



The Cowplain School

Work hard. Enjoy learning. Achieve highly.

Behaviour Policy

Adopted: Summer Term 2024

Review date: Summer Term 2025

Introduction.

Our behaviour policy contains clear expectations regarding how each person, from the Principal, staff members and students are expected to behave and conduct themselves in the school. This policy is underpinned by our vision for behaviour, which drives every interaction and sustains and develops our school culture:

You deserve disruption free learning.

- Treat everyone with respect and kindness.
- Do your best.
- Follow instructions.

Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour in schools
- Mental Health and behaviour in schools guidance.
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Suspensions and Permanent Exclusions

It is also based on the special educational needs and disability (SEND) code of practice and Keeping Children Safe in Education 2024.

Section 1

1.1 Aims of the Policy

This policy aims to promote high expectations of behaviour and achievement for all students by:

- promoting good behaviour and a safe environment, self-discipline and respect, with all students showing *'respect and courtesy towards teachers and other staff and towards each other'* ⁽¹⁾
- providing a 'common language' of rights, respect and responsibility which should be considered when speaking with students about their behaviour, positive or negative
- expecting parents to *'encourage their children to show respect and to support the school's authority to discipline its students'* ⁽¹⁾
- ensuring consistency in the way all staff, students, parents and carers promote 'behaviour for learning' in the classroom and throughout the school, ensuring that work is completed and thus effective progress is made by students
- making it clear that effective behaviour for learning in lessons and tutor periods is predominantly the responsibility of the classroom teacher, with all teachers being *'good at managing and improving children's behaviour'* ⁽¹⁾
- making it clear that there is a direct link between responsible and respectful behaviour and effective learning, with students taking responsibility for their learning
- preventing prejudicial language and behaviour, and bullying including cyberbullying.

This policy recognises the importance of high standards of behaviour for the Social, Moral, Spiritual and Cultural (SMSC) development of students and forms a key element of that policy. It also acknowledges the school's legal duties under the Equality Act 2010 ⁽²⁾, in respect of safeguarding and in respect of students with special educational needs (SEN). Detailed guidance on two specific behaviour issues, Bullying and child on child sexual violence and sexual harassment, can be found in the specific policies for these issues.

1.2 Rationale

We believe that good behaviour is essential to allow all our students to achieve their full potential and is fundamental to success in the classroom for both students and teachers. Pupils should be taught explicitly what good behaviour looks like, and those needing additional support to meet the expected standard of behaviour should be identified and have that support put in place as soon as possible to avoid misbehaviour occurring in the first place.

Good behaviour promotes effective learning; effective teaching and learning promote good behaviour. Good behaviour results from well planned and well delivered lessons that stimulate students to learn, ask questions, debate, enquire and challenge themselves.

A disciplined environment provides students with a sound framework from which to develop their own standards and values. It also prepares students for the world of work. Furthermore, no student should be allowed to behave in a manner which adversely affects the learning opportunities of others.

Behaviour for learning is, as it suggests, behaviour that allows for and encourages learning to take place. Good behaviour needs to be taught, modelled and rewarded. Poor or unacceptable behaviour needs to be challenged. Behaviour for learning needs to be taught, reinforced and reviewed. Above all, positive relationships with and between students, created by an emphasis of rights, respect and responsibility, are the key to positive behaviour. Students learn best in a safe and purposeful environment. This can be achieved when expectations of learning and behaviour are high and their consequences are made explicit and applied consistently. We view as essential a system of rewards for good or improving behaviour and sanctions where standards fall below an expected level. The self-esteem of all students is enhanced by praise, reward and celebration. Rewards and sanctions must be applied consistently and fairly.

We believe in a culture of inclusion, equal opportunities and respect for all members of our community and in the importance of self-discipline and self-esteem. Discrimination and prejudicial language or behaviour in any form is not tolerated. We recognise that students with unusual emotional or behavioural needs should receive support to achieve the expected standard of behaviour, and those (for example Pupil Premium students) from families facing financial hardship may receive support with uniform and extra curricular activities and trips.

The School must have an effective behaviour policy which is easily understood by our students and their parents or carers and the staff. This policy should clearly state the School Rules and the schedule of rewards and sanctions. We believe that individual students' behaviour should be monitored and that their parents or carers should be kept informed.

The Trustees and the Senior Leadership Team of The Cowplain School are committed to maintaining high standards of behaviour in school and will support school staff, parents and students in doing so.

Section 2

2.1 Rights, Respect and Responsibility

In order for behaviour for learning to take place, The Cowplain School recognises that all its members have rights and responsibilities. There must also be respect shown by all members of the school community to themselves, each other and the learning environment.

