



# Codsall Community High School

## Behaviour Policy

“You **can't** go back and **change** the **beginning**, but you can **start** where you are and **change** the ending.” **C.S. Lewis.**

**THE CODSALL WAY - At CCHS we make the right choices.**

### ***The Codsall Way aims:***

- To create a school of which all can be proud; a feeling of belonging and pride where students feel safe and are able to fulfill their potential because they are taught to take responsibility for their own actions and **make the right choices**.
- To create a community which **celebrates success**. Where individuals support and encourage one another, modelling the behaviour they expect to see in others.
- To create culture of **ambition, altruism, achievement** and learning everywhere in the school, where expectations are clear and interventions are purposeful leading to increased student motivation, improved academic achievement and wellbeing.

### **Rewards for making good choices**

At CCHS there are a number of rewards that are used to acknowledge students' achievements. Achievement points are issued on Synergy for:

#### **Ambition**

- Outstanding homework
- Outstanding determination or resilience
- Attending an extra-curricular session or club
- Excellent effort and behaviour in a lesson
- Entering a House Competition
- On track for or above target from mock

#### **Altruism**

- Helping out at a school event
- An act of selflessness or kindness
- Contributing to an atmosphere where everyone can learn and achieve
- Community or Charity work

#### **Achievement**

- At or above target in a subject test
- Representing the school
- 100% attendance for a half-term
- Demonstrating leadership qualities
- SLT/Head of Year/House Leader Nomination
- Winning a House Competition

## **Additional Rewards**

### **Daily – Weekly**

**Praise** This can be verbal, written or an Synergy message or phone call home. Praise can be given in front of the peer group in lessons or in front of the whole House during assemblies. This can be particularly useful where there are no obvious formal rewards e.g. for courtesy, responsible behaviour. It is important that we do not underestimate the effect of praise as a reward.

**SLT/HoY nominations** Senior staff will visit classes weekly to ask for the names of students doing things right. Each student will be awarded 3 Achievement Points and have their name printed in the School Newsletter, and be entered into a monthly prize draw for a gift voucher (see below).

**Display of Work** The display of good pieces of work is an effective motivational strategy.

**Publication of Achievement** Student success is formally celebrated in the School Newsletter and on the School website/social media accounts.

### **Monthly**

**Headteacher's Learner of the Month** - Monthly nominations for Learner of the Month to be taken from lists of students doing the right thing collected by SLT/HoY. One student a gift voucher in the amount of £20. These will be given out in assemblies.

### **Termly**

**Tie Reward Evenings** - Ties will be issued for in evening presentation ceremonies to students with Conduct of +150 Conduct Points (bronze), +300 Conduct Points (Silver) and +450 Conduct Points (Gold). Parents/carers will be invited. Each student with a bronze tie or above will also be entitled to extra rewards e.g.:

- **Movie and popcorn experience** Students with reward ties in Years 9-11 will receive an invitation to a movie during the last week of term.
- **Prize draw** - The names students with reward ties in each Year with the are put in a prize draw – the prize being a £50 gift voucher. (£150 per term)
- **Queue jump** – On given days (separate for each Year), students with reward ties or from the form with the best conduct will be entitled to queue jump at lunch time and be served first.

**Effort Lottery Competition** The form competition will be run termly. 2 students from each form will be chosen to represent the form. Their effort grades will be monitored for a week. At the end of the week, the form with the lowest average effort points (1 being outstanding), will receive a prize.

### **Yearly**

**Positions of responsibility** Students' positive qualities are recognised by their appointment to posts of responsibility. Each year House Captains are appointed from Year 11 students. Students can also be elected to be part of the School Council.

**Year 9-11 Awards Evening** Students from Years 9 and 10 are nominated by teachers in all subjects for **Ambition** and **Achievement**, and by Form Tutors for **Altruism**. Students are publicly praised for their efforts and rewarded with not only staff, but parent/carers presence.

**End of year assembly** At the end of the year a Whole School Assembly celebrates significant achievements throughout the year and totalises Conduct Points. the Attendance Cup, Conduct Cup and House Cup is presented and later displayed in the trophy cabinet with the appropriate House ribbon.

**Support** Pastoral help will be offered to the student in a bid to support positive behaviour and self-image. This includes but is not limited to:

- Mentoring/anger management/bereavement counselling,
- Sixth Former mentoring to raise aspirations,
- External mentoring programmes,
- A Base 25 referral,
- A Careers Guidance session,
- The Hope Project,
- An SEND referral,
- A T3 referral.
- Bullying interventions – Girls on Board. Anti-bullying assemblies. Anti-bullying lessons in PSHE. Please see Anti-Bullying Policy for more detail:

<https://www.cc-hs.com/pdf/All/Federation%20Anti-Bullying%20Policy.pdf>

Continued poor behaviour and defiance may result in sanctions being escalated to a Pastoral Support Plan, a day in Refocus, a Fixed Term or Permanent Exclusion.

## Pre-emptive work with Year 9

All Year 9 **students** are explicitly taught how to make good choices. CCHS Behaviour Curriculum will be explicitly taught to Year 9 in September through PSHE and assemblies. It will then be picked up in form tutor time periodically for further reinforcement. Students will practice entrances where they will be greeted by teachers, orderly exits, expectations and rules in their first week at CCHS in lessons, tutor time, assemblies and as part of PSHE.

**Entrances and exits from assembly to be practised in week 1** – no talking, coats off, sit in silence.

Uniform will be checked daily by **tutors in both AM and PM registration**. Uniform cards to be checked and re-issued where necessary and rewards/sanctions are being applied. Any issues will be referred to Head of Year 9 and the Inclusion and Mentoring Officers. All uniform infringements must be corrected as soon as possible by the parent/carer with the school issuing loan items of uniform in the interim or the student will be placed in Refocus (See appendix 3).

**Teachers** set the “weather” in their classrooms; they should **meet and greet students** at the door of the classroom, **have resources ready, stay calm** when dealing with students and be prepared to **give out more rewards than sanctions (5 to 1 ratio of praise to censure)**. Seating plans are expected. These are down to the individual member of staff to arrange but girl/boy seating plans are preferred where possible. Staff should **dismiss students in an orderly fashion** to help the colleague who will teach those students next lesson (See appendix 1).

