

Behaviour and Culture Policy (Part 1)

DOCUMENT CONTROL

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Please note that a record of the changes made to the original issue of this document can be found at Schedule 1 after any Appendices to the Policy/Procedure.

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Introduction

The Cumbria Education Trust (CET) Behaviour and Culture Policy is integral to delivering a high-quality, holistic, educational experience for all students. Leading, supporting, encouraging, and guiding our students to become respectful, responsible, and resilient is underpinned by a positive behaviour for learning principle which fosters a sense of belonging, instils self-discipline, and ultimately develops a future generation to be proud of. The policy is written to uphold the right for all students to feel safe, to learn, and fundamentally give out and receive, respect and fair treatment. We believe positive behaviour for learning will develop when students are aware of their behaviour, own their behaviour, and maintain a mutual respectful working relationship with their peers and staff. The policy is non-discriminatory, and expectations are clear.

This policy has arisen from research and a collaborative discussion amongst CET school leaders, teaching staff, pastoral, and support staff through the Trust wide Behaviour and Culture Collaborative Group. It is fundamentally a document which has collective ownership and celebrates a shared vision.

The Trust Board takes responsibility in ensuring that all schools in CET, follow this aligned Policy.

Intent

Each school within CET has clear systems and structures that support the development of positive staff and student relationships. Independent learning is encouraged within a supportive structure that aims to develop our students as lifelong learners. Where schools are large in size, systems and structures are adapted, with the aim of maintaining a personal approach to provide the scaffolding for good learning and develop character and independence.

Our CET Family of Schools collectively aim to promote positive behaviour and culture through relationship building and a restorative approach, designed to ensure every student is enabled to: 'Be the Best You Can Be.'

Our Vision:

To enable every young person to reach their potential and achieve the success they deserve by providing an innovative and inspiring learning experience.

Our Values:

Respect.
Responsibility.
Resilience.

Respect

To promote relationships that enable a positive, supportive, and nurturing climate for learning which inspires creativity and curiosity. Relationships will be based on the core value of respect enabling every individual to feel safe and secure in their learning environment. There will be a climate for learning where students actively listen and respond positively to all situations. Positive relationships will be maintained through a restorative approach and restorative language will be used to make students

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aware of their behaviour, own their behaviour and correct their behaviour. All staff will actively seek to know their students,' and learning experiences will strive to value and support the different student needs. Good manners are fostered and integral to the positive language expected across every school community.

Responsibility

Schools will adopt a policy of relaxed vigilance, supporting students to self-regulate their behaviour. All students are expected to attend school and be punctual. Strong classroom routines are used to ensure all students are able to engage in their learning. Preferred or expected practices adopt the principle of making the routine the boss. Clear and consistent routines create a calm and organised environment. Opportunities exist across all schools to enable students to contribute to their school community and strengthen a sense of belonging. We seek to develop co-operative and collaborative learners who will allow and enable all students to maximise their learning.

Resilience

We will develop confident learners who arrive to lessons prepared and resilient when learning becomes challenging, encouraging them to learn from their mistakes. They will have courage and encourage others both inside and outside the classroom. Schools within the Trust will actively teach the skills needed to meet the challenges of every stage of learning to enable every young person to continue until they succeed. Students will openly seek help and accept support to ensure they are the 'Best they can Be.'

These values form the basis of all decisions and processes throughout every CET school. Anyone visiting our Trust schools will be able to identify the core values by the attitudes and behaviours they see as they spend time in our community.

Under these values we have 9 positive learning behaviours and expect all staff and students to act, reinforce, and shape each of the behaviours in all aspects of school life.

Core Positive Learning Behaviours

Respect

- Use good manners.
- Actively listen and respond positively.
- Value difference.

Responsibility

- Self-regulate.
- Attend, be on time and engage.
- Create a calm and organised environment.

Resilience

- Seek help and accept support.
- Have courage, encourage others.
- Learn from mistakes

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We aim to

- ensure that there is a shared understanding of the philosophy and principles that underpin behaviour expectations;
- teach, articulate, and communicate the values, rights, and responsibilities that underpin the development of relationships;
- support the building, maintaining, and repairing of successful and positive learning relationships;
- support our holistic approach to school life that includes the development of rounded citizens as independent lifelong learners and;
- value individual achievement and contribution to a positive behaviour culture.

