



The Cowplain School

Behaviour Policy

Adopted: Summer Term 2026

Review date: Summer Term 2027

Introduction.

Our behaviour policy contains clear expectations regarding how students, staff, leaders and parents contribute to a calm, safe and purposeful school environment.

At The Cowplain School, we believe that every student deserves disruption-free learning, every minute of every lesson. We also believe that every member of our community deserves to feel safe, respected and valued.

Our approach is built on high expectations, strong relationships, consistency and support. We recognise positive behaviour, teach and model expected behaviours, and provide support where students need help to meet our expectations.

Our vision for behaviour is simple:

You deserve disruption-free learning.

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

These principles underpin every interaction, every lesson and every behaviour decision made within our school.

Legislation and statutory requirements

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

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

It is also based on the special educational needs and disability (SEND) code of practice and Keeping Children Safe in Education 2025.

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'*
- 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'*
- 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'*
- making it clear that there is a direct link between responsible and respectful behaviour and effective learning, with students taking responsibility for their learning
- preventing prejudicial language and behaviour, and bullying including cyberbullying.

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

1.2 Rationale

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

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

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

Behaviour for learning is, as it suggests, behaviour that allows for and encourages learning to take place. Good behaviour needs to be taught, modelled and rewarded. Poor or unacceptable behaviour needs to be challenged. Behaviour for learning needs to be taught, reinforced and reviewed. Above all, positive relationships with and between students, created by an emphasis of rights, respect and responsibility, are the key to positive behaviour. Students learn best in a safe and purposeful environment. This can be

achieved when expectations of learning and behaviour are high and their consequences are made explicit and applied consistently. We view as essential a system of rewards for good or improving behaviour and sanctions where standards fall below an expected level. The self-esteem of all students is enhanced by praise, reward and celebration. Rewards and sanctions must be applied consistently and fairly.

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

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

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

1.3 Consistency of Implementation

Students are entitled to experience clear, predictable and consistent standards throughout the school. Consistency helps students feel safe, understand expectations and develop positive habits.

All staff are expected to apply the Behaviour Policy fairly and consistently. This includes reinforcing expectations, recognising positive behaviour, challenging poor behaviour and implementing sanctions when required.

Consistency does not mean treating every student identically. The school will make reasonable adjustments where appropriate, particularly for students with special educational needs, disabilities or other identified vulnerabilities. However, all students remain subject to the same high expectations for behaviour.

School leaders and the pastoral team will work alongside staff to ensure behaviour systems are implemented consistently and will regularly review behaviour data, staff feedback and student feedback to identify areas for improvement.

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. An outline of how our values are linked to our expectations for behaviour can be seen in appendix 6

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

2.1.1 Students:

- will not have their lessons disrupted by other students; every minute of every lesson is valuable learning time
- have the right to learn and achieve as highly as possible in an environment that is safe and supportive of their needs, without the fear of being bullied or victimised
- have the responsibility to follow the school's agreed rules and classroom routines
- have the responsibility to represent the school to the best of their ability, not bringing it or themselves into disrepute
- have the responsibility to ensure that they are properly equipped for each lesson
- 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 right to access a programme of interventions based around pastoral and targeted support where there is a need
- have the right to share feedback, which is used to evaluate how safe, fair and consistent students perceive the behaviour policy, and behaviour in the school to be.

2.1.2 Staff:

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

2.1.3 Parents, carers and families:

- have the right to be informed of the School's Behaviour Policy and to be consulted on it.

- have the right to discuss rewards and sanctions applied to their child
- have the right to be informed about the behaviour of their children
- have the responsibility to ensure that their children attend school and encourage them to behave appropriately, focusing on learning at all times and respecting our behaviour policy.
- have the responsibility to ensure that their children attend school with all the required equipment and that they are ready to learn
- have the responsibility to communicate with the school in the manner outlined in our parent and carer code of conduct (Appendix 7.)

