Cornwall Education Learning Trust

The WHY Behind Our Culture

A family and staff guide to how routines, relationships and high expectations help every learner thrive.



Shared information pack for our learners, families and communities

BODMIN COLLEGE · BRANNEL · NT · PENRICE ACADEMY · POLTAIR

Our Culture and Values

The WHY Behind Our Culture

At CELT, our ambition is simple:

100% Exceptional Educational Experience for 100% of learners.

We want every learner to feel safe, known and valued. We want them to experience success and develop the knowledge, confidence and habits they need to thrive at school and beyond.

Our culture helps make this possible.

- Clear routines help learners know what to expect.
- High expectations show that we believe in what every learner can achieve.
- Warm relationships help learners feel that they belong.
- Recognition helps learners know what they are doing well.

And when something goes wrong, we help learners take responsibility, put things right and make a better choice next time.



COLLABORATE

We **build exceptional relationships** to ensure we are **working as a team** to achieve our individual and **collective goals**

EMPOWER

We have a culture of **initiative**, **innovation and Trust** where **we are valued, respected** and **motivated**

LEAD

We share **a moral and ethical** purpose to **enrich the experience of others**

TRANSFORM

We **embrace change** and **value education** to become our best selves

Why this Guide?

Families rightly want to understand what we do and why we do it.

Throughout this guide, we explain our routines and expectations, how we recognise success, what happens when things go wrong and how we help when a learner needs more support.

You will also find learner and family voices, practical examples and "Did you know?" information. We share the language we use with learners so that families can understand what our approach looks and feels like in school.

We know that families want the very best for their children. So do we.

High Standards are an Act of Care

We set high expectations because we believe in what every learner can achieve.
Children and young people are still learning. Sometimes they will make mistakes, test boundaries or need extra help to meet an expectation.
Our job is to teach, guide and support them, while continuing to believe in what they can achieve.
Our response is never a judgement about a learner. When something goes wrong, we help them understand what happened, take responsibility, put things right and learn what to do differently next time.

At the Heart of Our Culture

- **We believe in your child.**
- **We teach the routines that help them succeed.**
- **We notice when they get it right.**
- **We help when they find it difficult.**
- **We hold them accountable when something goes wrong.**
- **We help them put things right.**
- **And we always give them the opportunity to move forward.**

Our Culture Climate

What Our Culture Should Feel Like

Culture is more than a set of rules and routines. It is what learners experience every day, in classrooms, corridors and social spaces, and in their relationships with others.

Children learn best when they feel safe, know they belong and understand what is expected of them.

When our culture is working well, learners can focus their attention on learning, friendships and becoming more confident and independent.

Every Learner Should Experience...

SAFETY - "I feel safe here."
Learners should know that adults will notice and act when something is unsafe, unkind or harmful. Clear boundaries help everyone learn and spend time together safely.

BELONGING - "I am known and I matter."
Every learner should know that they are a valued member of their school community. Belonging means being welcomed, noticed, included and supported, even on the days when things have not gone well.

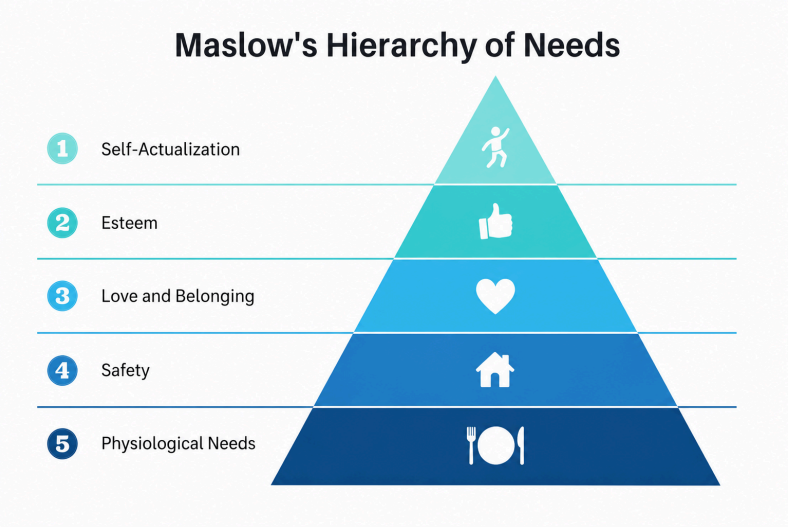
LEARNING - "I can learn here."
Calm classrooms and clear routines protect every learner's right to learn. They reduce distractions and help everyone focus their attention on learning.

