



# THE COOPERS' COMPANY AND COBORN SCHOOL



## General Information 2009 – 2010

A SPECIALIST SPORTS & HUMANITIES COLLEGE AND TRAINING SCHOOL



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This booklet contains general information about the organisation of the School, and abbreviated information that parents might wish to know about some of our policies. Fuller information is available from the School if required. Please contact the Headteacher in the first instance, preferably by letter.

## THE GOVERNING BODY'S STRATEGIC VIEW

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The main strategic view of the Governing Body is to:

- Maintain the high academic standards so that the School is seen as a centre of excellence
- Ensure that the School offers a broad liberal education
- Maintain the broadly Christian ethos
- Ensure that the Admissions Policy keeps its emphasis on applicants who actively engage with the ethos of the School
- Maintain the cultural and ethnic diversity of the School
- Ensure that the School develops teaching and learning opportunities for all
- Ensure that the School, while retaining its academic nature, continues to use vocational courses as appropriate in line with its already strong commitment to personalised learning
- Develop the site as shown in the Capital Building Plan to enhance its teaching and learning opportunities and update building to facilitate greater disabled access

- Investigate further the opportunities to offer greater adult involvement in learning
- Develop the work with the School's existing partner schools in the local community

These broad strategic views will evolve over time but are firmly embedded in, and have helped to shape, the School Development Plan. Re-designation as a Specialist Sports College and designation as a Humanities Specialist College and Training College have reinforced the aims of the School and will enable the spread of expertise of the staff to the School's community partners.

The Coopers' Company and Coborn School is successful in many ways because Governors, staff, parents, the community and the students work together and value the broad based education it offers. It is intended that the vision and detailed developments given in the School Development Plan will allow the School to continue to be a centre of excellence for many years to come.

## MISSION STATEMENT

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'Love as Brethren; Learning for Life'

THE COOPERS' COMPANY AND COBORN SCHOOL IN UPMINSTER IS A DYNAMIC,  
CO-EDUCATIONAL SCHOOL FOR ABOUT 1320 STUDENTS. OUR MISSION IS

**Learning for Life:** To produce confident and well rounded individuals who, within a supportive and friendly community, have developed their potential academically, culturally and socially and are empowered to become positive and effective citizens within the 21st century world, with the character to live out the principle of 'Love as Brethren'.

## VISION

We strive to be a school where

- All enjoy the pursuit of learning, finding the best way to learn, and achieving their potential and the best possible qualifications
- All are treated as individuals within a happy community, where we relate well, play well, and learn to be ourselves
- All experience first class teaching of a relevant yet academic curriculum within excellent, well-resourced facilities.
- All are encouraged to develop good character, lively interests, broad experiences and friendships as the best preparation for life beyond school
- All staff are given good support, trained well and encouraged to develop themselves professionally within and beyond the School.
- All members seek to give as well as receive so the whole community (both in school and without) benefits

## KEY PRIORITIES OF 2008-12 STRATEGIC PLAN

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**FOCUS 1: OUTSTANDING TEACHING & LEARNING:** To create the capacity for further school improvement in terms of the quality of teaching and learning, and student progress and attainment through improving monitoring, self-evaluation, sharing best practice, joint planning, and implementing best practice uniformly

**FOCUS 2: CUTTING EDGE INFRASTRUCTURE, ENVIRONMENT & PREMISES:** To improve the physical infrastructure of the School by upgrading the school buildings site and IT/resources/facilities to ensure full access to the new curriculum, effective teaching and learning, health and safety and to provide inspiration to current and future generations of teachers and students at The Coopers' Company and Coborn School; to ensure effective communication at all levels between all stakeholders including the marketing and advertising of successes

**FOCUS 3: ENRICHING CURRICULUM, CULTURE & EXPERIENCE:** To develop a curriculum both in and out of the classroom that preserves academic excellence but also prepares all our students for life; in particular developing the extra-curricular life of the School to ensure opportunities (local, national, international) for all as well as for the talented/interested/resourceful in the widest possible range of areas (leadership, sporting, vocational, technological, cultural, spiritual, social):

**FOCUS 4: PROFESSIONAL DEVELOPMENT, TRAINING, RESEARCH & OUTREACH:** To become a centre of excellence that has well developed training systems and facilities, good evidence based, student centred research, and healthy outreach capacity that impacts on other schools, contributing to educational improvement locally and nationally and effective collaborations. All this will seek to produce a constant stream of effective leaders at all levels.

## Term and Holiday dates for 2009-2010

### Autumn Term 2009

Thursday 3rd September – Friday 18th December 2009

#### Half-term

Monday 26th October – Friday 30th October 2009

#### Christmas Break

Monday 21st December – Thursday 31st December 2009

Bank Holiday - Friday 1st January 2010

### Spring Term 2010

Monday 4th January – Thursday 1st April 2010

#### Half-term

Monday 15th February – Friday 19th February 2010

#### Easter Break

Tuesday 6th April – Friday 16th April 2010

Bank Holidays - Friday 1st April and Monday 5th April 2010

### Summer Term 2010

Monday 19th April – Friday 23rd July 2010

#### Half-term

Monday 31st May – Friday 4th June 2010

Bank Holiday - Monday 3rd May 2010

All the above dates are inclusive

CPD DATES – i.e. School Closures

- 3rd September 2009 (Yrs 7 & 12 in only)
- 2nd November 2009
- 12th February 2010
- 21st April 2010
- 29th June 2010

## The School Day

8.35 – 8.55	Registration/Assembly/Tutor Time
9.00 – 10.00	Lesson 1
10.00 – 11.00	Lesson 2
11.00 – 11.15	Break
11.15 – 12.15	Lesson 3
12.15 – 1.15	Lesson 4
1.15 – 2.15	Lunch
2.15 – 2.25	Registration
2.25 – 3.25	Lesson 5
3.25 – 3.40	Mentoring/Tutorials
3.40 onwards	Clubs and Activities

