



COTHAM SCHOOL

Behaviour for Learning Policy

Version control

The table below shows the history of the document and the changes made at each version:

Version	Date	Summary of changes
3.0	October 2016	
3.1	September 2017	Basic 8 updated
3.2	July 2018	Page 4: Mobile Phone policy updated
		Page 5: Definition of offensive weapons broadened
		P19: Exclusion Protocol Added:- "... which includes the 'Civil standard of proof' which means accepting that something happened if it is more likely that it happened than that it did not happen".
3.3	January 2019	Update to Appendix 5 – Behaviour sanctions Update to Appendix 6 – Graduated Response to Behaviour Addition of Appendix 7 – Behaviour procedures
3.4	May 2019	Revision to Appendix 5 – replaced 'Behaviour sanctions' with 'Rationale for negotiated Immersions, Negotiated Transfers and Panel Agreed Managed Moves'
3.5	June 2019	Clarified role of the Safer Schools Officer in supporting investigations and dealing with incidents Clarified that individual cases will always be considered on their own merits and sanctions applied appropriate to each set of individual circumstances.
3.6	October 2019	Page 3: introduction now references statutory and non statutory guidance Page 4: Regulating the Conduct of Students. Procedural entries removed and section amended to outline sanctions used in school. Page 6: 'Searching'; updated in line with Jan '19 DfE guidance

		<p>Appendix 2: Home School Agreement updated</p> <p>Appendix 5: Term 'Immersion' replaced with Temporary Alternative Provision</p> <p>Appendix 6: Graduated Response to Behaviour deleted from policy.</p> <p>Appendix 7: Relabelled as Appendix 6. Changes to reflect the new school times. Section added re Teacher and Faculty Area detentions. Section on Red Card Detentions amended to remove sanction as a response to lateness. Section added re Learning Coordinator detentions as a response to persistent lateness. Section on Headteacher Detentions amended to reflect the new school times.</p> <p>Appendix 8: Relabelled as Appendix 7. Changes of the term 'curriculum' to 'Faculty'. Removal of terms Key Stage Forum and Steering Group to sections on Role of Learning Coordinators and Role of Faculty Leaders.</p> <p>Appendix 9: Relabelled as Appendix 8. Change of wording on section School Sanction from 'will apply' to 'may apply'.</p> <p>Appendix 10: Relabelled as Appendix 9. Change of wording on section School Sanction from 'will apply' to 'may apply'. Wording re 'police interview' changed to 'interview with Cotham's Safer Schools Officer'.</p> <p>Appendix 11. Relabelled as Appendix 10.</p>
3.7	September 2020	<p>Page 3: Introduction, students with ACE within intention</p> <p>Page 4: Regulating, changes to terminology of sanctions used in school</p> <p>Page 5: Mobile Phones, change to location of confiscation in line with bubbles</p> <p>Page 6: Tobacco, inclusion of LEA guidance re offensive weapons</p> <p>Page 7: Additional items, introduction of BB guns</p> <p>Page 15: Appendix 6, changes to reflect school sanctions</p> <p>Page 16: Appendix 7, change to role of LC to reflect new sanctions</p> <p>Page 18: Appendix 8, inclusion of LEA guidance re offensive weapons</p> <p>Page 20: Appendix 9, inclusion of Safer Schools Officer</p> <p>Page 21: Appendix 11, inclusion of statutory changes to exclusion during covid 19</p> <p>Page 27: Appendix 12, introduction of additional appendix to include behaviour with a transmission risk</p>
3.8	September 2021	<p>Page 4: Regulating the conduct..., removal of the words 'litter picking'</p> <p>Page 15: Appendix 7, Use of B8, change to wording to refer to 'link' classroom</p> <p>Page 22: Appendices 11 and 12, removal of these appendices (covid specific addendums)</p> <p>Page 8: Removed the brief paragraph on sexual violence replacing it with sections on peer-on-peer harm, contextual safeguarding approach to peer-on-peer harm, and sexual violence and sexual harrassment</p> <p>Page 21: Appendix 9, changes to the Drugs Policy to take account of updated LEA and A&SP changes in practice</p> <p>Page 15: Appendix 5, change from term 'Negotiated Transfer' to 'Managed Move' in line with guidance from DfE</p> <p>Page 4, page 5, page 8, page 16, page 22, page 23, change from the term 'fixed term exclusion' to 'fixed term suspension' in line with guidance from DfE</p>

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Policy Author: JBU

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Reviewed by: CR

Cotham School Behaviour for Learning Policy

Introduction

The Behaviour for Learning Policy at Cotham has been informed by:

- 'Behaviour and discipline in schools: Advice for headteachers and school staff' (DfE, January 2016),
- 'Exclusion from maintained schools, academies and pupil referral units in England: Statutory guidance for those with legal responsibilities in relation to exclusion September 2017",
- 'Searching, screening and confiscation: Advice for headteachers, school staff and governing bodies' (DfE, January 2018)

The Behaviour for Learning (BfL) Policy at Cotham is based on the premise that all members of the school community have the right to:

- Learn and work in a purposeful, orderly and calm environment without being disrupted by others;
- Feel safe;
- Have their voice heard and concerns listened to;
- Be treated with fairness and respect.

The policy should be consistently and fairly applied to reward achievement, recognise good behaviour and to deal with any inappropriate conduct. All adults who work directly with and alongside students at the school must ensure that the Policy aims are integral to their work and practice. At Cotham we aim to provide:

- a community ethos and climate for learning which is inclusive but which emphasises the highest standards of behaviour and respect for others
- a culture of success which emphasises encouragement, praise and recognition of good behaviour and effort
- a common system of rewards
- a consistent and fair response to behavioural issues
- rules that clearly define the limits of acceptable and unacceptable behaviour
- support for students with learning and/or behavioural needs, including those who have had Adverse Childhood Experiences (ACES) through restorative approaches where appropriate
- a common system of sanctions which address persistent behavioural problems

BfL Procedures (application of this policy)

Cotham School operates BfL procedures which cover all aspects of school life. These aim to:

- **eliminate disruptive behaviour**, so that there is a culture of achievement, ambition and learning everywhere in the school, and no learning time is wasted
- provide **clarity for staff and students** about acceptable behaviour
- provide a **consistent and fair approach** to the consequences of misbehaviour
- encourage students to **take responsibility** for their own actions
- enable teachers to **deliver engaging and creative lessons**, where students can experiment and take risks, without concern for behavioural consequences.

