



Learning Charter

Vice Principal – Culture & Ethos

Review History

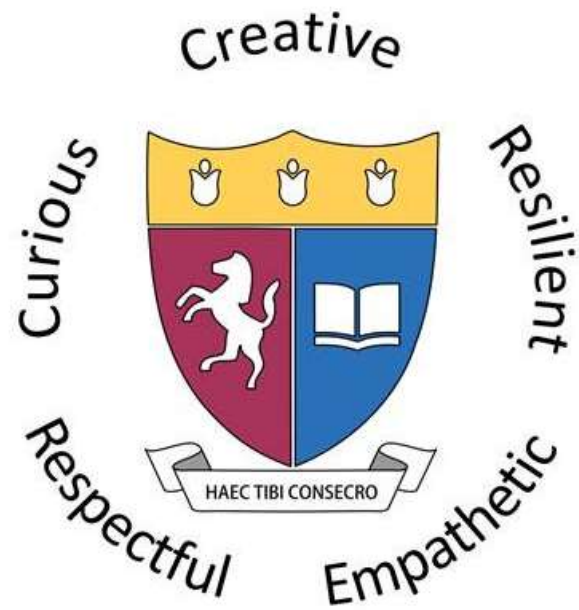
Reviewed	Determined	Cycle	Review	Notes
Aut-17	Aut-17	1	Sum-18	Completed Autumn 2017 in line with changes to Exclusions legislation
Sum-17	Sum-17	1	Sum-18	
Sum-16	Sum-16	1	Sum-17	
Sum-15	Sum-15	1	Sum-16	
Spr-14	Spr-14	1	Spr-15	
Spr-13	Spr-13	1	Spr-14	
Spr-12	Spr-12	1	Spr-13	
Mar-09	Jun-09	3	Spr-12	

The quality of learning and teaching that takes place in our school is a very high priority and is continually under observation and review. We are always looking for ways to raise standards.



Coopers School

LEARNING CHARTER





The Home – School Agreement

At Coopers we aim to provide an excellent education whereby students can achieve the very highest standards of academic success according to their ability, and develop their character and personality so as to become considerate and self-disciplined adults.

In order to achieve this aim, a productive partnership needs to exist between the school, the student and parents/carers. Together this partnership will provide a safe and positive learning environment. The partnership will ensure that opportunities for success are available for all to exceed their potential.

As a school we will establish an ethos that will enable your child to thrive by:

- Celebrating success across all aspects of school life
- Promoting positive role models through challenge and support
- Ensuring high quality teaching throughout the whole curriculum
- Monitor achievement and report to parents/carers regularly about your child’s progress
- Informing parents/carers about achievements or concerns that affect your child’s work, attitude and welfare
- Keeping parents informed about school activities through the school website, letters, newsletters, and notices about special events
- Providing an extensive range of wider opportunities across and beyond the curriculum

As a Student, I will:

- Make the most of the outstanding learning opportunities provided for me
- Attend school regularly and be on time
- Bring my planner and all the equipment I need every day
- Wear my school uniform with pride, maintaining a tidy appearance at all times
- Take responsibility for my own actions which will help maintain a positive learning environment, that benefits all
- Accept challenge and support from staff and parents/carers in respect of my academic performance and behaviour
- Be respectful to all members of the community by being polite and helpful to others
- Respect the school environment and the local community

As a parent/carer I will promote my child’s development by:

- Ensuring that my child attends school regularly, on time, in correct uniform and fully equipped
- Notifying the school immediately in case of absence
- Informing the school about any successes or concerns that might affect my son’s work or behaviour
- Fully supporting all school policies, with specific reference to behaviour and discipline, to ensure my child behaves and achieves.
- Supporting my son with homework and other wider opportunities that enable him to become a more independent learner
- Maintaining full involvement with my child’s academic progress.

Signed: (TUTOR)

Signed: (STUDENT)

Signed: (PARENT)

Print Name: (STUDENT)



Form:

The Home – School Agreement: Readiness for Learning

Student Expectations:

Attendance

- ✓ achieve at least 97% attendance
- ✓ take holidays in holiday time, not term time
- ✓ be in for part of the day when they have external appointments

Punctuality

- ✓ prepare bags the night before to avoid rushing
- ✓ leave in plenty of time to allow for traffic
- ✓ walk quickly between lessons

Learning Routines

- ✓ sit according to the teacher's seating plan
- ✓ take out their planner, books and equipment before sitting
- ✓ wait to be asked to be seated
- ✓ tidy and clear the learning space before leaving the lesson

Equipment

- ✓ always have a well-stocked pencil case with the basics of a black pen, red pen, pencil, ruler and rubber
- ✓ have a bag every day that could hold an A4 sized file
- ✓ bring P.E. kit to all P.E. lessons
- ✓ bring a calculator to maths and science lessons

Complete Classwork/Homework

- ✓ ask the teacher for help if they don't understand the work that has been set
- ✓ always attempt classwork/homework to the best of their ability
- ✓ use their Gateway area to keep updated on what Homework is set and when it is due in
- ✓ keep a good record of Homework in their planner
- ✓ avoid leaving homework it until the last minute

Staff Expectations:

Teaching

- ✓ set high expectations which inspire, motivate and challenge students
- ✓ role model the attitudes, values and behaviours which are expected of students
- ✓ plan and teach well-structured lessons, adapting to the needs of students
- ✓ be aware of students' capabilities and their prior knowledge
- ✓ set regular homework that is designed to consolidate and extend knowledge and understanding
- ✓ have a secure and up-to-date knowledge of the

ICT at School

- ✓ only access websites as directed
- ✓ be aware of internet safety when on line
- ✓ never use social media
- ✓ use resources appropriately

Monitoring Progress

- ✓ know what they are learning about and monitor their own progress against their targets
- ✓ ask about the level they are working at and what can be done to improve
- ✓ never leave a lesson not understanding anything.

Planner

- ✓ bring their planner to school every day and look after it carefully
- ✓ ask their parent/carer to sign their planner every week

Mobile Phones, MP3 players, Electronic Devices

- ✓ Not use mobile phones, MP3 players/earphones or other similar devices in class. Ordinarily these should not be brought into school

Presentation of Work

- ✓ adhere to the school's 'Presentation of Work' policy

Uniform

- ✓ wear the correct uniform and look smart at all times
- ✓ have the correct coloured flash sewn on their blazer pocket
- ✓ not wear jewellery, including any types of piercings
- ✓ not wear nail varnish or false nails
- ✓ wear correct shoes
- ✓ not have extreme haircuts (including use of colours)

Behaviour for Learning

- ✓ accept that inappropriate behaviour will be challenged.