All **teachers** pre-empt any off-task behaviour in lessons, so that 100% of pupils are on task for every task in every lesson. Teachers insist on 100% effort in the classroom. Students will be taught how to listen to instructions, explanations and discussions, work quietly for reading, writing and practice. As soon as any slouching, daydreaming, or distracting occurs, teachers swiftly use these pre-emptive reminders:

1. Non-verbal **signal**: hand signal, eye contact, facial expression, shake head, sharp pause, walk up to/near student.
2. General unnamed **reminder** ‘Just waiting for 100% attention. We need 100% attention.’
3. Then named **reminder**: ‘David, at Codsall we make the right choices. I need you to focus now. Thank you.’
4. **Warning**: Quietly to the child “You are still calling across the room. This is not a good choice as you are disturbing the learning of others. This is your warning.” Record the warning in a discrete way, not on the board. Student receives an effort grade of a 3 for the lesson and log the reason as an LLD on Synergy.
5. In some cases, teachers may choose to give a student a ‘cooling-off period’ outside of the classroom door, thereby removing the ‘audience’ and allowing the student a chance to compose themselves before a final warning is issued by the teacher. A cooling off period should only ever be a maximum of 5 minutes, and the student should be visible to the class teacher at all times.

**Members of staff should set personal/department detentions for failure to complete homework but whole school sanctions always take priority.**

A new **parents** evening will be held within one month and any continuing or new behaviour/uniform issues will be discussed with parents.

## Making choices in class

**Posters** clearly explaining *The Codsall Way* will be displayed in all classrooms and key areas around the school. Whilst sanctioning poor behaviour, the school will work with students to reflect on their actions and put interventions in place to prevent reoffending. **Reasonable adjustments** are made to take into consideration students with specific needs (see STAR). The vast majority of students at Codsall Community High School will make the right choices and demonstrate good or excellent behaviour and effort in their lessons. This is recognized by staff and communicated to parents.

Excellent effort and behaviour (1)	<b>Grade 1</b> is given when students complete all classwork and homework to the best of their ability; they help others with their learning and do not misbehave. Student receives one Achievement Point.
Good effort and behaviour (2)	<b>Grade 2</b> is given when students complete all the classwork to the required standard and do not misbehave.

Student needs reminding that they have to make good choices (R)	<b>Remind</b> students of the behaviour expectations of the school, for example, General unnamed <b>reminder</b> 'Just waiting for 100% attention. We need 100% attention.' Then named <b>reminder</b> : 'David, at Codsall we make the right choices. I need you to focus now. Thank you.' Then go over to <b>check</b> that the student knows what to do and how to do it, "Do you know how to solve this equation?"
Student makes the wrong choices (3)	Warning given quietly and discretely if possible, "You are still calling across the room. This is not a good choice as it is disturbing the learning of others. This is your warning." <u>and take action if needed, for example, move student to a different seat or allow the student a time out just outside the classroom of a maximum of 5 minutes.</u> Student receives a grade 3 for the lesson, Enter <b>LLD - Poor behaviour/effort</b> on Synergy 1 Behaviour Point. <b>No Machine Gunning. If possible, staff must allow at least 3 minutes in between each warning to allow students to refocus and reflect on their actions. Staff must try not to rise to secondary behaviours e.g. eye-rolling following the first warning.</b>
Choices do not improve (4)	Student is told <i>"Your conduct has not been to the expected standard because you have continued to disturb learning by not doing your work. No-one has the right to interrupt the learning of others. You need to make your way to another room to finish your learning for the rest of this lesson. They know you are coming and will expect you there within the next 4 minutes. You will have a 20 minute detention with me on _____ for disrupting the learning in this lesson"</i> . The student will be graded 4, Logged on SYNERGY with <b>SI - Removed to another class</b> , referred to the appropriate member of your team (or buddy department if you are the only teacher in your subject) who will supervise them for the rest of the lesson and the student will receive 4 Behaviour Points. <b>The member of staff who refers a student to another room will be required to set the student for a 20-minute detention (during a break, lunchtime or after school on a Monday) during which a restorative talk can take place.</b> It is the student's responsibility to make their way to the other room swiftly. Failure to do so, or poor behaviour in the other room will result in a 30 minute after school detention with the LT for making the wrong choice.

## STAR (SEND Track and Review)

HoY, LTs and the SENDCo will monitor reports of the students with **SI - Removed to another class**.

Review Officer: N Gwinnett

Review Date: January 2025

If a student with SEND is referred to another teacher from the same subject on multiple occasions, the SENDCO/a TA will liaise with staff to ensure the students' needs are being met. A restorative talk with a SEND student will still take place and can also include the student's link TA if the SENDCO believes this will be helpful.

## Detentions

Detentions will increase incrementally in the event of a student not attending without a good reason:

**Teacher detention (5 mins) at break/lunch for immediate corrective conversations.**

Teacher detention (20 mins) at break/lunch or the teacher/department can run weekly detentions on Mondays.

Failure to attend = LT detention on Tuesdays (30 mins).

Failure to attend a LT detention = HoY detention on Wednesdays (45 minutes).

Failure to attend a HoY detention = SLT detention on Fridays (60 minutes)

**If staff are made aware that a student in their class lesson 4/form (depending on lunch rotation) has a lunchtime pastoral detention they are asked to escort that student to the correct room for detention at the end of the lesson.**

If a student receives an after-school detention, it is parent's responsibility to transport their child home if they are in detention, though the school will make every effort to provide transport where possible.

## Refocus

Students who engage in an action deemed to be a serious incident by IMO's or Senior staff (see list on page 9) will be educated in Refocus for 5 lessons. Work will be set according to students' timetables where possible with other relevant work being set if a child should be in a practical subject such as PE.

Students will remain in Refocus for break. Food will be delivered to Refocus for students. Students will not be allowed to socialize with their friends at lunchtime. Instead, they will be supervised by staff.

### Behaviour expectations in Refocus:

If a student is placed into Refocus they must do the following:

1. Hang their coat up on a hook in Refocus.
2. Put bags and belongings under their coat
3. Hand in phone
4. Complete a reflection sheet
5. Complete the work expected in silence and make the right decisions about Conduct to earn back 1-hour detention

Making good choices and complying with the rules will result in the student "earning back their one-hour detention". Failure to comply with the above will result in the serving of their one-hour detention and may result in a suspension.

Warning system:

1 – Child receives a verbal warning and a note is made by the Isolation manager that the warning has been issued.

2 – Inclusion and Mentoring Officer is contacted. The student is removed to a different room by the Inclusion and Mentoring Officer and parents are contacted. Parent asked to speak to student about their behaviour. Parent informed about next stage of warning process.

3 – In the event of further poor behaviour, the student will receive a suspension and will have to complete their Refocus day in full once reintegrated.

Heads of Year will monitor the frequency of visits to Refocus. Students who are referred to Refocus **3 times in one term** will be placed on report and will join a mentoring programme for group and/or 1-2-1 sessions. If a student is referred to Refocus **5 times in one term**, and membership of a mentoring programme has not shown an improvement, parents will be called into school and the student will be put on a Pastoral Support Plan.