Rewards have a motivational role in helping students to realise that good behaviour is valued. Integral to the system of rewards is an emphasis on praise both informal and formal to individuals and groups.

Students behaviour is rewarded with:

- informal praise
- achievement points (Housepoints recorded on SIMS)
- certificates
- telephone calls and letters home

- student awards

House assemblies, year group assemblies and whole school assemblies have dedicated time allocated to celebrate achievement both in and out of the classroom.

Our expectations are shared with all staff, students and parents/carers. Visible displays outlining expectations are referenced around the school and staff receive regular training in engaging students in their learning and in ensuring that rules are applied fairly and consistently. Encouraging the best BfL forms the basis for the Home-School agreement (see appendix 2), which is signed by the students and parents/carers.

Students who may need extra support in making appropriate choices with regard to their behaviour have access to a wide range of support staff including tutors, Learning Coordinators, Behaviour Managers, Learning Mentor, Heads of House, peer mentors, prefects, learning support assistants and the SEND team. Students on the Special Educational Needs and Disabilities register, with diagnosed additional learning, needs may follow a modified sanction system that is appropriate for their cognitive ability or their disability, in consultation with the Special Needs Coordinator (SENCO) or the Senior Leadership Team.

Interventions used to support behaviour change include Tutor or Learning Coordinator reports, instant rewards, Time Out cards, Aggression Replacement Therapy, Social Skills sessions, structured mentoring programmes, counselling, Pastoral Support Plans, Immersions, Managed Moves and Achievement/House Points. The school will engage the services of external agencies such as the Bristol Inclusion Panel, Social Care, Educational Psychologists, mental health and medical practitioners, and other specialist agencies when needed.

Regular communication with parents and carers will be maintained when a student's behaviour gives cause for concern. This will include parents/carers being required to attend meetings in school.

Regulating the conduct of students

We have high expectations for all of our students. We expect them to arrive on time to school, in the correct uniform, with the correct equipment so that they are ready to learn.

We also promote the good conduct of students around the school during social times, before and after school and at lesson changeover. Students who do not meet our expectations are issued with detentions and may also be required to undertake duties.

The school has a number of detentions and sanctions in place for students that we use:

- Teacher Detentions
- Faculty Area Detentions
- After School Detentions
- Headteacher Detentions
- Removal from the class for the remainder of the lesson

We reserve the right to request that parents and carers pay the cost of any repairs that are necessary as a result of their child's behaviour.

The school works closely with the police, local residents and transport services to ensure the reputation of the school is upheld in the community.

Serious incidents

For serious incidents, such as persistent disruptive behaviour, fighting, bringing a prohibited item into school or swearing at a member of staff, a student will place themselves at risk of suspension. When a student is formally suspended from school, it is best practice for the student and his/her parent/carer to

attend a Return to School meeting, with a member of the Senior Leadership Team and Learning Coordinator before returning to mainstream lessons. During the period following the meeting, if the student's behaviour continues to fall below the expectations of the school, as agreed in the post-suspension meeting, the parent/carer will be required to meet again with a senior member of staff.

In the very rare case, where the Headteacher makes the decision to exclude a student permanently, it will either be for;

- a one off serious breach of the school's behaviour policy, or
- for persistent disruptive behaviour, where allowing a student to remain in school would seriously harm the education or welfare of the students in the school community.

Individual cases will be considered on their own merits and sanctions applied appropriate to each set of individual circumstances.

The Student Code of Conduct: 'The Basic 8'

Student Voice has led on the introduction at Cotham of the 'Basic 8' (See appendix 3) All students who are part of the Cotham School community are required to have a proper regard for the authority of staff 'in loco parentis' and treat all members of the school community with courtesy and respect.

Underpinning our ethos is a respect for and consideration of the views of students but equally we believe that respect has to be given in order to be received. We therefore expect students will show consideration and respect for others and learn and behave to the best of their ability at all times.

Poor behaviour from any student will not be tolerated as it is a denial of the right of their peers to learn and teachers to teach. Consequently, if the Basic 8 expectations are not fully observed, students can expect that they will be sanctioned. Individual cases will be considered on their own merits and sanctions applied appropriate to each set of individual circumstances.

Abuse or Intimidation of Staff

The school will adopt firm measures against abuse or intimidation of staff by students. This includes unacceptable conduct by students when not on the school site or outside of school hours when not under the charge of a member of staff of the school.

Mobile Phones

There must be a zero tolerance approach by **all** staff to Mobile Phones.

School rules in relation to Mobile Phones

- Phones must always be switched off (not on silent mode) and kept in a bag **before entering AM Tutor Period until students have exited their last lesson at the end of the school day.**
- Phones must not be taken into examinations.
- Phones must not be used for any purpose (e.g. phoning, texting, surfing the internet, taking photos, taking films, listening to music) during the school day. Teachers must not ask students to take out and use their phones for a lesson due to the safeguarding risk this presents.

If a student breaches these rules the phone will be confiscated and passed to the students Learning Coordinator. It will be returned to the student the following day. If a student persistently has a phone confiscated, the period for which it is retained will be extended, at the discretion of a member of the Senior Leadership Team.

School Uniform

- Only the correct school uniform must be worn.

- Any excessive or additional jewellery or clothing items which are not part of the school uniform requirements will be confiscated and passed to the relevant Learning Coordinator.
- The school reserves the right to send students home to change into proper uniform, to collect Lanyards or to apply a sanction to students when any of these are necessary.

**Please see School Uniform Policy.*

Tobacco, E-Cigarettes, Matches, Lighters, Alcohol, Knives, any ‘bladed implement’ or other dangerous Legal or Illegal Substances or Offensive Weapons

- It is forbidden to bring any of these items onto the school site and to do so will be treated as a very serious matter
- In line with Bristol City Council’s guidance on Offensive Weapons in Education Settings the school will report to and work with local safeguarding partners (Families in Focus, Safer Options Team, the Police) should an offensive weapon be found.