- conscientious attitude to their own work and behaviour
- ✓ follow the school's policies and procedures
- ✓ make a positive contribution to the wider life and ethos of the school

Professional Conduct

- ✓ Uphold public trust in the profession and maintain high standards of ethics and behaviour
- ✓ treat students with dignity, building relationships rooted in mutual respect, and at all times observe proper boundaries
- ✓ not undermine fundamental British values
- ✓ ensure personal beliefs are not expressed in ways which exploit students' vulnerabilities



- ✓ relevant subjects and curriculum areas
- ✓ encourage students to take a responsible and

- ✓ act within the statutory frameworks which establish professional duties and responsibilities, including those involved with 'Keeping Children Safe in Education' DfE 2016

Rewards



The Coopers House System comprises of 4 Houses – Franklin (Red), Pankhurst (Green), Newton (Yellow) and Wilberforce (Blue). The system has been designed to encourage a sense of family, belonging and togetherness whilst developing both inter and intra house competitions throughout the academic year. Year groups run from year 7 through to Year 13. Each year group comprises a number of tutor groups. Rewards run throughout the House and Year group structure.

The school believes that a culture of praise underpins the desire for students to be successful learners. The school thus encourages staff to deliver praise regularly, consistently and at different levels.

Both informal and formal systems exist throughout the school to recognise a range of attitudes to learning and general conduct. In more detail than the school community has agreed that it will reward students who:

- are helpful and organised
- are respectful and polite
- do their best
- have a positive attitude
- try to exceed expectations
- have good personal qualities
- are supportive and considerate of the learning of others
- show consistency in their positive behaviour
- achieve good/excellent results
- produce good/excellent work
- have made progress towards their targets meeting either 'long term' or 'short term' targets
- have done things to benefit the community (school, class...)
- have shown consistency of effort
- have improved their behaviour over a period of time
- achieve 100% attendance and punctuality (or make a significant improvement)
- uphold the values of the school.

Informal methods include positive verbal and written praise, telephone calls home to parents, awarding stickers or stamps in exercise books, a positive note in the student's planner.

We have a number of formal systems for celebrating the achievement of students and are constantly exploring other opportunities to motivate students. These include:

- ✓ *House Points* – throughout the school, lessons and situations outside of lesson time, students will be issued House Point tickets. A ticket will be worth 1 House Point. A draw will take place during a half termly House Assembly. Each House Point representing one entry to the draw.
- ✓ *Attitude to Learning* – The Attitude to Learning Levels 1 and 2 on the termly Progress Updates will lead to the allocation of House Points to each student according to their outcomes. Students will automatically be credited with these.
- ✓ *Diploma Events* – Year 7 and 8 will work towards receiving a Diploma for different levels of achievement end of the year. This will reflect their achievements throughout the year in ELPs, attitudes to learning, House Points, attendance and punctuality.
- ✓ *PE Celebrations* – PE colours and trophies are awarded throughout the year, both as discreet events and also as part of the Diploma Event.
- ✓ *House Events* – Each House will hold half termly events within assembly time which promote contribution to inter-house competition and recognise the acquisition of House Points by every student in the House
- ✓ *Year Group Events* – Each Year Group will hold half termly events within assembly time to celebrate and promote, students wellbeing and encourage the development of a resilient approach to leaning and achievement.
- ✓ *Community Colours* – These are awarded for students who have shown a positive attitude towards their



- ✓ *Endeavour Awards* – Students are recognised with awards for showing above average endeavour in a variety of situations.
- ✓ Duke of Edinburgh Award – This nationally recognised award encourages students to do new things and helps them to grow in confidence and develop useful skills.
- ✓ *Whole School Celebrations*- At the end of the academic year high achievement in subject areas is celebrated in a whole school celebration event
- ✓ *Celebration Events* – there will be numerous other celebration events within faculties and departments to recognise positive achievers and contributors to faculty events.

The Learning Charter operates within the ethos of the school. Every member of the school community is expected to behave in a ways that support the development of excellence by engaging with the School's Values of being:

Creative Resilient Curious Respectful Empathetic

The aims of the Learning Charter can be summarised as follows:

- Promote the school's values & ethos`
- Promote a culture of praise & celebration
- Raise achievement
- Ensure the learning environment is clean and tidy with high quality learning displays
- Promote excellent punctuality & attendance
- Promote excellent attitudes to learning: uniform, conduct and work

This policy must be applied **consistently**. Students must know that unacceptable behaviour will be dealt with fairly and consistently across all areas of the school.

The school planner is at the centre of **communication** between students, staff and parents. All must communicate effectively to share information; this is particularly important for Form Tutors and Heads of Year who are the key points of communication between school and parents.

All teaching and non-teaching staff must be prepared to **challenge** unacceptable behaviour confident in the knowledge that this system is being applied by all colleagues. Dealing with behaviour rather than expecting someone else to deal with behaviour is the most effective way to improve classroom management.

1. A three – tiered structure of discipline
2. A three –tiered structure of classroom sanction
3. The Detention System
4. Alternative provision/exit room in each faculty
5. PLT/Faculty Director/HOY on-call
6. A four – tiered structure of reporting
7. Classroom Management Strategies – Creating a Positive Learning Environment
8. Critical linkage to Coopers Inclusion Policy
9. A reward system for all year groups



Classroom Management

The following concepts should form the basic requirements for a positive classroom experience:

- Consistency in approach
- Setting the most appropriate environment for the task set
- Clear Expectations - from staff/of students/for the completion of work/noise level/behaviour expectations
- The roles and responsibilities of all students and the teacher/teaching assistants
- Clear and consistent application of rewards and sanctions
- Consistently challenging expectations

Students will be expected to:

- Be on time for lessons
- Be listening – when the teacher or other students speak
- Keep eye contact with the speaker
- Put their hand up if they wish to contribute to discussions
- Have tidy/correct uniform
- Bring all of the necessary equipment to lessons
- Produce work to the best of their ability and to teacher's satisfaction
- Produce work with the best effort
- Sit in the seat they have been allocated
- Keep mobile phones/electronic devices switched off and not get them out in lesson time



Staff will be expected to:

