



THE COOPERS' COMPANY  
AND COBORN SCHOOL

*Love as Brethren*

## School Behaviour Policy

 	Name of School	The Coopers' Company and Coborn School
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	Date of next Review	Ongoing
	Who reviewed this policy?	Mr Rob Bell
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## INTRODUCTION

The Coopers' Company and Coborn School is an academy. As such, it is under a legal duty to promote good behaviour amongst students by drawing up and effectively implementing a Behaviour Policy setting out the sanctions that may be imposed for misbehaviour, and by keeping a record of all sanctions imposed for serious misbehaviour.

The Coopers' Company and Coborn School ("the School") believes that poor behaviour in school and whilst learning remotely from home affects learning and the well-being of all. This Behaviour Policy has been drawn up and adopted by the Governing Body of the School and applies to the whole school community, including the sixth form. It establishes the principles that underpin good behaviour, gives details of sanctions that may be imposed for breaching the policy, and sets out guidelines as to how a good standard of behaviour will be maintained. The School aims to:

- Ensure that all members of our community are kept safe at this unprecedented time; the key principle underpinning this behaviour policy is the safety of all members of our school community
- Have a caring, secure and orderly community in which the boundaries of acceptable behaviour are clear, shared and consistent;
- Ensure that all members of staff are vigilant regarding the behaviour of students, and aware of the sanctions available to deal with unacceptable behaviour and who has the power to impose these sanctions;
- Ensure that students and parents are introduced to the school's expectations via the Behaviour Policy Contract (Appendix 3), The Coopers' Coborn Charter contained in Appendix 1 of this policy, the Behaviour for Learning document contained in Appendix 2 of this policy, and all other school policies and other documents relevant to behaviour, on or soon after admission to the School;
- Ensure that all students are clear about the School's expectations through their Student Planners, visible displays around the School and during school assemblies;
- Ensure that students refresh their memories of the School's expectations annually, and sign the Behaviour Policy Contract in Year 7 & Year 12 (Appendix 3) to confirm that they have read and understood these expectations;
- Ensure that students are familiar with the School's Charter, together with the use of "Go4Schools" for managing student behaviour and issuing rewards;
- Ensure that students understand how their behaviour contributes to the overall learning climate of the School;
- Ensure that the student understand the significance of their behaviours on their own health and those of the wider community; and in, particular the consequence that choosing to break this behaviour policy could have
- Ensure equality of opportunity for all students, and that the School has regard to equality law and the public sector equality duty set out in the Equality Act 2010 in dealing with students' behaviour and, in particular, in imposing sanctions for misbehaviour;
- Consider the impact of each student's own behaviour on the school community as a whole;
- Involve parents and Governors, where legally required or appropriate;
- Utilise parental support and involvement, for example during reintegration meetings following formal fixed term exclusion, or short-term alternative provision placement, during the process of putting in place a parenting contract. In this policy, the term "parent" will include the natural or adoptive parents of a student irrespective of whether the parents are or were married or lived together, with whom the student lives, whether the father has parental responsibility for the student, or whether either parent has contact with the student. The term "parent" will also include any person who is not the natural or

adoptive parent of the student, but who has care of the student, or parental responsibility for the student.

## **SECTION 1: PRACTICE**

- 1.1 The School recognises that all students and members of staff are individually and jointly responsible for promoting good behaviour in the School. It is recognised that poor behaviour forms a significant barrier to learning and progress, and will therefore not be tolerated.
- 1.2 The School's working document on school discipline is The Coopers' Coborn Charter and Behaviour Policy Contract contained in Appendix 1 and 3 of this policy. An updated copy of the charter has also been sent to every student and parent at the school.
- 1.3 Guidance for parents on the School's expectations appears in the Behaviour Policy Contract
- 1.4 All students have a right to learn in an orderly and safe environment. This is particularly important at this time. To safeguard that right, in addition to ensuring that appropriate support is in place for students where necessary, the School may carry out a risk assessment on some students where they have been identified as potentially posing a risk to the education or wellbeing of other students, or to members of staff. The School reserves the right to carry out a risk assessment in relation to any student on roll if their behaviour causes concern and it is deemed appropriate to do so.
- 1.5 The School may carry out a risk assessment in relation to any student who is to be admitted to the School who has previously been formally excluded from another school (either permanently or for a fixed term period) prior to admission.
- 1.6 All members of staff are responsible for maintaining a calm, safe environment at the School by carrying out duties before and after school and during break times. Members of the Senior Leadership Team and other designated staff, will provide further support by patrolling key areas of the School at key times.
- 1.7 From time to time, the school may modify the behaviour policy within a school year, in response to new government directives, or due to influence by inside or outside events e.g. health and safety concerns, terrorism, OFSTED inspection, COVID-19 pandemic. Any significant change will be communicated to key stakeholders.

## **SECTION 2: STUDENTS AND PARENTS**

- 2.1 All students are expected to be familiar with, and fully comply with, this policy.
- 2.2 All students receive a Student Planner. This planner will contain a copy of the key expectations regarding behaviour.
- 2.3 Parents are also expected to be familiar with, and encourage their children to fully comply with, this policy. This policy was sent to all parents upon joining the school.

