



Crestwood Community School

Behaviour Management Policy

September 2026

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Rationale

At Crestwood Community School, we believe good behaviour is crucial to good progress, achievement and personal development. Our behaviour policy is rooted in our core values of Inclusivity, Trust, Resilience and Aspiration which secure the well-being and growth of every individual in our school. We believe in fostering a safe, inclusive, and supportive learning environment where all members of our community can flourish academically, socially, and emotionally. Central to our approach is the concept of the Crestwood Family, where students, staff, parents, and the wider community collaborate to uphold our shared values and support one another in achieving our shared goals. This culture permeates through every aspect of school life.

We aim to provide a calm, safe and supportive environment which children and young people want to attend, enabling them to learn and thrive. We proactively support students to behave appropriately by teaching explicitly what good behaviour looks like, through our behaviour curriculum with appropriate additional support for some students to reach the expected standard of behaviour. Where possible, this support is identified and put in place as soon as possible to avoid misbehaviour occurring in the first place.

We carefully consider our routines and procedures to ensure we are maintaining an environment where positive behaviours are more likely. When students do not meet our expectations we respond promptly, consistently and with confidence to maintain a calm, safe learning environment, and then consider how such behaviour can be prevented from recurring.

To support these aims, this policy outlines different responses to behaviour that we use, including rewards and sanctions.

The aim of this policy is to ensure that the school has high expectations of students' conduct and behaviour, which are understood by all adults and students and applied consistently and fairly to maintain a calm and safe environment.



The following shared values underpin the behaviour for learning policy and behaviour curriculum at Crestwood:

Inclusivity	Trust	Resilience	Aspiration
At Crestwood Community School, we are committed to fostering an inclusive environment where every student is respected, valued, and supported to achieve their full potential. Inclusivity is a core value that underpins our approach to our classroom pedagogy, achievement and behaviour management. We believe that all students, regardless of their diverse backgrounds, abilities, and needs, are welcomed, valued, and supported. It involves ensuring that every student has equal access to learning opportunities and feels a sense of belonging within the school community.	Trust is a fundamental value that underpins all aspects of our school community. We believe that trust is essential for creating a positive, safe, and productive learning environment. Trust is a core value that means having confidence in the reliability, integrity, and competence of all members of our school community. It involves being honest, responsible, and respectful, and ensuring that everyone can rely on one another to act in the best interests of the community. Trust creates a positive and collaborative environment, enhancing learning, communication, and overall school success. It is the foundation for building strong relationships and a cohesive educational community.	Resilience is a core value that we believe is essential for personal and academic success at Crestwood. Resilience enables students and staff to navigate challenges, adapt to change, and persevere in the face of adversity. Developing resilience enables our whole community to effectively respond to and recover from challenges, setbacks, and adverse situations. This includes the ability to adapt to changes, overcome obstacles, and continue progressing toward academic, social, and emotional goals to achieve their full potential despite challenges. It also helps all our staff create a supportive learning environment where every student can thrive.	Aspiration is a core value that drives our commitment to helping every student reach their full potential. We believe that fostering high aspirations encourages our students and staff to aim high and stay engaged in their learning journey. Aspiration is a core value that is crucial in motivating students and staff to strive for excellence, set ambitious goals, pursue excellence, and develop a strong sense of purpose and direction. Aspiration is crucial in motivating students and staff to strive for excellence, set ambitious goals, pursue excellence, and develop a strong sense of purpose.
This policy outlines our commitment to upholding the following core values; • Inclusivity • Fostering trust • Building resilience • Nurturing aspiration to ensure a positive and equitable learning environment where all students members of Crestwood Community School can flourish academically, socially and emotionally.			



The Behaviour Curriculum

At Crestwood, we believe that students must be taught how to behave. The knowledge, understanding and skills required must be taught and our high standards and expectations must be made explicitly clear. We define good behaviour as students developing positive habits that help them excel in school and prepare them for their next steps in education or employment and the wider world beyond Crestwood.

Behaviour Principles: Developing positive habits that help students excel in school

- **Responsible:** We encourage every individual within our community to take ownership of their actions and choices. Students are empowered to make positive decisions that contribute to their own learning and the well-being of others. Similarly, staff members model responsible behaviour and provide guidance to help students develop their sense of accountability
- **Respectful:** We expect all members of the Crestwood Family to demonstrate respect for themselves, for others, and for the learning environment. This includes treating each other with kindness, empathy, and dignity, regardless of differences in background, beliefs, or abilities.
- **Resilient:** We want to support all members of the Crestwood community to be committed to their learning and demonstrate resilience to setbacks and difficulties that they might experience.
- **Safe:** We emphasise to our school community that they are able to keep themselves and others emotionally and physically safe.

Developing positive habits that help our students excel in school.

Respect: Students show respect and are caring and kind to all

Communicate Respectfully	Behave Respectfully	Respect Our Environment	Respect our Learning
Act and speak respectfully to others, this includes on the way to and from school. Think about the language you use before you speak. Always remain respectful in your conversations . Use manners and show kindness. Be respectful and polite to other students, staff, visitors and members of the local community.	Treat all members of the school community with respect, treat others how you would wish to be treated. Respect the school uniform policy; take pride in wearing your uniform correctly; you are an ambassador for Crestwood School. Never walk away from a member of staff when they are speaking to you.	Look after your learning environment, keep it clean and tidy. Put litter in the bins provided. Have pride and look after the school building and equipment. Stick to the rules in classrooms and all other areas of the school including during break and lunch.	Arriving to lessons as quickly as possible, not just within 5 minutes. Work with staff members to achieve the best possible outcomes. Follow TRACK when requested by your teachers or staff members. Take pride in the presentation of your work. Low-level disruption is not tolerated.