- Role Model positive behaviour – creating a positive environment from the start of the lesson
- Manage the start and end of the lesson effectively – calm entry and an orderly dismissal of students in your own time (NB: Check uniform/complete reports)
- Set clear Learning Objectives, so that all students understand the focus and possible outcomes of the lesson
- Use verbal praise where possible – (try to focus on those that are doing what is required and reward those students who are deserving of praise and encouragement)



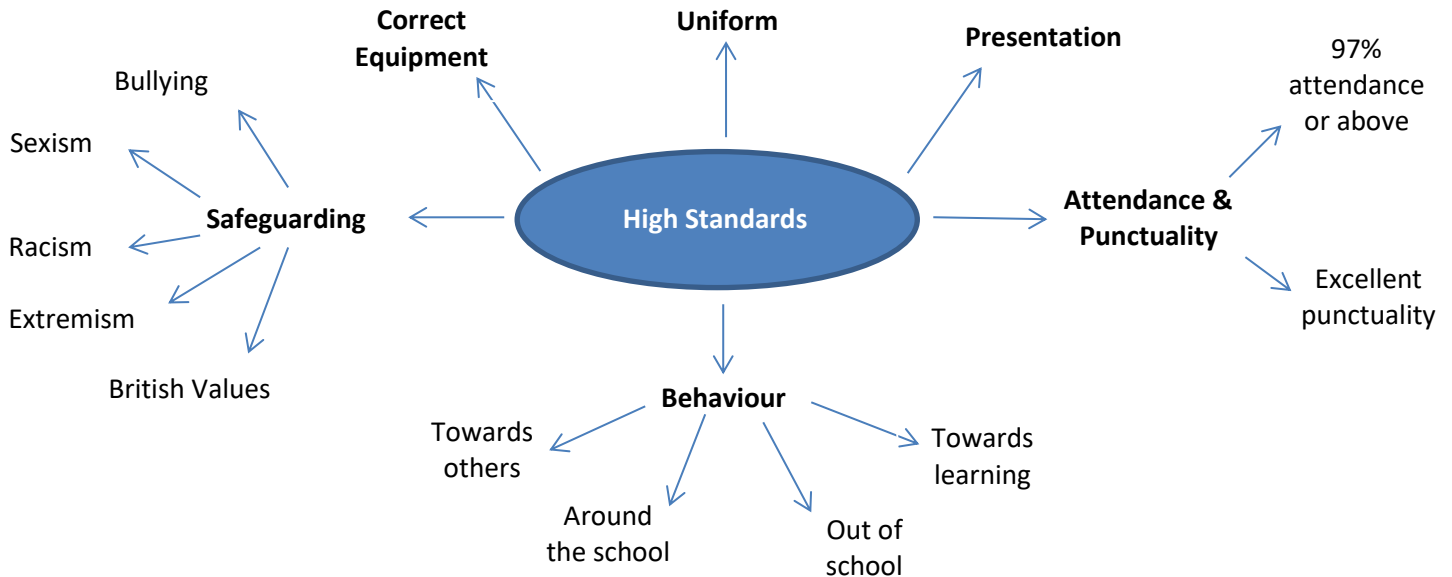
Simple strategies for good classroom management:

- A well planned and resourced lesson
- A Seating plan
- Using the School's reward system(s)
- Use other forms of reward – note in Planner/Phone Call/postcard home/raffle tickets
- A verbal countdown to gain attention
- Use of non-verbal cues to gain attention – eye contact/standing directly by the disruption
- Use sanctions when appropriate – time-out/learning conversations/detentions/note in planner/phone call home/referral



Expectations

As detailed in the Home-School Agreement, the school is committed to upholding high standards across its community. All members of the community are expected to take responsibility in promoting attitudes and behaviours that allow all to thrive and succeed. These include, but are not confined to:



Uniform Guide –

- White collared shirt with a school House tie
- Blue blazer with school logo and year group flash
- Coopers blue, black or grey V neck jumper
- Regulation blue skirt **or** black trousers (belts should have a regular sized/type buckle only)
- Black tights **or** socks
- Black shoes (no boots) of a style as defined below
- A4 sized school bag
- Regular coat and gloves, muted in colour and style (no hoodies, leather jackets or sports tops)

Shoes for Coopers

- Shoes should be **FORMAL** in style and **plain black leather (or leather look)**. Stitching and laces should be plain black so that no other colours are visible on the shoe
- Canvas shoes of any description are **NOT** allowed
- No boots are allowed so the top part of the shoe must sit below the ankle
- Students who arrive to school without the correct footwear will not be admitted into lessons. Student Reception will lend plimsols until the student is in correct footwear
- Only Mrs Puxty can authorise the wearing of incorrect footwear
- If there is a medical reason why the student cannot wear correct school shoes for either a short period of time or longer term, then we require a doctor’s note before we can authorise
- If students or parents are you unsure, please **ASK** the relevant Head of Year before purchasing
- Please note that footwear being sold under the banner of ‘School Shoes’ does not necessarily comply with our standards

Thank you in anticipation of your support of our standards.



Behaviour for Learning - Three Tiered Approach

Unacceptable behaviour is any behaviour deemed by the school as falling short of the school ethos. This includes behaviour that:

- disrupts learning in lessons,
- fails to comply with school rules eg those relating to timeliness, uniform, planner usage etc.
- inhibits the confidence and well-being of any member of our school community e.g. through bullying or any form of discrimination, intimidation and/or harassment
- compromises the Health and Safety of any person in any situation - classroom, corridor or other
- undermines the authority of staff or of the school.

Each subject teacher and form tutor is responsible for developing fully effective relationships with students. In cases where behaviour is found to be unacceptable then the following action will need to be taken:

Low Level Disruption AMBER	Suggested Actions NB: Consider which sanction is appropriate	Explanation	
Disruptive: Persistent Talking/Off-task chatter (when asked to be quiet or when the teacher is talking) Shouting/Calling Out Late to lessons (first five minutes) Failing to comply Name calling/rude comment Distracting: Eating, drinking, chewing Throwing things Lack of effort Distracting or annoying other students Leaving seat (without permission) Sniggering Inappropriate comments Having mobile phone out Passing notes Constantly turning around Unnecessary movement around the room Equipment: Lack of correct equipment (pen, pencil, ruler, planner, books and/or folders) Failure to present planner Uniform: Wearing incorrect uniform (jewellery/shoes/etc.) Work: Inadequate work Slow to engage in work	Brief verbal reprimand	To remind student(s) of the rules	All of these incidents should be dealt with by the subject teacher/form tutor at the time and or during the lesson
	Removal from lesson (cooling period 5 minutes max) NB: Discussion and agreement to behave must be completed prior to return to class	(Cooling period 5 minutes max) Student asked to stand outside the classroom; not to look into the classroom	
	Note in planner	A short note is put in the students planner so that tutor and parents can see there has been an issue <i>NB: This is not for Tutors to deal with; it is just for information</i>	
	Note to Form Tutor	An short email to Form Tutor (as first port of call) to air a minor concern	
	Use of C1, C2, C3 system	To be given to students after school	
	Period 1 Equipment issue – student sent to Student Reception	Students should collect equipment from Student Reception	
Medium Level Disruption RED	Suggested Actions NB: Consider which sanction is appropriate	Explanation	
Persistence of 'minor' issues Refusal to follow instructions Vandalism of school or someone else's property Swearing at another student/swearing out loud Very late to lessons (after 5 minutes) without note Failure to present planner Refusal to hand over equipment (E.g. a mobile phone) Refusal to leave a room when asked/instructed	Use of C1, C2, C3 system	A subject detention set for after school on a designated day/in a designated room	All of these incidents should be dealt with by the subject teacher/form tutor AND then referred to the FD/HOY for information (within 2 working days)
	Telephone call to parents <i>NB: Form Tutor/HOY/FD must be informed of this</i>	Develop an important link with parents – outline your concerns/strategies/future actions	
	Mobile phone taken off student <i>NB: This must then be securely stored at Student Reception</i>	The use of mobile phones in a classroom unless directed by a teacher for learning use if forbidden An initial verbal warning gives the student time follow the teacher instruction, then it should be handed to the teacher	



Failure to hand in BIP	Call to HOY/FD	The exit rota for staff assistance should aim to diffuse incidents quickly	
	Internal subject isolation/removal to designated room/teacher	Each department should have a room where disruptive student can be housed for the remainder of the lesson	
	Persistence of minor issue	Referral to FD/HOY – consideration of BIP	
Major Level Disruption FLASHING RED	Suggested Actions NB: Consider which sanction is appropriate	Explanation	
Fighting with another student Rudeness to staff/Swearing at a member of staff Threatening behaviour towards another student or a member of staff Truancy from lesson(s) Causing harm to another student/assault on another student Theft of school/another student's property Selling sweets/items on the playground Smoking on school site	Call for support from HOY/PLT/FD PLT to consider sanctions below or issue an immediate C3		All of these incidents must be referred to the FD and or the HOY NB: This must be referred as soon as possible AND then the relevant AP must be made aware NB: It is likely for incidents at this level that an Internal Report will need to be written as supporting evidence
	Seclusion - this is with relevant HOY/AP/VP	The purpose of this is to avoid a Fixed term Exclusion. It should include break-time and lunchtime and work must be completed to a satisfactory standard before a student can be reintegrated back into lessons	
	Fixed Term Exclusion (FTE)	A Fixed term Exclusion (FTE) is only appropriate if the action warrants it A FTE must be followed by a re-integration meeting with a Senior member of staff. <i>There must also be a programme in place to support this</i>	
	Permanent Exclusion (PEX)	A Permanent Exclusion is only applicable in two cases: 1. Incident of an extreme nature 2. Persistent failure to follow guidelines of the school	



Dealing with Behaviour Issues Low Level Disruption

AMBER

Issue of Low Level Disruption occurs in classroom



- Disruptive:**
 - Persistent Talking/Off-task chatter (when asked to be quiet or when the teacher is talking)
 - Shouting/Calling Out
 - Late to lessons (first five minutes)
 - Failing to comply
 - Name calling/rude comment
- Distracting:**
 - Eating, drinking, chewing
 - Throwing things (as an excuse for passing them)
 - Lack of effort
 - Distracting or annoying other students
 - Leaving seat (without permission)
 - Sniggering
 - Inappropriate comments
 - Having mobile phone out
 - Passing notes
 - Constantly turning around
 - Unnecessary movement around the room
- Equipment:**
 - Lack of correct equipment (pen, pencil, ruler, contact book, books and or folders)
 - Failure to present planner
- Uniform:**
 - Wearing incorrect uniform (jewellery/shoes/etc.)
- Work:**
 - Inadequate work
 - Missed homework
 - Slow to engage in work

Teacher Thoughts

Ask yourself the following questions:

- What is best for the individual pupil?
- What action is best for the learning environment and for the rest of the class?
- What sanction has been imposed on this individual/group of pupils in previous lessons?
- How successful were these?

Teacher Actions

- Brief verbal reprimand
- Removal from lesson (cooling period 5 minutes max)
- NB: An agreement to behave must be reached prior to a return to class
- Note in planner (sticker for homework, logged on Sims)
- Note/Conversation with Form Tutor
- C1, C2, C3 system



Brief Verbal Reprimand – followed by Learning Conversation outside the classroom – Expectations must be made clear on intended pupil behaviour



Removal from classroom/lesson – the cooling period enables the pupil to reflect on their actions – outside of the classroom the conversation needs to be calm and allow the pupil to reflect on their actions – following agreement and understanding from the pupil the pupil should be reintegrated into the classroom
NB: If there is no suitable agreement then the pupil is referred to sanctions on Tier 2



Note in planner – this should be written in to inform the tutor and parents of your concerns and your actions.
NB: Please check this during the subsequent lessons that the note has been acknowledged by both tutor and parent



Personal Subject Teacher Detention – this needs to be issued and written in planner – the date and time need to be agreed.
NB: The detention needs to include some form of learning conversation.



Dealing with Behaviour Issues The Consequences System (C1 – C5)

There are five ‘Consequences’ which will be applied consistently across the school’s learning spaces where behaviour does not meet the expected standards. Once they have been issued by the teacher, the teacher cannot retract them.

C1	Verbal Warning	Teacher puts name on board, issues a C1 card or issues a verbal warning.
C2	Verbal Warning	Teacher puts name on board, issues a C2 card or issues a verbal warning. If it is felt that a student would benefit from moving seats then it is done at this stage.
<i>(If there is no further misbehaviour for the remainder of the lesson these consequences are erased and no further record is made. Each lesson is a fresh start.)</i>		
C3	1 – 2 hour detention	Teacher puts name on board or issues a C3 sanction. A C3 detention is processed and the student will receive a detention notification, at least 24 hours in advance of the detention and usually by letter. Where circumstances allow an email will be sent to a parent /carer to inform them of the detention but it is the student’s responsibility to pass the letter/information to their parent or carer. Depending on the number of C3s issued in a week the length of the detention will vary. Failure to attend the C3 detention may result in internal seclusion (C4 – see below).
C4	Seclusion	Following the issuing of the C4 a planning meeting with the parents and the student is held on the morning that the C4 is to be served. Under normal circumstances the student then attends the C4 in the seclusion room on the assigned day.
C5	Exclusion	The Principal considers each incident and makes the decision about the length of a Fixed Term Exclusion or, more seriously, a Permanent Exclusion.

