



Procedures for Rewards and Behaviour Consequences

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

- Behaviour Policy
- Uniform Policy
- Attendance Policy
- Exclusion Policy
- Anti-Bullying Policy

Our school encapsulates its ambitions for students and sets high expectations for all by fostering a culture of **aspiration, courtesy** and **excellence**, encouraging continuous growth, and nurturing a passion for lifelong learning. We promote high levels of courteous behaviour by all members of the school community, ensuring that all efforts of our students are recognised through praise and rewards. We strive to empower each student to reach their full potential through a supportive and challenging academic environment, ensuring they are well-prepared for future successes and contributions to society.

AIMS

To help shape a positive future for our students we aim:

- To maintain high standards of student behaviour to maximise the chances of success for all
- To develop essential learning habits that will ensure academic success and lifelong achievement
- To recognise and celebrate the potential within each student by fostering independence and self-control
- To foster an atmosphere where students develop self-discipline, diligence, and accountability for their choices
- To forge a collaborative partnership among students, families, and school staff to promote exemplary behaviour and address behavioural challenges effectively

Our school's commitment to fostering positive behaviour is reinforced through ongoing professional development opportunities for our staff. This professional development includes the refinement of effective behaviour management techniques,

tailored teaching approaches, and strategies for delivering high quality education to every student, including those with special educational needs and disabilities. We are committed to the development and implementation of the Thrive® approach and in doing so we focus on:

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

Positive Recognition and Rewards

Our positive recognition and rewards are built upon our school values of Aspiration, Courtesy and Excellence. **'First Attention for Best Conduct'**.

Learner Point Awards

Students receive a learner engagement point for every lesson they attend because **attendance is a key indicator of engagement and commitment to learning.**

Above and Beyond	The " Above and Beyond Point Award " is given to students who demonstrate exceptional behaviour, effort, or kindness—going beyond what is normally expected.
Literacy Excellence	The " Literacy Excellence Award " recognises students who excel in literacy tasks by showing improvement, creativity, or enthusiasm.
Full House	The " Full House Award " celebrates classroom attendance. If all students are present staff will celebrate this by championing the importance and understanding of attendance

Student Examples		Staff Examples	
Examples of our school values should be regularly taught and demonstrated in all aspects of our school community		Examples of our school values should be regularly taught and demonstrated in all aspects of our school community	
ASPIRATION	Taking pride in the presentation and quality in our work Develop a positive attitude towards learning and resilience in the face of challenges. Strive to our very best in the classroom and self-study Leadership and Extra-curricular roles	ASPIRATION	Create an inclusive and stimulating classroom environment that fosters a love of learning Seek ambitious but achievable goals for all students Model Howden expectations
COURTESY	Arrive to lesson on time Contribute positively to our school community Display our expectations and routines Right time, Right place, Right tone	COURTESY	Be calm, considerate fair and kind Consideration of reasons behind behaviours Display and model our expectations and routines Communicate with colleagues respectfully, valuing their opinions and expertise Right time, Right place, Right tone
EXCELLENCE	Be prepared for learning Be curious and critical in your approach to learning Maintain focus and self-discipline in both academic and personal endeavours. Maintain a positive and optimistic attitude, even in the face of difficulties	EXCELLENCE	Taking pride in our appearance Set and maintain high academic and behavioural expectations for all students Use formative and summative assessments to gauge student understanding and guide instruction Ensure all our students are appropriately challenged and demonstrate growth

Our student point awards will be received for the following:

Staff should give out the ACE point awards daily as part of the tutor routines.

Students uniform and equipment will be checked and any barrier rectified.

Tutor ACE Point Awards	• 100% WEEKLY Punctuality • ACE Above and Beyond • Correct Uniform • Fully Equipped (including Howden Planner) • Learner Engagement Tutors will check daily during ACE period and log on ARBOR
Enrichment Awards	• Extra-Curricular • School Trip