- 2.4 Parents are expected to set a good example to all students by behaving in an adult, mature and amicable fashion at all times that they are present on the School's site or outside its gates, and during conversations with members of staff.
- 2.5 Due to the ongoing public health emergency, parents, at this current time, DO NOT have implied permission to enter and be on the School's site while their children are registered students at the School. All appointments to the school can only be made by prior appointment and will only be possible in the most exceptional of circumstances. Where parents behave in an unacceptable way while on the School's site or outside its gates, the Headteacher is able to withdraw their permission to enter and be on the School's site. Parents should note that, once their permission to enter and be on the School's site is withdrawn by the Headteacher on an individual basis, they will be committing a criminal offence if they enter the School's site and cause a nuisance. In such circumstances, they can be removed and prosecuted by the police.
- 2.6 Parents are referred to the School's Policy for Dealing with Unacceptable Behaviour on School Premises, which is published on the School's website and is available from the school office.

### **SECTION 3: THE SCHOOL'S UNIFORM POLICY**

- 3.1 Students and their parents are required to familiarise themselves with the School's Uniform Policy and to ensure that students comply with it at all times. If students are unsure about any aspect of the School's Uniform Policy, students should discuss this with their Head of Year.
- 3.2 All students are expected to comply with the School's Uniform Policy when they are on their way to and from school, as well as in school. Amendments will be made to the school uniform policy in line with government advice regarding hygiene best practice.
- 3.3 The School's Uniform Policy can be found on the school website.

### **SECTION 4: THE SCHOOL'S ANTI BULLYING STRATEGY**

- 4.1 The Governing Body and the Headteacher have overall responsibility for managing the behaviour and safety of the School's students, and the Headteacher leads on the School's Anti-Bullying Policy.
- 4.2 The School will not tolerate any form of bullying and recognises that challenging bullying effectively will improve the safety and happiness of students, show that the School cares, and make it clear to bullies that their behaviour is unacceptable.
- 4.3 The School recognises that there are many interpretations of bullying, but considers bullying to most commonly be:
  - Behaviour which is either targeted at a specific individual or group of individuals over a period of time, or is repeated incidents of the same type of bullying behaviour by one particular student towards other individuals in general;

- Bullying behaviour (as defined above) which it is generally difficult for the victims targeted to defend; Bullying behaviour (as defined above) does not have to happen face-to-face – it can be happen via electronic social media using mobile phones, tablets or computers connected to the internet.
- 4.4 The School recognises that certain types of bullying are aggravated (viewed even more seriously) because the victims are targeted because they have a “protected characteristic” as defined by the Equality Act 2010. This includes:
- Bullying because of the victim’s race or cultural background, or using racist language;
  - Bullying because of the victim’s religion or belief (including where the victim has no belief);
  - Bullying because of the victim’s disability, special educational needs or other additional needs;
  - Bullying because of the victim’s gender, or using sexist language;
  - Bullying because of the victim’s sexual orientation (homophobia);
  - Bullying because the victim has undergone, or is considering undergoing, gender reassignment;
- 4.5 The School recognises that other types of bullying are aggravated (viewed even more seriously) because of the nature of the bullying. This includes:
- Sexual bullying (bringing a sexual context, either verbally or physically, into the bullying of the victim);
  - Cyber bullying (bullying the victim over the internet, usually on social media sites); or through remote learning mechanisms the school uses, such as Google Classroom
  - Stealing items from the victim while bullying them (committing robbery);
  - Causing injury to the victim while bullying them (committing assault).
- 4.6 Students should be reminded that all forms of bullying are unacceptable and will not be tolerated. Just because a student’s behaviour does not fit into the examples of bullying behaviour set out above, does not mean that the School will not view the behaviour as bullying and take appropriate action against the bully.
- 4.7 Severe sanctions will be imposed upon all students who are found to be bullies following an investigation, with either tougher sanctions being imposed on any student involved in bullying behaviour. Students will be at real risk of fixed term or permanent exclusion from School if they are found to be involved in bullying.
- 4.8 Any sanctions imposed may be supplemented by the confiscation of any electronic devices used to carry out the bullying, or the student may be prohibited from bringing any electronic devices onto the School’s site. Confiscation of devices will be in addition to the primary disciplinary sanction imposed, not instead of it.
- 4.9 Students may additionally be required to sign an “Anti-Bullying Contract” in the presence of their parents and the School’s Police Liaison Officer.
- 4.10 The School’s Anti-Bullying Policy can be found on the school website.

4.11 The School is fully committed to promoting diversity and inclusion in everything it does as a fair and equal place of teaching and learning and all students and staff are asked to pledge to:

- L - Listen
- A - Acknowledge
- S - Speak Out
- B - Break Down Barriers

**Listen:** Listen to and support people who report any type of injustice. Listen to and trust those who report injustices, because equality begins with basic respect for all people. It is better to listen than to speak or react immediately; you will need time to process what someone is saying and educate yourself to find empathy with others. Taking time to reflect and respond is better than immediate retaliation.

**Acknowledge:** Be mindful of the commonalities that humans share, and practise empathy. Do not fixate on difference, though it is important to be aware of it and the implications of it, particularly with regards to power and privilege that you may have over others - if you have privilege, open this up for all.

