

This Policy has been adopted and approved by Gippswyk Community Educational Trust and has been adapted for use by Copleston High School.

BEHAVIOUR FOR LEARNING POLICY plus Detentions Addendum	
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Responsible Officer	Mr D Leach – Director of Behaviour/Attendance
Policy Number	SACS5

Definition of a Parent

- All biological parents, whether they are married or not.
- any person who, although not a biological parent, has parental responsibility for a child or young person - this could be an adoptive parent, a step-parent, guardian or other relative
- any person who, although not a biological parent and does not have parental responsibility, has care of a child or young person.

A person typically has care of a child or young person if they are the person with whom the child lives, either full or part time and who looks after the child, irrespective of what their biological or legal relationship is with the child.

Introduction

Our Behaviour Policy is underpinned by our five core values. We strongly believe that our students' behaviour should reflect these values. They are:

1. Respect
2. Resilience
3. Aspiration
4. Compassion
5. Resourcefulness

The Behaviour for Learning Policy at Copleston High School incorporates the expected rules and expectations of both inside and out of the classroom. The policy does not replace the Positive Discipline approach that all staff should use to deal with negative behaviour (e.g. consistently applying normal classroom expectations for students - see appendices 1-4). The policy is a tool to support staff and to help establish and maintain clear actions for student behaviours if expected classroom management strategies have not worked. It is also intended to allow all staff to reward positive student behaviour.

Negative student behaviour must be recorded/logged electronically by staff using Go4Schools E-Behaviour.

All negative behaviours should be actioned by the appropriate person depending on whether it has occurred at low, medium or high level (see Appendix 1). This policy will only work effectively if every member of staff in the school is prepared to put it into practice using a consistent approach. **While we have a very collegiate and supportive approach here at Copleston we also place a high degree of emphasis on teachers taking control of their own classrooms. This should begin with all teachers meeting and greeting their classes at the door as highlighted clearly in Appendix 10.**

Rationale

The students, staff and parents at Copleston High School have a right to expect that the school is an orderly, safe environment where students are able to enjoy and achieve in their learning. We believe there is a strong link between behaviour and learning and this is why we have a policy that clearly defines the rewards and sanctions used at Copleston High School to support appropriate behaviour.

Aims

At Copleston High School we aim to create an ethos which fosters:

- Mutual respect and encourages students to develop responsibility for their own behaviour based on consideration for others.
- A purposeful atmosphere with excellent attitudes to learning (Appendix 6), where students are encouraged to make a positive contribution to their learning.
- A shared approach to establishing good behaviour between staff, students and parents as outlined in the home/school agreement.

Objectives

- To define what is acceptable and what is unacceptable behaviour.
- To promote positive attitudes in pupils towards behaviour, learning and progress.
- To establish a system of rewards and sanctions which are understood and applied consistently by everyone.
- To demonstrate that the school takes poor behaviour very seriously and that it will not be tolerated.
- To provide a learning environment that supports effective teaching and learning where students realise their full potential.
- To explain the strategies, we may use to support those who struggle to achieve high standards of conduct and behaviour.
- To provide a curriculum which is broad and balanced so that the needs of individual students are met.
- To promote socially responsible behaviour inside school and in the wider community.
- To outline the consequences of poor behaviour, including poor behaviour off-site.
- To raise awareness of the statutory rights of schools in promoting good behaviour.
- To promote core values, which include fundamental British values.
- To promote our core values: Aspiration, Compassion, Respect, Resilience and Resourcefulness.

Strategies to achieve these objectives.

- Regular issuing of rewards at all levels to promote positive relationships between staff and students.
- Agreed and published expectations which are emphasised by all staff.
- A clear understanding of the sanctions available.
- Clear lines of responsibility with all staff taking responsibility at every level.
- Regular provision of positive and negative behaviour data so that appropriate actions can be taken.

We will know the policy is having an impact when:

- All classrooms are ordered, and students are visibly enjoying their learning.
- Behaviour around the school at break times, lunchtimes and between lessons is mature and responsible.
- There is a trend of decreasing detentions and Internal Exclusions.
- There is a trend of decreasing Suspensions.
- There is a reduction in low level disruption.
- There is a consistency in the number of student achievements and rewards.
- There is a greater sense of enthusiasm, respect and responsibility from more students in the school.

