



Learning Charter

Vice Principal – Culture & Ethos

Review History

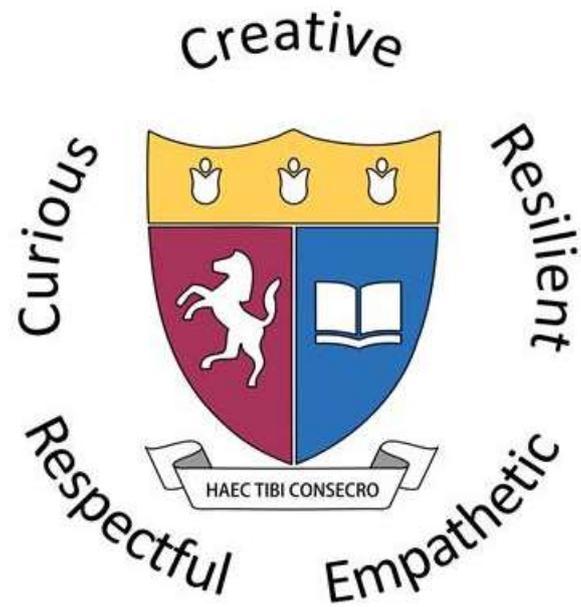
Reviewed	Determined	Cycle	Review	Notes
Aut-19	Aut-19	1	Spr-19	Amended in line with new systems
Spr-18	Spr-18	1	Spr-19	
Aut-17	Aut-17	1	Sum-18	Completed Autumn 2017 in line with changes to Exclusions legislation
Sum-17	Sum-17	1	Sum-18	
Sum-16	Sum-16	1	Sum-17	
Sum-15	Sum-15	1	Sum-16	
Spr-14	Spr-14	1	Spr-15	
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
- Monitoring achievement and reporting 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
- Encouraging students to develop our core values of being creative, resilient, empathetic, respectful and curious.

As a Student, I will:

- Make the most of the outstanding learning opportunities provided for me
- Attend school regularly and be on time
- Bring 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 empathetic 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, is on time, is in the correct uniform and is fully equipped
- Notifying the school immediately in case of absence
- Informing the school about any successes, concerns or medical issues that might affect my child’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 child with homework and other wider opportunities that enable him/her to become a more independent and resilient learner
- Maintaining full involvement with my child’s academic progress.

Signed: (TUTOR)

Signed: (STUDENT)

Signed: (PARENT)

Print Name: (STUDENT)



The Home – School Agreement: Readiness for Learning

Student Expectations:

Attendance

- ✓ achieve at least 97% or more 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 home in plenty of time to allow for traffic
- ✓ walk quickly between lessons to arrive on time

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
- ✓ purchase missing equipment from Student Reception before 8.25am

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
- ✓ keep updated on what Homework is set via student INSIGHT
- ✓ keep a good record of Homework and when it is due in
- ✓ 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 relevant subjects and curriculum areas
- ✓ encourage students to take a responsible and

ICT at School

- ✓ only access websites as directed
- ✓ be aware of Esafety when on line
- ✓ never use social media in school
- ✓ use resources appropriately, treating them with respect and care

Monitoring Progress

- ✓ know what they are learning about and monitor their own progress against their targets
- ✓ ask about the grade they are working at and what can be done to improve
- ✓ never leave a lesson without asking if they don't understand.

Mobile Phones and other Personal Electronic Devices

- ✓ not use personal electronic devices, without permission, in school.
- ✓ keep mobile phones 'Off and Away' between entering school in the morning and leaving at the end of the day.
- ✓ not use personal headphones in school without permission

Presentation of Work

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

Uniform

- ✓ wear the correct uniform and look smart at all times
- ✓ wear ties so that the school crest shows just below the knot
- ✓ 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.
- ✓ show respect and empathy to all members of the school and local community.
- ✓ 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
- ✓ 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 House has a selection of forms from all year 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, the school community has agreed that it will reward students who:

- are helpful and organised
- are respectful, polite and empathetic
- are resilient and do their best
- have a positive attitude and are curious in their learning
- try to exceed expectations and are creative
- 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:

- ✓ Praise and Recognition Points – throughout the school, lessons and situations outside of lesson time, students will be issued Praise and Recognition Points.
- ✓ **Attitude to Learning – Good or Outstanding Attitude to Learning Levels 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 at the 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 and also in a discreet PE celebration event at the end of the year.
- ✓ 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.
- ✓ House Colours – These are awarded for students who have shown a positive attitude or contribution towards their House
- ✓ 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 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 and ethos
- Promote a culture of praise and celebration
- Raise achievement
- Ensure the learning environment is clean and tidy with high quality learning displays
- Promote excellent punctuality and attendance
- Promote excellent attitudes to learning: uniform, conduct and work