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

Verbal Recognition	
Communication	Throughout our school and during lessons, our staff employ positive language, provide detailed descriptive feedback and positive reinforcement to recognise students' display of excellent learning habits. Staff members often provide positive phone calls and messages via ARBOR to provide families with positive information about their child.
Incentive programmes	
Classroom/Subject Rewards	Individual teachers may have their own systems, star of the week, subject post cards, stickers, text messages.
House Points	All point awards turn into house points for our 5 houses, Johnson, Simmonds, Mandela, Turing and Wilberforce. By implementing a house points system, we aim to create a dynamic and supportive environment that promotes positive behaviour, fosters community, and encourages students to strive for personal and collective excellence.
Rewards and Certificates	
Weekly/Half termly	Our rewards for individual students and large cohorts are disseminated across different periods of time to allow for a greater distribution of celebration. Students will be rewarded for a variety of reasons eg attendance, attitude to learning, points awards, above and beyond or school routines and conduct. We also have regularly scheduled assemblies where students receive certificates for outstanding achievements.
End of Year Reward	To be eligible for the end-of-year reward, students must meet a behaviour threshold that reflects consistent positive conduct throughout the school year.
Annual End-of-Year Celebration	Special ceremonies to honour students with exceptional performance and consistent adherence to school values throughout the year.
Enhanced Opportunities	
Leadership Roles	Offering positions such as head student, student senate member, or house leader to students who consistently show leadership qualities and uphold school values. • House Leaders • School leaders (senate)

Public Acknowledgment	
Newsletters and social media	Featuring student achievements and positive stories in school newsletters, on the school website, and on social media platforms.

By implementing these diverse recognition and reward strategies, our school ensures that students who consistently demonstrate positive attitudes, good learning habits, and behaviour aligned with our values feel valued and motivated to continue their exemplary efforts.

Expectations of Student Behaviours at Howden School

ASPIRATION	Active Engagement
	Participation Actively participate in all class activities, discussions, and group work.
	Attentiveness Listen attentively to teachers and peers, showing courtesy for others' ideas and contributions.
	Responsibility
	Self-Study: All self-study is assigned through ARBOR. Assignments can be submitted via ARBOR or in physical form. Any platform used will be communicated through ARBOR as a set self-study task. Students should hand in assignments on time, ensuring they reflect your best effort. All students are expected to complete self-study when it is set by their teachers. Self-study serves several important purposes in a student's educational journey. Firstly, it reinforces the concepts taught in lessons, helping students retain information and deepen their understanding of the subject matter. Additionally, self-study provides an opportunity for students to practice and apply what they have learned independently, fostering critical thinking and problem-solving skills. It also helps teachers assess students' understanding of the material and identify areas where additional support may be needed. Furthermore, self-study teaches important life skills such as time management, organisation, and responsibility, which are essential for success both academically and in later stages of life. Students who do not complete their self-study to a required standard or who fail to meet deadlines will be required to complete this again and classroom teachers will log on ARBOR.

COURTESY	Respect
	Respect for Others: Show respect for teachers, classmates, and school staff in all interactions. It is important for students not to call out or interrupt during lessons for several reasons. Firstly, doing so disrupts the flow of teaching, causing distractions for both the teacher and fellow students. This interruption can hinder the learning process and prevent students from fully understanding the material being presented. Additionally, calling out or interrupting shows a lack of respect for the teacher and others who are trying to learn. It can create an environment where other students feel discouraged from participating or sharing their thoughts, inhibiting collaboration and the exchange of ideas. Moreover, waiting for an appropriate time to speak teaches patience and self-control, valuable skills that extend beyond the classroom into various aspects of life. By fostering a respectful and attentive atmosphere, students can maximise their learning potential and contribute to a positive classroom environment conducive to academic success. Students are asked is it the right time, place and tone to have that conversation. Students who call out or interrupt in lessons can expect staff to follow the warn, move, remove behaviour escalation model.
	Respect for Property Treat school property and the belongings of others with care.
	Punctuality
	All students are expected to arrive to school on time and attend each lesson on time. Punctuality to school and lessons is crucial for several reasons. Firstly, it sets a positive tone for the day, allowing everyone to start their learning on time and fully engage with the lesson. Arriving punctually demonstrates respect for teachers, classmates, and the learning environment, fostering a culture of mutual respect and responsibility. Moreover, consistent punctuality helps students develop crucial time management skills, a valuable asset in both academic and professional settings. It also reduces disruptions in the classroom, ensuring a smooth flow of learning and maximising teaching time. Additionally, punctuality cultivates a sense of accountability and discipline, traits that are integral to success in all aspects of life. Overall, being punctual to school and lessons not only benefits individual students but also contributes to a positive and productive learning environment for everyone involved. ACE Punctuality: Students who are not punctual to ACE period (period 1) will receive a lunchtime detention.

