



## Procedures for Rewards and Behaviour Consequences

<b>Status:</b>	Live
<b>Policy Owner (Position)</b>	Deputy Headteacher
<b>Statutory / Recommended</b>	Recommended
<b>Date of Adoption</b>	September 2024
<b>Frequency of Review</b>	Annually
<b>Latest Review Date</b>	September 2024
<b>Advisory Group</b>	
<b>Linked Documents</b>	

### Statement of Intent

This document is written in conjunction with the following Consortium Academy Trust policies, which are available on the Trust website [The Consortium Academy Trust - Policies \(consortiumtrust.co.uk\)](https://www.consortiumtrust.co.uk/policies):

- Behaviour Policy
- Exclusion Policy
- Anti-Bullying Policy

## Vision

### Our School Motto:

## Believe. Achieve. Succeed.

Cottingham High School shapes positive futures by:  
Developing personal characteristics so our learners BELIEVE  
Equipping our learners with knowledge and skills so that they can SUCCEED  
Creating contributors so our pupils can ACHIEVE

Our vision and values stem from our motto, '**Believe, Achieve, Succeed**', which is designed to shape our attitudes and actions in every situation, for every member of our school community. Our focus is on collectively shaping positive futures for our learners, staff and our families, to create contributors to society, locally and globally.

Our aim is to be the school of choice for our community based on our care, standards and outcomes.

Our talented teaching and support staff insist on high educational standards every single day and their commitment is shown in our drive for excellent results and pastoral support. Staff and learners are expected to uphold visible consistencies that support our ambitious vision. We believe that all of our learners should leave us with choices for the best future and we strive every day to help them achieve this. We profoundly believe that success is not predetermined and circumstances will never be a barrier in our commitment to constant improvement and achievement.

Everything we do at Cottingham High School will help shape a positive future for life beyond school.

Learner Examples	
Examples of our motto should be regularly taught and demonstrated to learners in all aspects of school life.	
<b>BELIEVE</b>  Shaping positive futures in the <b>development of personal characteristics</b>	Following adult instructions  Arriving to lessons on time and ready to learn.  Being Considerate of others.
<b>ACHIEVE</b>  Shaping positive futures by helping our <b>learners to achieve.</b>	Challenging ourselves  Trying our best  Taking pride in our work

<b>SUCCEED</b>  Shaping positive futures so that learners can <b>contribute to wider society and life beyond school.</b>	Respecting others.  Contributing positively to our school community.  Behave safely.
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<b>Adult Examples</b>  Examples of our motto should be regularly taught and demonstrated to learners in all aspects of school life.	
<b>BELIEVE</b>  Shaping positive futures in the <b>development of personal characteristics</b>	Be calm, considerate fair and kind  Model positivity, enthusiasm, and a love of learning.  Consideration of reasons behind behaviours.
<b>ACHIEVE</b>  Shaping positive futures by helping our <b>learners to achieve.</b>	Be calm, considerate fair and kind  Model positivity, enthusiasm, and a love of learning.  See the best in every learner and learner Have high expectations of all young people Use rewards and sanctions consistently.
<b>SUCCEED</b>  Shaping positive futures so that learners can <b>contribute to wider society and life beyond school.</b>	Actively modelling positive attitudes to school and learning.  Upholding safeguarding  Working positively with parents to support learners and learners.

We also believe that positive relationships are based on discipline, responsibility and mutual respect and are essential both to the smooth running of the school community and to the security, wellbeing, and fulfilment of the individuals within it.

It is our belief that an ordered working environment, underpinned by good behaviour, is an essential pre-requisite to effective teaching and learning and the delivery of the curriculum. **High standards of behaviour and academic expectations ensure learning is always maximised.** We have a clear, consistent behaviour policy based on our school ethos that everything we do helps us and others to shape a positive future.

As a member of our school community, you have chosen to uphold our school motto and values. Our home school agreement formalises our partnership and forms the basis of how we will all work together to ensure both enjoyment and success at school. Further details are available to parents via the school's website and policies; for pupils, at the start of each term, detail and clarity of expectations are reinforced, ensuring that it is a choice to not conform to the schools' code of conduct. This behaviour policy outlines how we implement and embed those expectations.

## AIMS

### To help shape a positive future for our learners we aim:

- To maintain high standards of learner behaviour and develop essential learning habits in order to maximise and ensure success and lifelong achievement.
- Consider the barriers to positive behaviour
- To recognise and celebrate the potential within each learner by fostering independence and self-control.
- To foster an atmosphere where learners develop self-discipline, diligence, and accountability for their choices.
- To forge a collaborative partnership among learners, families, and school staff to promote exemplary behaviour and address behavioural challenges effectively.
- To outline the importance of our standard operating procedures in establishing visible consistencies across the school to maintain strong positive and inclusive learning environments.

Our school's commitment to fostering positive behaviour is reinforced through ongoing professional development opportunities for our staff. This professional development includes the refinement of effective behaviour management techniques, tailored teaching approaches, and strategies for delivering high quality education to every learner, including those with special educational needs and disabilities. We are committed to the development and implementation of the Thrive® approach and in doing so we focus on:

- Social and emotional development and well-being.
- The understanding of emotions and their impact on behaviour.
- Building positive relationships and connections.
- Providing tailored support to help learners regulate their emotions and behaviour.
- The development of resilience and self-esteem.
- Close collaboration with parents / carers, teachers, and other professionals to create a supportive environment.
- A whole-school approach to foster a culture of empathy and understanding.

## Definitions

Cottingham High School seeks to provide an ordered and secure environment, based on good behaviour.

Expectations of learners are set out in the 'Home School Agreement' (please see the policies section of the school website) which all learners and parents should agree to at the start of each year. Expectations of staff are set out in annual training. Where there is non-compliance

with reasonable expectations, sanctions are used where necessary. Key to the School's approach, is emphasising our school motto by focusing on the development of personal characteristics, and emphasis on achieving and succeeding by being able to contribute positively to the school community

For effective teaching and learning to take place, our school sees good behaviour in all aspects of school life as fundamental. It seeks to create a positive, ordered learning environment by:

**Acceptable behaviours** that we promote in our school include, but are not limited to:

- Showing consideration for others
- Being polite and respectful towards each other
- Showing kindness and empathy towards others
- Having good school attendance
- Being on time to school and to lessons
- Taking responsibility and ownership of one's actions
- Being cooperative
- Embracing diversity and being inclusive of everyone
- Being attentive and actively engaged in learning
- Demonstrating effort and perseverance
- Taking part in activities beyond the school day
- Showing good behaviour for learning
- Taking pride in our appearance and adhering to the school's dress code
- Having positive relationships with each other
- Dealing positively with conflict
- Demonstrating upstanding behaviour, making a positive contribution and being a good citizen
- Recognising and accepting when we've got it wrong and working to make positive changes

**Unacceptable** behaviours that are not tolerated or permitted in our schools include, but are not limited to:

- Threatening or abusive behaviour, including verbal abuse, towards adults or other learners
- Fighting or physical violence towards others
- Possession and / or use of forbidden items on school premises
- Harassment, whether verbal or physical, that creates a hostile environment for others
- Truancy
- Disruptive behaviour, including low-level disruption that hinders the learning and progress of others
- Being disrespectful and demonstrating behaviours that show a lack of consideration or regard for others or school property
- Behaviour that diminishes or undermines staff
- Being defiant, openly resisting or refusing to comply with reasonable requests or instructions
- Refusing to engage and walking away from staff
- Negative behaviours in our community which bring the Trust / school into disrepute

- Bullying in all its forms
- Disrespectful behaviours towards other learners or staff
- The unauthorised use of mobile phones, Smart watches or other Smart devices on school sites

Examples of minor incidences but not exclusive to:

- Disruption in lessons, on corridors, between lessons, and at break and lunchtimes
- Non completion of classwork and homework
- Poor attitude
- Late to school or lessons
- Lack of equipment
- Unsmart in appearance or missing items of uniform
- Littering
- Chewing gum
- Mobile phone seen on site
- Not responding to staff instructions first time, every time
- Riding a bike without a bike helmet

Examples of serious incidences but no exclusive to:

- Repeated breaches of the school rules and repeated defiance
- Any form of bullying
- Inappropriate sexualised behaviours
- Sexual violence
- Sexual harassment, meaning unwanted conduct of a sexual nature such as sexual comments, physical behaviour, online sexual harassment, sharing of nude or semi-images/and or videos, or sharing unwanted explicit content.
- Vaping /Smoking
- Vandalism
- Theft
- Fighting, inciting or filming a fight, distributing a video or images of a fight
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items
- Incidents of anti-social behaviour in the community

The following items are banned in our school:

- Weapons: Firearms, knives, sharp objects, or any item deemed dangerous or capable of causing harm.
- Drugs and Alcohol: Illegal substances, including narcotics, alcohol, and any related paraphernalia.
- Tobacco and Vaping Products: Cigarettes, cigars, vaping devices, and any tobacco / vape-related products.
- Hazardous Materials: Chemicals, explosives, or any substances that pose a risk to health and safety.
- Pornographic literature or images, including electronic text or images
- Laser Pointers: Devices capable of emitting laser beams that may cause harm or distraction.
- Electronic Gadgets: Any electronic devices not approved for educational use, such as phones, video games, cameras, or personal entertainment devices.

- Inappropriate Reading Materials: Literature, magazines, or any printed material deemed inappropriate for school settings.
- Graffiti Materials: Spray paint, permanent markers, or any tools used for defacing school property.
- Offensive Symbols or Clothing: Clothing, accessories, or symbols that promote violence, discrimination, or offensive language.
- Nuisance Items: Any items that disrupt the learning environment or cause unnecessary distractions, such as noise-making devices or toys.
- Unauthorised Food or Drink, as specified by each school.