These rights and responsibilities form the basis of The Cowplain School Values and The Cowplain School Rules. These expectations should be made clear to all members of the school community and constantly reinforced during lessons and in Reflection Time as well as in formal situations such as assemblies.

School leaders will continue to review our school behaviour approach, and how this impacts on pupils with SEND. Under requirements of the equality act 2010, where a student has a recognised disability, reasonable adjustments will be made commensurate with EHCPs or pupil passports. See our accessibility plan on our website for more detail.

2.1.1 Students:

- will not have their lessons disrupted by other students; every minute of every lesson is valuable learning time
- have the right to learn and achieve as highly as possible in an environment that is safe and supportive of their needs, without the fear of being bullied or victimised
- have the responsibility to follow the school's agreed rules and classroom routines
- have the responsibility to represent the school to the best of their ability, not bringing it or themselves into disrepute
- must respect each other and all members of the school community, as well as the environment in which they learn
- have the right to access effective support strategies and procedures to enable them to learn effectively
- have the right to support in helping them model good behaviour and modify their behaviour should this be necessary
- have the responsibility to ensure that they are properly equipped for each lesson

2.1.2 Staff:

- have the right to fulfil their role within the school community, being given every opportunity to teach effectively
- have the responsibility to promote the achievement and welfare of all students in an environment that is safe and supports their needs
- have the responsibility to implement and manage the schools Behaviour Policy in a consistent way, rewarding and sanctioning students appropriately
- have the responsibility to plan, deliver and monitor a curriculum that challenges students, using a range of learning and teaching styles
- have the responsibility to report to parents the attitude to learning and progress made by their child
- have the responsibility to model and teach respectful behaviour and should have the highest expectations of behaviour
- have the right to support and to develop skills needed to ensure effective behaviour but also to have the responsibility to seek support should it be needed
- *'School leaders will be visibly and consistently supporting all staff in managing behaviour.'* (7)

2.1.3 Parents, carers and families:

- have the right to be informed of the School's Behaviour Policy and to be consulted on it.
- have the right to discuss rewards and sanctions applied to their child
- have the right to be informed about the behaviour of their children
- have the responsibility to ensure that their children attend school and encourage them to behave appropriately, focusing on learning at all times and respecting our behaviour policy.
- have the responsibility to ensure that their children attend school with all the required equipment and that they are ready to learn

Section 3

3.1 Behaviour for Learning

High expectations are more likely to be achieved at The Cowplain School if teachers set and promote objectives for Behaviour for Learning, as they do for class work. To achieve high expectations, it is important that students understand and are supported in the acquisition of values that support learning. Character values promoted at The Cowplain School are grit; mindfulness; gratitude; self-control; curiosity; optimism; kindness and self-assurance.

3.1.1 In successful lessons students are:

- clear about what is to be learned, how it fits in with what they already know and the structure of the lesson
- actively engaged in their learning
- able to work independently when required to do so
- able to understand expectations, including those regarding Behaviour for Learning
- assessed regularly, know their targets and how to achieve them
- able to use assessment and reflection time to make progress
- confident that they can succeed because the right conditions for learning prevail
- praised regularly and treated with respect

Behaviour for Learning is supported and enhanced by a rigorous implementation of this policy, supported by the implementation of statutory teachers' powers, for the encouragement of effective behaviour for learning.

3.2 Discipline in Schools – teachers' powers ⁽³⁾

- teachers (and all paid staff unless directed otherwise by the Headteacher) have statutory powers to discipline students whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction
- teachers can discipline students at any time the student is in school or elsewhere under the charge of a teacher, including on school visits
- teachers can discipline students for misbehaviour outside school (see Section 3.3)
- teachers have a specific legal power to impose detention outside school hours (see Section 3.8.1).
- teachers can confiscate students' property (see Section 3.4)

3.3 Students conduct outside the school gates – teachers' powers ⁽³⁾

Teachers have a statutory power to discipline students for misbehaving outside of the school premises including:

- when a student is taking part in any school organised or school related activity
- travelling to or from school
- wearing the school uniform or is in some way identifiable as a student of The Cowplain School

The school reserves the right to sanction a student's behaviour, whether or not the conditions above apply, if that behaviour:

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

At Cowplain, sanctions applied to poor behaviour outside the school gates will be in line with those listed under Section 3.8.

