





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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INTRODUCTION / STATEMENT OF BEHAVIOUR PRINCIPLES

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 affects the 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; the key principle underpinning this behaviour policy is the safety of all members of our school community
- Ensure that every student has the right to be valued and respected and to learn
- Have a caring, secure and orderly community in which the boundaries of acceptable behaviour are clear, shared and consistent;
- Promote an environment where all members of the community are free from discrimination
- Make pupils take responsibility for their actions
- Ensure that rewards, sanctions and (if needed, reasonable force) will be used fairly and consistently
- 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. 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 (suspension)) 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, 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 This policy, and other behaviour updates / documents, will be communicated regularly to students each year. This communication will occur through form time, assemblies and Google Classrooms.

- 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 Parents have implied permission to enter and be on the School's site while their children are registered students at the School. But, all visits to the school can only be made by prior appointment. 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. Students will be at real risk of internal isolation, fixed term (suspension) 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 Safer School’s Police 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 (after school/lunchtime/SLT/Headteacher's)
- Removal from classrooms
- 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.
- Internal isolation during the school day
- Formal fixed term exclusion (Suspension) from the School;
- Formal permanent exclusion from the School.

5.2 Removal from classrooms / use of internal isolation

For serious (one-off) disciplinary reasons, or where behaviours are consistent (over a period of time), the school may withdraw a student, either from individual lessons, or from all lessons on a given day.

The use of removal will allow for continuation of the student's education in a supervised setting.

Parent(s) and carer(s) will be notified on the same day if their child has been removed from the classroom. No consent is required from a parent/carer for the school to internal isolate/withdraw a student from lessons.

Removal/isolation can be used the following reasons:

- To maintain the safety of all students
- To restore stability following an unreasonably high level of disruption
- To enable disruptive pupils to be taken to a place where education can be continued in a managed environment
- To allow time for investigation into a serious incident
- As an escalating sanction, when other sanctions have failed
- As a response to a serious behaviour incident, as a strategy to avoid external suspension, or permanent exclusion

If a student is being withdrawn from lessons, then this would be a temporary measure over a short sequence of lessons (for example – 2 weeks) and then the expectation would be that the student would be reintegrated back into lessons. A face-to-face meeting should take place with the student, teacher concerned and senior colleague, such as the Head of Department. As a supportive measure it is highly likely that the student would be placed on a monitoring report, reporting to the specific Head of Department.

If a student is being placed in internal isolation, then it is standard practice for the school to temporarily look after any electronic devices – such as mobile phones. These would be returned to the student at the end of the day,

- ## **5.3**
- 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 suspensions).

- 5.4 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.

- 5.5 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).
- 5.6 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.
- 5.7 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 (see flowchart in Appendix 2 for more information on this). Furthermore, poor behaviour in a school detention is completely unacceptable and will be dealt with seriously, including escalating sanctions. For example, this could include the use of internal isolation.
- 5.8 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).

- 5.9 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. One sanction currently used by the school is an after school 20 minute detention which may occur on the same day. In the case of longer outside school hours detentions, for example an SLT detention on a Friday which lasts 60 minutes, the School will endeavour to give parents twenty-four hours' notice.

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
- Follow routines in place to create safe and predictable environments; including the expectations for a 'Super Start' and a 'Fantastic Finish' in every lesson.
- 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 6th Form students. This is a health and safety issue
- Students are not permitted to engage in any form of enterprising activity – for example bringing materials in from home and selling them (e.g. sweets). The only form of financial transaction that can take place is via the purchase of food in the school canteen, or for authorised charitable events.
- 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/vaping (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/suspension.
- Students are not permitted to invite any member of the public (including ex-students) onto the school site. This will be dealt with severely as it constitutes a safeguarding breach.
- Only 6th 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.
- 6th Form students must sign out when they leave the school site in the afternoon if they have no lessons