**Speak out:** If you see something, say something. Step in when you see any injustice occurring, and disrupt it in a safe way by offering or seeking support from others around you. Challenge stereotypical assumptions by asking about supporting facts and evidence; have conversations about what led you and/or others to have these beliefs. If you find yourself making an assumption about people, places, or things, challenge yourself by asking whether you know the assumption to be true, or if it is something you have simply been taught to believe by society. Consider facts and evidence, especially those found in academic books and articles, rather than depending on hearsay.

**Break Down Barriers:** Cross all divides by offering friendly greetings to people, regardless of race, gender, age, sexuality or ability status. Think about who you make eye contact with, nod to, or say "Hello" to while you are out in the world. If you notice a pattern of preference and exclusion, shake it up. Respectful, friendly, everyday communication is the essence of community

## **SECTION 5: DISCIPLINARY SANCTIONS FOR MISBEHAVIOUR**

5.1 Members of staff at the School have the power to impose sanctions upon students for misbehaviour. Such sanctions must be reasonable and proportionate, and applied consistently to all students.

The following sanctions may be imposed upon students at the School for misbehaviour:

- Verbal reprimand or warning;
- Being given additional work to carry out to a satisfactory standard;
- Having to repeat unsatisfactory work until it meets a satisfactory standard;
- Having privileges removed (for example, participation in an activity);
- Being given a school community task (for example, litter picking);
- Regular reporting to a named member of staff for attendance or uniform checks;

- Being placed on report for behaviour monitoring;
- Detention during break, at lunch-time, after school or at weekends; these vary in seriousness and length (whole school/SLT/Headteacher's)
- Removal from circulation and temporary supervision by a member of staff. The school does not have specific provision for internal isolation, other than short term.
- Formal fixed term exclusion from the School;
- Formal permanent exclusion from the School.

5.2 For Sixth Form Students the expectations are higher than for other students, to reflect their status as being almost adult and as role models. They will be treated more severely than other students (for example, by being persistently late). Misbehaviour in the Sixth Form is also considered (not exclusively) as:

- Non-attendance to registration, assembly, timetable lessons or Learning Zone slots, without due reason
- Failing to hand work in, on time or submitting work showing low effort, without due reason
- Lateness to school or lessons , without due reason Persistent incidences of the issues above are considered a breach of the School's Behaviour Policy, as outlined in the Behaviour Policy Contract, Appendix 3. Failure to comply with a sanction (for example, failure to attend a detention) is likely to result in the sanction being escalated.
- Failing to 'sign out' when leaving the school site. This is seen as a 'serious one-off breach' and breaches Health & Safety protocols. Please note this will be dealt with extremely seriously by the school (including the potential use of fixed term exclusions).

5.3 The School acknowledges that inappropriate behaviour may, in some circumstances, be an indicator of other issues. This could be that the child is suffering or likely to suffer significant harm. Where behaviour is considered such an indicator, the school safeguarding policy will be followed. Additionally, we will consider whether the behaviour is the result of unmet educational or other needs, and at this stage we will consider whether multi-agency assessment is necessary.

Additionally, the school is mindful of its obligations to students with additional needs and in particular those students with Special Educational Needs. Where it is relevant, the school would always consider whether "reasonable adjustments" were necessary in the administration of any sanctions that would ordinarily be put in place.

5.4 Sanctions for Misbehaviour Outside of School: Sanctions can also be imposed for misbehaviour which occurs outside of school when students are taking part in any activities arranged by or related to the School, while students are travelling to and from the School, or when the student is identifiable as a student of the School. Sanctions can also be imposed for misbehaviour which occurs outside of school that could have repercussions for the orderly running of the School, poses a threat to another student at the School or any other school or a member of the public, or could adversely affect the reputation of the School. The sanction itself will only be imposed on the student while he or she is on the School's site or is under the lawful control of a member of staff (for example, on a school trip).

5.5 Where a student is found to have made a serious allegation against a member of staff or another student that is proved to be untrue (rather than merely unsubstantiated), the Headteacher may impose a formal exclusion on the student involved. Alternatively, the school and parent would look at other options if the student's continual attendance at school was untenable.

- 5.6 Detentions are used by the School as a disciplinary sanction for misbehaviour. The school runs a centralised detention system. Failure to attend a detention, without justifiable reason, will result in an escalating sanction (detention) being implemented.
- 5.7 Detentions may be imposed on any student by any member of staff at the School, and can take place either during school hours at break or lunchtime, or outside school hours either before or after school. Detentions can also be imposed at weekends (with the exception of weekends during holidays).
- 5.8 The School is not legally required to give parents notice of detentions (including detentions which take place outside school hours) and does not require parents' consent to a detention. In most cases, however, the School will endeavour to give parents twenty-four hours' notice of a detention if it is outside school hours.
- 5.9 Misbehaviour relating to student breaches (whether one off, or persistent) of personal hygiene and social distancing regulations (see Appendix 1) will be dealt with in a severe manner due to the possible serious consequences. This could include fixed-term or permanent exclusion from school. It is also possible that the school may involve the police in any such incident.