3.4 Confiscation of inappropriate items

The general powers to discipline listed above enable a member of staff to '*confiscate, retain, or dispose of a student's property as a punishment and protects them from liability for damage to, or loss of, any confiscated items.*'⁽³⁾ The school will normally return the confiscated item either to the student him/herself or the parent, depending on the nature of that item, within five working days. However, if the item is considered dangerous or potentially harmful if returned, the school will dispose safely of the item or pass it to the appropriate authority, for example Social Services (see the Safeguarding and Child Protection Policies) or the police. Items such as weapons, knives or extreme or child pornography must always be handed to the police. Students can be searched by any member of staff with responsibility for students if the student agrees to the search.

The school also reserves the right to search students without consent if a member of staff believes they have any item which is banned or has caused / is likely to cause damage or has been / will be used to commit an offence, or has endangered / will endanger the safety or welfare of students and staff. A search of this type will be conducted by the Principal or by a member of staff authorised to conduct such a search by the Principal. The person conducting the search may not require the student to remove any clothing other than outer

clothing. 'Outer clothing' means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear. These items include:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Vaping equipment
- Fireworks
- Pornographic images
- Articles likely used to commit an offence, cause personal injury or damage to property.

If a student does not consent to a search for any of the items listed above, police may be contacted.

3.4.1

In addition, staff can search for items that are banned under the school rules such as:

- mobile phones that have been used inappropriately
- electronic devices that have caused / are likely to cause a disruption to learning

Staff should not access data on an electronic device but, if concerned about possible content on such items, should detail their concerns in writing and forward both the device and those concerns to a member of the Senior Leadership Team. This information will then be forwarded to the Headteacher who will seek advice from County Solicitors or other agencies, such as the Police, as to the appropriate method for accessing such data.

No video recording, audio recording or photographs can be taken on the school site without the express permission of the Headteacher or Data Protection Officer (DPO). Anyone found publishing unauthorized material may face serious sanctions up to and including exclusion. For material which is extreme or defamatory, or which causes serious harm or distress, the police may be involved.

3.5 Power to use reasonable force

Section 93 of the Education and Inspections Act 2006 enables school staff to use such force as is reasonable in the circumstances to prevent a pupil from doing, or continuing to do, any of the following:

- committing any offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil);
- causing personal injury to, or damage to the property of, any pupil (including him or herself); or
- prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.

The Cowplain School does not encourage the use of force and it will be used very rarely in special circumstances. There is no definition of when it is reasonable to use force, and every situation will have to be judged by the person in charge at that time. The degree of force used should be the minimum needed to achieve the desired result.

All staff at the school have the authority to use force when reasonable, and this extends to any other person whom the head has given the responsibility to be in charge or in control of the pupils. Staff can also use this power when they are lawfully in charge of pupils but off the school premises – i.e., on a school trip.

Following serious incidents involving the use of force, the school will speak to the parents concerned and such serious incidents involving the use of force will also be recorded by the school.

3.6 Malicious allegations against school staff ⁽⁴⁾

Where a child / children has / have made an unfounded allegation, the Principal may refer the matter to Children's Social Care.

In the event of an allegation being found to be a malicious act (child or adult), the Principal may refer the matter to the police.

3.7 Rewards

Through the completion of good work, contribution to school and/or community life, good behaviour etc..., students should achieve success and be recognised and rewarded through the our reward procedures. Other forms of recognition and reward include:

- Publicly praise and counter any negative comments from other students
- Comment on examples of good work, attitude, treatment of others
- Acknowledge improvement during lesson i.e. effort
- Reward points entered on the school system (Classcharts)
- Positive comments in marking
- Communication home – phone call, texts, letters, post cards, certificates, notes in diaries
- Reward and Recognition Assemblies

3.8. Sanctions

The Cowplain School is committed to ensuring that students experience disruption-free learning for every minute of every one of their lessons, in order that their success in exams, and therefore their life chances, are maximised.

It is the responsibility of the classroom teacher to communicate his/her expectations and establish clear routines and procedures in his/her classroom to promote excellent conditions for learning.

Students will also be regularly reminded about whole school expectations in terms of “the way we do things at The Cowplain School”, namely to uphold the school values; to promote excellent learning for all; and to avoid slowing down a student's own learning or the learning of others. Conversations about behaviour will refer to our vision for behaviour, which drives every interaction and sustains and develops our school culture:

Students deserve disruption free learning.

- Treat everyone with respect and kindness.
- Do your best.
- Follow instructions.