## Sanctions for making the wrong choices

<b>1<sup>st</sup> bell</b>	A warning bell will sound 5 minutes before tutor time and lessons 3 and 5 to signal time to move towards classes. If students arrive after the bell for the start of class they are late (see below).
<b>2<sup>nd</sup> bell</b>	A late bell will sound during lessons 1, 2 and 4 five minutes into the lesson. If students arrive after this bell, they are late (see below).
<b>Tutor time</b>	If tutor time, record L, LGR to be recorded only if there is a good reason for lateness.
<b>Late to lesson after the late bell without a good reason</b>	Logged on SYNERGY as “LLD – Late” and 1 Behaviour Point.  Student awarded an effort grade of 3 for the lesson.  Staff may wish to award a 5-minute break or lunch detention for an immediate corrective conversation. If this becomes persistent, staff are expected to act. Examples of action can include: a 20-minute teacher detention, contact with home, a longer detention, subject report. LTs will receive information on patterns in their subject area.
<b>Truancy</b>	Student is significantly late this will result in a referral to IMOs in the Pastoral Office who will contact home and a suitable sanction e.g. lunch/after school detention, report etc
<b>Mobile phone used during the school day</b>	The phone will be confiscated by the member of staff. The member of staff will take the phone to student services where it will be kept in a named and dated envelope. If a member of staff cannot take the phone to student services an Inclusion and Mentoring Officer will be called to carry out this task. <a href="#">See Mobile Phone Policy.</a>
<b>Uniform infringements and issues</b>	Students are asked to correct uniform issues by their tutors/teachers. Students who have seen their HoY or IMO with a note from a parent/carer containing a reasonable reason will be given until the following Monday to correct a uniform infringement and will have a note to that effect showing dates. Help/loan uniform provided. If they are not correctable (e.g. hair colour outside natural colour range) or a student refuses then the student is referred to their Inclusion and Mentoring Officer and will usually be sent to Refocus until it is corrected. <a href="#">See Uniform flow chart appendix.</a>
<b>Student does not complete homework by the time it is due</b>	Teacher logs on SYNERGY as “HWK – Failure to do homework” each time and reminds student that homework needs to be completed and handed in before next lesson. Synergy message to be sent home by teacher.
<b>Student does not complete homework to the required standard</b>	Teacher logs on SYNERGY as “HWK – Homework not done to the correct standard”, which leads to a text home each week, and tells the student what they need to do to improve their homework before next lesson. Synergy message to be sent home by teacher.
<b>Continued homework infringement</b>	Student given teacher/subject detention. Log on Synergy as “Subject Detention - HWK”. <b>Members of staff should set 20 minute personal/department detentions for failure to complete homework but whole school sanctions always take priority.</b> Synergy message to be sent home. <b>Failure to attend detention, second detention issued.</b> Failure to attend = LT detention (30 mins). Failure to attend a LT detention = HoY detention (45 minutes). Failure to attend a HoY detention = SLT detention (60 minutes)

## Sanctions for making the wrong choices around school site

All of the below incidents will result in a 20-minute lunchtime pastoral detention and 1 Behaviour Point for:

Being in an out of bounds area without a good reason	Unnecessary physical contact/potentially dangerous behaviour including “play fighting”
Taking another student’s property	Swearing/using unacceptable language or being verbally aggressive to another student
Dropping litter and refusing to pick it up	Deliberately throwing water onto another person
Miscellaneous infringement of school rules	Vandalism/graffiti - Parents/carers will also be contacted and may be asked to replace item/pay for repair

If a student fails to serve this detention, they will serve a 45 minute after school HoY detention parents/carers will be contacted. Failure to attend a HoY detention = SLT detention (60 minutes)

## Making the wrong choices whilst off school premises

CCHS students are expected to make the right choices and be positive role models at all times. The expected standard of behaviour described in this behaviour policy therefore applies when a child is taking part in any school organised or school related activity, travelling to and from school whilst wearing school uniform or is identifiable as a student at the school. **Any student misbehaving off school premises will receive an appropriate sanction.**

### Report

Physical Report Cards will be used. Behaviour issues identified = tutor report. Return from suspension/PSP = HoY report.

Tutors/HoY will meet daily with, students whose behaviour is a cause for concern are for a minimum of two weeks. Parents will be made aware that this is happening by Synergy and tutors/HoY will stay in regular contact with parents/carers during the monitoring fortnight. If a student fails to get all grade 1s or 2s each day this will lead to a pastoral detention. Students are made aware of this when the monitoring is initially begun.

Lead Teachers can issue subject specific report cards to monitor effort in their subject area. LTs will inform Heads of Year if students are placed on subject report.

## **Sanctions for making the wrong choices leading to Serious Incidents**

For all serious incidents, students will be sent to their IMO/HoY in the first instance whilst a sanction is decided by SLTe.g.:

- a referral directly to Refocus with no warning (4 Behaviour Points)
- a suspension
- an SLT/Executive Headteacher's warning
- a Behaviour Panel meeting
- a referral to the Designated Safeguarding Lead
- a managed move
- a permanent exclusion
- police involvement (where appropriate).

**1. Defiance (refusal to carry out a reasonable request made by, or walking away from, a member of staff.)** Students should be able to understand a request explicitly, "This is not the Codsall Way. I have asked you to ... This is a reasonable request and I expect you to make the right choice. I am going to give you 10 seconds to make to right choice" A student who is defiant will be given the opportunity to reconsider their choices with 10 seconds of silence from the staff member. Once the 10 second rule has been applied, if the student continues to be defiant this will result the students being referred to IMOs and a sanction from the list above.

**2. Truancy or wandering during a session.** Students may only be out of sessions with the written permission of a member of staff. If a student breaks this rule and not present in a session after the permitted travel time, this will immediately result in a referral to IMOs a possible sanction from the list above.

**3. Malicious setting off of the fire alarm.** This is against the law, causes significant disruption to the whole school and will result in a suspension.

**4. Smoking/vaping is not permitted anywhere on the school site.** If a student is seen smoking/vaping or has the clear intent to smoke/vape on the school site, this will result the students being referred to IMOs and a sanction from the list above and a phone call home. Smoking/vaping paraphernalia will be confiscated and returned to parents/carers only. A referral may also be made to appropriate external agencies to support the student. Sharing a toilet cubicle with another student/students may be seen as intent to smoke/vape and sanctioned accordingly.

**5. Bullying.** This may include but is not limited to physical or verbal abuse of others, offensive text messages or misuse of social networking or other internet sites during school hours, or outside of school hours where behaviour effects members of the school community or brings the school into disrepute. This will result the students being referred to IMOs and a sanction from the list above.

