



## Behaviour for Learning Policy

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
		Page 19: 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 Off-site direction by the Headteachers’.
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 Appendix 2: Home School Agreement updated Appendix 5: Term ‘Immersion’ replaced with Temporary Alternative Provision Appendix 6: Graduated Response to Behaviour deleted from policy. 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. 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. Appendix 9: Relabelled as Appendix 8. Change of wording on section School Sanction from ‘will apply’ to ‘may apply’. 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’. Appendix 11. Relabelled as Appendix 10.
3.7	September 2020	Page 3: Introduction, students with ACE within intention Page 4: Regulating, changes to terminology of sanctions used in school Page 5: Mobile Phones, change to location of confiscation in line with bubbles Page 6: Tobacco, inclusion of LEA guidance re offensive weapons Page 7: Additional items, introduction of BB guns Page 15: Appendix 6, changes to reflect school sanctions Page 16: Appendix 7, change to role of LC to reflect new sanctions Page 18: Appendix 8, inclusion of LEA guidance re offensive weapons Page 20: Appendix 9, inclusion of Safer Schools Officer Page 21: Appendix 11, inclusion of statutory changes to exclusion during covid 19 Page 27: Appendix 12, introduction of additional appendix to include behaviour with a transmission risk
3.8	September 2021	Page 4: Regulating the conduct..., removal of the words ‘litter picking’ Page 15: Appendix 7, Use of B8, change to wording to refer to ‘link’ classroom Page 22: Appendices 11 and 12, removal of these appendices (covid specific addendums) 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>Page 21: Appendix 9, changes to the Drugs Policy to take account of updated LEA and A&amp;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>
3.9	October 2022	<p>Page 3: An opening sentence on climate and ethos added and a significant update to DfE guidance - three new documents to inform this policy</p> <p>Page 3: Addition of Cotham Principles of Behaviour</p> <p>Page 5: Additional paragraphs on Restorative Practice and the Equalities Duty</p> <p>Pages 5-6: Further clarification on the types of sanction used</p> <p>Pages 14-15: Revised responsibilities relating to behaviour in light of new pastoral structure</p> <p>Pages 16-18: Updating of procedure to reflect Cotham Community Code and revised sanctions escalation process</p> <p>Page 23: Explanation of off-site direction and how it is used</p> <p>Page 24: Explanation of the Headteacher's power to cancel/withdraw/rescind a permanent exclusion that has not yet gone to the governing board for review</p> <p>Page 10: Reference to 'peer-on-peer harm' replaced with 'child-on-child harm', and 'Sexual harassment and abuse' replaced with 'Harmful sexual behaviours' as guided by KCSIE 2022</p> <p>Pages 12-24: Reordering of appendices</p>
4.0	October 2023	<p>Page 4: update to KCSIE 2023 instead of 2022</p> <p>Page 5: school trips added as an example of a reward; additionally named roles and organisations to provide support and intervention for behaviour</p> <p>Page 6: SLT lunchtime detentions added as a new sanction</p> <p>Page 7: clarity that Panel Agreed Off-site direction by the Headteachers are determined by the Bristol Inclusion Panel</p> <p>Page 8: more specific clarity relating to the mobile phone policy</p> <p>Page 9: further clarity on who has the legal right to search a student's phone and how searches in general are conducted</p> <p>Page 15: change of job title from 'Behaviour Managers' to 'Year Team Assistants'</p> <p>Page 19: clarity that previously Post-16 link referral procedure has moved to a Faculty Parking System; further clarity on ASDs; explanation of the new SLT lunchtime detentions</p> <p>Page 24: changes to the explanation of 'Off-site direction by the Headteacher' which now replaces school-to-school 'Managed Moves' in line with DfE guidance</p>
4.1	September 2024	<p>Page 4: update KCSIE reference from 2023 to 2024</p> <p>Page 6: additional sentence relating to equalities duty</p> <p>Page 7: change to local process</p> <p>Page 11: clearer statement on addressing discriminatory and prejudicial incidents</p> <p>Page 13: reference to additional procedural document available on request</p> <p>Pages 21-22: inclusion of current procedural diagrams as part of appendix</p> <p>Page 27: changes to national and local processes regarding Off-Site Direction, Managed Moves and working with the Bristol Inclusion Panel (now called Included)</p> <p>Page 28: additional safeguarding statement added</p>
4.2	November 2025	<p>Throughout the document changes to Safer Options (now called Safer Connections) and Family in Focus (now called Family Help)</p> <p>Page 4: Changes to reflect dates of more recent documents</p>

