



**THE
HESSLE
ACADEMY**



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Hessle High School and Sixth Form College Local Procedures for Implementing The Consortium Academy Trust's Behaviour Policy

Introduction

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

Purpose of Local Procedures

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

Scope

These procedures apply to all staff, learners, and stakeholders of **Hessle High School**. They must be used alongside the Trust Behaviour Policy. All staff are required to familiarise themselves with both the Trust Behaviour Policy and these local procedures.

Core Principles

- **Adherence:** The Trust Behaviour Policy is the definitive policy. All local procedures must strictly align with its principles and expectations.
- **Clarity:** Local procedures describe specific operational routines, roles, and responsibilities, without modifying the content or intent of the Trust policy.
- **Consistency:** Practices promote uniform application of the policy across all stakeholders.

Local Procedures

1. Communication of Behaviour Expectations

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

Staff Training: Our school's commitment to fostering positive behaviour is reinforced through ongoing professional development opportunities for our staff. This professional development includes the refinement of effective behaviour management techniques, tailored teaching approaches, and strategies for delivering high-quality education to every learner, including those with special educational needs and disabilities. We are committed to the development and implementation of a 'relational practice' approach and in doing so we focus on:

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

Learner Induction: At Hessle High School and Sixth Form College we believe that positive attitudes to learning, supported by high standards of behaviour, are fundamental expectations of all members of Hessle High School and Sixth Form College (hereafter 'Hessle'). All members of our community (staff, parents/carers and students) are expected to model and demonstrate our school values of **Collaboration, Ambition, Responsibility and Excellence (CARE)**.

Positive behaviour reflects the values of the school. We cultivate this through an environment that enables students to succeed socially and academically. Expected behaviour is explicitly taught to all learners through our behaviour curriculum and 'The Hessle Way' each half term, so that they understand what behaviour is expected and encouraged and what is prohibited. We use positive reinforcement when expectations are met, whilst consequences to actions when poor choices are made. The Hessle Way behaviour curriculum defines the expected behaviours through our routines. Please see *"Expectations to achieve outstanding behaviour"* in Appendix. It is centred on what successful behaviour looks like and defines our routines clearly for all parties, so it is understood, lived and breathed within the school community.

Central to securing this culture is a clear behaviour and discipline system that rewards positive behaviours. At Hessle, positive behaviours are consistently promoted, recognised and celebrated. Behind this is the shared belief that all individuals respond positively to

recognition and reward and through this are motivated to replicate and further develop these qualities.

AIMS

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

Parental Engagement: The behaviour policy always remains live on the school website for parents to view. Regular reminders are sent informally through school communication channels and via parent letters. Parents are expected to check their child's Arbor app daily for updates on House Points and consequences (including detentions). Where specific concerns arise, school staff may also contact via telephone, email or request a meeting with parents. For all higher-level consequences, such as suspensions, parents will be invited to attend a reintegration meeting where the behaviour displayed will be discussed and specific targets will be set.

2. Daily Operational Routines

Pupils should be at school by 8:30 a.m. for the start of their line ups and the school day will end at 3pm. Gates will open at 8:15am and will be locked when all students are expected to be in their morning zones. Anyone arriving after 8.30am without a valid reason will be marked as late for school.

- Each morning, learners are expected to line up in their designated zone areas
- Line-ups should be calm, in alphabetical order, and front-facing.
- Registration and uniform checks will be carried out during this time. If a learner arrives in incorrect uniform or wearing items that do not comply with the standards, they will be removed from circulation until appropriate uniform is provided. Learners wearing false eyelashes, acrylic/gel nails and any other cosmetic items will be asked to safely remove these and placed in our ARC provision where required.
- Learners will be escorted to their CARE period tutor bases to access the CARE curriculum.