2.1.4 Behaviour, SEND and Reasonable Adjustments

The Cowplain School has high expectations of behaviour for all students, including those with special educational needs and disabilities (SEND).

The school recognises that some students may require additional support, reasonable adjustments or targeted intervention to help them meet the expected standard of behaviour. Staff will consider individual needs, known vulnerabilities, SEND information, pupil passports, EHCPs and professional advice when responding to behaviour.

Where appropriate, reasonable adjustments may be made to routines, communication, support, intervention strategies or responses to behaviour. Such adjustments will be proportionate, individualised and designed to help students achieve the same high standards expected of all members of the school community.

The school recognises that behaviour can sometimes communicate an unmet need. Where behaviour is repeated, unusual or out of character, staff will consider whether further assessment, support or intervention may be required.

The school recognises that some students may experience periods of dysregulation, during which they find it difficult to manage their emotions, behaviour or responses to situations. Staff will support students in developing self-regulation skills and, where appropriate, will use co-regulation strategies to help students return to a calm, safe and ready-to-learn state. The aim is to help students re-engage with learning as quickly and successfully as possible. This may include adapting communication, providing additional processing time, offering support from a trusted adult, or using agreed strategies outlined in pupil passports, Individual Support Plans or Education, Health and Care Plans.

Whilst dysregulation may help explain behaviour, it does not remove the expectation that students will be supported to develop the skills and strategies needed to meet the school's behaviour expectations over time.

Reasonable adjustments do not remove expectations or responsibilities. All students are expected to treat others with respect and kindness, do their best and follow instructions.

Section 3

3.1 Behaviour for Learning

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

3.1.1 In successful lessons students are:

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

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

3.2 Discipline in Schools – teachers' powers

- teachers (and all paid staff unless directed otherwise by the Principal) 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

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

Any form of online behaviour that undermines the safety, wellbeing, dignity or reputation of members of the school community may be subject to disciplinary action under this policy.

This includes, but is not limited to:

- Cyberbullying.
- Sexual harassment or peer-on-peer abuse.
- Sharing, creating or possessing indecent images.
- Sharing harmful, offensive or discriminatory content.

- Making false, malicious or defamatory comments about students, staff or the school.
- Creating, using or sharing fake social media accounts or anonymous messaging accounts.
- Sharing photographs, videos or recordings without permission.
- Creating, sharing or distributing manipulated, AI-generated or "deepfake" content intended to embarrass, intimidate, harass or harm others.
- Encouraging others to engage in harmful online behaviour.

The school may investigate and sanction such behaviour where it affects members of the school community, disrupts the orderly running of the school, creates safeguarding concerns or brings the school into disrepute.

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

3.4 Searching of students and 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.'*

The school will normally return the confiscated item either to the student him/herself or the parent, depending on the nature of that item, within five working days. However, if the item is considered dangerous or potentially harmful if returned, the school will dispose safely of the item or pass it to the appropriate authority, for example Social Services (see the Safeguarding and Child Protection Policies) or the police.

Items such as weapons, knives or extreme or child pornography must always be handed to the police. Students can be searched by any member of staff with responsibility for students if the student agrees to the search.

The school also reserves the right to search students without consent if a member of staff believes they have any item which is banned or has caused / is likely to cause damage or has been / will be used to commit an offence, or has endangered / will endanger the safety or welfare of students and staff. A search of this type will be conducted in the presence of a Head of Year, Assistant Head of Year, or member of the Leadership Team. Two staff will be present, one of which is the same sex as the student involved.

The search will be conducted in an appropriate location, and only on the school premises or where the member of staff has lawful control (such as on school trips) The search will be conducted ideally away from other pupils. The persons conducting the search may not require the student to remove any clothing other than outer clothing. 'Outer clothing' means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear.

Students may be asked to turn out bags or pockets, remove outerwear (coats, blazers) and lift trouser legs to reveal socks. We will always seek the students cooperation, explain why the search is happening and what it entails, and give the student the opportunity to ask questions.