	Lesson Punctuality: Students who are not punctual to Howden School lessons without a valid written note will receive a lunchtime detention. Lateness to school: Lateness to school will be monitored by the attendance and year teams. It is important that we work with families to support lateness should this be a barrier. Students will receive an after-school detention.
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EXCELLENCE	Preparedness
	Equipment All students are expected to be prepared for each lesson with the correct equipment. When students do not have the correct equipment, this disrupts the learning of others because the teacher must interrupt the lesson to provide the necessary equipment. At Howden School students are expected to have a pencil case, containing the minimum of a pen, a pencil and a ruler. All students are also expected to always carry their planner. Equipment will be checked during ACE period and lent to students for the day. Students must also have their full PE kit on the days that they have PE and any other practical equipment. Students who do not have the correct PE kit will be spoken to by their classroom teacher and logged on ARBOR.
	Self-Management
	Focus Students are expected to stay on-task, work hard and play an active part in lessons for several reasons. Firstly, maintaining focus ensures they utilise their class time effectively, optimising their learning opportunities. Actively engaging with the lesson enhances understanding and retention of concepts. Additionally, working hard demonstrates a commitment to academic success and personal growth, fostering a strong work ethic and resilience. Moreover, active participation contributes to a positive learning environment, where students can collaborate, ask questions, and engage in meaningful discussions. Accountability Take responsibility for your actions and learning, seeking help when needed and correcting mistakes.

	To ensure a productive and supportive learning environment, we have high expectations for all students regarding their learning behaviours. These behaviours are critical for personal success and contribute to a positive school culture.
	Accountability is imperative for rebuilding trust, fostering personal growth, and creating a positive and respectful learning environment.
	Organisation
	Keep track of assignments, deadlines, and personal materials in an organised manner.
	Growth Mindset
	Improvement
	Seek feedback and be willing to improve, viewing challenges as opportunities for growth.
	Reflection
	Reflect on your learning experiences to identify strengths and areas for development.

Uniform:

We are preparing our students for life beyond school and the world of work and therefore we expect them to take a pride in their appearance. Our uniform expectations are clearly outlined in our uniform policy. Uniform infringements will be logged on ARBOR and a sanction applied.

If a learner arrives in incorrect uniform or wearing items that do not comply with the Standards Statement, they will be removed from circulation until appropriate uniform is provided. As a school we do have uniform that students can borrow, or contact will be made to parents to bring in the correct items.

Learners wearing prohibited items will be asked to remove them and continue with their usual timetable. Items can be collected at the end of the day.

Failure to comply will result in the learner being removed from circulation and placed in one of our provisions. (Uniform Conduct)

We will work with families to rectify the uniform infringement. Students will be expected to borrow PE kit if they are not prepared for the lesson. PE Persistent uniform infringements will result in a lunchtime detention.

Consequences at Howden School

At Howden School we have a straightforward approach to issuing consequences to students who do not meet our high expectations. Implementing clear, consistent, and fair consequences, creates a positive learning environment that promotes good behaviour, supports academic success, and helps students develop into responsible, respectful, and well-rounded individuals. This certainty of a consequence supports students effectively when correcting their behaviour in the future.

- **Clear:** Students should understand our expectations and routines and the consequences of not adhering to these.
- **Consistent:** Consequences should be applied consistently to ensure fairness.
- **Proportionate:** The severity of the consequence should match the severity of the behaviour.
- **Educational:** Consequences should aim to teach and correct. If we want students to know how to behave, we must teach them how to behave. Our behaviour curriculum is revisited regularly to support understanding of expectations and conduct.
- **Restorative:** Whenever possible, consequences should help repair any harm done and restore relationships

Classroom Behaviour Model

In lessons, Howden School employs a system of **Warn, Move, Remove**. All staff are expected to apply this system consistently and fairly.

Any reasonable adjustments will be made to the sanction in response to any need the student may have. We will also seek to try and understand the underlying causes of behaviour and whether additional support is needed.