**6. Discriminatory and prejudiced behaviour.** This may include but is not limited to physical or verbal abuse of others, offensive text messages or misuse of social networking or other internet sites during school hours, or outside of school hours where behaviour effects members of the school community or brings the school into disrepute. Sanction from list above depending on details of individual incident.

**7. Sexual harassment.** This may include but is not limited to using sexually explicit words or phrases, sexting, using sexual threats. Sanction from list above depending on details of individual incident.

**8. Sexual violence.** This may include but is not limited to unwanted physical contact. Sanction from list above depending on details of individual incident.

**9. Violent or dangerous behaviour.** This may include but is not limited to fighting and threatening behaviour. Sanction from list above depending on details of individual incident.

**10. Verbal/Physical abuse of staff.** Sanction from list above depending on details of individual incident.

**11. Possession or use of alcohol or drugs.** Students **MUST NOT** bring drugs (including legal highs) and alcohol onto the premises. Students who choose to do so may receive a permanent

exclusion. Students may not refuse to be searched if an adult has reason to believe that they may be in possession of banned substances.

**12. Possession of or bringing a weapon or dangerous item on to the school site.** This is against the law and is extremely dangerous. Students **MUST NOT** bring onto the premises or have possession of knives or any such item intended to be used as a weapon or cause injury. Each incident will be dealt with on a case by case basis at the highest level to ensure the safety and well-being of the school population as a whole.

**13. Serious one-off incident that has a serious detrimental impact on the welfare or education of another student or students.** Sanction from list above depending on details of individual incident.

**14. Repeated serious breaches of school behaviour policy.** Sanction from list above depending on details of individual incident.

**15. Malicious Allegations against staff.** CCHS places the safety and security of all its students above anything else. We take all reports of staff misconduct seriously, imposing the correct measures whilst an investigation is ongoing. Similarly, we take the professionalism of our staff seriously. Where an allegation is made that has no truth to it then we must ensure our staff are protected, therefore the sanction is amongst the strongest we can take.

Where a student is proven to have made a malicious allegation against a member of staff that will be reviewed on a case-by-case basis. It must be recognised that this may result in the permanent exclusion from the school. It may be possible to seek an alternate place for some students within the authority through an LA agreed managed move; however, this is not always possible.

## Power to Search without Consent

CCHS will not tolerate any dangerous items brought onto school site. If it is deemed that items threaten the safety or well-being of any member of the school or wider community these items will be confiscated and the police may be involved. Any found item(s) will be handed over to the police and the Permanent Exclusion of the student will be considered.

The Education Act (1996), Part X, Chapter II, as amended allows CCHS School Leadership and the Pastoral Team to search students without consent if it is believed that a student has brought into school any prohibited item(s). Prohibited items could include things such as; weapons, knives, alcohol, illegal drugs, stolen items. The list is not exhaustive. Our ability to discipline students and maintain an orderly and safe environment in school can, on occasion, rely on the confiscation of items from students. Any item that is confiscated is placed in an envelope and placed in the school safe. Parents/careers are contacted about such item(s) and depending on the circumstances of the confiscation, an arrangement may be made for the students to either take the item home at the end of the school day, or for parents to collect the item(s) from School Reception. If a confiscated item is not collected within 4 weeks, the items may be disposed of. Any prohibited items that are confiscated may be disposed of at the school's discretion.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1091132/Searching\\_Screening\\_and\\_Confiscation\\_guidance\\_July\\_2022.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1091132/Searching_Screening_and_Confiscation_guidance_July_2022.pdf)

Students who wear inappropriate items of clothing to school, including hoodies and trainers will have them confiscated by any member of staff. Students will be available to collect these items at the end of the school day.

## The Use of Reasonable Force

The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme

circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury. 'Reasonable in the circumstances' means using no more force than is needed. As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom. Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

Schools can use reasonable force to remove disruptive children from the classroom where they have refused to follow an instruction to do so; prevent a pupil behaving in a way that disrupts a school event or a school trip or visit; prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others; prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and restrain a pupil at risk of harming themselves through physical outbursts. See further DfE guidance [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/444051/Use\\_of\\_reasonable\\_force\\_advice\\_Reviewed\\_July\\_2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf).

## Suspensions

If a student receives a suspension, then the following will happen:

1. The parent/carers is called to inform them of the suspension
2. The parent receives a letter home informing the parent/carers of the suspension and a re-entry date.
3. The parent/carers is required to attend a re-entry meeting or confirm a new date and time. The incident is discussed at the meeting, which is held by the Head of Year or a member of SLT.
4. An action plan is agreed to make every effort to avoid this situation happening in future. The student will be placed on Head of Year report for a minimum of 2 weeks. They will meet their HoY during form time.
5. If this does not show improvement, the student may be placed on Pastoral Support Plan.

## SLT and Behaviour Panel after **repeat** Suspensions

This is where a child is at real risk of a permanent exclusion. This is usually with governors, senior school staff, parents/carers and the student. This is usually seen as a final warning and further serious breaches of the school conduct system could result in permanent exclusion.

- Initial meeting to review all the steps taken by the school and their impact
- Meet with parents/carers and student to remind them of expectations and consequences
- Consider refer to District Inclusion Panel for a Managed Move (DIP)

## **Pastoral Support Plans**

These can be issued if a student has been referred to Refocus 5 times in a term, or is a student's behaviour does not improve despite Head of Year monitoring. Pastoral help will be offered to the student in a bid to support positive behaviour and self-image. This includes but is not limited to mentoring/anger management, a mentoring programme, a Base 25 referral, a Careers Guidance session, the Hope Project, a SEND referral. PSPs will be framed around the school's core values. Students will be set targets that reflect Ambition, Altruism and Achievement. The compulsory targets will be written on the student's report card and all targets evaluated in all PSP meetings.

### **Ambition**

**Compulsory target – Attend and take an active part in a Careers session with the schools' external CEIAG advisor.**

Optional (choose one) –

1. Ask for, complete and submit extra work for a subject of your choice.
2. Enter a whole school or House competition.
3. Compete for a school team.
4. Sign up for and attend an after school extra-curricular activity.

### **Altruism**

**Compulsory target – Show good manners in all lessons and around the school site.**

Optional (choose one) –

1. Help at home by completing a chore regularly.
2. Volunteer to help another student by mentoring them in a sports club.
3. Volunteer to help out other students and staff at homework club/mentoring them in a subject.
4. Raise money for a charity of your choice.