Break and Lunchtime

- Morning break, lunchtime and at the end of the school day duty staff are deployed on duty points to ensure the safe release of all pupils
- Staff will be on duty to supervise during all social times

- The formal day finishes at 3pm. Learners may leave school site via Heads Lane (front of school). Learners using the bus should go to the turning circle at the front of the school and the buses depart at 3.10pm. Cyclists are expected to wear helmets, follow the Highway Code, and show respect to other road users. Bikes must be walked on school grounds.
- E-bikes/E-Scooters are not permitted to be brought onto school site and must not be ridden, parked or stored on school premises due to safety and legal considerations.

3. Roles and Responsibilities

Teachers: Responsible for classroom management, delivering lessons in an orderly environment, and addressing low-level disruptions in line with Trust guidelines. They should also record incidents accurately and escalate when necessary.

Support Staff: Assist in promoting positive behaviour throughout the school by modelling respectful conduct, supporting teachers in maintaining a purposeful learning environment, and supervising learners in corridors, social spaces, and during transitions. They should encourage positive choices, apply behaviour policy procedures fairly, and communicate concerns promptly to teaching or pastoral staff.

Pastoral Staff: Support learners with behaviour interventions as outlined in the policy, monitor individual progress, liaise with parents/carers, and provide targeted guidance to promote positive behaviour.

Leadership Team: Oversee consistency in behaviour management across the school, ensure staff are supported and trained, analyse behaviour data, and implement whole-school strategies where required.

Learners: Expected to follow the behaviour policy, engage positively in lessons, show respect to others, and take responsibility for their own actions.

Parents/Carers: Work in partnership with the school to reinforce behaviour expectations, support interventions, and maintain communication with staff.

4. Behaviour Monitoring and Reporting

- All point awards and behaviour incidents are recorded through the ARBOR platform. This platform allows for escalation in repeated behaviours to be actioned (please see 'Escalation of Behaviours')
- For more serious behaviours, written statements may be taken from staff and learners before a consequence is awarded by a member of the Pastoral Team or Leadership Team. When a higher level of consequence is awarded such as work in our ARC, work at one of our Trust (or other local partner) schools through an Off-Site Direction, Managed Move, fixed term suspension or a permanent exclusion, this will be communicated via telephone or in writing with parents and carers and will be recorded on the Learner's file.
- The Leadership team and Pastoral teams will quickly identify learners who need support, and a conversation will be made with parents/carers to identify any barriers. Pastoral teams may use, behaviour reports, Pastoral Support plans (PSPs), targeted

strategies including intervention from other agencies.

5. Rewards and Recognition

Our positive recognition and rewards are built upon our school values of **Collaboration**, **Ambition**, **Responsibility** and **Excellence** (CARE)

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

Academy Values

Young people are expected to follow the **Academy Values** in all that they do.

Hessle learners are proud to be recognised for following our values: CARE	
Collaboration	Ambition
Responsibility	Excellence

Positive Recognition and Rewards

Central to the philosophy and culture of Hessle High is the celebration of success and reward. Staff will routinely recognise, praise and reward young people in lessons and around the academy for demonstrating our CARE values ssuch as spontaneous day-to-day praise is the foundation on which relationships can be made.

Rewards build progressively and include:

- House (Value) Points awarded by subject teachers, tutors and all staff for students who meet the school values
- 'Shout Outs' is an opportunity for all staff to acknowledge students who deserve reward. This is celebrated with the students through the pastoral team, parents and visuals around the school. Given for students who are performing well and hitting our core school values.
- Centrally generated incremental Awards for reaching specified numbers of House Points
- Pastoral & Senior Leadership Team recognition
- Awards assemblies and events

Learner Examples C.A.R.E

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

COLLABORATION	- Working positively with others - Encouraging others to participate - Supporting younger students - Being a reliable team member
AMBITION	- Striving to improve and aiming high - Attempting challenging tasks - Putting full effort into classwork - Attending intervention/revision sessions
RESPONSIBILITY	- Making good choices and being dependable - Being ready to learn - Following instructions first time and making the right 'choices' - Excellence attendance and punctuality
EXCELLENCE	- Producing your very best work - Neat, well-presented work and taking pride in your learning - Outstanding effort and achievement - Celebrating success through rewards and recognition

Verbal Recognition

Throughout our school and during lessons, our staff employ positive language, provide detailed descriptive feedback and positive reinforcement to recognise learners' display of excellent learning habits. Staff members often provide positive phone calls home in order to provide families with positive information about their child.