WARN	Students will be given a chance in every lesson to modify their behaviour to display what is expected of them. A positively framed, professional warning in which the member of staff clearly explains the reason for the warning and the need for the student to change their behaviour. The member of staff must record the warning on ARBOR at their earliest opportunity.
MOVE	Students will be given a clear choice for their behaviour to be modified to avoid further sanctions If a student continues to disrupt their own learning or that of others after a warning, then they must be moved elsewhere within the lesson and, again, provided with a clear and positively framed explanation for them being moved. Reminder of school expectations and impact of behaviour. <u>It is not acceptable to jump straight from a warning to a move without reasonable time for correction being given.</u> If there is no space to move a student within the classroom they will be informed, and the sanction will still be logged
REMOVE Restorative with student and staff will be conducted after any REMOVE	If after being moved a student continues to disrupt their own learning or that of others, then they must be removed from the lesson and placed within another classroom. The member of staff must record the Remove on ARBOR at their earliest opportunity. When a Remove is recorded on ARBOR, the member of teaching staff will ask the student to go to the shadow timetable (which will usually be next door with a member of staff from the same subject). If the student refuses the member of staff or continues to disrupt the lesson an E-call will be logged and the student will be escorted to our Reflections or The Bridge provision for that period. The member of staff removing the student from the lesson is expected to provide adequate work for the student to complete whilst on Remove.

It is crucial that when a particular behaviour takes place the identified consequence or range of consequence must follow. The identified consequence is not open to negotiation or debate. Engaging in arguments with staff will lead to the next stage of the behaviour policy being implemented. Students should follow the **Howden Way of right time, right tone, right place** and always follow our courteous value

Consistency and flexibility need to operate in balance, but flexibility should not be confused with lack of challenge and commitment. Escalation in consequences range from lunchtime detentions, after school detentions, removal from circulation and suspensions. Parents and Carers will be notified via the ARBOR app, email or verbal communication of any subsequent consequences.

Misdemeanours around the school site

Around the school, Howden employs a system of challenge and consequence. All staff are expected to apply this system consistently and fairly logging this on ARBOR. For more serious behaviours the member of staff will liaise with the senior leadership team, and they will be removed from circulation. **Please refer to Appendix 2**

Escalation of behaviours

There are some behaviours that will be escalated. This is where a student displays persistent behaviour.

3 x WARNS	in one calendared week will result in a lunchtime detention
2 x MOVES	in one calendared week will result in a lunchtime detention
2 x REMOVES	in one calendared week will result in a short term stay in one of our provisions.
2 x Reflection/The Bridge	in one calendared week will result in consideration for suspension
Truancy	Students actively choosing to not go to their lesson will result in them being removed from circulation and an after-school detention the same day
Student Defiance	Intentional resistance or refusal by a student to follow directions, comply with rules, or respect the authority of school staff will result in a lunchtime detention X3 Student defiance in one calendared week will result in an after-school detention
Equipment including planner X3	In one calendared week will result in a lunchtime detention

Lunchtime Detention Conduct	If a student does not display the correct conduct in a lunchtime detention or failure to attend, they will be issued an after-school detention on the same day.
Report Conduct	If a student on report fails to check in with their designated staff member this will result in a detention.
ASD Detention Conduct	If a student fails to attend an after-school detention they will be booked into a Friday night Senior Leadership ASD
Punctuality and late to School	Students' punctuality is monitored daily, and students will receive a lunchtime detention or after school detention depending on behaviour.
Mobile Phone	'On site out of sight' 1. On the first offence: Confiscation of phone and lunchtime detention. Parents /carers contacted. Phone returned at end of the day at reception. 2. Second occasion: Confiscation of phone and an afterschool detention. Parents contacted and invited in to collect the phone from reception. 3. Future occasions: Confiscation of phone and placed in Reflections or the Bridge. Parents/carers contacted, and phone handed in daily and collected at reception for a specified period to be determined at the time. If a student refuses to hand over their phone, then sanction 3 (future occasions) is imposed immediately and the student will be withdrawn from circulation.

The Consequences Matrix within the TRUST behaviour policy clearly indicates the consequences that a student can expect to receive if their behaviour does not meet our expectations.

It is essential that the school works with parents/carers, governors, and outside agencies to support students who are persistently failing to meet our expectations. When parents/carers and the school work together in partnership, we are most effective in being able to improve student behaviour.

The SLT and Pastoral teams will quickly identify students who need support, and a conversation will be made with parents/carers to identify any barriers. Pastoral teams may use, behaviour reports, Behaviour support plans (BSPs), targeted strategies including tailored rewards framework and or intervention from other agencies.

Howden School also adopts the **THRIVE** approach, which is a structured, evidence-based framework designed to support the emotional and social development of young people. It focuses on helping students understand and manage their emotions, build positive relationships, and develop resilience. By integrating **THRIVE** into our pastoral care and daily routines, the school ensures that every student feels safe, supported, and ready to learn—promoting not only academic success but also overall wellbeing.