## **SECTION 6: SAFETY AND GOOD ORDER WITHIN THE SCHOOL**

- 6.1 Considerate and courteous behaviour at all times is the overriding principle of the School. Students are expected to observe the following rules:
- Observe the School's one-way system;
  - Queue, if required, in an orderly manner without pushing in
  - Students should only eat in allocated areas when consuming food;
  - Students must leave the property of other students, members of staff and visitors alone;
  - Take care of furniture in classrooms.
  - Students should not cause damage to displays or equipment;
  - All students are trusted to behave appropriately and with consideration for others
  - Litter must go in the bins provided
  - Students are not allowed on or under the theatre stage, or on the lighting gantry, without the express permission of a member of staff;
  - Students must take care of their belongings and not leave valuable items unattended. Valuable items should not be brought into the School. The School will not be liable for any items, valuable or otherwise, which go missing or sustain damage while on the School's site;
  - Students are expected to keep noise to a reasonable level
  - The area around the pond is out of bounds, except to some 6<sup>th</sup> Form students. This is a health and safety issue
  - The service road around the back of the School is out of bounds to all students, other than students who must access Room DR2;
  - Anyone seen smoking (including e-cigarettes) or drinking alcohol in school uniform – on or off the premises – will be dealt with most severely. These offences can lead to exclusion.
  - Only 6<sup>th</sup> Form students, at lunchtime, may leave the School premises. They must sign in/out when doing so. Failure to do this will be dealt with severely as part of this policy.

- 6<sup>th</sup> Form students must sign out when they leave the school site in the afternoon if they have no lessons

## **SECTION 7: BANNED ITEMS**

- 7.1. The following items are not permitted on the school site: mobile phones, headphones(except school issued), chewing gum, hoodies, caps, stink-bombs, lighters, cigarettes, e-cigarettes, e-cigarette capsules, laser pens, electronic cigarettes, jewellery. This list is not exhaustive and the school maintains the right to confiscate any item considered dangerous, offensive, or inappropriate or that may compromise safety.
- 7.3 The following items are considered dangerous and are also banned: fireworks, illegal drugs, solvents, knives, blades, pointed items, alcohol, guns (including plastic toys or replicas), and any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.
- 7.4 The school may search for the following items without the student’s consent:
- Knives and weapons, alcohol, illegal drugs and stolen items including money, (cash or credit/debit cards)
  - Tobacco and cigarette papers, e-cigarettes, fireworks and pornographic images
  - Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- 7.5 A search without consent will only be carried out where the school has reasonable grounds for suspecting that a pupil is in possession of the item. Except in exceptional circumstances, a search will be carried out by a member of staff of the same sex as the pupil being searched, and in the presence of a second member of staff.
- 7.6 The school may use reasonable force to conduct a search for any of the following items:
- Knives and weapons, alcohol, illegal drugs and stolen items
  - Tobacco and cigarette papers, fireworks and pornographic images
  - any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- 7.7 School staff authorised to search for items are SLT (Senior Leadership Team) and Heads of Year, as well as the School’s Extended Services/Student Conduct Supervisor
- 7.8 Students found in possession of ‘banned’ items will have them confiscated. Mobile phones/headphones (if used) will have sanctions applied in line with the School Electronic Devices policy. Regarding banned items (other than mobile phones/headphones) - confiscation is unlikely to be the only sanction applied, and students may be excluded from school for possession of banned items. In relation to dangerous items, stolen items, controlled drugs and items which are evidence of an offence; it is likely the school will involve the Police. The school has the authority to ‘dispose’ of banned items where it is reasonable to do so.
- 7.9 The school has a zero tolerance to drug related incidents and The Headteacher has the right to permanently exclude a student in breach of this policy.

## **SECTION 8: USE OF FORCE**

- 8.1 School staff have a power to use reasonable force when it is necessary to do so, usually either to restrain or control students. What is reasonable force?
- a) The term “reasonable force” covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
  - b) Force is usually used to control or restrain. This can range from guiding a pupil to safety by the arm, through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
  - c) “Reasonable in the circumstances” means using no more force than is needed.
  - d) As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil’s path, or active physical contact such as leading a pupil by the arm out of a classroom.
  - e) Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
  - f) School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.
- 8.2 Schools can use reasonable force to:
- a) Remove disruptive children from the classroom where they have refused to follow an instruction to do so.
  - b) Prevent a pupil behaving in a way that disrupts a school event or a school trip or visit.
  - c) Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others.
  - d) Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground.
  - e) Restrain a pupil at risk of harming themselves through physical outbursts.
- 8.3 The School will never use force as a punishment for inappropriate behaviour, or use force beyond that which is reasonable and proportionate to a situation. Adjustments will be made where necessary for disabled pupils and pupils with SEN.
- 8.4 It is strongly recommended at this time that staff do not use reasonable force unless they judge the situation to be an emergency, where no other course of action was possible. This will be for the individual member of staff to judge, given the situation.

## **SECTION 9: MOBILE PHONE / ELECTRONIC DEVICES POLICY**

- 9.1 Mobile phones, smart watches, tablets, headphones etc. are a feature of modern society. The vast majority of students own them and they enhance communication and student safety. They are of high monetary value. They nearly all have integrated cameras which can be used to take photographs that could have child protection, data protection and disciplinary implications. Any school policy must ensure behaviour does not cause offence to a teacher, student or another person, nor impedes/distracts the learning of the user or others. Views

on issues concerning these devices vary and hence clear guidelines are necessary to ensure all understand and apply the rules. From September 2020, the school is a 'mobile' and 'headphone' free site for **every** student. This is due to the COVID emergency and the risk of cross-contamination from these high-use devices.