We will monitor and evaluate the success of our policy through:

- Inviting staff feedback through appropriate forums. (e.g. staff questionnaires, departmental meetings providing departmental data).
- Inviting feedback from students (e.g. via the School Council, Year Councils, Sixth Form Forum, Student Leaders, Student Voice interviews and Pastoral reviews).
- Inviting Parental feedback through surveys and through the Parent Partnership Meetings.
- Analysing data to highlight trends and patterns with a particular emphasis on rewards that are issued.
- Analysis of lesson observations, Learning Walks and student work.

Roles and Responsibilities

Governing Body

The governing body will discuss, review and endorse agreed strategies and will discuss the Principal's annual report on the working of this policy. The role of the governing body with regard to suspensions/permanent exclusions is outlined later in this policy.

The Principal

The Principal will:

- Ensure that all staff have an opportunity to discuss strategies and review them:
- Determine the strategies and procedures.
- Discuss development of the strategies with the Management Group.
- Ensure appropriate training is available.
- Ensure that the procedures are brought to the attention of all staff, parents and pupils
- Report annually to the governing body.

A Member of the Senior Management Team (SMT) will:

- Be responsible for the day-to-day management of the policy and systems;
- Ensure that they are positive strategies and procedures in place to help create a calm, ordered and purposeful atmosphere.
- Keep the Principal informed of incidents.
- Arrange relevant staff training.
- Determine how best to involve parents and other agencies in the solution of individual problems.
- Make a termly report to the Principal via School Quality Assurance procedures.

Pastoral Teams will:

- Be responsible for ensuring the school's positive strategies are put into practice.
- Know the school's procedure and deal with incidents that are reported.
- Play a key role in supporting individual pupils to change their behaviour.

All Staff will:

- Know the policy and procedures.
- Be responsible for pastoral care and be prepared to listen, support, advise and encourage whenever necessary.
- Be observant and try to create an environment where behaviour incidents do not arise.
- Deal with any incidents according to the policy.
- Challenge and report if necessary, when student's comments or actions run counter to our policy of supporting British values and promoting mutual respect and tolerance.

Parents and carers:

- Parents and carers are responsible for working in partnership with the school and for assisting the school in maintaining high standards of behaviour.

Fundamental Values:

The school recognises its duty to promote the fundamental values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. These values underpin our behaviour and rewards system. Specific elements of the British values that are directly promoted through the discipline and rewards systems are as follows:

- Enable students to develop their self-knowledge, self-esteem and self-confidence.
- Enable students to distinguish right from wrong and respect the civil and criminal law of England.
- Encourage students to accept responsibility for their behaviour, show initiative and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely.
- Further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own culture and other cultures.
- Encourage respect for other people.
- Encourage students to develop our core values and be aspirational, compassionate, resilient, resourceful and respectful.

Core Values

CORE VALUES	BEHAVIOURS			
Aspirational	Work to the very best of your ability.	Take every opportunity on offer.	Be collaborative and learn from others.	Follow your ambitions with pride and enthusiasm.
Respectful	Embrace equality, diversity and inclusion respecting differences.	Be selfless and put others first.	Be mindful of others and treat them how you would want to be treated.	Stand up for what is right and expect others to follow.
Compassionate	Be mindful of what other people might be experiencing. You will often not know.	Think; it is kind? Challenge unkindness, selfishness or discriminatory behaviour.	Behave in a trustworthy manner at all times.	Be positive in all your interactions with others.
Resilient	Learn from any mistakes that you made.	Reflect frequently on your own strengths and weaknesses.	Have the confidence to keep trying even when something is really difficult.	Have the ability to control your emotions in circumstances that might be challenging.
Resourceful	Be willing to learn new skills and develop existing ones.	Use the time that you have to the best of your ability.	Be flexible and adaptable to get the best out of what you have.	Learn from other people who know more than you about different things.

Government Guidelines:

In 'Behaviour and discipline and behaviour in schools' February 2014, the following points are made:

- The Principal must decide the standard of behaviour expected of pupils at the school. He or she must also determine the school rules and any disciplinary penalties for breaking the rules.
- Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006). The power also applies to all paid staff with responsibility for pupils.
- Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of the teacher, including on school visits.
- Teachers' powers to discipline include the power to discipline pupils to even when they are not in school or in the charge of a member of staff in certain circumstances.
- Teachers have the power to impose detention outside school hours. Parental consent is not required for detentions.
- Teachers can confiscate pupils' property.