FAIRNESS - "I know what to expect."
Learners feel more secure when expectations are clear and adults respond calmly and consistently. Fair does not always mean everyone gets exactly the same support. It means every learner gets the support they need to have a fair chance to succeed.

GROWTH - "I can get better."
Children and young people are still learning and growing. They will make mistakes. Our job is to help them notice when things go well, learn when something goes wrong and develop the habits they need to make better choices next time.

Did you know?

Familiar routines reduce uncertainty.
When learners know "What am I supposed to do?", they can give more of their attention to learning, friendships and taking part in school.



We notice when they get it right.

Every learner deserves to be noticed for more than the moments when something goes wrong.

Recognition helps learners understand what success looks like. When adults notice effort, progress, positive choices and contribution, and say clearly what they have noticed, learners know what is helping them succeed and what to keep doing.

Sometimes the most important success is a small step: keeping going when something is difficult, making a better choice than yesterday, showing kindness, joining in when confidence is low or getting back on track after a difficult time.

Our starting point is simple: look for what is going well and notice it.

What Do We Recognise?

Effort and learning: Working hard, joining in, keeping going when something is difficult and taking pride in learning.
Progress and achievement: Improving, reaching an important milestone or achieving something to be proud of.
Character and contribution: Showing our values, supporting others and making a positive contribution to school life.
Positive habits: Strong attendance, positive behaviour, independence and taking responsibility.
Recognition can take many forms: everyday praise and merits, praise postcards, assemblies, badges and awards, celebration activities and trips, and recognition from a Head of Year.



Recognition Should Be Fair

Success does not look the same for every learner. We want recognition to reach everyone, not only those who find school easiest or collect the most merits.

Improvement matters. Effort matters. Character matters. A positive change matters. That is why staff recognise learners who have made progress, contributed to their school or taken an important step forward, as well as those who achieve the highest totals.

Our Recognition

Our Classroom Routines

Why Classroom Routines Matter

Every learner has the right to learn in a classroom that is calm, focused and ready for learning.
Small interruptions can seem unimportant. But repeated talking, calling out, distracting others or not getting started can quickly take attention and learning time away from everyone.
Clear, familiar routines help learners know how to get started, how to join in, how to listen and what to do next.
Over time, these routines become positive habits. They help learners grow in confidence and independence.

Did you know?

Five minutes matter.
If just five minutes of learning is lost every day, that adds up to more than 15 hours across a school year.
Protecting the small moments helps us protect every learner's opportunity to learn.

The Why Behind Everyday Expectations



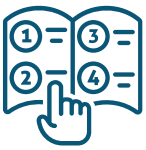
Complete classwork
Practice helps learners strengthen their knowledge and skills. We encourage them to join in, keep going when learning is difficult and feel proud of the progress they make.



Complete homework
Homework gives learners another chance to practise what they have learned. It also helps them develop independence and responsibility.



Bring essential equipment
Being prepared helps learners start confidently and means less learning time is lost.



Follow reasonable instructions
Following instructions helps classrooms and other school spaces stay safe, calm and organised. Learning to listen, respond and follow agreed expectations is also an important habit for life beyond school.



When Something Goes Wrong

We hold them accountable. We help them repair it. We help them move forward.

Children and young people are still learning. Sometimes they will make mistakes, test boundaries or make choices that affect others.