SECTION 7: BANNED ITEMS & SEARCHING A STUDENT

- 7.1. The following items are not permitted on the school site: chewing gum, hoodies, caps, stink-bombs, lighters, cigarettes, e-cigarettes (vapes), e-cigarette capsules (vape fluids), laser pens, jewellery (as outlined in the School Uniform Policy). 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.
- 7.2 Please note that whilst mobile phones/headphones are not themselves ‘banned items’ – their active use/display on the school site is prohibited – with the exception of 6th Form students, in specific locations, as detailed on the Mobile Phone policy. The school is a ‘mobile/headphone free site’ in that students are not permitted to use these devices anywhere on the school site. On rare occasions, the school is required to view materials on a mobile device (e.g as part of a bullying investigation/safe-guarding investigation). This rare action would also be covered by the School’s Safeguarding Policy (sections 8.11, 8.19 and 9.2.4) and could potentially be dealt with as child-on-child abuse.
- 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 items lists in section 7.1 and 7.3 as well as the following items:
- Knives and weapons, alcohol, illegal drugs and stolen items including money, (cash or credit/debit cards)
 - Tobacco and cigarette papers, vaping devices/materials, 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 In conducting any search the school is aware of its obligations under Article 8 of the European Convention on Human Rights. The right under Article 8 is not absolute and it can be interfered with in a justified and proportionate way. If the school suspects the student is in possession of a banned item, then the school will exercise its powers to search under the Education Act 1996 which is compatible with Article 8 of the European Convention on Human Rights
- 7.6 Before a search takes place, the member of staff completing the search will explain to the student why they are being searched, how and there will be an opportunity to ask any questions.

A ‘search’ can include the following: a pupil’s outer clothing, shoes, pockets, possessions, desks, locker and car/motorbike (if a 6th Form student and parked on the school site). The school may choose to use a metal detector to assist in the search if they have concerns that a student may be concealing an item. Use of this item is non-invasive and involves no physical contact with the student.

A ‘search’ will always take place in a private space - for example a member of staff’s office.

- 7.7 School staff authorised to lead a search for items are members of the SLT (Senior Leadership Team) and Safeguarding Team. Wider members of the school's pastoral team (e.g. Heads of Year) may also be present as per points 7.8 and 7.9 below.
- 7.8 If a student is searched, the search will be undertaken by a member of staff of the same sex as the student being searched. In exceptional circumstances, it is acceptable for the search to be completed by a member of staff of the opposite sex.
- 7.9 An additional member of staff will always be present when the search is conducted
- 7.10 It is important to note that consent is not required by a student prior to a search taking place. Additionally consent/notification is not required to be sought/given by a parent/carer prior to the search taking place. However, a student will always be asked for their support and cooperation prior to the search taking place. Unless in exceptional circumstances, the student will not be permitted to leave – e.g to go to the toilet, prior to the search being completed.
- 7.11 If a student refuses to co-operate, the school may sanction the student in line with the school's behaviour policy.
- 7.12 If following refusal to be searched, the member of staff still considers the search to be necessary, then a search may be undertaken via the use of reasonable force. It is highly unlikely that this would happen and in most instances the parent/carer would be contacted.
- 7.13 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, vaping materials 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
- 7.14 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 suspended/permanently 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.
- 7.15 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.
- 7.16 The school will never make a decision to 'strip search' a student – only the police have the legal right to decide to strip search a student. If the police exercise this right, then the school will:
- Advocate the safety and wellbeing of the student and ensure the students voice his heard – e.g. the opportunity to ask questions of the police
 - Question the necessity for an immediate strip search

- Inform the parent/carer prior to the strip search being undertaken, and request for the parent/carer to be present when the search is undertaken
- 7.17 Any search undertaken for a prohibited item will be recorded in the school's Safeguarding system
- 7.18 After a search, parents/carers will always be informed of any search that has taken place and the outcomes of the search as soon as practicable.
- 7.19 Please note that 'banned' and 'dangerous items' also applies to any instance when the student is representing the school – for example, on a school trip, an extra-curricular activity, or whilst wearing school uniform in the local area. This would additionally be bringing the school's name into disrepute.