## **Roles and Responsibilities**

### **Senior Leadership Team**

- Establishing the standard of behaviour expected by learners at the school.
- Determining the school rules and any disciplinary sanctions for breaking the rules.
- The day-to-day implementation and monitoring of this policy, how it is embedded and providing support where necessary, for example ensure rewards and sanctions are issued consistently to all groups of pupils.
- Publishing this policy and making it available to staff, parents, and pupils at least once a year.
- Modelling high expectations, routines and consistencies by being highly visible.
- Ensure all staff understand behavioural expectations and deal effectively with poor behaviour
- Lead staff to recognise and rewards positives for living our school motto into being.
- Review and provide CPD on positive behaviour management and coach staff on how to implement policy successfully.
- Ensure new staff are inducted into the school's behaviour culture to ensure they understand the visible consistencies, rules and routines and how best to fully support pupils.
- Use data to track patterns and trends and investigate how well policy is embedded within all areas of school.
- Ensure that pastoral data is reviewed regularly to review and adjust support for individual pupils were required.
- Lead reflective practices and support for pupils.
- Routinely engage with pupils, parents and staff on setting and maintaining the behaviour culture.
- Identifying pupils that may need additional support to reach the expected standards or behaviour and plan for that support.
- Reporting to the governing board on the implementation of this Behavioural Policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour

### **Pastoral Managers and Progress Leaders**

- Regularly review the behaviour data to support and challenge pupils.
- Communicate with parents and carers to address any behavioural and pastoral concerns, meeting with home where necessary.

- Communicate with subject teachers where required, detailing circumstances and suggestions of support for pupils.
- Support pupils with a range of social, emotional and well-being needs that may have an impact on positive behaviour in school.
- Complete referrals for external agencies when pupils require further support. Liaise with the SENCO to discuss pupils, strategies and plans where required.
- Liaise with departmental leads, supporting with reconciliations and building positive relationships.
- Applying and monitoring the appropriate waves of interventions
- Following the school's incident procedure and other-directed policies

### Subject Leads

- Promote and monitor the implementation of the behaviour policy within departments and monitor data to ensure consistency within their teams.
- Ensure a suitable bank of work is maintained in the pastoral support rooms for each subject in their area.
- Utilise and monitor departmental reports as required.
- Support and challenge colleagues according to policy.
- Identify pupils that may need additional support in subject areas to reach the expected standards of behaviour and plan for that support
- Apply and monitor the appropriate waves of intervention.
- Communicate with home, including meetings, when the behaviour is isolated to a subject area
- Work with pastoral teams to improve behaviour of individuals/classes.

### Teaching Staff

- Create a calm and safe environment for pupils
- Establish and maintain clear boundaries of acceptable pupil behaviour
- Implement the behaviour policy consistently
- Communicate the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Model expected behaviour and positive relationships
- Provide a personalised approach to the specific behavioural needs of pupils, such as ensuring any SEND needs are met on an individual basis whilst still ensuring that this approach enables staff to operate within the parameters of the Behaviour Policy.
- Record and report behaviour incidents promptly
- Challenge and support pupils to meet the school's expectations and standards.

### SENDCO

- Collaborate with the governing board, headteacher and the mental health lead, to determine the strategic development of behavioural and SEMH policies and provisions in the school.



- Undertake day-to-day responsibilities for the successful operation of the behavioural and SEMH policies to support pupils with SEND.
- Support subject teachers in the further assessment of a pupil's strengths and areas for improvement and advise on the effective implementation of support.
- Work collaboratively when deciding on sanctions for pupils with additional needs.
- Work with external agencies, when necessary, in supporting the behavioural needs of individual pupils.
- Represent the school at times when needed to discuss the behavioural needs of individual pupils.
- Identify pupils that may need additional support to reach the expected standards of behaviour and plan for that support.

## Positive Recognition and Rewards

Rewarding learners is central to success at our school. Learners deserve recognition and rewards when they are upholding our school motto and shaping positive futures for themselves.

Our positive recognition and rewards are built upon our school motto of Believe, Achieve and Succeed. Learners are awarded positive points for demonstrating an aspect of our school motto. All aspects of school life can be recognised and rewarded. Learners will be awarded positive points on Arbor. These points will be recorded and monitored and learners who meet certain thresholds will be able to select a prize from our reward 'shop'. The aim is to become a Cottingham Champion of the school.

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<b>ACHIEVE</b>  Shaping positive futures by helping our <b>learners to achieve.</b>	Challenging ourselves  Trying our best  Taking pride in our work
<b>SUCCEED</b>  Shaping positive futures so that learners can <b>contribute to wider society and life beyond school.</b>	Respecting others.  Contributing positively to our school community.  Behave safely.

<b>Adult Examples</b>	
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<b>SUCCEED</b>  Shaping positive futures so that learners can <b>contribute to wider society and life beyond school.</b>	Actively modelling positive attitudes to school and learning.  Upholding safeguarding  Working positively with parents to support learners and learners.

**Each week tutors will award positive points for the following:**

On time every time = no lates across the week	5 positive points
100% attendance	5 positive points

**Each week staff will award positive points for the following:**

Attending an extracurricular club	5 positive points
Attending a revision session/ intervention	5 positive points

Our school recognises and rewards students who consistently demonstrate our school motto and exhibit positive attitudes, good learning habits, and exemplary behaviour in the following ways:

<b>Incentives</b>	
<b>Positive Points</b>	Learners are awarded positive points to recognise when they have demonstrated an aspect of our school motto.

<b>PANDA Positive Points</b>	Perfect attendance, no days absent = 5 weekly points
<b>Reward Store</b>	Our behaviour platform allows students to turn their point awards into spendable points where they can choose from a range of prizes throughout the year. Any behaviour incidents will reduce the number of spendable points.
<b>Communication</b>	Throughout our school and during lessons, our staff employ positive language, provide detailed descriptive feedback and positive reinforcement to recognise students' display of excellent learning habits. Staff members often provide positive phone calls and messages via ARBOR to provide families with positive information about their child.
<b>Classroom/Subject Rewards</b>	Individual teachers may have their own systems, star of the week, subject post cards, stickers, text messages.
<b>ABOR Reports</b>	Positive points will be communicated home (minimum fortnightly) for families to share in the learner's success.
<b>Certificates &amp; Pin Badges</b>	Pupils will be awarded certificates once they reach the thresholds indicated in the points and rewards table.
<b>Pastoral Team Rewards</b>	Our rewards for individual students and large cohorts are disseminated across different periods of time to allow for a greater distribution of celebration. learners will be rewarded for a variety of reasons e.g. attendance, attitude to learning, points awards, above and beyond or school routines and conduct. We also have regularly scheduled assemblies where students receive certificates for outstanding achievements.
<b>Annual End of Year Celebration</b>	Special ceremonies to honour learners with exceptional performance and consistent adherence to school values throughout the year. This includes our annual rewards event.
<b>Feel Good Friday</b>	During positive future time on Friday mornings – form will celebrate and acknowledge success of those within their tutor time.
<b>Leadership Roles</b>	Offering positions such as head student, student senate member, or house leader to students who consistently show leadership qualities and uphold school values.
<b>Newsletters and Social Media</b>	Featuring learner achievements and positive stories in school newsletters, on the school website, and on social media platforms.
<b>Leadership Awards</b>	A variety of leadership awards are given out throughout the academic year.

By implementing these diverse recognition and reward strategies, our school ensures that learners who consistently make the correct choices aligned with our motto feel valued and motivated to continue their exemplary efforts.

Reward Thresholds	
Points	Rewards
100	Confectionary item/one stage 1 rewards
200	Confectionary item/one stage 1 rewards
300	Confectionary item/one stage 1 rewards
500	BRONZE CERTIFICATE AND PIN BADGE
650	Confectionary item/one stage 2 rewards
800	Confectionary item/one stage 2 rewards
1000	SILVER CERTIFICATE AND PIN BADGE
1250	Confectionary item/one item stage 3 rewards
1500	GOLD CERTIFICATE AND PIN BADGE
1750	Confectionary item/one stage 3 reward
2000	COTTINGHAM CHAMPION PRIZE
2000 +	Confectionary item/one item of any stage reward

## The Cottingham Culture

### Expectations of Learner Behaviours at Cottingham High School

Our expectations are outline in our home school agreement and can be summarised as:

As a learner at Cottingham High School, I will:

- Attend school and be on time
- Wear the correct uniform and be smart in appearance
- Work hard and be challenged in all lessons
- Complete homework to the best of my ability and hand it in on time
- Move calmly and considerately around the school site
- Follow instructions from all colleagues
- Accept consequences and sanctions without argument
- Treat others with respect and consideration
- Be aware that when I am wearing school uniform that I am representing the school so high expectations for behaviour needs to be maintained
- Not use my mobile phone on school site
- Not tolerate bullying
- Report anything that makes me feel unsafe or make others feel unsafe at school
- Always follow the home school agreement
- Always strive to believe, achieve, and succeed



### Pastoral Rooms

All our pastoral rooms are used to provide a place for our learners for a multitude of reasons. Examples of what the rooms may be used for are listed below but are not exclusive to:

All rooms are overseen by the Assistant Head for Inclusion.		
<b>The Bridge</b>	Coordinated by the Alternative Provision Coordinator	<p>Our intervention room for pastoral and academic interventions.</p> <p>Pupils may also access this room due to medical or attendance reasons.</p>
<b>On Call Room</b>	Managed by the Pastoral Team	<p>A room for reflection and a place to complete independent work after a learner has been on called from a lesson.</p> <p>Late detentions will take place in this room.</p>
<b>Isolation</b>	Managed by the Isolation Room Manager	<p>A place where pupils attend when a serious incidence has occurred, investigation is being undertaken or uniform defiance.</p> <p>When a learner is placed in the isolation room parents/carers will be notified.</p>

## Responding to behaviour

Our response to behaviour is graduated and has pastoral care at the heart. For those learners who are struggling to make the right choices, our behaviour system is designed to evaluate the support to our learners that need it the most. Our systems recognise that there are reasons behind behaviour and looks holistically to support individuals.