Behaviour in the Wider Community

The Headteacher’s power to discipline also applies for misbehaviour outside the school gate or when students are off school premises and where it is witnessed by a member of staff or reported to the school. This also relates to any bullying incidents occurring anywhere off the school premises. Where bullying outside school is reported to school staff, it will be investigated and acted on. The Headteacher will also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in the local authority of the actions taken against a student. This may, depending on individual circumstances, result in a conversation with our School Liaison Officer.

When investigating an incident involving behaviour in the wider community the school will consider the following

- The severity of the misbehaviour;
- The extent to which the reputation of the school has been affected;
- Related to this, whether the student/s were identifiable as a member of the school community;
- The extent to which the behaviour in question might have repercussions for the orderly running of the school, and might pose a threat to another student or member of staff;
- Whether the misbehaviour in question was on the way to or from school, outside the school gates, or otherwise in close proximity to the school;
- Whether the behaviour might affect the chance of opportunities being offered to other students in the future.

Extended school activities

Poor behaviour during on-site extended school activities will be dealt with in the same way as for any other on-site activity. If the behaviour occurs during an off-site behaviour activity which is not supervised by school staff, college or work placements, the student can expect to be instructed to behave in an acceptable manner by school or supervisory staff and to be sanctioned on their return to school. Individual cases will be considered on their own merits and sanctions applied appropriate to each set of individual circumstances.

Exploitation of new media by students (electronic devices, mobile phones and social media)

The use of defamatory or intimidating messages and images inside or outside of school will not be tolerated. Should any of the above new media be used by students in order to bully or embarrass fellow students or members of staff, or should any such actions cause disruption to any other element of the school community, sanctions will be applied. Individual cases will be considered on their own merits and sanctions applied appropriate to each set of individual circumstances.

Where an electronic device that is prohibited by the school rules or that the school reasonably suspects has been, or is likely to be, used to commit an offence or cause personal injury or damage to property, the

Headteacher or staff authorised by her may examine any data or files on the device where there is a good reason to do so. They may also delete data or files if they think there is a good reason to do so, unless they are going to give the device to the police. This power applies to all schools and there is no need to have parental consent to search through a young person's mobile phone if it has been seized in a lawful 'without consent' search and is prohibited by the school rules or is reasonably suspected of being, or being likely to be, used to commit an offence or cause personal injury or damage to property

Searching

The Headteacher and staff authorised by them have a statutory power to search students or their possessions, without consent, where they have reasonable grounds for suspecting that the student may have a prohibited item. Headteachers and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for.

The person conducting the search may require the student to turn out their pockets, empty their bags and remove outer clothing. 'Outer clothing' includes hats; shoes; boots; gloves and scarves. 'Possessions' means any goods over which the student has or appears to have control – this includes desks, lockers and bags.

Schools are not required to inform parents/ carers before a search takes place or to seek their consent to search their child. Searches will take place in private with more than one member of staff present. At least one of the members of staff conducting the search will be of the same sex as the student.

If the student refuses staff can apply an appropriate sanction. A student refusing to cooperate with such a search raises the same kind of issues as where a student refuses to stay in a detention or refuses to stop any other unacceptable behaviour when instructed by a member of staff – in such circumstances, the school can apply an appropriate disciplinary sanction.

Prohibited items as defined by the Department for Education are:

- Knives, any other weapon;
- Alcohol;
- Illegal drugs;
- Stolen items;
- Tobacco and cigarette papers;
- Fireworks;
- Pornographic images;
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

Additional prohibited items as defined by Cotham School are:

- 'Bladed implements' and any item that could be used as an offensive weapon;
- Mobile phones outside of the school rules
- Items of clothing/ attire that do not conform with the school's uniform policy
- BB guns and replica weapons

*Reasonable force may be used to search for prohibited items. The police will be called where there is a potential danger or risk to the personal safety of a member of staff or student.

**Please see Use of Reasonable Force Policy and Guidance.*

Confiscation

The Headteacher, and staff authorised by her can remove from a student any prohibited item found as a result of a search. They can also confiscate any item, however found, which they consider harmful or detrimental to school discipline.

Screening

The law allows that all schools can, should they choose to require students to undergo screening by walk-through or hand-held metal detector, even if they do not suspect them of having a weapon and without the consent of the students.

If a student refuses to be screened, the school may refuse to have the student on the premises. This is not a suspension. If the school takes this course of action the student's absence will be treated as unauthorised. The student must comply with school rules and attend school.

***Use of Reasonable Force:**

Physical contact will be avoided wherever possible and only be used as a last resort, using minimum reasonable force. Section 93 of the *Education and Inspections Act 2006* states that school staff can use such force as is reasonable in the circumstances to prevent a student from doing, or continuing to do, any of the following:

- committing any offence
- causing personal injury to, or damage to the property of, any person (including the student themselves)
- prejudicing the maintenance of good order and discipline at the school

Where possible, in the event that reasonable force is required to be used, staff trained in Safer Handling techniques will be deployed.

**Please see Use of Reasonable Force Policy and Guidance*

Preventing Bullying, Harassment and Discrimination

Cotham School strives to ensure that all members of our school community are able to work in a safe and secure environment, free from humiliation, harassment, oppression and abuse. (See Anti-bullying Policy) Central to this is a Restorative Justice approach whereby students are encouraged and supported to take responsibility for their actions and to consider how these have affected others. They are then supported by members of staff to take steps to repair the harm that has been done. The school may impose a sanction, such as a detention, isolation or suspension alongside this restorative approach. Individual cases will be considered on their own merits and sanctions applied appropriate to each set of individual circumstances.

Cotham actively encourages students to feel confident about reporting instances of bullying and students have a variety of channels (school staff, peer mentors, tutor group reps, prefects, communication via parent/carers, student Safeguarding page on the Virtual Learning Environment (VLE) and a bully button on the school website for reporting bullying. Students are surveyed annually for year group Data Reviews to ensure that school systems for eliminating bullying are kept under review. All staff receive annual training on the procedures for dealing with safeguarding and bullying. Preventative work in assemblies, workshops, PHSE curriculum and tutor time programmes focus on anti-bullying and discrimination of any kind, making use of specialist external agencies as much as possible.

