



Behaviour Policy (SS-03)

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Signature:	
Date:	12 November 2024

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Signature:	
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04	24.05.18	To update procedures in the light of changes to SLT roles and responsibilities. To revise rewards descriptions and to include references to Class Charts. To remove out of date sanctions and consequences framework.	SMg
05	19.07.19	To reflect changes to Leadership structures and the introduction of the consequences system for behaviour from September 2019. Update of types of bullying and the search for prohibited items can include content on mobile phones.	RKg
06	24.03.21	To refer to Covid-19 Addendum.	RKg
07	01.10.21	To reflect the changes made to leadership structures and changes to job descriptions and new roles in school. Detail included about expectations for students. New appendices giving information and clarification about tariffs and sanctions, behaviour ladders and an updated high level incident flow chart. Information on how the school will respond incidents to Sexual Harassment and Sexual Violence. Clarification in the policy on how investigations should be carried out. Update on how the school will respond to incidents of bullying. Updated to reflect update in the use of the terminology for suspensions and exclusions. Updated High-level flow chart.	HCa
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09	22.08.23	Changes made to the positive behaviours we promote, that reflect the Cockermouth School values. Updates made to the High-Level flow chart. Minor changes made to in-school procedures and tariffs and sanctions, including those around the use of mobile phones. Changes made to reflect changes to team in school dealing with behaviour support.	HCa
10	4.10.24	Changes made to teams managing behaviour. Small changes made to procedures and reference to new / updated supporting guidance or statutory information. Positive behaviours updated for 2024/25. High Level incident flow chart updated.	HCa
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1. School Ethos and Values and Who They Apply To

Cockermouth School's core values of aspire, enjoy, include, respect and community underpin everything that we do. All staff and students from Year 7 through to Year 13 know and understand the ethos of our school to ensure we provide "an exceptional learning experience for all"

Cockermouth School encourages outstanding behaviour through a combination of high expectations, clear policy and an ethos that promotes discipline, responsibility and mutual respect between students and between staff and students. This includes countering and challenging prejudice and stereotypes that discriminate against particular groups in our community and the wider society.

The school understands its legal duties and responsibilities under the Equality Act 2010, in respect of safeguarding and in respect of students with special educational needs. In line with the Equality Scheme, Cockermouth School will not unlawfully discriminate against people because of their sex, race, disability, religion or belief or sexual orientation and will ensure that the Behaviour Policy is applied fairly and equitably to all.

At Cockermouth School we are committed to being the best school that we can be. To achieve this every member of the school community has a responsibility to behave well and the right to enjoy learning and be inspired by their school experience.

1.1 THE IMPORTANCE OF OUR SCHOOL VALUES

Cockermouth School's values are **Include, Community, Aspire, Respect, Enjoy #icare**

We aim to live our values every day.

This policy sets out the values-based behaviours we all like to see.

Include

We are a school that wants to involve everyone, whilst being fair and inclusive, ensuring that nobody is left out. We want to build confidence in our staff and students, celebrate diversity and want everyone to participate actively in all the school offers.

Values-based behaviours we like to see:

- Greeting people, being welcoming and approachable to others
- Showing good manners towards one another
- Encouraging one another
- Celebrating diversity and differences
- Involving others, showing care and respect
- Respecting other people's opinions
- Being kind towards one another
- Noticing if people are upset, isolated or left out and offering them support.
- Students wearing their uniform with pride

Community

We are a school that is at the heart of the local community and we should be part of our community and in the same way, the community should be part of our school. We look after one another and make sure that everyone feels included. We work together, showing mutual respect and teamwork. We make sure there are opportunities to involve everyone with a common purpose to work together. We should demonstrate our values wherever we are; at school and in the community.

Values-based behaviours we like to see:

- Courtesy and politeness towards one another
- Friendliness and kindness towards one another

- Finding opportunities to get to know one another
- Helping one another
- Listening to each other
- Accepting and seeking to hear different views
- Cooperation
- Understanding each other's point of view

Aspire

We are a school that aims high, looks to bring about change and strives for everyone to have ambitious goals and dreams. We push one another to do things differently, we celebrate achievements and we focus on self-improvement, ensuring that we always aim to be the best versions of ourselves. We recognise that making mistakes is an important part of learning and growing

Values-based behaviours we like to see:

- Stretching ourselves and having high expectations
- Attending well and arriving on time
- Meeting deadlines
- Having ambitious goals and dreams
- Being organised
- Leading by example
- Building strong relationships with others to achieve our goals
- Rewarding and recognising achievements
- Knowing our ambitions

Respect

We are a school that wants everyone to show consideration towards others through politeness, patience and dialogue. We recognise diversity and difference and seek to understand others with kindness. We want to be fair and honest and listen to one another.

Values-based behaviours we like to see:

- Staff and students modelling respectful behaviour
- Courtesy and good manners
- Students wearing the school uniform with pride
- Fairness and consistency
- Listening to one another
- Demonstrating kindness
- Arriving on time
- Completing tasks to deadline
- Working positively and allowing everyone to work to the best of their ability
- Taking responsibility

Enjoy

We are a school that encourages and promotes students to enjoy their learning and extra-curricular experiences and to build positive relationships with one another. We aim to inspire students, so that they can enjoy their time here at Cockermouth School.

Values-based behaviours we like to see:

- Smiling
- Praising each other and recognising achievement
- Helping each other
- Looking out for each other
- Participating in all the opportunities that the school offers
- Showing a positive attitude in all that we do
- Considering others in the way we behave

2. A Consistent and Positive Approach to Behaviour Management

This Behaviour Policy underpins effective education at Cockermouth School and enables staff, students and parents to understand the behaviour expected at all times.

Cockermouth School Rules and Behaviour Expectations for Students.

Our rules are based on the following principles:

- No student has the right to disrupt the learning of others.
- No student has the right to be rude or aggressive to any other member of the school community.
- No student has a right to refuse to follow reasonable instructions from staff.
- All students must attend school and lessons punctually, be properly prepared for each lesson and wearing correct school uniform.

All members of the School should show:

- Respect for themselves.
- Respect for other people.
- Respect for our environment.

School rules and expectations apply when:

- Students are on the School premises.
- Students are representing Cockermouth School on school trips and visits or during an off-site activity or event.
- Students are identifiable as a member of Cockermouth School within the local community – such as on the journey to or from the School.

Whilst at Cockermouth School, students are expected to:

- Arrive to lessons on time (including registration)
- Dress in accordance with the school's uniform policy.
- Be prepared for the day with the right equipment.
- Enter classrooms quietly and calmly; sitting as directed by any member of staff and getting books and equipment out in preparation for the lesson.
- Move around the school site in a calm and controlled manner, without running, shouting or pushing.
- Be courteous and follow instructions at the first time of asking.
- Talk in lessons only as and when directed by a member of staff. Any discussion should be about the work in question. Off-task talk is not permitted.
- Put their hand up if they wish to contribute, ask or answer a question, or seek further support or guidance from a member of staff in the lesson.
- Complete all of their work to the best of their ability.
- Behave in a way that does not disrupt the learning of others. Some examples of behaviours, which disrupt learning in the classroom and which will be sanctioned using the school's consequence system are: calling out, talking out of turn, turning around, producing insufficient work, distracting other students, making noises, tapping, throwing objects and/or failing to follow staff instructions.
- Help other members of the school community or visitors to the site, especially when they see someone who is in difficulty.
- Respect the school's and other people's property. This includes putting litter in bins, and not engaging in any vandalism or theft of materials or equipment.
- Avoid consuming any food or drink (other than water) during lesson times; chewing gum is not permitted on the school site.

- Keep phones switched off and in bags or lockers for the duration of the school day. Phones should not be visible (including in pockets) whilst on the school site.

These expectations underpin the school's ethos that every student has the right to learn without having their learning disrupted and that every teacher is able to teach effectively.

Cockermouth School ensures that the expectations of behaviour and conduct are explained clearly to all students in the following ways:

- Regular assemblies by the Leadership Team and Pastoral Leaders.
- Explanation and reinforcement by classroom teachers, form tutors and the wider staff body.
- The publication of expectations and consequences on the school website, in classrooms and on corridors.

Members of staff will ensure that they use sanctions and rewards consistently, record them on Class Charts and share this information with colleagues and parents. The Behaviour Support Team, pastoral leaders, curriculum leaders, class teachers and form tutors all have responsibilities to track and monitor student conduct and intervene to improve the behaviour and attitude to learning of students where necessary. We use Class Charts and Firefly to provide parents with information about their child's behaviour and achievement in school. A highly skilled pastoral support team and Behaviour Support Team are in place to help support students to make positive changes to their behaviour and liaise, where appropriate, with external agencies.

2.1 STRONG SCHOOL LEADERSHIP

The Governing Board is responsible for setting the general principles that inform this Behaviour Policy. The Governing Board ensures that the school has effective behaviour discipline and anti-bullying policies in place and monitors their effectiveness.