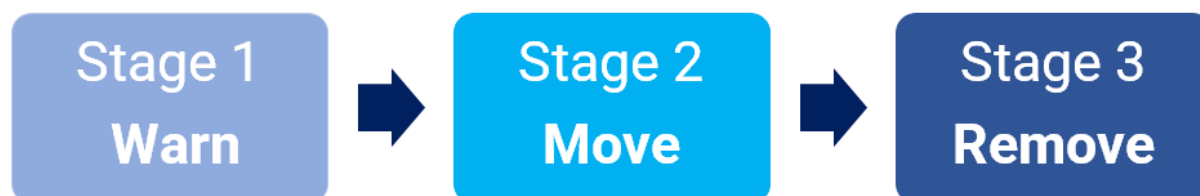
Summary of Stages			
Stage	Overview	Stages – Fast track if required	Waves of Intervention
<b>Prevention Universal Support</b>	<b>Culture of high expectations</b> - modelled behaviours of all staff through visible consistencies and routines. Use of rewards in recognition of living out the school motto in being.		<b>Visible Consistencies</b> <b>Learning Walks</b> <b>Patrol</b> <b>Communication Home</b> <b>Following behaviour policy</b> <b>Monitoring of attendance concerns and behaviour</b>
<b>Stage 1</b>	<b>Warn</b> This stage is about ensuring the pupil is reminded about the behaviour expectations in a calm and polite way.	<b>Minor Incidences</b>	
<b>Stage 2</b>	<b>Move</b> When a pupil continues not to demonstrate respect or is not engaging in learning a code is issued on Arbor.	<b>Minor Incidences</b>	
<b>Stage 3</b>	<b>Remove</b> On occasions, a pupil might not have responded to the teacher's behaviour management strategies and initial stages they may need to be removed to allow others to work.	<b>Serious Incidences</b>	
<b>Stage 4</b>	<b>Support</b> Departmental support strategies implemented. Form Tutor support strategies implemented.	<b>Serious Incidences</b>	<b>Departmental Report</b> <b>Form Tutor Report</b> <b>Restorative Meetings</b> <b>Parental Communications/Meeting</b> <b>Learning Walks</b> <b>Seating Plan Adjustments</b> <b>Academic Intervention</b> <b>Class Change</b> <b>SEND referral</b>
<b>Stage 5</b>	<b>Repeated Behaviours</b> Those receiving negative behaviours across subjects/across school and are deemed to be repeat	<b>Serious Incidences</b>	<b>Pastoral Yr Team report</b> <b>The Bridge</b> <b>Parental Meeting</b> <b>Check Ins</b>

	offenders. Pastoral Year Team create a learner support plan (SSP)		<b>Learning Walks</b> <b>TT adjustments</b> <b>Reintegration Plans</b> <b>Daily Check Ins</b> <b>Uniform / Equipment Intervention</b> <b>Form Change</b> <b>SEND referral</b> <b>Mentoring</b> <b>Medical / Wellbeing intervention</b> <b>Offsite direction – L1</b> <b>ABC</b>
<b>Stage 6</b>	<b>At Risk</b> A Behaviour Support Plan led by Leadership.	<b>At Risk</b>	<b>Leadership Report</b> <b>Offsite Directions - L2</b> <b>The Bridge</b> <b>Parental Meeting</b> <b>External Agencies</b> <b>TT adjustments</b> <b>Reintegration Plans</b> <b>Daily Check Ins</b> <b>SEND referral</b> <b>Mentoring</b> <b>Medical / Wellbeing intervention</b> <b>NCA</b>
<b>Stage 7</b>	<b>At Serious Risk</b> At this stage, the pupil will be at serious risk of losing their place at the school. Alternatives to exclusion considered and pursued.	<b>At Serious Risk</b>	<b>PSP</b> <b>Offsite Direction – L2</b> <b>The Bridge</b> <b>Parental Meetings</b> <b>Alternative Provisions</b> <b>Additional Services</b> <b>Governors at risk meeting</b>



## In Class Behaviour Stages

The highest stage reached within the lessons needs to be logged by the teacher on ARBOR or adult if around school.



In class and out of class stages	
Stage 1: Warn	<ul style="list-style-type: none"> <li>Behaviour is dealt with by the member of staff.</li> <li>This stage is about ensuring the learner is reminded about the behaviour expectations in a calm and polite way through a <b>verbal warning</b> (reprimand.)</li> <li>To visually indicate a verbal warning to a learner, the planner should be removed by the adult, or the pupils name written on the board. If in a practical environment or around school this will need to be adjusted accordingly.</li> <li>Staff will use positive framing whilst being firm and move on.</li> <li>Some learners with SEN may need more than one reminder – staff will use their professional judgement.</li> <li>Staff we record a warning on ABOR at the earliest convenience.</li> </ul>
Stage 2: Move (to the next stage)	<ul style="list-style-type: none"> <li>When a learner continues not to demonstrate respect or is not engaging in learning the sanction is escalated.</li> <li>Again, staff will deal positively, firmly and move on and implement strategies to avoid moving on to the next stage. These may include a move in the class, non-verbal cues, privately repeating instructions, positive framing, or public reinforcement. Further strategies' can be found in the learning walk thrus teacher toolkit for behaviour.</li> <li>Communication home is essential in changing any behaviour and staff at this stage will record the narrative on ARBOR when logging consequence points.</li> <li>We record minor behaviours as consequence points using ARBOR to aid us to track and identify those learners who need support with these behaviours.</li> </ul> <p><b><u>It is not acceptable to jump straight from a warning to a move without reasonable time for correction being given.</u></b></p>
Stage 3 – Remove	<ul style="list-style-type: none"> <li>On occasions, a learner might not have responded to the teacher's behaviour management strategies and initial stages</li> <li>so, they may need to be removed to allow others to work.</li> </ul>

	<ul style="list-style-type: none"> <li>• The member of staff will press the on call for behaviour button on ARBOR. A member of patrol staff will remove the learner. A learner will be placed in the on-call room.</li> <li>• A reflection form will be given to the learner to complete, and work should be provided in accordance with curriculum mapping.</li> <li>• The Head of Department will take the lead in ensuring contact is made by the classroom teacher to those with parental responsibility to discuss the behaviour, how to prevent this in the future and to ensure a clean slate for the learner at the start of the next lesson. You must log the communication on ARBOR to record the conversation you have held.</li> </ul> <p>Removal should only be used for the following reasons:</p> <p>a) to maintain the safety of all learners and to restore stability following an unreasonably high level of disruption.</p> <p>b) to enable the disruptive learner</p> <p>to be taken to a place where education can be continued in a managed environment; and</p> <p>c) to allow the learner to regain calm in a safe space.</p> <p>Learners will be directed to reflect on their behaviour and complete a written reflection log.</p> <p>Learners will be reminded of the expectations set out in the school agreement.</p> <p>A removal from lesson triggers a Stage 4 intervention.</p>
<b>Out of class stages</b>	
<b>Stage 4 – Support</b>	<p>Heads of Subject will work with colleagues and learners needing support and implement subject strategies such as:</p> <ul style="list-style-type: none"> <li>• The use of departmental report.</li> <li>• Behaviour management support strategies</li> <li>• Moves to a different class.</li> <li>• Meeting with parents/carers</li> <li>• Monitoring of behaviour through Subject reports and ARBOR.</li> <li>• Support within the classroom</li> <li>• Learning Walks</li> <li>• All strategies should be recorded on ARBOR so they can be monitored by Heads of School.</li> <li>• Heads of Subject must contact those with parental responsibility to discuss the progress of the strategies. Staff must update the behaviour on ARBOR to record the conversations held.</li> </ul>

	<ul style="list-style-type: none"> <li>• Stage 4 will be used by form tutors when general pastoral support is needed. A form tutor report may be used at this stage.</li> </ul>
<b>Stage 5 - Those receiving negative behaviours across subjects/across school and are deemed to be repeat offenders. Stage 5 will also be triggered if Stage 4 has not been successful.</b>	<ul style="list-style-type: none"> <li>• The pastoral year team (Pastoral Manager and Progress Leader) creates a pastoral team support plan which will be logged on ARBOR.</li> <li>• Learners will be supported by through the clear explanation of what they are doing wrong and what is expected of them.</li> <li>• Those with parental responsibility are regularly communicated with on the objectives of the pastoral team support plan, the progress made, and any changes made to the plan. This will be reviewed after a maximum of 6 weeks.</li> <li>• Consideration of reasons behind the behaviours considered and interventions considered as appropriate as necessary e.g., safeguarding, SEN testing, ELSA or referral to the school nurse.</li> <li>• Referral to external agencies discussed where appropriate.</li> <li>• If progress has not been made or a child is referred back to this level, stage 6 is then triggered.</li> </ul>
<b>Stage 6 – At risk</b>	<ul style="list-style-type: none"> <li>• At this stage, the ‘pastoral team support plan’ will have not had the impact all parties would have wished for. At this stage the learner and their parents/carers will be invited to a formal meeting with the Head of School</li> <li>• A Leadership Support Plan will be completed with targets set for the learner, parent/carers and school. This will indicate to the Trust and Local Authority and all parties involved, that the school is struggling to manage this learner and that their position in the school is at risk. The ‘Leadership Support Plan’ targets will be reviewed after a maximum of 6 weeks with the learner and parent/carers.</li> <li>• L1 Managed moves may be considered.</li> </ul>
<b>Stage 7 – At SERIOUS risk</b>	<ul style="list-style-type: none"> <li>• At this stage the learner will be at serious risk of losing their place at the school. A learner will be put on a Pastoral Support Plan. The targets will be reviewed at more regular intervals and if progress is not made then a referral to the Local Authority for support will be made. This might result:</li> <li>• a meeting with the Local Authority to assess the current support package.</li> <li>• Alternative provision being offered, either short term or long term.</li> <li>• The learner moving to an alternative mainstream school or a PRU.</li> <li>• L2 Managed moves considered.</li> </ul>