A student may be asked to use a handheld metal detector wand to scan for concealed metal-containing objects, such as vaping equipment or mobile phones. Students will not be frisked. Students are reassured during the search that there is no threat and nothing to fear if they are not carrying anything prohibited.

These items include:

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

If a student does not consent to a search, parents are informed and may be asked to come to the school site and support. The student will be withdrawn from lessons, and the police may be contacted.

In all cases, a record of the incident will be recorded on CPOMs. Details logged include grounds for the search, time and place, staff involved, pupil response and staff management, outcomes and follow up actions.

Following any search, parents are always told what happened, what was found (if anything) what has been confiscated and what action or sanction was taken. Following any search, our pastoral team will consider whether the search itself, its reason or its outcome suggest the pupil may be at risk of harm, and ensure support is provided where necessary, including referrals to children's social care.

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, or need to be handed over as a student enters TLR, The Resilience Centre, or The Rose Building.
- 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 Principal or Head of school 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 Principal, Head of School or Data Protection Officer (DPO). Anyone found publishing unauthorized material may face serious sanctions up to and including exclusion. For material which is extreme or defamatory, or which causes serious harm or distress, the police may be involved.

3.5 Power to use reasonable force

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

- committing any offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil);

- causing personal injury to, or damage to the property of, any pupil (including him or herself); or
- prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.

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

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

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

3.6 Malicious allegations against school staff

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

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

3.7 Rewards

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

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

3.8. Sanctions

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

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

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

the learning of others. Conversations about behaviour will refer to our vision for behaviour, which drives every interaction and sustains and develops our school culture:

Students deserve disruption free learning.

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

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

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

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

Warnings will be given to students for the following reasons:

Warnings given for

Lateness	Throwing an object
Low-level disruption	Leaving seat without permission
Calling out	Eating in class (including chewing gum)
Off-task chatter	Damaging equipment or property
Talking over a teacher (or after a countdown)	Turning around on seat to distract others
Distracting others	Head on the desk or in your arms
Bickering or unkindness	Using an electronic device (and confiscated)
Rudeness	No PE kit and refusing to borrow one
Refusal to follow instructions	Not having a pen
Shouting	
Refusal to work	

Anything that slows down learning

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

Refusal to comply with the expectations of the Learning Room will result in warnings being given and sessions being added on. If 4 warnings are given, students will have a 'pre-suspension meeting' if the poor behaviour continues. In this meeting, a conversation will take place about the appropriate behaviour expected of the student and any adjustments needed to support the student. After this meeting, if the student's behaviour continues to disrupt others they will be removed from the learning room, and either supervised by a member of the pastoral team or SLT, or suspended.

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

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

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

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

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

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

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

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.'*

3.8.1 Student support following a sanction.

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

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

3.8.2 Detention

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

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

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

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

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

Whole class detentions must not be issued.

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

3.8.3 Responding to Repeated Disruptive Behaviour

The school recognises that repeated disruptive behaviour may indicate unmet need, poor habits, gaps in learning, difficulties with self-regulation or wider safeguarding concerns. Whilst sanctions remain important, repeated disruption will also trigger increasing levels of support and intervention.

Where a student's behaviour repeatedly disrupts learning, the school may implement one or more of the following:

- Individual Support Plan (ISP)
- Report cards and monitoring systems
- Parent meetings
- Mentoring and coaching
- SEND review
- Safeguarding review
- Placement within the Resilience Centre
- Placement within the Rose Centre
- Alternative Provision
- Multi-agency involvement

The purpose of these interventions is to help students develop the habits, routines and behaviours required to access disruption-free learning successfully.

Where repeated disruptive behaviour continues despite support and intervention, sanctions may escalate in line with this policy, including suspension or permanent exclusion where appropriate.