### **Achievement**

**Compulsory target – Achieve grade 1 or 2 in at least 90% of lessons.**

Optional (choose one) –

1. Improve your grade in a milestone in your chosen subject.
2. Improve your attendance in line with the school target of 95%.
3. Improve your Conduct by 20%
4. Achieve at least 1 grade 1 every day

## Roles and Responsibilities

Creating a positive climate for learning is the responsibility of the whole school community - staff, parents/carers and students. When students **make the right choices**, they will be rewarded. Rewards and behaviour rules will be applied consistently for all students by a team of staff.

### The Role of Students:

- **make the right choices**;
- be **ambitious** and to want to succeed working to the best of their ability;
- be **altruistic** treating and speaking to others with respect and kindness, be on time, wear uniform correctly, listen respectfully when others are talking, follow instructions from any member of the school staff straight away;
- **achieve** well by allowing and supporting others to learn.
- monitor their Conduct points on Synergy.

### The Role of the Parents:

- have good relations with the school including supporting school rules and sanctions;
- monitor their child's Conduct on Synergy;
- talk to their children about their Conduct and the meaning of good behaviour;
- keep us informed of behaviour difficulties or trauma experienced at home, which may affect their child's behaviour at school;
- respond to communications about behaviour when necessary through a meeting or a phone call.

### The Role of the Staff:

- provide well planned, interesting and demanding lessons which will contribute to maintaining good discipline and good relationships;
- know the names and needs of their classes;
- meet, greet and dismiss their students in an orderly fashion;
- encourage good behaviour and respect for others in students and to apply all rewards and sanctions fairly and consistently (think 5 to 1 ratio) form tutors to use 10 to 2 (10 minutes of "school business" after 2 minutes of chat/discussion of current issues);
- attend periodic discussions/training on behaviour management and related issues.

### The Role of SLT:

- promote good behaviour by forging sound working relationships with everyone involved with the school;
- be visible, catch students doing the right thing and reward them accordingly, provide guidance, support and training to all staff;
- ensure all school personnel make reasonable adjustments for disabled children and students with SEND;
- annually report to the Governing Body on the success and development of this policy;
- undertake classroom and data monitoring in order to review and monitor policy and procedures.

### The Role of the Governing Body:

- the duty to support the Executive Headteacher and school personnel in maintaining high standards of behaviour;
- responsibility to ensure that the school and visitors complies with this policy;
- responsibility to ensure the school complies with its legal duty to make reasonable adjustments for disabled children and students with SEND ensuring that the school complies with all equalities legislation;
- the duty to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy; responsibility for ensuring funding is in place to support this policy;
- responsibility for the effective implementation, monitoring and evaluation of this policy



# The Codsall Way - Check list for teachers:

## Classroom:

- Meet and greet students at the door when they come into the classroom.
- Display rules in the class—and ensure that the students and other staff in the room know what they are.
- Dismiss students in an orderly fashion, one row at a time.

## Students:

- Know the names of children.
- Know your groups (SEN, PP, etc).
- Understand students' special needs.
- Have a plan for children who are likely to misbehave.
- Ensure other adults in the class/your team know the plan.

## Teaching:

- Praise the behaviour you want to see more of.
- Praise children doing the right thing more than criticising those who are doing the wrong thing (parallel praise). Use the 5 to 1 ratio of praise to censure.
- *Tutors – Use the 10 to 2 rule – 2 minutes of discussion about the students, their interests and their day before 10 minutes of school discussion.*
- Ensure that all resources are prepared in advance.
- Have clear routines for transitions and for stopping the class.
- Teach children the class routines, entry, exit, peer discussion etc.
- Differentiate.
- Stay calm. Give warnings discreetly.
- Follow up any behaviour concerns later (see script)

## Parents:

- Give feedback to parents about their child's behaviour using 1-4 on Synergy & Synergy messages — let them know about the good days as well as the bad ones.

# Following up after unacceptable behaviour

- 1** **“Why do you think I want to talk to you?”**  
Ask the student to describe their inappropriate behaviour. If they say they don’t know, describe it to them – factually  
*e.g. “You continued to shout across the classroom after I’d asked you to stop”*
- 2** **“So, what happened?”** (rather than “Why did you do it?”)  
Give the student opportunity to explain their action (make an excuse). Listen! Re-phrase, identifying and labelling the driving emotion e.g. frustration, embarrassment etc. If no answer, “guess” the emotion.  
*e.g. “So, you were feeling angry with student x because they called you a name at lunchtime”*
- 3** **“It’s okay to feel (angry, frustrated, embarrassed etc) – I understand that. But it’s not okay to do (behaviour)...why?”**  
Give the student opportunity to say why their behaviour is unacceptable. If no answer, explain to them – factually – the reasons why their behaviour is unacceptable.  
*e.g. “It’s okay to feel angry because x was calling you names at lunch-time. I’d feel the same way. But it’s not okay to shout out and disrupt the lesson, and it’s not okay to continue to do that when you’ve been asked to stop. Why is that?.....because it stops you, and others from learning”*
- 4** **“What would be a better choice next time?”**  
Give the student opportunity to identify a more appropriate behaviour. Affirm any positive suggestions, ignore/gently dismiss unhelpful ones. Offer suggestions to them if they don’t answer.  
*e.g. “You can just let me know if there’s an issue between you and another student in our class and I’ll keep an eye out. If we need to we can move your seat and after the lesson (at break/at lunch/at the end of the day) we can try and sort things out.”*
- 5** **“Is there anything else I can do to help you?”**  
Give a non-confrontational end to the interaction and show you are concerned about their inappropriate display of behaviour.