Behaviour Curriculum

Positive behaviour reflects the values of the school, **aspiration, courtesy, and excellence**. We establish this through creating an environment where good conduct is more likely and poor conduct less likely. **‘First Attention for best conduct’**. This behaviour is taught to all students through our behaviour curriculum each half term, so that they understand what behaviour is expected and encouraged and what is prohibited. We use positive reinforcement when expectations are met, whilst consequences to actions when poor choices are made. Our Howden behaviour curriculum defines the expected behaviours through our routines. Please see appendix 3. It is centred on what successful behaviour looks like and defines our routines clearly for all parties, so it is understood, lived and breathed within the school community.

Managing Inappropriate sexualised behaviours

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

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

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

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

- A verbal warning including guidance and education
- Contact with parents and carers
- Internal sanction e.g. detention

- withdrawal from circulation and an immediate needs risk assessment conducted
- Fixed Term Suspension (length dependent on incident)
- Permanent exclusion

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

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

Restorative Reflection

At Howden School, we are deeply committed to restorative reflection work with our students. This approach not only addresses inappropriate behaviours but also fosters personal growth, accountability, and stronger community relationships.

Understanding Restorative Reflection

- **Definition:** Restorative reflection is a process that helps students understand the impact of their actions, encourages them to take responsibility, and guides them in making amends.
- **Focus:** It focuses on repairing harm and restoring relationships rather than simply punishing.

Key Components of Howdens Approach

- **Reflection Sessions:** Dedicated time for students to reflect on their behaviour, understand its impact, and discuss ways to make amends. This will usually take place with the pastoral teams or senior leadership team.
- **Restorative Conversations:** Facilitated discussions between the affected parties to share feelings, discuss the impact, and agree on steps to repair the harm. This can be with student peer groups or with a member of staff
- **Personal Accountability:** Encouraging students to acknowledge their actions and take responsibility in a constructive manner.

It is imperative that parents and carers are involved in the restorative process to support their child's growth and understanding.

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

Appendix 1

Removal from circulation	The school may decide to remove students away from other students for a limited period. Students will be withdrawn from circulation and supervised by a senior member of staff if: • Serious incident within the school day where the school needs to investigate their behaviour • Failed conduct in our other provisions • Targeted support • Failing to meet basic expectations of school policy Students are obligated to follow the school rules and expectations; failure to do so may result in consequences, including removal from circulation																						
Reflections	<table> <tr> <td data-bbox="308 701 798 1301"> The Reflection Room is a quiet restorative working space where students can reflect on how they intend to improve their behaviour. The time frame is dependent on the behaviour. Students independently work on activities aligned to their standard curriculum. Further support in behaviour choices will be discussed. </td><td data-bbox="798 701 1474 1301">The Bridge</td></tr> <tr> <td data-bbox="308 1301 798 1339">Students will attend if:</td><td data-bbox="798 1301 1474 1339"></td></tr> <tr> <td data-bbox="308 1339 798 1518">Refusal/persistent disruption from the subject shadow timetable from a remove. Students will spend the remaining period in Reflections</td><td data-bbox="798 1339 1474 1518">The Bridge is an alternative provision for SEND students who have been withdrawn from lessons for Social, Emotional, Mental Health or behavioural needs. Students will follow the standard curriculum with guidance from staff in a supportive environment. Students will also be taught strategies to overcome barriers to learning and how to make appropriate behaviour choices. The Bridge can also be used for targeted intervention with individual cohorts of students across set period of time</td></tr> <tr> <td data-bbox="308 1518 798 1556">2 x REMOVES in a week</td><td data-bbox="798 1518 1474 1556">Students will attend if:</td></tr> <tr> <td data-bbox="308 1556 798 1639">Support needed for identified behaviour around school</td><td data-bbox="798 1556 1474 1639">Refusal/persistent disruption from the subject shadow timetable from a remove. Students will spend the remaining period in The Bridge</td></tr> <tr> <td data-bbox="308 1639 798 1749">Serious incident within the school day where the school needs to investigate a student's behaviour</td><td data-bbox="798 1639 1474 1749">2 x REMOVES in a week</td></tr> <tr> <td data-bbox="308 1749 798 1854">Support into mainstream after a suspension when deemed appropriate</td><td data-bbox="798 1749 1474 1854">Recovery time following dysregulation</td></tr> <tr> <td data-bbox="308 1854 798 1892">Truancy</td><td data-bbox="798 1854 1474 1892">Serious incident within the school day where the school needs to investigate a student's behaviour</td></tr> <tr> <td data-bbox="308 1892 798 1933">Targeted scheduled support</td><td data-bbox="798 1892 1474 1933">Support into mainstream after a suspension</td></tr> <tr> <td></td><td data-bbox="798 1933 1474 1971">Truancy</td></tr> <tr> <td></td><td data-bbox="798 1971 1474 2009">Targeted scheduled support</td></tr> </table>	The Reflection Room is a quiet restorative working space where students can reflect on how they intend to improve their behaviour. The time frame is dependent on the behaviour. Students independently work on activities aligned to their standard curriculum. Further support in behaviour choices will be discussed.	The Bridge	Students will attend if:		Refusal/persistent disruption from the subject shadow timetable from a remove. Students will spend the remaining period in Reflections	The Bridge is an alternative provision for SEND students who have been withdrawn from lessons for Social, Emotional, Mental Health or behavioural needs. Students will follow the standard curriculum with guidance from staff in a supportive environment. Students will also be taught strategies to overcome barriers to learning and how to make appropriate behaviour choices. The Bridge can also be used for targeted intervention with individual cohorts of students across set period of time	2 x REMOVES in a week	Students will attend if:	Support needed for identified behaviour around school	Refusal/persistent disruption from the subject shadow timetable from a remove. Students will spend the remaining period in The Bridge	Serious incident within the school day where the school needs to investigate a student's behaviour	2 x REMOVES in a week	Support into mainstream after a suspension when deemed appropriate	Recovery time following dysregulation	Truancy	Serious incident within the school day where the school needs to investigate a student's behaviour	Targeted scheduled support	Support into mainstream after a suspension		Truancy		Targeted scheduled support
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Appendix 2