## The School Governors

	Appointed by	End of Term of Office
Dr I Flood, Chairman Mr M J V Housley, Vice Chairman Mr B Gordon-Picking Mr T M Hayes Mr D Llewelyn Jones	The Court of the Worshipful Company of Coopers	August 2010 August 2010 August 2010 August 2010 August 2010
Vacancy	The Rector and Churchwardens of Stepney	August 2010
Mr R Partington	The Senate of the University of Cambridge	August 2010
Mrs S King Mr S Miller Dr E Sprunt Mr K Stephenson	Foundation Governors	August 2010 August 2010 August 2010 August 2010
Ms J Graham Mr M Lane	The London Borough of Havering	August 2012 August 2010
Mrs T Bland Mrs C Balfe Mr C Steel	Parent (elected)	August 2010 August 2010 August 2010
Mr D. Mansfield	Headteacher	Ex Officio
Mrs S Bunting Mr S Lawlor	Staff (elected)	August 2011 August 2010
Mr R Boyton	Support Staff (elected)	August 2011
Mrs J Fairweather Mrs M Hindson Mrs L Humphrey Mrs M Randall	Associate Members	August 2010 August 2010 August 2010 August 2010

Clerk to the Governors – Wing Commander J S Hogan,

## Staff

Headteacher	Mr D Mansfield MA (Cantab), MBA
Deputy Head KS5 & Director of Training	Mr D Parry MA NPQH
Deputy Head KS3&4	Mr D Threadgold B Sc
Assistant Headteacher	Mr S Lawlor
Assistant Deputy Headteacher	Mrs K Pack Adv Cert Ed
Assistant Deputy Headteacher	Miss A Popperwell B Sc
Bursar	Wing Commander J S Hogan FCIS
Mr T Acton B Sc	Mrs V Hendley (Head of English)
Miss E Anderson BA	Mr P Hogan B Comm
Miss K Arnold BA	Mr J Honeyands B Sc
Mr J Balcombe	Mr D Hugill MA
Mrs S Barrett Cert Ed (i/c Primary Liaison)	Mrs S Jones BA
Mr M C Bear B Sc	Mr M J King MA (i/c Archives and References)
Mr T Betchley B Sc	Miss C Lantsbury
Miss H Biscoe B Sc (i/c KS3 PE & Head of Girls' PE)	Mr S Lawlor BA (Assistant Headteacher)
Mr R Blah B Sc	Mr J Lockwood BA (Head of Economics)
Mr T Bremner B Sc	Mr M Lorentzen B Mus
Mrs J Bristow GRSM ARCM (Head of Music)	Mrs J Marshall B Ed
Mr J Bristow BA	Mr L Marshall B Ed (Partnership Development Manager)
Mrs S Bunting Cert Ed (Head of Year 12 and Head of Careers)	Mrs E McCall B Sc (Data Manager)
Mrs P Butler BA (Librarian)	Mrs N Onajobi MSc
Mrs J Chambers B.Ed	Mr T Opie
Mr K R Chapman MA(Ed) B Ed (Director of Humanities Specialism)	Ms V O'Sullivan
Ms S Cheale BA AKC	Mrs R Palmer BA
Mr K Coates BA (Econ.) (Head of Social Science)	Dr V Parker
Mr P Collins B Ed	Mrs S Phillips (Special Link Instructor)
Mr P Comish B Sc (Head of Geography)	Mrs C Picton B Ed (Head of Food Technology)
Mrs K De Jong BA	Ms S Piper BA
Mr T Dewhurst BA	Miss E Polston
Mr M Duncan B Sc (Out of School Hours Learning Co-ordinator)	Miss T Quinney BA
Mr J Dunford B Sc (Head of Media)	Mr J Rawlingson MSc (Head of Physics)
Mr A Egleton BSc	Mrs R Read MA (6th Form Academic Development Co-ordinator)
Miss S Ekiko, MA (Head of French)	Mrs N Reece BA
Miss M Ellis	Mrs J Reed B Sc
Ms G Farnsworth	Mrs S Regan B Ed (Head of Year 11)
Mr W Ferreira BSc, BA (Head of Psychology)	Ms A Roberts B Sc
Mr J Foreman (Head of History)	Mr T Sack BA (Head of Modern Foreign Languages)
Mrs P J Foreman B Ed (Head of ICT)	Mrs D Sankey B Sc
Dr L Forrest	Mrs A Schofield BA
Miss C Foster B Sc	Mr M Short MA
Ms K Foulser B Sc (Head of Year 9)	Miss E Soylemez (Head of Maths)
Mr J M French BA (Head of Drama, Director of Creative Arts)	Mr J Z Teece B Ed (Head of Design & Technology)
Ms S Garcia Hons Degree & Cert Ed., Spain	Mrs K Tiffin BA (Head of Art)
Ms H George BA	Mrs B Usher MA History, MA Theology (Head of RS)
Mr F Gilbert MA	Ms S Veysey BA
Mrs G Golding BEd (Head of Year 10)	Miss A Villaerjo (Head of Spanish)
Mr R Griffith BA (i/c KS4 PE & Head of Boys' PE)	Mr G Walters
Mrs A Gritti-Pearse UER, Licence Letters C2 Maótrise, Reims	Mr B Wellington BA (Head of Lower School)
Mrs C Harries	Mr M Westbury B Sc
Mrs M J Harris BA (Curriculum Manger and i/c Timetable)	Mr M Whyte
	Miss P M Wilson MA (Head of Chemistry)
	Mr D Young MA (Head of Year 13)

Mrs J Jensen (Headteacher's PA)

# ORGANISATION OF THE SCHOOL

## Academic Organisation

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The teaching staff are grouped into subject areas and then into Teaching and Learning areas led by a Co-ordinator.

The National Curriculum is taught from Years 7 to 11.

In Year 7 all students follow courses in: English, Mathematics, Science, Technology, Information Technology, a Modern Foreign Language, Geography, History, Religious Studies, Art, Music and Physical Education.

Year 8 students follow a similar pattern but a second Modern Foreign Language is introduced. Students are 'set' for Mathematics, based on an examination taken at the end of Year 7.