The school does not tolerate discrimination of any kind including and all incidents will be swiftly dealt with. Harassment on account of race, gender, disability or sexual orientation is unacceptable. Racist, sexist and homophobic incidents and other incidents of harassment or bullying are considered as serious incidents. These incidents may, depending on individual circumstances, result in a conversation with our School Liaison Officer. The police may be asked to intervene in the most serious incidents.

**Please see: Equalities Duty, Anti-Bullying Policy*

Peer-on-peer harm:

The school has a statutory responsibility to address any form of peer-on-peer harm which could include:
Bullying (including cyberbullying, prejudice-based and discriminatory bullying).

Abuse in intimate personal relationships between peers.

Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse).

Sexual violence, such as rape, assault by penetration and sexual assault;(this may include an online element which facilitates, threatens and/or encourages sexual violence).

Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse.

Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.

Consensual and non-consensual sharing of nudes and semi-nude images and or videos (also known as sexting or youth produced sexual imagery).

Upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm; and

Initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

Contextual safeguarding approach to peer-on-peer harm:

Cotham School will minimise the risk of peer-on-peer harm by taking a contextual approach to safeguarding by increasing safety in the contexts of which harm can occur – this can include the school environment itself, peer groups and the neighbourhood.

Part of the risk mitigation approach will be to regularly educate students about the signs, impact and what can be done about peer-on-peer harm, through assemblies, the tutor programme, PSHE curriculum and specialist workshops with external agencies.

Following any incidents of peer-on-peer harm, the DSL/Deputies will review and consider whether any practice or environmental changes can be made in relation to any lessons learned. This can include making changes to staffing and supervision, making changes to the physical environment and considering the utilisation and delivery of safeguarding topics on the curriculum.

Sexual violence and sexual harassment:

Reference to Keeping Children Safe In Education (2021, Part 5) and guidance [Sexual violence and sexual harassment between children in schools and colleges 2021](#) will be made in relation to taking protective action. Cotham School will take the following actions when responding to incidents of sexual violence and sexual harassment:

- Incidents will be reported immediately to the DSL/ Deputy DSL who will undertake further assessment of what action should be taken proportionate to the factors that have been identified. [The Brook - Sexual Behaviours Traffic Light Assessment Tool](#) will be utilised to inform assessment of risk and what actions to subsequently take. This may include seeking specialist advice and guidance from [Be Safe](#).
- DSLs/Deputies will take **proportionate** action and consider whether a case can be managed internally, through early help, or should involve other agencies as required in line with the section [2.4 - Multi-Agency Working section](#).
- When an incident involves an act of **sexual violence**, the starting point is that this should be passed on to police **regardless** of the age of criminal responsibility (10 years old). This will be reported directly via 101 for recording purposes and accountability. This is on the understanding that the police will take a welfarist approach rather than a criminal justice one. A concurrent referral

to social care must also be made. A strategy can be requested where education professionals can voice explicit concerns of criminalisation in a multi-agency context.

- When the children involved require a statutory assessment either under s.17 or s. 47 of the Children Act 1989 a referral to social care will be undertaken.
- Where the report includes an online element, Cotham School will follow guidance from [Searching, screening and confiscation at school - GOV.UK \(www.gov.uk\)](#) and [Sharing nudes and semi-nudes: advice for education settings working with children and young people - GOV.UK \(www.gov.uk\)](#).
- Risk assessments and or safety plans will be developed for individual children who have been involved in an incident.

Monitoring the application of the Policy

The SLT and governors on the Learning and Wellbeing sub-committee will collate and analyse behaviour data to ensure that no group of students are disadvantaged by the BfL system.

This Policy applies to:

- Teachers
- Associate staff whose job normally includes supervising students such as peripatetic music teachers, higher level teaching assistants, learning mentors and school meals supervisors;
- Administration staff, site staff, cleaners and technicians;
- Unpaid volunteers, for example parents accompanying students on school visits, outside speakers.

This policy should be read in conjunction with the following;

- Mobile Phone Policy (school website)
- Anti-bullying Policy (school website)
- E-safety Policy (school website)
- Safeguarding Policy (school website)
- Use of Reasonable Force Policy (available upon request)
- School Uniform Policy (school website and student planner)
- BfL Procedures (available upon request)

Appendix 1

What the law says for academy schools

The Behaviour Policy at Cotham School has been written to reflect advice published by the Department for Education on '*Behaviour and discipline in schools*', January 2016. In line with this guidance and to facilitate an outstanding, safe and happy school environment, the policy sets out to;

- promote good behaviour;
- prevent bullying;
- regulate low level disruption in the classroom to ensure students complete assigned work;
- regulate the conduct of students around school, including to and from school;
- manage serious incidents and
- ensure the consequences of poor behaviour are applied consistently and fairly.

Teachers have statutory authority to discipline students whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006). This authority applies to all paid staff with responsibility for students, including associate staff.

- Teachers can discipline students at any time the student is in school or elsewhere under the charge of a teacher, including on school visits.
- Teachers can discipline students for misbehaviour outside school. This may include misbehaviour when a student is taking part in any school-organised or school-related activity, travelling to or from school, wearing school uniform or when the student is in some other way identifiable as a student of Cotham School.
- A member of staff may discipline a student whose misconduct could have repercussions for the orderly running of the school or who poses a threat to another student or member of the public or whose behaviour could adversely affect the reputation of the school.
- Teachers have the authority to impose detention outside school hours.
- Teachers can confiscate students' property where it is used to cause a nuisance, or where it breaches the school rules, such as non-uniform items of clothing, jewellery or mobile phones/electronic devices which are visible or audible. The school reserves the right to return confiscated items directly to parents or carers.
- Teachers have the legal authority to search without consent for weapons, knives, alcohol, illegal drugs, tobacco, fireworks, pornographic images or any item that is likely to be used to commit an offence, cause damage to property or personal injury and stolen items. Students found in possession of such items may be excluded from school. All illegal items including weapons and knives will always be handed over to the police.
- The legal provisions on school discipline provide members of staff with the authority to use reasonable force to prevent students from committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

A punishment must be proportionate. In determining whether a punishment is reasonable, section 91 of the Education and Inspections Act 2006 says the penalty must be reasonable in all the circumstances and that account must be taken of the student's age, any special educational needs or disability they may have, and any religious requirements affecting them.