Challenge and Consequence

Please refer to the Consequence matrix in the TRUST behaviour Policy

Challenge	Description
Truancy	An unauthorised absence within a period across the school day. Students actively choosing to not go to their lesson
Punctuality and Lateness	Punctuality- being on time Lateness- arriving after the register closes
Student Defiance	Characterised by behaviours such as refusing to follow instructions, communication with staff and disrupting the learning environment where the Warn, Move, Remove system has not redirected positive behaviour choices
Serious Incident	Risk of student or others due to behaviour displayed. Students will be removed from circulation and placed in one of our provisions awaiting outcome of sanction.
Peer Conflict	Disagreements or disputes between students which causes serious conflict and confrontational behaviours.
Uniform	Where students do not adhere to the school's dress code as stated in the uniform policy. Student uniform will be checked in ACE line up and throughout the day by classroom teachers. Students are expected to take pride in their own appearance and make sure that uniform is smart Students may be removed from circulation if their uniform is not correct. We will work with parents to support the correct item being worn. • Uniform Conduct (removed from circulation) • Uniform Infringement • Hoodie/Sweatshirt • PE Kit Missing • PE Kit refusal
Conduct	We expect students to follow the behaviour curriculum which is regularly communicated. This type of conduct will result in minimum a lunchtime detention. • Corridor conduct • Assembly Conduct • Social Conduct • Toilet Conduct • Sexualised Conduct • Lunchtime Detention Conduct

	• Report Conduct • Extra-Curricular Conduct Conduct which will result in an after school detention • ASD Detention Conduct (Failed to attend or expectations not met)
Language	There are various language consequences that are not acceptable and should not be used within the school community and wider. Students will be educated, and guidance given. This type of language will range in sanction starting at a detention. These include: • Racist language • Sexualised language • Offensive language • Abusive language • LGBTQ+ language • Sexist Language
Language and behaviour towards staff	Students as are staff are expected to always show courteous behaviours.
Self-study	Self-study is designed to reinforce classroom learning and foster independent study habits.
Equipment/planner	Students are expected to bring their planner and the correct equipment to school every day. This includes a school bag. • Equipment missing
Banned Items	Please refer to the TRUST policy 4.3 for banned items Any student that is caught in possession or with another student will be sanctioned. Persistent behaviours will be escalated.