Homework Intervention	30 mins – 1 hour	Teacher issues a homework intervention for failure to complete homework on time or to a standard commensurate with their ability. These will take place in Faculties, under the supervision of Faculty Directors, where support can be provided. Work will be expected to be completed. A sticker will be present in the student planner indicating the date, time and location of the intervention session.
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Discussion of C3s that have been issued

Students or parent/carers may wish to discuss the behaviours which led up to a C3 detention being issued. All queries should **not be** directed to the classroom teacher but to the Faculty Director in the case of C3s set in lessons, the Head of Year in the case of C3s set outside the lesson or a member of the Principal’s Leadership Team. Only these people can retract C3s that have been issued, following an investigation. Students challenging ‘consequences’ or **reasonable requests** made by teachers during the learning time are likely to incur another consequence.

Conduct for C3 Detentions

Students’ conduct during C3 detentions should be good.

First misbehaviour	Verbal warning
Second misbehaviour	Student is asked to move and asked to stand for 5 minutes maximum.....they will be the last to leave
Third misbehaviour	Depending on the severity of the behaviour, the student is either asked to leave, and will have to repeat the entire C3 detention on another day

Failure to attend C3 detentions

Students **will not** be given a ‘second chance’ if they fail to attend their C3 detention. If the student fails to approach one of the members of staff mentioned above to query a detention, and thus suspend it before it is due to be sat, then they will be expected to serve the detention regardless. Students should take notification from their parents/carers to their Head of Year in advance to confirm that they are unable to attend the C3 which will either be investigated or reset for another date. Internal Exclusions (C4) and Fixed Term Exclusions (C5) will be sanctioned for students who repeatedly fail to complete their C3 detentions, as this represents gross defiance of our Behaviour Policy.

C4 Procedures

- Parents will be notified if their child has received a C4 by a letter and a telephone call. An appointment may be made for them to attend a meeting with their child and his/her Head of Year on the day on which it is to be served.
- Students serving a C4 should will be collected by their Head of Year shortly before the C4 begins. Since Isolation will include lunch time, students should either eat during the first break or bring a packed lunch which they will be allowed to eat at an appropriate time during the C4 seclusion.
- Parents/Carers may receive a written or verbal report on how their child has conducted themselves during the C4. This is one of the most serious sanctions and in many cases is as serious as being issued with a Fixed Term Exclusion. Failure to complete the day satisfactorily is likely to have serious consequences.
- Students who repeatedly receive C4 sanctions in one term will be invited in, along with their parents/carers, to meet with their Head of Year, Assistant Principal, a Vice Principal, the Principal and, eventually, the Governor’s Student Discipline Committee. This level of poor behaviour may incur the most serious consequences. The school requests full support from parents/carers of these procedures since such action would not be considered unless the complete range of interventions had already been implemented.



Achieving Consistency

Below are guidelines to be used by teaching staff to ensure consistently good or better lessons are delivered to students:

What makes a good and better lesson?	
Aspect	Actions
Welcome students	<ul style="list-style-type: none"> ▪ Set a welcoming environment – look at your classroom set out and display both as a teacher and as a student ▪ Teacher arrives before the lesson starts to have resources and starter ready ▪ Teacher greets students at the door, welcomes positively and allows swift entry to the room ▪ Check uniform adheres to school policy at the door ▪ Address lateness at an appropriate time- do not stop learning ▪ Complete a register within 15 minutes
Lesson planning	<ul style="list-style-type: none"> ▪ A SoL is available to inform teachers of content, skill, resources, standard assessments and time frame for coverage ▪ Carefully plan lessons for the age/ability of students you are about to teach ▪ Assessment data is completed on time, monitored by leaders and analysed to inform subsequent planning ▪ Learning teams plan lessons and moderate assessments collaboratively ▪ Learning resources are centrally stored on the Learning Gateway and/or filing cabinets ▪ Time for learners to review knowledge and practice skills is regularly built in ▪ Learning team meetings regularly review SoL, resources and are used to share practice
Coopers systems	<ul style="list-style-type: none"> ▪ Use the Rewards procedure to the full ▪ Complement the rewards systems with faculty and your own systems – maybe stars for example – or student of the lesson award ▪ Use the sanction system consistently for all ages and abilities
Questioning	<ul style="list-style-type: none"> ▪ Questioning is a part of lesson planning ▪ Give students time to think and respond ▪ Ask open ended questions as much as possible ▪ Teach by mystery and investigation
Feedback	<ul style="list-style-type: none"> ▪ Feedback is given in a variety of written and verbal forms over time. ▪ Feedback should be manageable, meaningful and motivating ▪ Use your faculty policy ▪ Use self and peer assessment – green and red pens
Assessment	<ul style="list-style-type: none"> ▪ There will be five formal assessments for every student a year and five rounds of data entry ▪ Moderation of outcome should happen at a faculty level ▪ Keep a mark book of your choice ▪ All assessment should be collated centrally for the Director and the Director should review your data regularly.
Lesson end	<ul style="list-style-type: none"> ▪ Set good quality homework in good time. Students should write this in their planner. Enter on SIMS as a part of your planning ▪ Ensure students write the heading HWK in their books ▪ Tidy the classroom: Clean the board, leave chairs under desks, pick up anything left on the floor, close windows, turn off lights ▪ Dismiss orderly – row by row at the end of the lesson ▪ Be prepared to answer questions
Consultations	<p>The school will:</p> <ul style="list-style-type: none"> ▪ Review the calendar carefully ▪ Observe lesson of choice for appraisal meetings in the autumn term ▪ Revisit every teacher in the summer term unannounced. ▪ Ensure monitoring observations cover the entire school and all pathways ▪ Undertake year group monitoring as well as faculty ▪ Use the workload consultations results to the full ▪ Ensure high quality CPD is available for all ▪ Ensure mentoring and coaching is available for all



ANTI BULLYING POLICY

Rationale

This section of the Policy emphasises that we are committed to providing a caring, friendly and safe environment for all of our students so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. We believe all forms of bullying hurt. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. If bullying does occur, all students should be able to report it and know that incidents will be dealt with promptly and effectively.