We believe in the power of praise and recognition as a key tool to motivate and encourage a growth mindset. Consequences, based on reconciliation to rebuild relationships, are used to moderate and to raise awareness of acceptable behaviours which will enable students to learn and thrive. Each child is treated and valued as an individual with their own specific needs and talents. Multi-agency referrals and assessments are commissioned to identify and meet the needs of students who display persistent, disruptive behaviour; managed moves and alternative provision are utilised as appropriate. We ensure that our Code of Conduct follows the latest guidance documents from the Department for Education. We also acknowledge the school's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of students with special educational needs and disabilities (SEND).

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 will promote **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.

1. A three –tiered structure of classroom sanction
2. The Detention System
3. Curriculum Parking exit room in each faculty
4. PLT/Faculty Director/HOY intervention
5. Classroom Management Strategies – Creating a Positive Learning Environment
6. Critical linkage to Coopers Inclusion Policy
7. 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)



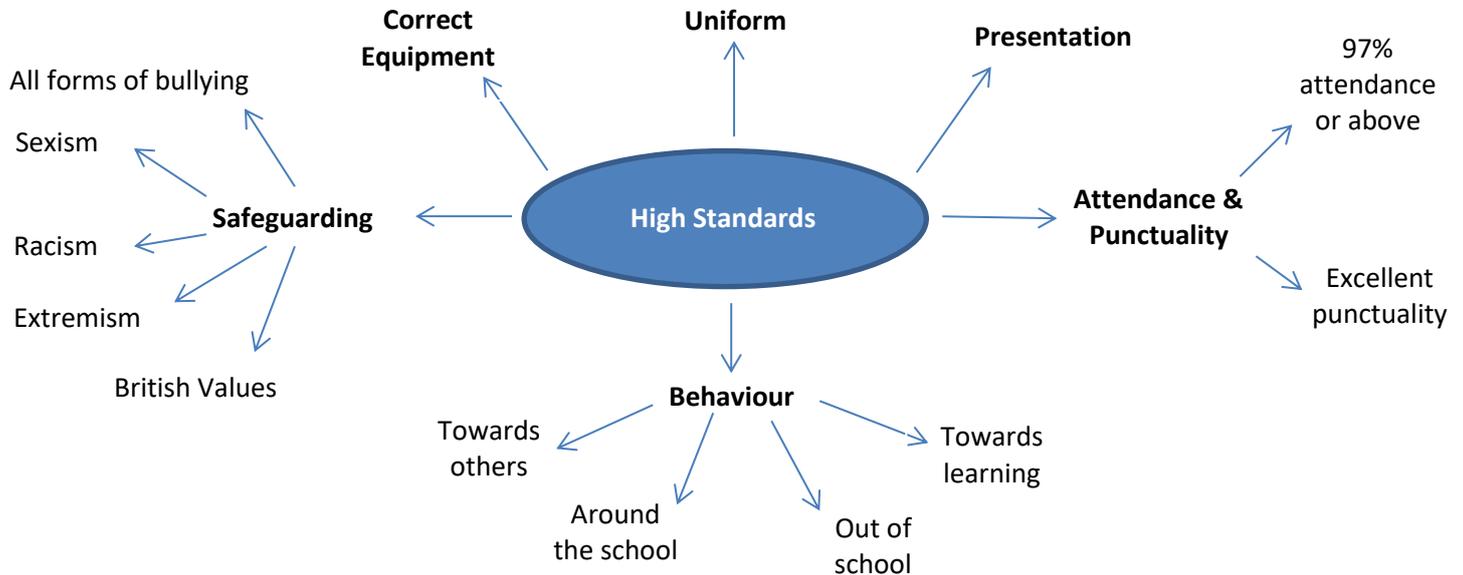
Simple strategies for good classroom management:

- A well planned and resourced lesson
- A Seating Plan
- Using the School's reward system(s)
- Use other forms of reward – note in exercise books/Phone Call/postcard home/House Point 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