Expectations to achieve outstanding behaviour

Staff are expected to:	Students are expected to:
Before school	
- Greet students warmly upon their arrival into school- Model courteous behaviour - Be at allocated duty points, reminding students of uniform and punctuality expectations - Have all lesson material planned, prepared, and resourced e.g. printing, 'Hook' Tasks, lesson content materials - Check all staff communication/updates via the dashboard	- Arrive to school on time - Greet teachers upon your arrival to school - Be on site by 8.30am latest - if late, report to reception and make your way to ACE period 1 promptly - You must be wearing the correct uniform - Ensure you have all your expected equipment in a bag - Ensure mobile phones and air Pods/earphones are put away before entering the school grounds
Morning line-up/ACE PERIOD	
- SLT lead, Head of Year and KS Progress Lead– be at line-up for the pre bell at 8.35am - Support SLT lead by ushering, and saying thank you to students as they move into their lines- courteous behaviour displayed - Ensure students are facing forward, calm, staff walk the line to check students have the right uniform. Issue sanctions accordingly and highlight to pastoral year group lead who will take the student to get the correct uniform. - Ensure students walk sensibly in single file to ACE period tutor base - Register Routine greeting students 'Good Morning, <i>NAME</i>' - Form tutors - Be at line up for the second bell at 8.40am ready to lead your class to their tutor base in single file - Check planner and equipment before starting ACE sessions	- Be at line up for the pre bell 8.35am and form a line within your tutor groups in alphabetical order - Check your uniform is correct ready for inspection - Respond immediately to staff instruction – remain calm and facing the front - Walk sensibly in line with your form tutor in single file to ACE period - Register Routine greeting staff 'Good Morning, <i>NAME</i>' - Listen to announcements made and take a mental note or write in planner - Display all equipment and planner on the desk for checking
Assembly- ACE Period	
- Ensure students leave their bags in their tutor base and classroom locked on exit. - Ensure your tutor is silent and in their designated assembly area. The form tutor should position themselves next to their form seated area.	- Assembly- leave your bag in your form tutor base and walk sensibly to the assembly line up. Line up in alphabetical order and await staff instruction - Ensure your entry to the assembly is quiet and in single file - Stand in your tutor designated area



Students should stand silently until the member of staff leading the assembly informs the students to sit down	Stand silently until the member of staff leading the assembly tells you to sit down
In lessons	
- Meet and Greet students on the door and corridor space and check uniform when entering the classroom using the names where possible- 'one foot in one foot out' approach - Courteous behaviour displayed and model positive behaviour - Constantly reinforce high expectations - Know students as individuals, know their needs, paying particular attention to identified special educational needs 'Hook' task is displayed on the Smart board - Register Routine and record any lates on ARBOR - Remind students to stand behind chairs on entry into the classroom. - Praise students publicly- Excellent behaviour 'First Attention for best Conduct' - Apply the behaviour policy when necessary- Pre-Warn (SEND students) Warn, Move, Remove. Sanction privately (where possible). Allow students take up time to allow them time for correction and to reset their behaviours before moving to the next stage - Log behaviour incidents on ARBOR with verbal explanation. This includes any misdemeanours eg lateness, self-study, equipment - Use 'E Call' to remove a student for a failed remove or persistent disruption in the shadow timetable. - At the end of the lesson check ARBOR to support student reminder of lunchtime detentions - Positive Parting- Ask students to stand behind their seats in silence and wait to be dismissed by the classroom teacher. Compulsory year groups will need to wear their blazer on entry and exit to the classroom. - Reminder of the end of lesson expectations eg behaviour curriculum- corridor conduct, punctuality to next lesson and expectations across break/lunch - Staff request emergency first aid only if required. In non-emergency situations students should be sent to first aid at breaks and lunchtimes.	- Arrive on time - Enter the classroom in a quiet and calm manner - Compulsory year groups should be wearing their blazer - Stand behind your chair. Register Routine- respond to your name followed by 'Good Morning/Afternoon <i>Name</i>' - Respond immediately to instruction– remain silent and await instructions - Follow instructions from the teacher first time, every time. - Is it the right time to question behaviour sanctions, Warn, Move, Remove? Right Time, Right Tone and Right Place. - Use take up time for correction and reset of behaviours - Always ensure active listening and only one voice - We do not use lesson time to go to the toilet when possible- if you do need the toilet ask your classroom teacher who will give you a specialised pass. Mobile Phones must be left on the class teacher's desk. Planners must be taken with you (there is a plastic box to house these)