Responsibility: Students take responsibility for their actions and behave responsibly			
Responsibility for your actions	Responsibility for behaviour	Responsibility to attend school	Responsibility for your learning
Be responsible for your actions and what you do Be responsible for your words and how you say them. Always show responsible behaviour outside of school Do not engage in inappropriate behaviour when using the internet or social media	Take ownership of how your actions affect the rest of the class or year group. Always try to make sure your behaviour meets the school's expectations. Apologise if something has gone wrong and learn from mistakes	Attend school every single day. Attend school on time every single day. Attend school with the correct uniform Attend all lessons. Do not leave lessons without permission. Avoid going to the toilet during lesson times wherever possible.	Take ownership of your learning. Bring the correct equipment to every lesson Contribute positively and complete work to the best of your ability. Work with staff members to achieve the best possible outcomes. Follow classroom routines including volume levels and 3, 2, 1 TRACK. Always have a printed copy of your timetable and know which lesson you are going to next. Complete homework to the best of your ability and hand it in on time
Resilience: Students are committed to their learning and resilient when faced with setbacks			
Resilient mindset	Resilience in lessons	Resilience around the school	Resilience with each other
Show you have a growth mindset and do not give up when things get difficult. Understand that learning and developing your character traits can be hard work but it is worth it. Set personal goals and hold yourself to high standards. Work hard to improve.	Attempt all work that is set. Don't be afraid of making mistakes. Never quit and walk away. Ask for help when you need it. Work hard, stay motivated and focus on the task. Enjoy new challenges. Try your best, you will be rewarded for your effort.	When things go wrong, speak to people respectfully away from the situation. Deal with any sanctions that are applied, don't bury your head in the sand. Report concerns don't allow things to escalate.	Show patience with each other. You don't have to be friends with everyone, but you do have to be respectful and kind. If there is a disagreement, ask for help from a member of staff. At all times remain respectful, kind and safe.
Safety: Students are able to keep themselves and others emotionally and physically safe			
Physical Safety	Emotional Safety	Classroom Safety	Safety during Unstructured Times



CRESTWOOD
COMMUNITY SCHOOL

No unwanted physical contact. Respect each other's personal space. Move around the school site in a safe, sensible, calm and orderly manner. Report anything which makes you feel unsafe to a member of staff or a trusted adult. Go straight to your next lesson by the quickest route.	Students show respect and are positive, caring and kind. Speak to your form tutor, safeguarding team or another trusted adult if something is upsetting you.	Enter the classroom calmly and sensibly, and get straight on with the task. At the end of the lesson pack up all equipment, stand up behind chairs and wait to be dismissed. When moving between tasks follow instructions carefully. Do not get out of your seat without permission. Put your hand up to ask a question, do not shout out. Follow all safety requirements when undertaking practical activities.	Follow staff instructions the first time, every time without question. Enter and leave the school sensibly. Report any concerns to a member of staff on duty. Keep footballs/basketballs below head height. Stay off the fields when it is wet. Queue sensibly, and step forward when told to do so by the staff member on duty.
Outstanding behaviour promotes a positive and productive educational environment where students can thrive academically, socially, and emotionally. It establishes a foundation for a respectful, safe, and supportive school culture and underpins outstanding behaviour and our shared values of Resilience, Inclusivity, Trust and Aspiration.			



Guiding Practices: (Adult Consistencies)

At Crestwood, staff understand that we are all responsible for creating a positive and safe learning environment by ensuring the curriculum, procedures and associated policies are followed consistently through our guiding practices. It is the responsibility of all staff to uphold and maintain a positive and respectful culture within the school. In every classroom, there are high expectations of behaviour and attitudes. We expect staff to provide high levels of individual challenge, ensuring that all students feel supported and encouraged, which in turn promotes positive attitudes to learning and teaches students to be committed to their learning and resilient to setbacks.

Staff are expected to follow several strategies designed to promote a positive and respectful learning environment and encourage outstanding behaviour including:

Within every classroom, staff will;

- Develop **positive relationships** with our students with calm and consistent responses.
- Create clear **classroom routines** as a fundamental source of high expectations and standards.
- **Respond calmly** using the vocabulary, scripts and strategies for de-escalating confrontation and encouraging positive behaviour

Lesson consistencies:

A Purposeful, Retrieval Based 'Do Now'	Every lesson begins with a silent, independent 'Do Now' rooted in the retrieval of prior knowledge. This activity must be highly accessible to ensure all students experience immediate success, establishing a focused, calm, and purposeful climate for learning from the first minute.
Explicit Vocabulary & Disciplinary Literacy	Teachers must explicitly teach, model, and unpack both Tier 2 (high-frequency academic) and Tier 3 (subject-specific) vocabulary. This direct instruction explicitly connects to our whole-school focus on disciplinary literacy, empowering students to read, write, and speak like subject specialists.
Systematic 'Checks for Understanding' (CFU)	Lessons must feature planned, explicit CFU checkpoints using high-impact, low-stakes strategies (e.g., mini-whiteboards, cold calling, hinge questions, or strategic voting). These checkpoints serve as a diagnostic gateway; teachers must use this real-time data to decide whether to adapt, reteach, or progress the lesson.

Pre-emptive strategies:

During all lessons, staff will do their best to prevent inappropriate behaviour from taking place. There may be times when using the aforementioned guided practices are not effective. In these instances, the following preemptive strategies will be used:

Steps	Actions
Opportunity 1	Remind the student of the expectations linked to the four school principles. This is the first opportunity to improve their behaviour. <i>“(Name of student), I am giving you your first opportunity because you are not being responsible/respectful/resilient/safe by talking whilst I am talking.”</i>
Opportunity 2	If the student continues with the behaviour and does not take the first opportunity to stop or change their behaviour then they should be given a second opportunity. This might be giving students a couple of minutes outside the classroom away from the class, or a quiet word with the student in the classroom. <i>“(Name of student), I am giving you your second opportunity because you are not being responsible/respectful/resilient/safe by continuing to talk whilst I am talking. If I have to speak to you again there will be a consequence”</i>
Consequence	If the student continues with the behaviour and does not take the first opportunity or second opportunity to stop or change their behaviour then they should receive a consequence. <i>“(Name of student), I am giving you a consequence as you have not taken the opportunities to improve your behaviour.”</i> The consequence should be one of the following: • Parking with another staff member (check timetable) • EOC to support removal from the class The class teacher should set an After School Reflection (ASR) for the next available day The class teacher should notify the parents through Arbor of the ASR