		<p>Page 5: Removal of 'immersion' from list of interventions</p> <p>Page 7: Changes to paragraph Serious Incidents to reflect current practice</p> <p>Page 7: Changes to paragraph Cotham Community Code of Conduct to reflect current practice</p> <p>Page 8: Changes to the mobile phone policy to reflect Yondr procedures</p> <p>Page 11: Addition of misogyny to list of discriminatory behaviours</p> <p>Page 14: Update to Appendix 2 to the Home-School Agreement to reflect Yondr procedures</p> <p>Page 22: Update to Appendix 6 and table of Graduated Response to Behaviour Procedures</p> <p>Page 27: Update to Appendix 9 regarding Off-Site Directions.</p>
4.3	March 2026	Page 11: Addition of: Annual One-Off Exception for DfE Education Record Issuance for Year 11 Students only paragraph in line with guidance from DfE .

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# Introduction

Positive behaviour and a good climate for learning is everybody's responsibility. All staff and governors at Cotham School are committed to ensuring that we provide the best possible environment for our students to thrive, be happy and succeed during their school career (Appendix 6) in line with our school values of Achievement, Diversity and Respect. Statutory DfE guidance on Keeping Children Safe in Education is clear that all school staff have a responsibility to provide a safe environment in which students can learn so; therefore, this behaviour policy is part of a whole-school approach to behaviour and safeguarding.

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

- 'Behaviour in schools: Advice for Headteachers and school staff' (DfE, September 2024),
- 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement Guidance for maintained schools, academies, and pupil referral units in England' (DfE, September 2024),
- Keeping Children Safe in Education (DfE, September 2025)
- 'Searching, screening and confiscation: Advice for headteachers, school staff and governing bodies' (DfE, July 2022 ) (see Appendix 1).

The Behaviour for Learning Policy (BFL) 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.

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.

# Cotham Principles of Behaviour

The senior leaders at Cotham School have set the vision and direction of the school's behaviour for learning policy by communicating regularly to staff these core principles:

- We are strategic and well-informed in our approach to behaviour to ensure long-term success
- We support staff in teaching students how to behave well
- We have high expectations, which we positively frame
- We recognise children make mistakes and teach them to accept the consequences of their mistakes but also restore our relationships with them
- We find every opportunity to understand and celebrate the cultural contexts of **all** our students, recognising that success will look different for each child
- We are able to provide highly specialised support to meet the growing numbers of students who are experiencing difficulties with behaviour in school because of their SEMH needs.

## 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 (House Points)
- certificates
- telephone calls and letters home
- student awards
- school trips

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 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 senior leaders, tutors, Learning Coordinators, Year Team Assistants, Learning Mentors, 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 an adapted behaviour policy and sanction system

that is appropriate for their cognitive ability or their disability, in consultation with the Special Needs and Disabilities Coordinator (SENDCo) or the Senior Leadership Team.

Interventions used to support behaviour change include regular phone calls or meetings with parents/carers, Tutor or Learning Coordinator reports, instant rewards, Time Out cards, Anger Replacement Therapy, Social Skills sessions, structured mentoring programmes, counselling, Student Support Plans, Off-site direction by the Headteacher and Achievement/House Points. The school will engage the services of external agencies such as the Bristol Inclusion Panel, Social Care, Educational Psychologists, the Safer Connections Team, 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.

## Restorative Practice

Cotham School is highly committed to becoming a restorative school, one that uses restorative practices (such as restorative conversations and restorative conferencing) to encourage positive relationships between students and between students and staff. All teachers have been trained in holding restorative conversations with students and are encouraged to do so before their next lesson after giving a sanction to a student in order to restore the relationship and continue to foster positivity in the classroom; the same applies for sanctions issued outside of the classroom. A number of pastoral staff are trained in the more advanced restorative conferencing which enables them to facilitate mediation between students in ongoing conflict.

## Equalities Duty

The school will regularly analyse behaviour data against the protected characteristics of race, gender and Special Education Needs and Disabilities (SEND) to strive to ensure that no particular group is disproportionately represented.

The school recognises that some behaviours are more likely to be associated with particular types of SEND and that behaviour needs to be considered within this context, although this does not assume that every incident of misbehaviour is connected to a student's SEND. Staff receive regular training on how to meet the needs, including behavioural needs, of students with SEND. In applying sanctions for students with SEND, the full context of the student's needs are taken into account and a proportionate sanction may be applied. Longer term, the graduated approach of assess, plan, deliver and review is used to determine whether students who repeatedly fail to meet expectations of behaviour have underlying needs and to then review the impact of any support being provided.