- Regulation blue skirt **or** black trousers. Skirts should be at knee length, trousers should be loose fitting.
- White collared shirt with a school House tie. Shirts tucked in at the waistband and ties must be worn with school logo showing just below the knot.
- Coopers blue, black or grey V neck jumper
- Any belts should be simple, with no large buckles or logos allowed.
- Blazers must have the correct colour flash sewn on the blazer pocket, and be worn at all times.
- Black tights **or** socks
- No jewellery other than wristwatches may be worn. No piercings are allowed (e.g. earrings, nose studs or other facial piercings) and students will be asked to remove them immediately. The only time in a school year for piercings is the summer holiday as this will allow for healing time. Spacers and plasters to cover earrings aren't allowed and students will be asked to remove them along with the earring. Non-uniform jewellery will be confiscated and returned at the end of term.
- Make-up, if worn, is only permitted in Key Stage 4 and should be minimal and lightly applied.
- Hair should be of the child's own natural colour. Students who come to school with unnaturally dyed hair or with coloured extensions may be sent home. Hair must not be shaved below a 2 grade. Haircuts with extreme differences in length on different parts of the head (i.e. shaved back and side with long hair on the top of the head) are not permitted. Tracks, tramlines, designs or steps in hair or eyebrows are not allowed.
- A4 sized school bag
- Regular coat and gloves, muted in colour and style (no hoodies, leather jackets or sports tops)

Shoes

- Shoes must be **FORMAL** in style, flat, black and leather. They should be polishable and no canvas shoes or boots of any sort are allowed. Stitching and laces should be plain black so that no other colours are visible on the shoe



- Students who arrive to school without the correct footwear will not be admitted into lessons whilst still wearing them. Student Reception will lend plimsolls until the student is in correct footwear
- Only Ms Chapman 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
- Please note that footwear being sold under the banner of 'School Shoes' does not necessarily comply with our standards please do check with us if in doubt before purchasing.

Mobile Phones

Mobile phones must be turned off and placed at the bottom of the school bag before students enter the school gates. Phones will be confiscated if they are seen or used, and returned at the end of the day. If confiscated again during the school year the phone will only be returned to a parent/carer following a meeting with a member of the School Leadership team.

Behaviour for Learning – A Tiered Approach

Actions students choose will have consequences. Good choices will result in praise and recognitions: poor choices will result in consequences. The purposes of the Behaviour for Learning policy is to:

- improve standards of behaviour in the learning environment and eradicate low level disruption
- To reduce the number of internal and external exclusions
- To encourage students to take responsibility for their own actions
- To communicate to students what good behaviour means
- To use constant positive reinforcement in the pursuit of high standards of work and behaviour
- To provide a clear set of rewards and sanctions which all students, parents/carers and staff understand

The Consequence System is used when students make the wrong choices. The system is consistent across the school and gives students the opportunity to reflect on their actions and change their behaviour. This supports new teachers and supply teachers in particular. It is essential that Chance, Choice warnings are recorded on the whiteboard (if in the classroom) so that students can see that the system is being fairly and consistently applied. If students reach a Consequence it is essential that this is recorded on SIMs.

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
- 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:



Consequence Ladder

Choice	Consequence	Repair
Late to school	First break detention	Discussion with HOY/DOL/AP during detention
Late to lesson	Show and tell at the teachers discretion – break/after school	Teacher discusses impact on the learning of the student/others.
Missed Show and Tell	30 minutes next day after school	Teacher attends the detention and discusses the impact on the learning of the student/others.
Classroom misdemeanour	30 minutes next day after school	
Missed 30 minute Detention	1 hour next day after school	
Curriculum Parking	1 hour next day after school	
Poor choices in a week may include: <ul style="list-style-type: none"> • Truancy • Mobile misuse • 2 x Curriculum Parking • 2 x Late to school • 2 x Classroom misdemeanour • Missed 1 hour detention 	1 ½ hour Senior Staff Detention Friday	AP/HOY/DOL agree appropriate intervention. Teacher/HOY/DOL attends the detention and discusses the impact on the learning of the student/others.
Internal Exclusion may include <ul style="list-style-type: none"> • Missed Senior Staff Detention • Serious misdemeanour • Repeated misdemeanours 	1 day internal exclusion	VP/AP/HOY/DOL agree appropriate intervention

Homework Intervention

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.
--	--

Detentions

Detentions for Lateness to School will be held at break time. Show and Tell detentions for Lateness to Lessons are possible at break time if the teacher concerned is able to administer this. Detentions are one of the most widely used sanctions and a student may receive detentions from any member of staff, usually to be



completed after school. A student may be kept after school for up to 15 minutes without prior notice. For detentions of more than 15 minutes an email will be sent home at least 24 hours before it is due to take place.