The school will also consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, school staff will follow the school's safeguarding policy. They should also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the school may consider a referral to the Special Needs Coordinator.

Appendix 2

HOME SCHOOL AGREEMENT

At the heart of our values as a school, lies a belief that through working closely together we create a partnership that benefits our students. We therefore ask that you read and sign this agreement and hand it in or send it to the school when you complete our admission form.

We hope that the agreement enables you to recognise our commitment to ensuring all our students achieve their very best.

As a student I will:

- Believe I can achieve.
- Attend school daily and on time, wearing the correct uniform.
- Bring the books and equipment I need every day.
- Respect the right of everyone to learn in class without being interrupted.
- Do all classwork, homework and coursework as well as I can and hand it in on time.
- Be polite and helpful to all adults and each other, avoiding offensive language at all times.
- Contribute positively to the life of the school.
- Move around the school site between lessons quickly, calmly and quietly
- Place all litter in the bins provided and respect the school environment
- Avoid behaviour which may make others feel uncomfortable, for example by respecting other students personal space by avoiding unwanted touching, pushing and other types of rough play

As a student, when out in the wider community, I will:

- Follow all staff instructions immediately to leave the exit gates and other areas of the school directly at the end of the school day
- Behave responsibly and use appropriate language to each other and members of the public
- Wear full school uniform to and from school
- Maintain positive behaviour on transport, educational visits and other off-site placements
- Show consideration at all times to members of the public by not crowding pavements and giving way

As a parent/carer I will:

- Keep the school informed of reasons for absence and any difficulties that might affect my son's/daughter's work or behaviour.
- Support the school's policies.
- Support my son/daughter in homework and other home learning opportunities, recognising that I share responsibility with the school for his/her academic progress.
- Attend Parents' Evenings and Family Consultation Days and other occasions when it is necessary to meet the teachers at school
- Ensure my child attends school on time and attends every day.
- Ensure my child has the correct uniform and equipment for learning

As staff we will:

- Provide a safe, healthy and happy working environment in which every individual is valued.
- Provide a balanced curriculum, set and mark homework and enable students to enjoy learning.
- Keep parents/ carers informed about the school calendar, activities, policies and staffing through regular newsletters
- Contact parents/ carers if there is a concern about attendance, punctuality, work or behaviour.
- Keep parents/ carers informed of their child's academic progress.
- Create opportunities for students to build good relationships and develop a sense of responsibility and pride in the school.
- Reward students frequently and publicly for their hard work, positive attitude and for upholding the school ethos.
- Have clearly stated, published Behaviour procedures and ensure misbehaviour is dealt with consistently.

Good habits; effective learners

The Basic 8

WE WILL...

1

Arrive on time

5

Try again if we fail or make mistakes.

2

Follow the seating plan and get out our equipment.

6

Use polite language and listen to others.

3

Follow instructions the first time we are asked, without arguing with staff.

7

Only drink water, and do not eat, in lessons.

4

Start a task quickly and stay on task.

8

Show respect to all other students and staff.

READY FOR LEARNING

Appendix 4 - Cotham Manners

 COTHAM MANNERS ALWAYS KEEP LEFT IN CORRIDOR	 COTHAM MANNERS ALWAYS HOLD THE DOOR OPEN FOR OTHERS
 COTHAM MANNERS ALWAYS PUT LITTER IN THE BIN	 COTHAM MANNERS ALWAYS CLEAR YOUR PLATE IN THE DINING ROOM

 COTHAM MANNERS ALWAYS SAY PLEASE AND THANK YOU	 COTHAM MANNERS ALWAYS SPEAK TO OTHERS RESPECTFULLY
 COTHAM MANNERS ALWAYS OFFER TO HELP	 COTHAM MANNERS ALWAYS TREAT OTHERS AS YOU EXPECT TO BE TREATED

Appendix 5 – Policy and Rationale for Temporary Alternative Provision, Managed Moves and Panel Agreed Managed Moves

The following three strategies are used across the city by all secondary schools, always in agreement with student and parent/carer.

Temporary Alternative Provision

An informal arrangement of one to two weeks at another school can be arranged in order to provide a break for the student from a cycle of bad habits or negative behaviours that they may have got themselves into and so that they can return with a fresh mindset.

Managed Moves

When a student is struggling at school with managing to consistently follow the rules and expectations set by the school, is struggling with attendance, or is unhappy at school and would like a change, the first step can be for a young person to attempt a 12-week informal managed move between schools to allow them the chance at a fresh and positive start in a new environment. The young person continues to be on roll at their current 'home school' and is supported by their home school through regular meetings with parent/carer and the new school and, at an initial meeting involving all parties, in helping the managed move school to establish strategies for support to encourage the managed move to be a success for the young person. Parent/carer and the young person have control over which schools they wish to be approached for a managed move by choosing three schools. The managed move is reviewed by all parties every 4 weeks at a meeting held at the new school and, at the end of the 12 weeks, if not before, all parties meet again to agree on the next steps. If parent/carer, student and new school are all happy to do so, then the new school will take the student on their roll. If any member of the party are not happy with proceeding with the managed move either at the end of 12-weeks or before, then the student returns to their home school and parent/carer, student and home school meet again to discuss the next steps.

Panel Agreed Managed Moves (PAMMs)

At Bristol City Council (BCC), and in secondary schools across Bristol, there is a recognition of the need to reduce permanent exclusions of young people across the city and, as such, in June 2016, the Bristol Inclusion Panel (BIP) was established by BCC to enable secondary schools across the city to work together to avoid permanently excluding a young person from education and having a PEX on their educational record. Students referred to the BIP are done so having failed two attempts at an informal NT to two different schools or when the severity of a one-off action is so extreme that the young person cannot return to their home school. Once a PAMM has been agreed by all parties, with parent/carer and student making a choice of three possible schools, the process then follows the same path as an NT. If, in the rare case, a PAMM fails, then a re-referral is made back to the BIP for consideration of the next step. The young person remains on roll at their 'home school' until they have been successful in their PAMM and can go on roll at another educational provider.