The curriculum for Year 9 is similar to Year 8, but work on Careers is introduced. All Year 9 students sit the National Tests for Key Stage 3.

Drama in Years 7, 8 and 9 is in separate lessons with their own independent schemes of work.

In Years 10 and 11 certain subjects remain compulsory and others remain within the choice of the students. A few subjects are available as short GCSE courses instead of the usual full courses.

The Sixth Form has approximately 360 students, all of whom are studying a full curriculum of A or AS level subjects. In recent years the majority of students have progressed into the Sixth Form and then gone on to further education, including Oxford and Cambridge Universities. Both games (non-examined) and PSE are compulsory.

A full personal, social and health education programme (PSHE) is followed through all years and taught in part via the medium of the weekly pastoral period.

## Pastoral Organisation

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Pastoral care is organised on a Year basis by Year Heads, although we also have a Head of Lower Year and a Head of Sixth Form. Form Tutors in Years 7 to 11 are responsible for about 30 girls and boys. Students remain in the same form group throughout these five years.

The Head of Lower School allocates students to forms taking into account various factors but not attempting to 'stream' in any way.

Sixth Form Tutors are responsible for upwards of 20 students. The forms are rearranged to give a new mix, and external entrants to the Sixth Form are easily assimilated.

The naming of the Forms in the School reflects the House organisation. In each year Forms 1 and 2 are in Coborn House, Forms 3 and 4 are in Guild House, and Forms 5 and 6 are in Gibson House. Sixth Form students remain in their Houses but are organised into different Forms. Thus there are vertical links as well as the horizontal year groupings made for pastoral purposes.

The House system incorporates certain School activities, mainly sporting and music but also drama, public speaking, and academic achievements.

School Captains are elected at the end of Year 12 and hold office throughout their final year. These are prestigious positions within the School. Each form throughout the School has two elected representatives. The Sixth Form has its own Captains and Council. There is also a whole School Council which meets on a regular basis to discuss issues relevant to both the students and the School. School Council representatives play a key role in the decision making processes - including the appointment of senior staff.

## Admissions

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The Coopers' Company and Coborn School is a school designated as having a religious character. The School is required to preserve and develop its Christian character in accordance with the principles included in the Scheme of The Coopers' Company and Coborn Educational Foundation and is committed to upholding its close ties with The Worshipful Company of Coopers.

The School aims to provide its students with a liberal education, in accordance with its principles, which meets the needs of each student and enables them to achieve their full potential. The School aims to provide all students with a broad, balanced and relevant curriculum appropriate to their needs, aptitudes and abilities.

The School's Governing Body has considered the admission criteria in the light of the requirements of the new DCSF Admissions Code and wishes to preserve The Coopers' Company and Coborn School's rich cultural and religious diversity and historical heritage bearing in mind the following:

- 1) the School moved to its current location on the eastern boundary of Upminster from Bow in 1971. The Governors feel that links with central and eastern London reflect the School's ethos and are essential to preserve, whilst
- 2) recognising the strong relationships that have developed with the locality and the Local Authorities on the eastern boundary of Havering and Essex.

In September 2010, 180 students will be admitted into Year 7. If there are more applicants than places, then places will be allocated in accordance with the following criteria which are stated in order of priority:

1. Looked after children.
2. Children whose siblings will be students at the School on their date of enrolment into the School.
3. 18 children (10% of admission number) to be selected on the basis of aptitude for sport.
4. Children who have an exceptional need which is relevant to the School. (Written evidence of this must be provided at the time of application.)
5. Children who are connected to a Christian denomination, or who attend or are affiliated to any recognised place of worship of one of the other main world faiths, or who belong to organisations attached to such places of worship. (Evidence of this is required in the form of a letter referring to the child and written to the School on officially headed paper from the religious leader or leader of the organisation attached to the place of worship clearly stating the religious links.)

If more successful applicants are produced by Criterion 5 than are places available, then the proximity Criterion 6 will be used as a tie breaker. If there are places available after the application of Criterion 5, then Criterion 6 will be applied to fill remaining places.

6. 70% of the remaining places will be allocated to children on the basis of proximity to the School. The remaining 30% will be allocated from the School's historical catchments in Essex, East London and Thurrock. These 30% will be allocated to those from outside Havering who live closest to the historic school site at Tredegar Square, Bow, or, for the other catchment areas, on the basis of proximity to the School in accordance with the traditional intake proportions from these areas.

1. Children with Statements of Special Educational Need making application to the School are allocated places before the over-subscription criteria are applied.
2. Looked after children are defined as children who are in the care of a Local Authority or provided with accommodation by the Authority
3. A 'sibling' is defined as any child living at the same address and legally identified as a full sister/brother or as a half/step/foster/adopted sibling.
4. Circumstances, generally social or medical, that make the school the only realistic option for the child
5. The other main world faiths are considered to be Buddhism, Hinduism, Islam, Judaism and Sikhism
6. As measured by the agreed Local Authority measuring system

## Admission Appeals

The School is committed to not treating disabled students less favourably, without justification, for a reason that relates to their disability.

Parents have a right to appeal against the non-admission of their children by writing to the Clerk of Governors at the School, stating the grounds of their appeal. The appeal panel is independent of the School. Details of appeal arrangements will be brought to the attention of the applicants. It is strongly emphasised that the outcome of the previous year's admissions and appeals process should not be taken as a guide to the likely outcome of the process for the following year. Parents may appeal only once in any school year.

Application forms can be obtained from the School Office, either in person or by post, which must include a large, stamped self-addressed envelope (0.90p) stamp if you require a prospectus, 50p stamp if forms only are required). Applications for places at Sixth Form level will be considered according to the availability of places and the suitability of the courses, which can be offered by the School. Application details for Year 7 and the Sixth Form may also be viewed on the School's website: [www.cooperscoborn.org.uk](http://www.cooperscoborn.org.uk).

Facts and figures from last year's admissions and appeals are included in this booklet (see page13).