The school is also committed to becoming an anti-racist organisation and, as part of its equalities work, is undertaking the Leeds Beckett Anti-Racist School Award. Part of this is a commitment to achieving a reduction in the number of suspensions of boys and students from a minority ethnic background, which forms a key equality objective for the school. The school is also committed to ensuring that staff and students who identify as LGBTQIA+ do not experience discrimination, feel safe, valued and a sense of belonging at Cotham 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, and 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 which can take place outside of normal school hours and may also be required to undertake duties.

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

- Teacher Detentions
- Faculty Detentions
- Senior Leadership Team (SLT) Lunchtime Detentions
- After School Detentions
- Headteacher Detentions
- Removal from the class for the remainder of the lesson (link referral)
- Withdrawal room for half a day or a full day (internal suspension)
- Suspension

Student removal from the classroom by a Duty Teacher is a serious sanction and is used for the following reasons:

- to maintain a suitable learning environment following an unreasonably high level of disruption to a lesson
- to enable disruptive students' education to be continued in an alternative supervised setting
- to support a student who has been removed from a lesson to regulate the behaviour that caused the removal before returning to lessons.

We will communicate to parents via means of a text message on the same day if their child has been removed from the classroom.

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, 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 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 Return to School Meeting, the parent/carer will be required to meet again with a senior member of staff.

In some cases, Alternative Provision, or a referral to Bristol City Council's Inclusion Surgery may be used to support with behaviour management; this is always in agreement with the student and their parent/carer (see Appendix 9). The Headteacher may also temporarily direct a student off-site to attend another mainstream school for a short period of time (known as an Off-site Direction).

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 appropriately to each set of individual circumstances.

## The Cotham Community Code of Conduct

Student and staff voice has led to a review at Cotham School of the agreed rules and expectations that all students should follow while on the school site (see Appendix 3 and 4). 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 to 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. Students will be sanctioned if their behaviour does not meet the Cotham Community Code. The sanctions applied will be 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

The use of mobile phones by students during the school day is not allowed, and all students are expected to comply with our rules regarding mobile phones. Students are expected to turn off their mobile phone and secure it in their locked Yondr pouch as they enter the school site. They will only be able to unlock their Yondr pouch at the end of the school day.

Students will be asked to show their locked pouch to staff as they enter the school site, and during their AM tutor REP check. Additional spot checks will be undertaken by staff.

If a student does not comply with our rules, their phone will be confiscated. It will be returned to the student at the end of 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. Students will also be sanctioned for their non-compliance.

## Annual One-Off Exception for DfE Education Record Issuance for Year 11 Students only

Year 11 students will be permitted to use their mobile phones for a maximum of 5 minutes during a supervised session for the purpose of receiving their DfE Education Record. This is a one-off exemption that will take place in a controlled classroom setting under direct staff supervision. Normal mobile phone rules apply before and after this specific activity.

## 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 or sharp 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 (Family Help, Safer Connections 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 gates 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 local 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 appropriately to each set of individual circumstances.

## Exploitation of 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 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 appropriately 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 (usually the Designated Safeguarding Lead) 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 her 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 persons conducting the search will always clearly explain the reasons why to the student before conducting it. 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.

Staff will not place their hands on a student in order to conduct the search; instead, 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; however, parents/carers will be informed the same day that a search has taken place and the reason for it.

If the student refuses a search, 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:

- Vapes
- 'Bladed or sharp 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, withdrawal from lessons, or suspension alongside this restorative approach. Individual cases will be considered on their own merits and sanctions applied appropriately to each set of individual circumstances.

Cotham School 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. Student Voice is undertaken 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, the Personal, Social and Health Education (PSHE) 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 and all incidents will be swiftly dealt with. Harassment on account of race, gender, disability or sexual orientation is unacceptable. Racist, sexist,

misogynistic, disablist and HBTphobic (homophobic, biphobic or transphobic) incidents and other incidents of harassment or bullying are considered as serious incidents. These incidents may also, depending on individual circumstances, result in a conversation with our local beat officer and the police may be asked to intervene in the most serious incidents.

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

# Child-on-child harm

The school has a statutory responsibility to address any form of child-on-child 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 child-on-child harm

Cotham School will minimise the risk of child-on-child 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 child-on-child harm, through assemblies, the tutor programme, PSHE curriculum and specialist workshops with external agencies.

Following any incidents of child-on-child 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.

## Harmful sexual behaviours

Reference to Keeping Children Safe In Education (2025, Part 5) 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 \(www.gov.uk\)](http://www.gov.uk) and [Sharing nudes and semi-nudes: advice for education settings working with children and young people - GOV.UK \(www.gov.uk\)](http://www.gov.uk).
- Risk assessments and/or safety plans will be developed for individual children who have been involved in an incident.