When this happens, our response is calm, clear and predictable. We help learners understand what went wrong, take responsibility, put things right and make a better choice next time.

Our Tiered Response

Level	What Happens	Why?
Reminder	A calm reminder and a chance to make a better choice.	Most problems are best sorted early, before learning is affected.
1 Point	Up to 10 minutes with the subject teacher and a short conversation.	The teacher and learner can talk about what happened and put things right.
2 Point	A 15 minute lunchtime detention.	A clear response when behaviour continues or a 1-point detention is missed.
3 Point	A 60-minute after-school detention. Families are always told.	A stronger response to repeated or more serious behaviour.
4 Point	One full school day in Reset. The learner completes suitable curriculum work. Families are always contacted.	Reset protects learning and safety while helping the learner prepare to return successfully.

Why Might Our Response Increase

Each response gives a learner the chance to pause, make a better choice and get back on track.

If the same concern continues or keeps happening, it tells us that what we have tried so far may not be enough.
This is when we become curious about what might be getting in the way. We consider the learner's organisation, relationships, confidence, learning needs, SEND or other barriers. We ask:
What might help this learner succeed?
Our response may increase, but so does our support.
Understanding what is happening does not mean lowering our expectations. It helps us find the right support to help the learner succeed.
The aim is always the same: take responsibility, learn from what happened and move forward successfully.

Our Response and Repair

Our Everyday Routines

The Why Behind Everyday Expectations

Small routines help build strong habits.
Some expectations can seem like small things, arriving on time, putting a phone away or wearing the correct uniform.

Together, they help create a school that is calm, welcoming and ready for learning, with fewer distractions.
They also help young people build important habits for life: being prepared, managing distractions, arriving on time and taking responsibility.

Punctuality

Arriving on time helps learners settle calmly, understand the learning from the start and feel part of the lesson. Being on time is also an important habit for life beyond school. If lateness becomes a pattern, we work with learners and families to understand what is getting in the way and what might help.



First Occasion | Second Occasion | Third or Fourth | Five or More Occasions

2 Points - Arriving late to lessons without good reason

Phone and Smart Devices

Our gate-to-gate no device approach gives learners protected time away from notifications, social media and online pressures, so they can focus on learning, friendships and being present in school.
Phones and smart devices should be switched off and kept in bags throughout the school day.



3 First Occasion
Device stored until end of day.

4 Further Occasions
Device collected by Family

Families can help by encouraging phones to be switched off before entering school and contacting the school directly if an urgent message needs to reach their child.

Uniform

Uniform helps create a shared identity and a sense of belonging. It can reduce some of the pressure around fashion, brands and comparison, and helps everyone feel ready for the school day.

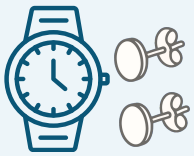


Support comes first. If something is missing, we will offer a loan item and sensitively find out if there is a practical reason or difficulty with cost.

We will never knowingly respond to a learner because their family cannot afford an item.

Jewellery

Our expectations around jewellery help reduce distractions, support safety and make expectations clear for everyone.



Learners may wear one pair of small, plain stud earrings and a standard watch. Other jewellery and visible piercings are not permitted.
We make reasonable adjustments where needed for medical, religious or disability-related reasons.