## 9.2 Application:

1. These devices **SHOULD NOT BE USED ON THE SCHOOL SITE**. Exceptions to this rule are:
  - Students are permitted to use their mobile phone in the main school car park before 8:35am and after 3:25pm (e.g. before the start of the school day/after the end of the school day)
2. Smart watches should be set to 'non-notification' mode, so that they cannot receive incoming calls/texts/notifications.
3. Students are not permitted to wear headphones on the school site – if headphones are required for teaching and learning these will be provided by the school in a hygienic manner. Similarly, in the 6<sup>th</sup> Form Learning Zone, if required, students will be provided with school headphones to keep.
4. Parents should NOT be called or texted by students if they feel ill or to pass on information that has happened at school. Nor should parents attempt to contact students. Office phones are available for direct communication between parents and students throughout the day. Messages can be relayed in both directions.
5. Security is the responsibility of the person owning the device. The School will not be held responsible for the loss or theft of such device, nor for damaging effects of their use. They are brought in at the owner's risk. Parents should ensure the devices are properly insured. They should not be left where they could be stolen or used by others without permission. They should preferably be locked away. They should be kept safe.
6. If a student is asked to hand their phone/device/headphones to a member of staff, this is non-negotiable. Discussions about the situation can take place once the phone/device/headphones have been handed over. Any student not following this instruction will be addressed in line with the school behavior policy.
7. Please note that this policy also extends to extra-curricular visits/residential visits (e.g. sporting fixtures) where it will be up to the discretion of the lead teacher to enforce the policy, where appropriate.

### Sanctions:

Staff will use professional judgement in applying the above policy.

1. If a student deliberately violates the policy and is caught by a person in authority, the device will be confiscated (and kept in a safe place), and the device will only be handed back to a parent or carer of the student when they come into the School to receive it physically.

2. If a parent/carer declines to collect the device, after seven calendar days it will be returned to the student.
3. To ensure student safety, devices will be handed back if this timescale extends over a school holiday; in this situation the device will be confiscated for the remaining time after the holiday has ended. SIMs MUST NOT be removed from devices.
4. Any student resisting confiscation will be referred to a member of the leadership team.
5. If a second offence occurs, the confiscation will allow parental collection after 1 week (handed back to student after two).
6. If a third offence occurs, the confiscation will allow parental collection after 2 weeks (handed back to student after three).
7. Any further offences, may results in further action being taken in line with the School Behavior Policy

## **SECTION 10: FORMAL EXCLUSION FROM THE SCHOOL**

- 10.1 Formal exclusion from School occurs when a student is sent off the School's site either permanently, or for a fixed term period.
- 10.2 Only the Headteacher has the legal power to formally exclude a student, either permanently or for a fixed term period.
- 10.3 When a formal exclusion is imposed, the Headteacher will formally write to the student's parents notifying them of the exclusion, whether it is permanent or for a fixed term period and, if so, the length of the exclusion. The letter will also set out how parental representations will be made and contain other statutory information, for example a link to the statutory guidance and sources of free and impartial advice.
- 10.4 At the same time as notifying the parents of a permanent exclusion, the Headteacher will notify the Governing Body.
- 10.5 Where an excluded student is in Years 7 to 11 (and therefore is of compulsory school age), the parents of the student are legally required to ensure that the student is not present in a public place during school hours for the first five school days of the exclusion, unless there is reasonable justification for their presence. Failure to do so is likely to result in the parents being prosecuted in the criminal court.
- 10.6 The Governing Body of the School is legally required to consider any representations made by parents about a formal exclusion. Where, as a result of a formal exclusion, the student will have been excluded for five school days or less cumulatively over the course of that school term, the Governing Body does not have a power to direct that the student be reinstated, but does have a statutory responsibility to consider the representations made and ask for a note of its view to be placed on the student's educational record.

- 10.7 Where, as a result of a formal exclusion, the student will have been excluded for more than five school days cumulatively over the course of that school term and the parents have made representations about the exclusion, the Governing Body does have a power to direct that the student is reinstated (effectively withdrawing or shortening the exclusion) and the Governors' Discipline Panel will convene a meeting within fifty school days of the date that they were notified of the exclusion in order to review the decision to exclude.
- 10.8 Where a student has been permanently excluded, or where, as a result of a formal exclusion, the student will miss a public examination, or will have been excluded for more than fifteen school days cumulatively over the course of that school term, the Governing Body has a power to direct that the student is reinstated (effectively withdrawing or shortening the exclusion) and the Governors' Discipline Panel will convene a meeting within fifteen school days of the date that they were notified of the exclusion in order to review the decision to exclude.
- 10.9 Where a meeting is convened for the Governors' Discipline Panel to consider the decision to exclude, the parents are entitled to attend the meeting, be accompanied by a friend and be legally represented (at their own expense). The student may also attend the meeting. Parents may also indicate that they would like a representative of the local authority to be present at the meeting; however they will attend as an observer only and will only make representations if invited to do so by the Governors' Discipline Panel.
- 10.10 The Headteacher will also attend the Governors' Discipline Panel meeting. All those in attendance (with the exception of the local authority representative, if invited) are able to make representations at the meeting, however in order to ensure that the meeting progresses smoothly, the School would not expect representations to be made by the parents' friend and their legal representative where both are present.
- 10.11 The parents and the School may bring witnesses with them to the meeting. Witnesses under the age of eighteen should ideally give a witness statement negating their need to attend, however if they are required to attend (for example, because what they may say is directly relevant to the circumstances which led to the exclusion and attendees are likely to want to ask them questions), they may only attend with the consent of their parents, who may also attend.
- 10.12 The Governors' Discipline Panel meeting does not amount to legal proceedings, and will be dealt with informally in the way the panel feels is most appropriate to the circumstances of each exclusion. The meeting will be minuted by the Clerk to the Governors.
- 10.13 In the case of all formal exclusions except permanent exclusions, the Governors' Discipline Panel's decision is final. In the case of permanent exclusions, parents have a right to request an Independent Review Panel Hearing where the exclusion is upheld. Parents will be provided with full details of how to do this and the date by which the request must be made in the letter confirming the outcome of the Governors' Discipline Panel review.
- 10.14 Following formal fixed term exclusion, a reintegration meeting may take place to discuss and agree the way in which the student will be reintegrated to the School. The student and parents may be expected to sign a reintegration agreement, setting out the expectations placed upon the student on his or her return to the School.