## Monitoring and review

- This policy will be reviewed annually and approved by Governors.
- The Senior Leadership Team 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.
- Any incidents occurring during the school year will be evaluated and where necessary appropriate action will be taken to amend the policy accordingly.

## Links with other policies

This policy should be read in conjunction with the following;

- Anti-Bullying policy (school website)
- Online safety policy (school website)
- Child Protection and Safeguarding policy (school website)
- Use of Reasonable Force policy (available upon request)
- School Uniform policy (school website and student planner)
- Equalities and Community Cohesion Policy (school website)
- Procedures for addressing HBTphobic, racist, sexist and disablist incidents (available upon request)
- Procedures for addressing HBTphobic, racist, sexist and disablist incidents (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 in schools: Advice for Headteachers and school staff', September 2024. 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 sanction 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 that I can achieve.
- Attend school daily and on time, wearing the correct uniform.
- Bring the books and equipment I need every day, including my Yondr pouch.
- Respect the right of everyone to learn in class without being interrupted.
- Follow the school's mobile phone policy and have my phone switched off at all times and in my Yondr pouch during the school day.
- 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.

# Appendix 3 - 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, and the Year Team Assistant, 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 Behaviour for Learning 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 and general behaviour duties around the school
- 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 Year Team Assistants (YTAs)**

- YTAs are responsible for supporting the LCs to monitor and manage the personal wellbeing of students in their Year Group and to monitor the application of the Behaviour for Learning Policy, conducting check-ins, parent meetings and calls, and contributing to the completion of high-level sanction folders as needed
- The YTA will support with ASDs and general behaviour duties around the school
- The YTA will undertake preventative 1:1 intervention work with identified students in their Year Group

- The YTA will facilitate group intervention work in a specialist area with students across year groups
- The YTA will be highly trained in supporting all students with building resilience.

### **Role of Teachers and Associate Staff**

- All staff should communicate the school's expectations, values and rules both through explicitly teaching behaviour and in every interaction with students;
- Staff should uphold the whole-school approach at all times by modelling expected behaviour and positive relationships
- 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 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 the Senior Leadership Team (SLT)**

- 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 be a visible presence around the school site supporting with the management of behaviour at all times
- The SLT will support with general behaviour duties around the school
- A named member of SLT is linked to each year group to support the Learning Coordinator and Year Team Assistant in ensuring good behaviour in the year group
- 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 Deputy Headteacher for Safeguarding, Culture and Ethos.

## Appendix 4 - The Cotham Community Code



### Cotham Community Code

-  **Arrive on time and fully prepared to learn**
-  **Follow instructions first time**
-  **Work hard and help others to do the same**
-  **Be respectful towards everyone and everything in our school**
-  **Be safety aware**

## Appendix 5 - Cotham Community Code - positive and negative behaviours

Rule	Positive behaviours
<b>1. Arrive on time and fully prepared to learn</b>	<ul style="list-style-type: none"> <li>On time to school</li> <li>On time to lessons</li> <li>Fully equipped (Pen, pencil, small ruler, eraser, glue stick, calculator, sharpener, some colouring pencils)</li> <li>Have the correct uniform and PE kit</li> <li>Has reading book</li> <li>Has lanyard</li> <li>Sat down in correct seating plan position</li> <li>Waiting silently for the teacher to start</li> <li>Only drinking water in the classroom</li> </ul>
<b>2. Follow instructions first time</b>	<ul style="list-style-type: none"> <li>Do as the teacher asks you to do the first time they ask</li> <li>Be polite when you reply</li> <li>Sit where you have been asked to sit</li> </ul>
<b>3. Work hard and help others to do the same</b>	<ul style="list-style-type: none"> <li>Start a task straight away</li> <li>Try your best when you are working</li> <li>If you get something wrong, try again</li> <li>If you find something hard, keep trying</li> </ul>
<b>4. Be respectful towards everyone and everything in our school</b>	<ul style="list-style-type: none"> <li>Be polite when you reply even if you disagree</li> <li>Speak quietly when inside</li> <li>Wear correct school uniform properly</li> <li>Speak kindly to other students and staff</li> <li>Hold the door open for others</li> <li>Use please and thank you when speaking</li> <li>Raise your hand to request to speak in the classroom</li> </ul>
<b>5. Be safety aware</b>	<ul style="list-style-type: none"> <li>Walk around the school site</li> <li>Put all litter in the bins</li> <li>Clear up after yourself in the food areas</li> <li>Respect each others' physical space</li> <li>Safe behaviours while using the internet and mobile</li> </ul>