The Headteacher is responsible for developing the Behaviour Policy based on the school's ethos. The Headteacher and senior staff and Governors of the school fully support and promote this policy.

School leaders are responsible for setting the standards of behaviour in school by communicating expectations.

They will ensure that the policy is fairly and consistently applied in the departments and year teams they manage. The Behaviour Support Team, Pastoral Leaders and Heads of Department will ensure that behaviour incidents are thoroughly investigated and they will use the procedures recorded in the Appendices to the Behaviour Policy to ensure all sanctions, are applied consistently. The Behaviour Support Team are responsible for providing training, advice and guidance to colleagues.

Heads of Department are responsible for upholding standards of behaviour and supporting colleagues in dealing with incidents within their department. They are responsible for systems of praise and reward in their department and should communicate with parents when appropriate.

Pastoral Leaders are responsible for upholding standards of behaviour and supporting colleagues in dealing with incidents within their year teams. They are responsible for systems of praise and reward in their pastoral teams and should communicate with parents when appropriate.

The Behaviour Support Team are responsible for investigating and managing incidents outside of subject areas and for persistent behaviour across subjects. They should communicate with parents as and when necessary.

Each Form Tutor has a key responsibility to monitor the behaviour and attitude to learning of the students in his/her form. Form tutors will reinforce positive behaviour through praise and the use of the school's rewards system and follow up incidents of poor conduct through the use of sanctions. It is the responsibility of the Form Tutor to clarify and explain behaviour expectations and ensure their tutees follow the school rules.

Student Support (Inclusion and Behaviour TAs) are responsible for supporting the work of the pastoral teams in school. The Attendance Officer is responsible for managing the monitoring of attendance and administering

attendance interventions. All rooms within the Student Support facility may be used for behaviour interventions agreed with the Behaviour Support Team and / or pastoral leaders.

Student leadership plays an important role in setting high standards of conduct in school and in helping to monitor and manage behaviour. Form and year representatives are responsible for contributing to the Behaviour Policy through the School Council. The opportunity to take on the role of prefect gives students the responsibility to manage and guide the behaviour of their peers. Student mentors are responsible for giving advice, guidance and support in academic and pastoral contexts.

3. Behaviour Management

Cockermouth School aims to ensure that every child feels valued in an environment of mutual respect. We believe that a calm and purposeful environment will contribute to improved achievement and behaviour of all students.

All members of staff will provide guidance to students on how to develop their own personal skills and equip them to be self-reliant, resilient and happy in order to have high aspirations and meet their future challenges with confidence.

All members of staff have a responsibility to understand and support this aim by maintaining a consistent and positive approach to managing student behaviour in and out of the classroom and developing appropriate supportive relationships with students.

3.1 Discipline Management

All members of staff have statutory authority to discipline students whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006).

- All members of staff are responsible for managing the behaviour of students in school, will be vigilant at all times during the school day and must intervene where necessary.
- Members of staff can discipline students at any time the student is in school or elsewhere under the charge of a teacher, including on school visits.
- Members of staff can also discipline students in circumstances when a student's misbehaviour occurs outside of school.
- Members of staff have a power to impose detention outside school hours.
- Members of staff can confiscate students' property.

3.2 ACTIVE PATROL

Where a student fails to respond to warnings and reminders to improve an aspect of behaviour that disrupts the learning of others, they can be removed from class by the teacher on Active Patrol and escorted to the Isolation Room. Students may also be removed to the Isolation Room for more serious misconduct without the use of warnings. A high-level sanction may be enforced as a consequence.

3.3 DROP IN

Members of staff may request a regular 'drop in' from the member of staff on Active Patrol for support in any lesson. Students may be removed from the lesson (see 'Active Patrol' above) if appropriate.

4. Rewards and Consequences

Cockermouth School has a range of rewards to reinforce and praise good behaviour and clear sanctions for those who do not comply with the school's Behaviour Policy. These responses are proportionate and fair and may vary according to the age of the students, and any other special circumstances that affect the student. It is an expectation that parents / carers are actively involved in supporting any rewards and / or sanction.

4.1 REWARDS – to be read in conjunction with Appendix 1

A variety of rewards are used to praise students for their positive attitude, effort and work and to encourage them to enjoy their learning.

- Verbal praise in class.
- Written praise in marked work.
- Sharing and celebrating success during lesson time.
- Sharing and celebrating success in assemblies.
- Achievement points in lessons to recognise a wide range of positive contributions
- Positive Class Charts notifications
- Students of the Week
- Students of the Month
- Termly prizes (Bronze, silver and gold certificates awarded for Achievement points.)
- Celebration Evening recognition and rewards
- Attendance prizes.
- Postcards home.
- Letters from members of the Senior Leadership Team.

4.2 SANCTIONS AND CONSEQUENCES

Members of staff can discipline students whose conduct falls below the standard that could reasonably be expected of them. This means that if a student misbehaves, breaks a school rule or fails to follow a reasonable instruction the member of staff can impose a sanction on that student.

The sanction (including detentions) must satisfy the following three conditions:

- The decision to sanction a student must be made by a paid member of school staff or a member of staff authorised by the Headteacher;
- The decision to sanction the student and the sanction itself must be made on the school premises or while the student is under the charge of the member of staff; **and**
- It must not breach any other legislation (for example in respect of disability, special educational needs, race and other equalities and human rights) and it must be reasonable in all the circumstances.

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

The Headteacher may limit the power to apply sanctions to certain staff and/or extend the power to sanction to adult volunteers, for example to parents who have volunteered to help on a school trip.

Corporal punishment is illegal in all circumstances.

Members of staff should consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, school staff should follow the school's Child Protection Policy. They should also consider whether continuing disruptive behaviour might be the result of unmet need. At this point, the school should consider whether a multi- agency assessment is necessary.

4.3 DETENTIONS – to be read in conjunction with Appendix 5

Members of staff have the power under law to issue detentions to students (aged under 18).

The times outside normal school hours when detention can be given include:

- Any school day where the student does not have permission to be absent.
- Non-teaching days or 'INSET days' or 'non-contact days'.

Members of staff should consider the following when imposing detentions:

- Parental consent is not required for detentions.
- As with any sanction, a member of staff must act reasonably and proportionately.
- With lunchtime detentions, staff should allow reasonable time for the student to eat, drink and use the toilet.

Members of staff should not issue a detention out of school hours where they know that doing so would compromise a child's safety. When ensuring that a detention outside school hours is reasonable, staff issuing the detention should consider the following points:

- Whether the detention is likely to put the student at risk.
- Whether the student has known caring responsibilities, which mean that the detention is unreasonable.
- Whether the parents ought to be informed of the detention. In many cases it will be necessary to do so, but this will depend on the circumstances. For instance, notice may not be necessary for a short after-school detention where the student can get home safely.
- Whether suitable travel arrangements can be made by the parent for the student. It does not matter if making these arrangements is inconvenient for the parent.

4.4 MOBILE PHONES

In order to enhance our safeguarding of young people, as well as to protect their wellbeing, avoid unnecessary distraction from their learning and improve students' positive interactions with others, mobile phones must not be used by students while they are on the school site.

Mobile phones, which are brought into school must be turned off and stored out of sight (in a bag or locker, not pockets) immediately as the student arrives at the school gate. They must remain turned off, and out of sight, until the student has left the site at the end of the day.

If a mobile phone is seen by a member of staff, that member of staff will be required to confiscate it. The member of staff will log the confiscation on Class Charts and place the mobile device at reception for safe storage. A student using headphones or accessing their phone through a smartwatch will also have their phone confiscated, as this also means that they will be using their phone.

When a mobile phone is confiscated the mobile phone policy protocols will be followed. A member of the school's administration team will contact a parent or carer to inform them of their child's phone confiscation. The phone will be made available for collection by a parent or carer. Mobile phones will only be returned to a parent, carer or nominated adult.

Where parents or carers need to contact students during the school day, they should do so on the school telephone system via reception.

Where a mobile phone is confiscated on multiple occasions, a meeting will be arranged for parents or carers to meet with a senior member of staff in school.

Phones should not be visible after 3.30 on the school site. If a student is seen using a mobile phone after 3.30 without the permission of a staff member, the member of staff will ask them to put their phone away and the student will then be issued with a mobile phone after-school detention on Class Charts. If a student does not follow this simple instruction, then this should be referred to the Behaviour Support Team to deal with. For students that persistently use their mobile phone after school, sanctions will escalate.

In accordance with the school's safeguarding protocols, the school reserves the right to involve the Police, as required, to search confiscated devices where there is a reasonable suspicion that it may contain undesirable material, including those which involve sexually inappropriate material or promote pornography, extremism, violence or bullying.

4.5 DEALING WITH 'PROHIBITED ITEMS' IN SCHOOL – to be read in conjunction with Appendix 7

In line with legislation, the school has a policy of no smoking in the building and on the school site including e-cigarettes and vapes.

