Cornwall Education Learning Trust

Culture & Rewards Policy

Cornwall Education Learning Trust Policies

Cornwall Education Learning Trust (CELT), Atlantic Centre, Trenance Leisure Park, Newquay, Cornwall TR7 2LZ

Our Mission

At Cornwall Education Learning Trust (CELT), our mission is clear: to provide every learner with an **exceptional educational experience.** One that enables them to thrive, achieve and succeed in life. We believe in a **100%** mindset, that every learner, in every classroom, in every school, deserves the very best we can offer. For us, 100% means no compromise: no learner left behind, no community overlooked, and no opportunity wasted.

Our strategic goals reflect this ambition. We are committed to empowering and growing our people, building an ambitious all-through entitlement, forging exceptional relationships with our communities, transforming provision through meaningful partnerships, and leading an ethical, effective and innovative organisation. These are not just aspirations; they are promises that shape the way we work and the culture we are building together.



Our Values

Our values are at the heart of everything we do. We believe in the power of **Collaboration**, building strong relationships and working together as one team to achieve our collective goals. We are committed to **Empowerment**, creating a culture where initiative, innovation and trust flourish, and where every individual feels valued, respected and motivated.

As a Trust, we are grounded in promoting **Leadership**, sharing a moral and ethical purpose to improve the lives of others and make a lasting difference for our learners and communities. And we embrace **Transformation**, approaching change positively so that we can all become our best selves and do our best work.

These values guide every decision we make and every action we take. They are the foundation of our Trust and the reason we can offer such exceptional opportunities for our learners and staff. If you choose to join CELT, you will be part of a values-driven organisation where people are supported to grow, contribute, and thrive.

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Read this policy with-

- Culture: The WHY Guide for Families and Learners
- Each school's rewards and recognition arrangements
- The Trust/school safeguarding, anti-bullying, SEND, attendance, uniform, searching and confiscation, restrictive interventions, and suspension and permanent exclusion procedures.

1. Policy Overview

1.1 Policy Purpose and Aims

This policy sets the Trust-wide framework to:

- create calm, safe, inclusive and supportive schools where learners can learn
- make expectations, recognition and responses clear and consistent
- prevent bullying and harmful behaviour and protect the rights of others
- meet legal duties relating to behaviour, equality, SEND, safeguarding, mobile phones, searches, restrictive interventions, suspension and permanent exclusion.

1.2 Policy Approval and Review

Policy Version Number:	1.0
Approved By:	Trust Board
Approved On (Date):	10th September 2026
Review Period:	Annually by end of September 2027

1.3 Policy Version History

Policy Version	Date Issued	Summary of Changes
1.0	10.09.2026	First Issue

2. Rewards

Learners should be noticed for effort, progress, character, contribution and achievement- not only when something goes wrong. Recognition strengthens belonging, shows learners which habits lead to success and helps positive behaviour become part of school culture.

Every CELT secondary school will publish fair and accessible rewards arrangements. These will include frequent, specific praise and opportunities for learners with different strengths and starting points to be recognised. Schools will explain how merits, awards, celebrations and other recognition operate. Full detail is held in each school's rewards and recognition arrangements.

3. Expectations and scope

3.1 Core expectations

Learners are expected to:

- be ready, punctual, correctly dressed and equipped
- follow reasonable instructions and established routines
- allow others to learn and staff to teach
- treat people, property and the environment with respect
- keep themselves and others safe, including online
- accept responses, take part in restorative work and make a positive return

3.2 Where the policy applies

This policy applies on school premises, during the school day, while travelling to or from school, in school uniform, on school-organised activities and where a learner is identifiable as a member of the school. A school may also respond to behaviour outside school, including online, where it affects the orderly running of the school, threatens another person, harms the school community or could damage the school's reputation. Safeguarding and police referrals will be made where appropriate.

4. Roles and consistent practice

Who	Core responsibilities
Trust Board	Sets Trust principles, fulfils proprietor duties and assures lawful, effective implementation.
Headteachers	Establishes the culture, determines local measures, communicates the policy and makes statutory suspension/permanent exclusion decisions.
Leaders	Train and support staff, oversee systems, review patterns and coordinate early help, SEND and safeguarding responses.
All staff	Teach routines, recognise success, respond calmly and consistently, record concerns and seek support.
Learners	Meet expectations, report concerns, engage with support and repair harm.
Families/ carers	Support attendance and expectations, share relevant information and work with the school.

Staff receive induction and ongoing training. New or temporary staff are given the routines they need. Leaders monitor consistency and address variation. Professional judgement remains necessary: any response must be lawful, reasonable, proportionate and attentive to safeguarding, SEND and individual circumstances.

