustments may be implemented where appropriate and may include:

- Support from trusted adults to regulate emotions.
- The use of Emotion Coaching and restorative approaches.
- Additional reminders, prompts or processing time before sanctions are applied.
- Regular check-ins with pastoral, safeguarding or SEN staff.
- Individual support plans or behaviour plans.
- Personalised targets and interventions.
- Adapted timetables or curriculum provision where appropriate.
- Access to safe spaces for regulation and reflection.
- Visual timetables, now-and-next boards and visual prompts.
- Sensory resources such as ear defenders, movement breaks or fidget tools.
- Support from external agencies or specialist services.
- Identification and support for underlying needs, including speech, language and communication difficulties.

Emotion Coaching and Regulation

Staff use Emotion Coaching and PACE principles (Playfulness, Acceptance, Curiosity and Empathy) to help pupils understand and regulate their emotions and develop positive behaviour strategies.



The five steps of Emotion Coaching are:

1. Be aware of emotions.
2. Recognise opportunities for teaching and support.
3. Listen and validate feelings.
4. Help pupils identify and label emotions.
5. Set clear boundaries and support problem-solving.

Helpful adult scripts may include:

- *"I am here when you are ready."*
- *"I want to help you."*
- *"I want to keep you safe."*
- *"Thank you for telling me."*
- *"I'm glad you shared that with me."*
- *"Let's work out what we can do next."*

Through these approaches, we aim to help pupils develop self-regulation, resilience and positive relationships, enabling them to access learning successfully and achieve their full potential.

Mobile Phones

Mobile phones are not allowed in the academy unless a Y5 or Y6 pupil walks to and from school. In this case, mobile phones are to be switched off and given to the class teacher for safe keeping.

Child-on-Child Abuse, Sexual Violence and Sexual Harassment

At Three Peaks Primary Academy, we are committed to ensuring that all pupils feel safe, valued and respected. Every child has the right to learn in an environment free from abuse, harassment, violence and discrimination. Sexual violence, sexual harassment and child-on-child abuse are never acceptable and will not be tolerated.

We recognise that child-on-child abuse can happen both inside and outside of school, including online. It can affect any child, although research and national data indicate that girls are more likely to be victims of sexual violence and sexual harassment. However, all children can be victims, and all allegations and concerns will be taken seriously regardless of the age, gender or circumstances of those involved.

Any pupil who reports abuse will be listened to carefully, taken seriously and supported appropriately. Victims will be reassured that they are not to blame, that they have done the right thing by speaking out and that their concerns will be acted upon. The academy will work to ensure that victims are protected, supported and kept safe.

Three Peaks Primary Academy adopts a whole-school approach to preventing, identifying and responding to child-on-child abuse. We recognise that sexual harassment, sexual violence and online abuse can occur within all communities and are committed to creating a culture where inappropriate behaviour is challenged and addressed.

The academy will follow the statutory guidance set out in Keeping Children Safe in Education (KCSIE) 2026, together with relevant Department for Education guidance and local safeguarding procedures when responding to concerns involving child-on-child abuse, sexual violence or sexual harassment.

To minimise the risk of child-on-child abuse, academy leaders will:

- Ensure all concerns, disclosures and reports are taken seriously and acted upon promptly.
- Record and manage safeguarding concerns using the school's safeguarding systems and procedures.



- Provide appropriate support for victims, alleged perpetrators and any other pupils affected.
- Promote a culture of respect, inclusion and safety through the academy's values of Pride, Community, Excellence, Respect and Ambition.
- Teach pupils about healthy relationships, consent, respectful behaviour, online safety and personal boundaries through the curriculum, including Relationships, Sex and Health Education (RSHE).
- Provide pupils with opportunities to share concerns and identify trusted adults they can speak to.
- Monitor pupil wellbeing and respond proactively to emerging concerns.
- Ensure staff receive regular safeguarding training, including training on recognising and responding to child-on-child abuse.
- Challenge inappropriate language, behaviour and attitudes that may contribute to a culture of harassment or abuse.
- Work closely with external agencies where appropriate to safeguard and support children.

All incidents will be considered on a case-by-case basis, with the safety and welfare of all children remaining paramount. The academy will always act in the best interests of the child and in accordance with safeguarding legislation and statutory guidance.