Consequences:

Parking

If a student does not take the opportunity to make positive choices and correct their behaviour then the teacher can park a student in another classroom for the lesson. A list of appropriate parking spaces for each lesson will be shared with all staff and staff who are on EOC (Emergency On Call) to ensure students are placed in the correct space. If a student refuses to be parked, the class teacher can call for the support of EOC to support the staff member and student. This must be recorded on Arbor and this will set an After School Reflection (ASR) for the next available day. If a student refuses to be parked by their class teacher and continues to show disrespectful or defiant behaviour, they may be parked with a member of SLT.



EOC

Emergency On Call will be used when all other avenues have been explored, or the behaviour being witnessed is extreme or has an impact on the safety of the students or staff.

Examples of incidents that warrant EOC:

- Abusive swearing at staff
- Possession or use of an illegal substance
- Any physical assault by one student on another
- Violence in and around the school
- Physical violence towards staff
- Missing from lessons/truanting
- Refusal to be parked
- Student needing to leave your classroom for any reason.

On arrival to the lesson, the member of staff on EOC will ascertain the situation and will try to diffuse the situation to allow the learning to continue. In some cases, it may be necessary to remove the student and park them in another classroom for the rest of the lesson. If a student is parked in another lesson, they will automatically receive an after-school reflection. It is important that the teacher whose class the student is from completes the behaviour log on Arbor, as this sets a sanction and contacts home.

If appropriate, at the end of the lesson the member of staff on EOC will bring the student back at the end of the lesson for a very short restorative conversation with the member of staff where the problem arose. This ensures that the student is aware they have to make amends and a further sanction may be forthcoming.

If students are persistently misbehaving; tutors, year leaders and members of SLT may choose to place a student on report. Parents will be notified and the student will be required to present their report to their classroom teacher and tutor each lesson. Student's reports will be reviewed after a five-day period to see if they need to continue, or if more positive behaviour habits have been developed. If student behaviour does not improve, the student will likely be placed onto a year leader or Senior leader report, and parents will be invited in for a formal meeting.

Sanctions

Teachers have statutory authority to discipline students for misbehaviour which occurs in school and, in some circumstances, outside of school. At the Headteacher's discretion, the authority to administer sanctions in line with this policy applies to all paid staff with responsibility for students, such as teaching assistants.

Sanctions are needed to respond to inappropriate behaviour as well as to ensure the safety of all students; a sanction serves as a punishment, a deterrent, and an opportunity to reflect. Reasonable examples can include: confiscation, retention, or disposal of a student's property(see Screening, Searching and Confiscation); periods of reflection, either during the school day (during break and/or lunch times) or after school; internal isolation in the Personal Reflection Room. Headteachers can also decide to exclude a student for a fixed period (suspension) or to permanently exclude them.

The school uses periods of reflection as a form of sanction; whilst home/school communication is important, parental consent is not required with regard to the serving of periods of reflection, and

parents are responsible for their children's journey home following an After-School Reflection. Teachers also have a specific legal power to impose detentions (reflections) outside school hours, e.g. Saturday morning detentions.

In line with this policy, school staff will base their judgements regarding the appropriateness of a sanction on their professional experience and discretion and in the best interests of the school and its student body. Staff will utilise evidence to inform their decisions concerning issuing sanctions. Evidence might include statements from staff, statements from students (including victims, perpetrators and other witnesses) and, where available, CCTV footage. CCTV is installed in various parts of the school for this purpose, and also to help us keep students safe when on-site. As a result, CCTV is installed in toilet areas, pointed at the hand-wash basins and communal areas, but never towards any areas which would be classed as intimate, such as urinals or into toilet cubicles.

Staff will also use the behaviour guidance chart detailed in Appendix 1 to support decisions regarding sanctions for unacceptable behaviour. Normally, parents will be notified via Arbor and/or with a phone call or an email regarding the setting of an After-School Reflection (outside normal school hours) at least the day before the Reflection is due to be served. Whilst we want to operate this and all policies with the support of parents (under the Education Act of 2011) a school wishing to detain students outside of normal school hours as a means of sanctioning unacceptable behaviour is not obliged to give 24 hours notice to parents, only to inform parents on the day. Therefore, students may be kept for a maximum of 10 minutes at the end of the day if their behaviour has been unacceptable during the final lesson of the day.

Tier	Sanction	Communication
Restorative Conversation	Period of Reflection (Restorative Conversation)	Recorded in Arbor.
Tier 1	After-School Reflection (30 minutes)	Recorded in Arbor.
Tier 2	After-School Reflection (60 minutes)	Recorded in Arbor.
Tier 3	After-School Reflection (90 minutes)	Recorded in Arbor and phone call home
Tier 4	Personal Reflection Room	Recorded in Arbor as well as a phone call/email from the Reflection room manager.
Tier 5	Alternative Campus Personal Reflection Room	Recorded in Arbor as well as a phone call/email.
Tier 6	Suspension	Phone call or meeting as well as a written letter.
Tier 7	Permanent Exclusion	Phone call or meeting as well as a written letter.

Period of Reflection/Restorative Conversations



Students can be asked to wait behind for a maximum period of 10 minutes at break times, lunchtime or at the end of the day if their behaviour in the lesson prior is judged, in the opinion of the teacher, to be unacceptable. These periods will provide teachers time to address concerning behaviour as well as provide students additional opportunities to complete work that was not completed during the lesson time. These periods will not be 'formal' periods of reflection and will be set completely at the teachers' discretion, with no prior notice given to parents.