5. Responing when behaviour falls below standards

Everyone gets things wrong at times. School first seeks to teach, correct and support. Responses make boundaries clear, protect learning and safety, and help learners understand that actions have effects. A response is never a judgement about a child's worth.

A lawful response will normally be:

- for a breach of the published policy or school rules;
- decided by an authorised member of staff and imposed while the learner is under school authority;
- reasonable and proportionate, with relevant age, SEND, disability, safeguarding and other circumstances considered; and
- recorded and communicated as required.

The table below gives the Trust-wide core response. It is a quick guide rather than an exhaustive list; similar behaviour may receive a proportionate response at the same level.

The Culture: The WHY Guide for Families and Learners gives families more examples and explains why each stage is used.

Level	Core response
Verbal Reminder	Clear correction and an opportunity to meet the expected standard.
1-point	Up to 10-minute teacher detention, a short conversation and 1 point recorded.
2-points	15-minute centralised lunchtime detention and 2 points recorded.
3-points	60-minute centralised after-school detention, 3 points recorded and family /carer notification.
4-points (Reset)	One full school day in Reset, curriculum-matched work, 4 points recorded and a telephone call home.

Responses may include a reminder, restorative conversation, detention, loss of a privilege, confiscation, report card, removal from a lesson, Reset or a higher-level route. Detentions may be set without families consent or advance notice, but schools will consider travel safety, caring responsibilities and individual circumstances. Where a response is not completed, further action may be taken to ensure the original concern is appropriately resolved.

5.1 Reset

Reset is used when necessary to maintain safety or restore a calm learning environment. It is not used as a substitute for appropriate SEND or pastoral support. Learners continue to receive meaningful education, suitable supervision, food, drink and toilet access. Families are informed when a learner enters Reset within 24 hours, and repeated removal triggers review and early intervention may be required.

6. Specific expectations and harmful behaviour

This section summarises the main Trust expectations. The Culture: The WHY Guide for Families and Learners explain the reasons behind them - including learning, safety, belonging, preparation for adult life and the protection of learners from social and financial pressure.

6.1 Punctuality, uniform, jewellery and equipment

Schools teach and support punctuality, uniform, jewellery and equipment expectations. Where an uniform item is missing, support and loan items should usually come before a response. Repeated or deliberate breaches may escalate because they interrupt readiness, safety and consistency. Families experiencing financial or practical difficulty are encouraged to contact the school.

Our usual response to repeated concerns is clear: lateness moves from 2 points to 3 points and then Reset where it continues; missing or incorrect uniform moves from a reminder to 2 points and then 3 points, alongside the offer of loan items and support for families; jewellery moves from 2 points to 3 points and then Reset; missing essential school equipment is 2 points. Leaders may make reasonable adjustments where individual circumstances require them.

6.2 Mobile phones and connected devices

In line with DfE guidance, CELT secondary schools do not allow learners to use mobile phones or similar devices during the school day, including during lessons and social times. A first instance of use will result in a 3-point consequence, with repeated use resulting in a Reset response.

Mobile phones and similar devices may be confiscated for a proportionate period. Where conditions are met, an authorised member of staff may also search for a mobile phone or other electronic device. This may include circumstances where there are reasonable grounds to suspect that a device contains evidence relating to an offence or has been, or is likely to be, used to cause harm.

Reasonable adjustments, including necessary medical use, will be considered and agreed on an individual basis.

6.3 Child-on-Child Abuse, Harmful Sexual Behaviour and Sexual Violence (11.1 Safeguarding Policy)

CELT recognises that children can abuse other children and that all forms of child-on-child abuse are safeguarding concerns. Such behaviour may occur inside or outside school, online or offline, and may cause significant harm to those involved.

CELT operates a zero-tolerance approach to child-on-child abuse. Such behaviour will never be dismissed as banter, part of growing up, or harmless behaviour. In rare circumstances, it may be necessary to temporarily prevent a learner from attending the school's premises in order to separate them from another learner for safeguarding purposes. This may include circumstances where an allegation of serious harm has been made by one learner against another. This is not a suspension or permanent exclusion on disciplinary grounds and will not be used as an informal or precautionary exclusion.

All concerns must be reported to the DSL immediately and managed in accordance with Part Five of Keeping Children Safe in Education 2026 and the Trust's Child-on-Child Abuse policy.

Support and safeguarding consideration will always be provided to both the child who has experienced harm and the child displaying the behaviour.

6.4 Patterns and report cards

Behaviour is recorded accurately so staff can notice patterns by learner, group, protected characteristic, SEND, time, place or type of incident. A report card may set a small number of clear targets, provide frequent feedback and connect home and school. It is a short-term support and monitoring tool. Persistent or sudden change prompts review of need, provision and risk.