If a student is not ready to learn, does not work hard enough, or slows down or disrupts the learning of others he/she will be given one verbal warning and his/her name written on the board. If he/she fails to respond to the warning, the student will be required to go to the Learning Room. Whilst in the learning room, the following conditions apply:

- He/she will remain in the Learning Room for the next 4 sessions (For logistical reasons, the Learning Room operates “sessions”, as opposed to “lessons”, some of which are shorter than lessons, and start and/or end at slightly different times).
- Refusal to go to the Learning Room within 8 minutes of being directed to attend will result in a longer sanction of 5 sessions.
- Those attending the learning room who work hard and behave well will be allowed to leave one session early.
- When in the learning room, students will be required to complete a self reflection exercise to consider their behaviour and its impact on themselves and others. See appendix 1, **The Learning Room Reflection Sheet**.
- Breaks of 2 x 15 minutes will be taken at alternative times to the main school timetable

All warnings must be explained to the student concerned and should be phrased around the common language of the teacher’s expectations, the school’s character values and how not displaying them slows down their own or others’ learning.

Warnings will be given to students for the following reasons:

Warnings given for

Lateness

Low-level disruption

Calling out

Off-task chatter

Talking over a teacher (or after a countdown)

Distracting others

Bickering or unkindness

Rudeness

Refusal to follow instructions

Shouting

Refusal to work

Throwing an object

Leaving seat without permission

Eating in class (including chewing gum)

Damaging equipment or property

Turning around on seat to distract others

Head on the desk or in your arms

Using an electronic device (and confiscated)

No PE kit and refusing to borrow one

Not having a pen

Anything that slows down learning

The Learning Room is a classroom, centrally located in the main school, which is run by senior members of staff. Work is provided in Core Subjects, and in History, Geography, RSHE and reading, and is appropriate to a student’s age and key stage. The work, which is highly relevant to prepare students for assessments and examinations, is completed in a focussed and rigorous manner.

Refusal to comply with the expectations of the Learning Room will result in warnings being given and sessions being added on. If 4 warnings are given, students will have a ‘pre-suspension meeting’ if the poor behaviour continues. In this meeting, a conversation will take place about the appropriate behaviour expected of the student and any adjustments needed to support the student. After this meeting, if the student’s behaviour continues to

disrupt others they will be removed from the learning room, and either supervised by a member of the pastoral team or SLT, or suspended.

For further information about how the Learning works and the expectations for students who are in there, see appendix 2, **The Learning Room Record Sheet**.

Refusal to comply with removal from the class and/or attend the Learning Room will result in a referral to a member of SLT or a Head of Year and the likelihood that the student will be suspended for the rest of the day. The Learning Room sanction of five sessions and Reflection Time will be completed on the child's return.

In rare circumstances a student identified by the SENCO or our Mental Health team may require an alternative provision to the Learning Room.

By not following the School Rules students will face sanctions including:

- verbal warnings
- referral to Head of Department or Head of Year
- detentions: *(See Section 3.8.1)*
- withdraw of invitation to school events e.g. the Year 11 Prom
- withdrawal of opportunity to represent the school in sporting or cultural events
- internal supervision
- rearranged timetable and/or intensive school day (change of hours)
- direction to our Resilience Centre (our internal alternative provision)
- offsite direction to an alternative educational provision
- managed move to another school
- suspension from school for a fixed term
- permanent exclusion

Staff will promote The Cowplain School Rules (Appendix 3), make use of a variety of positive reinforcement reward strategies and implement the values approach (Appendix 4) to help create the environment to allow all students to learn effectively.

All sanctions must be explained to the student concerned and should be phrased around the common language of a breakdown or lack of understanding about agreed rights, respect and responsibility. Any sanction imposed must be *'reasonable in all circumstances and that account must be taken of the student's age, any SEN or disability they may have, and any religious requirements affecting them.'* ⁽⁵⁾

The school will consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. The school may at this point *'consider whether a multi-agency assessment is necessary.'* ⁽³⁾

3.8.1 Student support following a sanction.

Following a sanction, various strategies may be used to support students:

- discussions about the behaviour incident, understanding how it has gone wrong and what action would be taken to ensure it does not reoccur
- communication with parents by telephone, email, letter or meetings. Communication with Virtual Heads for Looked After Children (LAC) would take place
- referencing school systems to scope out behaviour trends with data, such as 'hot spots', for behaviour incident, times and location
- use of our safeguarding procedures and data on CPOMs

- the development of Individual Support Plans, students going on report, targets being set
- referrals to our diagnostic hub.