No alcohol should be consumed during the course of the normal school day. Those hiring the school premises are not allowed to consume alcohol on site unless it has been authorised by the Local Governing Board and forms part of the lettings' contract.

The school will ensure that potentially harmful substances are stored safely, and students will be supervised carefully where such substances are used in the course of their work. The use of aerosol deodorants will be discouraged because of the potential risks to people with asthma or other bronchial problems.

No illegal or illicit substances should be brought to school or used on school premises.

In the event of finding a drug or suspected illegal substance members of staff will follow the procedures in Appendix 7.

As a result of a drug-related incident, the student(s) concerned will be subject to disciplinary action. This action may result in a suspension and, in the most serious of cases, may result in permanent exclusion.

4.6 SCREENING, SEARCHING AND CONFISCATION

There are two sets of legal provisions that enable school staff to confiscate items from students:

- 1) The **general power to discipline** enables a member of staff to confiscate, retain or dispose of a student's property as a punishment, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully (Section 94 of the Education and Inspections Act 2006).
- 2) **Power to search without consent** for "prohibited items" (Section 550ZA (3) of the Education Act 1996) including:
 - Knives and weapons.
 - Alcohol.
 - Illegal drugs.
 - Stolen items.
 - Tobacco, cigarette papers and e-cigarettes.
 - Vaping paraphernalia.
 - Fireworks.
 - Pornographic images.
 - Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.
 - Laser pens / pointers.
 - Drug paraphernalia.
 - Legal highs.
 - Extremist material.

The Headteacher and other authorised staff can search lockers etc. without the permission of the student when looking for prohibited items. These prohibited items may be stored on a student's phone or device. Staff have the power to confiscate phones and personal devices to search for such prohibited items.

Members of staff can search a student's outer clothing, so long as a witness is present, without the consent of the student.

The personal search must be undertaken by a teacher of the same sex with the witness being the same sex wherever possible.

Reasonable force may be used in order to complete the search.

Students should be given the opportunity to empty their pockets, bag, etc. in the presence of a witness.

Prohibited items found as a result of a search must be dealt with in the following way: weapons, knives, drugs and extreme or child pornography must always be handed over to the Police, otherwise it is for the member of staff to decide if and when to return a confiscated item.

4.7 WHEN TO CONTACT THE POLICE

Once a decision is made to report the incident to Police, we will ensure any further action we take does not interfere with any Police action taken. However, we retain the discretion to continue investigations and enforce our own sanctions so long as it does not conflict with Police action.

When making a report to the Police, it will often be appropriate to make in tandem a report to LA Children's Social Care. As set out in Keeping Children Safe in Education, it would be expected in most cases that the Designated Safeguarding Lead (or one of the Deputies) would take the lead.

Reports of child on child sexual violence and abuse can be especially difficult to manage and Part 5 of Keeping Children Safe in Education provides additional guidance.

The Police will always be contacted in situations where controlled drugs are found unless there is good reason not to do so. In these cases, the member of staff must safely dispose of the drugs.

In determining whether there is a good reason to dispose of controlled drugs, the member of staff should take account of all relevant circumstances and use their professional judgement to determine whether they can safely dispose of the controlled drug. When staff are unsure as to the legal status of a substance and have reason to believe it may be a controlled drug, they should treat it as such. If the member of staff is in doubt about the safe disposal of controlled drugs, they should deliver them to the police. Other substances which are not believed to be controlled should also be delivered to the Police, or disposed of as above, if the member of staff believes they could be harmful. Any decisions made on the appropriate sanctions to impose will consider the advice of the Police. Further advice on this subject can be found in the NPCC guidance document *When to call the Police – Guidance for schools and colleges*:

<https://www.npcc.police.uk/SysSiteAssets/media/downloads/publications/publications-log/2020/when-to-call-the-police--guidance-for-schools-and-colleges.pdf>

If other substances are found which are not believed to be controlled drugs, but the member of staff believes they could be harmful, these will be confiscated and disposed of in accordance with the school's procedures. This would include, for example, so called 'legal highs'.

In the event of a drug-related incident in the school, the school would co-operate with the Police should they wish to search the premises. Under no circumstances will individual students be searched on the school premises by anyone other than school staff unless they are accompanied by a parent, carer or appropriate adult designated by the Headteacher.

As a result of a drug-related incident, the students concerned will be subject to further action.

4.8 SUSPENSIONS/EXCLUSIONS – to be read in conjunction with Appendix 8

Cockermouth School is an inclusive school. The decision to suspend or exclude a student from school is a serious one and may only be taken by the Headteacher. Students may be suspended/excluded from school for a one-off serious breach of school discipline and for persistent disruptive behaviour. Where appropriate, internal suspensions may be used to sanction a student while keeping them in school. Fixed period suspensions and permanent exclusions may be used for more serious behaviour incidents or where allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school.

Disruptive behaviour can be an indication of unmet needs. Where the school has concerns about a student's behaviour it will attempt to identify whether there are any causal factors and intervene early in order to reduce the need for a subsequent suspension/exclusion. In this situation the school will give consideration to a multi-agency assessment that goes beyond the student's educational needs.

The school recognises its legal duty under the Equality Act 2010 to prevent students with a protected characteristic from being at a disadvantage. Consequently, the school will make reasonable adjustments to cater to the needs of the student and these will be clearly communicated to parents / carers.

In all cases where suspension/exclusion is used as a sanction, the member of the Leadership Team involved will use the procedures set out in section 4.8 of this Behaviour Policy to ensure the facts have been established, the student has a voice, safeguarding, safety and special needs issues have been considered, and communication within school and with parents is clear. In all cases the student will be given work to complete during the period of suspension/exclusion.

For a fixed-period suspension of more than five school days, the Local Governing Board must arrange suitable full-time education for any student of compulsory school age. This provision must begin no later than the sixth day of the suspension. For permanent exclusions, arrangements must be made for suitable full-time education for the student to begin no later than the sixth day of the exclusion. Please see Appendix 8 for information about the types of behaviours that could lead to a fixed period suspension or permanent exclusion.

Parents have the right to make representation to the Local Governing Board if they wish to question a decision to suspend/exclude. Where parents (or suspended/excluded student, if aged 18 or over) dispute the decision of an Local Governing Board not to reinstate a permanently excluded student, they can ask for this decision to be reviewed by an independent review panel.

This panel does not have the power to direct an Local Governing Board to reinstate a suspended/excluded student. However, where a panel decides that an Local Governing Board's decision is flawed when considered in the light of the principles applicable on an application for judicial review, it can direct an Local Governing Board to reconsider its decision.

4.9 ISOLATION - to be read in conjunction with Appendix 5

The Isolation Room allows a student displaying disruptive behaviour to be placed in an area away from other students for a limited period. Any use of Isolation that prevents a child from leaving a room of their own free will should only be considered in exceptional circumstances, such as when they may be at risk from harm to themselves or others. Members of staff must ensure the health and safety of students in the Isolation Room and any requirements in relation to safeguarding and student welfare. CCTV may be used in the Isolation Room for the protection of both students and staff.

The Headteacher will decide how long a student should be kept in Isolation, and the staff member in charge will ensure that students follow the rules of the Isolation Room. Students will be kept in Isolation no longer than is necessary and their time spent there is used as constructively as possible catching-up or keeping-up with class work or completing coursework or examinations. They will also be asked to reflect on and learn from the behaviour that has resulted in their being placed in isolation.

Students will be allowed to drink water, eat and use the toilet.

The Behaviour Support Team will plan and deliver behaviour intervention programmes to support students to reflect on and improve their conduct, managing the caseload for identified students who may require behavioural, emotional and social intervention.

4.10 INVESTIGATING BEHAVIOUR INCIDENTS

The procedure to be followed in a given situation will depend on the circumstances of the case, but the following should be used as a template for staff investigating an incident. Our internal procedures follow these principles.

- All relevant students should be interviewed and a written statement should be requested from witnesses or those directly involved in the incident.

- Students involved may be kept separate until their statement is complete or the outcome of the investigation has been reached. It may be appropriate to withdraw students from lessons for this to take place.
- All relevant staff should be asked to give an account and produce a written statement.
- Any written statement must be signed and dated by students and staff.
- It may be appropriate for a member of staff to scribe for a less able student. Where this is the case, this should be made clear on the statement form.
- Where discrepancies arise, further investigation should take place to ensure that a fair and balanced investigation has taken place and that the student's voice has been heard.
- The decision maker will maintain an open mind until all the evidence has been collected.
- Parents will be informed about the outcome of an investigation as soon as is reasonably practicable.
- When deciding on an outcome a judgement must be formed 'on the balance of probabilities'. That means that it is more likely than not that an incident took place and that the student has done what they have been accused of.
- For the most complex behaviour incidents, the investigation can sometimes take a long time, in order for the school to reach the best decision. When this is the case, we will keep parents/carers informed of the progress of the investigation, and will share the outcomes as soon as is reasonably practicable.
- If a parent or student wishes to access more information about a behaviour incident, a subject access request can be made, and the request will be assessed and processed in line with our Information Policy.

