



The Cowplain School

Work hard. Enjoy learning. Achieve highly.

Behaviour Policy

Adopted: Autumn 2021

Review date: Summer 2022

Addendum – Behaviour Expectations in the light of the Covid- 19 Coronavirus

Due to the Covid- 19 Coronavirus pandemic this Policy Addendum has been included. School expectations, and any incidents of inappropriate behaviour, will be considered in the light of the current situation. The Cowplain School will follow Department for Education (DfE) guidance. The highest expectations for behaviour, conduct and consideration for the health and welfare of others will be communicated with students and rigorously maintained. Students have experienced considerable disruption to their education, some may have experienced the trauma of ill health and bereavement within their family or friendship circles, and staff will be working to ensure a safe, positive and orderly learning environment to ensure success for all. Every effort will be made to encourage, reward and recognise good learning, behaviour and conduct.

The school therefore will take strong action, up to and including permanent exclusion, for any student who:

- Wilfully damages any equipment designed to keep children and adults safe i.e. hand washing equipment, hand sanitizers or any other health and safety equipment
- Uses the Covid-19 crisis to potentially bully, harm or intimidate another student or adult by coughing intentionally, spitting etc. in their vicinity
- Fails to respond to directions and instructions from staff, both inside class rooms and on corridors and in playgrounds, or ignores signs or indicators designed to keep everyone safe e.g. safe distance markers, one-way direction signs
- Disrupts the safe and smooth running of the day, and potentially compromises social distancing, by unnecessarily setting off a fire alarm or through tampering with any other safety device, for example, a fire extinguisher.

- By actions such as smoking or vaping, for example in toilets, discourages other students from washing their hands properly
- Negatively impacts the learning of others by not upholding the school values and following the school rules.
- Engages in any other behaviour(s) not limited to that above that, in the view of the Headteacher, negatively compromises the safety and wellbeing of students and/or staff and/or disrupts the learning of students.

Section 1

1.1 Aims of the Policy

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

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

This policy recognises the importance of high standards of behaviour for the Social, Moral, Spiritual and Cultural (SMSC) development of students and forms a key element of that policy. It also acknowledges the school's legal duties under the Equality Act 2010 ⁽²⁾, in respect of safeguarding and in respect of students with special educational needs (SEN).

1.2 Rationale

We believe that good behaviour is essential to allow all our students to achieve their full potential and is fundamental to success in the classroom for both students and teachers.

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

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

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

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

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

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

Section 2

2.1 Rights, Respect and Responsibility

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

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

2.1.1 Students:

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

2.1.2 Staff:

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

2.1.3 Parents, carers and families:

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

Section 3

3.1 Behaviour for Learning

High expectations are more likely to be achieved at The Cowplain School if teachers set and promote objectives for Behaviour for Learning, as they do for class work. To achieve

high expectations, it is important that students understand and are supported in the acquisition of values that support learning. Key values promoted at The Cowplain School are grit; mindfulness; gratitude; self-control; curiosity; optimism; kindness and self-assurance.

3.1.1 In successful lessons students are:

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

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

3.2 Discipline in Schools – teachers' powers ⁽³⁾

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

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

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

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

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

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

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

3.4 Confiscation of inappropriate items

The general powers to discipline listed above enable a member of staff to '*confiscate, retain, or dispose of a student's property as a punishment and protects them from liability*

for damage to, or loss of, any confiscated items.’⁽³⁾ The school will normally return the confiscated item either to the student him/herself or the parent, depending on the nature of that item, within five working days. However, if the item is considered dangerous or potentially harmful if returned, the school will dispose safely of the item or pass it to the appropriate authority, for example Social Services (see Safeguarding and Child Protection Policy) or the police. Items such as weapons, knives or extreme or child pornography must always be handed to the police. Students can be searched by any member of staff with responsibility for students if the student agrees to the search.