Our Support and Reset

When a Learner Needs more Support

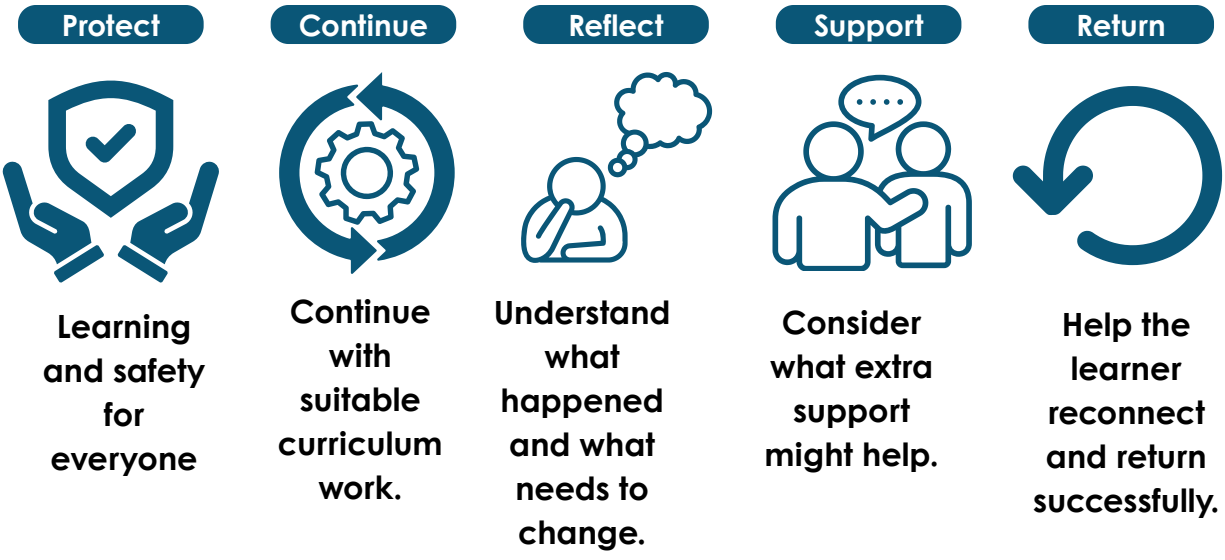
We help when they find it difficult.
Sometimes the usual routines and responses are not enough to help a learner succeed. When the same concerns keep happening, we become more curious about what might be getting in the way.
We work with the learner and their family to understand what is happening, agree what to do next and identify the support that might help.
A repeated concern is not a reason to give up or lower our expectations. It is a reason to understand more and support better.

Report Cards — Making Success Visible
A report card gives a learner a small number of clear, achievable targets and regular feedback.
It helps the learner, family and school notice progress, celebrate what is going well and see where more support might be needed.



Understanding Reset

Time to reset, continue learning and prepare to return successfully.
Reset is our 4-point response. For one full school day, the learner works away from their usual lessons while continuing with suitable curriculum work.



High Support. High Expectations

We believe every learner can grow, learn and move forward.
Everyone has the right to feel safe, respected and included at school.
Bullying, discrimination, harassment, violence and other harmful behaviour are taken seriously. We listen, act to keep learners safe and provide support when it is needed.
We also help learners who have caused harm to understand the impact of their actions, take responsibility and make better choices.

When a Stronger Response is Needed

Sometimes behaviour continues despite the support already in place. At other times, one incident may be serious enough to need a stronger response.
A stronger response may be needed to protect safety, learning and the wellbeing of others.
It does not mean we have stopped believing in a learner.
We continue to ask:

- What happened?
- What support is needed?
- What will help this learner move forward successfully?

Internal School Suspension



A fixed period away from usual lessons within the learner's own school.

External Trust Suspension



A short placement at another Trust school, usually for up to five days.

Fixed Term Suspension



A formal suspension from school for a set period of time, decided by the Headteacher.

In-Trust Transfer



A planned and agreed move to another Trust school, where a different provision may better meet the learner's needs.

Off-Site Direction



A temporary placement in another setting, intended to provide support and help the learner succeed.

Managed Move



An agreed permanent move to another school, where a fresh start may help the learner succeed.