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) Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground.
 - b) 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.
 - c) Remove disruptive children from the classroom where they have refused to follow an instruction to do so.
 - d) Prevent a pupil behaving in a way that disrupts a school event or a school trip or visit.
 - e) Restrain a pupil at risk of harming themselves through physical outbursts.
 - f) Search a student, as detailed in section 7.13
- 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. With the exception of the 6th form, in one location, the school is a 'mobile' and 'headphone' free site for every student.

Application:

1. These devices **SHOULD NOT BE USED ON THE SCHOOL SITE**. The expectation is that devices are switched off during the school day.

Exceptions to this rule are:

- Students are permitted to use their mobile phone outside the school gates, in the main, front, school car park before 8:35am and after 3:15pm (e.g. before the start of the school day/after the end of the school day).
 - 6th Form students are permitted to use these devices in the 6th Form Common Room
 - 6th Form students are also permitted to use them in R16/R17 and Learning Zone study sessions, for the purpose of studying only
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. The only exception to this rule is for the 6th Form, working in the 6th Form Learning Zone.
 4. Parent(s)/carer(s) should NOT be called or texted by students if they feel ill or to pass on information that has happened at school. Nor should parent(s)/carer(s) attempt to contact students. Office phones (01708 250500) are available for direct communication between parent(s)/carer(s) 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 violates the policy and is caught by a person in authority, the device will be taken by the member of staff and given to the relevant Key Stage Pastoral Manager.
2. Any student resisting confiscation will be referred to a member of the Leadership Team. This issue will be dealt with in line with our School Behaviour Policy.
3. The issue will be logged on Go4Schools so that parents/carers are aware. A detention will be set which lasts for 20 minutes after school.
4. The mobile phone/electronic device will be given back to the student at the end of the school day.
5. If a second offence occurs, the detention will be escalated to a Lunchtime time detention which lasts 30 minutes.
6. If a third, or multiple offences occur, escalating sanctions will be applied in line with the School Behavior Policy. This could involve an SLT detention, the loss of privileges, loss of lunchtimes, community services and even a suspension from school.

SECTION 10: FORMAL EXCLUSION / SUSPENSION FROM THE SCHOOL

- 10.1 Formal exclusion (permanent), or suspension (temporary) from School occurs when a student is sent off the School's site either permanently, or for a fixed term period (suspension)
- 10.2 Only the Headteacher has the legal power to formally exclude a student, either permanently or for a fixed term period (suspension).
- 10.3 When a formal exclusion/suspension 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 (suspension) 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/suspended 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/suspension. Where, as a result of a formal exclusion/suspension, 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/suspension, 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/suspension) and the Governors' Discipline Panel will convene a meeting within fifty school days of the date that they were notified of the exclusion/suspension in order to review the decision to exclude/suspend.
- 10.8 Where a student has been permanently excluded, or where, as a result of a formal exclusion/suspension, the student will miss a public examination, or will have been excluded (suspended) 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/suspension) 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/suspend, 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 (suspensions) 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/suspension, 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 At any point in time, the school may have to enact 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 Anti-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: CHILD ON CHILD ABUSE