Appendix 6

Current procedures regarding the use of Basic 8, Removal from a lesson, After School detentions and Headteacher detentions

It is important to note that behaviour procedures are under constant review, in consultation with staff and students, and are subject to tweaking.

Use of Basic 8 in the classroom and referrals to the Learning Coordinator

Language and clarity are key to ensuring students fully understand the expectations of them.

Students will be given 2 reminders when they have not met the Basic 8 expectation. These reminders give students the opportunity to adjust their behaviour. Further behaviour issues will result in the student being removed from their lesson and placed within a link classroom (a NBP16 lesson) for the remainder of the lesson. Students will, whenever possible, be provided with work by their teacher to complete within the 'link' room.

A student's failure to behave appropriately whilst in the 'link' room may result in a Fixed Term Suspension.

Teacher and Faculty Area detentions

Teachers can ask a student to attend a teacher detention if a student has not completed work to a satisfactory standard in a lesson or if the student has not completed homework. Faculties also have scheduled Faculty Area Detentions that teachers can refer students to because of classwork or homework concerns.

After School detentions (ASD)

Students receive an After School Detention when displaying poor behaviour at break or lunchtime or during lesson changeover. ASDs take place at 2.45 and last for 20 minutes.

ASDs are also given as a sanction when students are persistently late to school or persistently come to school without their REP (reading book, equipment, planner)

Headteacher detentions:

Students receive a Headteacher detention for more serious behaviour incidents or for persistent and repeated behaviours. These take place on a Friday at the end of the school day.

Appendix 7

Staff Roles and Responsibilities for Supporting Good Behaviour

Every staff member, in whatever role, has a responsibility to support students in their learning by contributing to their personal development and wellbeing.

Role of Form Tutors

The form tutor plays an integral role in supporting students. The form tutor sets the standards and expectations of students for the day. In partnership with the Learning Coordinator the form tutor should assist in monitoring the behaviour, academic and personal development of students within the form group.

Registration/ Form Time

- Registration/ Tutor Time are part of the school day and should contribute to the teaching and learning process in the school;
- Form tutors are role models and good punctuality to registration/ Tutor Time is essential;
- Excellent punctuality and attendance should be encouraged and rewarded in line with the Attendance Policy guidance. Students should be made aware of the link between attendance and achievement;
- Silence should be maintained while the register is taken;
- Form tutors should aim to talk to students on an individual basis to monitor personal and academic progress, uniform and to monitor the use of the Home Learning Planner (on a weekly basis to monitor progress, rewards and sanctions);
- Form tutors should engage students in meaningful activities during tutor time in accordance with the Learning Coordinator's Tutor Period timetable;

Role of Learning Coordinators (LCs)

- LCs are responsible for monitoring and managing the personal and academic well being of the students in their Year Group and to monitor the application of the Good Behaviour Policy;
- LCs are expected to work in partnership with Faculty Team Leaders and form tutors, classroom teachers and other adults employed or utilised by the school to support students in promoting the school ethos across the Year Group;
- Any behavioural concerns regarding a student should be discussed with the LC;
- LCs are expected to track their Year Group through analysis of information/ data/reports related to the well-being, behaviour, punctuality, attendance and academic progress of students;
- The LC will inform form tutors of tutees Behaviour Points at least once every term;
- The LC will support with ASDs
- The progress of students and the efficacy of the BfL Policy, systems and structures will be monitored, evaluated and reviewed by LCs and the Senior Leadership Team (SLT) through Line Management Meetings, the Year Team Data Review process.

Role of Classroom Teachers

- The role of the classroom teacher is to manage behaviour, learning and teaching within their classroom and in doing so to apply the BfL Policy consistently and fairly;
- Any concerns with the behaviour or academic progress of an individual student must be referred to and discussed with the appropriate Faculty Team Leader.

Role of Faculty Leaders (FLs)

- The role of the FL is to manage behaviour, learning and teaching within their subject area(s) and to monitor the application of the BfL Policy
- Should they persist problems with the behaviour of an individual student or class must be referred to and discussed with the appropriate FL
- FLs will support the professional development needs of individual staff members within their subject area(s) with regards to behaviour management.
- FLs will run a Faculty Area Detention (FAD).

- The progress of students and the efficacy of the Good Behaviour Policy, systems and structures will be monitored, evaluated and reviewed by FLs and the SLT through students' termly reports to parents/ carers, Line Management Meetings, and Faculty Improvement Plans.

Role of Senior Leadership Team

- The SLT are responsible for the overall leadership, management, development, monitoring and evaluation of behaviour and the application and efficacy of the BfL Policy across the school;
- The SLT will run a weekly Headteacher's detention after school
- A named member of the SLT has development oversight of behaviour.

Role of the Headteacher

The Headteacher is responsible for leadership, direction, organisation and accountability of the school in all areas including behaviour.

Role of the Governing Body

The Governors are accountable for the performance of the school, including behaviour, to parents/ carers and the wider community.

Evaluation and Review

This policy will be evaluated on an annual basis by the Headteacher and the SLT Safeguarding and Behaviour Leader.