The Reflection Room (Internal Exclusion)

The Reflection Room is an internal isolation room that caters for up to eight students at any one time. They are referred to the Reflection Room for a variety of reasons including: a single serious or dangerous incident, persistent poor behaviour in or around school, during investigation pending a decision, persistent disruption to learning.

Achieving Consistency – Lesson Essentials

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

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. Teachers are fully aware of the progress made by every individual in the class and plan accordingly to identify gaps and support further progress ▪ 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 ▪ Liaise with parents to make them explicitly aware of their child’s progress in their subject
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 and linked explicitly to assessment criteria ▪ Use your faculty policy ▪ Use self and peer assessment – green and red pens
Assessment	<ul style="list-style-type: none"> ▪ There will be 3-5 formal assessments for every student a year and 3-5 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 ▪ Ensure that all staff are observed twice in a year, including one unannounced visit during the faculty QA and one additional visit agreed with the staff member. ▪ Ensure monitoring observations cover the entire school and all pathways, including PPS ▪ 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 is a complex issue, which we address in school. We seek to foster mutual respect and create a safe, caring community, where members feel free to voice their concerns. We expect all members of the school community to act in a considerate, respectful and courteous manner at all times.

Definition of Bullying

Bullying is behaviour by an individual or group that is deliberately hurtful, usually repeated often over a period of time that intentionally hurts another individual or group either physically or emotionally. This can take many forms and is can be motivated by prejudice.

How does bullying differ from teasing/falling out between friends or other types of aggressive behaviour?

- There is a deliberate intention to hurt or humiliate.
- There is a power imbalance that makes it hard for the victim to defend themselves.
- It is usually persistent. Occasionally an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent.

What does bullying look like?

Bullying can include:

- name calling
- taunting
- mocking
- making offensive comments
- physical assault
- taking or damaging belongings
- extorting money or items of value
- cyber bullying - inappropriate text messaging, inappropriate comments on Social Media and inappropriate e mailing; sending offensive or degrading images/videos by phone or via the internet
- producing offensive graffiti



- gossiping and spreading hurtful and untruthful rumours
- excluding people from groups.

Although bullying can occur between individuals it can often take place in the presence (virtually or physically) of others who become the 'bystanders' or 'accessories'.

There is no hierarchy of bullying – all forms should be taken equally seriously and dealt with appropriately. Bullying is usually part of a pattern of behaviour rather than an isolated incident. If an individual considers themselves to have been bullied, this may have a negative impact on their emotional well-being, which can perpetuate the fear of a further perceived or real incident and thus will need to be dealt with.

Homophobic/Transphobic bullying and using homophobic or transphobic language

Homophobic language is terms of abuse used towards lesbian, gay and bisexual people or those perceived to be LGBT. It is also used to refer to something or someone as inferior. This may also be used to taunt young people who are different in some way or have gay friends, family members or their parents/carers are gay. Transphobic language is terms of abuse towards transgender people. Dismissing it as banter is not helpful as even if these terms are not referring to a person's sexuality they are using the terms to mean inferior, bad, broken or wrong. We will challenge the use of homophobic and transphobic language in our school even if it appears to be being used without any homophobic or transphobic intent. Persistent use of homophobic/transphobic language or homophobic/transphobic bullying will be dealt with as with any other form of bullying.

Cyberbullying

The increasing use of digital technology and the internet has also provided new and particularly intrusive ways for bullies to reach their victims. We will ensure that our students are taught safe ways to use the internet (see our e-safety policy) and encourage good online behaviour. E-safety advice will be delivered in assemblies, PPS lessons and through the ICT curriculum. Whilst most incidents of Cyberbullying occur outside school we will offer support and guidance to parents/carers and their children who experience online bullying and will treat Cyberbullying the same way as any other forms of bullying.

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

Reporting and responding to bullying

Our school has clear and well publicised systems to report bullying for the whole school community (including staff, parents/carers, children and young people) this includes those who are the victims of bullying or have witnessed bullying behaviour (bystanders).

Information and Contacts

- Guidance is provided to all students on bullying, its effect and simple measures to deal with bullies. Students are provided with an email address to report incidents of bullying: gmates@coopersschool.com
- Information posters are displayed throughout the school and in tutor room bases advising students what to do if they feel that they or another student are being bullied.
- Mentors in Y10 are attached to Lower School tutor groups to work with tutors.