Classroom/Subject Rewards

Individual teachers may have their own systems, star of the week, subject post cards, stickers, text messages.

End of Year Reward

To be eligible for the end-of-year reward, learners must meet a **behaviour threshold** that reflects consistent positive conduct throughout the school year.

Annual End-of-Year Celebration

Special ceremonies to honour learners with exceptional performance and consistent adherence to school values throughout the year.

Leadership Roles

Offering positions such as Senior Students, Head Student/Deputy Head Student in 6th form, plus student council members and house representatives to learners who consistently show leadership qualities and uphold school values.

Newsletters and social media

Featuring learner achievements and positive stories in school newsletters, on the school website, and on social media platforms.

House (Value) Points

All point awards turn into house points for our 4 houses, Cassio, Orlando, Portia and Ariel. By implementing a house points system, we aim to create a dynamic and supportive environment that promotes positive behaviour, fosters community, and encourages learners to strive for personal and collective excellence.

- House Points are the foundation of the formal rewards system
- All staff have access to Arbor to award House Points and these are placed in student planner in the first instance, then transferred to Arbor during our admin day in tutor time.
- House Points can be awarded to all young people regardless of age, ability or gender when they demonstrate the attributes associated with the school values.
- House Points can be awarded both within and beyond the classroom, offering flexibility to reward young people whenever positive behaviour is witnessed
- Students have many opportunities to demonstrate positive behaviours around the school that are linked to the Academy Values

The rewards hierarchy ensures that all students have the motivation and incentive to achieve recognition for their behaviour. A school rewards system based around our school values - **Recognition and Rewards for going 'above and beyond'**

"A system that recognises and rewards good behaviour and positive attitudes"

- Students hit a specific threshold and achieve their rewards through notifications, certificates, and letters home to parents/carers.
- A letter will be sent home at specific milestones celebrating with parent/carers
- House Captain/Ambassadors – Student council members and ambassadors will be recognised through the rewards system for the work they do across the school.

"Creating a positive reward culture across the school for students who do the right thing, displaying and living by our school values"

Shout Outs

Moving away from a traditional written postcards system, staff can now reward through our whole school 'Shout Outs' across Year 7-11. All staff have access to this in recognition of a student who has gone above and beyond in their effort.

6. Managing Consequences and Responding to Incidents

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

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

Expectations of Learner Behaviours at Hessle High School & Sixth Form

Uniform

We are preparing our learners for life beyond school and the world of work and therefore we expect them to take a pride in their appearance. Our uniform expectations are clearly outlined in our uniform policy, and this covers learners on their way to and from school. When learners do not conform to our uniform policy, they will be given the opportunity to wear uniform from our stock. If this is refused, it is not fair on everyone else and therefore a consequence will be issued. This usually involves them being placed in our Pastoral Centre (ARC) until a family member can bring in the correct item of clothing or they may be able to borrow the correct clothing item from the school and return to lessons.

Equipment

All learners are expected to be prepared for each lesson with the correct equipment. When learners do not have the correct equipment, this disrupts the learning of others because the teacher has to interrupt the lesson to provide the necessary equipment. At Hessle, learners are expected to have a pencil case, containing the minimum of a pen, a pencil and a ruler. All learners are also expected to carry their planner at all times. Learners must also have their full PE kit on the days that they have PE.