Definition

Bullying is the use of aggression with the intention of hurting another person.

Bullying results in pain and distress to the victim.

Bullying may be a one-off serious incident or maybe evident through an accumulation of incidents

Bullying can be:

- Emotional - being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- Physical - pushing, kicking, hitting, punching or any use of violence
- Racist - racial taunts, graffiti, gestures
- Sexual - unwanted physical contact or sexually abusive comments
- Homophobic - because of, or focusing on, the issue of sexuality
- Verbal - name-calling, sarcasm, spreading rumours, teasing
- Cyber - All areas of internet, such as email & internet chat room misuse
- Mobile threats by text messaging & calls
- Misuse of associated technology eg camera phones

Coopers School will implement procedures to:

- Ensure all Governors, teachers and support staff, students and parents have an understanding of what bullying is
- Ensure all Governors, teachers and support staff know what the school policy is on bullying, and follow it when bullying is reported
- Ensure all pupils and parents know what the school policy is on bullying, and what they should do if bullying arises
- Take bullying seriously. Students and parents will be assured that they will be supported when bullying is reported
- Investigate and follow up all allegations of bullying
- Raise awareness of the harm bullying has on the victim

Procedures

1. Students will be encouraged to report bullying incidents to staff directly or via the e-mail 'gmates'
2. In cases of serious bullying, the incidents will be recorded by staff
3. In serious cases parents will be informed and will be asked to come in for a meeting to discuss the problem
4. If necessary and appropriate, the police will be consulted
5. The bullying behaviour or threats of bullying will be investigated and the bullying stopped quickly
6. Strategies will be employed to help the bully (bullies) change their behaviour and to support and council the victims of bullying.

Outcomes

- 1) The bully (bullies) may be asked to genuinely apologise. Other consequences may take place eg to sign a 'Behaviour contract', highlighting anti-bullying actions.
- 2) In serious cases, exclusion will be considered in line with the School's Exclusion of Students Policy
- 3) If possible, the students will be reconciled.
- 4) After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

Awareness Raising



Coopers School will use the following methods to raise awareness in order to prevent bullying.

- To include bullying in PSHE sessions and Citizenship lessons.
- Remind students of the bullying policy during Assemblies.
- Self-esteem and social skills groups for vulnerable students.
- Having discussions about bullying and why it matters in form groups.
- Ensure staff model good relationships by treating all students with respect.
- A dedicated email address – gmates@coopersschool.com, which is checked daily by a senior member of staff
- The use of Peer Mentors – students who have been trained to listen and help, overseen by two members of staff.
- A highly visible Anti-Bullying Fortnight, with student-created posters, anti-bullying wristbands and mini drama productions, focussing on how to deal with certain situations.

Other Helpful Organisations:

Bullying Online www.bullying.co.uk

Visit the Kidscape website www.kidscape.org.uk for further support, links and advice.

Guidance Notes

Signs and Symptoms of Bullying

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- is frightened of walking to or from school
- doesn't want to go on the school / public bus
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- begins to truant
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do poorly in school work
- comes home with clothes torn or books damaged
- has possessions which are damaged or "go missing"
- asks for money or starts stealing money (to pay bully)
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises
- comes home hungry (money / lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous & jumpy when a cyber message is received

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated



Bullying can be hard to distinguish from "tit for tat" behaviour, which is also unacceptable.

Young people who bully others often have the following characteristics:

- They enjoy the sense of power it gives them. There is often a wish to dominate.
- They tend to be assertive and aggressive (to peers, parents, teachers and siblings) in attitude and lack self-control.
- They tend to lack empathy and cannot imagine what it feels like to be a victim of bullying.
- They lack a sense of guilt and rationalise their actions. They convince themselves and sometimes the victim that the bullying is/was deserved.
- They may be victims themselves and may have been bullied by their parents or older brothers or sisters or by their peers.
- They can be any age.
- They may be physically strong and impulsive.
- They may feel that they are different, inadequate or have no sense of achievement.

Monitoring, Evaluation and Review

The Governing Body will review this policy annually and assess its implementation and effectiveness. Any changes will be published.



BEHAVIOUR FOR LEARNING POLICY

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Rationale

At Coopers, we place a strong emphasis on promoting and recognising good behaviour, both within the school and in the community. The ethos of the school and the planning of the broad curriculum promote the attitudes and values necessary for individual students to contribute positively to their own personal development and to that of the school. Unacceptable behaviour, as defined in this Policy, will be challenged and dealt with under this Policy.

Student Behaviour

1. This section of the Policy is based on the principle of 'acceptable behaviour', with rules to ensure safety and a spirit of co-operation within a large community. We define acceptable behaviour as conduct which satisfies accepted standards of common decency, and which respects people and property both within, and outside, the school.

2. We believe that it is important for individuals to be able to learn, to be able to teach and to be part of the school community without fear of:

- disruption of, and interference to, learning
- actual or threatened violence from others
- inappropriate and/or unwanted physical contact
- bullying
- harassment, including sexual or racial harassment, or harassment on the grounds
- of religion, belief, sexual orientation, disability or age
- illegal substances, including drugs paraphernalia, (as described in the School Drugs and Alcohol Policy) or alcohol being made available
- criminal behaviour (e.g. theft or the carrying of offensive weapons)
- deliberate damage to property.

3. The Policy requires students to act positively to:

- respect others
- complete work/assignments as instructed
- display good manners as normal conduct
- wear the prescribed school uniform in Y7-11, and to comply with any dress code in Years 12 and 13
- keep the school and its surroundings free from litter and graffiti
- abide by the non-smoking rule
- comply with the rules contained in the Student Planners and any other rules published by the School
- travel to and from school in a manner which reflects well on the school.

4. Any behaviour which violates paragraphs 2 and 3 above breaches this Policy and is deemed unacceptable and will be dealt with in accordance with the Student Discipline principals on pages 4 and 5.

5. Students' behaviour outside the school on School business - for example, on school trips, away sports fixtures, exchanges, or work experience - is subject to this Policy. Unacceptable behaviour in these circumstances will be dealt with as if it had taken place in school.

6. Unacceptable behaviour outside school, but not on school business, may result in the Principal taking disciplinary action if there is a clear link between the behaviour and maintaining good behaviour and discipline among the student body as a whole. This includes students' behaviour in the immediate vicinity of the school, or on a journey to or from school. Unacceptable behaviour in such circumstances includes the type of behaviour described in paragraph 2 of this Policy.