Clear rules/Clear limits – School Behaviour Procedures

It is important that all students know what is expected of them, where rules are ambiguous or not consistently enforced students are set up to fail. Copleston High School wants success for all students and therefore by giving students clear guidelines on rewards for their successes, expectations for teaching and learning and sanctions for when things go wrong Copleston High School is supporting students to reach their potential. It is the duty of all members of staff to implement the systems within this policy to ensure consistency.

The school believes that prevention of poor behaviour is essential. Good teaching and positive relationships are key elements which we believe are important in prevention, as well as the use of an extensive reward system.

The school Behaviour Policy supports classroom discipline and it is reinforced by sanctions at all levels (see Appendix 1). Form Tutors, Class Teachers, Middle Leaders and Senior Leaders use a range of strategies to promote good behaviour including:

- Expectations, through the 'Beacon of Brilliance' (appendix 3 and 4) and the 'SLANT' posters (appendix 2) being displayed clearly in all classrooms
- Letters home – positive and negative
- Phone calls home – positive and negative
- Rewards, certificates and postcards
- Meetings with parents
- Report cards
- After school detentions
- Pastoral Isolation
- Internal Exclusion
- Suspension
- Involvement of External Agencies
- Managed Moves and in exceptional cases, Permanent Exclusion

Look for the positive

The implementation of the reward system of the policy is key for acknowledging students' achievements both in lessons, around school and when representing the school in the community. A full range of rewards are given including:

- Our 'I Aspire' programme
- A range of certificates for areas such as subject achievements, attendance and attitude to learning
- Postcards from subject areas and Pastoral Teams are sent home
- Golden Tickets are issued for exceptional performance
- Positive letters are written home by staff at all levels
- Telephone calls are made to parents by subject teachers to celebrate student achievement
- High quality student work is displayed
- Positions of responsibility such as Year Council representatives, School Council representatives and Student Leaders are used to create a shared climate of positive behaviour and high expectations
- The Copleston Chronicle communicates success to the whole school community
- Achievement Assemblies and Celebration Evenings are used to promote the success of students across the school

Recording unsatisfactory behaviour

It is important that staff familiarise themselves with the various ways of recording unsatisfactory behaviour and to make considered decisions as to which is the appropriate way or ways to be used, so that the appropriate response is made.

Go4Schools Behaviour Log

- Repeated poor behaviour or a change in pattern of behaviour giving rise to concern must be recorded on Go4Schools, in the Behaviour Log. If an incident is considered serious or if a student displaying inappropriate behaviour (or having difficulties throughout the curriculum) this will trigger monitoring of the student and an investigation into the possible cause of the behaviour. This will not always involve disciplinary action.

All incidents of negative behaviour need to be recorded on Go4Schools by the member of staff involved. It is vital that all staff are consistent in the recording of poor behaviour to avoid undermining colleagues who do use it and so that pastoral staff, heads of department and SMT can get accurate data on behaviour in the areas they are responsible for.

Misbehaviour in the classroom

Classroom teachers are responsible for behaviour in their classroom in accordance with the expectations and sanctions outlined below. However, at Copleston, asking for help with individuals or with groups of students is not regarded as a sign of weakness. Help should be sought at the earliest concern. Departments have a removal room where students who are removed from lessons can be placed if their behaviour in their lesson is not acceptable.

Misbehaviour around school

All staff are expected to tackle poor behaviour whenever they see it and will be supported in doing so by all colleagues at all levels.

The implementation of the corridor protocols guidelines should be implemented by staff as should the break and lunch time protocols (Appendix 9 and 10).

Misbehaviour beyond the school premises

The Behaviour for Learning policy also applies to:

- Any student not on school premises
- Any student who at any time is identifiable as a member of the school travelling to or from school
- Any student on a trip or off-site activity.
- Any misbehaviour, at any time and regardless of where the misbehaviour occurs.

The types of behaviour highlighted above could:

- Have repercussions for the orderly running of the school
- Pose a threat to another student, member of staff or member of the public
- Adversely affect the reputation of the school

Banned Items

The following items are banned from the school premises and on school visits:

Aerosols

Bandanas

Hooded sweatshirts (except those worn by Student Leaders, prefects and sports captains)

Jewellery must be discreet (e.g., a single stud in each ear lobe)

Heavy make-up (if make-up is to be worn it MUST be minimal)

Nail varnish or nail gels

Chewing gum

*These banned items are subject to change, please see the school website

Prohibited items

The following items are not only banned from the school premises but also prohibited from the school site at any time. It is illegal for students to have prohibited items.

