



Cottingham High School



Local Procedures for Implementing The Consortium Academy Trust's Behaviour Policy

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Introduction

This document outlines the local procedures for Cottingham High School 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 Cottingham High School, ensuring consistency and alignment with the overarching policy.

Scope

These procedures apply to all staff, learners, and stakeholders of Cottingham High School. 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

At Cottingham High School, our core values shape every interaction, routine and expectation. We take **PRIDE** in our conduct, environment and achievements; we show **AMBITION** in our learning and personal development; and we demonstrate **RESPECT** for ourselves, one another and our community. These values underpin our application of The Consortium Academy Trust Behaviour Policy and guide the way we work together every day.

1. Communication of Behaviour Expectations

Staff Training

All staff receive an annual September relaunch of the Trust Behaviour Policy and local procedures. This whole-staff session ensures clarity and consistency across the school. Any staff joining mid-year complete a comprehensive induction programme, which includes behaviour expectations, policies, procedures, and introductions to key personnel.

Learner Induction

At the start of each academic year, learners participate in a phased return with age-appropriate sessions delivered by trusted adults and key members of the leadership team. These sessions reinforce behaviour expectations and school routines.

Cottingham High School operates a robust admissions protocol for in-year admissions, involving multiple layers of staff engagement. This process ensures families can share essential information and enables the school to plan any necessary adaptations to support learning.

Parental Engagement

Behaviour expectations and policies are published clearly on the school website to ensure transparency. Parents can contact teachers, support staff, pastoral managers, or the leadership team via email or telephone for advice or clarification. Regular communication channels, including newsletters and meetings, are used to keep families informed and engaged.

2. Daily Operational Routines

Morning Arrival and Registration

Our morning routines support an orderly start to the day that reflects our values of pride and respect. Students enter through the main entrance, are greeted warmly by staff, and gather on the lower playground by 8:25 a.m. Under staff supervision, they move calmly to year group lines and are expected to demonstrate pride in their uniform and readiness for learning. Registration begins at 8:35 a.m., supporting a focused and ambitious start to the day.

Break and Lunchtime Supervision

Supervision arrangements promote a safe and positive environment built on respect and community responsibility. Staff actively supervise all social spaces, helping students conduct themselves with pride and consideration for others. Key Stage 3 and Key Stage 4 have dedicated social spaces to support smooth routines and respectful movement around site.

End-of-Day Dismissal

Students are dismissed calmly and expected to leave site with respectful conduct. Staff supervision reinforces high standards of behaviour and pride in representing the school within the wider community.

3. Roles and Responsibilities

Cottingham High School promotes a shared responsibility for maintaining high standards of behaviour. Each group within the school community has a distinct role:

- **Teachers:** Lead classroom management, using proactive, low-arousal strategies to maintain a positive learning environment. They follow the staged choices and

consequences route consistently and reinforce expectations through praise and encouragement.

- **Support Staff:** Provide targeted support and interventions for learners who require additional guidance. This includes restorative conversations, emotional support, and the implementation of the Thrive® approach to help learners regulate behaviour.
- **Leadership Team:** Ensure whole-school consistency in behaviour management. They monitor incident patterns, support staff in applying procedures, and engage directly with families when escalation is required.
- **Parents and Learners:** Work in partnership with the school to uphold behaviour expectations. Parents reinforce the school's values at home, maintain regular communication with staff, and support attendance, punctuality, and homework routines. Learners are expected to take responsibility for their choices, show respect to others, and strive to demonstrate our core values in all aspects of school life.

4. Behaviour Monitoring and Reporting

Behaviour monitoring at Cottingham High School reflects our commitment to ambition—ensuring every learner is supported to meet our high expectations—and respect, demonstrated through clear communication and transparency.

Arbor is used to record positive and negative behaviours, enabling staff to recognise effort, progress and achievement. The pastoral and leadership teams analyse behaviour patterns to ensure learners receive timely support, and communication with home is prioritised to strengthen respectful relationships between school and families.