## Induction procedures for new intake

Parents of students accepted into the School for Year 7 are sent all essential information in June and invited to attend a New Intake Information Evening in late June/early July. Students themselves are invited to spend an afternoon in School in June/July and receive a whole day of induction in September.

Many of our new intake students are visited in their primary schools by the Head of Lower School, or other teachers. We have over 100 feeder schools, so it is not normally possible to visit them all, but essential information about our new students is always sought.

Sympathetic consideration is always given to the grouping of children within forms, but it may not always prove possible to meet individual requests. Students are normally placed in the same House as siblings already attending the School, unless parents request that the foreign language studied be the primary consideration.

## Code of Conduct

The aim of our School is to provide a liberal education, which recognises and develops the potential of every student, within a caring, supportive and friendly environment, thus helping our students in their preparation to become full and effective citizens.

## Student Behaviour

The Charter, The Code of Good School Practice and The Anti-Bullying Policy are all central to maintaining an ordered environment. They all appear in the students' Personal Organiser and are discussed at an early stage and regularly thereafter. They are reproduced here for the benefit of parents.

## Our Charter for Staff and Students

We should all:

- Speak with care and consideration and never directly refuse any reasonable request.
- Listen carefully to all instructions, opinions, questions and queries.
- Fulfil our work commitments to the best of our ability.
- Arrive at lessons on time and with the correct equipment.
- Behave in a way that is conducive to effective teaching and learning.
- Enhance our working environment by treating the School buildings and surrounds with respect and due care.
- Observe the policies on the setting, completion and marking of homework.
- Observe the policies on Sanctions and Rewards in a consistent, clear manner.
- Be familiar with and ensure compliance with The Code of Good School Practice.

## Code of Good School Practice

Appearance

- School Uniform or P.E. Uniform to be worn, with all garments marked with the owner's name.
- Hair is to be tidy, not obviously dyed and not in an extreme style that would be considered inappropriate for school.
- Gum chewing is strictly forbidden in school.

For more detailed regulations, refer to the appropriate list and check with your Head of Year if you are uncertain about any aspect of these regulations. Wear the correct uniform and wear it properly on your way to and from school. Shirts and blouses must be tucked in.

## Safety and Good Order within School

Considerate and courteous behaviour at all times is the overriding principle within school:

- Be polite to your fellow students, your teachers, your midday assistants, the canteen staff, office staff, caretakers, technicians and visitors to the School.
- When moving about the School, keep to the left. There are places within School that become very congested at certain times. Don't make matters worse by pushing, shouting and barging into each other. Hold doors open for other people and do not allow doors to close behind you in anyone's face. Queue in an orderly manner and do not push in.
- Observe the one-way system – it greatly eases congestion and helps to avoid accidents.
- With the permission of your form tutor, you are allowed in your form room at breaks and lunchtime. Do not abuse this privilege or it will be withdrawn. You are NOT allowed to eat or drink inside the School buildings, other than the dining room. You must not play ball games or chase around indoors.

- Leave other people's property alone and take care of furniture in classrooms. Do not put your feet on chairs or draw on tables and walls. Do not damage displays or equipment. You are trusted to behave with consideration, even when you are not being supervised.
- Litter can be a huge problem, but it could so easily be overcome by EVERYONE using the litter bins provided and not dropping rubbish anywhere.
- You are not allowed on or under the theatre stage or on the lighting gantry without the permission of a member of staff.
- Take care of your belongings and do not leave valuable items unattended.
- In the dining room, please keep noise at a reasonable level. There is never a need to shout. Return used trays, cutlery etc to the proper places.
- For reasons of safety, do not use Walkmans or IPODS on your way to and from School. Please do not bring them into School – you should not need them during the day.
- Mobile Phones/IPODS – their use is strictly banned during the working day and they must therefore be switched off. If you feel you must bring a mobile phone to School, please keep it locked away during the school day and note that we accept no responsibility for their safekeeping. Be aware of our detailed policy on the confiscation of mobile phones. The rules are non-negotiable, regardless of the owner of the phone – even if it is not yours.

## Safety in the School Grounds

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- Ball games may be played only in the areas designated for the purpose; the School field is sometimes unfit for this use because of adverse weather conditions.
- The area around the pond is out of bounds during the winter and possibly other times if wet. Please be aware of this.
- Paved areas of the School are for walking on only – no ball games etc.
- The service road around the back of the School is out of bounds, other than as access to DRA2, as are the car parks and the area behind the Languages Building and the Music Building.
- Within the School grounds, you must not cycle on playgrounds, pavements or paved areas. Cycles may be left only in the areas designated for this use, and with permission.
- Tin cans and glass bottles are not allowed on the premises, other than those on sale in the Dining Room and Sixth Form area, for consumption in those areas. They are potentially very dangerous on the field, particularly if broken by grass cutters.

## Outside School

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Your behaviour in public should bring credit to yourselves and the School.

- Act with courtesy and consideration on buses and trains. Queue in an orderly fashion and never drop litter.
- Don't walk or congregate in large numbers in shops or along pavements and always give way to members of the public.

- Anyone seen smoking or drinking alcohol in school uniform – on or off the premises – will be dealt with most severely. These offences can lead to exclusion. You should be aware of the regulations regarding illegal substances.

### PLEASE NOTE:

- Students in Years 7 to 11 may NOT leave the School premises at any time without the written permission of a member of staff – normally your Head of Year. We cannot be responsible for you if we don't know where you are.
- Bullying – we have a detailed policy which will be regularly discussed with you. The underlying principles are outlined in your personal organizers, issued at the start of the school year.

## Conditions and Sanctions

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If we respect each other's rights and this Code, there should be no need for sanctions. However, some rules are necessary, and sanctions are there for those who have let themselves and the School down:

- Detentions are given for lateness and unacceptable behaviour.
- Students who continue to behave in an unacceptable way may be excluded from School. This happens in cases of physical violence and other serious abuse, including bullying, theft and misuse of school property.
- There is a zero tolerance of any form of drug use or abuse, violence of any kind and vandalism.

The most important rule of all is that we expect our students to behave well at all times inside and outside School, in a way which will bring honour and credit to themselves, and show courtesy and consideration for other people.