7. Response and placement routes

The route used depends on seriousness, frequency, context, impact, previous support and risk. Stages are not an automatic ladder: a serious single incident may require a higher response.

Movement between schools is never used informally to remove a learner from the roll. The school will do everything reasonably possible to support children to remain successfully in their school, with the right provision, support and reasonable adjustments in place. Where a child is experiencing ongoing difficulties, suggesting a move to another school before appropriate support, provision and reasonable adjustments have been fully explored.

Route	Overview
Reset	A 4-point response. The learner is supported to continue their learning in Reset rather than their usual lessons. They receive appropriate curriculum work and return to their usual timetable at the end of the lesson in which they were removed the previous day, unless authorised additional time is added.
Internal School Suspension	The next tier above Reset. The learner remains at their home school but is educated away from mainstream circulation for a fixed period with appropriate work, supervision and review.
External Trust Suspension	A CELT arrangement in which the learner attends another Trust school for a short, fixed period, normally up to five days. The home school remains responsible, and the learner remains on its roll.
Suspension	A statutory fixed-period exclusion. Only the Headteacher may suspend. The statutory notice, education, review and reintegration requirements apply.
In-Trust Transfer	A planned and agreed move to another CELT school because the current provision is not meeting the learner's needs. It may be temporary; if successful, a permanent transfer may be explored in the learner's best interests.
Off-site Direction	A formal placement at another mainstream school or alternative provision to improve future behaviour. Family consent is not required, but families must be consulted and statutory processes, reviews and safeguards apply.
Manage Move	A voluntary, permanent transfer to another mainstream school. It requires agreement from the family, both schools and the receiving admission authority. The learner transfers roll only when the move is agreed.
Permanent Exclusion	A last-resort statutory decision by the Headteacher in response to a serious breach or persistent breaches were allowing the learner to remain would seriously harm the education or welfare of the learner or others.

Suspension and permanent exclusion decisions follow current statutory guidance. The school will consider contributing factors, unmet need, reasonable adjustments and alternatives, but will not apply an unlawful blanket 'no exclusion' approach. Where a child has an EHCP, is looked after or has a social worker, the school will involve the local authority, social worker and/or Virtual School Head as required and consider whether provision or the plan should be reviewed.

Following an External Trust Suspension or statutory suspension, the learner normally completes one lesson in Reset so restorative and reintegration work can be completed. A reintegration plan identifies support, expectations and how success will be reviewed.

8. Inclusion, SEND and reasonable adjustments

8.1 High expectations and genuine inclusion

CELT is an inclusive Trust and cares deeply about every learner. Inclusion means enabling a learner to belong, learn and succeed alongside others. It does not mean ignoring need, accepting harm or routinely lowering expectations. We aim to give learners the teaching, tools, environment and support needed to meet ambitious expectations.

Behaviour can be a form of communication and staff will consider the individual needs and circumstances of each learner. Where a learner has SEND or a disability, staff will consider how this may have influenced their behaviour, whether appropriate provision and reasonable adjustments were in place, and whether any further assessment, support or adjustments are needed.

8.2 Reasonable adjustments

Under the Equality Act 2010, schools must take reasonable steps to avoid substantial disadvantage to disabled learners. Adjustments are individual and outcome-focused; fairness does not always mean treating every learner identically. Adjustments may change how an expectation is taught, communicated, supported or reviewed. They do not remove the rights and safety of others.

Depending on need, adjustments may include:

- visual prompts, chunked instructions, extra processing time or a planned check-in;
- adapted transitions, seating, sensory support or access to a regulated safe space;
- a personalised reminder or communication method;
- an agreed medical or disability-related exception to the mobile-phone rule;
- modified location, timing or structure of a response; or
- a proactive support, regulation or risk-reduction plan.

8.3 Assess, plan, do, review

1. Identify: review records, listen to the learner and family, and seek SEND/safeguarding advice.
2. Plan: agree the barrier, adjustment, support, responsible adults and review date.
3. Do: teach the expectation and implement the agreed provision consistently.
4. Review: assess impact, patterns and learner voice; amend support or seek specialist advice.

The school endeavours to secure special educational provision for learners with SEN and must deliver the provision in an EHCP. Persistent behaviour concerns may indicate that needs are not fully identified or provision is not effective. The SENCO, pastoral team, Designated Safeguarding Lead, family and relevant external professionals should work together. Where appropriate, the school will request an early review of an EHCP or seek further assessment.