Rule	Negative behaviours
<b>1. Arrive on time and fully prepared to learn</b>	<ul style="list-style-type: none"> <li>Late to school</li> <li>Late to lesson</li> <li>No basic equipment e.g. pen</li> <li>No reading book</li> <li>No lanyard</li> <li>Sat in the wrong seat</li> <li>Talking at the start</li> <li>Moving around the room without permission</li> <li>Eating or drinking (except water) in the classroom</li> </ul>
<b>2. Follow instructions first time</b>	<ul style="list-style-type: none"> <li>Being asked several times before doing it</li> <li>Answering back and being rude</li> <li>Not sitting where you have been asked</li> </ul>
<b>3. Work hard and help others to do the same</b>	<ul style="list-style-type: none"> <li>Doing something else before starting a task</li> <li>Talking to somebody before starting a task</li> <li>Giving up when something goes wrong</li> <li>Giving up when something is hard</li> </ul>
<b>4. Be respectful towards everyone and everything in our school</b>	<ul style="list-style-type: none"> <li>Talking over others or interrupting</li> <li>Shouting out in the classroom</li> <li>Shouting in the corridors</li> <li>Not following school uniform rules properly</li> <li>Using unkind or discriminatory language</li> <li>Not saying please and thank you</li> </ul>
<b>5. Be safety aware</b>	<ul style="list-style-type: none"> <li>Running in confined spaces</li> <li>Dropping litter on the floor</li> <li>Kicking litter already on the floor</li> <li>Pushing, shoving or grabbing other students</li> <li>Touching another student inappropriately</li> </ul>



# Appendix 6 - Current procedures regarding the use of the Cotham Community Code, 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 the Cotham Community Code in the classroom and around the school site. Language and clarity are key to ensuring students fully understand the expectations of them.**

Students will be given a reminder when they have not met an expectation of the Cotham Community Code. This reminder gives 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 (using a Faculty Parking system) for the remainder of the lesson and issued with an after school detention. 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' classroom may result in a half day or full day placement in the Withdrawal Room (Internal suspension) or 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 Detentions that teachers can refer students to because of classwork or homework concerns.

## **After School Detentions (ASD)**

Students receive an After School Detention (ASDs) when they have been removed from lessons for not meeting our Cotham Community Code, or when displaying poor behaviour at break or lunchtime or during lesson changeover. ASDs take place at 2.45pm and last for either 20 minutes or 40 minutes.

## **SLT lunchtime detentions**

It is very important that all students and staff feel safe and respected as they work and move around our busy school site. Therefore, students who behave dangerously during lesson changeovers in the corridors, walking around the school site, or at break and lunchtime in the outdoor areas, will be given a reminder by the member of staff who witness this and, if the behaviour does not immediately stop, they will be referred to their Year Team who will issue them with up to a week's lunchtime detention. Students will always be given an opportunity to eat lunch if they are in a detention at lunchtime.

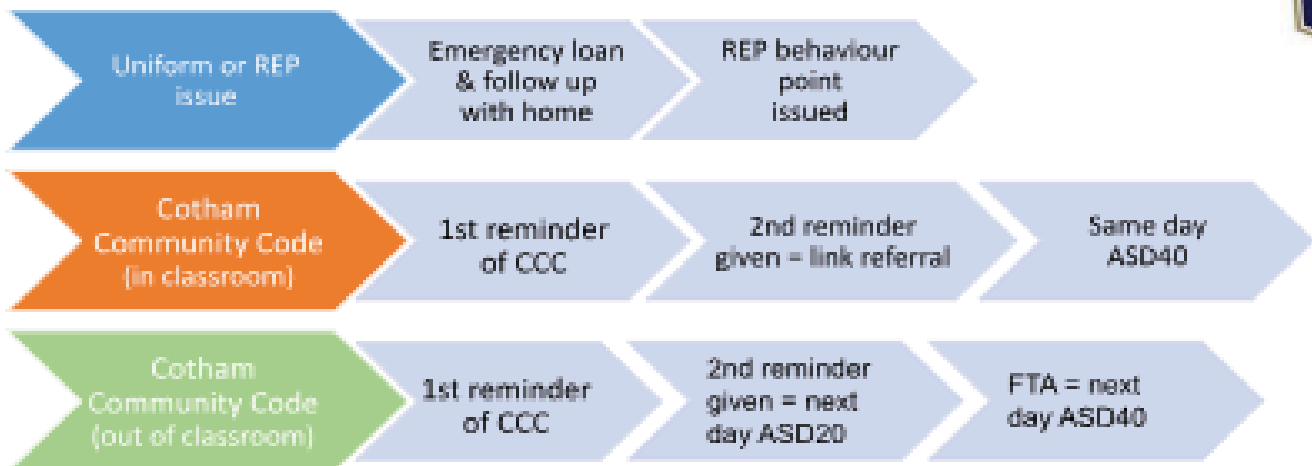
## **Headteacher Detentions:**

Students receive a Headteacher Detention for more serious behaviour incidents, for persistent and repeated behaviours including failure to attend a lower level sanction. These take place on a Friday at the end of the school day for 90 minutes.