### Pastoral Actions:

1. Pastoral leader informs form tutor about that a child has been on called or received more than four consequence codes in a week. The form tutor will speak to the learner the following morning.
2. Progress leaders monitor the number of consequence codes issued and work with the pastoral manager to direct them to specific lessons that may require further support specific to their year group.
3. Reports are issued to pupils who received frequent consequence codes – outlined below. Parents and carers are notified when their child is on report.
4. Where behaviour continues to escalate, pastoral teams work with Heads of Key Stage, and colleagues across to ensure learners are fully support. For example, the year group pastoral team liaise with the SENCo to ensure needs are fully met , or with the safeguarding team to offer support or offer referrals to external agencies.

REPORTS STAGES			
Tutor Report	Green	Multiple consequence codes in a week x 8  On Call from multiple lessons.	Duration – Min of 3 weeks – Max of 6  Parental Contact about report  Weekly parental contact about report feedback
Year Team Pastoral Report (Progress Leader or Pastoral Manager)	Yellow	Multiple consequence codes x 8 following form tutor report.  Serious Incident	Duration Min - 3 weeks – Max 6  Parental Contact about report  Weekly parental contact about report feedback
Leadership Report	Orange	Continuing and repeated defiance's following Pastoral team Report	Duration Min - 3 weeks – Max 6  Parental Meeting  Daily and weekly parental contact about report feedback.

			<p>Formal review meeting.</p> <p>Success on this report will result in lowering the report level and then being removed from report. Poor engagement with the report process may result in exploring other options such as offsite directions.</p>
Deputy Headteacher PSP – Pupil Support Plan	Red	Continuing and repeated defiance's following Pastoral team Report	<p>Duration Min - 3 weeks – Max 6</p> <p>Parental Meeting</p> <p>Daily and weekly parental contact about report feedback.</p> <p>Formal review meeting.</p> <p>Success on this report will result in lowering the report level and then being removed from report. Poor engagement with the report process may result in exploring other options such as permanent exclusion.</p>

#### Departmental Actions

Narrative of consequence code is logged on Arbor to be communicated home

Head of Subject to ensure communication is made home following a removal from a lesson in their subject area.

Departmental report issued after 4 consequence codes are issued in one class over a week. Contact will be made with home.

Departmental report to be issued after a removal. Contact to be will made home.

Restorative to be facilitated by Head of Subject.

Head of Subject to facilitate a parent meeting following repeated defiance isolated to one subject area. Change of class to be considered.

## Pastoral Incidences

For incidences that are more serious and cannot be dealt with through the warning system, our incidence procedure will be followed. Pastoral incidences may occur in school and out of school. Staff will follow the incident procedure when dealing with serious incidences.

Serious Incidents include but not restricted too:

- Physical assault against a pupil
- Physical assault against an adult
- Verbal abuse or threatening behaviour against a pupil
- Verbal abuse or threatening behaviour against an adult
- Use, or threat of use, of an offensive weapon or prohibited item that has been prohibited by a school's behaviour policy
- Bullying
- Racist abuse
- Abuse against sexual orientation or gender reassignment
- Abuse relating to disability

## Incident Procedure

<b>Step 1 – out of circulation.</b>	<p>All pupil/s taken out of circulation into a safe appropriate place e.g., pastoral team office / AH office / Leadership / Isolation Room. If there is a risk of safety, pupils should not be placed in the same room.</p> <p>Parents/carers should be notified of investigation and incident. This is essential if a child has sustained an injury.</p>
<b>Step 2 – Independent statements should be taken</b>	<ul style="list-style-type: none"><li>• All statements must be recorded in writing on a CHS proforma, fully completed and signed.</li><li>• Every child/colleague named on the statement should provide a statement.</li><li>• If a staff member makes notes from a verbal statement, it must be read to the pupil signed and dated by the pupil to acknowledge agreement. Witnesses must be noted.</li><li>• Please read statements and occurrences where more specific information is required, please use the who, where, what, when open ended question approach. Avoid suggestive questioning. You can annotate the statement with these questions – where possible please use a different coloured pen.</li></ul>

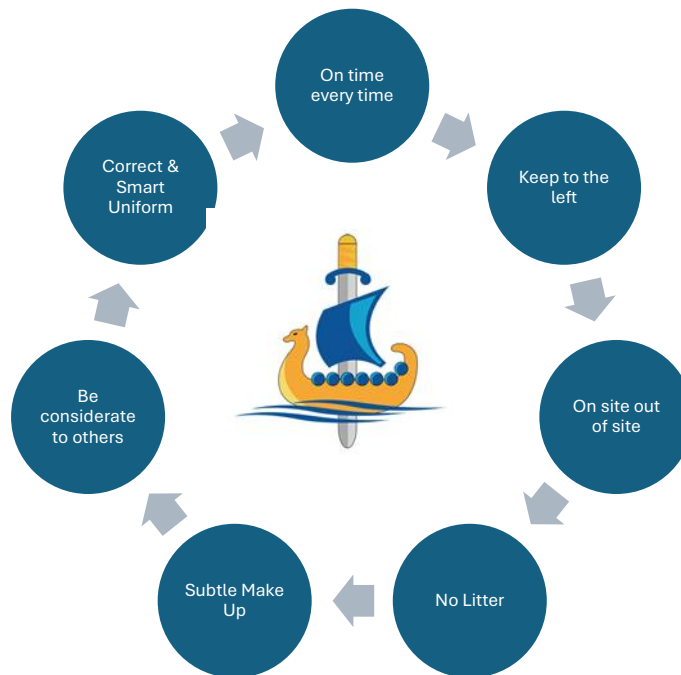
	<ul style="list-style-type: none"> <li>• If the pupil in question has SEND, ensure the SENCO or key worker is involved during the process.</li> <li>• Any other pupil / colleague named in the statements should be asked to provide written statements. Please follow same procedures as above.</li> <li>• CCTV – if CCTV is available to view, create a timeline of events to add to the incident pack.</li> </ul>
<b>Step 3 – incident pack</b>	<ul style="list-style-type: none"> <li>• Statements to be collated and correlated on the correlation sheet.</li> <li>• All evidence needing consideration to be included.</li> <li>• AH to complete incident summary sheet.</li> <li>• Incident pack given to the SENCO &amp; LAC lead if relevant to pupil.</li> <li>• If any party requires further clarification – this to be directed and collated.</li> </ul>
<b>Step 4 – decision</b>	<ul style="list-style-type: none"> <li>• AH and Pastoral Team (when necessary), SENCO &amp; LAC Lead (when necessary) meet and discuss proposed sanction. A proposed decision of sanction should be made by AH in line with the Trust consequence matrix. Sanctions will be agreed by the Headteacher or Deputy Headteacher.</li> <li>• If decision involves external suspension or permanent exclusion the final decision will be made by the Headteacher and/or Deputy Headteacher in line with the suspension/permanent exclusion policy.</li> <li>• Parents/carers are informed of decision without delay and logged on ABOR.</li> <li>• All completed paperwork put on ABOR and in pupils' files.</li> </ul>



## Unstructured Time – The Cottingham Culture

If a learner does not uphold our expectations in unstructured time, then consequence points will be issued and recorded on Arbor by the member of staff issuing them.

Some of the basic expectations that build the Cottingham Culture:



## Expectations around the school and transitions around the school site

### Learners must:

- Move in a calm and considerate way around the school, taking care particularly during lesson changeovers
- Keep to the left
- Never run, chase, barge or shout
- Be ready to help others by opening doors, letting others pass and showing patience, good manners and courtesy
- Follow the signs and routes around the school site
- Pay attention to other specialist areas of the school which have additional expectations to support the safe use of specialist equipment
- Ensure they do not drop litter or eat in the corridors

## **Expectations at break and lunchtime**

### **Learners must:**

- Stay in the allocated year group areas (do not enter out of bounds areas)
- Only eat in allocated areas, not in corridors
- When queuing for food, line up calmly and in single file to show respect for others by not jumping ahead in the queue
- Ensure they are wearing the correct uniform and have smart appearance
- Whilst seated, show respect for other staff and learners
- Clear any rubbish when finished, making sure the table is also cleared and tidy
- Ensure all rubbish is placed into the appropriate bin
- Use the allocated toilets for their year group – one pupil per cubicle

## **Expectations at the end of the school day**

### **Learners must:**

- Queue for buses in an orderly manner being conscious of members of the public and younger learners
- Exit through the main gate and leave the school calmly
- Ensure you do not ride your bicycle until you are off school site
- Take care when crossing the roads and watch for bicycle and other vehicles.
- Go directly to any detentions, activities or clubs

## **Expectations in the local community**

### **Learners must:**

- Be aware that when they are wearing school uniform that they are representing the school so high expectations for behaviour need to be maintained
- Always walk sensibly and safely, taking care when crossing the road
- Know transport to and from school is an extension of the school day, therefore school expectations apply
- Wear a helmet and cycle safely, on the road, always
- As representatives of the school treat residents with consideration
- Know any inappropriate behaviour outside the school may still be sanctioned in line with the behaviour policy

## **Uniform**

We are preparing our learners for life beyond school and the world of work and therefore we expect them to take a pride in their appearance. Our uniform expectations are clearly outlined in our uniform policy, and this covers learners on their way to and from school. When learners do not conform to our uniform policy, it is not fair on everyone else and therefore a consequence will be issued. Learners will be taken to learner services to solve the uniform issue. If a learner refuses to solve the issues, then they will be placed out of circulation from the general population until it is resolved. Parents/Guardian will be informed by a member of the pastoral team and next steps clarified.