It is well researched that if inappropriate behaviour is not addressed, then the message is given that it is accepted. In CET, we aim to address and correct behaviour through a two-step approach of naming the inappropriate or disruptive behaviours and then stating what is required to put this right. This approach aims to ensure that all students are aware of and own their behaviours at all times, aiming to be the 'Best they can Be'.

CET believe that collaboration is the key to continue to develop approaches which support our students to understand the standards of behaviour expected and their place in our community while they develop the skills they need to manage their behaviours successfully through to adulthood.

Through collaboration and collective research, all CET schools have agreed a levelled, proportionate response which includes a stepped approach to sanctions and fair and equitable access to support and intervention. CET leaders will review behaviour data regularly and revise these procedures, as necessary.

All CET schools aim to support students to remain part of the school community, encouraging attendance and engagement through positive daily conversations, and following policy procedures. However, when there is a serious incident, or if a student is persistently disruptive within the school community, it may regrettably lead to the Headteacher deciding to suspend the student/students involved, and in the most severe circumstances, could result in a permanent exclusion. Where suspensions are issued, all CET schools commit to the best action to re-integrate the student/students successfully and restoratively.

All CET schools commit to promoting and teaching high standards of behaviour. Students are expected to put right any wrongdoing and learn from any mistakes. Our school community has the right to feel safe in an educational environment, free from disruption.

Communication with Parents/Carers

We are committed to working in partnership with parents and carers in supporting student's development in all areas, including behaviour. Praise and reward systems are used in all schools and successes will be communicated to, and celebrated with, parent and carers. If unacceptable behaviour takes place at school, all staff will implement their school specific behaviour procedure which adheres to the Trust wide levelled and proportionate response agreement.

Internal procedures are available from the school.

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It is the intention of all CET schools to keep parents/carers informed of their child's behaviour.

Anti-Bullying

Our aim is to involve the whole school community in developing and promoting whole school ethos and a culture of kindness. We work hard to create and ensure a friendly and secure environment in our schools; a climate where children can tell others how they feel. Children are taught to know that they have the right to respect, to safety, and to their own space, and that if they feel threatened or 'unsafe' they must tell someone.

The school will refer to the Child-on-Child Abuse Policy (Part 1) and Procedures (Part 2) for all bullying incidents. We ask all members of our school community to contact school as soon as possible if they suspect or have evidence of bullying.

Staff will record reported incidents and apply appropriate follow up action. Incidents of bullying will be recorded through our CPOMS recording tool and sanctions applied within the Trust wide levelled and proportionate response agreement.

Positive Handling

On the rare occasions that a student's behaviour is such that force may need to be used, all possible de-escalation techniques will be used first before reasonable force is put in place. Specific staff in the schools have been trained to use "Team Teach" techniques. Staff without this training are not encouraged to use reasonable force unless absolutely necessary in order to prevent harm. There are occasions when staff will have cause to have physical contact with students for a variety of reasons, for example:

- to comfort a student in distress (so long as this is appropriate to their age);
- to gently direct a student;
- for curricular reasons (for example in PE, Drama etc);
- in an emergency to avert danger to the student or students.

Staff will only intervene physically to restrain a child if a child is in danger of hurting him/herself or others, if the child is causing damage to property, if the child is causing serious and persistent disruption to learning, or if the child is absconding and placing themselves in a dangerous situation. The schools adhere to the DfE guidance 'Use of Reasonable Force' [DfE advice template \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/672222/Use_of_Reasonable_Force.pdf). Should an incident of this kind arise, children and staff will be given time to reflect and find a different way to deal with difficult situations in the future, and a positive behaviour management plan may be deemed appropriate. Records of such incidents are kept by the Headteacher, and parents or carers are informed.

Allegations of Abuse against Staff

Allegations of abuse are taken seriously. We expect the highest standards of behaviour for our staff, both within and outside the school, to ensure that the welfare of children is promoted and safeguarded. What constitutes appropriate or unacceptable/inappropriate behaviour will vary depending upon the context and nature of the work undertaken. All reported incidents will be investigated thoroughly, and outcomes reported to relevant bodies. Disciplinary action will be taken

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against students who are found to have made unfounded or malicious accusations against school staff. In line with the schools' positive behaviour approach, the student will have a chance to rectify and learn from the situation.