Knives and weapons – or any object that could be used to harm another person with or without the expressed intention of doing so.

Alcohol

Illegal Drugs

Fireworks

Cigarettes and/or smoking materials, including e-cigarettes

Stink bombs and water bombs

Lighters and matches

Stolen items

Bringing banned or prohibited items onto the School premises will result in immediate confiscation and will lead to a sanction. The seriousness of this sanction will depend on the nature of the item. It is highly likely that bringing in prohibited items will result in a very serious sanction which could be permanent exclusion from the school.

Confiscation of Inappropriate Items

There are two sets of legal provisions which enable school staff to confiscate items from pupils and the school reserves the right to exercise these provisions:

The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances. The law protects school staff from liability for damage to, or loss of, any confiscated items provided they have acted according to this guidance in this policy.

Power to search

The school follows the guidelines issued by the DfE, updated in the Education Act 2011. Teachers are lawfully empowered to search a student, without consent for items defined within the Act as 'prohibited'. Additionally, teachers are empowered to search a student, with their consent for other items banned by the school rules. Refusal by a student to give consent is a separate disciplinary offence. The School reserves the right to call the Police to conduct a search where necessary.

If staff believe a pupil is in possession of a prohibited item, it may be appropriate for a member of staff to carry out:

- A search of outer clothing; and/or
- A search of school property. E.g. pupils' lockers or desks; and/or
- A search of personal property (e.g. bag or pencil case within a locker)

Searches will be conducted in such a manner as to minimise embarrassment or distress.

Any search of a pupil or their possessions will be carried out in the presence of the pupil and another member of staff.

Where a pupil is searched, the searcher and the second member of staff present will usually be the same gender as the pupil. However, this may not be the case where it is reasonably believed that serious harm may be caused if the search is not carried out immediately and is not practical to summon another member of staff.

When the Principal, or staff authorised by the Principal, find anything which they have reasonable grounds for suspecting a prohibited item, they may seize, retain and dispose of that item as appropriate in accordance with DfE guidance Screening, Searching and Confiscation.

When items are confiscated by school staff the following will result:

Weapons and knives, extreme or child pornography or illegal substances will always be handed over to the police.

Cigarettes, cigarette papers, lighters and e-cigarettes will be disposed of.

Other confiscated items may be returned to the parent or student at an appropriate time at the discretion of the school.

If a bag search has been deemed necessary and nothing has been found a letter will be sent to the parent/carer advising of the reason for the bag search (see appendix 26). In the event of finding any items causing concern the parent/carer will be telephoned by a member of senior staff.

The use of reasonable force

The school follows the guidelines issued by the DfE, updated in the Education Act 2011 and it adheres fully to the Gippseswyk Community Educational Trust Policy on the use of restraint.

Investigating Behaviour Incidents: Advice for Investigating Staff

- Students involved should be kept separate as far as possible until the outcome of the investigation.
- All relevant students should be interviewed, and a written statement may also be requested from those involved.
- Any written statement should be signed and dated. It may be appropriate for a member of staff to scribe for a less able student, in which case this should be made clear on the statement, which should be signed and dated by the student.
- All relevant staff should be interviewed.
- Relevant staff may be asked to provide written statements, alerts or behaviour report forms if necessary, signed and dated.

Outcomes of initial investigation:

- Some of the aspects of the school sanctions system may be applied, e.g. detention, isolation, suspension.
- Sometimes parents will need to be contacted.
- Sometimes referral may need to be made to an aspect of internal support.
- Sometimes contact will need to be made with relevant outside agencies.
- The outcomes of an investigation will usually be recorded in writing, signed and dated by the investigator. Usually, relevant staff will be informed of the outcome.
- In the case of suspension, contact should be made with a parent. Ideally this will be phone, but if this not possible then leaving a voicemail, sending an email or sending the student home with a copy of the suspension letter are alternatives. Students of compulsory school age should not be sent home without telephone contact with parents unless it is at the end of the school day. This may mean that students will have to be kept isolated from other students pending parental contact.
- An official suspension letter should be sent in the post, whether or not the student has taken home a copy.

Investigating Behaviour Incidents Protocol

If an incident occurs that may disrupt learning or cause a concern to our community's safety, it is important, where necessary, that this is properly investigated, and a sufficient outcome is sought. It is however important to acknowledge that not all incidents that occur will need a full investigation, as what has happened may be very clear.

