



## Local Procedures for Implementing the Consortium Academy Trust's Behaviour Policy

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|-----------------------|-----------------------------------|
| Howden School         |                                   |
| Lead Member of Staff  | Jennie Doyle (Deputy Headteacher) |
| Date of Latest Review | 01.06.26                          |
| Next Review Date      | 01.06.27                          |

### Introduction

This document outlines the local procedures for Howden School to implement The Consortium Academy Trust's Behaviour Policy in daily operations. These procedures are designed to clarify the practical application of the Trust Behaviour Policy within the school environment and are not intended to duplicate, alter, or adapt any part of the Trust's policy. The Trust Behaviour Policy remains the definitive reference for all matters relating to behaviour management, and compliance with its provisions is mandatory. A copy of the Trust Behaviour Policy is available on the Trust's website and must be consulted as needed.

### Purpose of Local Procedures

The purpose of these local procedures is to provide clear guidance on how staff, learners, and the wider school community operate within the framework of the Trust's Behaviour Policy. They clarify specific routines, roles, and responsibilities unique to **Howden School**, ensuring consistency and alignment with the overarching policy.

### Local Procedures 1. Communication of Behaviour Expectations

Our school encapsulates its ambitions for learners 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 learners are recognised through praise and rewards. We strive to empower each learner to reach their full potential through a supportive and challenging academic environment, ensuring they are well-prepared for future successes and contributions to society.

#### Learner Induction:

##### **Behaviour Curriculum**

Positive behaviour reflects the values of the school, **aspiration**, **courtesy**, and **excellence**. We cultivate this through an environment that enables students to succeed socially and academically. **'First Attention for best conduct'**. This behaviour is explicitly taught to all learners through our behaviour curriculum and Howden Way 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 Way 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.

### **Parental Engagement:**

At Howden School we use the platform ARBOR as a tool to communicate with parents. Point awards, behaviour incidents, consequences and attendance can be accessed through this platform. Where specific concerns arise, school staff may also contact via telephone, email or request a meeting. For all higher-level consequences, such as suspensions, parents will be invited to attend a reintegration meeting where the behaviour displayed will be discussed and specific targets will be set.

## **2. Daily Operational Routines**

### **ACE Line up**

Learners are expected to arrive on school site by 8.30am. The school day starts at 8.40am until 3pm.

- Each morning, learners are expected to line up in their designated zone areas
- Line-up should be calm, in alphabetical order, and front-facing.
- At the second bell (8.40am), staff will use a raised-hand visual cue to signal that learners should stop, focus their attention, and follow expectations.
- Registration and uniform checks will be carried out during this time. 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. Learners wearing false eyelashes, acrylic/gel nails / nail polish and any other cosmetic items will be asked to safely remove these at home and placed in Reflections- uniform conduct will be logged on ARBOR.
- Learners will be escorted to their ACE period tutor bases to access the ACE curriculum.

### **Break and Lunchtime**

- Staff will be on duty to supervise during all social times.
- Students will be asked to only socialise in permitted areas
- A variety of enrichment activities are available for learners to take part in.
- Weekly House events, led by house leaders, provide learners with opportunities to engage in House activities and earn additional House points.
- House Leaders and Learner Support Leaders are on hand to support both activities and learners' emotional well-being.

The formal day finishes at 3pm. Learners may leave school site via Derwent Road (front of school) or Station Road gate (back entrance). Learners using the bus should go to the turning circle near the 4G pitch; buses depart at 3.10pm.

- Cyclists are expected to wear helmets, follow the Highway Code, and show respect to other road users. Bikes must be walked on school grounds.

- Electric-powered bicycles and scooters are prohibited in accordance with the Trust Behaviour Policy. Howden's local arrangements for bicycles and access to the school site are set out above.

### 3. Behaviour Monitoring and Reporting

- All point awards and behaviour incidents are recorded through the ARBOR platform. This platform allows for escalation in repeated behaviours to be actioned (please see escalation of behaviours)
- The SLT and Pastoral teams will quickly identify learners 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.
- For more serious behaviours, consequences may include after-school detentions, internal suspensions, fixed-term suspensions, or in some cases safeguarding referrals. Such incidents will be reported to a member of the Year Team or the Senior Leadership Team (SLT). Communication to parents will be done via telephone or in writing and recorded on the learner's profile. Where appropriate, written statements may be taken from staff and learners before a consequence is issued.