Monitoring and Supporting

Pastoral care is available in all our schools through various support roles. Individuals may be mentored, coached, and/or asked to take part in intervention lessons where mistakes are persistent.

We endeavour to ensure that any action taken is not directly, or indirectly, discriminatory. All of our schools recognise that there may be situations and cases where reasonable adjustment to the school's normal procedures and action will need to be applied. CET schools are able to request support from our Director of Learning Provision and SEND specialist when cases are complex and where a disability may affect behaviour.

CET collectively regularly review the impact of the policy and its effectiveness through analysis of Behaviour Data, supporting each other to provide the right support in a timely manner and by sharing successful intervention programmes.

Praise and Recognition

All CET schools aim to teach and support students to become successful and engaged members of our community. All staff refer to our values regularly and are asked to use systematic praise where appropriate, recognising and acknowledging individual achievement. Our schools have individual reward procedures that support the celebration of great engagement, successful learning, and positive community contributions.

Individual school procedures are constantly communicated through staff messages to students, school assemblies, parent newsletters and individual conversations.

Internal procedures are available from the school.

Respectful behaviour management

This policy follows the research that believes strong routines and 'positive framing' when managing and correcting behaviour, develops and supports positive behaviour and creates a culture of relationship control. Our schools' behaviour management procedures adhere to our aligned principles of high expectations, clear and proportionate consequences and tight transitions to maximise learning time.

Individual school systems are constantly communicated through staff messages to students, school assemblies, parent newsletters and individual conversations.

Internal procedures are available from the school.

Staff are encouraged to name unacceptable behaviour that they see and state what is needed to correct this. When a student does not respond to the non-verbal and verbal prompt, consequences

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will be applied using a stepped approach. All CET schools have an agreed proportionate, level of response to the escalation and severity of behaviours.

Individual schools may manage emerging issues, such as the use of mobile phones and footballs in the playground, differently. However, where issues arise which need addressed, expectations will be communicated through multiple channels and in a timely manner, and implemented as soon as is practical. There may be occasions where schools consult with all stakeholders to address an emerging issue. We ask all parents and carers to contribute their views when consulted and promise to consider all comments when making decisions about these issues.

Banned items including any articles that are suspected of being used to be unkind to, bully or intimidate another member of the school community, may be confiscated. If held on an electronic device, they may be deleted.

We ask all students to remember that they must not act in any way that negatively impacts on the good name and reputation of the school. This applies within school and from any location outside school. Students must follow these rules when posting on social networking sites, sharing videos or images, sending emails, texts, picture messages, instant messages, chat room conversations etc. The school may choose to involve the police in cases of cyber bullying or inappropriate online activities. The passing on of pornographic images, "sexting," is illegal. In all instances, the school will liaise with the police. Students must not use their mobile devices to record or share any instances of anti-social behaviour witnessed in school. Students must not create, post, or share defamatory videos or online material about students or staff of the school. Any mobile phone/device usage deemed inappropriate and anti-social, will result in the first instance to a termly ban followed by a school life ban if inappropriate use continues.

This policy should be read alongside the following school and CET policies and procedures:

- Admissions Policy
- Attendance Policy and Procedures
- Child on Child Abuse Policy and Procedures
- Child Protection Policy and Procedures
- Complaints Procedure
- E-Safety Policy
- Health and Safety Policy and Procedures
- Home-School Agreement
- Special Educational Needs and Disability (SEND) Policy
- Suspensions and Permanent Exclusions Policy

Additional information and guidance can also be sought from the DfE (Department for Education) documents:

[Behaviour in Schools - Advice for headteachers and school staff Feb 2024 \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/115544/behaviour-in-schools-advice-for-headteachers-and-school-staff-feb-2024.pdf)

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SCHEDULE 1

DOCUMENT CONTROL – RECORD OF CHANGES

Version Number:	Publication Date:	Nature of, and Reason for, Change(s)
001	December 2024	Original
---	September 2025	Reviewed and no changes required.

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