5. Behaviour Strategies and the Teaching of Good Behaviour – Bullying and Child-on-Child Abuse

Members of staff will take incidents of bullying seriously and will always take action to stop bullying. For Cockermouth School, bullying is defined as:

"Behaviour by an individual or group, 'several times on purpose' ('STOP'), that intentionally hurts another individual or group either physically or emotionally". Students can abuse other children (often referred to as child-on-child abuse).

Specific types of bullying or peer abuse include those relating to:

- Race, religion, culture or gender.
- SEN or disabilities.
- Appearance or health conditions.
- Gender
- Sexual orientation and gender identity.
- Young carers or looked after children or otherwise related to home circumstances.
- Sexist or sexual bullying.

Bullying can take place between students, between students and staff, parents and staff or between staff; by individuals or groups; face-to-face, indirectly or using a range of cyber bullying methods.

Acts of bullying or child-on-child abuse often involve an imbalance of power between the perpetrator and the victim, and can include:

- Name-calling.
- Taunting.
- Mocking.
- Making offensive comments.
- Kicking, hitting, shaking, biting, hair pulling or otherwise causing physical harm.
- Taking belongings.
- Inappropriate text messaging and emailing.
- Sending offensive or degrading images by phone or via the internet e.g. via social networking sites.
- Producing graffiti.

- Gossiping.
- Excluding people from groups.
- Spreading hurtful and untruthful rumours.
- Sexual harassment
- Sexual violence
- Upskirting.

Cyber bullying

Cyber bullying can be defined as the use of information and communications technology and mobile devices deliberately to upset someone else. Cyber bullying that occurs while students are under the school's direct supervision will be dealt with in line with this policy.

In cases where cyber bullying occurs while students are outside our direct supervision, parents will be encouraged to report these incidents to the Police as criminal laws may apply. The school will also continue to support families in such cases.

Cockermouth School does not tolerate any form of bullying and will work pro-actively with students and parents to reduce the likelihood of bullying occurring and to resolve issue as quickly as possible. Education takes place through form-time activities, assemblies and through the PD curriculum alongside whole school awareness raising.

5.1 REPORTING, RECORDING AND ACTING ON INCIDENTS OF BULLYING

Students and parents are encouraged to report bullying to any member of staff. Incidents are in the first instance referred to the student's class teacher or pastoral leaders and will then be investigated by the Behaviour Support Team; appropriate action will be taken and parents will be informed promptly using usual school procedures. All incidents resulting in a sanction must be recorded on Class Charts and relevant communication regarding safeguarding concerns will take place through CPOMS. Student voice is important and students are encouraged through various means to report any incidents of bullying behaviour, which they encounter personally or of which they become aware.

Students have written an 'Anti-Bullying Statement' to communicate this policy with students, staff and parents.

Ensuring that the victim feels as safe as possible is the main priority for the school. Each reported incident will be taken seriously and investigated thoroughly, (including for example talking to students and by taking statements from those directly involved along with any witnesses) before any sanction is issued or restorative action taken. The School will work closely with the parents/carers of both the victim and perpetrator to discuss the incident and will communicate any sanctions or further support that will be put in place.

Where an incident has taken place off-site and out of school hours, the school will continue to act on bullying where the students involved are in Cockermouth School uniform, travelling to or from school and / or where the bullying is having a clear impact on the wellbeing of the victim whilst they are at school.

Depending on the nature of the incident, Cockermouth School may encourage the victim's parents to contact the Police.

Support for the victim may include:

- Regular monitoring through form tutor and pastoral teams.
- Peer mentoring.
- Referral to the Inclusion team.
- Referral to the school counsellor.
- Referral to specialist support, including external agencies.

Sanctions will depend on the nature of the specific incident, but one or more of a range of sanctions may be applied by the School:

- A meeting with or between students and/or parents, led by a skilled member of staff to resolve the situation.
- Detention.
- Removal of social time.
- Use of the Isolation Room.
- Internal Suspension.
- Fixed period Suspension.
- Permanent Exclusion

5.2 RESPONDING TO INCIDENTS OF SEXUAL HARASSMENT OR SEXUAL VIOLENCE

Cockermouth School ensures that where a student reports sexual harassment or sexual violence, that the appropriate steps are taken in line with Part Five of *Keeping Children Safe in Education* and the *Sexual violence and sexual harassment between children in schools and colleges* DfE document from September 2024.

Cockermouth School will ensure that all victims are reassured that they are being taken seriously, regardless of how long it has taken them to come forward and that they will be supported and kept safe.

Abuse that occurs online or outside of the school will also be treated equally seriously.

The Designated Safeguarding Lead (DSL) will carefully consider any report and will refer to children's social care and the Police as appropriate. Where appropriate, a senior female member of staff will be involved in the decision making process and agree any actions.

After any report of sexual harassment or sexual violence, the school will consider carefully what their key learning points are, what sanction needs to be applied and what restorative and educational work needs to take place, in order to avoid a similar event happening again. As a school we use the following tools to continue to educate staff and students:

- Training to help staff identify the signs.
- Assemblies.
- PD curriculum.
- Guest speakers.
- Support from external agencies.

5.3 STUDENTS' CONDUCT OUTSIDE THE SCHOOL GATES

Members of staff have the power to discipline students for misbehaving outside of the school premises "to such an extent as is reasonable" (Section 90 of the Education and Inspections Act 2006).

Incidents of non-criminal bad behaviour and bullying, which occurs off the school premises and which is witnessed by a staff member or reported to the school, will be treated in the following ways:

- The school will contact parents of the student(s) involved to inform them of the behaviour.
- The student will receive an appropriate and proportionate sanction, which may include a detention or a suspension/exclusion.

Members of staff may sanction for misbehaviour when the student is:

- Taking part in any school-organised or school-related activity or travelling to or from school.
- Wearing school uniform.
- In some other way identifiable as a student at the school.

or misbehaviour at any time, whether or not the conditions above apply, that:

- Could have repercussions for the orderly running of the school.
- Poses a threat to another student or member of the public.
- Could adversely affect the reputation of the school.

In all cases of misbehaviour the teacher can only sanction the student on school premises or elsewhere when the student is under the lawful control of the staff member.

5.4 POWER TO USE REASONABLE FORCE

Members of staff have the power to use reasonable force to prevent students committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

Headteachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

5.5 STAFF DEVELOPMENT AND SUPPORT – TRAINING

All members of staff will receive training about the use of reasonable force appropriate to their role to enable them to carry out their responsibilities. This will include training on any restraint techniques that must not be used because they are known to present an unacceptable risk when used on children and young people.

Some staff will receive additional training on the appropriate techniques that may be used to physically restrain students. This more specific training will be to an approved nationally acceptable level (Team Teach) and will be regularly refreshed.

6 Allegations of abuse against staff and other adults working in the School

The Governorss of Cockermouth School have a duty to safeguard and promote the welfare of children and create and maintain a safe learning environment (Section 175 of the Education Act 2002). Our policy is to identify where there are child welfare concerns and take action to address them, in partnership with other organisations where appropriate, and in accordance with local inter-agency procedures.

School staff have a positive role to play in child protection, as their position often allows them to be able to observe outward signs of abuse and changes of behaviour in children. Because of their role, however, they are also open to accusations of abuse. Such allegations may be true, but they may also be false, misplaced or malicious.

In order to fulfil its commitment to the welfare of children, Cockermouth School has a procedure for dealing with allegations of abuse against members of staff and volunteers.

The procedure aims to ensure that all allegations are dealt with fairly, consistently and quickly and in a way that provides protection for the child, whilst supporting the person who is the subject of the allegation.

In the event that a member of staff does not wish to report an allegation directly, or they have a general concern about malpractice within the school, reference can also be made to the school's Whistleblowing Procedure.

The procedure complies with the framework for managing cases of allegations of abuse against people who work with children, as set out in the statutory guidance 'Keeping Children Safe in Education' published by the DfE (September 2024) and the Cumbria Safeguarding Children Partnership's (CSCP) procedures.

6.1 ACTION IN THE EVENT OF A MALICIOUS ALLEGATION

If an allegation is determined to be unfounded or malicious, the Designated Officer (DO) will be informed via Cumberland Safeguarding Hub and will refer the matter to local authority Children's Social Care Services to determine whether the child concerned is in need of services, or may have been abused by someone else.

In the event that an allegation is shown to have been deliberately invented or malicious, the Headteacher will consider whether any disciplinary action is appropriate against the student who made it, or the Police will be asked to consider whether any action might be appropriate against the person responsible, including situations where the individual concerned was not a student. Such cases may be dealt with under the Protection from Harassment Act 1997.

The disciplinary action taken against a student might include detention, fixed period suspension or permanent exclusion. Whatever action is taken will be discussed with the parent or carer of the student concerned as early as possible.

7. Liaison with Parents and other Agencies

Cockermouth School encourages close links with parents and the community. We believe that students benefit when the relationship between home and school is a positive one.