### 5. Rewards and Recognition

Our positive recognition and rewards are built upon our school values of Aspiration, Courtesy and Excellence. **'First Attention for Best Conduct'**. By implementing these diverse recognition and reward strategies, our school ensures that learners who consistently demonstrate positive attitudes, good learning habits, and behaviour aligned with our values feel valued and motivated to continue their exemplary efforts.

#### Learner Point Awards

|                            |                                                                                                                                                                                    |
|----------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Above and Beyond</b>    | The <b>"Above and Beyond Point Award"</b> is given to learners who demonstrate exceptional behaviour, effort, or kindness—going beyond what is normally expected.                  |
| <b>Literacy Excellence</b> | The <b>"Literacy Excellence Award"</b> recognises learners who excel in literacy tasks by showing improvement, creativity, or enthusiasm.                                          |
| <b>Full House</b>          | The <b>"Full House Award"</b> celebrates classroom attendance. If all learners are present staff will celebrate this by championing the importance and understanding of attendance |
| <b>Enrichment Awards</b>   | <ul style="list-style-type: none"> <li>• Extra-Curricular</li> <li>• School Trip</li> </ul>                                                                                        |
| <b>Focussed 5</b>          | <ul style="list-style-type: none"> <li>• The <b>"Focussed 5"</b> is awarded to students that are on time and receive no behaviour incidents during period 5</li> </ul>             |
| <b>Homework Complete</b>   | <ul style="list-style-type: none"> <li>• Students who complete homework will be given a homework complete point award</li> </ul>                                                   |

## Learner Examples

Examples of our school values should be regularly taught and demonstrated in all aspects of our school community

|                   |                                                                                                                                                                                                                                                                           |
|-------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>ASPIRATION</b> | <p>Taking pride in the presentation and quality in our work</p> <p>Develop a positive attitude towards learning and resilience in the face of challenges.</p> <p>Strive to our very best in the classroom and self-study</p> <p>Leadership and Extra-curricular roles</p> |
| <b>COURTESY</b>   | <p>Arrive to lesson on time</p> <p>Contribute positively to our school community</p> <p>Display our expectations and routines</p> <p>Right time, Right place, Right tone</p>                                                                                              |
| <b>EXCELLENCE</b> | <p>Be prepared for learning</p> <p>Be curious and critical in your approach to learning</p> <p>Maintain focus and self-discipline in both academic and personal endeavours.</p> <p>Maintain a positive and optimistic attitude, even in the face of difficulties</p>      |

## ACE point Awards

|                                                                                                                                                                                                 |                                                                                                                                                                                                                           |
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| <p><b>Tutor ACE Point Awards</b></p> <p>Tutors will check daily during ACE period and log on ARBOR</p> <p><b>Learner's uniform and equipment will be checked and any barrier rectified.</b></p> | <ul style="list-style-type: none"> <li>• 100% WEEKLY Punctuality</li> <li>• ACE Above and Beyond</li> <li>• Correct Uniform</li> <li>• Fully Equipped (including Howden Planner)</li> <li>• Learner Engagement</li> </ul> |
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Learners receive a **Learner Engagement Point for every lesson they attend**, recognising that regular attendance is a key indicator of engagement, commitment to learning, and connection to the school community. Consistent attendance supports the development of positive relationships, a sense of belonging, and successful participation in school life.

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

## Verbal Recognition

|               |                                                                                                                                                                                                                                                                                                                                                             |
|---------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Communication | <p>Throughout our school and during lessons, our staff employ positive language, provide detailed descriptive feedback and positive reinforcement to recognise learners' 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.</p> |
|---------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