3.8.2 Detention

Teachers have a legal power to put students in detention ⁽³⁾. At Cowplain, the times outside normal school hours when detention can be given are:

- any school day where the student does not have permission to be absent
- non-teaching days (normally INSET days)

Parental consent is not required for detentions. However, the school will aim to provide notice to parents of a detention in most circumstances, although when a detention of less than 30 minutes is imposed, for example for lateness, the school reserves the right not to inform the parent.

In imposing a detention, the school will consider if doing so:

- puts the child at risk or does not allow the student to get home safely
- impacts on those students who are carers

Whole class detentions must not be issued.

In the majority of cases, members of staff should use the agreed protocol for issuing of detentions. Detentions are recorded on Classcharts.

Section 4

4.1 Standard Operating Procedures for all staff

It is the responsibility of every member of staff to be prepared to challenge students in relation to punctuality, uniform and behaviour.

This document gives specific guidance to support this Policy. The key to success is consistency. Students need to experience consistency in the application of this policy otherwise they will set their own standards in terms of ethos both inside and outside the classroom.

4.2 Classroom Routines

To succeed in lessons all students need to follow these Classroom Routines

When entering a classroom students must:

- sit down in their seat or where the teacher tells them to sit.
- take out their exercise book and a pen and any other equipment needed for the lesson
- remove their bag and coat and put them in the correct place
- write down the Big question and the date
- tackle the Do Now task
- sit quietly and be ready to listen while the teacher starts the lesson.

During the course of the lesson students have the responsibility to follow the instructions of the teacher at all times.

At the end of the lesson it is the responsibility of students to ensure they:

- pack away all equipment

- make sure they have tidied up around their seat
- leave the room only when the teacher tells them to
- move sensibly and quickly to their next lesson

4.3 Lesson management

Rationale

Consistent routines and expectations are the key to creating a purposeful learning environment:

- the School Rules (Appendix 3) should be consistently enforced.
- the names of all students should be known and used by the teacher
- punctuality is essential for staff and students. Lack of student punctuality must be recorded as a warning and the student's name written on the board. Tutors are responsible for sanctioning lateness to Reflection Time and this must be treated in the same way as lateness to any other lesson in the school day. Students who are more than 10 minutes late without good reason are sent to the Learning Room.
- staff must be in the classroom ready to start the lesson and welcome students before the lesson starts.
- staff must have a seating plan. The plan should ensure students sit where they can learn best.
- lessons must be well planned and structured in order to ensure good behaviour
- the STARS approach will be promoted to students whenever possible, and reinforced through praise and reward (**S**it up; **T**rack the speaker; **A**ctively listen; **R**espect those around you; **S**ilent when asked)
- learning objectives and/or the "big question" will be made clear to students at the start of the lesson.
- The Cowplain School character values will be reinforced through consistent praise and use of the rewards system.
- one warning will be given, and the student's name written on the board, before a student is sent to the Learning Room for three sessions
- Heads of Year should be called only in a serious emergency, or when the Head of Department is absent or unable to deal with a situation.
- lessons must finish on time and students should be ready to leave on time to attend their next lesson.
- students with SEN should be known to the teacher and their needs planned into the lesson
- the Classcharts behaviour system must be completed for any Learning Room sends or other serious behaviour incidents in order to communicate issues to the Pastoral Team and as a method of providing information to parents

See also (6)

4.4 Achievement

- staff must use data on achievement (including SIMS Marksheets with baseline data, progress and assessment data, ATL and ATH scores, IEPs etc...) to be aware of a student's ability and potential. A SIMS Marksheet should be printed at the start of the year and be updated regularly.
- staff should have high expectations for all students at all times and recognise that all students are capable of achievement or under achievement.

4.5 Dress Code

- all students are expected to wear school uniform as detailed on the school website.
- staff are expected to dress in a smart and professional manner at all times.

4.6 Mobile Phone Rules and Procedures

A ban of mobile phones exists from 08.30-15.00 on the school site, this includes break and lunchtime, in and out of the school buildings. We operate a policy of 'We see it, we hear it, we take it'. The exception to this will be when staff ask students to use their phones as a learning tool. This includes mobile phones, headphones, any electronic music playing device. Smart watches may be worn but cannot be used for anything other than telling the time (notifications turned off).

The following rules apply around the use of mobile phones.