We have clear lines of referral, both academic and pastoral, for dealing with indiscipline and various sanctions are applied, depending on the offence. Serious cases are few and far between. We ask parents to support us in ensuring that high standards of discipline and behaviour are maintained.

More detailed policies on exclusion and sanctions and rewards are held in School and are available on the website.

## Anti-Bullying Policy

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Bullying is repeated behaviour which makes other people feel uncomfortable or threatened, whether this is intended or not.

The aim of our anti-bullying policy is to clarify for students and staff that bullying is always unacceptable. We wish to encourage an environment where independence is valued and individuals can flourish without fear. Every student has the right to be safe and happy in School, and to be protected when feeling vulnerable.

It is important that we create an atmosphere in the School where students who are being bullied, or others who know about it, feel that they will be listened to and believed, and that action taken will be swift but sensitive to their concerns.

Not telling protects the bully or bullies, and gives the message that they can continue, perhaps bullying others too.

We have a detailed policy which will be regularly discussed with students. The underlying principles are outlined in our students' personal organisers, issued at the start of the School year.

## Race Equality

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As a school community, we celebrate the richness of racial diversity in our students. Staff and students experience multi-cultural activities in many of their subjects, which help them develop understanding and sensitivity. As a member of our School, we expect them to have an open mind to the variety of races and cultures.

Any prejudice, racial intolerance or stereotyping is completely unacceptable, and will be dealt with appropriately.

## Mobile Phones

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Mobile phones should:

- Be kept somewhere safe during the School Day – preferably locked away.
- Be switched off in all lessons.
- Be kept safe by the person owning the mobile phone. The School will not take responsibility for the loss of a mobile phone. Students bring them into school at their own risk.

Mobile phones may not be used:

- To take photographs of any other students without their consent.
- To take photographs of a member of staff.
- To video other students, events or lessons without the consent of the individuals involved.
- To send pictures/messages using Bluetooth without permission.
- To send abusive texts to or about another student. This will be deemed as bullying.
- To disrupt any lesson.
- To call a parent to invite them into School; the office will contact parents in cases of illness or any other emergency.

Sanction

If any student is found using a mobile phone inappropriately and, therefore, breaking this Code of Practice, the following sanctions will apply:

- The mobile phone will be confiscated and kept for a minimum of a fortnight. This is non-negotiable and the length of the confiscation will depend on the circumstances. SIM cards may NOT be removed.
- Any student resisting confiscation will be isolated and the parent/carer informed immediately.
- The student will be required to attend a detention after school.
- For repeated use of a mobile phone inappropriately, parents will be informed and the phone will be kept for a much longer period of time.

## Attendance and Family Holidays

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Good attendance and punctuality are vital in order to help students achieve their full potential and derive maximum from School life. Students, parents and teachers at the School work together to achieve this.

Every absence, for whatever reason, must be explained in a letter sent with the student on the day of return. If an absence is likely to exceed 3 days, parents must contact the School. Unexplained absences may be followed up by the Welfare Assistant, Form Tutor or Head of Year on the first day of absence, and parents will be contacted on any day a registered student is absent without explanation, or if there is any cause for concern over a student's record of attendance and punctuality. Absence can be authorised only by the

School. Every authorised absence must contain a code in the register to show on what grounds authorisation was given for that session.

If parents are concerned about their child's attendance, they are welcome to see the Form Tutor or Head of Year about it by appointment.

Parents, by law, must see that their children are educated, so the Education Welfare Officer will need to be informed by the School of any unexplained or excessive absences. Failure to ensure that their child receives adequate education may result in parents being prosecuted and following consultations with the Education Welfare Officer, the student may be removed from the School roll.

From 6th June 2005, the LEA's Education Department started to issue Fixed Penalty Notices to parents in response to students who take unauthorised holidays in school time.

"Application for Leave of Absence for a school student" forms are available from Heads of Year and also from our website [www.cooperscoborn.org.uk](http://www.cooperscoborn.org.uk). Parents are asked to complete a form for each planned absence. The Government are exhorting headteachers not to give permission for holidays in term time. You need to be aware that any request made will not necessarily be granted especially if your son/daughter is in an examination year and that the maximum leave of absence that can be considered is 10 days in any school year.

It is inadvisable for students in Years 10 and 11 to take any holiday during term time because of coursework commitments for external examinations.

## Illness and Medical Appointments

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Students should aim for a daily school attendance and only in cases of real illness should they stay at home. It is our policy to discourage students from arranging non-urgent medical or dental appointments during school hours.

If an unavoidable absence is known in advance, an explanatory note should be brought to School beforehand so that work can be set, if possible. If a student is absent through illness, a letter explaining the reasons should be given to the Form Tutor immediately upon return.

We have a Welfare Assistant to care for students taken ill or having accidents during the school day, and all our office staff either hold, or have held, a First Aid Certificate, as do some members of the teaching staff. When necessary, sick children are sent home but only when parental permission has been granted. No child may ever leave School without permission. Parents are asked to ensure that relevant contact telephone numbers are kept up to date. In the event of more serious illness or accident, the child will be sent by ambulance or taken to the appropriate local hospital and every effort will be made to inform parents.

## Uniform Requirements

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### Years 7-11 Boys and Girls

We expect parental support in maintaining standards. Matters of appearance are inevitably subjective – final decisions must rest with the School.

Fuller details of uniform requirements are sent out to parents by the School in plenty of time to allow purchases. A swap-shop also operates, run by the Parents' Association. Details of this are given in the New Intake Booklet or available from the School.

Our official uniform stockists are Kinda's in Upminster. Other optional items may sometimes be purchased through School and details are provided at the time.

## Dress Regulations for The Sixth Form

Sixth Form uniform is available from Kinda's.

The Sixth Form are reminded that as senior students they set an example for younger students and influence the impression gained of the School. Monitoring will be strict in future, so please read these regulations carefully.

Our stockist has a variety of options of styles, including suits. Students are expected to be generally neat and tidy in appearance.