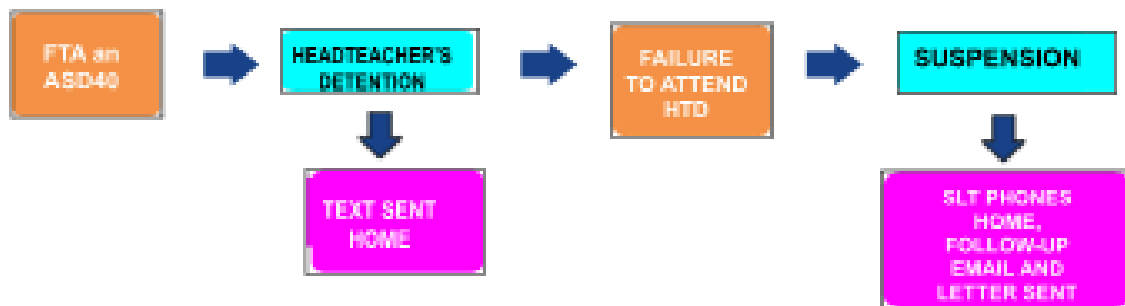
The two diagrams below show the school's immediate response to behaviours on a daily basis and also the school's graduated response to behaviours over a longer period of time.



## IMMEDIATE RESPONSE TO BEHAVIOUR



## FOLLOW-UP ACTIONS



**A RESTORATIVE CONVERSATION** must happen between the original member of staff and student at the detention or at some point during the follow-up.

## ONE OFF SERIOUS INCIDENTS

Which could include, but is not limited to: truancy, fighting, swearing at staff, use of racist/homophobic/biphobic/transphobic/sexist language, inappropriate sexualised language or behaviour

An appropriate action will be determined, based on severity of behaviour and previous behaviour incidents, and could include:



In addition further actions could include:



### Key:

REP – Reading book, equipment, planner.  
 ASD20 - After-school detention (20 minutes)  
 ASD40 - After-school detention (40 minutes)  
 HTD - Head Teacher's Detention (90minutes)

LC/SLT - referral to LC or SLT  
 PAD – Faculty Area Detention  
 LC – Learning Coordinator  
 SLT – Senior Leadership Team  
 FTA - Failure to Attend

## Cotham School's Graduated Response to Behaviour 2025/26

There is a change in focus so that we're looking at Behaviour within class (Class) and Behaviour within the Community (Comms).  
 There is an expectation that points gathered through REP will be picked up by tutors and year teams and resolved quickly.  
 There is an expectation that points gathered through lack of homework will be resolved by teachers and faculty teams.

The graduated response requires a degree of professional judgement to be made. In arriving at the figures, we've looked at the top 5% of students in a year group and there is an expectation that we will be closely working with these students and their parents / carers. This approximates to 12 students per year group (current data).

In addition to looking at the cumulative weekly values, it will be necessary to think intelligently and look for students who may not appear to need support but who may (ie sudden or significant increases in class / community behaviour).