Homework ASR

Teachers may set a homework ASR within their faculties on a day that they choose. If a student is persistently not completing their homework, these may be upscaled to a whole school After-School Reflection.

After-School Reflection

Teachers may set an After-School Reflection if they feel appropriate. The teachers' decision is final and parental consent or agreement is not required, however, parents will be informed of the After School Reflection, at least the day before it is due to take place. Students must attend these sanctions or further sanctions will be applied (i.e. Personal Reflection Room). If an After School Reflection is missed, the student will spend a day in the Personal Reflection Room until 3:45 pm. The After School Reflections are usually held on Monday, Tuesday, Wednesday and Thursday in the Gym(Shakespeare) or the Main Hall(Cherbourg). However, the school reserves the right to set a reflection after school on any day of the week. In addition, the school can impose double or triple After School Extended reflections on a single evening (e.g. a 3-6 pm reflection) if the student is accumulating reflections rapidly as a result of unacceptable behaviour.

In addition, the school will not re-arrange any After School Reflection unless there is a clash with an emergency medical/hospital appointment or clear safeguarding concern. Parents may be asked to provide medical evidence to support the rescheduling of any Reflection period that has been set. The easiest way for students to avoid having to sit periods of Reflection is to behave appropriately.

Personal Reflection Room

The personal reflection room will be a quiet, focused and restorative environment in which students are able to reflect on their behaviour choices and create action plans and agreed outcomes for their behaviour in order to move forward. Students in the room will reflect on their behaviour and will complete a full day of learning subjects/tasks which will support their access to the curriculum and add progress.

Unacceptable behaviour may result in a student needing to be isolated in the Personal Reflection Room. Students will be released from the Personal Reflection Room at 3.45 pm. All missed After School Reflections will result in at least one day spent in the Personal Reflection Room. Students will be isolated for the entire school day – this includes break and lunchtime. Toilet breaks will be permitted at regular intervals throughout the day.

Relevant staff will endeavour to meet with students during their time in the Personal Reflection Room to provide the opportunity to discuss the incident that led to the sanction, focussing on reinforcing

expectations, outlining the future consequences of repeated behaviour and discussing how future behaviour can be improved. This meeting follows the rationale of restorative behaviour management.

Students will only return to lessons once they have successfully completed their time in the Personal Reflection Room – this includes behaving appropriately (See the rules of the Personal Reflection Room) and completing all work set to a satisfactory standard. Failure to meet these expectations will result in additional time spent in the Personal Reflection Room.

Incidents relating to child-on-child abuse will almost always be sanctioned at this level, as a minimum. Staff will refer incidents of child-on-child abuse to senior leaders who will make the final decision regarding sanctions, taking into account multiple factors such as severity, context, frequency, etc. The school operates a zero-tolerance policy for all forms of sexual, homophobic and racial abuse. For high levels of sexual abuse/violence, the school will utilise external services, such as the police, alongside in-school sanctions

If students are unable to meet the expectations of the Personal Reflection Room, they are likely to receive suspension for a fixed term or spend time in isolation at the alternative campus. The student will then be expected to appropriately complete their time in the Personal Reflection Room at their home campus on their return.

Consequences for breaches of Reflection Room expectations:

Not meeting expectations in the Reflection Room	Consequence for the student
Insufficient work	Repeat the day in the Reflection Room
Not following behaviour principles	Repeat the day in the Reflection Room, if unsuccessful or attend the alternative campus Reflection room
Serious breach of behaviour principles	Suspension followed by time in the Personal Reflection Room

Alternative Campus Personal Reflection Room

If students fail to meet the expectations of the Personal Reflection Room, they may also be required to spend time in isolation at the alternative campus. This sanction is an alternative to Fixed Term Suspension. This sanction is also not negotiable – schools have the right to direct any student to an alternative educational establishment when they feel necessary. If a student refuses to attend the sanction they will face suspension. Students who commit level 15 behaviours are also likely to spend time in the Alternative Campus Personal Reflection Room.

On the first day of the Alternative Campus Personal Reflection Room, a member of staff (usually the Assistant Headteacher or Head of Year) will meet with the student and a representative from the host campus to discuss the behaviour leading to the sanction, and the expectations whilst serving the



sanction. Work will be supplied for the student to complete whilst in the Alternative Campus Personal Reflection Room. On return to their home campus, the student will be met by a member of staff, to discuss the behaviour incident and the sanction; the purpose of this discussion is to reinforce expectations, re-build relationships (between the school and the student) and provide a 'fresh-start' message in hope that the student can avoid similar poor behaviour in future. All sanctions will be set as soon after the event as possible. In addition, if a student is absent, they will be expected to complete the sanction on the next day that they are present in school. This includes times where sanctions and 'next day' are punctuated by weekends, INSET days, bank holidays, school holidays and any other school closure.

Alternative Provision

For some students who have behaviour which challenges the operational aspects of the school day and progress of others alternative provision may be put in place to support their engagement and reintegration back into school. At Crestwood Community School we have strong links with The Bridge Education Centre where students can be referred to, following a referral students may access in reach for a fixed period of time. The school must obtain parental consent before making a referral and parents will be invited to attend an Education Planning Meeting should the Bridge Education Centre feel they can support the young person.

Students with Education, Health and Care Plans who have challenging behaviour or who are unable to access full time education may be offered off site provisions to support their engagement and reintegration back into full time education. Alternative providers are subject to annual audits to ensure that safeguarding procedures are in place and students are able to access high quality provision. The aim of alternative provision is always to support reintegration and should not be a long term solution. Most providers are only able to offer support for a maximum of 15 hours per week and are subject to approval of additional funding. Parents are responsible for arranging transport to alternative provisions unless this can be supported by the school minibus.