Connect

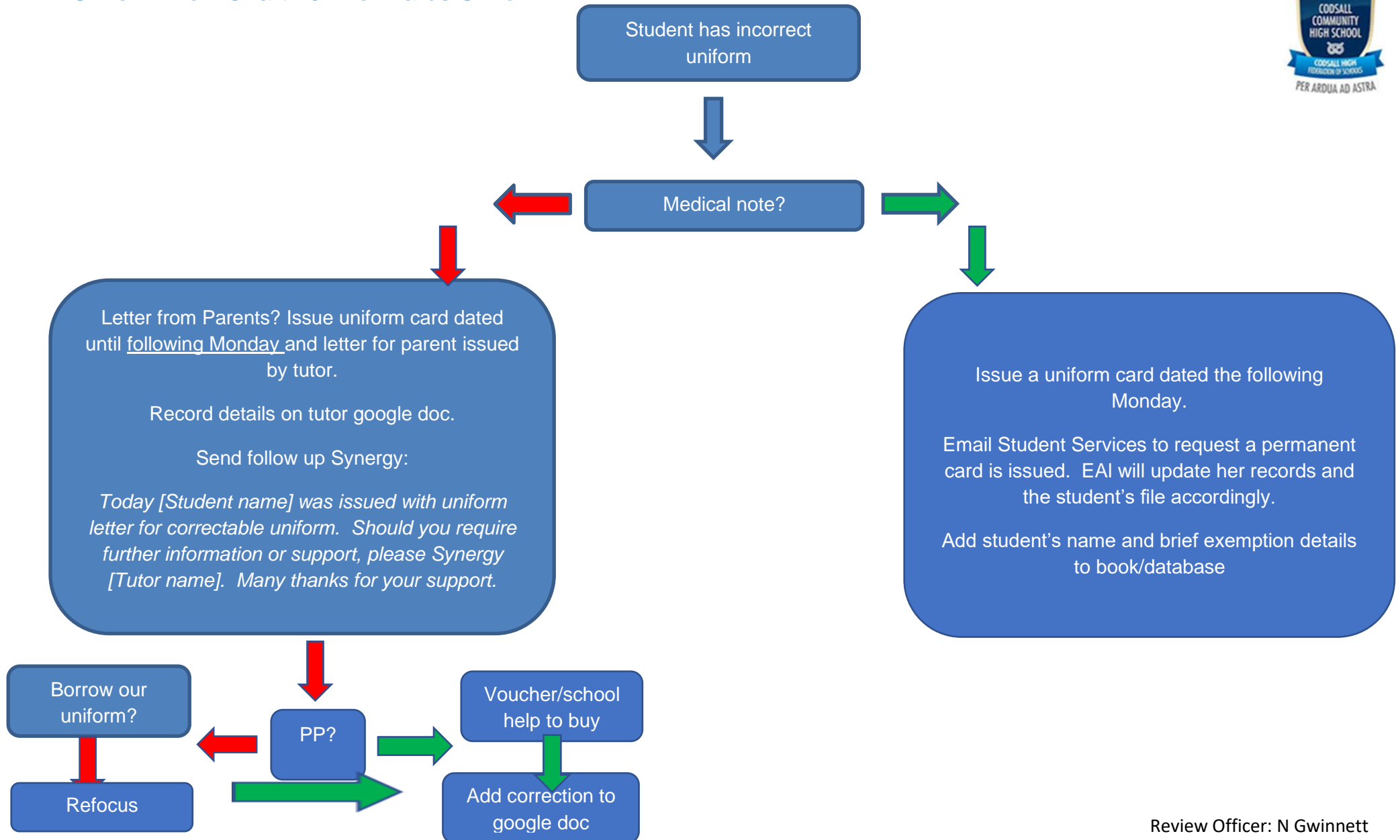


before

correct



## Uniform Flow Chart 2021 onwards Uniform



# The Codsall Way



CCHS Students are expected to:

- **MAKE THE RIGHT CHOICES;**
- be **AMBITIOUS** and to want to succeed **working to the best of their ability;**
- be **ALTRUISTIC** treating and speaking to others with **respect and kindness**, listening respectfully when others are talking, following instructions from any member of the school staff straight away;
- **ACHIEVE** by **allowing and supporting others to learn.**

- **Attend school**
- **Be on time and prepared for learning**
- **Conduct** yourself well in school, and on the way to and from school. Positive conduct leads to rewards.

*Achievement – Behaviour = Conduct*

- **Dress** like you are proud of the uniform
- **Enter** extra-curricular clubs and take part in House events and competitions

## The Codsall Way in the Classroom



**Positive Climate - Meet and Greet at the door. Hold no grudges. Enforce seating plan. Codsall Challenge ready to go.**

Stage	Action
Lesson bells	<ul style="list-style-type: none"> <li>A warning bell will sound at the end of lesson/ break/ tutor time etc. Another bell will ring 5 minutes later. <b>If students arrive after the bell for the start of class they are late.</b></li> </ul>
Tutor time only	<ul style="list-style-type: none"> <li>If tutor time, record L, LGR to be recorded only if there is a good reason for lateness.</li> </ul>
Meet, greet, set the tone	<ul style="list-style-type: none"> <li>Meet and greet at the door. Hold no grudges. Enforce seating plan. Codsall Challenge ready to go to engage learners.</li> </ul>
Late to lesson after the late bell without a good reason	<ul style="list-style-type: none"> <li>Get <b>student seated</b> and working. Log on SYNERGY as “LLD – Late”. <b>Discuss lateness</b> with student at the <b>end</b> of the lesson. Student awarded an <b>effort grade of 3 for the lesson</b>.</li> <li><b>Excessively late? Tell</b> student they are too late to the lesson. Teacher can set a <b>Teacher Detention or log a call out and send the student to the pastoral office.</b></li> </ul>
In the event of low-level disruption	<ul style="list-style-type: none"> <li>Remind whole <b>class</b> of the behaviour expectation. Give <b>take up time</b> for behaviour to improve.</li> <li><b>Named reminder:</b> ‘David, at Codsall we make the right choices. I need you to focus now. Thank you.’ Then go over to check that the student knows what to do and how to do it, “Do you know how to solve this equation?”.</li> </ul>
Behaviour is good/ improves	<ul style="list-style-type: none"> <li>Praise the students who are working well and praise the improvements seen in those who have improved their behaviour. Aim for a ratio of 5 – 1 praise to censure.</li> <li>Award students who are working as you would expect with a 2 for effort. Award those working extra hard and helping others to learn with a grade 1 for effort.</li> </ul>
Student makes the wrong choices (3)	<ul style="list-style-type: none"> <li><b>Warning given</b> quietly and discretely if possible, and act if needed, for example, move student to a different seat.</li> <li>Student receives a <b>grade 3 for the lesson, Enter LLD - Poor behaviour/effort on Synergy 1 Behaviour Point.</b></li> </ul>
Choices do not improve (4)	<ul style="list-style-type: none"> <li>Student is told to <b>move to another class</b> to complete their learning for the lesson (use removal timetable/buddy system)</li> <li><b>Logged on SYNERGY with SI - Removed to another class</b></li> <li>Issue <b>20-minute detention</b> (during a free lesson, break or lunchtime) during which a <b>restorative talk</b> can take place.</li> <li>It is the student’s responsibility to make their way to the other room swiftly. Failure to do so, or poor behaviour in the other room will result in a 30 minute after school detention with the LT for making the wrong choice.</li> </ul>
Detentions	<p>5 minute detentions can be issued for immediate corrective conversations. 20 minute teacher detentions can be issued for lunch or after school. Failure to attend detention, second teacher detention issued. Failure to attend = LT detention (30 mins). Failure to attend a LT detention = HoY detention (45 minutes). Failure to attend a HoY detention = SLT detention (60 minutes). Teachers are encouraged to manage behaviour in their classrooms. If a behaviour persists, we would expect a teacher to act. Examples of action can include: a 20-minute teacher detention, contact with home, a longer detention, subject report.</p>
Praise	<ul style="list-style-type: none"> <li><b>Verbal praise.</b></li> <li>Award <b>Achievement Points</b> from drop down menu on Synergy.</li> <li>Teachers can <b>Synergy or call home with praise.</b></li> <li>If a student has worked well across a series of lessons, the teacher may choose to <b>nominate them for an SLT award</b> if visited by SLT.</li> </ul>