	Trigger (class and comm points)	Actions and interventions				
		Behaviour points actions	Interventions could include	Sanction		
	3 lates to school or more in a week	<ul style="list-style-type: none"> <li>Letter informing parent/carer (p/c)</li> </ul>	<ul style="list-style-type: none"> <li>Tutor conversation about punctuality to school.</li> </ul>	Headteacher Detention (HTD) for Lates		
1	10 points	<ul style="list-style-type: none"> <li>Tutor phone call for report</li> <li>Tutor report</li> <li>Tutor weekly summary</li> </ul>	<ul style="list-style-type: none"> <li>Tutor conversation with student and parent about behaviour</li> </ul>	ASD40		
2	20 points	<ul style="list-style-type: none"> <li><a href="#">Year Team letter of concern</a></li> <li>YTA report</li> <li>YTA weekly summary</li> </ul>	<ul style="list-style-type: none"> <li>YTA check ins</li> <li>YTA mentoring / resilience</li> <li>Inclusion team intervention based on need</li> <li>SEND referral</li> <li>SEND intervention based on need</li> </ul>	HTD		
3	30 points	<ul style="list-style-type: none"> <li><a href="#">LC letter of concern</a></li> <li>LC meeting</li> <li>LC report</li> <li>LC weekly summary</li> </ul>	<ul style="list-style-type: none"> <li>Student Support Plan</li> <li>Inclusion team intervention based on need</li> <li>SEND intervention based on need</li> <li>Refer to Bristol City Council (BCC) Inclusion Surgery</li> </ul>	Withdrawal room for repeated breach of behaviour policy		
4	40 points	<ul style="list-style-type: none"> <li><a href="#">AHT letter of concern</a></li> <li>AHT meeting</li> <li>AHT report</li> <li>AHT weekly summary</li> </ul>	<ul style="list-style-type: none"> <li>Student Support Plan</li> <li>Inclusion team intervention based on need</li> <li>SEND intervention based on need</li> <li>Refer to BCC Inclusion Surgery</li> </ul>	1 day suspension for repeated breach of behaviour policy		
5	50 points	<ul style="list-style-type: none"> <li><a href="#">DHT letter of concern</a></li> <li>DHT meeting</li> <li>DHT report</li> <li>DHT weekly summary</li> </ul>	<ul style="list-style-type: none"> <li>Student Support Plan with DHT</li> <li>Inclusion team intervention based on need</li> <li>SEND intervention based on need</li> </ul>	2 day suspension for repeated breach of behaviour policy		
			<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%;">Off-site Direction (OSD)</td> <td style="width: 33%;">Referral to Inclusion Surgery</td> <td style="width: 33%;">School-funded part-time Alternative Provision (ALP)</td> </tr> </table>		Off-site Direction (OSD)	Referral to Inclusion Surgery
Off-site Direction (OSD)	Referral to Inclusion Surgery	School-funded part-time Alternative Provision (ALP)				
6	Failure of part-time ALP or OSD	<ul style="list-style-type: none"> <li>Headteacher meeting</li> <li><a href="#">Headteacher letter</a></li> </ul>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">Consideration of further OSD / ALP</td> <td style="width: 50%;">Referral to BCC Inclusion Surgery for Tier 4 full-time Alternative Provision</td> </tr> </table>	Consideration of further OSD / ALP	Referral to BCC Inclusion Surgery for Tier 4 full-time Alternative Provision	
Consideration of further OSD / ALP	Referral to BCC Inclusion Surgery for Tier 4 full-time Alternative Provision					
7	Failure of full-time ALP or two or more OSD	Permanent Exclusion				