Incident Investigations		
When	What	Who (Job Title)
When incident has happened	Ensure first staff member observation is logged on Go4 Schools. This should likely be reported to Lol or member of SMT or in a less-urgent situation, should be logged and then followed up via email to the Leader of Learning.	Initial staff witness
During investigation	Students involved are asked to write a statement either with a member of the pastoral team or member of SMT. Pastoral team involved liaise and check statement to ensure further statements are written if needed to fulfil the investigation.	Pastoral team Lol/SMT

Once investigation is completed	<p>Lol/Alol or SMT collates all statements and makes a decision in regard to the outcome.</p> <p>If the outcome is time in the Supervision Room, this must be signed off by the Director (DBA) or Assistant Director (ADBA) of Behaviour and Attendance.</p> <p>If possible, outcome is suspension, this must be signed off by the Principal.</p> <p>Lol/Alol notifies parents of the incident, investigation and outcome.</p>	<p>Lol Alol SMT DBA ADBA</p> <p>Principal</p> <p>Lol/Alol</p>
Outcome: Suspension (day of suspension)	<p>Agreement made by Principal as to the decision to suspend.</p> <p>Lol or SMT member contacts home to inform them of suspension. Parents collect student or in circumstances where parents cannot, the student will be isolated until they can be collected.</p> <p>Student is subsequently off school site until the end of their suspension.</p> <p>DBA/ADBA informs Principal's PA of the suspension, the length, the reason and reintegration meeting date.</p> <p>Principal's PA sends suspension letter to parents.</p> <p>Principal's PA informs attendance manager of suspension so correct code is put in the register.</p> <p>DBA/ADBA informs Lol/Alol of suspension, and they request work from the students' teachers to be set on Satchel or the period of the suspension</p>	<p>Principal</p> <p>Lol/SMT</p> <p>DBA/ADBA</p> <p>Principal's PA</p> <p>Attendance Manager</p> <p>DBA/ADBA/Lol</p>
Reintegration Meeting	<p>Reintegration meeting is held with DBA/ADBA, Lol/Alol and where possible a governor.</p> <p>SPSF form is completed at the reintegration meeting to set the student is set appropriate targets.</p>	<p>DBA/ADBA</p> <p>Lol/Alol</p> <p>Governor</p>

Malicious Allegations against Staff

An accusation made against a member of staff will be dealt with by the school according to its nature by application of the relevant school policy giving due regard to the statutory guidance from the Department of Education.

Where pupils are found to have made malicious allegations the school will apply an appropriate sanction. This could include suspension or permanent exclusion (as well as referral to the police if there are grounds for believing a criminal offence may have been committed).

The Use of Mobile phones and Digital Devices

The school recognises that mobile phones and digital devices are now an integral part of young peoples' culture and way of life and can have considerable value, particularly in relation to individual safety. It is recognised that such technology will play an increasing part in future learning practices, but, akin to existing ICT use, this should follow agreed rules and guidelines to prevent disruption and inculcate good learning habits. The school,

therefore, accept that pupils are permitted to bring mobile and digital devices to school, but that their use is subject to the following guidelines.

The school aims to educate pupils in the responsible use of technology.

Note: The term 'phone' in this policy denotes mobile phones, Ipods MP3, MP4 players, earphones and any similar portable electronic devices.

Mobile phones/digital devices do present a number of problems:

- They are valuable items that can be stolen.
- Their use can render pupils subject to potential bullying or inappropriate contacts.
- They can disrupt the learning environment.
- Camera functions can lead to child protection and data protection issues with regard to inappropriate capture, use or distribution of images.

Responsible Use

Pupils are required to use phones etc responsibly at all times.

Pupils must ensure that files stored on their phones/digital devices do not contain violent, degrading or offensive images. The transmission of some images/information can be a criminal offence and will be dealt with as such by the school.

Cyber-bullying is completely unacceptable and will be followed up by the school as serious misbehaviour.