- 12.1 The school takes all issues relating to child-on-child abuse extremely seriously.
- 12.2 For a full, detailed explanation of our approach to child-on-child abuse, please refer to [section 9 in our Safeguarding and Child Protection Policy](#)
- 12.3 Children can abuse other children. This may include physically, sexually or emotionally hurting others. All staff should recognise that children are capable of abusing their peers. This abuse may take place in school, out of school or online. The school has a 'zero tolerance' approach to all forms of child-on-child abuse, it is never acceptable; staff have an important role in preventing it. There is a clear recognition that even when there are no reported cases of child-on-child abuse, such abuse is likely to be taking place, and not reported. The school has a clear attitude of 'it could happen here', and when working in partnership with local schools this is revised to 'it does happen here'. The school recognises that failing to understand the scale of harassment and abuse, or downplaying some behaviours would lead to an unsafe environment, and a culture that could normalise abuse, meaning that children would accept it as normal, and not report.
- 12.4 Addressing inappropriate behaviour (even if it appears to be relatively innocuous) can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future. This includes challenging physical behaviour (potentially criminal in nature) such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.
- 12.5 The school has system in place that are, well promoted, accessible and understood for children to confidently report abuse, knowing their concerns will be treated seriously.
- 12.6 All staff will be aware of safeguarding issues from peer abuse including:
- bullying (including cyber bullying, prejudice based bullying and discriminatory bullying)
 - abuse in intimate relationships (sometimes known as 'teenage relationship abuse')
 - physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
 - sexual violence such as rape, assault by penetration and sexual assault;(this may include an online element which facilitates, threatens and/or encourages sexual violence)
 - sexual harassment such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse

- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- consensual and non-consensual sharing of nudes and semi-nudes images and/or videos (also known as sexting or youth produced sexual imagery)
- upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

12.7 The school recognises the different forms of child-on-child abuse, and is clear that abuse is abuse and should never be tolerated or passed off as “banter” or “part of growing up”. Failure to do so can lead to a culture of unacceptable behaviour, an unsafe environment and in worst case scenarios a culture that normalises abuse, leading to children accepting it as normal and not coming forward to report it.

This abuse can:

- Be motivated by perceived differences e.g., on grounds of race, religion, gender, sexual orientation, disability or other differences
- Result in significant, long lasting and traumatic isolation, intimidation or violence to the victim; vulnerable adults are at particular risk of harm

12.8 The school actively takes measures to prevent child-on-child abuse:

- This school has an open environment where young people feel safe to share information about anything that is upsetting or worrying them.
- There is a strong and positive PSHE/SMSC curriculum that tackles such issues as prejudiced behaviour and gives children an open forum to talk things through rather than seek one on one opportunities to be harmful to one another.
- The school makes sure that ‘support and report’ signposting is available to young people.
- Staff will not dismiss issues as ‘banter’ or ‘growing up’ or compare them to their own experiences of childhood.
- Regular high profile assemblies are undertaken by members of the school’s Safeguarding Team
- Staff will consider each issue and each individual in their own right before taking action.
- Young people are part of changing their circumstances and, through School Congress and pupil voice for example, we encourage young people to support changes and develop ‘rules of acceptable behaviour’.
- We involve pupils in the positive ethos in school; one where all young people understand the boundaries of behaviour before it becomes abusive.

12.9 Recognising Child on Child Abuse: The Response

Staff will consider the seriousness of the case and make a quick decision whether to inform the DSL immediately before taking any further in-school actions.

An assessment of an incident between peers should be completed and consider:

- Chronological and developmental ages of everyone involved

- Difference in their power or authority in relation to age, race, gender, physical, emotional or intellectual vulnerability. Is the alleged perpetrator significantly older, more mature, more confident or has well known social standing?
- All alleged physical and verbal aspects of the behaviour and incident
- Whether the behaviour involved inappropriate sexual knowledge or motivation
- What was the degree of physical aggression, intimidation, threatening behaviour or bribery
- The effect on the victim
- Any attempts to ensure the behaviour and incident is kept a secret
- The child or young person's motivation or reason for the behaviour, if they admit that it occurred
- Whether this was a one-off incident, or longer in duration

Not recognising, acknowledging or understanding the scale of harassment and abuse and/or downplaying some behaviours related to abuse as it can lead to a culture of unacceptable behaviour, an unsafe environment and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

It is important to deal with a situation of peer abuse immediately and sensitively. It is necessary to gather the information as soon as possible to get the true facts. It is equally important to deal with it sensitively and think about the language used and the impact of that language on both the children and the parents when they become involved. We avoid language that may create a 'blame' culture and leave a child labelled. Staff will talk to the children in a calm and consistent manner. Staff will not be prejudiced, judgmental, dismissive or irresponsible in dealing with such sensitive matters.