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 are expected to follow our Classroom Routines, and our values based expectations for behaviour (appendix 6)

When entering a classroom students must:

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

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

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

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

4.3 Lesson management

Rationale

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

- the School Rules (Appendix 3) should be consistently enforced.
- the names of all students should be known and used by the teacher
- punctuality is essential for staff and students. Lack of student punctuality must be recorded as a warning and the student's name written on the board. Tutors are responsible for sanctioning lateness to Reflection Time and this must be treated in the same way as lateness to any other lesson in the school day. Students who are

more than 10 minutes late to period 1, without good reason, are sent to the Learning Room. Students who are more than 5 minutes late to any other period are sent to the learning room.

- staff must be in the classroom ready to start the lesson and welcome students before the lesson starts.
- staff must have a seating plan. The plan should ensure students sit where they can learn best.
- lessons must be well planned and structured in order to ensure good behaviour
- the STARS approach will be promoted to students whenever possible, and reinforced through praise and reward (**S**it up; **T**rack the speaker; **A**ctively listen; **R**espect those around you; **S**ilent when asked)
- learning objectives and/or the “big question” will be made clear to students at the start of the lesson.
- The Cowplain School character values will be reinforced through consistent praise and use of the rewards system.
- one warning will be given, and the student’s name written on the board, before a student is sent to the Learning Room for four sessions
- Heads of Year should be called only in a serious emergency, or when the Head of Department is absent or unable to deal with a situation.
- lessons must finish on time and students should be ready to leave on time to attend their next lesson.
- students with SEN should be known to the teacher and their needs planned into the lesson
- the Classcharts behaviour system must be completed for any Learning Room sends or other serious behaviour incidents in order to communicate issues to the Pastoral Team and as a method of providing information to parents

4.4 Achievement

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

4.5 Dress Code

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

4.6 Mobile Phone Rules and Procedures

The Cowplain School operates as a mobile phone-free environment by default, using Yondr pouches. Mobile phones, smartwatches and similar personal electronic devices must be switched off and secured in a school-issued Yondr pouch during the school day, unless an authorised exception or reasonable adjustment applies.

The detailed expectations, daily procedures, sanctions, confiscation arrangements, pouch checks, searches, reasonable adjustments and arrangements for trips and activities are set out in the school's Mobile Phone Policy.

Breaches of the Mobile Phone Policy will be dealt with in accordance with that policy and may also be treated as breaches of this Behaviour Policy. This includes refusal to comply,

possession of a second or dummy phone, deliberate damage to a pouch, use of unauthorised unlocking devices, or any attempt to circumvent the Yondr system.

Students who misuse mobile phones or personal electronic devices may lose the privilege of bringing such devices onto the school site, either temporarily or permanently. Serious misuse, including filming, photographing, sharing images, bullying, harassment or behaviour that places the safety, wellbeing or privacy of another person at risk, may result in serious sanctions up to and including suspension.

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 Classcharts) and as a safeguarding issue (via CPOMS).
- Students using prejudicial language or displaying prejudicial behaviour will be sanctioned up to and including fixed term exclusion.
- The victims of prejudicial language and behaviour will receive pastoral care and support to ensure their welfare is nurtured.
- Explanation and education will follow to ensure that perpetrators of prejudicial language and/or behaviour understand the school's position, the 2010 Equality Act and protected characteristics.
- Data relating to prejudicial language and behaviour will be analysed in order to inform interventions with individuals and with groups of students via assemblies, Reflection Time and lessons.

4.8 Behaviour standards outside lessons

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

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

4.8.1 Expectations Between Lessons

Students deserve calm, safe and orderly movement around the school site. Behaviour between lessons should support disruption-free learning and allow every student to arrive ready to learn.

When moving around the school, students are expected to:

- Move purposefully and directly to their next lesson.
- Follow staff instructions immediately.
- Keep to designated routes and one-way systems.
- Speak respectfully and at an appropriate volume.
- Keep hands, feet and objects to themselves.
- Avoid physical play, horseplay or behaviour which could cause injury.
- Respect the learning environment by avoiding shouting, running or gathering in large groups.
- Arrive punctually to lessons with the correct equipment.