7. The school will challenge unacceptable behaviour. We believe in a working partnership between home and school and will inform parents of issues concerning students' behaviour.

8. Students will be made aware of this Policy and the Drugs and Alcohol Policy through assemblies and pastoral work. Students will be asked to sign the 'Home/School Agreement' on entering the school, which will commit them to abide



by these Policies with additional regular reminders throughout their time in school. Parents will also be asked to sign the 'Home/School Agreement' indicating their support of these Policies.

9. The school has the power to screen or search without consent for prohibited items, including knives and weapons / alcohol / illegal drugs / stolen items / tobacco / fireworks / inappropriate or pornographic images / cigarette papers / any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

10. Staff can confiscate or retain items that are prohibited or deemed inappropriate for a school environment. Prohibited items will be handed over directly to the police. Other items will be passed back directly to the parents at an appropriate time.

11. Any student who is unwell during school should report to Student Reception and parents will be contacted by the School if we have any concerns. Students should not contact parents/carers directly. Because of the disruption and Health and Safety concerns that this causes, students bypassing the system may be issued with a C3.

12. The school works in partnership with outside organisations that support behaviour for learning. Information is shared with local agencies to ensure the needs of all students who display disruptive behaviour is met. This includes the Police, CAMHS and Social Care. When a student displays continued disruptive behaviour a multiagency assessment will be considered.

13. See the 'Allegations of Abuse Against Staff Policy' for more detail on Pastoral Care for staff

Allegations of Abuse against Teachers and Other Staff

1. If an allegation is made against a teacher or member of staff it will be investigated promptly in order to reach a quick and satisfactory resolution.
2. A variety of options will be considered in managing investigations since each case will be unique.
3. All parties will be kept updated or notified on the process of investigation and the eventual outcome.
4. The school will follow its procedures for dealing with allegations which should be reported immediately.
5. Allegations that are found to be malicious are likely to have breached the school behaviour policies and the school will consider whether to apply an appropriate sanction, which could be a fixed term or permanent exclusion.
6. For further details of the procedure see 'Allegations of Abuse against Staff Policy'.



EXCLUSIONS POLICY (Trust level)

Aims

Our school aims to ensure that:

- The exclusions process is applied fairly and consistently
- The exclusions process is understood by governors, staff, parents and students
- Students in school are safe and happy
- Students do not become NEET (not in education, employment or training)

Legislation and statutory guidance

This policy is based on statutory guidance from the Department for Education: Exclusion from maintained schools, academies and student referral units (PRUs) in England.

It is based on the following legislation, which outline schools' powers to exclude students:

- Section 52 of the Education Act 2002, as amended by the Education Act 2011
- The School Discipline (Student exclusions and Reviews) (England) Regulations 2012
- Sections 64-68 of the School Standards and Framework Act 1998

In addition, the policy is based on:

- Part 7, chapter 2 of the Education and Inspections Act 2006, which looks at parental responsibility for excluded students
- Section 579 of the Education Act 1996, which defines 'school day'
- The Education (Provision of Full-Time Education for Excluded Students) (England) Regulations 2007, as amended by The Education (Provision of Full-Time Education for Excluded Students) (England) (Amendment) Regulations 2014

This policy complies with our funding agreement and articles of association.

The decision to exclude

Only the Principal, or acting Principal, can exclude a student from school. A permanent exclusion will be taken as a last resort.

A decision to exclude a student will be taken only:

- In response to serious or persistent breaches of the school's behaviour policy, **and**
- If allowing the student to remain in school would seriously harm the education or welfare of others

Before deciding whether to exclude a student, either permanently or for a fixed period, the Principal will:

- Consider all the relevant facts and evidence, including whether the incident(s) leading to the exclusion were provoked
- Allow the student to give their version of events
- Consider if the student has special educational needs or disabilities (SEND)

Definition

For the purposes of exclusions, school day is defined as any day on which there is a school session. Therefore, INSET or staff training days do not count as a school day.



Roles and responsibilities

The Principal

Informing parents

The Principal will immediately provide the following information, in writing, to the parents of an excluded student:

- The reason(s) for the exclusion
- The length of a fixed-term exclusion or, for a permanent exclusion, the fact that it is permanent
- Information about parents' right to make representations about the exclusion to the governing board and how the student may be involved in this
- Where there is a legal requirement for the governing board to meet to consider the reinstatement of a student, and that parents have a right to attend a meeting, be represented at a meeting (at their own expense) and to bring a friend

The Principal will also notify parents by the end of the afternoon session on the day their child is excluded that for the first 5 school days of an exclusion, or until the start date of any alternative provision where this is earlier, parents are legally required to ensure that their child is not present in a public place during school hours without a good reason. Parents may be given a fixed penalty notice or prosecuted if they fail to do this.

If alternative provision is being arranged, the following information will be included when notifying parents of an exclusion:

- The start date for any provision of full-time education that has been arranged
- The start and finish times of any such provision, including the times for morning and afternoon sessions, where relevant
- The address at which the provision will take place
- Any information required by the student to identify the person they should report to on the first day

Where this information on alternative provision is not reasonably ascertainable by the end of the afternoon session, it may be provided in a subsequent notice, but it will be provided no later than 48 hours before the provision is due to start. The only exception to this is where alternative provision is to be provided before the sixth day of an exclusion, in which case the information can be provided with less than 48 hours' notice with parents' consent.

Informing the governing board and local authority

The Principal will immediately notify the governing board and the local authority (LA) of:

- A permanent exclusion, including when a fixed-period exclusion is made permanent
- Exclusions which would result in the student being excluded for more than 5 school days (or more than 10 lunchtimes) in a term
- Exclusions which would result in the student missing a public examination

For a permanent exclusion, if the student lives outside the LA in which the school is located, the Principal will also immediately inform the student's 'home authority' of the exclusion and the reason(s) for it without delay.

For all other exclusions, the Principal will notify the governing board and LA once a term.



The governing board

Responsibilities regarding exclusions are delegated to the Governors' Disciplinary Panel

The Governors' Disciplinary Panel has a duty to consider the reinstatement of an excluded student.

Within 14 days of receipt of a request, the governing board will provide the secretary of state with information about any exclusions in the last 12 months.

For a fixed-period exclusion of more than 5 school days, the governing board will arrange suitable full-time education for the student. This provision will begin no later than the sixth day of the exclusion.

Provision does not have to be arranged for students in the final year of compulsory education who do not have any further public examinations to sit.