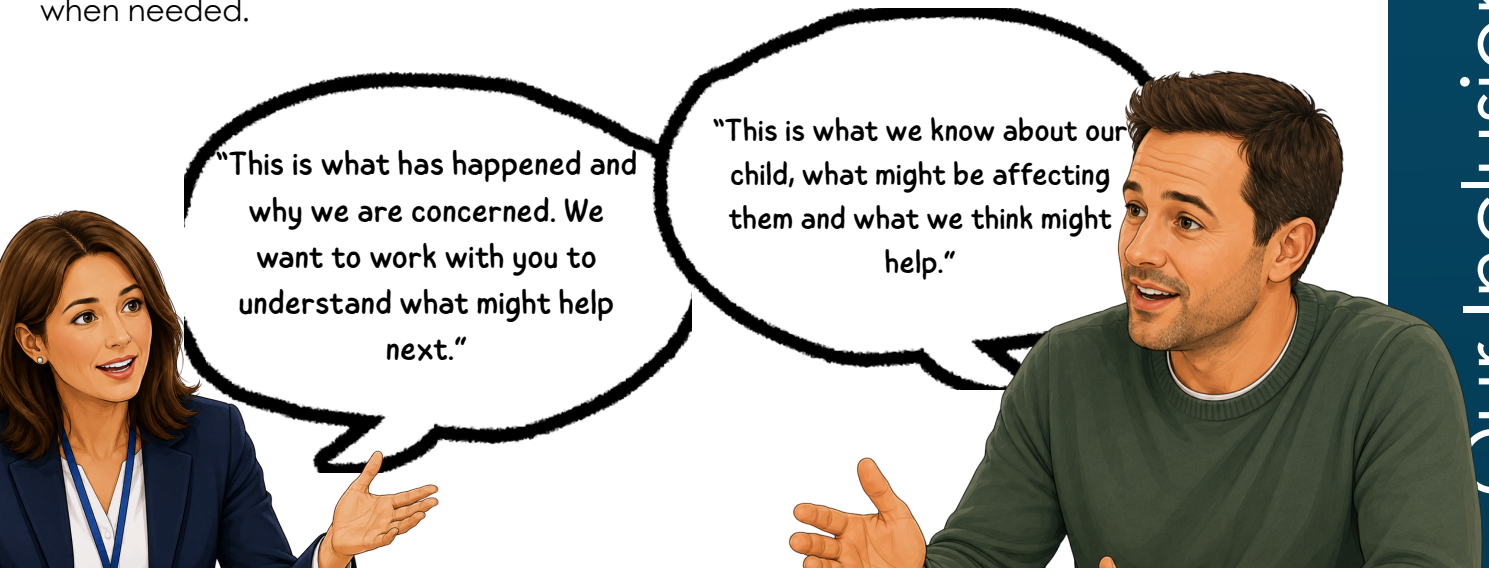
Permanent Exclusion



Used only where the statutory threshold for permanent exclusion has been met.

Inclusion: The Expectation Remains, the Support May Change

Fair does not always mean everyone gets exactly the same support.
Where a learner has SEND, a disability or another identified need, we consider what might be making it harder for them to meet an expectation.
We ask whether a reasonable adjustment or extra support might help.
This does not mean lowering our expectations. It means finding the right support to help each learner succeed.
We consider what the learner needs, what we have already tried and what might need to change. We work with families, SEND and safeguarding teams, and other professionals when needed.



Our Inclusion and Partnership

Our Partnership and Support

Working Together to Find What Helps

When a learner is finding something difficult, there is not always one simple answer. We work with the learner and their family to understand what is getting in the way, what is already helping and what we could try next.

What Might Help This Learner Succeed?

💬 Would regular check-ins help?
💬 Can we make a plan together with home?
💬 Could your Tutor or Head of Year help?
💬 Do we need help from SEND or safeguarding?
💬 Would a reasonable adjustment help?
💬 Would mentoring or other support help?
💬 Would advice from another professional help?
💬 Do we need to look at the curriculum, timetable or relationships?
💬 What does the learner think would help?
💬 What does the family think would help?

We may not get everything right first time. We will keep listening, reviewing and working together to find what helps.

Cornwall Education Learning Trust

We value your voice!

Culture works best when we build it together.

"Families know their children deeply. Schools see learners in a different setting, learning, building relationships, managing challenges and becoming more independent."



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