Staff will actively challenge behaviour which falls below these expectations and may apply sanctions where appropriate.

4.8.2 Action

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

4.9 Monitoring School Behaviour

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

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

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

The school is committed to regularly reviewing the effectiveness, fairness and consistency of its behaviour systems.

This review will include the views of students, staff, parents and carers, alongside behaviour, attendance, safeguarding, reward and suspension data.

Student voice may be gathered through surveys, pupil panels, student leadership groups, focus groups and meetings with school leaders. Staff voice may be gathered through surveys, meetings and consultation activities. Parent and carer feedback may be gathered through surveys, consultation events and direct feedback.

The findings from this monitoring will be used to inform behaviour strategy, staff training, policy development and school improvement priorities.

References

- (1) Behaviour in Schools: Advice for Headteachers and School Staff, Department for Education, 2024.
- (2) Equality Act 2010.
- (3) Searching, Screening and Confiscation: Advice for Schools, Department for Education, 2022.
- (4) Keeping Children Safe in Education, Department for Education, 2025.
- (5) Suspension and Permanent Exclusion Guidance, Department for Education, 2026.
- (6) Special Educational Needs and Disability Code of Practice: 0–25 Years, Department for Education and Department of Health.
- (7) Education and Inspections Act 2006.
- (8) Use of Reasonable Force: Advice for Headteachers, Staff and Governing Bodies, Department for Education.
- (9) Mental Health and Behaviour in Schools, Department for Education.
- (10) The Cowplain School Procedure for Dealing with Allegations Against Staff.

Appendices

- Appendix 1 – The Learning Room, Reflection Sheet.
- Appendix 2 – The Learning Room, Record Sheet.
- Appendix 3 – The Cowplain School Rules
- Appendix 4 – Positive Behaviour Guidance
- Appendix 5 – Prejudicial Language and Behaviour Statement
- Appendix 6 – Our values based expectations for behaviour

Monitoring, Evaluation and Review

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

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

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

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

Date Reviewed and approved:	Summer 2026	Reviewed by:	JCK	Next Review:	Summer 2027
Summary of changes made:	• Section 4.6 – phones. Completely rewritten. • 2.1.4 Behaviour, SEND and Reasonable Adjustments rewritten. • 3.3 Students conduct outside the school gates – teachers' powers – rewritten to reflect the danger of online harmful behaviour. • 3.8.3 Responding to Repeated Disruptive Behaviour. Added. • 4.8.1 Expectations Between Lessons. Added. • 1.3 Consistency of Implementation. Added. • 4.9 Monitoring – updated.				
Approved by Academy Trustees on:	7 th July 2026				

The Learning Room. Reflection Sheet.

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



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

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

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

Yes	No	Follow instructions
		I followed instructions.

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

Task 4. What will you do differently next lesson?

Approved by:

Appendix 2

The Cowplain School Learning Room – Record Sheet

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

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

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

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

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

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

Name:

Tutor group:

Date:

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

Reason:

.....

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

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

Appendix 3

The Cowplain School Rules

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

It is therefore our expectation that every student:

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

Appendix 4– Positive Behaviour Guidance

Appendix 5 – Cowplain School Statement of Prejudicial Language and Behaviour

The Cowplain School

Statement on Prejudicial Language and Behaviour – July 2024

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

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

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

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

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

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

Actions for staff:

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

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

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

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

Appendix 6.

Our Values in Action: Behaviour for Learning.

You deserve disruption-free learning, every minute of every lesson.

Everything we do in the classroom helps us grow into skilled, thoughtful learners. Here's how our values link to strong learning behaviours and your daily lesson expectations.

Grit: *Keep going when things get tough.*

- Write the date and 'Big Question', then start the 'Do Now' task in silence—even when it's challenging.
- Do your best in every lesson, even when you're unsure.

Mindfulness: *Be aware of your thoughts, actions, and others around you.*

- Pay attention.
- Be present in the moment, do not allow the past or worries about the future to hold you back.