### Learners must:

- Wear the correct uniform and be smart in appearance
- If choosing to wear makeup it must be subtle and include no false eyelashes
- Ensure they do not wear jewellery (except for one pair of plain studded earrings)
- Wear their shirt tucked in
- Wear the correct colour tie (Years 7-9: maroon; Years 10-11: black)
- Wear a tailored skirt that is at least knee length and not rolled over
- Make sure tights do not have holes in them
- Ensure they do not have coloured nails or false nails
- Ensure they do not choose excessive hair colours
- Attend learner services prior to line ups and from time to ensure uniform issues are resolved



### Equipment

All learners are expected to be prepared for each lesson with the correct equipment. When learners do not have the correct equipment, this disrupts the learning of others because the teacher has to interrupt the lesson to provide the necessary equipment. At Cottingham High School, learners are expected to have a pencil case, containing the minimum of a black/blue pen, a purple pen and green pen a pencil and a ruler. All learners are also expected to carry

their planner at all times. Learners must also have their full PE kit on the days that they have PE. Learners who do not have the correct equipment will be given a consequence code. Tutors will undertake equipment checks every day and through monitoring will make communication with home to discuss any potential barriers.

### **Homework**

All learners are expected to complete homework when it is set by their teachers. Homework serves several important purposes in a learner's educational journey. Firstly, it reinforces the concepts taught in lessons, helping learners retain information and deepen their understanding of the subject matter. Additionally, homework provides an opportunity for learners to practice and apply what they have learned independently, fostering critical thinking and problem-solving skills. It also helps teachers assess learners' understanding of the material and identify areas where additional support may be needed. Furthermore, homework teaches important life skills such as time management, organisation, and responsibility, which are essential for success both academically and in later stages of life. Overall, homework plays a vital role in complementing classroom teaching and learning and preparing learners for future academic and professional challenges. At Cottingham High School, homework is set in line with our teaching and learning policy. Learners who do not complete their homework to a required standard or who fail to hand their homework in on time will be issued with a consequence code, further missed homework will be monitored and support and sanctions applied inline with the stages for behaviour.

### **Punctuality – on time, every time.**

All learners are expected to arrive to school on time and attend each lesson on time. Punctuality to school and lessons is crucial for several reasons. Firstly, it sets a positive tone for the day, allowing everyone to start their learning on time and fully engage with the lesson. Arriving punctually demonstrates respect for teachers, classmates, and the learning environment, fostering a culture of mutual respect and responsibility. Moreover, consistent punctuality helps learners develop crucial time management skills, a valuable asset in both academic and professional settings. It also reduces disruptions in the classroom, ensuring a smooth flow of learning and maximising teaching time. Additionally, punctuality cultivates a sense of accountability and discipline, traits that are integral to success in all aspects of life. Overall, being punctual to school and lessons not only benefits individual learners but also contributes to a positive and productive learning environment for everyone involved. Learners who arrive late to Cottingham High School without a valid written note will be given a consequence code and issued a same day lunchtime detention.

### **Expectations before the school day starts**

#### **Learners must:**

- Arrive at school prior to the starting bell at 8.45am
- Convene at the specified area for morning line ups
- Arrive to school in the correct uniform and be smart in appearance (see uniform policy)
- Arrive with the correct equipment needed for the day
- Ensure mobile phones are put away in bags and switched off before entering the school grounds. On site out of sight.

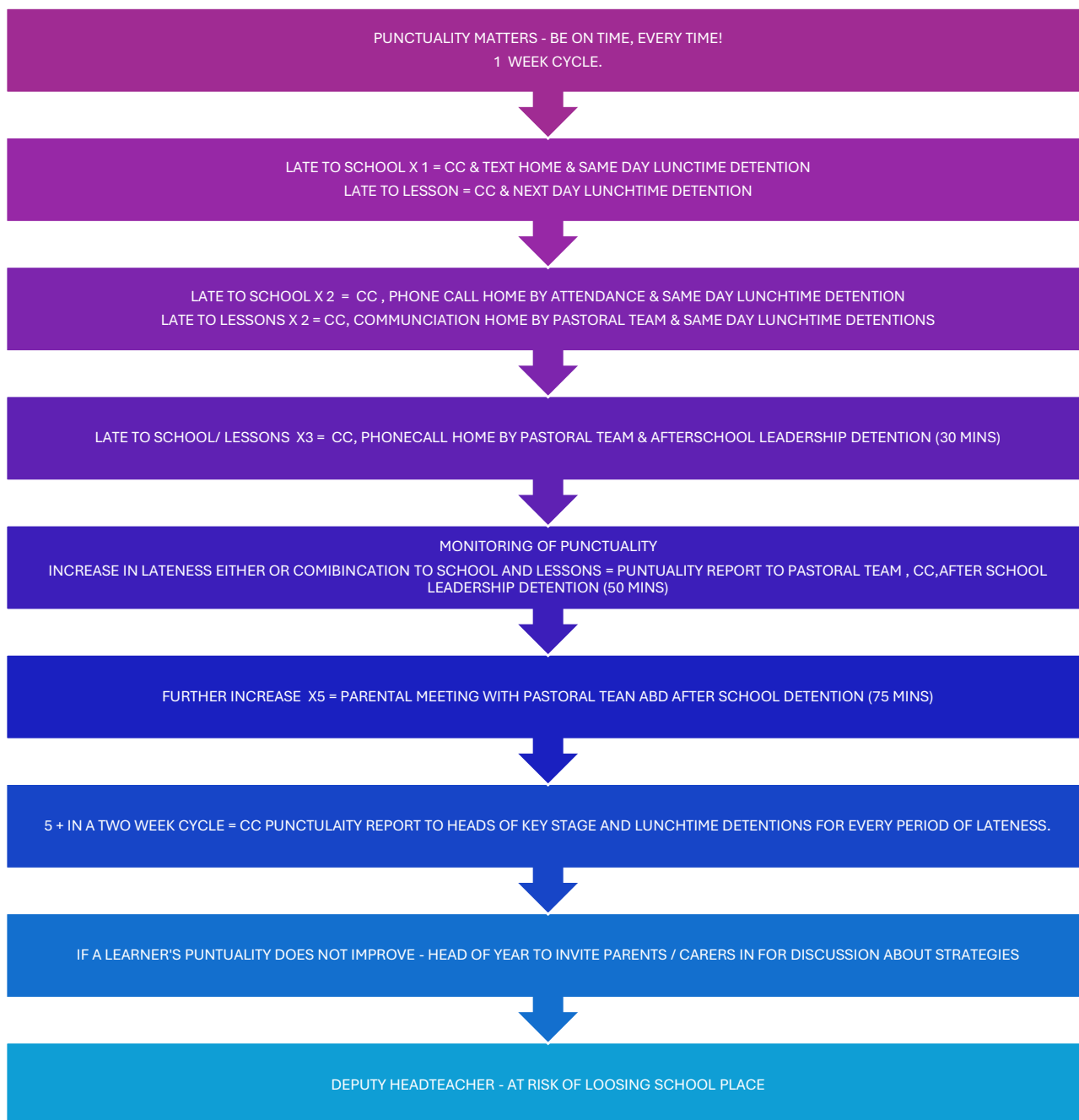
Punctuality is a visible consistency. All learners and staff should be on time, every time.

### **Late to lessons**

Learners receive a detention the following day for lateness to lessons.

The pastoral team run daily reports for lateness and make communication with home regarding punctuality concerns.

**ON TIME. EVERY TIME.**



### No calling out or interrupting

It is important for learners not to call out or interrupt during lessons for several reasons. Firstly, doing so disrupts the flow of teaching, causing distractions for both the teacher and fellow learners. This interruption can hinder the learning process and prevent learners from fully understanding the material being presented. Additionally, calling out or interrupting shows a lack of respect for the teacher and others who are trying to learn. It can create an environment where other learners feel discouraged from participating or sharing their thoughts, inhibiting collaboration and the exchange of ideas. Moreover, waiting for an appropriate time to speak teaches patience and self-control, valuable skills that extend beyond the classroom into various aspects of life. By fostering a respectful and attentive atmosphere, learners can maximise their learning potential and contribute to a positive classroom environment.

conducive to academic success. Learners who call out or interrupt in lessons can expect staff to follow the stages for behaviour. These will be logged on Arbor.

### On-task

Learners are expected to stay on-task, work hard and play an active part in lessons for several reasons. Firstly, maintaining focus ensures they utilise their class time effectively, optimising their learning opportunities. Actively engaging with the lesson enhances understanding and retention of concepts. Additionally, working hard demonstrates a commitment to academic success and personal growth, fostering a strong work ethic and resilience. Moreover, active participation contributes to a positive learning environment, where learners can collaborate, ask questions, and engage in meaningful discussions. Ultimately, when learners are focused and diligent, they not only enhance their learning but also contribute to the success of the classroom community.