- Students may only take out their device when a teacher instructs them to do so
- Students follow the school's e-safety policy
- Students accept that any misuse of their device will result in confiscation, and they understand that bringing this device into school is entirely at their own risk and that the school is not liable for any damage/loss/theft
- Phone seen/heard – phone confiscated until the end of the day
- Phone repeatedly seen/heard – Letter sent to parents warning them that they will be responsible for collecting the phone
- Phone persistently seen/heard – Parents must come into school and collect the phone
- If a student was to film/take a picture/post on social media whilst on the school site without permission then the phone would automatically be confiscated and parents would be informed that they need to collect it.
- Staff should model good practice and should not be seen on their phones where possible

It is entirely at the discretion of the Principal and/or Head of School whether a child can bring their mobile phone to school. In some cases, where a child's misuse of their phone disrupts the learning of themselves or others, the Principal or Head of School will not allow that child to bring their phone to school. Parents and child will be expected to conform to this requirement, which may be temporary or permanent, and the ignoring of it is likely to result in a serious sanction being imposed, up to and including suspension from school.

4.7 Prejudicial language and behaviour

Prejudicial language and behaviour are not acceptable at The Cowplain School. The school has a statement (see Appendix 4) which is shared with students, parents and staff. The school will ensure:

- The approach outlined in the statement is regularly explained and reinforced to students through assemblies, Reflection Time and lessons.
- Staff model the required behaviour and attitudes.
- Any occurrence of prejudicial language or behaviour is dealt with as a matter of priority. It is investigated, recorded and reported as both a behaviour issue (via PARS) and as a safeguarding issue (via CPOMS).
- Students using prejudicial language or displaying prejudicial behaviour will be sanctioned up to and including fixed term exclusion.
- The victims of prejudicial language and behaviour will receive pastoral care and support to ensure their welfare is nurtured.
- Explanation and education will follow to ensure that perpetrators of prejudicial language and/or behaviour understand the school's position, the 2010 Equality Act and protected characteristics.

- Data relating to prejudicial language and behaviour will be analysed in order to inform interventions with individuals and with groups of students via assemblies, Reflection Time and lessons.

4.8 Behaviour standards outside lessons

Students carry, at all times, a First Impression Card to remind them of expectations of behaviour and appearance standards whilst at school. These cards are re-issued on a half termly basis and have 2 sides. One side is the positive side, where students can collect ticks for upholding our school values and behaving well. Once a student collects three positive ticks the card will be collected by their Head of Year and they will be entered into a half termly prize draw for a reward at one of our celebration assemblies.

The back of the card is for if students do not meet expectations. Staff add a tick to this side, and their signature to the card. Three ticks on this side will result in a detention (3.8.1)

If a student has any ticks on the negative side, they are encouraged to get three ticks on the positive side, so that they can trade in their card and have a clean slate.

All staff are responsible for maintaining orderly corridors outside of classrooms and have a duty to be vigilant and challenge unacceptable and inappropriate behaviour around the school in order to maintain high standards and a learning ethos. Such behaviour must never be ignored. For example:

- swearing
- wearing incomplete or untidy uniform
- over boisterous behaviour in the playgrounds or areas outside school
- eating/drinking, running or pushing in corridors
- ignoring the one-way system
- entering out of bounds areas
- fighting or physical assaults by one student on another
- forming of gangs or large groups causing anti-social behaviour (in or out of school) and/or breaking the school rules.
- exhibiting behaviours or using language associated with gang culture
- all suspected cases of bullying or homophobic, racist, anti-Semitic or other offensive taunting must not be ignored and must be reported to the Pastoral Team (via ClassCharts) and the Safeguarding Team (via CPOMs) for sanctioning using the sanctions listed above

4.8.1 Action

- calming word or reprimand may be enough
- always explain the responsibility students have to maintain high standards and explain the consequences of poor behaviour to a student, for example running in a corridor could lead to injury.
- in the case of more serious incidents send for support from senior staff and intervene appropriately.
- in all cases teachers should and students should support each other when dealing with incidents of unacceptable behaviour outside of lessons.

4.9 Monitoring School Behaviour

A range of data is used frequently to assess, model and review all behaviour systems. This includes:

- Classcharts data
- On-call/ TLR data
- Attendance and exclusion data
- Reward points
- Surveys; including staff and pupil behaviour and learning surveys
- CPOMS
- Pupil Panels and Head of School breakfast meetings

School leaders and staff analyse the data collected with an objective lens and from multiple perspectives: at a school level, group level and individual staff and pupil level. School leaders will consider what the data is showing and pose questions to drill down further to identify possible factors contributing to the behaviour, system problems or failure to provide appropriate support.