Suspension

Students may face suspension for more serious behaviour incidents or for failure to meet the expectations of the Personal Reflection Room. Students will be provided with work to complete via the google classroom during their suspension. All parents must attend a reintegration meeting following a period of suspension before the child can return to lessons. Reintegration meetings will be coordinated by a member of SLT on each campus. Reintegration meetings play a crucial role in allowing students to unpick the issues which led to the suspension. During the meeting feedback will be provided from the member of staff, the parent and the student. Actions will then be agreed to ensure the behaviour is not repeated in the future. As part of the students' reintegration they will be required to spend 1 day in the personal reflection room before returning to lessons.

Permanent Exclusion

A student is highly likely to be permanently excluded if they are found to be carrying a weapon or drugs on the school site. Students are also highly likely to be permanently excluded if they physically assault or display excessive levels of violent and aggressive behaviour toward a member of staff or fellow student. Finally, students who display persistent and ongoing unacceptable behaviour and



disregard for the school's behaviour policy may be permanently excluded if appropriate levels of improvement are not evident, despite rigorous support from the school.

Roles and Responsibilities

To ensure the principles of this behaviour policy are met-

- Students will be expected to take responsibility for their own behaviour and understand how this should reflect the key principles of the school policy
- Students will be expected to reflect on their own behaviour
- All staff will be responsible for ensuring that the policy and procedures are followed consistently
- All staff will be responsible for ensuring that students have the opportunity to reflect on their behaviour and facilitate opportunities for students to discuss unacceptable behaviour (and its impact on themselves and others)
- All staff will endeavour to create positive relationships with students
- All staff will be expected to communicate with parents to discuss any behaviour concerns, as well as examples of exemplary behaviour.
- All staff will establish effective classroom norms and cultures to ensure students are safe and able to learn
- Incidents of unacceptable behaviour may result in a period of reflection being set. All periods of reflection must be recorded in Arbor with details that accurately reflect the nature and seriousness of the incident (for example, any bad language must be recorded fully including the exact words used)
- Parents will be expected to take responsibility for the behaviour of their child both inside and outside the school
- Parents will be encouraged and expected to work in partnership with the school to maintain high standards of behaviour
- Parents will be expected to ensure that their child attends any sanctions that have been imposed. This may include re-arranging, cancelling or postponing after-school appointments to ensure the child can serve the sanction in a timely manner.
- Parents will have the opportunity to raise with the school any issues arising from the operation of the policy by communicating in the first instance with the student's teacher/tutor and if necessary with the relevant year leader/senior member of staff

General Expectations

Students Should:

- *Comply with all student-related policies*
- *Show consideration for the feelings, interests and property of others*
- *Be courteous and well-mannered*
- *Be kind to all other members of the school community and visitors to the school*
- *Comply quickly with instructions given by staff without argument*



- *Expect sanctions for non-compliance, i.e. failure to follow reasonable instructions from staff (i.e. instructions related to the application of the behaviour management and other relevant policies)*
- *Show respect for staff, other adults and fellow students and behave in a way which brings credit to themselves, their families and the school*
- *Switch off mobile phones & other electronic devices including headphones and leave them out of sight when in school*
- *Arrive on time for the school day (8:30) and be punctual to their lessons*
- *Aim for an attendance percentage of 95% or higher*
- *Keep the school clean and tidy*
- *Conduct themselves to a high standard on journeys to and from school*
- *Expect rewards and recognition, via Arbor points for meeting expectations and going above and beyond those basic expectations*

Students must not:

- *Smoke/Vape on the school site nor to and from school or at any time whilst wearing the school uniform*
- *Use mobile phones whilst in school*
- *Photograph/record students or staff in school*
- *Distribute photos/videos of students or staff*
- *Be in possession of banned or prohibited items in school (see Screening, Searching and Confiscation- Section 9), such as controlled drugs, non-prescription drugs such as 'legal highs', weapons, fireworks, alcohol, cigarettes or stolen goods, inappropriate materials (such as pornography)*
- *Bring gum onto the school site or chew gum on the school site*
- *Bring valuable possessions to school e.g. expensive watches*
- *Leave the school premises at any time without a written request from his/her parents and/or permission from a senior member of staff (all students leaving must sign in and out at Reception)*
- *Drop litter*
- *Damage the fabric of the school or the school premises*
- *Bring into school nor consume 'energy' drinks such as Relentless, Monster (i.e. drinks high in caffeine or other similar stimulant chemicals) or any carbonated drinks (other than those provided by the canteen), including coke and other similar products (carbonated water)*
- *Eat during lessons, unless for authorised medical reasons, and drink anything other than still water/squash during lessons (at the teacher's discretion); any consumption in Science and ICT lessons is not normally permitted*
- *Refuse to follow instructions of any staff member*
- *Return to lessons until they have complied with instructions and/or relinquished items that have been confiscated in accordance with the behaviour, (e.g. mobile phones) or uniform policy (e.g. jewellery)*
- *Attempt to avoid the sanctions that have been imposed as a result of unacceptable behaviour*
- *Enter/lock themselves in cubicles with other students – toilets should only be used for individuals*
- *Eat in the school toilets*

Staff Should:

- *Utilise a range of positive behaviour management strategies for example praising students when they are exhibiting good behaviour*
- *Use Arbor to reward positive behaviour*
- *Regularly communicate and model high expectations and the values of the school; Trust, Inclusiveness, Resilience and Aspiration.*
- *Support students and guide students to making positive choices about behaviour*
- *Endeavour to provide consistency by using sanctions according to the severity of the behaviour and by using the school's escalation system (opportunity 1, opportunity 2, After School Reflection)*
- *Maintain consistent expectations at all times*
- *Consistently refer to and use 3, 2, 1, Track and Volume Levels*
- *Attempt to build positive and productive working relationships with students*
- *Understand the needs of students and try to look for causes of unacceptable behaviour*
- *Adopt both a preventative and restorative approach to behaviour management*
- *Provide opportunities for students to discuss their behaviour and guide students towards an understanding of positive and improved behaviour*
- *Ensure students are supported appropriately in a way that leads to positive and improved behaviour.*
- *Adhere to support strategies laid out by Inclusion Support.*
- *Adhere to support strategies recommended by external agencies such as CAMHS, Children's Services, etc.*

Behaviour and movement in and around School

- In movement around the school, students should move in an orderly and quiet fashion. They should line up sensibly outside rooms and enter and leave all classrooms in a calm manner, as directed by staff.
- Students should not be leaving lessons without being accompanied by an adult. Members of staff can contact on-call who will arrange for the student to be escorted to wherever they need to go.
- All bells are action bells and students should move when informed by the teacher/tutor.
- Students must be on time for school and for lessons and have the necessary equipment and books with them.
- Students should only use the official entrances to the school grounds.