- Break and lunchtime supervision provides the opportunity for learners to engage with adults during the recreation periods. Provision is made by the Inclusion Team and Year Teams for vulnerable students at these times.
- Assemblies are used to promote the school attitude to bullying and to ensure information is passed to the student body.
- The School works in partnership with organisations such as Stonewall to challenge homophobic and transphobic bullying.
- An extensive SMSC programme which celebrates annual events through focus weeks helps to challenge forms of prejudice and discrimination.
- The PPS coordinator works with the Year teams on the production of a learning programme to cover a broad range of topics. Bullying features within the PPS programmes as well as challenging all forms of prejudice and discrimination.

School lower level Responses and interventions

- Staff who deal with issues of bullying should do so effectively and efficiently. Concerns should be passed to the appropriate staff (usually HOYs) for information or action.
- If the concern is considered more serious a serious incident form should be used to convey action and information to the appropriate staff. Appropriate sanctions decided according to whole school behaviour policy.
- Year Teams work to support victims and perpetrators. Mediation is used in the first instance, if this is unsuccessful the school behaviour policy is followed in terms of sanctions.

Higher Level Responses and Interventions

- The Leadership Team will become involved through a direct intervention in a particular situation that may require a higher-level school response such as a fixed term exclusion or Internal Exclusion Unit.

Procedures

All reported incidents will be taken seriously and investigated involving all parties. The staff are aware of and follow the same procedures. The steps taken are:

1. Interviewing all parties
2. Informing parents/carers
3. Implement appropriate disciplinary sanctions. These should be graded according to the seriousness of the incident but should send out a clear message that bullying is unacceptable
4. Responses may also vary according to the type of bullying and may involve other agencies where appropriate
5. All incident forms, witness statements and details of sanction/intervention to be passed to relevant HOY for student files and recorded on SIMs.
6. Follow up - especially keeping in touch with the person who reported the situation, parents/carers. (This includes the complaints procedure for parents who are not satisfied with the school's actions.)
7. A range of responses and support appropriate to the situation - solution focused, restorative approach, circle of friends, individual work with victim and perpetrator, counselling, referral to outside agencies if appropriate. These responses can be discussed at the Year Team.
8. Liaising with the wider community if the bullying is taking place off the school premises i.e. in the case of cyberbullying, gang related bullying or hate crime.

Outcomes

- 1) The bully (bullies) may be asked to genuinely apologise. Other consequences may take place e.g. 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.

Recording bullying and evaluating the policy

Bullying incidents will be recorded by the member of staff who deals with the incident. Copies of all statements and incident forms should also be passed to the relevant HOY to be kept on student file. These incidents will also be recorded electronically on SIMs. The information stored will be used to ensure individuals incidents are followed up. It will also be used to identify trends and inform preventative work in school and development of the policy. This information will be discussed by staff in regular staff meetings. This information will be presented to the governors as part of the annual report. The policy will be reviewed and updated annually.

Strategies for preventing bullying

As part of our on-going commitment to the safety and welfare of our students we have developed the following strategies to promote positive behaviour and discourage bullying behaviour

1. Strategies both as part of the curriculum and across the whole school including celebrating good behaviour and achievements.
 - Involvement in Anti-bullying unit in the PPS Curriculum
 - Specific curriculum and Assembly input on areas of concern such as Cyberbullying and internet safety
 - Student Voice, School Council
 - Peer mentoring schemes
 - Promotion of Coopers Shared Values
 - Status as Stonewall School Champion
 - Comprehensive SMSC calendar celebrates diversity and equality through whole school events such as Black History Month, LGBT History Month etc.
2. Reactive programmes for vulnerable groups or groups involved in bullying.
 - Restorative Justice
 - Self-esteem and social skills groups
 - Counselling and/or Mediation schemes
 - Work with external agencies

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

Year Teams are the principle teams in the school that monitor behaviours of individual students. HOYs are expected to maintain records of all students within the Year group and respond as appropriate. Each faculty and department will monitor behaviour in lessons and take appropriate action

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



BEHAVIOUR FOR LEARNING POLICY

[\[Back to Index\]](#)

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 principles 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 Headteacher 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 sanction.

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

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 Headteacher, or acting Headteacher, 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 Headteacher 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 Headteacher

Informing parents

The Headteacher 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 Headteacher 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 Headteacher 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 Headteacher 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 Headteacher 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 Headteacher 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 Headteacher, 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 Headteacher 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 Headteachers during this time
- Headteachers or individuals who have been a Headteacher 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 Headteacher 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 Headteacher 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 Headteacher/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



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 Headteachers, 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