The school also reserves the right to search students without consent if a member of staff believes they have any item which is banned or has caused / is likely to cause damage or has been / will be used to commit an offence, or has endangered / will endanger the safety or welfare of students and staff. A search of this type will be conducted by the Headteacher or by a member of staff authorised to conduct such a search by the Headteacher. These items include:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Vaping equipment
- Fireworks
- Pornographic images

3.4.1

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

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

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

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

3.5 Power to use reasonable force

The legal provisions on school discipline provide members of staff with the power to use reasonable force to prevent students committing an offence, injuring themselves or others or damaging property, and to maintain good order and discipline in the classroom.’ ⁽³⁾

Reasonable force can be used to conduct a search without consent for the items listed in Section 3.4. Reasonable force cannot be used to search a student for an item banned under the school rules (see Section 3.4.1 and Restraint Policy). A sanction may be imposed if a student refuses to agree to a search where a member of staff has reasonable

cause to believe that they are withholding an item which has been used in contravention of the school rules.

3.6 Malicious allegations against school staff ⁽⁴⁾

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

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

3.7 Rewards

Through the completion of good work, contribution to school and/or community life, good behaviour etc..., students should achieve success and be recognised and rewarded through the Reward procedures. (Appendix 2). Other forms of recognition and reward include:

- Publicly praise and counter any negative comments from other students
- Comment on examples of good work, attitude, treatment of others
- Acknowledge improvement during lesson i.e. effort
- Reward points entered on the school system (PARS)
- Positive comments in marking
- Communication home – phone call, texts, letters, post cards, certificates, notes in diaries
- Public displays – class, departmental, the big screens
- Positive comment boards in the staffroom for staff to share with students
- Reward and Recognition Assemblies

3.8 Sanctions

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

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

Students will also be regularly reminded about whole school expectations in terms of “the way we do things at The Cowplain School”, namely to uphold the school values; to promote excellent learning for all; and to avoid slowing down a student's own learning or the learning of others.

If a student is not ready to learn, does not work hard enough, or slows down or disrupts the learning of others he/she will:

- Be given one verbal warning and his/her name written on the board
- If he/she fails to respond to the warning, the student will be instructed to leave the classroom and make his/her way to the Learning Room within four minutes
- He/she will remain in the Learning Room for the next five lessons and Reflection time, assuming hard work and good behaviour, or for an extended time if not.
- Breaks of 2 x 15 minutes will be taken at alternative times to the main school timetable

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

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

Refusal to comply with the expectations of the Learning Room will result in one lesson being added to the period of time in the Learning Room for every lesson disrupted until five lessons have been completed to the satisfaction of supervising staff.

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

In rare circumstances a student identified by the SENCO may require an alternative provision to the Learning Room.

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

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

Staff will promote The Cowplain School Rules (Appendix 1), make use of a variety of positive reinforcement reward strategies and implement the values approach (Appendix 2) to help create the environment to allow all students to learn effectively.

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

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

3.8.1 Detention

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

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

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

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

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

Whole class detentions must not be issued.

In the majority of cases, members of staff should use the agreed protocol for issuing of detentions. Detentions may be recorded in a student's diary and on PARS.

3.8.2 Internal Supervision

Internal supervision will be actioned and implemented by the Pastoral Team and a member of the Senior Leadership Team. This may involve close monitoring of a student during the school day in the Internal Exclusion Room. Where appropriate, this may involve the provision of an alternative curriculum in the Resilience Centre whereby the student works to different start and finish times to other students and completes alternative work to that completed by his/her peers.

- The Head of Year will inform the student and parent/carer verbally or in writing of the decision. This communication will include arrangements for the provision of work and preventative work that is to be organised.
- A formal record of the internal supervision will be placed on SIMS.
- The Head of Year will oversee the organisation of school work and arrangements for preventative work.
- The length of internal supervision may vary from a single lesson to a number of days depending on the seriousness of the behaviour that resulted in the student being placed in internal supervision.

It is likely that if internal supervision is unsuccessful in addressing a student's contravention of the Behaviour policy and School Rules an exclusion may be implemented.