Punctuality

All learners are expected to arrive to school on time and attend each lesson on time. Punctuality to school and lessons is crucial for several reasons. Firstly, it sets a positive tone for the day, allowing everyone to start their learning on time and fully engage with the lesson. Arriving punctually demonstrates respect for teachers, classmates, and the learning environment, fostering a culture of mutual respect and responsibility. Moreover, consistent punctuality helps students develop crucial time management skills, a valuable asset in both academic and professional settings. It also reduces disruptions in the classroom, ensuring a smooth flow of learning and maximising teaching time.

No calling out or interrupting

It's important for learners not to call out or interrupt during lessons for several reasons. Firstly, doing so disrupts the flow of teaching, causing distractions for both the teacher and fellow learners. Additionally, calling out or interrupting shows a lack of respect for the teacher and others who are trying to learn. It can create an environment where other learners feel discouraged from participating or sharing their thoughts, inhibiting collaboration and the exchange of ideas. Learners who call out or interrupt in lessons can expect a verbal warning initially with a reminder of school expectations. If these behaviours continue to escalate a consequence detention or a class removal will be issued.

On-task

Learners are expected to stay on-task, work hard and play an active part in lessons for several reasons. Firstly, maintaining focus ensures they utilise their class time effectively, optimising their learning opportunities. Additionally, working hard demonstrates a commitment to academic success and personal growth, fostering a strong work ethic and resilience. Ultimately, when students are focused and diligent, they not only enhance their learning but also contribute to the success of the classroom community.

Classroom Behaviour Model

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

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

Warn	Learners will be given a chance in every lesson to modify their behaviour to display what is expected of them. A positively framed, professional warning in which the member of staff clearly explains the reason for the warning and the need for the learner to change their behaviour. The member of staff must record the warning on ARBOR at their earliest opportunity Take up time given to student to self-regulate
Move	Learners will be given a clear choice for their behaviour to be modified to avoid further consequences If a learner continues to disrupt their own learning or that of others after a warning, then they must be moved elsewhere within the lesson and, again, provided with a clear and positively framed explanation for them being moved. Reminder of school expectations and impact of behaviour It is not acceptable to jump straight from a warning to a move without,

	reasonable time for correction being given (Take Up Time) If there is no space to move a learner within the classroom they will be informed and the consequence will still be logged Take up time – Self Regulation
Remove	If after being moved a learner continues to disrupt their own learning or that of others, then they must be removed from the lesson and placed within another classroom (DI – Department Isolation) The member of staff must record the remove on ARBOR at their, earliest opportunity. If the learner refuses the member of staff or continues to disrupt the lesson a call will be logged, and the learner will be escorted to the ARC for that lesson. The member of staff removing the learner from the lesson is expected to provide adequate work for the learner to complete whilst on Remove in Department Isolation. Learners will be given a fresh start each lesson; the teacher, HOD or Pastoral team may meet with the learner prior to the next lesson to discuss the incident or to facilitate a restorative conversation. Restorative with learner and staff will be conducted after any REMOVE - Student receives a 40-minute lunchtime detention - Classroom Teacher calls home and log made on ARBOR
	PASTORAL INTERVENTION
Remove plus	The student initially refuses to go to the DI E-Call arrive at this point to de-escalate and the student changes their behaviour and member of staff encourages them to make the right decision to go to DI Student receives 40-minute lunchtime detention
Refusal to go to DI	The student receives one day in ARC – Pastoral Centre
Emergency Call	Urgent assistance needed – Fight, weapon, illegal substance, searches etc.

Behaviours around the school site

All staff are expected to challenge unacceptable behaviour around the school site consistently and fairly; logging this on ARBOR to ensure records remain accurate.

Consequences for behaviours around the school site are outlined by the Consequences Matrix. For more serious behaviours the member of staff will liaise with the Head of Year or SLT before a consequence is issued.

Please refer to **Escalation of Behaviours** below.