References

- (1) *Ensuring good behaviour in Schools, DFE 2012, p1*
- (2) *Equality Act, 2010*
- (3) *Behaviour and Discipline in Schools, DFE 2012*
- (4) *Dealing with Allegations of abuse against staff (including Volunteers) – The Cowplain School Procedures*
- (5) *Education and Inspections Act 2006*
- (6) *Getting the simple things right: Charlie Taylor’s behaviour checklists, DFE 2011*
- (7) *Behaviour in Schools. DFE July 2022.*

Appendices

- Appendix 1 – The Learning Room, Reflection Sheet.
- Appendix 2 – The Learning Room, Record Sheet.
- Appendix 3 – The Cowplain School Rules
- Appendix 4 – Positive Behaviour Guidance
- Appendix 5 – Prejudicial Language and Behaviour Statement

Monitoring, Evaluation and Review

- The Policy is reviewed every year by the Senior Leadership Team and Governors as part of the self evaluation cycle. Appropriate action is taken if changes are required.

This Policy should be used with reference to one or more of the following policies:

- Anti-Bullying Policy
- Attendance Policy
- Safeguarding Policy
- Child on Child sexual harassment and sexual violence policy.
- Child Protection Policy
- Single Equality Plan and Equalities Objectives
- Exclusion Policy
- SEN Policy
- Uniform Requirements

A full copy of the School's Behaviour Policy is available on line at www.cowplainschool.co.uk

Date Reviewed and approved:	Summer 2024	Reviewed by:	JCK	Next Review:	Summer 2025
Summary of changes made:	<ul style="list-style-type: none"> • Introduction, updated to KCSIE 2024. • 1.2 Governors changed to Trustees. • 2.1.3 ...and to respect our behaviour policy. • 3.6 Headteacher will changed to Principal may. • 7.7 PARS changed to classcharts. • 3.8 Sanctions. Learning room section rewritten. • 3.8.2 Reference to Classcharts added. • 3.8.3 Internal Supervision removed. • 4.3 reference to School Rules added. • 4.3 PARs changes to Classcharts. • 4.6 para added re mobile phones • 4.8. Reference to positive ticks added. • 4.9 PARs changed to Classcharts, and reference to staff and pupil learning and behaviour surveys added. • Appendices – updated. 				

The Learning Room. Reflection Sheet.

Task 1: Circle the picture which represents how you are feeling?



Task 2. Answer the following questions about your behaviour and attitude in the lesson you were sent out of.

Yes	No	Do my best.
		I was on time to my lesson.
		I had the correct equipment.
		I tried my hardest.
		I was focused and on task.

Yes	No	Treat everyone with respect and kindness
		I was respectful to my teacher.
		I was respectful to my peers.
		When warned I was polite.

Yes	No	Follow instructions
		I followed instructions.

Task 3: How could your teacher support you next lesson?

Task 4. What will you do differently next lesson?

Approved by:

Appendix 2

The Cowplain School Learning Room – Record Sheet

You have disrupted the learning of others and will now spend time in the learning room.

Whilst in The Learning Room you must meet the following expectations:

- Do not speak or distract others.
- Put your hand up if you need something.
- You will only get your tick if you have worked hard, behaved well, and completed your reflection form.
- If you write on this record sheet or are seen with a phone, you will begin your sanction again.

For each session you meet these expectations, you will receive a tick on this form. Each time you break one of these rules you will receive a warning.

- 0 warnings – leave early
- 1st warning – standard session time
- 2nd warning in a session – additional session added
- 4th warning in a day – pre suspension meeting and detention that day.
- 5th warning – removal from room. Either suspended or taken elsewhere. Repeat TLR send the following day.

You will have your breaks for 15 minutes in the Learning Room, starting at 11.30 and 14.00. You must eat your food and use the toilet only at this time.

Name:

Tutor group:

Date:

Lesson you were asked to leave:Teacher's name:.....

Reason:

.....

Sessions to complete.	1	2	3	4	5	6	7
Initials.							

	Session 1 08.30 – 09.30	Session 2 09.30 – 10.30	Session 3 10.30 – 11.20	Session 4 11.20 – 12.20	Session 5 12.20 -13.20	Session 6 13.20 – 14.00	Session 7 14.00 – 15.00
v or X							
Warning							
Signature							
	Session 1 08.30 – 09.30	Session 2 09.30 – 10.30	Session 3 10.30 – 11.20	Session 4 11.20 – 12.20	Session 5 12.20 -13.20	Session 6 13.20 – 14.00	Session 7 14.00 – 15.00
v or X							
Warning							
Signature							

The Cowplain School Rules

All students have the right to achieve their personal best, in an environment where mutual respect is evident, and where all students recognise their responsibility for the welfare of others.