## **SECTION 11: ONLINE/REMOTE LEARNING PROTOCOLS/BEHAVIOURS**

- 11.1 In response to the COVID-19 pandemic the school had to put in place a system of remote (online) learning for all students. It is crucial that students and parents are aware of the behaviour expectations and safeguarding issues regarding online learning.
- 11.2 All students at the school sign an ICT User Agreement which enshrines the principles around the appropriate use of school systems. This user agreement extends to systems used for remote learning such as 'Google Classroom'.
- 11.3 All students have been provided with guidance/protocols (as have parents) regarding the use of specific technology such as the 'Google Meet' system. This guidance contains clear expectations of student behaviour.
- 11.4 Student should only ever use any school approved system, including remote learning systems, stored virtually (in the cloud), for educational purposes
- 11.5 Any student found in breach of the ICT User Agreement, whilst not on the school site, but using an approved school system inappropriately, such as Google Classroom (Google Meet), will be subject to sanctions, in line with this School Behaviour Policy
- 11.6 Inappropriate use of a remote learning platform, such as Google Classroom, (in breach of the ICT User Agreement) would include:
- Using the system in a way it was not intended
  - Actions, either intention, or unintentional, which cause harm or stress to a third party
  - Use of any language considered inappropriate
  - Engaging in malicious communications of any sort
  - Any actions which would breach our Ant-Bullying Strategy
  - Communicating with students through the system, in a way, not relating to learning set by teachers
- 11.7 The school may use a remote learning solution (such as Google Classroom) to monitor student attendance and will make contact with parents/carers if any concerns are raised – for example if a student fails to submit work as requested.
- 11.8 Staff at the school may make contact with students, via email, or through phone calls made by designated members of staff, or through the Google Meet system.
- 11.9 Staff will continue to use the Go4Schools system to reward student achievements during this time, but also to raise concerns if work is not completed (without justifiable reason)

## **SECTION 12: COVID-19 SYMPTOM MANAGEMENT:**

If any student in the school develops symptoms of coronavirus at home and has been attending school:

- 12.1 The parent/carer should ring the school absence line and inform the school of the symptom (a new continuous cough, a high temperature, a loss of, or change in, normal sense of taste

or smell (anosmia)). The school will then make contact to confirm the period of non-attendance.

- 12.2 The student should self-isolate and book a PCR test (not an LFD test). If the PCR test result is negative then the student can return to school. If it is positive, then the student should isolate for 10 days and will be contacted by NSH Track & Trace.
- 12.4 If the student is subsequently sent to school during the period when self-isolation should still have been taking place, then the student will be sent home immediately for the remainder of the self-isolation period.
- 12.5 If a student is present in school and is either in confirmed/suspected breach of the self-isolation guidance or displays symptoms which may be deemed consistent with coronavirus, then the school will send the student home and the guidance from the government will be followed.
- 12.6 If a student is awaiting collection, they will be moved, to a room where they can be isolated behind a closed door. Ideally, a window will be opened for ventilation. If it is not possible to isolate them, they will be moved to an area which is at least 2 metres away from other people.
- 12.7 If the student needs to go to bathroom while waiting to be collected, they will use a separate bathroom
- 12.8 PPE will be worn by staff caring for the child while they await collection if a distance of 2 metres cannot be maintained
- 12.9 All students are expected to inform a member of staff if they are displaying any of the symptoms of coronavirus. Students would be expected to do this immediately.
- 12.10 The School will follow the protocols and guidance set up by the government in the event of confirmed cases of COVID-19.