The school is a workplace, and phones can interfere with the atmosphere, even when in silent mode. Copleston High School expects that phones will be switched off and kept in bags during and between lessons, unless permission is given by the Teacher as part of a learning experience

Rules

1. Responsibility for the phone/digital devices rests with the pupil and the school accepts no financial responsibility for damage, loss or theft of mobile devices.
2. Pupils must not use phones during or between lessons. Mobile phones/headphones etc must not be visible anywhere inside the school buildings, equipment must be switched off and stored in the pupil's bag. **We operate an "on-site, out of sight" policy.**
3. Headphones/ear pods must not be worn or be visible during or between lessons inside the buildings, for reasons of safety and courtesy.
4. Pupils must not use phones or MP3 players to broadcast music or transfer inappropriate material.
5. No device should ever be used in the school to photograph or video pupils or staff without the authority of the Principal.
6. If there is an emergency which requires communication with home, pupils must speak to a member of staff who deals with the matter. In an emergency, parents/carers should phone reception and a message will be taken to the pupil. This ensures that a pupil is given support and privacy in dealing with a potentially difficult situation. Pupils who feel unwell must always contact home via the school office and not use their mobile phone. This allows support and supervision and avoids pupils leaving the school without a record being made.
7. Mobile phones/digital devices cannot, under any circumstances, be taken into examination rooms. Breach of this rule will lead to invalidation of that examination and potentially other examinations.
8. Pupils need to acknowledge that it is a privilege to be permitted to bring mobile phones/digital devices to school and abuse of this policy may lead to a curtailment of this privilege.
9. Mobile phones/digital devices can be used outside teaching hours, ie during breaks and lunchtime but only in designated social spaces and not inside the buildings.

10. Sixth Form students are allowed to use their mobile phone and earphones within the designated Sixth Form block. Outside of the designated Sixth Form block, Sixth Form students must follow the same mobile phone rules as main school students.

Consequences

1. If a member of staff is aware that a pupil is using a mobile phone or digital devices during teaching hours or inside the school buildings, then the phone may be confiscated, taken by a member of staff to the school office until the end of the school day, when the pupil may retrieve it from reception.
2. If a phone/digital device is confiscated for a second time from the same pupil, the teacher will confiscate the phone/digital device and pass it to the school office. The appropriate Leader of Learning will record the event and the parent will be contacted by letter and informed of the continuing infringement. The phone/digital device can be collected by the pupil on the day of confiscation from the appropriate Leader of Learning.
3. Should a third infringement occur, the phone/digital device will be collected by the parent and the persistent misuse will be dealt with as a discipline issue by the appropriate Leader of Learning. In this situation, the mobile phone/digital devices will normally be collected by the parent. It is also likely that the School will choose to instruct the student to no longer bring the device to School. (see appendix 23)
4. If a child uses a mobile phone or digital device for any inappropriate use of social media e.g. online bullying, the parent will be written to (see appendix 23) and invited into school with the child to commit to appropriate behaviour in the future via a contract.

The school policy on the use of Digital Devices can be seen within the Poster shown in Appendix 5.

School Rules

Copleston High School have some essential school rules which enable teachers to teach to the highest standards, so students can learn to the best of their ability.

In seeking to promote our values and to protect individual rights, we regard as unacceptable:

- Bullying, either physical or verbal.
- Deliberate damage to school or personal property.
- Deliberate disruption of teaching.
- Taking a picture or video of a member of staff or another student
- Smoking on the school premises or the approaches to school or being in the presence of smokers.
- Use, possession of or supply of alcohol or any illegal substance.
- Inappropriate use of mobile phones or other ICT.

We always expect students to be:

- On time
- On task
- On side

The five Golden School rules at Copleston Around School

- I do as I am asked, the first time I am asked
- I am always in the right place at the right time doing the right thing

- I always look smart and am ready to learn
- I respect myself and my environment
- With my words and in my actions I show respect for others at all times

Sanctions

A range of sanctions exist and care is taken to apply the sanction most appropriate to the student concerned and the nature of the misdemeanour. These include:

- Moving a student's position in class;
- Loss of break/lunchtime;
- Withdrawal of other privileges;
- Detention (see detentions procedure);
- Informing parents by letter, phone call or inviting to a meeting;
- Referral to the Leader of Learning;
- Being placed on report; (see appendix 27)
- Isolating the student by removing them from class for a time (only with approval of the Leader of Learning and HOD); (see appendix 20)
- Drawing up a contract (see appendices 16, 17, 18, 19)
- Issuing a formal warning;
- Suspension (see Suspension policy – procedure).
- Placing a student in the supervision room (only with approval of the Director of Behaviour & Attendance or the Head of School).