| Incentive programmes                  |                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|---------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Classroom/Subject Rewards</b>      | Individual teachers may have their own systems, star of the week, subject post cards, stickers, text messages, social media posts.                                                                                                                                                                                                                                                                                                |
| <b>House Points</b>                   | 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 learners to strive for personal and collective excellence.                                                                                         |
| Rewards and Certificates              |                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Weekly/Half termly</b>             | Our rewards for individual learners and large cohorts are disseminated across different periods of time to allow for a greater distribution of celebration. Learners will be rewarded for a variety of reasons eg attendance, attitude to learning, points awards, above and beyond or school routines and conduct. We also have regularly scheduled assemblies where learners receive certificates for outstanding achievements. |
| <b>End of Year Reward</b>             | To be eligible for the end-of-year reward, learners must meet a <b>behaviour threshold</b> that reflects consistent positive conduct throughout the school year.                                                                                                                                                                                                                                                                  |
| <b>Annual End-of-Year Celebration</b> | Special ceremonies to honour learners with exceptional performance and consistent adherence to school values throughout the year.                                                                                                                                                                                                                                                                                                 |
| Enhanced Opportunities                |                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Leadership Roles</b>               | <p>Offering positions such as Head Student, Deputy Head Student, Student senate member, or house leader to learners who consistently show leadership qualities and uphold school values.</p> <ul style="list-style-type: none"> <li>• House Leaders</li> <li>• School leaders (senate)</li> <li>• Sports Ambassador</li> <li>• School Support Leader</li> <li>• Bus Leader</li> </ul>                                             |
| Public Acknowledgment                 |                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Newsletters and social media</b>   | Featuring learner achievements and positive stories in school newsletters, on the school website, and on social media platforms.                                                                                                                                                                                                                                                                                                  |

## 6. Managing Consequences and Responding to Incidents

At Howden School we have a straightforward approach to issuing consequences to learners who do not meet our high expectations. This certainty of a consequence supports learners effectively when correcting their behaviour in the future.

- **Clear:** Learners 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 learners 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 consequence in response to any need the learner may have. We will also seek to try and understand the underlying causes of behaviour and whether additional support is needed.

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

It is crucial that when a particular behaviour takes place the identified consequence or range of consequences must follow. The identified consequence is not open to negotiation or debate, Failure to follow staff instructions or engaging in

confrontational behaviour may result in progression to the next stage of the behaviour policy.

Learners should follow the **Howden Way of right time, right tone, right place** and always follow our courteous value.

### **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 learner 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                                   | in one calendared week will result in consideration for suspension                                                                                                                                                                                           |
| Truancy                                          | Learners actively choosing to not go to their lesson will result in them being removed from circulation and an after-school detention the same day. Should this be across period 4 and 5 students will spend the morning of the next day in reflections.     |
| Student Defiance                                 | Intentional resistance or refusal by a learner to follow directions, comply with rules, or respect the authority of school staff will result in a lunchtime detention<br>X3 Student defiance in one calendared week will result in an after-school detention |
| Equipment including planner and exercise book X3 | In one calendared week will result in a lunchtime detention <ul style="list-style-type: none"><li>• Equipment missing</li><li>• Exercise book missing</li></ul>                                                                                              |
| Lunchtime Detention Conduct                      | If a learner 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 learner on report fails to check in with their designated staff member this will result in a lunchtime detention.                                                                                                                                       |
| ASD Detention Conduct                            | If a learner fails to attend an after-school detention they will be booked into a Friday night Senior Leadership ASD (3-4.30pm)                                                                                                                              |
| Punctuality and late to School                   | Learners' punctuality is monitored daily, and learners will receive a lunchtime detention or after school detention depending on behaviour.                                                                                                                  |

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| Mobile Phone | <p>'On site out of sight'</p> <ul style="list-style-type: none"> <li>Mobile phones should be switched off before entering school and remain switched off throughout the day in a bag</li> <li>A phone that is visible in a pocket or blazer cannot be distinguished from one that is about to be used. For this reason, phones must remain stored in bags throughout the day</li> </ul> <ol style="list-style-type: none"> <li><b>On the first offence:</b> Confiscation of phone and lunchtime detention. Parents /carers contacted. Phone returned at end of the day at reception.</li> <li><b>Second occasion:</b> Confiscation of phone and an afterschool detention. Parents contacted and invited in to collect the phone from reception.</li> <li><b>Future occasions:</b> Confiscation of phone and placed in Reflections. Parents/carers contacted, and phone handed in daily and collected at reception for a specified period to be determined at the time.</li> </ol> <p><b>If a learner refuses to hand over their phone, then consequence 3 (future occasions) is imposed immediately and the learner will be withdrawn from circulation.</b></p> |
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**The Consequences Matrix within the TRUST behaviour policy clearly indicates the consequences that a learner can expect to receive if their behaviour does not meet our expectations.**