## Coopers' Coborn Charter



In order for Coopers' Coborn to be a **positive and safe** environment, where **effective learning** can take place, the following charter should be upheld at all times. Staff will lead by the principles underpinning the charter and it is expected that all students adhere to the points in response.<sup>1</sup>

### During lesson

- Students enter the classroom **when directed** by the teacher.
- **Good manners** to be used at all times to staff and other students.
- Students should move **straight into the allocated seating plan**.
- **Full equipment / kit** should be ready at the start of the lesson.
- **Respect** to all staff, and all other students, at all times. This includes students listening, silently, when another member of staff, or peer, is talking.
- Personal electrical devices, mobile phones, smart watches or headphones should not be used on the school site and will be confiscated if seen.
- Students should **stay focused**, and on task, **at all times**.
- All class work, and homework, to be completed with **excellent effort** and on-time.
- Water is the **only** consumable item allowed.
- All classrooms **must be left tidy** with chairs tucked in or placed on the desks at the end of the day



### In general

- **Respect** all members of the school, and local, community at all times; *Love as Brethren*.
- Arrive **on time** to school and **be punctual** throughout the day.
- Language must always be **kept appropriate**.
- The school is a '**gum-free**' zone.
- **Eat in an allocated area** when consuming food.
- **Litter must go in the bins** provided, including the appropriate recycling containers.
- Headphones **must** be removed when entering the school.
- **Walk calmly, on the left**, between lessons and especially to the canteen at break/lunchtimes.
- Where a **one-way system** operates, **this must be observed** by all students in Years 7-13.
- Mobile phones **must be switched off** and **out of sight**. If seen at any point on the school site they will be confiscated and handed to the school office with the current policy applied.
- The Lower School Block is out of bounds at lunchtime unless under staff supervision.



### Uniform

- **All uniform must be worn correctly**. Shirts must be tucked in, ties knotted correctly and skirts worn at appropriate length. Trousers and skirts should be 'regular fit' style.
- Hair needs to be **neat and appropriate**. There should be no obvious dyeing, extreme hairstyles or cuts – not excessively short.
- **Shoes** should be **formal**, leather-style and plain black.
- **Make-up and nail varnish** are not allowed in years 7-11.
- **Watches** are the **only jewellery** item allowed in Years 7-11.
- Coats when worn, and school bags, should be **plain black or navy** only. Scarves must be plain black or navy. These items may be worn to and from school, as well as at lunchtimes (during winter months only).



<sup>1</sup>The Charter is a summary document. Please see additional policies (e.g. uniform and mobile phone) for full guidance.



# Coopers' Coborn Charter



## During lessons



Enter classroom when directed



Good manners essential

Full equipment ready



**Only water allowed**



**STRAIGHT INTO SEATING PLAN**



Room left tidy with chairs tucked in

## In general

Language ALWAYS appropriate



Eat in allocated areas ONLY



Litter **MUST** go in bins



**GUM-FREE ZONE**

**MOBILE PHONES OFF & OUT OF SIGHT**

If seen on site, WILL be confiscated



RESPECT ALL members of the school, and community, at ALL times



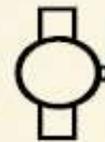
## Uniform



Formal, leather-style, plain black shoes **ONLY**



Shirts tucked **IN** and uniform worn correctly



Only jewellery = watches

Skirts at appropriate length



**NEAT HAIRSTYLES ONLY**



Discreet make-up **ONLY** allowed in the Sixth Form

Coats and school bags - plain black or navy





# The Coopers' Company and Coborn School

## Praise and Recognition

### Love as Brethren values

The Love as Brethren values are the standards to which Coopers Coborn students aspire. Students who live up to these values are awarded house points :

#### Coopers Coborn Students:

- Lead others
- Overcome barriers
- Volunteer
- Embrace challenges
- Achieve their potential through hard work
- Support charities and live Sustainably
- show Bravery
- Respect others
- participate in Extra-curricular activities
- work in Teams
- are Honest and Helpful
- are Resilient
- put in 100% Effort
- Nurture others

+1	For one off demonstrations of Love as Brethren values
+2	For sustained commitment to the Love as Brethren values
+3	For truly exceptional achievements or endeavours of #LasB



Here are some of the ways we celebrate the efforts and achievements of our amazing students:

	<b>Social media posts</b>		<b>Recognition walls</b>		<b>Golden Ticket and fast pass for canteen</b>
<b>Teacher positive phone call or postcard</b>		<b>Spotlight in Assembly</b>		<b>Weekly house point email</b>	<b>GO 4 SCHOOLS</b>
	<b>Leadership Roles</b>		<b>Effort grade certificates</b>		<b>Academic colours</b>
<b>Letter from the headteacher</b>		<b>Presentation Evenings</b>		<b>The House Barrel</b>	



## Sanctions Flow Chart

**STAGE 1**

Stage 1 Behaviour Incident—Warning & Reflection Time

- Teacher will log the incident on Go4Schools
- The teacher will have a restorative conversation with the student
- Up to 15 mins 'time out' - Can be at break, lunch or after school

**GO**  
4 SCHOOLS

Stage 1 Behaviours

- Uniform issue
- Homework Issue
- Mobile phone or headphone use
- Lateness
- Lack of equipment
- Inappropriate language
- Disruptive behaviour
- Chewing gum
- Litter

15 minutes 'time out' at break, lunch or after school.  
Reflection & restorative conversation

Warning & Reflection Time (Teacher Action)

-1

If four Stage 1 incidents are logged for a student in the space of a week they will automatically be placed into school detention for 30 minutes after school.