## Expectations in Lessons

### Learners must:

- Arrive on time
- Line up calmly and in an orderly manner outside of the classroom until greeted at the door by a member of staff
- Ensure the correct uniform is being worn and have smart appearance
- Ensure coats and outer layers are on the backs of chairs, bags under the table and planners and equipment on the desk
- Enter the room quietly and complete the Do Now task as part of our sharp start routine
- Demonstrate an active growth mindset in lessons
- Show consideration for others
- Sit in the correct seat as per the teacher's seating plan
- Follow all instructions from members of staff politely; first time every time
- Contribute at appropriate times, or when asked, and ensure every contribution is of value
- Engage in all aspects of our instructional framework
- Use positive language to make positive contributions to the learning
- Be an active learner by listening carefully and responding to ideas and feedback
- Take pride in all work with clear evidence of deliberate practice and responses to feedback
- Put the best effort into every activity and ask for help if needed
- Always demonstrate consideration through words and actions
- Follow the end of lesson routine (neat finish) standing behind chairs and waiting to be dismissed one row at a time

## Consequences

At Cottingham High School we have a straightforward approach to issuing consequences to learners who do not meet our high expectations. Learners will be issued with consequence codes for behaviours that do not align with the Cottingham Culture. All consequence codes will be issued on Arbor. Consequences will be in line with the Trust consequence matrix.

Headteachers will always consider mitigating circumstances before applying a consequence and use their professional judgement to adjust the consequence when appropriate. The list of unacceptable behaviours is not exhaustive within Trust policy, and therefore Headteachers will apply proportionate consequences to any unacceptable behaviours that are not listed. If a learner repeats unacceptable behaviours or persistently demonstrates unacceptable behaviours, the consequence applied may escalate. The table does not provide detail as to the important restorative processes that are employed by our staff. In the absence of the Headteacher, an appropriate member of the SLT will have delegated powers to act in his/her capacity.

## **Detentions**

Detentions are given as a sanction for learners making the wrong choices in and out of lessons and within the community. Detentions occur both during and outside of school hours.

Parental consent is not required for detentions and, therefore, the school is able to issue detention as a sanction without first notifying the parents of the pupil.

When issuing detentions, members of staff will ensure that they do so reasonably within the given circumstances, and that they consider any additional needs of the pupil.

When issuing detentions which are set to be outside of school hours, the member of staff doing so will consider:

- Whether the detention is likely to put the pupil at risk.
- Whether the pupil has identified caring responsibilities which would make the detention unreasonable.
- Certified proof of a medical appointment that detention clashes with
- Whether the parents' ought to be informed of the detention, e.g., it may not be necessary to do so if the detention is for a short period after school and the pupil is able to return home safely.
- Whether suitable transport arrangements are in place between the parents and the pupil. NB. It does not matter whether these transport arrangements are inconvenient to the parents.

## **Types of detention**

### **Lunchtime Detentions**

These detentions are run by a Pastoral Manager or Progress Leader every lunchtime for 30 minutes in the on-call room.

### **Leadership Detentions- automated trigger system**

These run every night after school in a computer room for 60 minutes. Reasons for these detentions include.



Please see the tariff for sanctions on the next page.

CONSEQUENCE POINT TARIFF				Detentions		Serious Incidences	
0	1	2	4	Lunchtime Detention – 20 mins	Leadership Detention 60 mins	10 Out of circulation/ Isolation Room	12 Suspension
Late to school  Late to lessons  WARN  PE Kit	Littering  Chewing	Line Up  Lost Report Card  Entry and Exit Routines  Bike Helmet  Reluctant Mindset  Transitions/In Corridors  Out of bounds  Equipment	MOVE  Anti-Social Behaviour  Lack of Respect  Jewellery  Make Up & Appearance  Uniform  Mobile Phone  Homework	Late to School (same day)  Late to Lesson (next day)	10 consequence points  REMOVE FROM A LESSON  Truancy (every lesson missed to catch up on work missed)  Missed lunchtime detention	Serious Incident  Missed Leadership Detentions	Vaping  Physical Altercation/Violence  Prohibited Item  Threatening Behaviour  Racist abuse  Bullying  Sexual misconduct  Abuse relating to sexual orientation, gender identity, disability.  Drug and alcohol related  Theft  Damage

							Persistent disruptive  Inappropriate use of social media or online technology
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#### Further clarification:

- 10 consequence points triggers a leadership detention the next day
- Late to school = same day 20-minute lunchtime detention
- Late to lesson = next day 20-minute lunchtime detention
- A remove from lesson = same day leadership detention after school
- Truancy = same day leadership detention after school
- Missed lunchtime = same day leadership detention after school
- Failure to attend a leadership detention is out of circulation
- Failure in isolation will lead to suspension
- Anti-social behaviour examples but not exclusive to throwing food, shouting, congregating in a group for negative reasons

## Bullying

We aim to cultivate warm and welcoming school environments where bullying is never tolerated. Every child has the fundamental right to attend school without fear of harassment or prejudice. To address this, we incorporate comprehensive anti-bullying education into our curriculum, including assemblies, tutor time activities and through our PSHCE programme, emphasising its impact on both the perpetrator and the victim. Victims of bullying receive dedicated support through our pastoral system, while perpetrators are educated about the consequences of their actions and provided with guidance to foster more socially acceptable behaviours.

While our focus remains on behavioural change, The Consortium Academy Trust also advocates for the use of consequences in response to persistent bullying instances where supportive interventions have proven ineffective in effecting the necessary behavioural changes.

**Bullying** is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, intimidating and / or tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: Racial Faith-based Gendered (sexist) Homophobic/biphobic Transphobic Disability-based	Taunts, gestures, graffiti, or physical abuse focused on a particular characteristic (e.g., gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our Trust's approach to preventing and addressing bullying are set out in our anti-bullying policy and include:

- How learners, parents and staff can report incidents of bullying
- How the school investigates allegations of bullying
- Consequence procedures, making reference to this policy where applicable
- How the school supports learners who have been bullied and those vulnerable to bullying
- Whole-school proactive strategies to prevent bullying
- How the school trains staff and governors in preventing and handling bullying

### **Managing Inappropriate sexualised behaviours**

Cottingham High School is committed to providing a safe and respectful environment where the whole community can learn and thrive free from sexual violence and sexual harassment. The school takes any incidents of sexual violence or sexual harassment very seriously and is committed to handling all reports sensitively, effectively and in a timely manner.

We are clear that sexual violence and sexual harassment are not acceptable, will never be tolerated and are not an inevitable part of growing up.

This needs to be underpinned by a culture and practice that champion 'zero tolerance' of inappropriate Sexual Behaviour(s), Harassment and Violence, ensuring that such behaviour is always challenged, not 'normalised', always taken seriously and addressed immediately with support for the victim at the centre and management of any identified need and risk. Timely and appropriate information sharing is key.

We will always challenge behaviour or language that seeks to normalise sexual harassment or violence in school. Sanctions will be applied in accordance with this Behaviour Policy on a case-by-case basis. Sanctions for sexual harassment and violence may include:

- A verbal warning including guidance and education
- Contact with parents and carers • Internal sanction e.g. detention
- withdrawal from circulation and an immediate needs risk assessment conducted
- Fixed Term Suspension (length dependent on incident)
- Permanent exclusion

There are four likely scenarios we will need to consider when managing any reports of sexual violence and/or sexual harassment.

- Manage internally
- Early Help
- Referral to Child Social Care (SaPH)
- Police

### **Fixed Term Suspension and Permanent Exclusion**

This section should be read in conjunction with the Trust's Suspensions and Exclusions policy.

Fixed-term suspensions and permanent exclusions represent the most severe consequences that schools within The Consortium Academy Trust may resort to, utilised only as a last resort. Our Headteacher prioritises the prevention of suspensions through proactive behaviour leadership and management strategies. Systems and procedures are in place to identify learners whose behaviour raises concern or shows early signs of problematic behaviour,

ensuring timely intervention to provide necessary support and guidance, as outlined. This list is not exhaustive, nor is there an expectation that every strategy is employed before taking the decision to suspend or exclude a learner. Headteachers will decide which support strategies are the most appropriate based on an individual learner basis.

The Headteacher will exhaust all possible avenues to address learner misbehaviour before considering fixed-term suspension or permanent exclusion. When contemplating such actions, the Headteacher carefully assesses the potential impact on the learner, their family, and the school community as a whole. This assessment involves a thorough understanding of the learner's situation, including any underlying factors contributing to their behaviour.

Prior to issuing a fixed-term suspension or permanent exclusion, the following steps are taken:

- Collection of factual accounts from involved learners, witnesses, and staff
- Consultation with the SEND team regarding any identified special educational needs that may influence behaviour
- Consultation with the pastoral team regarding any pastoral issues or support previously provided to the learner(s)
- Consultation with the safeguarding team to evaluate potential risks to the learner(s)

Only after these steps are completed and the gathered information reviewed will the Headteacher determine the appropriate course of action.

Only the Headteacher will suspend or exclude a learner. When the Headteacher is absent, a Deputy Headteacher will be appointed to carry out the Headteacher's duties and this includes the power to suspend or exclude. The Headteacher, or their delegate, will decide the duration of a suspension after having considered all of the evidence available. The reasons below are examples of the types of circumstances that may warrant a suspension or permanent exclusion.