12.10 Taking Action

- We always take complaints seriously
- We will gain a statement of facts from the pupil(s)
- We will assess the needs of both the victim and alleged perpetrator
- The DSL may consider referral to Police or Social Care, contribute to multi-agency assessments, convene a risk management meeting
- We will record all incidents and all action taken

12.11 Considering confidentiality and anonymity

Staff taking a report should never promise confidentiality as it is very likely that it will be in the best interest of the victim to seek advice and guidance from others in order to provide support and engage appropriate agencies to support the children involved and/or be involved in any investigation.

The victim may ask the school not to tell anyone about the sexual violence or sexual harassment. If the victim does not give consent to share information, the DSL may still lawfully share it, if there is another legal basis under the UK GDPR that applies.

The DSL will consider:

- parents or carers should normally be informed (unless this would put the victim at greater risk)

- if a child is at risk of harm, is in immediate danger, or has been harmed, a referral will be made to children's social care
- rape, assault by penetration and sexual assaults are crimes and where a report of a crime is made, this will be referred to the police. Whilst the age of criminal responsibility is ten, if the alleged perpetrator is under ten, the starting principle of referring to the police remains. The police will take a welfare, rather than a criminal justice approach, in these cases. Ultimately, the DSL will balance the victim's wishes against their duty to protect the victim and other children. If the DSL makes a referral to children's social care and/or a report to the police against the victim's wishes, this will be handled extremely carefully, the reasons will be explained to the victim and appropriate specialist support will be sought and offered.

12.12 Anonymity

Where an allegation of sexual violence or sexual harassment is progressing through the criminal justice system, the school will be aware of anonymity, witness support, and will offer appropriate support. The school will do all they reasonably can to protect the anonymity of any children involved in any report of sexual violence or sexual harassment. The school will also consider the potential impact of social media in facilitating the spreading of rumours and exposing pupils' identities.

12.13 Next Steps

Once the outcome of the incident(s) has been established it is necessary to ensure future incidents of abuse do not occur again and consider the support and intervention required for those involved. The school will follow the DfE Guidance: Part Five of Keeping Children Safe in Education 2023: Child-on-child sexual violence and sexual harassment .

For the young person who has been harmed:

- Victims will be reassured that they are being taken seriously and that they will be supported and kept safe.
- A victim should never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.
- It is important to explain that the law is in place to protect children and young people rather than criminalise them, and this should be explained in such a way that avoids alarming or distressing them.
- What support they require depends on the individual young person. It may be that they wish to seek counselling or one to one support via a mentor. It may also be that they feel able to deal with the incident(s) on their own or with support of family and friends; in which case it is necessary that this young person continues to be monitored and offered support should they require it in the future.
- If the incidents are of a bullying nature, the young person may need support in improving peer groups/relationships with other young people, or some restorative justice work with all those involved may be required. Other interventions that could be considered may target a whole class or year group for example a speaker on online bullying, relationship abuse etc. It may be that through the continued curriculum of Relationship and Sex Education, PSHE and SMSC that certain issues can be discussed and debated more frequently.
- If the young person feels particularly vulnerable it may be that a risk assessment can be put in place for them whilst in school so that they have someone named that they can talk

to, support strategies for managing future issues and identified services to offer additional support. Any support offered to the child, or safety arrangements made for the child, should also be shared with them in writing (by email, or school communication system). It is important the victim feels in as much control of the process as is reasonably possible. Wherever possible the victim, if they wish, should be able to continue in their normal routine. Overall, the priority should be to make the victim's daily experience as normal as possible.