**Bearing in mind the expense of clothing, parents are advised to ensure that students start their Sixth Form careers with a complete outfit of uniform and that replacement items are also bought from our stockist and conform with the specifications required.**

Where circumstances prevent this, please contact the Deputy Head i/c Sixth Form, who will be pleased to discuss the matter.

Students attending School out of uniform will be in breach of the 'conditions of entry' and will be treated accordingly.

Matters of appearance can be a sensitive, time-consuming issue and inevitably subjective. You are asked to note that the final decision regarding the acceptability or otherwise of uniform, appearance, hair length and style will rest with the Deputy Head i/c Sixth Form.

You will be expected to comply with these decisions.

## Homework

Homework is an important part of a school's approach to help young people work, think, and learn on their own. Over a five year period regular homework would be equivalent to an extra year of education with consequent benefits.

Parental support is vital in seeing that homework is done conscientiously and in the best possible conditions. Parents are asked to co-operate by seeing that their child does the homework carefully and by signing the diary. Homework timetables are sent home at the beginning of each school year so that parents know what is expected of their child. Every student is given a well-designed school diary at the beginning of each school year to help to plan the homework. The purposes of homework are:

- To develop the ability to work alone.
- To be self-motivating and well organised.
- To develop the skills of researching, organising and presenting appropriate work on a given theme or topic to extend or prepare for classwork.
- To encourage the habit of reading.
- To develop the habit of regular work at home so that good routines are established in readiness to study for public examinations.
- To challenge each individual student with appropriate work.

## Student Responsibilities

- To spend the required amount of time doing homework and to endeavour to produce their best work – the amount set to be increased as students progress through the School
- To complete homework if possible on the day it is set and present it on time
- To record their homework accurately in their diary
- To realise that failure to do homework will result in sanctions

## Parents

It must be emphasised that parental support is essential if a student is to meet deadlines successfully, especially in the Upper School where a student's workload increases substantially.

Parents are reminded that staff have the right to detain students until 4.00 p.m. without prior notice, although we do not consider it reasonable to expect our younger students to undertake long journeys home alone in the dark.

We ask for parental co-operation with and support for the various sanctions applied in the event of non-completion of homework. These may include detentions, interview and seeking assistance from persons outside the School – Education Welfare Officer, Educational Psychologists, etc.

## Sixth Form

In the Sixth Form students are expected to extend and develop their knowledge of each subject studied and to complete work to deadlines. The expectation is that in Year 12 about 3-4 hours study each week outside lessons is needed for each subject taken. Year 13 will require extra hours.

In order to help our students to be more effective, we strongly recommend that some time is devoted weekly to reading a quality newspaper such as 'The Times', 'The Independent', 'The Daily Telegraph' or 'The Guardian' and a magazine such as 'New Scientist' or 'The Economist', as well as the periodicals that support their own subjects.

## Public Examinations

All students are entered for prescribed public examinations for which they have been prepared by the School unless there are clearly stated educational grounds for not doing so, or a parent requests non-entry.

Students in Year 11 take GCSE examinations in all the subjects in their individual curriculum. Most students take about 10 subjects, mainly full course GCSE but usually including one or two short courses.

Students in the Sixth Form take A or AS level examinations in all the subjects in their individual curriculum, except compulsory Games. Normally students take four AS level subjects. A level Critical Thinking is currently optional, but over 95% of students have elected to study it.

Sometimes students are able to take examinations in subjects for which they have not been prepared at School, or ones they wish to take before Year 11. Recent examples have been mainly other languages such as Russian and Punjabi.

Entries for all the examinations are made in School by the Examinations' Officer, in collaboration with Heads of Subject Departments who suggest suitable options and/or tiers of entry, after discussion with each student. The fees are paid by the School.

Any re-sit examination fees are charged to the student's parents. Lists of fees are available from the Examinations' Officer.

Results are distributed to the students in person on the designated days in August (or March after the January sitting), or by post if a stamped addressed envelope is given in advance to the Examinations Officer.

The usual facilities for special arrangements, special consideration and enquiries about results are available through the School, of which an enquiry incurs a fee payable in advance by the student's parents. Lists of fees are available from the Examinations Officer. If an upgrade results the fee is returned.

Examination certificates will either be presented at Prizegiving or sent by registered post in the January following the examination. A small fee is charged in advance for the postage and registration.

## Sex Education

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Sex Education and Family Life Education are taught at Key Stages 3 and 4, forming part of the School's Health Education syllabus. Those aspects of the syllabus not covered by the various departments as a cross curricular theme are undertaken within the Pastoral Programme in Years 7 to 11; aspects of Sex Education also form part of the Pastoral Programme in the Sixth Form. The School's Sex Education Programme is framed within the recommendations of the National Curriculum Council's document on Health Education and, in particular, its recommendations under the section on Sex Education and Family Life Education at Key Stages 3 and 4. The Programme aims to be complementary and supportive to the role of the parents, recognising that parents are the key figures in helping children cope with the physical and emotional aspects of growing up and in preparing them for the responsibilities which sexual maturity brings.

We aim to teach about the physical aspects of sexual behaviour within a clear moral framework in which students will be encouraged to consider the importance of self-restraint, dignity and respect for themselves and others.

We aim to present facts in a sensitive, objective and balanced manner enabling students to understand the range of sexual attitudes and behaviour in present day society, to be aware of the law in relation to sexual activity, to consider their own attitudes and to make informed, reasoned and responsible decisions about the attitudes they will adopt at School and in later life.

Parents have the right to withdraw their children from Sex Education lessons. A detailed Sex Education Policy is held in School.

## Religious Education and Collective Worship

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All students from Years 7 to 11 follow the compulsory lessons in Religious Education, culminating in an examination in Year 11 (GCSE full/short). Religious Studies is also available as a full GCSE option subject in Years 10/11 and at AS/A level in Years 12/13. The syllabuses may be seen at the School if required.

Collective worship is held on a regular basis every morning for different year groups. This is mainly based on the Christian religion and is led by senior staff and sometimes by Form Tutors or others.