8.4 Decisions involving suspension or movement

Before making a significant decision, leaders will consider the learner's individual needs and circumstances, the support and reasonable adjustments already in place, and whether the response is proportionate. This does not prevent appropriate action being taken where safety or the learning of others is significantly affected

> **Example-** A student with language-processing needs may still be expected to follow an instruction, but the reasonable adjustment could be a short instruction, visual cue, extra processing time or a check for understanding. The standard remains but the route to meeting the standard changes.

9. Safeguarding, searches and restrictive interventions

9.1 Safeguarding first

A behaviour incident may be a sign that a child is being harmed, exploited or is struggling with an unmet need. Staff do not investigate safeguarding concerns beyond their role: they record and report promptly under the child protection policy. Support for a child affected by harm does not remove the need to protect others or respond to harmful behaviour.

9.2 Searching, screening and confiscation

Searching, screening and confiscation are carried out only in line with DfE guidance by the Headteacher or authorised staff. Prohibited items include knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images and any article suspected to have been used- or likely to be used- to commit an offence, cause injury or damage property. School rules may identify additional banned items that may be searched for, including mobile phones and vaping items.

The authorised member of staff will consider the learner's age, SEND, communication needs, safeguarding history and the least intrusive lawful approach. Searches and outcomes are recorded, families are informed where required, and items are retained, returned, disposed of or passed to police as the law and guidance require.

9.3 Restrictive interventions and reasonable force (14 Safeguarding Policy)

The Trust is committed to creating safe, calm and inclusive learning environments where positive relationships, de-escalation, reasonable adjustments and proactive behaviour support reduce the need for restrictive intervention wherever possible.

The Trust will not operate a blanket 'no contact' approach. There are limited circumstances where appropriately trained staff may use reasonable force or restrictive intervention to safeguard a learner or others. This may include preventing a learner from:

- causing injury to themselves or others;
- committing a criminal offence;
- causing serious damage to property; or
- seriously prejudicing the maintenance of good order and discipline.

Any intervention will be lawful, proportionate, necessary, reasonable and used for the shortest time required to reduce the immediate risk of harm.

When responding to learners with SEND, disabilities, medical conditions or mental health needs, staff will consider the learner's individual needs, vulnerabilities, reasonable adjustments and the Trust's duties under the Equality Act 2010. Individual risk assessments and co-regulation plans will be used where appropriate to minimise the need for restrictive intervention.

All incidents involving reasonable force or restrictive intervention will be recorded, reported and reviewed in accordance with the Trust's Restrictive Intervention and Reasonable Force Policy. Where an incident raises a safeguarding concern, allegation or concern regarding professional practice, it will also be managed in accordance with this Child Protection and Safeguarding Policy.

10. Recording, reintegration, complaints and review

10.1 Recording and monitoring

Schools keep timely factual and proportionate records of significant incidents, responses, searches, restrictive interventions, bullying and safeguarding referrals. Leaders routinely examine attendance, rewards, behaviour, removal, suspension and exclusion data, including by protected characteristic, SEND and other vulnerable groups. They act where patterns suggest unmet need, inconsistent practice or disproportionality.

10.2 Working with families and reintegration

Schools seek constructive relationships with families and communicate concerns early. Families are expected to engage respectfully, share information that may affect support and help learners complete agreed responses. Reintegration after Reset, suspension or placement focuses on belonging, accountability, restored relationships and practical support to prevent recurrence.

10.3 Concerns and complaints

Questions about day-to-day decisions should first be raised with the school through its published contact route. This may be through Heads of Years or learner's form tutors. Formal complaints follow the Trust Complaints Policy. Statutory challenges to suspensions and permanent exclusions follow the separate legal process explained in the decision letter; the complaints procedure cannot replace that process.

10.4 Publication, review and equality

The approved policy is published and communicated to staff, learners and families. Schools make local routines and banned-item rules clear. The Trust Board keeps this policy and its implementation under review, consults as appropriate, and updates it when law or statutory guidance changes. An equality impact review informs material changes.

Statutory and guidance framework

This policy has been drafted with regard to the current framework, including:

- Education and Inspections Act 2006, including sections 88–93A;
- Equality Act 2010 and the Public Sector Equality Duty;
- Children and Families Act 2014 and SEND Code of Practice: 0 to 25 years;
- DfE, Behaviour in Schools: advice for headteachers and school staff;
- DfE, Mobile Phones in Schools (statutory guidance from 29 June 2026; to be followed from 1 September 2026);
- DfE, Suspension and Permanent Exclusion from maintained schools, academies and PRUs in England, including pupil movement (effective 26 July 2026);
- DfE, Searching, Screening and Confiscation;
- DfE, Restrictive Interventions, including the Use of Reasonable Force in Schools (effective 1 April 2026); and
- DfE, Keeping Children Safe in Education 2026 (effective 1 September 2026).