| 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                                                                                                                                                                                                                                                                                             |
|            | <p><b>Homework:</b> All homework is assigned either by Educake or paper-based materials.</p> <p>Learners are expected to complete homework to the required standard and by the stated deadline. Non-completion will be recorded on ARBOR and managed through the school's local consequence procedure.</p> |

|                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
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| <b>COURTESY</b> | <b>Respect</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|                 | <p><b>Respect for Others:</b> Show respect for teachers, classmates, and school staff in all interactions.</p> <p>Learners should not call out or interrupt lessons, as this disrupts learning, shows disrespect to others, and discourages participation. Waiting for the right time to speak promotes patience, self-control, and a positive learning environment. Learners are encouraged to consider whether it is the right time, place, and tone for their contribution. Persistent interruptions will be addressed using the <b>warn, move, remove</b> behaviour model.</p> |
|                 | <p><b>Respect for Property</b></p> <p>Treat school property and the belongings of others with care.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|                 | <p><b>Punctuality</b></p> <p>All learners are expected to arrive at school and lessons on time. Punctuality sets a positive tone, shows respect for others, minimises disruption, and maximises learning. It also builds key life skills such as time management, accountability, and discipline, benefiting both individual learners and the wider school community.</p>                                                                                                                                                                                                          |
|                 | <p><b>ACE Punctuality:</b> Learners who are not punctual to ACE period will receive a lunchtime detention.</p> <p><b>Lesson Punctuality:</b> Learners who are not punctual to Howden School lessons without a valid written note will receive a lunchtime detention.</p> <p><b>Lateness to school:</b> 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. Learners will receive an after-school detention.</p>                                                        |

| EXCELLENCE          | <b>Preparedness</b>                                                                                                                                                                                                                                                                                                                                                                 |                     |                     |         |        |           |            |            |                  |                   |              |        |                       |       |
|---------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|---------------------|---------|--------|-----------|------------|------------|------------------|-------------------|--------------|--------|-----------------------|-------|
|                     | <b>Equipment</b>                                                                                                                                                                                                                                                                                                                                                                    |                     |                     |         |        |           |            |            |                  |                   |              |        |                       |       |
|                     | All learners are expected to be prepared for each lesson with the correct equipment including a bag.                                                                                                                                                                                                                                                                                |                     |                     |         |        |           |            |            |                  |                   |              |        |                       |       |
|                     | At Howden School learners are expected to have a pencil case containing:                                                                                                                                                                                                                                                                                                            |                     |                     |         |        |           |            |            |                  |                   |              |        |                       |       |
|                     | <table><tr><th>Essential Equipment</th><th>Desirable Equipment</th></tr><tr><td>Red Pen</td><td>Eraser</td></tr><tr><td>Green Pen</td><td>Glue Stick</td></tr><tr><td>Purple Pen</td><td>Pencil Sharpener</td></tr><tr><td>Black or Blue Pen</td><td>Highlighters</td></tr><tr><td>Pencil</td><td>Scientific Calculator</td></tr><tr><td>Ruler</td><td>Protractor</td></tr></table> | Essential Equipment | Desirable Equipment | Red Pen | Eraser | Green Pen | Glue Stick | Purple Pen | Pencil Sharpener | Black or Blue Pen | Highlighters | Pencil | Scientific Calculator | Ruler |
| Essential Equipment | Desirable Equipment                                                                                                                                                                                                                                                                                                                                                                 |                     |                     |         |        |           |            |            |                  |                   |              |        |                       |       |
| Red Pen             | Eraser                                                                                                                                                                                                                                                                                                                                                                              |                     |                     |         |        |           |            |            |                  |                   |              |        |                       |       |
| Green Pen           | Glue Stick                                                                                                                                                                                                                                                                                                                                                                          |                     |                     |         |        |           |            |            |                  |                   |              |        |                       |       |
| Purple Pen          | Pencil Sharpener                                                                                                                                                                                                                                                                                                                                                                    |                     |                     |         |        |           |            |            |                  |                   |              |        |                       |       |
| Black or Blue Pen   | Highlighters                                                                                                                                                                                                                                                                                                                                                                        |                     |                     |         |        |           |            |            |                  |                   |              |        |                       |       |
| Pencil              | Scientific Calculator                                                                                                                                                                                                                                                                                                                                                               |                     |                     |         |        |           |            |            |                  |                   |              |        |                       |       |
| Ruler               | Protractor                                                                                                                                                                                                                                                                                                                                                                          |                     |                     |         |        |           |            |            |                  |                   |              |        |                       |       |