Rewards

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Positive behaviour will be rewarded with:

- Verbal praise
- Arbor- these can be used to buy things from the Arbor store
- Communicating praise to parents/carers via a phone call or written correspondence



- Certificates, prize ceremonies and special assemblies
- Positions of responsibility, such as prefect status
- Termly Reward Events
- Yearly Rewards Trips

Use of mobile phones and other electronic devices

Mobile Phone Policy for Crestwood Community School- Crestwood/Toynbee Smart Technology Guidance - Sept 2026

At Crestwood Community School, we recognise the importance of maintaining a focused and productive learning environment, as well as fostering healthy social interactions among students. With this in mind, we have established the following mobile phone policy:

- **Smartphones are banned for all students at Crestwood Community School and Toynbee School. Non-smart phones are permitted, but must be turned off and in bags. A limited number of exceptions apply, such as for medical reasons, but these must be approved by the Senior Leadership Team.**

If a student is seen or heard with a phone or electronic device, or if there is a reasonable suspicion of its use, during the compulsory school day:

1. **Immediate Confiscation:** The device will be immediately confiscated by any member of staff. This may involve the pupil being searched, in line with our Behaviour Policy
 2. **Secure Storage:** The device will be placed securely in a sealed envelope, clearly labelled with the student's full name and year group.
 3. **Logging:** The confiscation incident will be recorded on Arbor, the school's management information system, detailing the date, time, staff member, and reason for confiscation.
 4. **Parental Contact:** Where possible and appropriate, the confiscating staff member, or a designated member of the pastoral team, will contact the student's parent/guardian via phone or email to confirm the confiscation and arrange for the collection of the device.
 5. **Student Responsibility for Communication:** The student will have the ultimate responsibility for explaining the confiscation to their parent/guardian.
 6. **Brick Phones- Return to the student at the end of the school day:** Students will be able to collect their phones from the main office at the end of each day.
 7. **Smart Phones- No Return to Student:** Confiscated items (including mobile phones, smartwatches, and other electronic devices) will **not** be returned directly to students. Where persistent breaches of the rules occur, the school reserves the right to confiscate devices for longer periods of time. Further sanctions, in line with the Behaviour Policy, may also be used for students who persistently break the rules. Students may be required to hand in their phone at the start of the day if this issue continues.
- Year leaders will monitor those students who are repeat offenders and communicate further sanctions with parents. A sanction could involve a permanent ban on a student bringing the device into school, or other appropriate sanction, up to and including suspension.
 - If a student fails to relinquish their mobile phone (or any other similar device or banned item) upon request of a member of staff, then they will not be permitted to return to lessons until the item in question has been relinquished. The student will be parked with their link member of

SLT until the phone has been handed over. This could potentially continue over multiple days until it is successfully handed in. Students will spend a day in the Personal Reflection Room as a result of their defiance.

- If the mobile phone contravention involves other related misdemeanours, such as rude, argumentative or obstructive behaviour, then additional appropriate sanctions may be applied.

Screening, Searching and Confiscation

Screening

- Schools can require students to undergo screening by a walk-through or hand-held metal detector (arch or wand) even if they do not suspect them of having a weapon and without the consent of the students.
- Students can be screened by a member of the Senior Leadership Team.
- If a student refuses to be screened, the school may refuse to have the student on the premises and/or in lessons. If the student continues to fail to comply and the school does not allow the student on the premises, the school has not excluded the student and the student's absence will be treated as unauthorised.

Searching

Searching plays a critical role in ensuring that schools are safe environments for all pupils and staff. It is a vital measure to safeguard and promote staff and pupil welfare and to maintain high standards of behaviour through which pupils can learn and thrive.

Headteachers and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item* or any other item that the school rules** identify as an item which may be searched for.

Searching with Student Consent

- School staff can search students with their consent for any item which is banned by the school rules and/or prohibited by law. Schools are not required to have formal written consent from the student for this sort of search – it is enough for the teacher to ask the student to turn out his or her pockets, or look in the student's bag, or through outer clothing when removed, or locker and for the student to consent.
- Searches will always be conducted with safeguarding in mind. For example, searches will not be conducted if the search would put the student at risk and searches will only ever be conducted on outer garments (e.g. bags, pencil cases, pockets, blazers). For more intimate searches, police will be involved, but a member of staff from the school will remain with the student and act as an advocate for the student (and their well-being) throughout the process, and certainly, until another responsible adult (i.e. parent, other nominated close relative or social worker) can be present.
- Searches will always be conducted with at least 2 members of staff in attendance, one of which will be of the same biological gender as the student being searched.

- Any search by a member of staff for a prohibited item listed and all searches conducted by police officers will be recorded in the school's safeguarding reporting system, including whether or not an item is found.
- The school will always look to work in partnership with parents and therefore parents will always be informed of any search for a prohibited item, the reason for the search and the outcome of the search as soon as is practicable.
- Parents will be notified if their child is searched.