Parents are informed about the behaviour and attitude to learning of their children in a variety of ways. Cockermouth School uses web based applications called Firefly and Class Charts, which provide parents with live information about achievement and behaviour points awarded in school. Reports and Parents' Evenings give parents feedback about their children's behaviour and attitude to learning.

The Behaviour Support Team and / or pastoral leaders will invite parents to attend individual meetings to discuss their child if members of staff are concerned about a student's behaviour or attitude. In most cases, a member of the Behaviour Support Team will hold a re-admission meeting, for example, after an internal or fixed period suspension to agree an action plan.

7.1 BEHAVIOUR OF PARENTS AND OTHER VISITORS TO THE SCHOOL

The vast majority of parents and others visiting our school are keen to work with us and are supportive of the school. However, on the rare occasions when a negative attitude towards the school is expressed, this can result in threatening behaviour, written, verbal and/or physical abuse towards a member of the school community.

Threatening behaviour and abuse against school staff or other members of the school community will not be tolerated. When formulating our procedures, reference was made to the DfE document 'A Legal toolkit for schools – Tackling abuse, threats and violence towards members of the school community'.

Cockermouth School expects and requires staff to behave professionally in these difficult situations, and to attempt to defuse the situation where possible, seeking the involvement of a member of the Leadership Team. However, all members of the school community (including other parents and visitors) have the right to visit and work without fear of violence and abuse, and the right, in an extreme case, of appropriate self-defence.

We expect parents and other visitors to behave in a reasonable way towards other members of the school community. The following outlines the steps that will be taken where parent or visitor behaviour is unacceptable.

7.2 TYPES OF BEHAVIOUR THAT ARE CONSIDERED UNACCEPTABLE

The following list outlines the types of behaviour that are considered serious and unacceptable and will not be tolerated towards any member of the school community. This is not an exhaustive list but seeks to provide illustrations of such behaviour:

- Shouting, either in person or over the telephone.
- Speaking in an aggressive/threatening tone.
- Physical intimidation e.g. standing very close to another person.

- The use of aggressive hand gestures/exaggerated movements.
- Physical threats.
- Shaking or holding a fist towards another person.
- Swearing.
- Pushing.
- Hitting, e.g. slapping, punching or kicking.
- Spitting.
- Racist or sexist comments.
- Sending inappropriate or abusive e-mails to school staff or to the general school e-mail address.
- Publishing or posting derogatory or inappropriate comments that relate to the school, its students or staff/volunteers on a social networking site.
- Breaking the school's security procedures.
- In seeking to make a complaint, refusing to follow the school's Complaint Policy or refusing to accept the findings of the investigation into a complaint where the school's Complaint Policy has been fully and properly followed and completed.

Unacceptable behaviour may result in the Police being informed of the incident.

7.3 PROCEDURES FOR DEALING WITH UNACCEPTABLE BEHAVIOUR

When a parent or visitor behaves in an unacceptable way during a telephone conversation, members of staff at the school have the right to terminate the call. In such cases, or when a parent or member of the public uses electronic communication in an unacceptable way, the incident will be reported by staff to the Leadership Team. The school reserves the right to take any necessary actions to ensure that members of the school community are not subjected to verbal abuse. The school may warn the parent or visitor, implement a communication plan which will be reviewed monthly, ban them from the school, and/or contact the Police.

When any parent or visitor behaves in an unacceptable way in person towards a member of staff, a member of the Leadership Team will seek to resolve the situation through discussion and mediation. If necessary, the school's Complaint Policy should be followed. Where all procedures have been exhausted, and aggression or intimidation continues, or where there is an act of violence, the discussion will be terminated and the parent or visitor will be asked to leave the school immediately. It is also an offence under Section 547 of the Education Act 1997 for any person (including a parent) to cause a nuisance or disturbance on school premises. The Police will be called if necessary. The parent or visitor may also be banned from the school premises for a period of time, which will be determined by the school.

Prior to a ban being imposed, the following steps will be taken:

- Depending on the severity of the incident, the parent/visitor may first be issued with a written warning stating that, if a similar incident occurs, the individual concerned will be banned from the school premises.
- In more serious cases, the parent/visitor will be informed, in writing, that she/he is banned from the premises temporarily, subject to review, and what will happen if the ban is breached.
- Extreme incidents will result in a permanent ban being enforced. The individual will be informed in writing of the permanent ban.
- In all cases, parents will still have the opportunity to discuss any issues relating to their child with school staff and a communication plan will be relied on by school to facilitate such discussions.
- Incidents of verbal or physical abuse towards staff may result in the Police being informed, and may result in prosecution.

8. Managing Student Transitions - Communications

Cockermouth School will ensure there is always effective communication and good relationships with other schools and agencies to promote the well-being of all students. The school has procedures for sharing information with primary feeder schools to ensure effective transition between KS2 and KS3, which includes sharing information about behaviour.

8.1 TRANSITIONS

The school will ensure that good systems are in place to ensure the effective communication of student information as students progress through the school. Communication between Pastoral Leaders, through Class Charts record-keeping, and regular school inclusion meetings and the continuity of form tutors from one year to another will support students. Key transitions are supported by Information Advice and Guidance meetings and open evenings where students, parents and tutors discuss the student's welfare and future plans.

8.2 OTHER AGENCIES

The Senior Leader with responsibility for Safeguarding (DSL) will represent the school on the Inclusion Panel to ensure effective communication about students who are hard to place and students with critical need for behaviour support. Liaison with alternative providers and other schools may lead to intensive behaviour support or a fresh start for students at risk of suspension/exclusion.

Appendix 1: Rewards

Positive Points (+1)

Excellent Work and Attitude – To be awarded by: all members of staff (teaching and non-teaching)

This is to be awarded when a student makes a particularly positive impression through their approach to school or other people. This may be inside or outside the classroom. It may be, for example, that they display excellent manners, or that they do something that shows that they think of others, or that they take the time to help someone else. Students will also receive a positive point if they demonstrate excellent questioning, engagement or responses during an activity.

Excellent Homework or Independent Learning – To be awarded by: subject teacher

This is to be awarded by a subject teacher to any student who produces an outstanding piece of work at home. This may be work that is of a particularly high standard, or work that exceeds the level that they have previously shown themselves capable of.

Excellent Organisation – To be awarded by: form tutor or subject teacher

This is to be awarded by a student's form tutor or subject teacher, for showing excellent levels of organization. There can be checks of equipment, uniform, letter returns etc. at the discretion of the Pastoral Lead and those students who meet the necessary expectations can be rewarded with a point.

Out of Classroom – To be awarded by: any member of staff

This is to be awarded to any student who makes a significant positive contribution to a member of staff or one of their peers during break or lunch time.

Marking and Feedback – To be awarded by: subject teacher

This is to be awarded by a subject teacher to any student who produces work of a sufficiently high standard consistently over three pieces of marked work.

Extra-Curricular – To be awarded by: activity leader or form tutor

This is to be awarded by the leader of an extra-curricular activity. It is designed to reward excellence outside of the classroom. It may be awarded for impressive performance or an excellent application to a particular activity. As a form tutor this should be used to reward attendance in an inter-form competition.

Attendance – To be awarded by: Attendance Officer

This is awarded to students with excellent or improving attendance

Employability Skills – To be awarded by: any member of staff

A positive point will be awarded to a student who demonstrates excellence in any of the following categories: Aiming High, Creativity, Leadership, Independence, Listening, Communication, Presenting, Teamwork, Problem Solving, Positivity, Perseverance.

Positive Points (+3)

High Performance awards will be issued to students who have demonstrated excellence in the following categories:

Outstanding Achievement, Outstanding Contribution, Outstanding Representation.

Appendix 2 : Classroom Expectations

At Cockermouth School, we set high expectations of all students. In classrooms, there are three clear expectations:

- Students must follow the instructions of staff at the first time of asking.
- Once the lesson has begun, students should only talk as and when directed by a member of staff. Any discussion should be about the work in question. Off-task talk is not permitted.
- There are only 2 appropriate responses when challenged by a member of staff:
- Accepting – Yes, I understand, sorry...
- Please could I speak to you at the end of the lesson?

This list is not exhaustive and Cockermouth School will decide what is/is not acceptable at all times.

Verbal Warning

If a student disrupts their own learning or the learning of others they will first receive a Verbal Warning that they are not behaving in an acceptable manner. The teacher will make a note of any student that has been given a verbal warning.

C1

If the student continues to disrupt their own or others learning they will receive a C1. This is the first consequence as a result of negative behaviour. The teacher will give the student a second warning and a Behaviour Point will be recorded.

C2

If the student fails to address their behaviour and continues to disrupt learning they will receive a C2. This is the second consequence as a result of negative behaviour. Any student that is given a C2 will receive a 1 hour after school detention and two Behaviour Points will be recorded.