**All learners are also expected to always carry their planner.** Equipment will be checked during ACE period and lent to learners for the day.

|  |                                                                                                                                                                                                                                                                                                                          |
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|  | Learners must also have their full PE kit on the days that they have PE and any other practical equipment. Learners who do not have the correct PE kit will be spoken to by their classroom teacher and logged on ARBOR.                                                                                                 |
|  | <b>Self-Management</b>                                                                                                                                                                                                                                                                                                   |
|  | <b>Focus</b><br><br>Learners are expected to stay on-task, work hard, and actively participate. Focus and effort maximise learning, build resilience, and reflect a commitment to excellence. Active participation deepens understanding and helps create a positive, collaborative classroom where everyone can thrive. |

## 7. Other Local Practices

### Restorative Reflection

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

### Key Components of Howdens Approach

- **Reflection Sessions:** Dedicated time for learners 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 learner peer groups or with a member of staff
- **Personal Accountability:** Encouraging learners 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.

Restorative approaches will not be used where they would be unsafe or inappropriate.

### Monitoring and Review

These local procedures will be reviewed annually, or earlier where changes to the Trust Behaviour Policy or Howden's operational arrangements require amendment. The Deputy Headteacher is responsible for coordinating the review and ensuring continued alignment with the Trust Behaviour Policy.

## Appendix 1

|                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
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| <b>Internal Behaviour Provision</b>                                                                   | <p>The school may decide to remove learners away from other learners for a limited period. Learners will be withdrawn from circulation and supervised by a senior member of staff if:</p> <ul style="list-style-type: none"> <li>• Serious incident within the school day where the school needs to investigate their behaviour</li> <li>• Failed conduct in our provisions</li> <li>• Targeted support</li> <li>• Failing to meet basic expectations of school policy</li> </ul> <p>Learners are <b>obligated</b> to follow the school rules and expectations; failure to do so may result in consequences, including removal from circulation</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Reflections Internal suspension</b>                                                                | <div> <div> <p><b>The Reflection Room</b> is a quiet, restorative working space where learners can reflect on how they intend to improve their behaviour. The length of time spent in the Reflection Room is dependent on the behaviour displayed. Learners will independently complete activities aligned to their standard curriculum, with further support and discussion around positive behaviour choices provided as appropriate. <b>Any additional needs and reasonable adjustments will be taken into account to ensure learners are appropriately supported throughout their time in the Reflection Room.</b></p> </div> <div> <p><b>Learners will attend if:</b></p> <ul style="list-style-type: none"> <li>• Refusal/persistent disruption from the subject shadow timetable from a remove. Learners will spend the remaining period in Reflections</li> <li>• 2 x <b>REMOVES</b> in a week</li> <li>• Support needed for identified behaviour around school</li> <li>• Serious incident within the school day where the school needs to investigate a learner's behaviour</li> <li>• Truancy</li> <li>• Uniform Conduct</li> </ul> </div> </div> |
| <b>The Bridge</b>                                                                                     | <p><b>The Bridge</b> is a targeted academic intervention provision that provides short-term support for learners who require additional help to access the curriculum and overcome barriers to learning. In a structured and supportive environment, learners continue to follow their curriculum while receiving personalised intervention to improve engagement, confidence and academic progress.</p> <p>Placements are based on identified need, with clear entry and exit criteria, individual targets and regular review to ensure learners are successfully reintegrated into mainstream lessons. The Bridge may also be used to deliver targeted intervention programmes for identified groups of learners over a defined period.</p>                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Un Met Provision is logged when students have not been successful in our Reflections provision</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |

## Appendix 2

### Challenge and Consequence

Please refer to the Consequence matrix in the TRUST behaviour Policy

| Challenge                            | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|--------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Banned Items                         | Please refer to the TRUST policy 4.3 for banned items<br>Any learner that is caught in possession or with another learner will be sanctioned.<br>Persistent behaviours will be escalated.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Bullying                             | The repetitive, intentional hurting of one person or group by another, where the relationship involves an imbalance of power.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Conduct                              | <p>We expect learners to follow the behaviour curriculum which is regularly communicated. This type of conduct will result in minimum a lunchtime detention.</p> <ul style="list-style-type: none"> <li>• Corridor conduct</li> <li>• Assembly Conduct</li> <li>• Social Conduct</li> <li>• Toilet Conduct</li> <li>• Toilet expectation not met (Students are expected to take their planners- where there is a holding hatch to store or placed in blazer pocket)</li> <li>• Sexualised Conduct</li> <li>• Report Conduct</li> <li>• Extra-Curricular Conduct</li> <li>• Racial Conduct</li> <li>• Sexualised Conduct</li> </ul> <p>Conduct which will result in an after-school detention</p> <ul style="list-style-type: none"> <li>• Lunchtime Detention Conduct</li> </ul> <p>Conduct which will result in an SLT after school detention</p> <ul style="list-style-type: none"> <li>• ASD Detention Conduct (Failed to attend or expectations not met)</li> </ul> |
| Equipment/planner                    | <p>Learners are expected to bring their planner and the correct equipment to school every day. This includes a school bag.</p> <ul style="list-style-type: none"> <li>• Equipment missing</li> <li>• Exercise book missing</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| Language                             | <p>There are various language consequences that are not acceptable and should not be used within the school community and wider. Learners will be educated, and guidance given. This type of language will range in consequence starting at a detention. These include:</p> <ul style="list-style-type: none"> <li>• Racist language</li> <li>• Sexualised language</li> <li>• Offensive language</li> <li>• Abusive language</li> <li>• LGBTQ+ language</li> <li>• Sexist Language</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| Language and behaviour towards staff | Learners as are staff are expected to always show courteous behaviours.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| Peer Conflict                        | Disagreements or disputes between learners which causes serious conflict and confrontational behaviours.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |

|                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
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| Punctuality and Lateness | Punctuality- being on time<br>Lateness- arriving after the register closes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| Repeated Defiance        | Repeated failure to follow school expectations and staff instruction                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Homework incomplete      | Homework is designed to reinforce classroom learning and foster independent study habits.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| Serious Incident         | Risk of learner or others due to behaviour displayed. Learners will be removed from circulation and placed in Reflections awaiting outcome of consequence.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| 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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| Truancy                  | An unauthorised absence within a period across the school day. Learners actively choosing to not go to their lesson                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Uniform                  | <p>Where learners do not adhere to the school's dress code as stated in the uniform policy.</p> <p>Learner uniform will be checked in ACE line up and throughout the day by classroom teachers. Learners are expected to take pride in their own appearance and make sure that uniform is smart</p> <p>Learners may be removed from circulation if their uniform is not correct. We will work with parents to support the correct item being worn.</p> <ul style="list-style-type: none"> <li>• Uniform Conduct (removed from circulation)</li> <li>• Uniform Infringement</li> <li>• No Blazer</li> <li>• Tie Conduct</li> <li>• Hoodie/Sweatshirt</li> <li>• PE Kit Missing</li> <li>• PE Kit refusal</li> </ul> |