**Routines for students - Walk on the left of corridors. Use the nearest exit. Use outside routes if possible to avoid congestion on corridors.**

Appendix 6

Stage	Action
On corridors before/between lessons	<ul style="list-style-type: none"> <li>Please be on your door and remind students of the rules above.</li> </ul>
Uniform	<ul style="list-style-type: none"> <li>Uniform rules apply around the school site as they do in lessons. If a student's uniform is not as expected, please speak to them and ask to see their blue Uniform Card.</li> <li>Hoodies and other banned items can be confiscated and taken to the Pastoral Office.</li> </ul>
Incidents of poor behaviour at break/lesson changeover (List below)	<ul style="list-style-type: none"> <li>Tell the student to stop, explain that their behaviour is against school rules and tell them that you are putting them into detention for that lunchtime and they must go to the detention room at the start of lunch. If the incident is lesson 4 or after, then detention will be the next day. Then add this to Synergy.</li> </ul>
Incidents of poor behaviour at lunch (List below)	<ul style="list-style-type: none"> <li>Tell the student to stop, explain that their behaviour is against school rules and tell them that you are putting them into detention for that lunchtime. Find a member of staff with a walkie-talkie and ask them to inform the staff in the behaviour detention that you are sending the student down there for the remainder of lunch.</li> <li>If it is the end of lunch. Log the incident on Synergy for the next day.</li> </ul>
Serious Incidents around the school site	<ul style="list-style-type: none"> <li>For a serious breach of the behaviour policy such as a fight, help other staff members, make radio holders aware and assist as they calm the situation down. Pastoral staff will then deal with the issue.</li> </ul>
Mobile phones	<ul style="list-style-type: none"> <li>Mobile phones are not allowed to be used on the school site by lower school students. If a student is using a mobile phone, that they have broken the school rules, escort/send the student to Student Services to hand in the phone and alert the Pastoral Team via walkie-talkie/phone/callout so they can follow the incident up.</li> <li>If the student refuses, log a callout to Pastoral Staff who will follow up.</li> <li>Student Services will log the incident. You do not need to add it to Synergy.</li> </ul>

## The Codsall Way around the school site



Being in an out of bounds area without a good reason	Unnecessary physical contact/potentially dangerous behaviour including "play fighting"
Taking another student's property	Swearing/using unacceptable language or being verbally aggressive to another student
Dropping litter and refusing to pick it up	Deliberately throwing water onto another person
Miscellaneous infringement of school rules	Vandalism/graffiti - Parents/carers will also be contacted and may be asked to replace item/pay for repair





# Codsall Community High School

## Anti-Bullying Policy

This policy was written in conjunction with the CCHS Anti-Bullying Ambassador Team.

### Aims

The aim of Codsall Community High School's anti-bullying policy is to promote the moral, mental, physical well-being and development of all students by providing a healthy social learning environment. The schools reject all forms of bullying and intends to provide an atmosphere of safety and happiness for all students. Bullying of any kind is unacceptable at our school. If bullying does occur, all students should be able to tell, and know that incidents will be dealt with **as soon as possible** and effectively.

### Objectives

- To make sure that all staff, students, parents and the community are aware of what bullying is, know about and support this policy.
- To ensure that everyone knows what good behaviour looks like, encourage good classroom **routines** by all staff to ensure the development of mutual respect and consideration amongst students.
- To use lesson time, wherever appropriate, to raise awareness of anti-bullying.
- To have a number of different ways of reporting incidents of bullying if they occur
- To ensure everyone is aware of the different ways to report incidents of bullying if they occur
- To follow clear and appropriate **actions** for investigating incidents of **suspected** bullying.
- To work positively with parents, over incidents of bullying and attempt to ensure appropriate treatment and support of "the victim" and "the bully".
- To identify areas to be supervised by members of staff.
- To ensure our **actions** reflect our responsibility for child protection and is a **clear** part of our Behaviour Policy and Practice.

### What is bullying?

Bullying is the **deliberate choice** to hurt another, or put another person under stress, causing uncomfortable and unhappy feelings in that person. It can be defined as;

**‘Behaviour by an individual or group, usually repeated over time, that intentionally hurts another person or group either physically or emotionally’.**

Bullying is an action that is repeated **Several Times On Purpose**.

Bullying takes many forms and in determining whether bullying has taken place, **the views of the victim must be considered.**

Bullying can come under, but is not limited to the following categories:

- Emotional
- Physical
- Racist
- Sexual
- Homophobic
- Discriminatory language (use language that treats a person differently) in line with the [Equalities Act 2010](#)
- Online
- Isolation
- **Damage to** or theft of property
- Intimidation (direct or indirect)

It is important that action is taken whenever **bullying is seen** or reported and that students understand why their behavior **is seen to be** unacceptable.

### Dealing with Incidents of Bullying Towards Students

The Pastoral Team will keep a **record** of all bullying incidents. Any bullying incident **must** be logged on CPOMS (**Child Protection Online Management System**). Staff will take appropriate action to address an incident **of bullying**, using the school Behaviour Policy as guidance.

### Signs and Symptoms

A child may **show** by signs or behaviour that he or she is being bullied. Adults should be alert to changes in mood or behaviour that may **show** that the child is unhappy. These signs and behaviours could **show** other problems, but bullying should be considered a possibility and should be investigated.

### The Form Tutor's Responsibility

The Form Tutor is the 'first step' of the pastoral care system and is responsible for creating a good relationship with individual students so that the students feel they can discuss personal issues including bullying with them if necessary. Tutors need to regularly check the wellbeing of their students, especially if they are particularly vulnerable for any reason. If a tutor notices signs or symptoms that a student is being bullied then this must be discussed with the student and the matter passed onto the Pastoral Team.

### The Head of Year / Inclusion and Mentoring Officers / Inclusion Manager/ Deputy Headteacher – student support

Heads of Year / Inclusion and Mentoring Officers / Deputy Headteacher will use their judgment in deciding whether a situation referred to him/her is a less serious one or a more serious one. The views of the victim will be important in assessing the situation but the victim should not be asked to confront the person accused of bullying or talk to the person accused of bullying about the incident.