Searching without the student's consent

- The Headteacher (and staff authorised by her) has a statutory power to search a student or his/her possessions, without the student's consent, where there is a suspicion that the student has certain prohibited items*. When searching without consent, there should be two members of staff (of the same gender as the student being searched where possible) present at all times.
- Searches can be carried out where staff have reasonable suspicion that items have been used to cause an offence, harm to a student or damage to property.
- If the student refuses to be searched or have his/her belongings searched for suspected prohibited items, the school can ask the parents and/or the police to carry out the search.
- Searches will always be conducted with safeguarding in mind. For example, searches will not be conducted if the search would put the student at risk and searches will only ever be conducted on outer garments (e.g. bags, pencil cases, pockets, blazers). For more intimate searches, police will be involved, but a member of staff from the school will remain with the student and act as an advocate for the student (and their well-being) throughout the process, and certainly, until another responsible adult (i.e. parent, other nominated close relative or social worker) can be present.
- Searches will always be conducted with at least 2 members of staff in attendance, one of which will be of the same biological gender as the student being searched.
- Any search by a member of staff for a prohibited item listed and all searches conducted by police officers will be recorded in the school's safeguarding reporting system, including whether or not an item is found.
- The school will always look to work in partnership with parents and therefore parents will always be informed of any search for a prohibited item, the reason for the search and the outcome of the search as soon as is practicable.

Other issues pertaining to searches

- Electronic devices including mobile phones can be searched and their data/files searched/erased if there is good reason to do so.
- If the student refuses to be searched or have his/her belongings searched, this refusal will be treated as 'refusing to follow an instruction' and incur the appropriate sanction.
- If a student refuses to attend school because they will not allow himself/herself/themselves to be searched, it will be recorded as an unauthorised absence, not a suspension.

Confiscation

- The member of staff who has conducted a search for a prohibited or banned item, or an item which they consider harmful or detrimental to school discipline, can use his/her discretion to

confiscate, retain and/or destroy any item found as a result of a 'with consent' search, as long as it is reasonable in the circumstances. Where any item is thought to be a weapon, controlled drugs or a stolen item, it must be passed to the police, unless there is good reason not to do so, as a result of a 'with consent' or 'without consent' search. The Headteacher (or a member of staff designated by her) will decide when and if to return other confiscated items, in line with the Education Act 2011.

- Students found in possession of prohibited items may face suspension from the school. Furthermore, any student found in possession of an offensive weapon and/or illegal drugs should expect permanent exclusion as a result.
- Students who do not relinquish banned or prohibited items (inc. mobile phones) will not be allowed to return to normal lessons until the item in question has been confiscated. Students will remain in school during this time and will be isolated with an appropriate member of staff/in an appropriately supervised area. Students who do not come to school during this period are not excluded and their absence will be marked as unauthorised.
- Where mobile phones are confiscated, the school will attempt to make contact to report this to the parents so that they can collect the phone. However, all other items that are confiscated, including jewellery will be placed in the school office and, like the mobile phones can only be collected by parents. However, it will be the responsibility of the child to inform the parent if an item (other than a mobile phone) is confiscated.
- The school reserves the right to only return any confiscated item to the parent and not to the child.

*Prohibited Items- The list of prohibited items is:

- Knives and weapons;
- Alcohol;
- Illegal drugs;
- Stolen items;
- Any article that the member of staff reasonably suspects has been, or is likely to be used:
 - to commit an offence
 - to cause personal injury to, or damage to property of; any person (including the pupil).

**Banned items at Crestwood Community School-

- Smart Devices (including mobile phones, watches, tablets etc)
- Cigarettes/tobacco products, including e-cigarettes, Vapes or other simulated cigarette/nicotine-related products
- Chewing gum
- Carbonated drinks and energy drinks high in caffeine content, e.g. Monster, Relentless
- Fireworks/firecrackers
- Matches/lighters
- Water pistols or any toy that resembles a weapon
- Chemical substances other than controlled drugs, e.g. 'legal highs'
- Pornographic material
- Laser pens
- Any other items or materials that are prohibited for children under the age of 16 if the student in question is under the age of 16 that do not appear in the 'Prohibited items' list.



Items of inappropriate uniform, e.g. jewellery, hoodies, etc, will also be confiscated.

Any item deemed inappropriate for a child to have in school, i.e. by having no purpose for a child in a school setting and/or that has the potential to distract teaching and learning, or, in extreme cases, could cause harm to others, is likely to be confiscated. The final decision on this, including the setting of appropriate sanctions, lies with the Senior Leadership Team and Headteacher.

Use of reasonable force and physical contact

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents/carers

Specific members of staff have and will continue to receive training in how to use reasonable force safely. However, there may be occasions where staff who have not received the training may be required to use reasonable force. When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions. Further details can be found in our 'Use of reasonable force and physical contact' policy on the school website.

[Full Draft Policy Here](#)

Malicious allegations by students against school staff

Allegations of abuse of students by school staff are taken seriously and we will deal with any allegation quickly in a fair and consistent way that provides effective protection for the child and supports the person who is the subject of the allegation. Students who are found to have made false allegations will/are likely to be sanctioned.

Discipline beyond the school gate

The school will apply sanctions within this policy for behaviour that takes place outside of school premises where it is reasonable to do so.

When deciding whether it would be reasonable to impose a sanction for poor behaviour outside of the school staff will consider:



- Whether the pupil is taking part in any school-organised activity, travelling to or from the school, wearing school uniform or is in some other way identifiable as a pupil at the school at the time of the poor behaviour; and/or - the severity of the misbehaviour.
- Whether the pupil's behaviour could have repercussions for the orderly running of the school
- Whether the behaviour poses a threat to another pupil or member of the public or could adversely affect the reputation of the school.

Child-on-child abuse

Child-on-child abuse can come in many forms and can take place both in and out of school, in person and/or online; these include (but are not limited to):

- Bullying and Intimidation
- Homophobic abuse
- Racist abuse
- Sexual abuse
- Physical abuse

The school operates a zero-tolerance approach to child-on-child abuse. The school takes all allegations of child-on-child abuse seriously. The school will ensure that all incidents of child-on-child abuse, including those examples listed above, are met with a suitable response and never ignored. Students will always be believed and never blamed. The school will continue to promote the message that abuse of this kind can never be accepted as a joke or banter; indeed, incidents of this nature can never be accepted even where both perpetrator and victim claim that the behaviour was a 'joke'. As such, all incidents will be sanctioned strongly in line with the school's sanction system.