## Expectations to Achieve Outstanding Behaviour

| Staff are expected to                                                                                                                                                                                                                                                                                                                                                   | Learners are expected to                                                                                                                                                                                                                                                                                                                |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Before school</b> <ul style="list-style-type: none"> <li>• Greet learners warmly &amp; model courtesy</li> <li>• Be on duty &amp; check uniform/punctuality</li> <li>• Have lessons planned &amp; resourced</li> <li>• Check staff updates</li> </ul>                                                                                                                | <b>Before school</b> <ul style="list-style-type: none"> <li>• Arrive by 8:30am</li> <li>• Wear correct uniform</li> <li>• Bring full equipment</li> <li>• Phones/EarPods switched off and in bags before entering site</li> </ul>                                                                                                       |
| <b>Line-up / ACE</b> <ul style="list-style-type: none"> <li>• Be at line-up before bell</li> <li>• Check uniform, apply consequences</li> <li>• Lead calmly to tutor base</li> <li>• Greet learners individually</li> </ul>                                                                                                                                             | <b>Line-up / ACE</b> <ul style="list-style-type: none"> <li>• Be in line for 8:35am</li> <li>• Uniform checked, respond calmly</li> <li>• Walk in single file to ACE</li> <li>• Greet tutor politely, prepare planner &amp; equipment</li> </ul>                                                                                        |
| <b>Assemblies</b> <ul style="list-style-type: none"> <li>• Ensure calm entry/exit</li> <li>• Position with form group</li> <li>• Maintain silence &amp; courtesy</li> </ul>                                                                                                                                                                                             | <b>Assemblies</b> <ul style="list-style-type: none"> <li>• Walk calmly, line up in order</li> <li>• Stand silently until asked to sit</li> <li>• Show respect throughout</li> </ul>                                                                                                                                                     |
| <b>In lessons</b> <ul style="list-style-type: none"> <li>• Meet &amp; greet at the door</li> <li>• Register Routine</li> <li>• Reinforce high expectations</li> <li>• Praise publicly, correct privately</li> <li>• Apply policy: Pre-warn, Warn, Move, Remove</li> <li>• Record incidents &amp; rewards on ARBOR</li> <li>• End lessons with calm dismissal</li> </ul> | <b>In lessons</b> <ul style="list-style-type: none"> <li>• Arrive on time, in blazer</li> <li>• Stand behind chair, greet politely</li> <li>• Follow instructions first time</li> <li>• Listen actively – one voice at a time</li> <li>• Reset behaviour when asked</li> <li>• Phones left with teacher if using toilet pass</li> </ul> |
| <b>Break &amp; lunch</b> <ul style="list-style-type: none"> <li>• Be visible on duty</li> <li>• Scan actively, engage positively</li> <li>• Reward/consequence on ARBOR</li> <li>• Keep learners safe in designated areas</li> </ul>                                                                                                                                    | <b>Break &amp; lunch</b> <ul style="list-style-type: none"> <li>• Be courteous – no pushing/queue-jumping</li> <li>• Eat only in canteen, sit when eating</li> <li>• Use designated toilets</li> <li>• No out-of-bounds areas</li> <li>• Be on time for next lesson</li> </ul>                                                          |
| <b>Transitions</b> <ul style="list-style-type: none"> <li>• Monitor corridors (one foot in, one out)</li> <li>• Praise positive movement</li> <li>• Challenge lateness</li> <li>• Ensure one-way system followed</li> </ul>                                                                                                                                             | <b>Transitions</b> <ul style="list-style-type: none"> <li>• Walk calmly, keep left</li> <li>• Follow one-way system</li> <li>• Respect space &amp; environment</li> <li>• No eating in corridors</li> <li>• Move with purpose at the bell</li> </ul>                                                                                    |
| <b>After school</b> <ul style="list-style-type: none"> <li>• Monitor dismissal</li> <li>• Escort to detentions or buses</li> <li>• Be punctual to duties</li> </ul>                                                                                                                                                                                                     | <b>After school</b> <ul style="list-style-type: none"> <li>• Leave promptly unless in detention/activity</li> <li>• Respect neighbourhood</li> <li>• Wear uniform with pride</li> <li>• Follow bus rules (seated, respectful)</li> </ul>                                                                                                |
| <b>Technology &amp; social media</b> <ul style="list-style-type: none"> <li>• Keep phones away in presence of learners (unless being used for register or safeguarding/emergency purposes)</li> <li>• Maintain professional standards online</li> </ul>                                                                                                                 | <b>Technology &amp; social media</b> <ul style="list-style-type: none"> <li>• Phones/headphones: "On site, out of sight"</li> <li>• No inappropriate posts about school/staff</li> <li>• Report concerns</li> </ul>                                                                                                                     |
| <b>Toilets</b> <ul style="list-style-type: none"> <li>• Check use via planner system</li> <li>• Issue passes when needed</li> <li>• Monitor conduct</li> </ul>                                                                                                                                                                                                          | <b>Toilets</b> <ul style="list-style-type: none"> <li>• Use at break/lunch where possible</li> <li>• Take planner &amp; phone should be in school bag</li> <li>• No congregating, eating, or vaping</li> </ul>                                                                                                                          |

**In the community**

- Report concerns to SLT
- Log safeguarding issues promptly

**In the community**

- Go straight home
- Be respectful & courteous
- Follow school rules on transport
- Uniform worn with pride

**Parents/Carers are expected to:**

- Support the school and reinforce expectations
- Show respect to staff and learners
- Avoid inappropriate behaviour (site bans may apply)
- Address concerns via meetings, not social media
- Follow the Trust concerns policy if unresolved