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

3 x WARNS	in one calendared week will result in a lunchtime detention
2 x MOVES	in one calendared week will result in a lunchtime detention
2 x REMOVES	in one calendared week will result in a short term stay in the ARC (each removal also carries a 40 min lunchtime detention) 2 removes in a day – into ARC to stop escalation or use of department isolation timetable.
2 days in ARC (Behaviour)	in one calendared week will result in “ consideration for suspension ”
Truancy (Defiance)	Learners actively choosing to not go to their lesson will result in them being removed from circulation straight away (immediate consequence) and an after-school detention the same day
Student Defiance	Intentional resistance or refusal by a learner to follow directions, comply with rules, or respect the authority of school staff will result in a lunchtime detention x 3 Student defiance in one calendared week will result in an after-school detention and the student placed on HOY report for a set period
Lack of Equipment (including planner) x 3	In one calendared week will result in a lunchtime detention (Equipment includes – Pencil case/planner/uniform – the non-negotiables, logged by tutor) Lack of Exercise book brought to lesson is separate and logged by teacher.
Lunchtime Detention Conduct	If a learner does not display the correct conduct in a lunchtime detention or failure to attend, they will be issued an after-school detention on the same day . Unstructured time report if needed – every 10 mins a student must check in with a member of SLT
UNST – Break & Lunchtime Conduct	Behaviour incidents at break and lunchtime will result in a 40-minute lunchtime detention the following day .

Report Conduct	If a learner on report fails to check in with their designated staff member this will result in a detention (lunch time in first instance)
ASD Detention Conduct	If a learner fails to attend an after-school detention they will be booked into a Friday night SLT after school detention (90 mins until 4.30pm)
Punctuality and late to School	Learners' punctuality is monitored daily, and learners will receive a lunchtime detention or after school detention depending on behaviour. Late to school – lunchtime detention, same day. Punctuality to lessons - Continue with thresholds of punctuality – students who are late continuously will be issued with a lunchtime detention for 40 mins
Mobile Phone (Main School Year 7-11)	'On site, out of sight' - Must be in bag and out of site all day. If seen out during the school day, phone is confiscated. MUST be in bag and turned off – placed in bag before the RED safeguarding line when on site. Confiscated if out on school site at any time, including after school. Refusal to hand over will result in ASD detention the next day. 1. On the first offence: Confiscation of phone and lunchtime detention. Parents /carers contacted. Phone returned at end of the day. 2. Second occasion: Confiscation of phone and an after-school detention. Parents contacted and invited in to collect the phone from reception. 3. Future occasions: Confiscation of phone and placed in ARC. Parents/carers contacted, and phone handed in daily and collected at reception for a specified period to be determined at the time. If a learner refuses to hand over their phone, then consequence 3 (future occasions) is imposed immediately and the learner will be withdrawn from circulation.

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

Representing of the school

We believe that those learners aspiring to represent the school in any capacity e.g. as part of a sports team or other extra-curricular activity or learners on a school visit should ensure that they are demonstrating the values in all aspects of school life. Where Learners are not meeting these values, their position representing the school may be removed.

Mobile phones and electronic devices

Mobile phones and electronic devices should be turned off and placed in the learner's bag. The device will be confiscated, and a warning is logged on Arbor. The device is handed in to Student Services. The learner will receive their device at the end of the school day when collected by parents. (If this poses a safeguarding risk, a decision will be taken by the school).

*Learners who use a device to take photos or video footage of another learner or member of staff will be dealt with appropriately; this may be referred to the police.

**The exemption to the mobile phone and electronic devices is for medical purposes and use in photography lessons.

Following incidents of inappropriate behaviour in lessons or during unstructured time, students may be removed from normal lessons for a set period and placed in ARC

ARC allows students a period of reflection time to consider their choices in terms of behaviour and the implication of their behaviour both to themselves and other members of the school community. Students will be given appropriate work to do during the period spent in the ARC and supported by the Pastoral Inclusion Manager.

In normal circumstances, students will spend break and lunch in the canteen and will not be allowed to socialise with other students. Students must not be sent to collect work.