# Appendix 7 - Offensive Weapons Policy

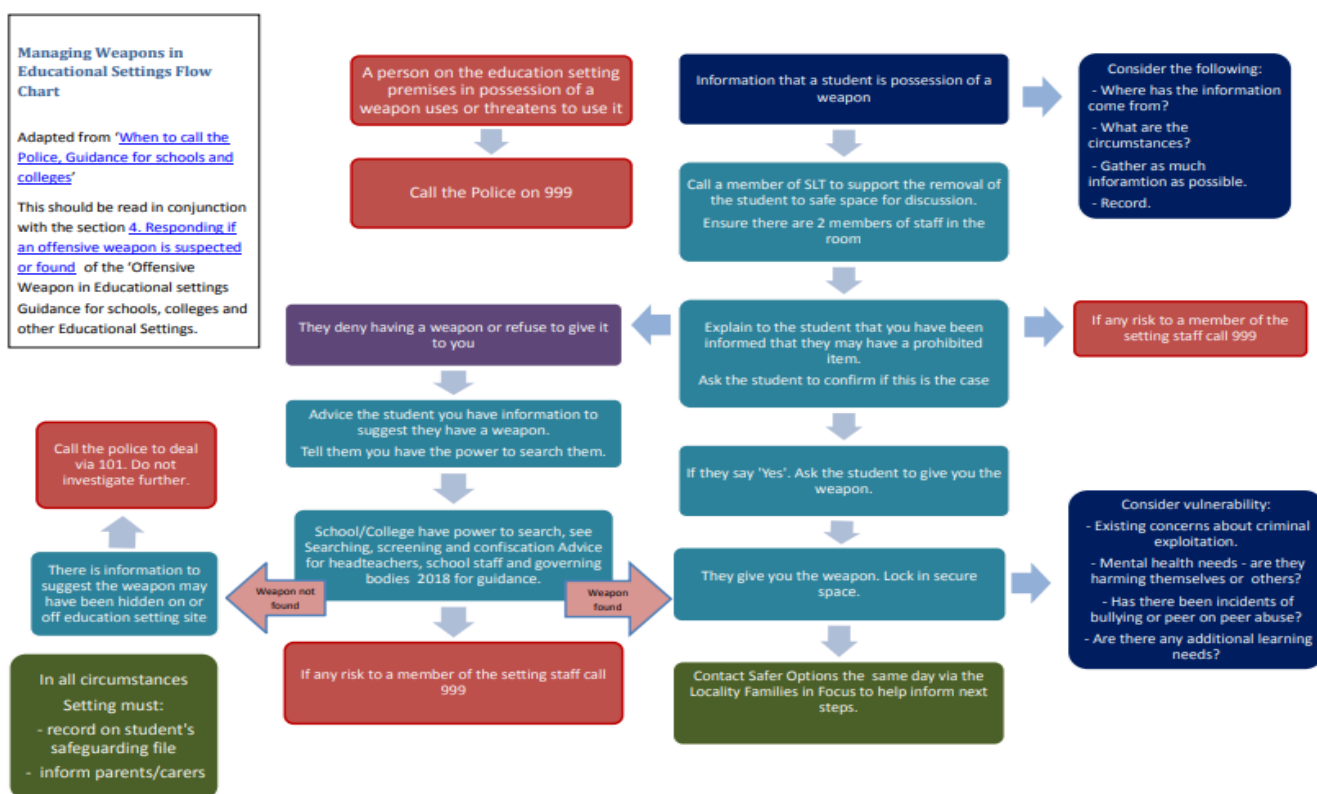
The subject of students bringing offensive weapons into school has become an issue of increasing concern, as highlighted in recent high profile incidents. Individual schools will educate their students on this issue through the Citizenship and PSHE curriculum. However, it has been agreed (by Cotham's 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 Council's 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 8 - 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 Connections 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 9 – Policy and Rationale for Temporary Alternative Provision, Off-site direction by the Headteacher, and case referral to Bristol City Council’s Inclusion Surgeries

Under the general powers of academies, directing a student to off-site educational provision for a placement for the purpose of improving the student’s behaviour can be utilised. This may be to a full or part-time placement with an alternative learning provider (ALP) or to another mainstream school. Students directed off-site will remain on roll at Cotham School throughout the Off-Site direction. Parental consent for an Off-Site direction is not needed but the school will typically work with parents and carers to seek their support of the placement.

The following three strategies are used across the city by all secondary schools.

## **Off-site Direction by the Headteacher (Temporary)**

When a student is struggling at school with managing to consistently follow the rules and expectations set by the school the Headteacher can direct a student to attend another educational setting for a number of weeks to allow them the chance at a fresh and positive start in a new environment. This is called an ‘Off-site Direction’ There is no right for parents to appeal this. The student continues to be on roll at their current ‘home school’ and is supported by their home school through an initial meeting involving all parties, and regular meetings throughout the Off-site Direction, in helping the off-site direction to establish strategies for support to encourage the placement to be a success for the young person.

There may be an opportunity, if all parties are in agreement at the end of the Off-site Direction period, to consider extending the Off-Site Direction for a 12 week period. Regular review meetings will be undertaken during this period. There may then be an opportunity for the Off-Site Direction to be converted into a permanent Managed Move where the student will leave their on-roll school and join the roll of the Off-site Direction school.

## **Case referral to Bristol City Council’s IncludED Hub**

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), now renamed IncludED Hub, 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. A young person’s case can be first discussed with the IncludED Hub when poor behaviour begins to escalate to seek advice and guidance regarding what further actions and support the school could undertake; at the next stage, a young person’s case can be taken back to the IncludED Hub to request access to further externally-provided early intervention; at a higher stage, a young person’s case can be taken to the IncludED Hub to explore either part-time or full-time alternative educational provision (ALP). All case referrals to the IncludED Hub are first discussed with parents/carers and the student, and agreement and the voice of the family is sought out.

# 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 half a day, one day 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 situations 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 Student Support Plan (SSP) 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. When the action to permanently exclude a student is taken, parents and the local authority will be notified without delay, and any social worker or the Virtual School Head if applicable. Headteachers may cancel (also known as withdrawing/rescinding) an exclusion that has not yet been reviewed by the governing board. If this occurs, the parents/carers, governing board and local authority will be notified (and, where relevant, any social worker or the Virtual School Head). In line with our safeguarding and child protection responsibilities, when the school is

considering suspending or permanently excluding a student where additional vulnerability is identified, the learner's welfare and safety will be a paramount consideration in making the decision to send a student home