Section 4

4.1 Standard Operating Procedures for all staff

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

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

4.2 Classroom Routines

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

When entering a classroom students must:

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

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

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

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

4.3 Lesson management

Rationale

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

- the names of all students should be known and used by the teacher
- punctuality is essential for staff and students. Lack of student punctuality must be recorded as a warning and the student's name written on the board. Tutors are responsible for sanctioning lateness to Reflection Time and this must be treated in the same way as lateness to any other lesson in the school day.
- staff must be in the classroom ready to start the lesson and welcome students before the lesson starts.
- staff must have a seating plan. The plan should ensure students sit where they can learn best.
- lessons must be well planned and structured in order to ensure good behaviour
- learning objectives and/or the "big question" will be made clear to students at the start of the lesson.
- The Cowplain School values will be reinforced through consistent praise and use of the rewards system.
- One warning will be given, and the student's name written on the board, before a student is sent to the Learning Room for five lessons
- Heads of Year should be called only in a serious emergency, or when the Head of Department is absent or unable to deal with a situation.
- lessons must finish on time and students should be ready to leave on time to attend their next lesson.
- the School Rules (Appendix 1) should be clearly displayed and Values and Rewards (Appendix 2) should be referenced during the lesson
- students with SEN should be known to the teacher and their needs planned into the lesson
- the SIMS behaviour system must be completed for any concerns (C), serious incidents (SI) or for calling Heads of Year as a record of any poor behaviour and as a method of providing information to parents

See also (6)

4.4 Achievement

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

4.5 Dress Code

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

4.6 Technology

Mobile phones, may be brought to school but must be switched off in and placed in the student's bag from 8.30 a.m. until 2.30 p.m., unless directed by the teacher e.g. to take pictures of a project, access a web-site etc. Parents and students should use the school phone system and procedures to contact each other

Electronic devices, such as MP3 players (including iPods) etc... should ideally not be brought to school. If such a device is brought to school it should be kept away from view and used only before and after school, or if directed by a teacher to enhance learning. Headphones and ear pieces are not to be worn at any time during the school day.

It is up to a teacher to decide what technology is appropriate for students to use to enhance their learning during a lesson.

Should a student use a mobile phone during a lesson they will be sanctioned with a warning as per the procedure outlined Section 3.8. Subsequent use of the mobile phone or device will result in being sent to the Learning Room and confiscation of the device.

Students sent to the Learning Room must hand their mobile phones to the supervising member of staff. These phones will be placed in a locked filing cabinet until the students complete their time in the Learning Room, or the end of the school day, whichever is earlier. A student who refuses to hand his/her mobile phone in, or is observed with a mobile phone in the Learning Room, will be excluded.

Use of a mobile phone, other electronic device or head/ear phones at break times will result in a tick on the student's First Impression Card (see Section 4.7). Continual breaking of this rule at break time will result in Internal Supervision (see Section 3.8.2) and confiscation of the device.

Pastoral staff will work with students and parents to ensure that repeat offenders hand their devices in for secure keeping at the start of the school day, and collect them at the end of the day, should there be ongoing issues. The Headteacher, however, reserves the right to ban students from bringing their mobile devices into school or insist that the phone is handed into Reception or to himself or another member of staff should the sanctions previously outlined not be effective in dealing with the issue. Should this be necessary, the decision of the Headteacher is final.

4.7 Prejudicial language and behaviour

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

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

4.8 Behaviour standards outside lessons

Students carry, at all times, a First Impression Card to remind them of expectations of behaviour and appearance standards whilst at school. These cards are re-issued on a half termly basis and students aim to maintain a "clean" card. Should they achieve this their cards are entered into a draw for a potential reward at half termly celebration assemblies.

If students do not meet expectations staff add a tick and their signature to the card. Three ticks will result in Internal Supervision (see Section 3.8.2).

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

- swearing
- wearing incomplete or untidy uniform
- over boisterous behaviour in the playgrounds or areas outside school
- eating/drinking, running or pushing in corridors
- walking on the wrong side of corridors, ignoring the one-way system around E&P
- entering out of bounds areas (the front of the school between 8.30 a.m. and 2.30 p.m., car parks)
- fighting or physical assaults by one student on another
- forming of gangs or large groups causing anti-social behaviour (in or out of school) and/or breaking the school rules.
- exhibiting behaviours or using language associated with gang culture
- all suspected cases of bullying or homophobic, racist or other offensive taunting must not be ignored and must be reported in writing to the Pastoral Team for sanctioning using the sanctions listed above