For the young person who has displayed harmful behaviour:

- It is important to find out why the young person has behaved in such a way. It may be that the young person is experiencing their own difficulties and may even have been harmed themselves in a similar way. In such cases support such as one to one mentoring or counselling may also be necessary.
- Particular support from identified services may be necessary through an early help referral and the young person may require additional support from family members. Any support offered to the child, or safety arrangements made for the child, should also be shared with them in writing (by email, or school communication system). Once the support required to meet the individual needs of the young person has been met, it is important that the young person receives a consequence for their behaviour (following the school behaviour policy). Disciplinary action can be taken whilst other investigations by the police and/or children's social care are ongoing. The designated safeguarding lead (or a deputy) should take a leading role. The school should consider if, by taking any action, it would prejudice an investigation and/or any subsequent prosecution. (KCSIE para 545 and following).
- In the cases of sexually harmful behaviour it may be a requirement for the young person to engage in one to one work with a particular service or agency (if a crime has been committed this may be through the police or youth offending service). If there is any form of criminal investigation ongoing it is important that the DSL works closely with the police (and other agencies as required) to ensure the actions of the school do not jeopardise the police investigation. It may be that the behaviour that the young person has displayed may continue to pose a risk to others, in which case an individual risk assessment may be required. This should be completed via a multi-agency response to ensure that the needs of the young person and the risks towards others are measured by all of those agencies involved including the young person and their parents. This may mean additional supervision of the young person or protective strategies if the young person feels at risk of engaging in further inappropriate or harmful behaviour. The school may also choose a punishment as a consequence such as exclusion or internal exclusion/inclusion/seclusion for a period of time to allow the young person to reflect on their behaviour.

SECTION 13: SUPPORTING STUDENT BEHAVIOUR: KEY PERSONNEL

13.1 The school utilises a wide range of staff to support students with additional behavioural needs:

- Pastoral Support Managers – key individuals who work with students to manage their behaviour in a positive way
- Heads of Year – overall responsibility for the students in their care
- Form Tutors – the member of staff who will have daily contact with the students in their form

- Peer Mentors – assigned 6th Form students who can be used to provide support and positive role-models to students
- Learning Support Assistants and members of the school’s SEND department – in particular for those students with additional learning needs

13.2 In addition, the school may wish to make use of the following:

- External counselling services – e.g Unique Minds, HEST (Havering Emotional Support Team), Peace of Mind
- Behaviour Support Programmes e.g. – ABC, Wize Up!

13.3 The school may also work with the London Borough of Havering to identify appropriate interventions and support for students who are displaying challenging behaviours



Coopers' Coborn Charter



In order for Coopers' Coborn to be a **positive, safe and predictable** 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.¹

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** and follow the routines for a **SUPER START** and a **FANTASTIC FINISH**.
- **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.
- **Safe items only** on site. Zero tolerance on banned items such as knives, alcohol, drugs & vaping devices.
- The Lower School Block is out of bounds at lunchtime unless under staff supervision.



Uniform

- **All uniform must be worn correctly**. Shirts/blouses 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).



¹The Charter is a summary document. See or 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



**SUPER START
&
FANTASTIC FINISH**



Room left tidy with
chairs tucked in

In general

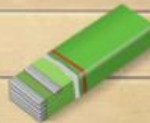
*Language
ALWAYS
appropriate*



Eat in allocated areas **ONLY**



Litter **MUST**
go in bins



GUM-FREE ZONE

**Safe items ONLY
on site**



**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/blouses
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

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

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 :