- Physical assault / violent behaviour against a learner
- Physical assault / violent behaviour against an adult or member of staff
- Verbal abuse /threatening behaviour against a learner
- Verbal abuse /threatening behaviour against an adult or member of staff
- Use or threat of use of an offensive weapon or prohibited item, including possession
- Bullying
- Racist abuse
- Abuse against sexual orientation and gender identity
- Abuse relating to disability
- Sexual misconduct
- Drug and alcohol related
- Damage
- Theft
- Persistent disruptive behaviour (including defiance)
- Inappropriate use of social media or online technology
- Wilful and repeated transgression of protective measures in place to protect public health

In exceptional circumstances, a Headteacher can make the decision to permanently exclude a learner from the school. This decision is always a last resort and taken in response to:

- a serious breach or persistent breaches of the school's behaviour policy; and
- where allowing the learner to remain in school would seriously harm the education or welfare of the learner or others such as staff or learners in the school

When a learner approaches the threshold for permanent exclusion, schools collaborate with the Access and Inclusion team, and in the case of Children Looked After, the Virtual School at the Local Authority to explore additional support options. This collaborative effort ensures that all available alternatives and preventative measures are considered before resorting to permanent exclusion.

For further details on the use of both fixed-term suspensions and permanent exclusions, please refer to the Trust Exclusion Policy.

Top of Form

### **Off-site directions**

In cases where all avenues of support have been exhausted, support from a specialist behaviour provision or another educational establishment may be explored, this is called 'Off-site direction.' The Local Governing Board may direct a learner off-site to another school or to an alternative provider to support them in improving their behaviour. This responsibility may be delegated to the Headteacher. Directing a learner off-site means to require the learner to attend a site other than the normal school site to receive their education for a limited period.

Whilst attending an alternative educational establishment, the learner remains on the home school's roll and the Local Governing Board remains responsible for them. During any such placement the Local Governing Board will arrange for the learner to continue their education ensuring that they continue to receive a broad and balanced curriculum in addition to addressing any inappropriate behaviours. Where possible the Local Governing Board will make arrangements for the learner to continue their full curriculum. However, this will not always be possible depending on the nature and duration of the placement and the specific subjects the learner may be studying.

The Local Governing Board will provide parents and carers with clear information relating to the expected length of the placement and how the placement will be reviewed. The Local Governing Board reserves the right to extend the placement following the initial period if a learner's behaviour has not improved to an acceptable standard. Alternative action may be considered by the Local Governing Board at this stage. The Local Governing Board and the Headteacher will consult with the learner's parents or carers before directing a learner off-site. Where the Local Governing Board direct a learner off-site, they will provide to the parents and carers, or anyone with parental responsibility, clear information on:

- the reasons for the placement,
- the objective(s) of the placement,
- the expected length of the placement,
- the location of the placement,

- when and how the placement will be reviewed (reviews shall take place at least each 12 weeks)

This information will be communicated at least 48 hours before the placement is due to start. If the learner has special educational needs or an Education, Health and Care Plan the Local Governing Board will also inform the Local Authority.

At the end of any placement the Local Governing Board will provide the parents and carers, or anyone with parental responsibility, clear information on:

- The outcomes of the placement.
- An assessment of any change in the learner's behaviour.
- A report on the learner's academic progress during the placement, having appropriate regard to the duration of the placement.
- Where the learner will be reintegrated into the main school site, a plan for the reintegration including when the learner must return to school, details of any phased return and details of any additional support that will be provided to the learner.

For the avoidance of doubt any off-site, off-site direction and alternative placements are at the discretion of the Local Governing Board and this is usually delegated to the Headteacher. Parental consent is not required for a school to direct a learner off-site under this provision. However, the school will seek for this to be a collaborative process, as far as possible, in the best interests of the learner. The Local Governing Board may use any other powers at any time to address issues with a learner's behaviour and may also delegate these responsibilities to the Headteacher.

### **Level 1 – Off-site direction**

This involves a learner being placed in an alternative educational setting for a period of 1 – 2 weeks. Whilst in the alternative setting, learners will continue to receive a broad and balanced education and further support to ensure that they can reintegrate back into their home school at the end of the placement. Learners will not normally be placed in mainstream lessons unless this has been agreed by both schools and parents / carers.

When setting up a Level 1 Off-site direction the following will be agreed between schools and shared with parents / carers:

- The area that the learner will be working whilst on their placement. This may include an isolation or reflection room at the receiving school site.
- Arrangements for travel during the placement. It is the parent / carer's responsibility to source and fund transport in the first instance. If this is not possible, the home-school is responsible for sourcing and funding transport for the duration of the placement.
- The timings for the arrival and departure of the learner during their placement and the name of the member of staff who they should report to.
- Regularity of contact and updates between both schools to check progress, behaviour and that work is available.
- Attendance and absence reporting procedures.



- Termination procedures in the event that the learner fails the off-site direction placement at any point during the placement.

It is the responsibility of the learner's home-schooled to provide adequate, high-quality work to be completed during the Level 1 off-site direction placement. This should be provided to the receiving school at the start of the placement.

The relevant **Learner Passport** must be completed and shared with the receiving school prior to the commencement of a Level 1 off-site direction.

For the purposes of enrolment status and the marking of registers during a Level 1 Off-site direction, the following attendance codes will be used:

Home School		Receiving School	
Enrolment Status	Attendance Mark	Enrolment Status	Attendance Mark
M = Current Main (Dual Registration)	D = Dual Registered	S = Current subsidiary dual registration	Appropriate code (Present / Absent)

## Level 2 – Off-site direction

Level 2 Off-site directions are generally 12-week placements with a 6-week mid-term review set up between both schools. Records of mid-term reviews will be kept and will include notes of discussions, actions and any agreements made. Reviews of Level 2 off-site directions should give assurance that the placement is meeting its aims. If successful, a Level 2 Off-site direction can become a permanent managed move and the learner can be deregistered from their current home school and go onto the roll of the receiving school as a main registration.

In preparation for a Level 2 off-site direction placement, the following must be in place prior to the placement starting:

- A clear overview of the learner's curriculum, including option subjects and examination boards in the case of learners in Years 10 or 11.
- Pastoral files and copies of any relevant plans that have been in place
- Key targets for the learner, including academic and behavioural targets
- Clear communication with the receiving school of the nature of the behavioural issues surrounding the learner
- Agreed timescales and review dates for the placement
- A planning meeting including representatives from both schools, the parent / carer and the learner
- Termination procedures in the event that the learner fails the off-site direction placement at any point during the placement.

For the purposes of enrolment status and the marking of registers during a Level 2 off-site direction, the following attendance codes will be used until the end of the trial at which point if the move to the receiving school is to be a permanent one then the learner should transfer school rolls and be enrolled and marked accordingly:

Home School		Receiving School	
Enrolment Status	Attendance Mark	Enrolment Status	Attendance Mark
M = Current Main (Dual Registration)	D = Dual Registered	S = Current subsidiary dual registration	Appropriate code (Present / Absent)

If the off-site direction is unsuccessful then the placement will end, and the learner will return to their home school and appropriate attendance marks will resume being used in the register. The home school should document the use of the off-site direction and the reasons why it was unsuccessful as this evidence may be needed for future considerations in reaction to the learner or for inspection visits.

### Level 3 – Managed Moves

All schools within The Consortium Academy Trust operate a process of managed moves. Managed moves can take place between schools within The Consortium Academy Trust and those that are not part of the Trust. A managed move is a structured process aimed at facilitating the transfer of a learner to another school voluntarily. It is typically initiated when a learner's behaviour challenges cannot be adequately addressed within the current school environment and the learner may be at risk of permanent exclusion. By initiating a managed move, Headteachers seek to avoid this risk. A managed move is a voluntary process and requires the agreement of parents / carers.

If a learner has an EHC plan, their school will contact the local authority prior to the move and if the local authority, both schools and parents / carers are in agreement that there should be a managed move, the local authority will follow the process for changing the EHC plan.

### Behaviour off-site

Consequences may be enforced in instances where a learner engages in misconduct while representing the school off-site. This includes situations where the learner is participating in school-organised activities and trips, traveling to or from school whether on foot or another form of transport, wearing school uniform, or in any way identifiable as a learner of one of our schools. Additionally, consequences may be warranted for off-site misbehaviour regardless of the above conditions if it:

- Threatens the orderly operation of the school
- Endangers another learner
- Has the potential to damage the school's reputation

Consequences will only be administered on school premises or in situations where the learner is under the lawful supervision of a staff member, such as during a school-organised trip.

### Online misbehaviour

Behaviour consequences may be imposed by the school on learners for misconduct online if:

- It poses a threat or inflicts harm on another learner
- It has potential consequences for the school's orderly operation
- It damages the school's reputation
- The learner's identity as a member of the school is discernible

Consequences will solely be administered on school premises or in situations where the learner is under the lawful supervision of a staff member.

### **Suspected criminal behaviour**

Should a learner be suspected of engaging in criminal behaviour, the school will conduct an initial assessment to determine whether to notify the police. During the process of establishing the facts, the school will make efforts to preserve any pertinent evidence for potential handover to the police.

If the decision is made to report the incident to the police, either the Headteacher or a designated member of the leadership team will be responsible for making the report. The school will respect any police actions taken without interference, while also continuing its own investigation procedures and applying consequences, provided they do not conflict with police action.

In cases where a report is made to the police, the designated safeguarding lead (DSL) will also consider making a concurrent report to children's social care, if deemed appropriate.

### **Confiscation**

Searching, screening and confiscation is conducted in accordance with the DfE's latest published guidance on searching, screening, and confiscation.