The annual Founders' Day Service is held at St Dunstan's Church, Stepney and is attended by Year 7 every year.

Parents have the right to withdraw their children from Religious Education lessons or from collective worship but as this is a school designated as having a religious character, and parents have expressed a choice for religious education, a withdrawal would be at variance with the Admissions Policy. A Religious Education Policy is held in School.

## Special Education Needs – Guiding Principles

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All our students have the right to an education which is appropriate to their individual needs.

As far as possible, therefore, it is our aim to provide learning experiences that are differentiated to take account of the needs and attainments of each student.

Access to the School's broad and balanced curriculum is achieved for most students by differentiation of class work by subject teachers. All departments have a policy statement on differentiation within their departmental handbooks. When teachers find that, despite their planning, a student is consistently failing to achieve learning objectives Special Needs' Support may be required.

The aim of Special Needs' Support within the School is to identify as early as possible those students who, for a variety of reasons, need particular and individualised help (over and above that which can be provided by classroom teachers) in order to fulfil those aims which the School has for all its students, and to ensure access to the School curriculum including the National Curriculum.

This help may be required for a short or extended period of time, and may be needed throughout the student's school career.

Having identified those students, we aim to offer them appropriate support as far as resources allow, and to monitor the effectiveness of it making changes where appropriate, and following the procedures set out in the DCSF Code of Practice.

The School has a Special Educational Needs Co-ordinator (SENCO) and a Governor with special responsibility for Special Educational Needs.

The School also maintains a register of gifted and talented students to ensure that their needs are met within the curriculum.

## Accessibility

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Arrangements for the admission of students with disabilities are made on a case by case basis. Certain physical modifications have already been made to the School site and others are proposed for 2009/2010. In this way, the Governing Body intends to prevent any disabled student being treated less favourably than other students. The School has facilities to enable students to access ground floor classrooms and utilises current technology to assist those disabled students who have other than ambulatory disabilities.

The School is complying with and developing its plan to increase accessibility in all areas over a period of 5 years. Governors ensure that the building programme conforms to the requirements of the Disability Discrimination Act. As part of this development, the School will be part of a Borough-wide survey of school accessibility. Following the survey report, the School was able to improve access further against the priorities identified within the report.

## School Charities

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Each Autumn Term has much time given over to our charitable activities. The School supports an overseas and a home charity. In the past we have supported 'Hope and Homes for Children'. This is a well-publicised charity working with orphans in the former Yugoslavia and elsewhere, run by Colonel Cook and his wife.

A list of 'home' charities is circulated to each form at the beginning of September. The forms vote to choose the charity of the year.

About the third week of term we have an afternoon off School, when a sponsored walk or similar activity takes place. During the whole term forms work out their own ideas for raising money, such as competitions, sales of home-made items etc. Larger events like concerts or fashion shows are very popular and raise a good deal of money, as do discos arranged in School.

In a normal year we would expect to raise approximately £15,000, divided equally between the two main charities and other causes that arise during the year.

Year 11 run their own charity each year. They organise and run a Christmas party for disadvantaged children from an East End special school. They raise much money as well as working very hard to give a really superb party. Any surplus money goes into the School Charity Fund.

The benefits in charity work extend beyond the size of the cheques presented, to the enlargement of commitment and dedication of our students and in fostering a spirit of compassion and concern for those less fortunate than ourselves.

## Home/School Communications

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Parents are welcome to contact us at any time. They should telephone or write in advance to ensure that the appropriate member of staff is available to see them.

Parent/Teacher Consultation Evenings are arranged for all years of the School to discuss the progress of all our students. Information Evenings are arranged for Years 9 and 11 to help students make informed choices. Additionally, parents are invited to meet Form Tutors early in Years 7, 10 and 12 to help gain an overall picture and deal with any problems.

Parents are encouraged to contact the School at other times when they are concerned about any aspect of their child's progress or welfare. First point of contact for all pastoral issues in Years 7-11 is the Pastoral Support Manager. Her telephone number is 01708 251819.

Similarly, we will contact parents when necessary. Parents receive regular newsletters from the Headteacher, Year Heads and the Parents' Association. The School Magazine is published regularly. Information is also sent to parents via Parentmail, to which parents are encouraged to register their email details. Hard copies of letters, newsletters etc. are available from outside the School Office. Parents should make sure that the School has an up to date email address and mobile phone number if available. Information will also be available on the School website:

[www.cooperscoborn.org.uk](http://www.cooperscoborn.org.uk)

Tours of the School are available for students in Year 6 and their parents on the Open Evening in September.

Obviously, parents are welcome at the many concerts and other productions and performances held during the year. Tickets are available from the School.

The School Calendar, with all foreseen dates for the year, is given to all students at the start of the academic year. Parents should refer regularly to this in order to be well informed of School events. Certain changes and additions will be inevitable during the course of a year but all major events should remain unchanged.

## Extra-Curricular Activities

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The School organises about a dozen residential trips regularly each academic year. Some are related to the National Curriculum, GCSE or A levels, but the rest are voluntary and are offered across the Year Groups. Many of the longer trips take place in the last week or two of the Summer Term and some in the holidays. Language trips for Year 8 to Spain, France and Germany are run annually and are followed by exchanges in Year 10. There is a ski trip usually in the February half term and an AS Geography field course in the Spring Term. Year 7 have a residential trip for outdoor pursuits, Year 9 enjoy an activity weekend, usually in the Isle of Wight, and some Upper School students take part in outdoor expeditions.

The Music Department organises a residential trip for several of

their musical groups in the Autumn. From time to time other trips are arranged, such as a Rugby, Cricket or Hockey tours abroad, various adventure holidays or trips to interesting places abroad, for example exploring Bolivia, sailing to Fiji, or visiting Namibia. Such is the success of school sports and athletics that several teams will be required to attend representative events overnight or longer, sometimes internationally.

We are also developing links with schools in China.

In addition to the residential journeys, dozens of day trips take place each year. All Year Groups are involved. Some involve an entire year group but most are for smaller groups of various sizes.