C3

If the student continues to behave inappropriately then they will receive a C3. This is the third consequence as a result of negative behaviour. The member of staff on Active Patrol will be called and the student will be removed from the classroom and taken to Isolation.

The student will be placed in Isolation for a period of time (a minimum of two lessons) and three Behaviour Points will be awarded, this should be recorded as a C3 by the member of teaching staff as soon as is practical following the incident taking place. Students who receive a C3 will also have a 1 hour after school detention the following day. For more serious incidents the decision may be taken to upscale a C3 to a C4 or C5 following an investigation.

C4

This is for serious incidents that result in a student being issued with an Internal Suspension following an investigation by the Behaviour Support Team. (See Appendix 8 for further information on the type of behaviours that can lead to a C4). All students who receive a C4 will spend a day in the Isolation Room (including a detention until 16.30). (See Appendix 10 for the process that will be followed in making a decision about a C4)

C5

This is for serious incidents that result in a student being issued with a Fixed Period Suspension following an investigation by the Behaviour Support Team. (See Appendix 8 for further information on the type of behaviours that can lead to a C5). All students who receive a C5 will be issued with a minimum of 1 day in Isolation (including a detention until 16:30) on their return to School. (See Appendix 10 for the process that will be followed in making a decision about a C5)

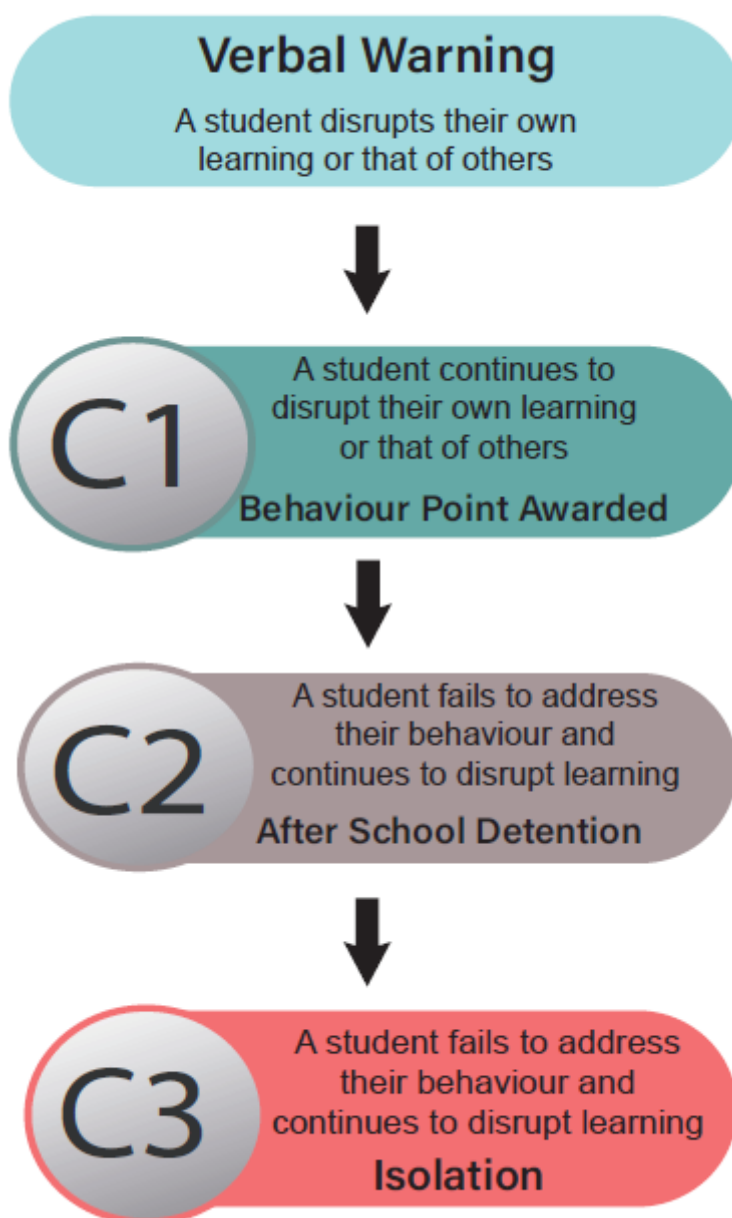
High Level Disruption/Serious Incidents/non-compliance with School procedures

For a highly inappropriate act, or disruption that has a significant effect on students' learning and/or safety a C2, C3, C4 or C5 may be issued without a verbal warning or C1 warning being given.

This is discretionary, but will only be used for an incident where it is deemed essential to escalate the consequence quickly. Incidents would include (but are not limited to) swearing at a member of staff, a physical altercation, dangerous or threatening behaviour or extreme defiance.

Whenever a serious high-level incident occurs, a full investigation will always take place and a decision will be made by the Behaviour Support Team to determine whether further escalation is required to a C4 or C5. (See Appendix 10 for the process that will be followed in making a decision about a C4/C5)

For incidents that the School investigates and perceives to be of a serious nature, students will be issued with either a C4 (Internal Suspension in Isolation) or a C5 (Suspension). All students who receive a Suspension will be issued with a minimum of 1 day in Isolation (including a detention until 16:30) on their return to School.



There are only 2 appropriate responses when challenged by a member of staff

Appendix 3 : Homework, Organisation and Lateness to Lessons

Homework Procedures

In the first instance of a student failing to complete homework they will receive a Verbal Warning during a lesson and the class teacher will ensure that this is clearly communicated to the student. A new deadline for the completion of this homework should be set.

If the student continues to not meet the expectations for homework they will be issued a Behaviour Point H1.

If a student receives three H1's, there will be a communication sent home to inform parents that a Homework Issue has been identified.

If a student receives five H1's, they will be issued an H2 (after school detention for one hour).

Each subsequent accumulation of five H1's will result in the issuing of an H2 (after school detention for one hour).

Persistent issues within a subject

If a student continues to not meet expectations with homework within a subject, departments will issue a H1 each time this happens.

If a student receives two H1's in the same subject, the class teacher will discuss appropriate support with the student.

Persistent homework issues within a department should be addressed by a conversation between the student and class teacher, alongside contact home.

This should be discussed with the Head of Department.

Concerns about the learning needs of a student with reference to homework may be referred by the class teacher to the SENDCo for further support following discussion with the Head of Department.

If there is a pastoral concern regarding homework not being completed, then this may be referred by the class teacher to the Pastoral Leader for further support following discussion with the Head of Department.

Organisation Procedures

Heads of Department will ensure that there is a clear communication at the start of the term, through class teachers to all students, with regard to what is required to be correctly organised within their subject. Appropriate steps will be taken to support students and reduce organisational consequences, wherever possible. Consequences will be applied where students are failing to meet basic expectations and not taking reasonable steps to ensure that they are correctly equipped.

In the first instance of a student failing to be correctly organised for a lesson they will receive a Verbal Warning and the class teacher will ensure that this is clearly communicated to the student.

If the student continues to not meet the expectations set out by the class teacher they will receive a Behaviour Point O1.

If a student receives 5 O1s in different subjects within a term, form tutors and parents will be notified through a Class Charts alert and appropriate support will be offered by tutors to ensure that these students are appropriately equipped for the day.

Persistent issues within a subject

If a student continues to not meet expectations with organisation within a subject, departments will issue an O1 each time this happens. If a student receives two O1's in the same subject then departments will discuss appropriate support with the student.

Persistent organisation issues within a department should be addressed by a conversation between the student and class teacher, alongside contact home.

Lateness

Some lateness to lessons is unavoidable and staff will use their professional judgement to understand where students have arrived late for reasons which are outside of their control. Consequences will be applied where students are not taking reasonable steps to ensure that they are arriving at the lesson promptly.

In the first instance of a student arriving late (with no acceptable reason) they will receive a Verbal Warning.

If the student continues to not meet the expectations set out by the class teacher they will issue a Behaviour Point L1.

If a student receives five L1s they will be issued an L2 (after school detention for one hour). This will be recorded on Class Charts and they will be added to the centralised detentions.

Each subsequent accumulation of five L1's will result in an L2 (after school detention for one hour).

Persistent issues within a subject

If a student continues to not meet expectations with regard to lateness within a subject, departments will issue an L1 each time this happens.

Persistent lateness issues within a department will be addressed by a conversation between the student and class teacher, alongside contact home.

Appendix 4 : Monitoring

Following a higher level incident (C4 or C5) or where there are repeated or significant issues, a student's behaviour will be closely monitored by the Behaviour Support Team for a minimum of 5 school days following their re-admission. A readmission meeting will be held with parents / carers following a higher-level incident taking place and the discussion points from the meeting will be recorded.

When the Behaviour Support Team monitors a student, a member of the team will discuss the sanctions that will be applied if poor behaviour continues with the student and parents / carers.

The Behaviour Support Team will use Class Charts to monitor behaviour of these students each day and appropriate sanctions will be applied if the behaviour does not meet the agreed expectations.

Inappropriate behaviour whilst being monitored will lead to further consequences.