Incidents of sexual harassment might include: making sexual comments, jokes, remarks or taunting towards another, interfering with another's clothing (e.g. pinning bra straps, lifting skirts, pulling shorts down, etc), making unwanted physical contact, upskirting, sexting, etc). All of these incidents will never be dismissed as 'banter' and students will be regularly reminded that being subjected to this type of harassment is not a normal part of growing up. These behaviours are level 10 and 15 behaviours and will be dealt with in line with the sanctions chart in Appendix 1.

Incidents of sexual violence/assault include: rape and other forms of non-consensual penetration are also never acceptable. Where disclosures like this are made, the school will always work with the victim, the victim's family and other external agencies (including the police, Early Help, Children's Social Care, etc), to ensure the best possible support for the victim.

Incidents of homophobia and racism will always be reported. Perpetrators will always be sanctioned in line with policy. The use of discriminatory/prejudicial language sits as a level 10 behaviour. Whilst using this kind of language to directly abuse another is a more extreme behaviour and sits at level 15. These behaviours are not acceptable in our school, and we will never tolerate this type of child-on-child abuse.

In summary, the school's response will be proportionate, considered, supportive judged on a case-by-case basis, but using the behaviour chart as the starting point when considering appropriate sanctions. Both victims and perpetrators will be supported – perpetrators will reflect, facilitated by staff, on their behaviour and how their behaviour affects their peers and students of all other ages. All incidents of child-on-child abuse will be reported to parents.



Training

The Governing Body will ensure that the Senior Leadership Team will provide appropriate high-quality training on all aspects of behaviour management to support the implementation of the policy.

The senior leadership team will ensure all staff are aware of different forms of child-on-child abuse and understand their responsibility to report this and support victims of this abuse.

Staff will also be trained to use the policy effectively, to provide consistency within the school's behaviour management process.

Involvement in outside agencies

The school works inclusively with external agencies. The Inclusion Support Team seeks appropriate support from them to ensure that the needs of all students are met by utilising the range of external support available.

- If a student is continuously disruptive and fails to respond positively to the support structure offered within the school and, in the relevant Middle Leaders' professional judgement, the student's parents are not able/willing to provide the necessary support, the relevant external agency will be contacted and the matter discussed. Relevant Middle Leaders will then discuss the student and the support available from the external agency with the Assistant Headteacher who will decide how to proceed.

Review

This behaviour policy will be reviewed annually by the school leadership team in consultation with staff, students, and parents/guardians.

Feedback and suggestions for improvement will be welcomed and considered, with revisions made as necessary to ensure the policy remains relevant and effective.

Appendix 1 - Behaviour Sanctions Guidance

	RC	Tier 1	Tier 2	Tier 3	Tier 4	Tier 5	Tier 6	Tier 7
Sanction	Restorative Conversation	ASR 30 minutes	ASR 60 minutes	ASR 90 minutes-Once a week	Reflection Room	Alternative Campus Reflection Room	Suspension- Fixed Term ...	PEX
Negative Behaviour	Banned item confiscated, e.g. Mobile Phone	Refusal to hand over banned items -	Missed 30-minute ASR	Missed 60-minute ASR	Smoking/Vaping	Missed 90-minute ASR	Failure to meet the expectations of the RR	Physical Assault on Staff
	Chewing Gum/Eating in class	Damage to property	Intimidating/Aggressive behaviour/Inciting others	Dangerous Behaviour	Bullying	Failure to meet the expectations of the Personal Reflection Room	Threatening/Intimidating behaviour towards a member of staff	Carrying/Using Drugs in School
	Inadequate work	Being in the same cubicle as another student	Swearing/Verbal abuse towards other students		Discriminatory Language(All kinds)	Persistent failure to adhere to the school rules	Persistent failure to adhere to the school rules	Carrying a Weapon in School
	Incorrect/Missing equipment/Uniform	Being parked	Truancy from a whole lesson		Fighting(inc. Filming such actions)/Excessive aggression	Actions that bring the school into disrepute	Alcohol(possession and/or consumption)	Extreme Physical Violence
	Homework/Course work not completed	Inappropriate use of IT/Social Media	Failed Parking		Truancy from School		Actions that bring the school into disrepute	Sexual Assault
	Missed Enhancement/ Intervention Session	Plagiarism/Cheating/ Disruption of an Assessment			Refusal to leave a classroom or area on the school site		Sexual Harassment*	



CRESTWOOD
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	Silly/ Unsafe Behaviour	Lateness to school- Two times a week (No parental permission)
	Inappropriate Language (towards staff or students)	Lateness to lessons (Five times a week)
	Throwing Equipment	Truancy from part of a lesson/ tutor time
	Dishonesty	Swearing in communication with staff (not aimed at the member of staff)
	Defiance	
	Left lesson without permission (but returned)	
	Disruption/Disruptive Behaviour inc off task talking	

Verbal abuse/swearing at staff
Discriminatory Language/Symbols
Theft

Note: The following table will act as 'guidance' when applying sanctions. DfE Guidance states: 'Alternative arrangements for sanctions can be considered on a case-by-case basis for any pupil where the school believes an alternative arrangement would be more effective for that particular pupil, based on their knowledge of that pupil's personal circumstances. The school should have regard to the impact on consistency and perceived fairness overall when considering any alternative arrangements.'

Appendix 2 - Legislation, statutory requirements and guidance

- [Behaviour in schools: advice for headteachers and school staff 2024](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping children safe in education 2025 - GOV.UK](#)
- [Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)
- [Physical intervention form](#)
- [Racist incident form](#)
- [Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)