**STAGE 2**

Stage 2 Behaviour Incident—School Detention

- Teacher logs incident on Go4schools
- Student placed into a 30 minute school detention
- Letter and text sent to parent/carer with date & time of detention
- A teacher will have a restorative conversation with the student

-2

**GO**  
4 SCHOOLS

Stage 2 Behaviours

- Major/persistent disruption in or out of lesson
- Defiance/disrespect to any member of staff
- Poor effort/incomplete class work
- Failed to attend warning/reflection time/intervention
- Lack of PE/food and nutrition equipment
- 4 x stage 1 incidents logged in a week

School Detention

30 minutes after school, letter sent home to confirm date and time.

Stages increase if behaviour worsens or if it persists.

HOD and HOY will provide further support strategies in addition to above sanctions (e.g. monitoring card)

**STAGE 3**

**SLT Detention**

-3

Stage 3 Behaviours

- Severe violation of rules
- Truancy
- Missing a school detention
- Misbehaviour in school detention
- Breach of health and safety rules

1 hour after school. Letter sent home to confirm date and time.

**STAGE 4**

**Further Action**

-5,  
-10  
-20

Stage 4 Behaviours

One-off serious breach or persistent breaches of the behaviour policy

Sanctions at discretion of headteacher but could include: weekend detention, fixed term exclusion, governor meeting and permanent exclusion

### Appendix 3: Behaviour Contracts

These addendums to the School Behaviour Policy identify the main expectations of students during their time with us. It highlights, but not exclusively, some of the key points from the School Behaviour Policy and other associated documents such as the Coopers' Coborn Charter, ICT User Agreement, Uniform Policy and Mobile Phone / Electronic Devices Policy.

The school has an outstanding reputation for both academic excellence and high achievement in sport, music and drama. The ethos of the school is reflected in the high-quality relationships that exist between students and staff, which embody the school's motto "Love as Brethren".

The points below are not exclusive and are a summary of the school's behaviour policy. The full policy is available on the school's website.

#### YEAR 7-11 CONTRACT

##### As a student at The Coopers' Company and Coborn School, I will...

- Adhere to the Coopers' Coborn Charter to ensure the school can be a **positive and safe** environment, where **effective learning** takes place.
- Bring resources to lessons as necessary.
- Provide a positive role model for younger students.
- Abide by the uniform policy; in particular I understand the hair/appearance code. **All uniform must be worn correctly.** Shirts must be tucked in, ties knotted correctly. Trousers and skirts should be 'regular fit' style. **Shoes** should be **formal**, leather-style and plain black.
- Follow the Mobile Phone/Electronic Devices Policy.
- Follow the ICT User Agreement at the school.
- Not act in such a way so that I might bring the reputation of the school into disrepute.
- Strive to achieve the highest academic standards of which I am capable.
- Respect the school site.
- Meet homework and coursework deadlines.
- Return all school issued equipment at the end of the course.
- I understand that the school defines bullying as any behaviour or deliberate actions that hurt or make another person unhappy. This includes all acts of physical, verbal, psychological and emotional aggression. I will report incidents of bullying to a member of staff.
- Support our pledge on diversity and inclusion (LASB principles)

Misbehaviour is considered to be a breach of any of the following points. In particular, please note that poor attendance, lateness, or submitting work of poor effort, without justifiable reason, are considered disciplinary breaches of the School Behaviour Policy.

Signed by the school:

Ms S Hay  
**Head Teacher**

## SIXTH FORM BEHAVIOUR POLICY CONTRACT

For Sixth Form students, the expectations are higher than for other students to reflect their status as young adults and as role-models. They will be treated more severely than other students (for example, for being persistently late).

### As a student at The Coopers' Company & Coborn School Sixth Form, I will...

- Adhere to the Coopers' Coborn Charter to ensure the school can be a positive and safe environment, where effective learning takes place.
- Bring resources to lessons as necessary.
- Provide a positive role model for younger students.
- Keep paid work to a maximum of 8 hours a week and never during school time.
- Manage my social life and other commitments so that they don't impede my studies.
- Abide by the Sixth Form uniform policy; in particular I understand the hair/appearance code.
- Agree to adhere to the mobile phone and headphone policy, ie. The school is a mobile free/headphone free site.
- Follow the ICT User Agreement at the school.
- Not act in such a way so that I might bring the reputation of the school into disrepute.
- Not park my car/moped on the school site, unless I have an authorised parking permit.
- Strive to achieve the highest academic standards of which I am capable.
- Recognise that study in the Sixth Form is a full-time occupation.
- Attend all lessons, Learning Zone slots, assemblies and registration periods.
- Regularly attend school registration, on time at 8:35am each morning, with an attendance rate to registration of at least 90%.
- Actively attend all Enrichment pm sessions.
- Complete a minimum of 3 A Levels for two years.
- Support our pledge on diversity and inclusion (LASB principles)
- Respect the school site, especially the Common Room and agree to respect the silence of the Learning Zone.
- I will not invite members of the public onto the school site.
- Ensure work set for cancelled lessons is completed.
- Follow agreed procedures to report any absence.
- Meet homework and coursework deadlines.
- Return all school issued equipment at the end of the course.
- Use study periods productively, take responsibility for my own learning.

Misbehaviour in the Sixth Form is considered to be a persistent breach of any of the above points. In particular, please note that poor attendance, lateness, or submitting work of poor effort are considered disciplinary breaches of the School Behaviour Policy.

Signed by the school:



Mr R Bell

**Deputy Head & Director of Sixth Form**