Consequence
A 90 minute detention (15.30 -17.00) if a student has been issued with a C2 on Class Charts the previous day.
A day in Isolation (until 16.30) if a student has been issued with two or more C2s on Class Charts the previous day.
A day in Isolation (until 17.00) if a student has been issued with a C3 on Class Charts the previous day. A C4 or C5 will also be considered (depending on the nature / seriousness of the incident)
A C4 or C5 will also be considered for students who persistently fail to meet the school's behaviour expectations on their return to school following a high-level incident taking place. The school may well also determine that further intervention work will need to take place with the student to help them to meet the school's expectations. A student will be placed on a behaviour ladder if they are given three Higher Level Sanctions (C4 or C5) during the course of an academic year. (See appendix 8 for further information)

Appendix 5 : Detentions and Isolation

For repeated incidents, or those of a serious nature, students will be issued with higher level sanctions, including detentions, time in Isolation or fixed period suspension.

After School Detentions

The School provides a centralised detention each weekday evening from 15:30 until 17:00.

The school will issue a one hour after school detention for any student who is issued with a C2 or accumulates behaviour points for homework, lateness and organisation. Once a teacher issues a C2 detention this cannot be changed.

After school detentions will be set for 24 hours after the incident. For example; an incident that occurs on Monday will have the detention set for the Tuesday evening (15:30-16:30). The expectation is that the student will attend this detention. If the student is unable to attend this detention, then the emphasis is on the student to speak to a member of their Pastoral Support Team to reorganise this detention. The detention can be done on the day of the incident, or on the day following the incident. If there are extenuating circumstances the detention may be completed at a later date, but this will be agreed within the 24 hour timeframe and approved by the Pastoral Support Team.

Students should attend at 15:30 and remain in the room until their detention is completed. If a student is late to the detention they will be required to stay in the detention until they have served the full one or 1 ½ hours.

If a student is absent on the day of their detention, they will complete the one hour detention on the day that they return to school (15:30-16:30).

If a student does not attend this detention they will be issued with a 1 ½ hour detention (15:30-17.00) on the school day which follows the day of the original detention.

If a student still does not attend the detention, or their behaviour does not meet expectations, they will be in Isolation (until 17:00) on the following day.

Failure to attend the 1 ½ hour detention will lead to a day in Isolation (until 17:00) the following day.

Detention Expectations

- Students will be seated in an exam style manner, with space in between them.
- They will enter in silence and remain in silence throughout.
- They must raise their hand if they need to speak to a member of staff.
- No communication with other students is allowed.
- Students should be focussed throughout and will work on the tasks provided.

Isolation

Students issued with a C4 or returning to school following a C5 will be escorted to the Isolation Room within the Student Support Centre and supervised all day. As there is no expectation for class teachers to undertake additional work to set tasks for students in Isolation, students will be provided with work to complete for each of the six lessons and after school by the staff supervising Isolation, managed by the member of staff supervising in the Isolation Room.

- Students start their day in the Isolation Room at 8:40 and finish at 16:30, including a one hour after school detention.

- Students do not get break or lunchtime with other students.
- Students eat their lunch in Isolation and are not allowed to eat other than at allocated times during the day. Students will be able to order a lunch from the canteen (no hot meals).
- Packed Lunches may be brought but must not contain fizzy, or energy drinks.
- Water will be provided for students on request.
- Students do not talk to each other within the Isolation Room.
- Mobile Phones will be placed in a box on arrival in Isolation. These must be turned off and will be returned to students as they leave school.

Whilst in the Isolation Room the student's behaviour will be monitored by the staff present to ensure that they are meeting our expectations.

If a student has not met expectations twice during their time in Isolation, then a fixed period suspension will be considered.

The welfare of students spending time in Isolation will be considered and monitored at all times.

Appendix 6 : Out of Classroom Expectations

Our high expectations for behaviour are placed on students at Cockermouth School, whether they are inside or outside of the classroom. If any member of staff observes a student falling short of these expectations, they are asked to challenge students and to give them a consequence for their behaviour.

A lunch time detention will be issued for inappropriate behaviour around school, including behaviour such as: inappropriate use of language, chewing gum, running or shouting. Any member of staff can issue a lunchtime detention, for 25 minutes (12:50 – 13:15). This list is not exhaustive and Cockermouth School will decide what is/is not acceptable at all times.

Students will be given time between 13:15 and 13:40 to eat and use the toilet.

If a student fails to attend that detention in a timely manner, or if their behaviour within that detention does not meet expectations, then they will receive a C2; a one hour after-school detention and two Behaviour Points will be recorded.

For a highly inappropriate act, or disruption that has a significant effect on student safety, a C2 or C3 may be issued without a lunchtime detention being issued first. This is discretionary but will only be used for incidents where it is deemed necessary to escalate the consequence quickly. In such a situation the member of staff should seek assistance from a senior member of duty staff.

Whenever an incident occurs which results in a C3 being awarded, an investigation will take place and a decision will be made by the Behaviour Support Team to determine whether further escalation is required.

Appendix 7 : Procedures for Dealing With A Drug or Suspected Illegal Substance in School

In the event of finding a drug or suspected illegal substance members of staff will:

- Take possession of the article and inform a member of the Leadership Team who will inform the Headteacher at the first available opportunity.
- Conduct a search of any student who refuses to hand over articles.
- Bag the substance securely and label with the date, time and place of discovery in the presence of a witness.
- Sign the package and store in a secure place.
- The Headteacher will always involve the Police in the case of suspected drugs or illegal substances in school.

In the event of discovering a hypodermic needle, the incident should be recorded and the following procedure should be observed in order to protect all persons:

- Do **NOT** attempt to pick up the needle.
- Cordon off the area to make it safe.
- Inform a member of the Senior Leadership Team.

When being disposed of by an appropriate person, the needle should be placed in a sharps box or other secure metal box.

Where a search may be required please refer to section 4.5

Procedures for dealing with a student suspected to be under the influence of a drug or substance.

Stay calm, place the student in a quiet area, do not leave them on their own and seek medical advice from the school's first-aider who will assess the situation and act appropriately, the Headteacher/Senior Leadership Team member must also be informed.

Any suspected substances found should travel with the student if removed from the school for treatment. Vomit should be safely collected where possible by the school's first-aider and also taken with the student (for analysis).

All drug-related incidents will be recorded.

When to contact the Police/disciplinary action.

The Police will always be contacted in situations where controlled drugs are found. Any decisions made on the appropriate disciplinary action to be taken will take the Police advice into consideration.

- Where controlled drugs are found, these will be delivered to the Police as soon as possible.
- Alcohol will be disposed of. Under no circumstances will alcohol be returned to the student.
- Tobacco, cigarette papers or vapes or vaping materials will be disposed of in the same way as alcohol.
- If other substances are found which are not believed to be controlled drugs, these will be confiscated and disposed of in accordance with the school's procedures. This would include, for example, so called 'legal highs'.

Where staff suspect that a substance may be a controlled drug, they will treat them as controlled drugs and follow the procedure above.

In the event of a drug-related incident in the school, the school would co-operate with the Police should they wish to search the premises.

Appendix 8 : Tariffs and Sanctions

Further explanation about the behaviours that might result in particular sanctions is provided below. The following lists should not be read as definitive or exhaustive. At all times professional judgement will be used when deciding on a sanction and Cockermouth School will decide what is/is not acceptable at all times.

Examples of the type of behaviours that typically lead to a lunchtime detention are as follows:

- Inappropriate Behaviour (This includes shouting, screaming, littering, running in corridors and inappropriate physical contact with others)
- Inappropriate Language (This includes all forms of swearing and inappropriate topics of conversation)
- Inappropriate Response (This means that when challenged by a member of staff, students' responses should not involve complaining, arguing, sighing or any other form of negative response)
- Not wearing uniform correctly
- Chewing gum on the corridor or outside.

For more serious out of classroom incidents, the school reserves the right to escalate the sanction to C2 or above as appropriate.

Examples of the type of behaviours that typically lead to a C2, and which will result in an after-school detention, are as follows:

- 5 H1s (missed homeworks).
- 5 L1s (lateness).
- Disruption to a lesson through: calling out, talking out of turn, turning around, completing insufficient work, distracting other students, making noises, tapping, throwing objects and/or failing to follow staff instructions. Students will typically be given a verbal warning and C1 before a C2 is issued for these behaviours, but for a highly inappropriate act that has a significant effect on a student's learning and / or safety a C2 or C3 may be issued without a verbal warning or C1 being issued.
- Eating food or chewing gum in a lesson.
- Disrespectful behaviour towards students / staff / property.
- Cheating, misconduct or disruptive behaviour in a test.
- Inappropriate use of a mobile phone in school without permission (Phones will be confiscated and taken to reception for a parent/carer to collect).
- Persistent uniform issues.

Examples of the type of behaviours that typically lead to a C3 and which will result in removal to Isolation are listed below.