Any prohibited items found in a learner's possession as a result of a search will be confiscated. These items will not be returned to the learner. Our schools will also confiscate any item that is harmful or detrimental to school discipline. These items may be returned to learners after discussion with senior leaders and parents, if appropriate.

### **Searching Learners' Possessions**

Searches will solely be conducted by a staff member authorised by the Headteacher, or by the Headteacher themselves. Subject to the following exception, the authorised staff member performing the search will be of the same gender as the learner, with another staff member present as a witness. An authorised staff member of a different gender from the learner may conduct a search without a witness if:

- There is a reasonable belief that serious harm could occur without an urgent search, and it is not reasonably practical to have a same-gender staff member present within the available time; or
- It is not reasonably practical to conduct the search in the presence of another staff member.

In instances where an authorised staff member conducts a search without a witness, they must promptly report this to another staff member and ensure a written record is maintained. If a search is deemed necessary but not urgent, the authorised staff member will seek guidance from the Headteacher, designated safeguarding lead (or deputy), or pastoral staff, who may have relevant information about the learner. During this period, the learner will be supervised and kept separate from other learners.

A search may proceed if the authorised staff member has reasonable grounds to suspect that the learner possesses a prohibited item, /or if the learner consents. An appropriate location for the search will be selected, preferably away from other learners, and will occur only on the school premises or where the staff member has lawful control over the learner, such as during a school trip.

Before conducting a search, the authorised staff member will:

- Evaluate the urgency of the search
- Assess the potential risks posed by not conducting the search
- Consider any safeguarding risks to the learner
- Explain the reason for the search to the learner
- Describe the search procedure to the learner (e.g., checking pockets, removing outer garments)
- Detail how and where the search will take place
- Allow the learner to ask questions
- Seek the learner's cooperation

If the learner refuses to consent to a search, the staff member may impose an appropriate behavioural consequence. If the learner continues to refuse cooperation, the staff member will consult with the Headteacher/designated safeguarding lead (or deputy)/pastoral lead to determine the reason for the refusal.

The authorised staff member will then decide whether reasonable force is necessary to conduct the search, considering whether the search is essential to prevent harm to the learner or others, protect property, or maintain order.

Reasonable force may be employed by the authorised staff member to search for prohibited items but not for items specified solely in the school rules. A metal detector may be used to assist with the search. The authorised staff member may search the learner's outer clothing, pockets, belongings, bags, or lockers. Outer clothing encompasses any garment worn over clothing worn immediately next to the skin or as underwear (e.g., jumpers, jackets).

"Possessions" refer to any items under the learner's control, including lockers, and bags. A search of a learner's possessions can be conducted if the learner consents. If the learner does not consent, staff can still search for prohibited items and other items specified in the school's local procedures.

An authorised staff member may search a learner's possessions in the presence of another staff member. In cases of immediate danger or impracticality in having another staff member present, a single authorised staff member may conduct the search.

The staff member conducting the search must promptly inform the Designated Safeguarding Lead (DSL):

- Of any incidents where there are reasonable grounds to suspect a learner possesses a prohibited item
- If the search indicates a safeguarding concern

All searches for prohibited items, regardless of the outcome, will be documented in the school's safeguarding system, CPOMS.

Parents and carers will always be informed of any search for a prohibited item,. A staff member will notify parents at the earliest opportunity, providing details of the incident, any findings, confiscated items, and actions taken by the school, including applied consequences.

Regardless of search outcomes, the school will assess whether the learner may be at risk of harm or currently experiencing harm, necessitating specific support. Staff will follow the school's safeguarding policy and consult with the DSL to determine appropriate measures, which may include pastoral support, early intervention, or referral to children's social care.

### **Reasonable Force**

Reasonable force encompasses a variety of interventions involving physical contact with learners. It is the responsibility of all staff members to employ reasonable force under the following circumstances to prevent a learner from:

- Causing disruption
- Injuring themselves or others
- Damaging property
- Engaging in criminal behaviour

Instances of reasonable force must:

- Always be employed as a final recourse
- Be utilised with the minimal necessary force and for the shortest duration feasible
- Be administered in a manner that preserves the safety and dignity of all involved parties
- Never be utilised as a punitive measure
- Be documented and communicated to parents and carers

When contemplating the use of reasonable force, staff should carefully consider any specific vulnerabilities of the learner, including Special Educational Needs and Disabilities (SEND), mental health requirements, or medical conditions.

### **Support for Learners**

The Trust acknowledges its legal obligation, as outlined in the Equality Act 2010, to prevent any disadvantage experienced by learners with protected characteristics. Consequently, our approach to addressing challenging behaviour may be tailored to accommodate individual learner needs.

The school's Special Educational Needs Coordinator will assess any learner displaying attention seeking or unacceptable behaviours to ascertain if there are any unmet underlying needs. When necessary, additional support and guidance will be sought from specialist teachers, educational psychologists, medical professionals, or other relevant parties to identify or address specific needs. In cases where a learner presents acute needs, we will collaborate with external agencies to devise and implement personalised support programs. We will actively involve parents and carers in the creation and regular review of these plans.

### **Recognising the Impact of SEND on Behaviour**

At The Consortium Academy Trust, we acknowledge that learners' behaviour may be influenced by special educational needs or disabilities (SEND). When instances of misbehaviour occur, we carefully consider the potential connection to a learner's SEND, although we understand that not every behavioural incident may be directly linked. Determinations regarding the impact of a learner's SEND on misbehaviour incidents are made on an individual basis.

In addressing misbehaviour from learners with SEND, particularly when their SEND affects their behaviour, the school balances its legal obligations when enforcing the behaviour policy. These legal duties encompass:

- Taking reasonable steps to prevent substantial disadvantage to a disabled learner resulting from the school's policies or practices (Equality Act 2010)
- Making best efforts to meet the needs of learners with SEND (Children and Families Act 2014)
- Ensuring that the provisions outlined in the education, health, and care (EHC) plan of a learner are secured, and cooperating with the local authority and other relevant bodies

To fulfil these duties, our schools proactively anticipate potential triggers of misbehaviour and implement support measures to mitigate these factors. Any preventative measures are tailored to the specific circumstances and needs of the individual learner.

### **Adapting consequences for learners with SEND**

When considering behavioural consequences for learners with SEND, the school takes into account:

- Whether the learner was unable to understand the rule or instruction
- Whether the learner's SEND prevented them from behaving differently at the time
- Whether the learner is prone to aggressive behaviour due to their specific SEND characteristics

If any of these circumstances apply, it may be deemed unlawful to impose consequences on the learner for their behaviour. The school then assesses the appropriateness of applying a consequence and determines whether reasonable adjustments are necessary.

### **Considering whether a learner displaying challenging behaviour may have unidentified SEND**

The Special Educational Needs and Disabilities Coordinator (SENDCO) at each of our schools may evaluate learners exhibiting challenging behaviour to identify any unmet underlying needs.

Support and advice may be sought from specialist educators, educational psychologists, medical professionals, and other relevant parties to address specific needs. In cases where acute needs are identified, the SENDCO collaborates with external agencies to develop support programmes, involving parents in planning and regular review processes.

### **Learners with an education, health and care (EHC) plan**

For learners with an education, health, and care (EHC) plan, the school ensures that the provisions outlined in the plan are upheld and cooperates with the local authority and other relevant bodies. If concerns arise regarding the behaviour of a learner with an EHC plan, the school initiates communication with the local authority and may request an emergency review of the EHC plan if deemed necessary.

### **Training**

Headteachers are responsible for ensuring adequate behaviour management training for staff. This may include providing access to specialist training programmes, coaching or 1:1 mentoring from an expert practitioner from within the Trust.

The Trust has adopted the Thrive approach and will ensure that all Headteachers and behaviour leads are aware of the additional training and development on offer from the Thrive team.

### **Monitoring and Evaluation**

This behaviour policy undergoes regular monitoring and evaluation at Trust and school level to ensure adherence to established standards and facilitate timely interventions when necessary.

Rewards and consequences will be monitored to provide school leaders and staff with information about how well the behaviour policy is working. Schools will also monitor the use of rewards and consequences to ensure that there is no conscious or unconscious bias in the way that they are used and that no group, or groups, are treated unfairly as a result of the behaviour policy, procedures and systems that have been put in place. Rewards and consequences data will be analysed by:

- Gender
- Ethnicity
- SEND
- Disadvantage (determined by pupil premium eligibility)
- Age

## Restorative Reflection

At Cottingham High School, we are deeply committed to restorative reflection work with our students.

This approach not only addresses inappropriate behaviours but also fosters personal growth, accountability, and stronger community relationships.

Understanding Restorative Reflection:

- Definition: Restorative reflection is a process that helps students understand the impact of their actions, encourages them to take responsibility, and guides them in making amends.

- Focus: It focuses on repairing harm and restoring relationships rather than simply punishing.

Key Components of Cottingham's approach:

- Reflection Sessions: Dedicated time for students to reflect on their behaviour, understand its impact, and discuss ways to make amends. This will usually take place with the pastoral teams or senior leadership team.

- Restorative Conversations: Facilitated discussions between the affected parties to share feelings, discuss the impact, and agree on steps to repair the harm. This can be with student peer groups or with a member of staff

- Personal Accountability: Encouraging students to acknowledge their actions and take responsibility in a constructive manner.

It is imperative that parents and carers are Cottingham School we are committed to all students having a fresh start once any consequence has been completed. This supports students learning, personal growth, trust in relationships and motivates positive behaviour. This approach not only benefits the individual student but also contributes to a more inclusive, fair, and supportive school community.