It is therefore our expectation that every student:

1. Respects the rights of teachers to teach and students to learn, not disrupting the learning of other students in any way.
2. Shows a positive attitude by ensuring work is completed to a high standard and is handed in on time.
3. Is polite to members of staff and follows their instructions without argument.
4. Is punctual to lessons and has the correct equipment.
5. Does not engage in any form of bullying or intimidation, and reports this behaviour to a member of staff.
6. Wears the correct school uniform at all times.
7. Leaves lessons only with written permission from a teacher.
8. Behaves safely and sensibly when moving around the school site and at break times.
9. Does not bring in anything unsafe which might cause harm to another person.
10. Does not smoke or vape on the way to or from school, or on the school site, or interfere with fire safety equipment.
11. Does not use a mobile phone or other electronic entertainment device on the school site during school hours.
12. Treats all school visitors and members of the local community with respect and courtesy.
13. Represents the school appropriately whilst on school trips or in public.
14. Cooperates fully with members of staff by telling the truth.
15. Respects school sanctions imposed as a result of breaking a school rule.

Appendix 4– Positive Behaviour Guidance

<http://www.cowplainschool.co.uk/media/1414/positive-behaviour-guidance.pdf>

Appendix 5 – Cowplain School Statement of Prejudicial Language and Behaviour

The Cowplain School

Statement on Prejudicial Language and Behaviour – July 2024

Prejudicial language and behaviour - racist, anti-Semitic, sexist, homophobic, ableist - is not acceptable at our school.

This includes the use of slurs – racial, such as “paki”, “chink” or “nigger”; anti-Semitic; sexist or gender related such as “slut” or “slag”; or relating to a person’s sexuality – the use of the word “gay” or “lesbian” as a derogatory term, for example – or statements which belittle the life choices, religion, ethnicity, beliefs, cultures or abilities of others. Some do this without really thinking; worse still are those who do this purposefully to hurt, harass or victimise others.

Whether through ignorance or through racism, homophobia, sexism or ableism, this behaviour will NOT be tolerated. Our school has shared values which include kindness and mindfulness and the attitudes already described are the opposite of what we stand for as a school.

In a variety of lessons (especially Personal Development ones) and in Reflection Time, we provide students and teachers with the opportunity to safely discuss current issues, and areas which may be controversial. Such discussions must be conducted with absolute respect for the thoughts, feelings and welfare of others. At no point in such discussions is prejudicial language acceptable.

Rest assured that the casual use of prejudicial language, or the purposeful use of it, in lessons, around the school, towards students or adults will be called out and sanctioned, up to and including exclusion. Outside school, such public expressions related to Protected Characteristics are against the law under the Equality Act, and would lose people their jobs in society.

Any such prejudicial behaviour is displayed by a minority at our school. The vast majority of you will be shocked at hearing that this happens in our school. Learn to understand and recognise prejudicial behaviour and language, and do not allow it to happen within your hearing. Challenge those who say such things; make sure you report such incidents to a member of staff. We need to work together to be the harmonious school we can be, and to support every member of our school to thrive.

Actions for staff:

The use of prejudicial language in our school must not be accepted or tolerated.

1. If you hear or see (written) evidence of prejudicial language being used it must, at the very least, be sanctioned with a warning. “You are using prejudicial language which goes against our school values of kindness and mindfulness. This is not acceptable in our school.”

2. For a **serious incident** of the use of prejudicial language (racial, sexist, homophobic or ableist slurs, or statements which belittle the life choices, religion, ethnicity, beliefs, cultures or abilities of others, especially where this is done purposefully to hurt, harass or victimise others) this necessitates a Learning Room send. Please do this in the usual way.
3. For a **serious incident**, full details of exactly what was said **MUST** be added as possible as a safeguarding concern to CPOMs. The Pastoral Team will discuss these incidents with SLT and suspensions may follow.
4. One to one conversations with students who have used prejudicial language, by a member of SLT or the Pastoral Team are incredibly powerful. We need to have the confidence to explain the school's statement (above) regarding such language, but such a conversation does not mean that a sanction is not imposed, and such conversations will be recorded.
5. We must all be extremely vigilant for the use of prejudicial language, to call it out, not to dismiss it as unintentional, a mistake, a misunderstanding, or "banter" etc. We must be ready to undertake the actions above.

Our statement and these actions are powerfully supported by the Understanding Diversity strand of our curriculum. All departments and staff need to ensure that through what is taught and how it is taught, through displays, students voice etc. we create and sustain a welcoming and inclusive environment to support all students and staff.