Cottingham High School
Local Procedures for Implementing the Consortium Academy Trust's Behaviour Policy

Lead Member of Staff	Brian Aird
Date of Latest Review	01/09/2025
Next Review Date	01/09/2026

Introduction

This document outlines the local procedures for Cottingham Highschool] to implement The Consortium Academy Trust's Behaviour Policy in daily operations. These procedures are designed to clarify the practical application of the Trust Behaviour Policy within the school environment and are not intended to duplicate, alter, or adapt any part of the Trust's policy. The Trust Behaviour Policy remains the definitive reference for all matters relating to behaviour management, and compliance with its provisions is mandatory. A copy of the Trust Behaviour Policy is available on the Trust's website and must be consulted as needed.

Purpose of Local Procedures

The purpose of these local procedures is to provide clear guidance on how staff, learners, and the wider school community operate within the framework of the Trust's Behaviour Policy. They clarify specific routines, roles, and responsibilities unique to [insert school name], ensuring consistency and alignment with the overarching policy.

Scope

These procedures apply to all staff, learners, and stakeholders of [insert school name]. They must be used alongside the Trust Behaviour Policy. All staff are required to familiarise themselves with both the Trust Behaviour Policy and these local procedures.

Core Principles

- **Adherence:** The Trust Behaviour Policy is the definitive policy. All local procedures must strictly align with its principles and expectations.
- **Clarity:** Local procedures describe specific operational routines, roles, and responsibilities, without modifying the content or intent of the Trust policy.
- **Consistency:** Practices promote uniform application of the policy across all stakeholders.

Local Procedures

1. Communication of Behaviour Expectations

- **Staff Training:** Trust and Localised Behaviour Expectations are introduced and reviewed with staff as part of the Staff Induction programme Schedule in September. Sessions were led by the Headteacher and Senior SLT. Updates and a variety of CPD sessions are calendared and presented throughout the year through Briefings and Twilight sessions and are adaptive to requirements and need.
- **Learner Induction:** Students are familiarised with Trust and Localised Behaviour Standards and Expectations through the student induction programme. Sessions were led by the Headteacher and Senior SLT through assemblies and recorded sessions. Students also had Behaviour for curriculum sessions delivered by Senior SLT staff delivered during the induction day sessions. A variety of sessions are delivered, revised and updated throughout the year through Assemblies.
- **Parental Engagement:** Parental engagement is actively developed and monitored through a communications ladder. Pastoral staff and SLT monitor and actively encourage weekly-half termly communications through a series of phone calls and this is monitored regularly. Any behaviour which requires a sanction or consequence is communicated with parents/carers through Arbor with a narrative and reinforced with a phone call or email communication. Regular updates are communicated through social media platforms to ensure all stakeholders are aware of school-based activities and programs.

2. Daily Operational Routines

- Students arrive to school through the main entrance and are greeted warmly by staff. Students then make their way to the lower playground area by 8:25. Staff monitor movement on site and supervise areas where students gather. A whistle is sounded at 8:28 to indicate to students that they need to make their way to their year group gathering point and line up in Form Groups in alphabetical order. A second whistle is sounded at 8:30 and silence is the expectation while Form Tutors register students and conduct uniform checks. Students then move off when indicated by Pastoral Leads and SLT in a calm orderly manner.
- Break time is monitored by SLT and Pastoral Staff with key areas supported by teaching staff on duty days. Staff are given areas of responsibility to ensure that all social spaces are supervised and that all students are safe and conduct themselves within the expectations of the School and Trust Behaviour Policies. Key Stage Four students have a dedicated canteen and social space area as do Key Stage Three students and this spacing is managed by key staff. Whistles are blown to indicate the end of break and staff monitor the safe conduct of student back to lessons. Lunch procedures are similar with adaptations made for lining up for year group timings to align with safe conduct for food service.
- Staff dismiss students in a calm and orderly manner and students are expected to leave through the main gates. Students are supervised by SLT and duty staff to ensure that they are monitored off site and continue to conduct themselves in a safe and orderly manner. If students are attending after school clubs or detentions staff will be present to register and ensure conduct is managed and maintained.

3. Roles and Responsibilities

- **Teachers:** Responsible for classroom management and addressing low-level disruptions in line with Trust guidelines.
- **Pastoral Staff:** Support learners with behaviour interventions as outlined in the policy.
- **Leadership Team:** Oversee consistency in behaviour management across the school.

4. Behaviour Monitoring and Reporting

- Behaviour is monitored vigorously through the use of Arbor and Power BI by Pastoral Leads and SLT on a sessional and daily basis. Active monitoring is also shared through scheduled weekly meetings with pastoral leaders and SLT. Monitoring and Reporting is also shared through SLT meetings and is a regularly scheduled agenda item.
- **Timelines and protocols for escalating incidents to senior staff.**

5. Rewards and Recognition

- Details on how positive behaviour is encouraged and rewarded (e.g., certificates, house points).
- Frequency and format of recognition events such as assemblies.

6. Managing Sanctions and Responding to Incidents

- Procedures for applying sanctions in alignment with the Trust Behaviour Policy (including location and supervision of detentions).
- Communication protocols for informing parents about sanctions.

7. Other Local Practices

- Additional routines or procedures specific to [insert school name], as needed.

Monitoring and Review

These local procedures will be regularly reviewed and updated as necessary to ensure ongoing alignment with The Consortium Academy Trust Behaviour Policy. A formal review will take place annually, or as required, to address operational challenges or updates to the Trust's policy. Staff and stakeholders are encouraged to provide feedback on these procedures to [designated leadership contact], supporting continuous improvement and consistency.

Conclusion

By adhering to these local procedures, Cottingham Highschool ensures the consistent and effective application of The Consortium Academy Trust Behaviour Policy, fostering a safe and respectful learning environment for all.