4.8.1 Action

- calming word or reprimand may be enough

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

References

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

Appendices

Appendix 1 – The Cowplain School Rules

Appendix 2 – Values and Rewards approach

Appendix 3 – Positive Behaviour Guidance

Appendix 4 – Prejudicial Language and Behaviour Statement

Monitoring, Evaluation and Review

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

Other Relevant Policies

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

Anti-Bullying Policy

Attendance Policy

Safeguarding and Child Protection Policy

Single Equality Plan and Equalities Objectives

Exclusion Policy

SEN Policy

Uniform Requirements

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

Date Reviewed and approved:	Autumn 2021	Reviewed by:	NBT	Next Review:	Summer 2022
Summary of changes made:	Addendum re Behaviour expectations relating to the Covid 19 Coronavirus amended (p 1-2) Job title of Pastoral Leader changed to Head of Year (throughout) Amendment to requirement to hand mobile phones in if sent to the Learning Room Strengthening the school’s position on Prejudicial Language and Behaviour (p 2, p 3 and new section 4.7, p 11 and 12, addition of Appendix 4)				

The Cowplain School Rules

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

It is therefore our expectation that every student:

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

**THE COWPLAIN SCHOOL
VALUES AND REWARDS 2021-22**

Cowplain operates a values-based and Rewards approach to student behaviour, which is based on the Rights and Responsibilities of the Child and is about encouraging our students to take more responsibility for their learning, their environment and others around them. It is based on positivity with clear rewards and sanctions that students take responsibility for, rather than being imposed on them.

Student Behaviour - Expectations

Teachers set their expectations with students at the beginning of the school year, and remind students of them and the key values frequently. Students are encouraged to exceed these expectations throughout their lessons in order to learn to the best of their ability and to support the learning of others.

Rewards

There are many ways in which a teacher can recognise and celebrate a student's hard work and effort. Verbal praise and recognition is often quick and effective and can be useful in building relationships with the students. Other effective methods include phone calls home, post cards home, praise texts home and awarding praise points.

Praise texts have been extremely well received by both parents and students. They serve as a quick and very effective positive communication between school and home. Praise texts often work well as rewards for longer term improvements in work and behaviours.

When a student exceeds the teacher's expectations, the teacher also has the ability to reward students using a system of praise points. Three reward points can be given per lesson for work, attitude or conduct.

Procedure:

1. Points should be logged onto PARS as they are issued and hard work and effort in lessons should be recognised and celebrated.
2. Supply teachers should use the sheet provided in their pack to log reward points and should hand it to the Head of Department at the end of the lesson for action.

There will be opportunities to use the praise system to nominate students for prize draws throughout the year. Further details will be provided before the nomination period is open.

Values

Values are principles that guide our thinking and behaviour. Here at Cowplain, we want to promote a core set of values with all students and staff. Values-based education is an approach to teaching that works with values. This positive learning environment is achieved through the values being modelled by staff throughout the school. It creates a strong learning environment that enhances academic attainment, and develops students' social and relationship skills that last throughout their lives. The key values promoted at The Cowplain School are grit; mindfulness; gratitude; self-control; curiosity; optimism; kindness and self-assurance. These are embedded throughout the school every day in lessons, conversations and general school life.

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

The Cowplain School

Statement on Prejudicial Language and Behaviour – November 2021

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

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

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

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

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

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

Actions for staff:

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

1. If you hear or see (written) evidence of prejudicial language being used it must, at the very least, be sanctioned with a warning. “You are using prejudicial language which goes against our school values of kindness and mindfulness. This is not acceptable in our school.”
2. For a **serious incident** of the use of prejudicial language (racial, sexist, homophobic or ableist slurs, or statements which belittle the life choices, religion, ethnicity, beliefs, cultures or abilities of others, especially where this is done purposefully to hurt, harass

or victimise others) this necessitates a Learning Room send. Please do this in the usual way.

3. For a **serious incident**, full details of exactly what was said MUST be added as quickly as possible to PARS **and** reported as a safeguarding Concern on CURA. The Pastoral Team will discuss these incidents with SLT and external exclusions may follow.
4. One to one conversations with students who have used prejudicial language, by the person who heard them make the comment, are incredibly powerful. We need to have the confidence to explain the school's statement (above) regarding such language, but such a conversation does not mean that a sanction is not imposed.
5. We must all be extremely vigilant for the use of prejudicial language, to call it out, not to dismiss it as unintentional, a mistake, a misunderstanding, or "banter" etc. We must be ready to undertake the actions above.

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