5. Rewards and Recognition

To celebrate achievement and effort, every lesson includes the opportunity for one student to receive an AIM to EXCEL ticket. This award recognises the most impressive achievement during the lesson and can be given for a wide range of reasons, including (but not limited to):

- Outstanding work or effort
- Significant improvement
- Commitment and perseverance
- Active participation and inquisitiveness
- Creative risk-taking and academic bravery

- Constructive contributions and helpfulness

Our positive points are awarded directly for demonstrating PRIDE, AMBITION or RESPECT
Each point given will be specifically linked to one of our school values:

PRIDE

Awarded for:

- High standards in work or presentation
- Excellent uniform
- Positive conduct around school
- Supporting the school environment / community
- Taking responsibility for mistakes and responding positively

AMBITION

Awarded for:

- Academic effort beyond expectation
- Improvement over time
- Taking initiative or leadership
- Trying something new or challenging
- Demonstrating aspiration or perseverance

RESPECT

Awarded for:

- Kindness, courtesy and positive communication
- Inclusivity and care for others
- Respectful contribution to discussions
- Calm, safe behaviour on corridors and in social spaces
- Respecting staff requests the first time

Cottingham High School operates a house system with four houses. All positive points contribute to individual and house totals, fostering teamwork and community spirit. Rewards and celebrations for individuals and houses occur throughout the year and may include activities such as access to the rewards room, special events and trips.

We know that positive communication matters. Staff aim to contact home to share achievements and celebrate success, ensuring families are part of the recognition process.

6. Managing Sanctions and Responding to Incidents

All behaviour resulting in a sanction at Cottingham High School is managed in full alignment with The Consortium Academy Trust Behaviour Policy, ensuring consistency and fairness across all schools within the Trust. The full policy can be accessed [here](#).

Restorative Approach

A key principle of behaviour management at Cottingham High School is that unresolved situations may be repeated. To prevent this, we use both our detention system and our Reflection Room to help learners correct behaviour and address any barriers to success.

Detentions and Sanctions

If a student is required to attend a detention, it will take place after-school and be supervised by a member of the Senior Leadership Team. Detentions run from 3:05 p.m. to 4:05 p.m., and parents are informed via the Arbor system. Failure to attend an after-school detention, or to meet expectations during it will result in the sanction being escalated to a period of Reflection.

Accumulation and Escalation

Repeated incidents may result in further sanctions, for example, repeated truancy. However, as this behaviour could also be the result of underlying issues, families are encouraged to engage in dialogue with staff to reduce barriers and support positive outcomes. We monitor classroom removals and incidents of truancy to ensure that patterns of behaviour do not go unsupported or unchallenged. Two removals or incidents of truancy in the school day will result in learners spending a day with our Reflection team and contact home from our pastoral team.

7. Other Local Practices

Cottingham High School embeds additional practices that strengthen the school's culture and ensure that behaviour expectations are consistently met:

- **Thrive® Approach:** Supports learners' social and emotional development, builds resilience, and promotes self-esteem. Staff use Thrive strategies to help learners understand emotions and develop positive ways to regulate their behaviour.

- **Restorative Practice:** Encourages learners to take responsibility for their actions, develop empathy, and repair relationships when conflict or harm has occurred.
- **Team Teach:** Provides staff with de-escalation and positive handling strategies to manage challenging situations safely and respectfully. The approach focuses on understanding behaviour, reducing risk, and maintaining the dignity and well-being of all learners.
- **Punctuality and Attendance:** Strongly prioritised to maximise learning time and instil habits of reliability and respect. Persistent concerns are addressed swiftly with both learners and parents.
- **Homework and Uniform:** Reinforced as essential habits for responsibility, organisation, and preparation for later life. Learners are expected to complete homework on time and wear the correct uniform, with support offered where 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 the designated leadership contact, supporting continuous improvement and consistency.

Conclusion

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