Appendix 8

Offensive Weapons Policy

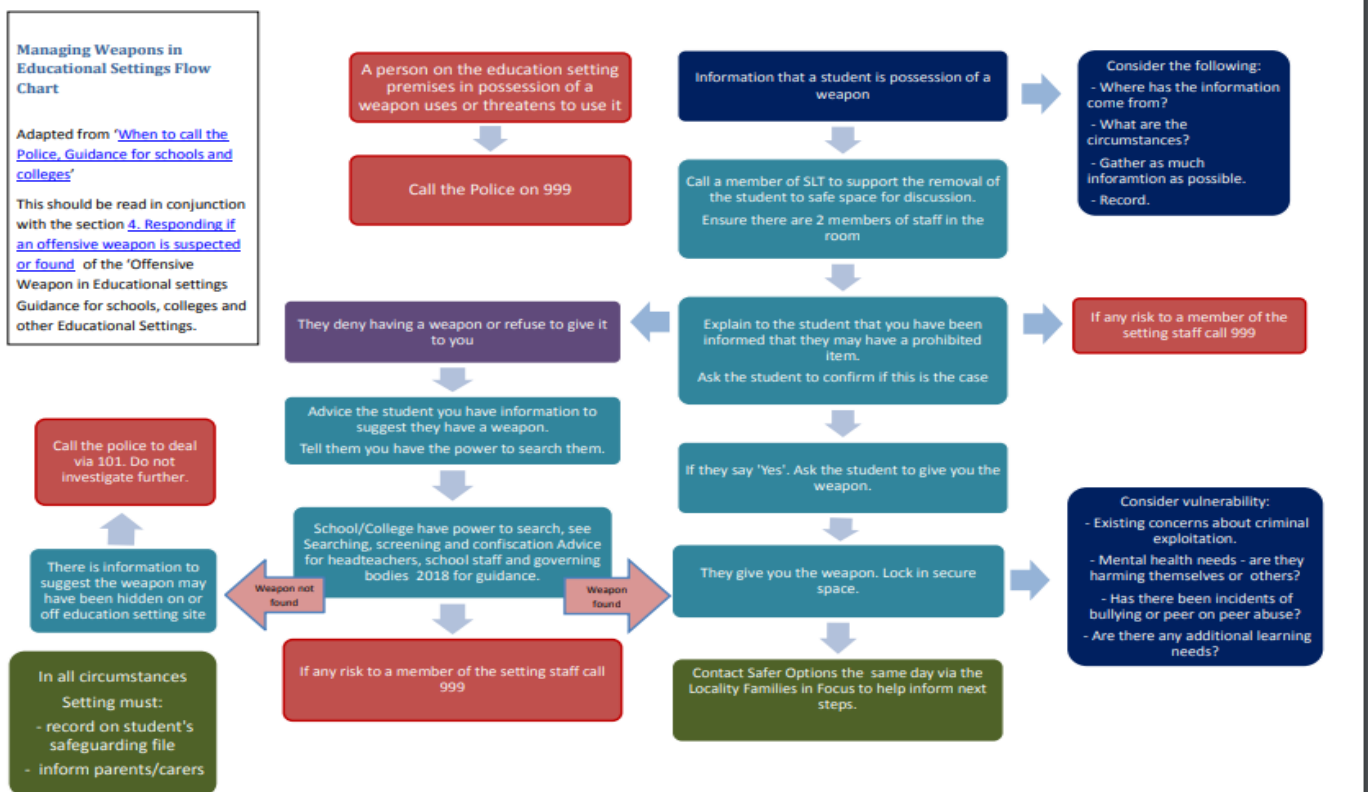
The subject of students bringing offensive weapons into school has become an issue of increasing concern, as highlighted in recent high profile incidents. Individual schools will educate their students on this issue through the Citizenship and PSHE curriculum. However, it has been agreed (by Cotham's Governing Body) that for this policy to be successful in protecting staff and students in our school communities, it will be implemented without exception.

Police involvement in cases of weapons found in school will be seen as a positive outcome for the individual student concerned as well as the school as a whole. The police, in appropriate circumstances and in consultation with the school, will promote charging and court action in the case of knife possession inside the school. However, they will also initiate support mechanisms and interventions for the student concerned.

Protocol to be followed where a student is found in unlawful possession of a knife, bladed implement or other offensive weapon:

It is important to note that should a weapon be used or there is threat of use, the police should be called immediately. If there are no aggravated circumstances and no immediate threat, safe removal of the weapon can take place.

Below is a flow diagram that sets out Bristol City Councils guidance as to when to call the police, guidance for schools and colleges to reflect local resources and practice.



When completing a search, the school will ensure the following:

- That there are two members of staff in the room.
- That the search is conducted discreetly.

- That the purpose of the search is explained to the student.
- That decisions and reasons for making decisions are recorded on the students safeguarding file. This includes records of the name of the person requesting the search and the reasons for the search, the time, date and location of the search and any items found.
- Inform parents/carers that a search has taken place and explain clearly the reasons why the search has taken place. If after conducting a search and no items are found, the school still has reasonable suspicion, they will record these reasons.
- If there is a suggestion that the weapon may have been hidden off site or in the educational setting the school will contact 101 or the School Liaison Officer for further advice.
- Our School Liaison Officer will be notified of all incidents ;
- Where weapons come into staff possession, they will be sealed in the protective tubes provided by police and retained for collection by a Police Officer;
- The member of staff taking possession of the weapon from a student will complete a police statement regarding the seizure;
- The student may be required to attend the police station, either by direct arrest or subsequent invitation;
- Unless the incident is of such a serious nature that immediate police intervention is necessary this decision will be a joint agreement between the police and school;
- The student can expect to be interviewed at the police station regarding their possession of the weapon and the police will then make a decision regarding judicial disposal.

The judicial disposal will normally consider the following options:

- Take No Further Action
- Warn the suspect in accordance with the Final Warning Scheme, and refer to Youth Offending Service
- Charge to Court

The final decision taken in relation to the above will be based upon the student's previous offending history, details of the specific incident and any other mitigating circumstances to be considered.

School Sanction

The Headteacher and Governing Body at Cotham School have agreed that the offence of bringing an Offensive Weapon onto the school site is so serious that the following sanctions may apply:

- Simple possession of a weapon – permanent exclusion and police judicial procedure (unless significant mitigating factors).
- Weapon used to threaten another person – permanent exclusion in addition to police judicial procedure
- Injury caused to another – permanent exclusion and police prosecution.

Appendix 9

Drugs Policy

The subject of students possessing, using or intending to supply controlled drugs or drugs paraphernalia at school, or when travelling to or from school, has become an issue of increasing concern. Cotham School will educate students on this issue through assemblies and the Science, Citizenship and PSHE curriculum. It has been agreed that, for this policy to be successful in protecting the school community, it will be implemented without exception.