Gratitude: *Appreciate learning, your classmates, and your teachers.*

- Use manners, and show respect by listening.
- Value your work and the classroom, keeping books tidy and taking pride in presentation.

Self-control: *Think before you act—make choices that help you and others.*

- Follow instructions.
- At the start of the lesson, enter the classroom sensibly.
- Be ready with your equipment to show you're prepared to learn.
- Stand silently at the end of your lesson, in correct uniform, ready to leave.

Curiosity: *Be eager to learn and ask thoughtful questions.*

- Think hard and engage in discussions.
- Ask questions that help you make connections with other subjects, your future self and the diverse world around you.

Optimism: *Believe things can improve and that effort makes a difference.*

- Enter each lesson with a positive mindset.
- Accept feedback as a chance to grow, and show this with your green pen.

Self-assurance: *Trust your abilities and know that you can improve in all aspects.*

- Monitor and evaluate your own learning to increase your motivation and confidence.
- Make the most of every opportunity available.

Kindness: *Support others and create a positive learning space.*

- Use respectful language and listen when others speak.
- Work well with others during group tasks.

Appendix 7.



Parent & Carer Code of Conduct

The Cowplain School staff are here to help and always aim to demonstrate the highest possible standards of personal and professional conduct and behaviour, acting with honesty and integrity. Our staff are committed to providing the best support they can, working positively and proactively with parents. In working with us, please ensure all communication, whether written or verbal, in person or at distance, is polite and courteous. School staff will not continue conversations, discussions or meetings if they feel intimidated, threatened or are abused.

This document is designed to foster a strong partnership between parents and the school, ensuring that we are all aligned on the values, responsibilities, and conduct that contribute to the success and well-being of our students. Should you need to contact us to ask a question or raise a concern, please be aware of our guidelines and expectations for parent-school interactions.

- Meetings will be arranged when appropriate and necessary in the school's view. The school will decide who is best placed to discuss the matter with you. If there is an issue with the person or persons allocated, please let us know with your reasons and we will try to take these wishes into account where appropriate.
- Child Protection concerns or those relating to safety will be dealt with swiftly. In other cases, appointments to see members of staff will need to be made further in advance. This is because school staff are busy and unlikely to be available straight away. Please do not come into school reception in the hope that a forceful demand will mean you can have an immediate appointment.
- Inflammatory comments or statements should be avoided. If expressing concerns the tone should be courteous at all times. Emotive and accusatory words, use of capitals or defamatory statements should not be included. Concerns should be limited to the current situation and, unless relevant, not draw on past events which have been dealt with previously.
- Concerns should be taken up with the person who was most heavily involved in the incident, unless it is of a personal nature to do with that staff member. In that case it should be addressed to their Head of Department, your child's Head of Year, or our Head of School. If you do not know who to address your concern to, please email office@cowplainschool.co.uk and we will ensure it reaches the correct person. In line with our complaints policy, the Principal should not be involved immediately and will only become involved when the correct procedure has been followed. This is to ensure a suitably neutral review of your concern, if necessary, at a later stage.
- Your assumption should be that you have one version of the matter which is a concern, rather than concluding you have the totality of the information. Your concern reflects the information you have currently received.
- You will represent your own views and should not seek to present yourself as a spokesperson for others.
- All concerns are taken seriously and dealt with in a timely manner. We aim to respond to you within 3 school days. Threatening staff with the Press, Local Authority or Ofsted will not affect the way that the issue is dealt with.

Please note any concerns or complaints which are received and do not comply with our expectations indicated above will be rejected until the expectations are met. If this is the case you will be informed and asked to re-submit your concern. Parents who breach these terms will be subject to restricted access to staff. These standards apply to written and verbal communication. We have a complaints procedure for use if you are dissatisfied with how the school has dealt with any issue or concern, this can be found on our website. Our staff are committed to providing the best support they can, working positively and proactively with parents.