+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



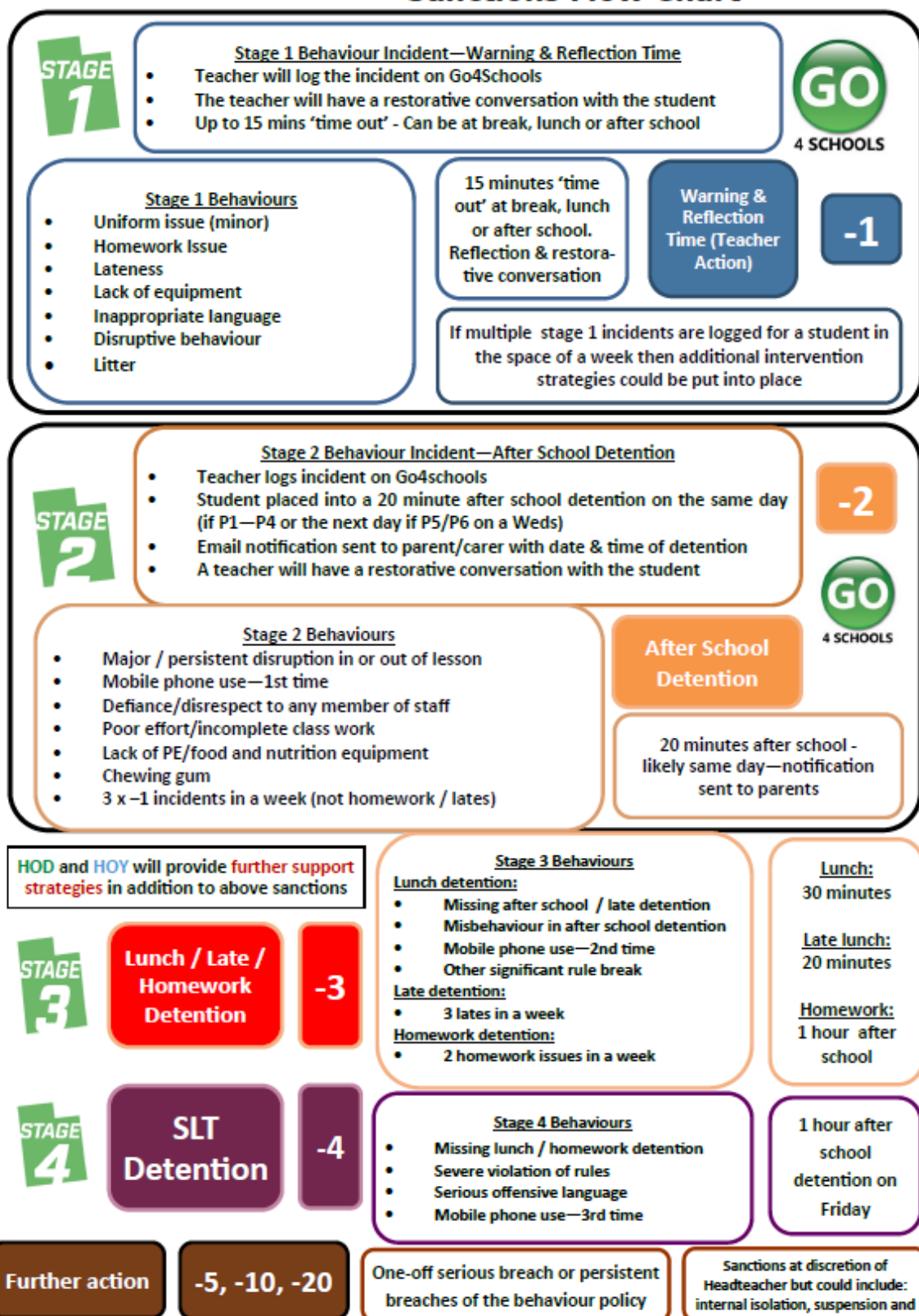
Here are some of the ways we celebrate the efforts and achievements of our amazing students:

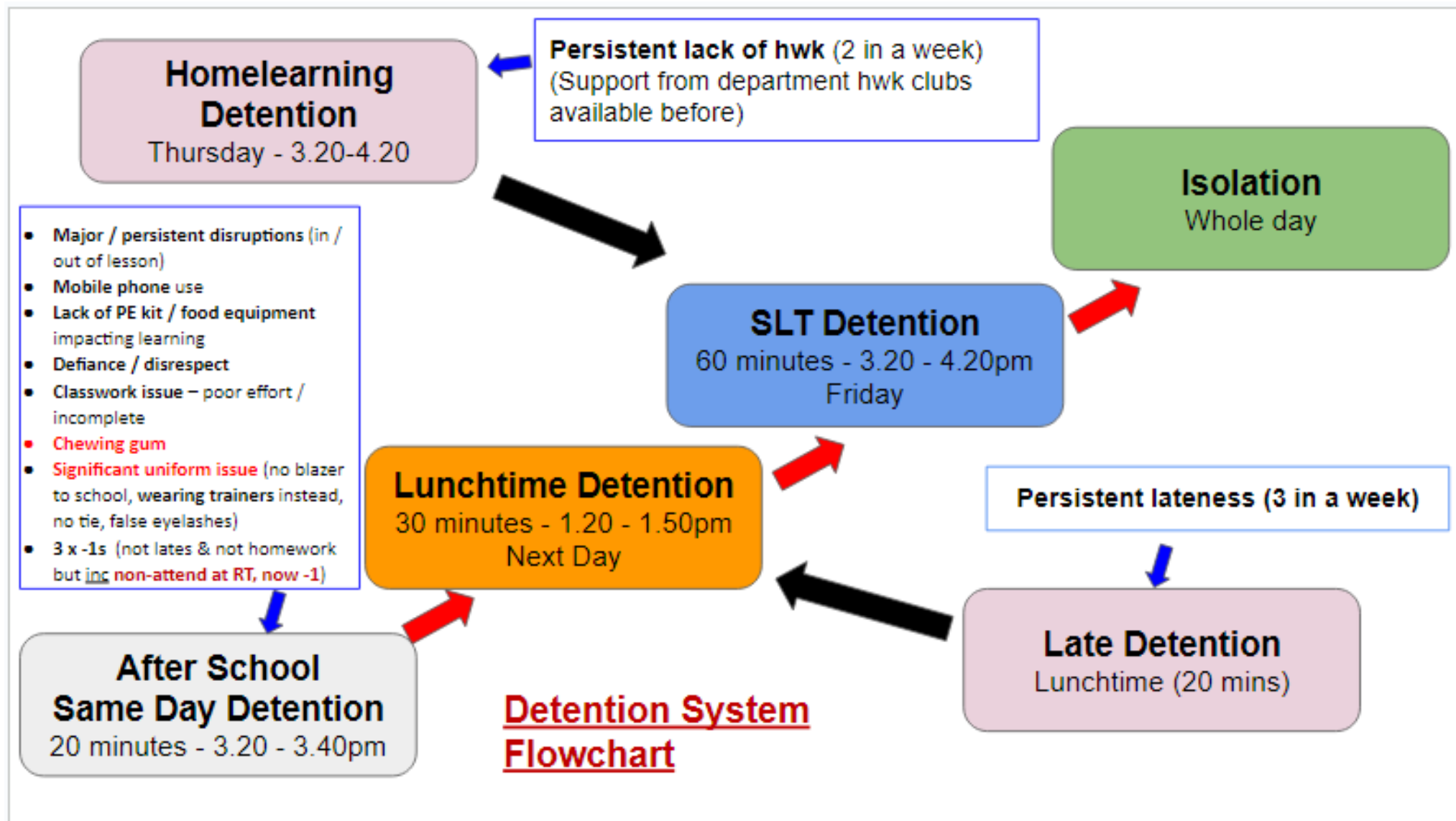




The Coopers' Company and Coborn School

Sanctions Flow Chart





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) and recognise that this school does not tolerate any form of bullying, discrimination or harassment, including the use of inappropriate sexual language.

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
- 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) and recognise that this school does not tolerate any form of bullying, discrimination or harassment, including the use of inappropriate sexual language.
- 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