During break and lunch	
• Arrive promptly to duty wearing designated high visibility vest • Engage with students, actively scanning other students and praising/sanctioning and adjusting your position where appropriate • Use class ARBOR to reward or sanction students • If not on duty, be aware of behaviours outside of your classroom/department, to ensure a safe and calm atmosphere across the school- 'one foot in one foot out' approach • Ensure no students are in undesignated areas • Encourage students to walk with purpose at movement time (first bell)	• Interact positively with staff and peers- courteous behaviours displayed eg manners, no pushing, not jumping the queue- wait your turn and being respectful • Walk sensible along the corridors and to the KS3 and KS4 canteen or social area • Report to a member of staff any negative behaviour or bullying • Use your designated toilets- KS4 main corridor, KS3 art corridor • Do not enter the out of bounds areas • Remain inside the canteen to eat food- no eating is permitted outside of the canteen, including corridors. • Ensure you are seated when eating in designated areas • Ensure all litter is placed in the bin • Remain outside of the school building during break/lunch. • Be mindful and respectful of others. • Remember the corridor conduct • Be on time to lessons- Move at the warning bell- walking with purpose
During transition	
• If not on duty, be aware of behaviours outside of your classroom/department, to ensure a safe and calm atmosphere across the school- 'one foot in, one foot out' approach • Always follow the one-way system around the school site • Praise students who are following transition expectations • Challenge any student not in lessons asking for teacher note, escort back to class if no note • Encourage students to walk with purpose at movement time	• Follow all aspects of the corridor conduct • Always follow the one-way system around the school site • Your route should always be the fastest direction • Move Calmly- walking with purpose and sensibly in your specified direction quietly and calmly • Keep to the left when walking down corridors • Slow Down- avoid congestion, please be patient without pushing or running • No eating in the corridor • Respect the environment and use our bins • Respect each other's personal space • Report any concerns to members of staff • Keep conversational noise levels to a minimum



After school	
• Always be on corridors/stairwells to ensure smooth dismissal • At the end of the last period check for any student after school sanctions and escort the student where applicable • Escort class to detentions/interventions if applicable • Be on time to transport duties	• Leave the school immediately unless involved in a sanction or after school activity • Report to after school detentions otherwise, go straight home and change out of uniform • Respect the neighbourhood and wear Howdens uniform with pride • Cross roads where safe to do so • Ensure you use the paths to walk to school buses. Do not cross the bus turning circle. • Transport- this is an extension of the school expectations. Remain seated, follow the bus drivers instructions promptly, respect others.
Technology and social media	
• Ensure phones are away when in the presence of students (unless using to take registers or apply points awards/behaviour incidents) • No photographs or messages about work should be placed onto any social media platform • Be aware of your social media presence (staff code of conduct)	• Ensure that mobile phones/headphones/smart watches should be not used from entering the school grounds to leaving the school grounds 'On site out of sight' • At no time in or out of school should you post or message anything inappropriate about a member of the school community (student or staff) • Report to any member of staff any inappropriate posts you have seen
Toilets	
• Remind students to use the toilets at break and lunchtimes where possible • Check planners and record toilet usage • If a student goes to the toilet during lesson time, they must be given a toilet pass lanyard and mobile phone left with the classroom teacher or in school bag. Students must take their planners • Check toilets in your corridor/department area and sanction in line with the policy • Record on AROBOR inappropriate toilet conduct	• Toilets are available before school, breaktimes, lunchtimes and the end of the day unless issued with a medical pass. Lesson times are not the appropriate time to use the toilet where applicable • You should not be using the toilet during break/lunch movement times • Planners must be taken and mobile phone left on the teachers desk • School sanctions will be applied if behaviour expectations are not met • Ensure only one student per cubicle • Leave the toilet area straight away after use • Eating, congregating, or vaping is a breach of our behaviour policy
In the community	



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| <ul style="list-style-type: none">• Report any student behaviour concerns to senior member of staff• Any safeguarding concerns should be reported to the Designated Safeguarding Lead or Deputy Safeguarding Lead• Safeguarding report forms can be accessed from reception for staff who do not use the schools safeguarding platform | <ul style="list-style-type: none">• Once you have left school go straight home• Be respectful, considerate, and polite to all members of the community in person and online- display courteous behaviour• Know that school transport to and from school is an extension of the school, therefore school expectations apply.• Respect the neighbourhood and wear the Howden uniform with pride• Know that any inappropriate behaviour outside the school may still be sanctioned in line with the behaviour policy. |
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Parents are expected to:

- Provide support to the school you have chosen for your child and reinforce school expectations
- Show respect for all school staff and students
- Understand if you use inappropriate behaviour this may lead to a ban from the school site
- Do not post negative comments about the school on social media. We appreciate that you might not agree with all decisions however we always welcome in person conversations.
- Prearrange meetings with staff.
- Follow the Trust concerns policy if a concern is not resolved