The Headteacher is the only person who can suspend or permanently exclude a pupil. The Deputy Headteacher will take over this role in the Headteacher's absence. However, the Headteacher must be informed of any exclusions.

### The Responsibilities of Parents

- Inform **your child's form tutor** if you have any concerns that your child may be being bullied.
- Encourage your child to speak directly to their Form Tutor or a member of the Pastoral Team.
- Do not tell your child to get their own back or to hit the bully. The school does not tolerate violence of any kind. Bullies have often experienced a lot of violence and this method is unlikely to stop them or to change their behaviour.
- Parents must always monitor their child's use of social networking sites to ensure that bullying is not taking place on line as this is a criminal offence and can be reported to the police by the victim.

### The Responsibilities of all Students

- **To treat each other with kindness.**
- To recognise signs of bullying affecting others and to offer help to any student being bullied, by alerting school staff.

In order to prevent bullying a number of approaches will be used in order to **prevent bullying** such as:

### Curricular approaches

- Raising awareness about bullying e.g. targeting Anti-bullying week in assemblies.
- **To speak to students calmly and focus on solutions.**
- **To organise meetings for students who are effected.**
- **To organise Anger Management sessions for students if necessary.**
- PSHEE lessons.
- Assemblies promoting the positive tone and ethos of the school.

### Reducing bullying by targeted approaches

- Staff mentors.
- **Counselling services such as Base 25** and referral to CAMHS.
- **Year 8 into Year 9** transition activities.

Date \_\_\_\_\_

Case No.	Case Name	Case Type	Case Status	Case Date	Case Location	Case Description	Case Notes	Case Attachments
1	John Doe	Medical	Open	2023-01-01	New York	John Doe, 35 years old, male, reported a sudden onset of chest pain and shortness of breath on January 1, 2023. He was taken to the hospital and diagnosed with a heart attack. He is currently recovering in the hospital.	John Doe has a history of high blood pressure and cholesterol. He was last seen by a doctor on December 15, 2022.	John Doe's medical records from the hospital are attached.
2	Jane Smith	Medical	Closed	2023-01-02	California	Jane Smith, 42 years old, female, reported a sudden onset of dizziness and fainting spells on January 2, 2023. She was taken to the hospital and diagnosed with a stroke. She is currently recovering in the hospital.	Jane Smith has a history of diabetes and high blood pressure. She was last seen by a doctor on December 10, 2022.	Jane Smith's medical records from the hospital are attached.
3	Michael Brown	Medical	Open	2023-01-03	Texas	Michael Brown, 58 years old, male, reported a sudden onset of severe abdominal pain on January 3, 2023. He was taken to the hospital and diagnosed with a ruptured appendix. He is currently recovering in the hospital.	Michael Brown has a history of gallstones and high blood pressure. He was last seen by a doctor on December 20, 2022.	Michael Brown's medical records from the hospital are attached.
4	Sarah Johnson	Medical	Closed	2023-01-04	Florida	Sarah Johnson, 28 years old, female, reported a sudden onset of severe headache and vomiting on January 4, 2023. She was taken to the hospital and diagnosed with a migraine. She is currently recovering in the hospital.	Sarah Johnson has a history of migraines and high blood pressure. She was last seen by a doctor on December 18, 2022.	Sarah Johnson's medical records from the hospital are attached.
5	David Wilson	Medical	Open	2023-01-05	Illinois	David Wilson, 65 years old, male, reported a sudden onset of difficulty breathing and chest pain on January 5, 2023. He was taken to the hospital and diagnosed with a heart attack. He is currently recovering in the hospital.	David Wilson has a history of heart disease and high blood pressure. He was last seen by a doctor on December 12, 2022.	David Wilson's medical records from the hospital are attached.
6	Emily Davis	Medical	Closed	2023-01-06	Ohio	Emily Davis, 32 years old, female, reported a sudden onset of severe abdominal pain and vomiting on January 6, 2023. She was taken to the hospital and diagnosed with a ruptured appendix. She is currently recovering in the hospital.	Emily Davis has a history of gallstones and high blood pressure. She was last seen by a doctor on December 14, 2022.	Emily Davis's medical records from the hospital are attached.
7	Robert Miller	Medical	Open	2023-01-07	Georgia	Robert Miller, 48 years old, male, reported a sudden onset of severe chest pain and shortness of breath on January 7, 2023. He was taken to the hospital and diagnosed with a heart attack. He is currently recovering in the hospital.	Robert Miller has a history of heart disease and high blood pressure. He was last seen by a doctor on December 16, 2022.	Robert Miller's medical records from the hospital are attached.
8	Lisa Anderson	Medical	Closed	2023-01-08	Arizona	Lisa Anderson, 55 years old, female, reported a sudden onset of severe headache and vomiting on January 8, 2023. She was taken to the hospital and diagnosed with a migraine. She is currently recovering in the hospital.	Lisa Anderson has a history of migraines and high blood pressure. She was last seen by a doctor on December 18, 2022.	Lisa Anderson's medical records from the hospital are attached.
9	James Taylor	Medical	Open	2023-01-09	Colorado	James Taylor, 62 years old, male, reported a sudden onset of difficulty breathing and chest pain on January 9, 2023. He was taken to the hospital and diagnosed with a heart attack. He is currently recovering in the hospital.	James Taylor has a history of heart disease and high blood pressure. He was last seen by a doctor on December 14, 2022.	James Taylor's medical records from the hospital are attached.
10	Michelle White	Medical	Closed	2023-01-10	Connecticut	Michelle White, 38 years old, female, reported a sudden onset of severe abdominal pain and vomiting on January 10, 2023. She was taken to the hospital and diagnosed with a ruptured appendix. She is currently recovering in the hospital.	Michelle White has a history of gallstones and high blood pressure. She was last seen by a doctor on December 16, 2022.	Michelle White's medical records from the hospital are attached.

Statements taken	Parent/carers contacted (victim)	Parent/carers contacted (perpetrator)	Mentoring referral
Sanctions applied (state what)..	Teaching staff notified/tutor/HoH	Senior lunch time supervisor notified	SIT notified
Discussed in inclusion	Incident reported on Synergy	Mediation meeting held	Group meeting with other students

1. Are you satisfied that this incident has been dealt with Y/N
2. Do you have any further concerns? Y/N Follow up date\_\_\_\_\_

Discussion at follow up meeting

Signed student \_\_\_\_\_

Signed staff \_\_\_\_\_

Date \_\_\_\_\_