Almost every department in the School organises a trip at some time during the year, ranging from a History trip to Ypres in November for Year 9 students, days at various museums for many year groups, GCSE field work for Year 10, theatre trips for English groups, to Form social outings.

There is a wide range of extra-curricular clubs. In addition to the sports teams and musical groups, which together account for a considerable number of students, there are clubs for drama, dance, table tennis, tennis, badminton, aerobics, chess, the Christian Union, the Duke of Edinburgh Award Scheme, outdoor pursuits, theatre management, ski-ing, geography, computing, technology, science, fishing and others.

## Charging Policy

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Please refer to our website [www.cooperscoborn.org.uk](http://www.cooperscoborn.org.uk)

## Complaints Procedure

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Please refer to our website [www.cooperscoborn.org.uk](http://www.cooperscoborn.org.uk)

## Absence Data

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The information below relates to absence rates of students of compulsory school age (15 or younger on 1st September 2008) during the period to July 2009.

- Total number of registered students on roll for at least one session = 937
- Percentage of half days (sessions) missed through authorised absence = 4.21%
- Percentage of half days (sessions) missed through unauthorised absence = 0.58%

## Appeals' Data

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There were 700 applicants for the 180 available places for the New Intake for 2009. Parents have a right of appeal against the non-admission of their children by writing to the Clerk to the Governors at the School and stating the grounds of their appeal.

45 sets of parents exercised this right and 7 appeals subsequently resulted in the award of a place at the School. It is strongly emphasised, however, that the outcome of the admissions and appeals process for previous years should not be taken as a guide to the likely outcome of the process for the subsequent September.

The preceding information is provided to give prospective candidates more background to help them consider the options available.

## Data on Routes Taken by Students Over 15

The information below relates to those students who were 15 or over at the start of the 2008/2009 school year:

A) Students aged 15	Total	187
i* Those taking further education or a school course		183
ii* Those taking employment		4
iii* Those taking youth training		0
iv* Others		0
	Total	203
B) Students aged 16		203
i* Those taking further education or a school course		197
ii* Those taking employment		6
iii* Those taking youth training		0
iv* Others		0
	Total	172
C) Students aged 17		172
i* Those taking further education or a school course		162
ii* Those taking employment		0
iii* Those taking youth training		0
iv* Others		0
	Total	3
D) Students aged 18		3
i* Those taking further education or a school course		0
ii* Those taking employment		3
iii* Those taking youth training		0
iv* Others		0

\* These figures are estimated. Final figures are not available until late September/early October

## Data Protection Act

Please refer to our website [www.cooperscoborn.org.uk](http://www.cooperscoborn.org.uk)

## Providing Information to Connexions

(formerly Careers' Advice Bureau)

For students approaching or above age 13 the School is required to pass on information to the Connexions Service. This information includes the name and address of the student and parent and any further information relevant to the Connexions Service's role, which is to support young people, helping them to achieve their potential and to realise benefits from education, learning and employment. However, parents, or the student themselves if aged 16 or over, can ask that no information, beyond the name and address (for student and parent), be passed on to Connexions. If as a parent, or as a student aged 16 or over, they do not want Connexions to receive from the School information beyond name and address, **then the parent or student should contact the School within 2 weeks of receiving a letter based on these notes.**

Since, for students aged 16 or over, the right to ask for information beyond name and address not to be passed to Connexions rests with the student, rather than the parent, it is particularly important that parents share this information with their child if they are of this age.

The LEA and the DfES may provide Connexions with information which they have about a child, but will not pass on any information they have received from the School if the parent (or their child if aged 16 or over) have notified the School that Connexions should not receive information beyond name and address.

## Child Protection Policy

Copies of the Child Protection Policy are available from the School Office or please refer to our website [www.cooperscoborn.org.uk](http://www.cooperscoborn.org.uk).

## Music Lessons

Students may take a variety of musical instrumental lessons co-ordinated by the Music Department. Fees are paid direct to the teacher with an administration fee paid to the School. Please contact the Music Administrator for details.

## Travel Plan Information for Parents and Guardians

The Coopers' Company and Coborn School has a School Travel Plan in place. The following information aims to answer some common questions received from parents and guardians.

What is a School Travel Plan? It is a document produced by the school community that looks at how children travel on the journey to and from school, as well as setting out a number of aims or targets which could include:

- Improving safety for all children on their school journey
- Increasing the number of children who walk, cycle and use public transport on the school journey
- Helping to remove barriers that might prevent children from walking, cycling or using public transport
- Educating children in the benefits of walking and cycling and in essential road safety skills
- Widening the understanding of the whole school community of school travel issues.

Why has the School developed a School Travel Plan? Many schools have problems with congestion around the school gate while many parents do not feel it safe to let their children walk or cycle to school. Levels of childhood obesity and asthma are also rising, so schools and parents/guardians are keen to find ways to help overcome these trends.

A School Travel Plan helps the school community identify problems along with looking at ways in which they can be reduced or solved. A School Travel Plan also helps schools to encourage children to walk, cycle, be healthier, safer and more aware of their environment. It is a whole school initiative that involves students, staff, parents/guardians and the local community.

How can I help? To help develop the School Travel Plan, schools will ask children and/or their parents/guardians to complete a short travel plan survey. This will provide the School with information on how children currently travel to and from school and also any problems they may have on the school journey or reasons why they travel a certain way. This is your chance to put forward your opinions and experiences. Ask who our school champion is. If you normally travel by car, you could also take this opportunity to try a different way of travelling to and from School with your child (even if it is just for a day!)

What happens next? When the School has collected all the information together an action plan is developed which lists how the School will meet its targets and aims. Actions will be identified for the School, students, parents/guardians and also others. This may include Havering Borough Council who has funding available to help schools with travel plans. Schools can bid for items within its school grounds such as cycle storage, improvements to their pedestrian/cyclist entrances or covered waiting areas for parents. Bidding for funding can also be for projects outside the school grounds such as better crossing facilities, more distinctive warning signs or improved footways.





**THE COOPERS' COMPANY  
AND COBORN SCHOOL**

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