Uniform

Three Peaks Primary Academy is a uniform school. We believe that wearing a school uniform promotes a sense of belonging, pride and identity, whilst helping to create a positive learning environment where pupils feel part of the school community. We expect pupils to wear their uniform correctly and take pride in their appearance.

The academy is committed to ensuring that our uniform policy is inclusive and complies with the requirements of the Equality Act 2010. We recognise and respect the protected characteristics set out in legislation, including disability, race, religion or belief, sex, pregnancy and maternity, and gender reassignment.

To ensure our uniform policy is fair and inclusive, we will:

- Avoid prescribing uniform items based on sex, allowing pupils to wear the uniform that best meets their needs and preferences.
- Ensure uniform costs are reasonable and consistent for all pupils.
- Permit long hair, although it may be required to be tied back where health and safety considerations apply.
- Allow pupils to wear hairstyles that are appropriate for school whilst respecting cultural, religious and ethnic backgrounds.
- Consider requests for adaptations to swimming kit or uniform requirements for religious, cultural or medical reasons.
- Permit the wearing of headscarves and other religious garments.
- Make reasonable adjustments for pupils with sensory, physical or medical needs.
- Consider requests for individual adaptations to the uniform policy on a case-by-case basis in consultation with parents/carers.

The academy has a responsibility to ensure that school uniform remains affordable and provides good value for money. Branded items are kept to a minimum, and parents/carers are encouraged to access second-hand uniform through the school where available.

School Uniform Expectations

Pupils are expected to wear:

- Grey or black trousers or shorts (not denim).
- White polo shirt or white shirt.
- Green sweatshirt or green cardigan (branded or non-branded).



- Grey or black skirt or pinafore dress.
- Green gingham dress during the summer months.
- Plain black shoes (trainers, branded sports footwear, canvas shoes and pumps are not permitted).

Hair accessories should be practical, appropriate for school and, where possible, reflect school colours.

Pupils should attend school with an appropriate hairstyle that does not cause distraction to learning or compromise health and safety. Hairstyles linked to cultural, religious or family traditions will always be respected.

Jewellery

For health and safety reasons, jewellery should be kept to a minimum.

Permitted items include:

- One plain ring.
- One pair of small stud or sleeper earrings (one in each earlobe).
- A wristwatch.

Jewellery must be removed for PE and sporting activities. Any jewellery brought into school remains the responsibility of the pupil and family.

Make-up and nail varnish should not be worn in school.

PE Kit

On PE days, pupils should attend school wearing their PE kit.

PE kit consists of:

- Reception: White polo shirt.
- Years 1–6: House team coloured t-shirt (red, blue, green or yellow).
- Dark shorts.
- Trainers or pumps.
- Dark tracksuit bottoms and a sweatshirt for outdoor activities during colder weather.

Swimming Kit

Year 4 pupils take part in swimming lessons during the academic year.

Suitable swimwear includes:

- One-piece swimming costumes.
- Short-style swim shorts.

Long or Bermuda-style shorts are not permitted for swimming lessons.

School uniform with the Three Peaks Primary Academy logo is available from the academy's approved supplier. Parents/carers may also purchase plain uniform items from supermarkets and other retailers. The academy maintains a supply of good quality second-hand uniform to support families where needed.

Pupil Voice

At Three Peaks Primary Academy, we value the views and experiences of our pupils and recognise the important role that pupil voice plays in creating a positive, inclusive and respectful school culture.

Involving pupils in the development and review of behaviour systems helps them to feel valued, listened to and empowered. It also supports the development of positive relationships between staff and pupils and helps ensure that behaviour expectations are understood and meaningful.



Pupil voice contributes to:

- Promoting a positive and inclusive school environment.
- Developing pupils' sense of responsibility and ownership.
- Strengthening relationships between pupils and staff.
- Improving behaviour, wellbeing and engagement.
- Informing the development and review of school policies and practices.

The academy gathers pupil voice through a variety of methods, including:

- Pupil surveys and questionnaires.
- School Council meetings.
- Pupil leadership opportunities.
- Focus groups and pupil discussions.
- Behaviour and wellbeing reviews.
-
- Class discussions and feedback opportunities.

Feedback gathered through these processes helps us to continually refine and improve our behaviour provision, ensuring that it reflects the needs and experiences of our pupils while remaining aligned with our values of Pride, Community, Excellence, Respect and Ambition.