Normal behaviour and rewards policies will apply whilst students are in ARC. Warnings include talking, refusal to engage in work, distracting other students etc. After several warnings in ARC a member of SLT may be called to speak to the student and, if available, parents will be contacted to provide the student with every support to choose more positive behaviours. It must be stressed that the sanction of ARC, as with any sanction, can be reached through a gradual process of continued unacceptable behaviour or through the committing of a misdemeanour which is considered sufficiently serious to warrant such an immediate sanction. The period in ARC will end when the key staff involved agree that matters have been resolved

Alternatives to ARC – Reasonable adjustments:

It is important that the sanction of being in ARC provides all students with the opportunity to reflect on their behaviours and to demonstrate that they can work effectively. This policy recognises that the ability of students to do this may be affected by a range of other emotional needs. Therefore, the application of the ARC may be adjusted to meet the needs of the student. This might include:

- The student working in other areas of the school, supervised by staff
- The student will be provided with a 'break' in the canteen enabling them to leave the room, whilst supervised, for a limited period.
- The choice of whether to make the above adjustments is at the discretion of staff and will not be required, nor permitted for all students.

Fixed Term Suspension, Off-Site Direction or Permanent Exclusion

A learner who persistently fails to follow our expectations, or who has committed a particularly serious misdemeanour will be at risk of a higher level of consequence. Following a thorough investigation, a decision will be taken as the level of consequence required. Other consequences for a learner at this stage may include working at one of our Trust (or other local partner) schools through an Off-Site Direction, fixed term suspension or a permanent exclusion in consultation with the Deputy Headteacher – Pastoral and the Headteacher for suspension / exclusion.

Partnership work between the school, parents/carers, and where appropriate outside agencies and governors is essential to support learners who are persistently failing to meet our behaviour expectations. When parents/carers and the school work together in partnership, we are most effective in being able to improve learner behaviour. If any of the above consequences are reached, parents will be expected to attend school for a reintegration meeting upon the child's return to school/lessons.

7. Other Local Practices

Restorative Reflection - We are deeply committed to restorative reflection work with our learners. This approach not only addresses inappropriate behaviours but also fosters personal growth, accountability, and stronger community relationships.

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

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

As a school, we are committed to supporting learners in meeting our behaviour expectations by providing clear guidance, consistent routines, and a positive learning environment. We offer targeted interventions for those who need additional support, including mentoring, pastoral care, restorative approaches, and social and emotional development programmes. Staff receive ongoing training to ensure consistency and fairness in applying the policy, while close collaboration with parents, carers, and external professionals helps us to provide a joined-up approach. Our aim is to equip every learner with the skills, resilience, and self-regulation needed to thrive both in school and beyond.

Monitoring and Review

These local procedures will be regularly reviewed and updated as necessary to ensure ongoing alignment with The Consortium Academy Trust Behaviour Policy. A formal review will take place annually, or as required, to address operational challenges or updates to the Trust's policy. Staff and stakeholders are encouraged to provide feedback on these procedures to Chris Sinclair, Assistant Headteacher (Behaviour and Welfare) supporting continuous improvement and consistency.

Conclusion

By adhering to these local procedures, **Hessle High School** ensures the consistent and effective application of The Consortium Academy Trust Behaviour Policy, fostering a safe and respectful learning environment for all.

Appendix – ARC (Pastoral Centre)