The LA

For permanent exclusions, the LA is responsible for arranging suitable full-time education to begin no later than the sixth day of the exclusion.

Considering the reinstatement of a student

The Governors' Disciplinary Panel will consider the reinstatement of an excluded student within 15 school days of receiving the notice of the exclusion if:

- The exclusion is permanent
- It is a fixed-term exclusion which would bring the student's total number of school days of exclusion to more than 15 in a term
- It would result in a student missing a public examination

If requested to do so by parents, the Governors' Disciplinary Panel will consider the reinstatement of an excluded student within 50 school days of receiving notice of the exclusion if the student would be excluded from school for more than 5 school days, but less than 15, in a single term.

Where exclusion would result in a student missing a public examination, the Governors' Disciplinary Panel will consider the reinstatement of the student before the date of the examination. If this is not practicable, the Governors' Disciplinary Panel will consider the exclusion and decide whether or not to reinstate the student.

The Governors' Disciplinary Panel can either:

- Decline to reinstate the student, or
- Direct the reinstatement of the student immediately, or on a particular date

In reaching a decision, the Governors' Disciplinary Panel will consider whether the exclusion was lawful, reasonable and procedurally fair and whether the Principal followed their legal duties. They will decide whether or not a fact is true 'on the balance of probabilities', which differs from the criminal standard of 'beyond reasonable doubt', as well as any evidence that was presented in relation to the decision to exclude.

Minutes will be taken of the meeting, and a record of evidence considered kept. The outcome will also be recorded on the student's educational record.



The Governors' Disciplinary Panel will notify, in writing, the Principal, parents and the LA of its decision, along with reasons for its decision, without delay.

Where exclusion is permanent the Governors' Disciplinary Panel decision will also include the following:

- The fact that it is permanent
- Notice of parents' right to ask for the decision to be reviewed by an independent review panel, and:
 - The date by which an application for an independent review must be made
 - The name and address to whom an application for a review should be submitted
 - That any application should set out the grounds on which it is being made and that, where appropriate, reference to how the student's SEN are considered to be relevant to the exclusion
 - That, regardless of whether the excluded student has recognised SEN, parents have a right to require the local authority/academy trust to appoint an SEN expert to attend the review
 - Details of the role of the SEN expert and that there would be no cost to parents for this appointment
 - That parents must make clear if they wish for an SEN expert to be appointed in any application for a review
 - That parents may, at their own expense, appoint someone to make written and/or oral representations to the panel, and parents may also bring a friend to the review
- That if parents believe that the exclusion has occurred as a result of discrimination, they may make a claim under the Equality Act 2010 to the first-tier tribunal (special educational needs and disability), in the case of disability discrimination, or the county court, in the case of other forms of discrimination. A claim of discrimination made under these routes should be lodged within 6 months of the date on which the discrimination is alleged to have taken place

An independent review

If parents apply for an independent review, the local authority/academy trust will arrange for an independent panel to review the decision of the governing board not to reinstate a permanently excluded student.

Applications for an independent review must be made within 15 school days of notice being given to the parents by the Governors' Disciplinary Panel of its decision to not reinstate a student.

A panel of 3 or 5 members will be constituted with representatives from each of the categories below. Where a 5-member panel is constituted, 2 members will come from the school governors' category and 2 members will come from the Principal category.

- A lay member to chair the panel who has not worked in any school in a paid capacity, disregarding any experience as a school governor or volunteer
- School governors who have served as a governor for at least 12 consecutive months in the last 5 years, provided they have not been teachers or Principals during this time
- Principals or individuals who have been a Principal within the last 5 years

A person may not serve as a member of a review panel if they:

- Are a member/director of the local authority/academy trust or governing board of the excluding school
- Are the Principal of the excluding school, or have held this position in the last 5 years
- Are an employee of the local authority/academy trust, or the governing board, of the excluding school (unless they are employed as a Principal at another school)



- Have, or at any time have had, any connection with the local authority/academy trust, school, governing board, parents or student, or the incident leading to the exclusion, which might reasonably be taken to raise doubts about their impartiality
- Have not had the required training within the last 2 years (see appendix 1 for what training must cover)

A clerk will be appointed to the panel.

The independent panel will decide one of the following:

- Uphold the governing board's decision
- Recommend that the governing board reconsiders reinstatement
- Quash the governing board's decision and direct that they reconsider reinstatement (only when the decision is judged to be flawed)

The panel's decision can be decided by a majority vote. In the case of a tied decision, the chair has the casting vote.

School registers

A student's name will be removed from the school admissions register if:

- 15 school days have passed since the parents were notified of the exclusion panel's decision to not reinstate the student and no application has been made for an independent review panel, or
- The parents have stated in writing that they will not be applying for an independent review panel

Where an application for an independent review has been made, the governing board will wait until that review has concluded before removing a student's name from the register.

Where alternative provision has been made for an excluded student and they attend it, code B (education off-site) or code D (dual registration) will be used on the attendance register.

Where excluded students are not attending alternative provision, code E (absent) will be used.

Returning from a fixed-term exclusion

Following a fixed-term exclusion, a re-integration meeting will be held involving the student, parents, a member of senior staff and other staff, where appropriate.

The following measures may be implemented when a student returns from a fixed-term exclusion:

- Agreeing a behaviour contract, or/and
- Putting a student 'on report'
- Consideration, if appropriate, of the implementation of other supportive measures to ensure that the incident which led to the FTE is not repeated

Monitoring arrangements

The Vice Principal Culture and Ethos monitors number of exclusions every term and reports back to the Principal/Governors in secondary schools. The Head of School fulfils this role at primary level.

They also liaise with the local authority to ensure suitable full-time education for excluded students.



Links with other policies

This exclusions policy is linked to our

- Behaviour Policy
- SEND policy and information report
- Learning Charter



Appendix 1: independent review panel training

The local authority/academy trust must ensure that all members of an independent review panel and clerks have received training within the 2 years prior to the date of the review.

Training must have covered:

- The requirements of the primary legislation, regulations and statutory guidance governing exclusions, which would include an understanding of how the principles applicable in an application for judicial review relate to the panel's decision making
- The need for the panel to observe procedural fairness and the rules of natural justice
- The role of the chair and the clerk of a review panel
- The duties of Principals, governing boards and the panel under the Equality Act 2010
- The effect of section 6 of the Human Rights Act 1998 (acts of public authorities unlawful if not compatible with certain human rights) and the need to act in a manner compatible with human rights protected by that Act