- Where a student continues to behave inappropriately, following the issuing of a C2 in a classroom.
- Using inappropriate language (eg. swearing, discriminatory comments).
- Aggressive or argumentative behaviour
- Inappropriate use of a mobile phone in school (Phones will be confiscated and taken to reception for a parent/carer to collect).
- Misconduct during an exam.
- Dangerous behaviour / damage to school property.
- Deliberately failing to follow the instructions of a member of staff.
- Walking away from staff or refusing to move.
- Repeated failure to attend an after-school detention.

Further action may be taken following an investigation into the C3 incident, which may well include escalation to C4 or C5 as appropriate.

Internal Suspensions (C4) and Fixed Period Suspensions (C5)

Discussion will always take place using our high-level incident flowchart with appropriate checks in place; ensuring that decisions on suspensions are never made in isolation. The underlying principle behind the list of offences that may escalate to a C4, C5 or permanent exclusion is that typically they cause personal harm, either physically or emotionally. We will use our professional judgement along with the application of sanctions in relation to previous similar incidents to inform our decision-making. In all cases the nature and severity of the incident that has taken place will be carefully considered before a decision about a sanction is made. For the most serious cases a longer fixed period suspension or permanent exclusion will be considered.

The type of behaviours that typically lead to either an Internal Suspension (C4) or a Fixed Period Suspension (C5) are as follows:

- Dangerous refusal to follow instructions.
- Deliberate dangerous behaviour.
- Deliberate damage, vandalism, or graffiti.
- Offensive or discriminatory language to other staff or students.
- Inappropriate physical contact with students or staff.
- Sexual misconduct
- Refusal to follow the instructions of a member of SLT.
- Lying during the course of an investigation.
- Failure to meet expectations whilst in the Isolation Room.
- Theft.
- Truancy.
- Verbal abuse towards staff or students.
- Intimidating or threatening behaviour towards staff or students.
- Physical assault on another student or member of staff involving any of the following:
 1. Kicking
 2. Hitting
 3. Shaking
 4. Biting
 5. Hair pulling
 6. Spitting
- Swearing directly at a member of staff either verbally or with the use of a gesture.
- Swearing in response to an instruction from a member of staff.
- Possession of or distribution of pornographic or other obscene materials.
- Inappropriately touching another student.
- Upskirting.
- Deliberate and wilful damage to school property.
- Incidents relating to inappropriate use of social media or online technology including the sending of offensive or degrading images by phone or via the internet e.g. via social networking sites.
- Instigating or filming a fight in school.
- Using / Bringing cigarettes, smoking paraphernalia or vapes or vaping materials in(to) school.
- Serious malicious allegations.
- Taking photographs, videos or audio of staff at Cockermouth School without permission.
- Sharing or posting images (as above).
- Using software or electronic devices to circumnavigate the school's internet safeguards.
- Abuse / Use of inappropriate or discriminatory language to another student or member of staff relating to:

1. Race
 2. Religion
 3. Culture
 4. Gender
 5. SEND
 6. Appearance of health conditions
 7. Sex
 8. Sexual orientation or gender identity
 9. Disability or health conditions
 10. Sexist or sexual bullying
- Bullying / Child on Child abuse including cyberbullying (please see section 5.1 regarding how the school will respond to reports of bullying / child on child abuse).
 - Bringing Cockermouth School into disrepute.
 - Wilful and repeated transgressions of any protective measures in place to protect public health.

Permanent Exclusion:

Cockermouth School will use the guidance for schools, updated in August 2024: ***“Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement”*** when considering any permanent exclusion.

For the following types of behaviour a permanent exclusion will be considered:

- Persistent disruptive behaviour / repeated failure to accept Cockermouth School's expectations for behaviour.
- Serious actual violence.
- Arson.
- Sexual abuse or assault against a member of staff or another student.
- Possession, supplying or use of an illegal drug or alcohol.
- Carrying or use or threat of use of an offensive weapon. The School will treat all bladed items as potentially offensive weapons, including pointed scissors and folding pocket knives with blades less than 3 inches; there is no justification for such an item in school.
- Serious and intentional damage to school property.

The offences that lead to suspension (C4/C5) or permanent exclusion will be reviewed and modified regularly and the list above should not be read as definitive or exhaustive.

For students with SEND or who are vulnerable, there will always be a consideration of the nature/length of any sanction and what reasonable adjustments need to be made.

Appendix 9 : Behaviour Ladders

The purpose of a behaviour ladder is to ensure that all stakeholders are aware of the stage that a student has reached within the upper tiers of Cockermouth School's Behaviour Policy and where the next steps will be if a student continues to fail to meet the expectations of Cockermouth School.

The aim is to prevent the student from behaving in such a way which would otherwise lead to them being permanently excluded, by making explicit the consequences of their actions and providing appropriate and increasing support and intervention throughout this process.

If a student receives two Higher Level Sanctions during an academic year then the parent and student will be informed at the second re-admittance meeting that they are at risk of being placed on a behaviour ladder.

A student will be placed on a behaviour ladder if they are given three Higher Level Sanctions (Suspensions or Internal Suspensions) during an academic year. At this stage the first three steps of the ladder will be populated and at the third re-admittance meeting the parent and student will be presented with this document and will be asked to sign it.

If there are further behaviour incidents that would normally lead to Higher Level Sanctions then the student will continue to be sanctioned, the ladder will be populated and they will move through the stages of the ladder. Support and relevant interventions will be put in place alongside any sanction.

It is possible that the seriousness of any specific incident may lead to a student being moved through more than one stage of the ladder. If this is the case, then this will be explained to the student and parent as part of the re-admission process.

If the student has a period of four school weeks where they are complying with the school's Behaviour Policy and there are no further Higher Level Sanctions imposed, then a conversation will take between the Headteacher and the member of staff who is responsible for the ladder. A decision will then be taken over whether or not the student should move down the ladder. This decision will be communicated to the student and parent.

If the student continues to behave appropriately after this period, then they can continue to step down the ladder at the discretion of the Headteacher and the member of staff who is responsible for the ladder.

At every stage, a full record of decisions and communications between school and home will be recorded.

Appendix 10: High Level Incidents Flow Chart

Student Name: **Form:** **Date:**

High level incident reported by:

Student goes to Isolation and completes Statement Form

Behaviour Lead/Active Patrol:

Initial investigation - Incident Form completed

Behaviour Lead/Active Patrol:

Staff & student statements collated and attached

Behaviour Lead:

Following investigation, possible recommendation of High Level Sanction

Recommendation:

Director:

Not recommended for suspension/exclusion – other sanction agreed

Details:

Director:

Is this an incident of sexual harassment or sexual violence? **Yes / No**

If yes, have the procedures been followed correctly and actions agreed by a senior female member of staff:

Assistant Headteacher:

Is this an incident of bullying? Yes / No Was the incident motivated by any of the following? **Disability / Gender / Gender Identity / Pregnancy / Maternity / Race / Religion or Belief (or lack of) / Sexual orientation**

Have the correct procedures been followed?

Director / Assistant Headteacher:

Internal Suspension – C4:

- Contact home - **Behaviour Lead**
- Email to staff - **Director**
- Sanction recorded - **Admin team**
- Letter/report - **Admin team**
- Readmission - **Behaviour Lead**
- CLA students - **Copy of letter to the Virtual School**

Director:

IF HIGH LEVEL SANCTION AGREED, CONTINUE OVERLEAF:

Should a permanent exclusion be considered? **Yes / No**

Fixed Period Suspension recommendation:

Assistant Headteacher:

SAFEGUARDING

- Checks against 'similar' incident or history of student
- Check Child Protection /SEND issues
- If drugs/alcohol/weapon, police involvement (incident number recorded)

DSL/Deputy DSL:

Is this an incident of sexual harassment or sexual violence? **Yes / No**

If yes, have the procedures been followed correctly and actions agreed by a senior female member of staff:

Assistant Headteacher:

Is this an incident of bullying? Yes / No Was the incident motivated by any of the following? **Disability / Gender / Gender Identity / Pregnancy / Maternity / Race / Religion or Belief (or lack of) / Sexual orientation**

Have the correct procedures been followed?

Director / Assistant Headteacher:

DECISION UPHeld BY HEADTEACHER

Length of time recorded / date(s) to be served:

Reason:

Headteacher:

Fixed Period Suspension C5:

- | | |
|-------------------|---|
| Contact home | - Director/Assistant Headteacher |
| Email to staff | - Director/Assistant Headteacher |
| Sanction recorded | - Admin team |
| CLA Students | - Copy of letter to the Virtual School |

Assistant Headteacher:

Fixed Period Suspension letter produced and checked by Headteacher. Copies distributed

Headteacher's PA:

One day in Isolation and readmission meeting

Director/Assistant Headteacher:

Student's behaviour monitored following Fixed Period Suspension

Director/Assistant Headteacher:

Paperwork collated, sent to Pastoral Team, put in file

Administrator:

Headteacher:

Mr R J King

Chair of Governors:

Mr A Rankin

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