Removal from Circulation	The school may decide to remove learners away from other learners for a limited period. Learners will be withdrawn from circulation and supervised by a senior member of staff if: • Serious incident within the school day where the school needs to investigate their behaviour • Failed conduct in our provisions • Targeted support • Failing to meet basic expectations of school policy Learners are obligated to follow the school rules and expectations; failure to do so may result in consequences, including removal from circulation	
ARC Pastoral Centre Support Internal suspension	The ARC has an area for 'reflection' due to behaviour displayed. Reflection is a quiet, restorative working space where learners can reflect on how they intend to improve their behaviour. The length of time spent in the ARC is dependent on the behaviour displayed. Learners will independently complete activities aligned to their standard curriculum, with further support and discussion around positive behaviour choices provided as appropriate Any additional needs and reasonable adjustments will be taken into account to ensure learners are appropriately supported throughout their time in the ARC	Learners will attend if: • Refusal/persistent disruption from the subject shadow/DI timetable from a remove. Learners will spend the remaining period in ARC • 2 x REMOVES in a week • Support needed for identified behaviour around school • Serious incident within the school day where the school needs to investigate a learner's behaviour • Truancy • Uniform Conduct
ARC	Within ARC we supply targeted academic intervention provision that provides short-term support for learners who require additional help to access the curriculum and overcome barriers to learning. In a structured and supportive environment, learners continue to follow their curriculum while receiving personalised intervention to improve engagement, confidence and academic progress. Placements are based on identified need, with clear entry and exit criteria, individual targets and regular review to ensure learners are successfully reintegrated into mainstream lessons. The ARC may also be used to deliver targeted intervention programmes for identified groups of learners over a defined period.	

Expectations to Achieve Outstanding Behaviour

Staff are expected to	Learners are expected to
Before school - Greet learners warmly & model courtesy - Be on duty & check uniform/punctuality - Have lessons planned & resourced - Check staff updates	Before school - Arrive by 8:30am - Wear correct uniform - Bring full equipment - Phones/EarPods away before entering site
Line-up / CARE - Be at line-up before bell - Check uniform, apply consequences - Lead calmly to tutor base - Greet learners individually	Line-up / CARE - Be in line for 8:30am - Uniform checked, respond calmly - Walk in single file to tutor / CARE - Greet tutor politely, prepare planner & equipment
Assemblies - Ensure calm entry/exit - Position with form group - Maintain silence & courtesy	Assemblies - Walk calmly, line up in order - Stand silently until asked to sit - Show respect throughout
In lessons - Meet & greet at the door - Register Routine - Reinforce high expectations - Praise publicly, correct privately - Apply policy: Pre-warn, Warn, Move, Remove - Record incidents & rewards on ARBOR - End lessons with calm dismissal, Row-by-Row	In lessons - Arrive on time, in blazer - Stand behind chair, greet politely - Follow instructions first time - Listen actively – one voice at a time - Reset behaviour when asked - Planner signed if using toilet pass 'Out of lesson Pass'
Break & lunch - Be visible on duty - Scan actively, engage positively - Reward/consequence on ARBOR - Keep learners safe in designated areas	Break & lunch - Be courteous – no pushing/queue-jumping - Eat only in canteen, sit when eating - Use designated toilets - No out-of-bounds areas - Be on time for next lesson
Transitions - Monitor corridors (one foot in, one out) - Praise positive movement - Challenge lateness - Ensure one-way system followed	Transitions - Walk calmly, keep left - Follow one-way system - Respect space & environment - No eating in corridors - Move with purpose at the bell
After school - Monitor dismissal - Escort to detentions where needed - Be punctual to duties	After school - Leave promptly unless in detention/activity - Respect neighbourhood - Wear uniform with pride - Follow bus rules (seated, respectful)

Technology & social media • Keep phones away in presence of learners • Maintain professional standards online	Technology & social media • Phones/headphones: "On site, out of sight" • No inappropriate posts about school/staff • Report concerns
Toilets • Check use via planner system • Issue passes when needed • Monitor conduct	Toilets • Use at break/lunch where possible • Take planner, signed by teacher • No congregating, eating, or vaping
In the community • Report concerns to SLT • Log safeguarding issues promptly	In the community • Go straight home • Be respectful & courteous • Follow school rules on transport • Uniform worn with pride

Parents/Carers are expected to: • Support the school and reinforce expectations • Show respect to staff and learners • Avoid inappropriate behaviour (site bans may apply) • Address concerns via meetings, not social media • Attend SLT Surgery to discuss concerns • Follow the Trust Complaints and Concerns policy if unresolved