Under new local authority guidance issued in July 2021, if a student is found in possession of a small quantity of controlled drugs, a school or college can manage the incident in line with their drug policy. In *any* instance of incidents related to possession of controlled drugs, schools and colleges are expected to contact their local Education Inclusion Manager or the Families in Focus office. Within 48 hours a meeting should be arranged between the education provider, the locality Education Inclusion Manager, the young person and a parent or carer.

The Education Inclusion Manager will work with the school to understand the nature of the incident and build a picture of the background and needs of the young person. They will review the incident with the appropriate staff and put forward several recommendations to support the young person's next steps. This might include access to targeted support from Bristol Drugs Project's New Leaf, mentoring or possible Safer Options support. Each incident will be managed on a case by case basis to facilitate the best possible outcome for the young person and maintain their school place.

Police involvement in cases of students possessing, using or intending to supply controlled drugs or drugs paraphernalia at school, or when travelling to or from school, will be seen as a positive outcome for the student(s) concerned as well as the school community as a whole. The police, in appropriate circumstances and in consultation with the school, will promote charging and court action; however, they will also initiate support mechanisms and interventions for the student(s) concerned. If Avon and Somerset Constabulary are called, their approach is to divert, educate and safeguard young people wherever possible. The Youth Alcohol Drug Diversion (YADD) is available for young people caught in possession of drugs for their personal use or if caught drunk and disorderly. This health intervention is delivered in partnership with the Youth Offending Service and Bristol Drug Project and if the young person engages with the support offered, no further action will be taken by Avon and Somerset Constabulary for the offence committed.

Protocol to be followed where a student is found in possession of suspected illegal drugs or drugs paraphernalia:

- Depending on the amount of controlled drugs found in the possession of the student, either the police or the Education Inclusion Manager or Families in Focus team will be notified as appropriate.
- Where a small quantity of suspected controlled drugs or drug paraphernalia come into staff possession, it will be confiscated, sealed in appropriate packaging and destroyed by staff.
- Where a significant quantity of suspected controlled drugs or drug paraphernalia come into staff possession, it will be confiscated, sealed in appropriate packaging and retained for collection by a police officer to be destroyed. The member of staff taking possession of the suspected controlled drugs or drugs paraphernalia will complete a police statement regarding the seizure.
- Where there is a significant quantity of controlled drugs, the student can expect to be interviewed at school by a School Liaison Officer or alternatively may be required to attend the police station, either by direct arrest or subsequent invitation. (Unless the incident is of such a serious nature that immediate police intervention is necessary this decision will be a joint agreement between the police and school)
- After interview of the student the police will make a decision regarding judicial disposal

The judicial disposal will usually consider the following options:

- Take No Further Action
- Warn the student(s) in accordance with the Final Warning Scheme, and refer to Youth Offending Service
- Charge to Court

The final decision taken in relation to the above will be based upon the individual student's previous offending history, details of the specific incident and any other mitigating circumstances to be considered.

School Sanction

The Headteacher and Governing Body at Cotham School have agreed that offences of possessing, using or supplying controlled drugs or drugs paraphernalia at school, or when travelling to or from school, are so serious that any student involved in such an incident places themselves at risk of permanent exclusion and the following **minimum** sanctions may apply:

- Possession of controlled drugs or drugs paraphernalia – depending on the quantity, sanctions will usually be a fixed term suspension, interview with a School Liaison Officer, compulsory attendance at an intervention such as Bristol Drugs Project and regular searches for a period of time for controlled drugs. A significant quantity of controlled drugs may indicate an intent to supply and will be sanctioned accordingly as stated below.
- Use of controlled drugs or drugs paraphernalia on the school site - permanent exclusion (unless significant mitigating factors) and police judicial procedure;
- Supply or Intent to supply controlled drugs or drugs paraphernalia – permanent exclusion and police judicial procedure.

Appendix 10

Suspension Policy

A suspension is where a student is sent home from school. Given how seriously the school takes attendance at school, this is something that the school works hard to avoid. It is used for incidents where an extremely serious consequence is necessary. Suspensions can either be fixed term (the student is educated elsewhere for one or more days), or permanent (where the student does not return to Cotham).

Fixed-Term Suspension

Fixed-term suspension means that the student is kept at home for one or more days. Parents/ carers will be telephoned and given a full explanation as to why the suspension has been put in place. Parents/ carers will be expected to come into school and agree targets with the school and student at a return to school meeting.

Examples of the types of behaviour which could result in a fixed term suspension are: physical violence towards another student, racial, sexual or homophobic harassment, persistent bullying, theft, graffiti or property damage, swearing at or being abusive towards a member of staff, persistent disruptive behaviour.

Suspended students will be given work to complete at home when the suspension is for five days or less. The work will be marked when the student returns to school.

For suspensions of more than five days the school will find an alternative placement with a Bristol secondary education provider. This will enable the student to access education and complete work for the remainder of the fixed term suspension.

Permanent Exclusion

The decision to exclude a student permanently is a serious one.

There are two main types of situation in which permanent exclusion may be considered. The first is a final, formal step in a concerted process for dealing with discipline offences following the use of a wide range of other strategies, including fixed-term suspension, which have been used without success. The student will have been given a Pastoral Support Plan (PSP) which has been carefully monitored with appropriate targets set. It is an acknowledgement that all available strategies have been exhausted and is used as a last resort.

The second is where there are exceptional circumstances and it is not appropriate to implement other strategies to deal with a first or 'one off' offence. These might include: serious actual or threatened violence against another student or a member of staff, carrying a weapon, supplying or being in possession of an illegal drug or alcohol, arson. The school will consider police involvement and other agencies for any of the above offences. These instances are not exhaustive but indicate the severity of such offences and the fact that such behaviour seriously affects the discipline and wellbeing of the school community.

Suspension and exclusion protocol

Suspensions and exclusions will be conducted in accordance with the Department for Education's guidelines which includes the 'Civil standard of proof' which means accepting that something happened if it is more likely that it happened than that it did not happen.