When implementing sanctions, the School is committed to the principle that certainty of sanction is more important than severity. We aim to implement the least intrusive sanction appropriate to correct poor behaviour and to ensure it is not repeated.

Thorough investigations of incidents take place before deciding on a sanction. This may include the gathering of statements from students involved and witnesses and any CCTV footage if relevant.

The standard of proof used when deciding whether to sanction a student is on the balance of probabilities. The more serious the allegation or possible consequence, the more convincing the evidence substantiating it will be required.

The prior conduct of a student may be a relevant factor when decided on a sanction, particularly if the conduct has been repeated and previous sanctions have not been effective.

Issues that may arise during a lesson

1. Punctuality

Lateness to School

- The register is called at 8.30am (8:20am for students in Year 11)
- If a student is late after 8.30am (or 8:20am for Year 11) they will be coded with an 'L' to show they are late.
- If a student arrives late for registration in the morning this is also entered as a late on Go4Schools with the number of minutes they are late detailed in the record.
- If a student arrives late to their lesson is entered as a late mark on Go4Schools.
- If a student is marked late, either at registration or during the day, then they must attend an after-school detention which lasts for 30 minutes, from 3.15-3.45pm. Notifications are sent via Go 4 Schools to

parents/carers on the day of the Late detention to notify home of any student that will be required to attend an after-school detention with the date, reason, and location of the detention.

- When a child is persistently late parents will need to come into school to sign a contract and commit to significantly improving their punctuality.

2. Uniform expectations

Uniform should be worn according to the school rules.

The correct boy's school uniform is; school white polo shirt, maroon sweat shirt, grey trousers and black footwear. Jewellery must be discreet (e.g. a single stud in each ear lobe.)

The correct girl's uniform is as above, but in addition minimal make-up may be worn by girls in Years 10 and 11.

It is essential that these rules are consistently adhered to by all students. Staff will record a uniform offence on Go4Schools if it becomes persistent (e.g. more than 2 occasions that it has occurred).

The school adheres to the Government guidelines to support the purchasing of school uniform.

Students must not come into school in PE kit. Students are required to change into PE kit for PE lessons/fixtures.

3. Equipment - forgotten items of Equipment

- First offence – verbal warning
- Second offence – Recorded on Go4Schools
- Third offence – Letter/phone call home to parents to inform them

1. Removal from lessons

In the rare event that a student's behaviour is so poor as to require that they are removed from lessons, teachers will send an email to 'studentremovals'. This account is shared by SMT, Leaders of Learning and Pastoral Support Staff who will co-ordinate the prompt removal of the student from the lesson.

5. Banned Items

Banned items – Mobile phones and all electrical equipment including laser pens

- If a student is seen with an item that is listed under the banned items category in the school contract it will be confiscated **immediately** and will be **referred to a senior member of staff or Year Team straight away**. This will be logged on Go4Schools and the parents will be informed.

Banned Items – Jewellery, headphones or other banned items

- If a student is seen wearing jewellery that contravenes the school code, headphones or other banned items they will be confiscated **immediately**. This is then logged on Go4Schools and parents will be informed.

6. Other Behavioural Events

Chewing Gum

- If a student is chewing gum a detention should be completed that day with the member of staff that noticed it. If this happens persistently it will be logged on Go4Schools with an appropriate sanction implemented and parents will need to be informed.

Homework

- If a student does not complete homework the incident will be logged on Go4Schools and a detention completed on the next day where possible. This is considered as defiance.
- Where a student has repeatedly failed to complete their homework a phone call will be made to discuss the matter with the parent. Further sanctions such as a centralised SMT detention on a Friday between 3.15 – 5.00pm, as per the behaviour policy, may be incurred.
- The choice of homework set by a classroom teacher is a measured judgement by a teaching professional. It is an extension of their role as is choosing the appropriate curriculum, devising schemes of work and planning lessons. Parents do not have a right to decide on these choices.
- If patterns are arising across several subject areas the Form Tutor, Leader of Learning or Director of Learning will arrange a meeting with parents.
- There is an optional homework club on Wednesday WOW period (2:05-3:10pm) which any student may attend. This is a quiet space to work and staff can come to help any student if prior arranged.

Classroom sanctions

Within the classroom, the subject teacher is responsible for applying sanctions for negative behaviour. The following sanctions are examples of those which may be used by the teacher:

- Moving a student's seat
- Negative Go4Schools reports
- Detention at break, lunch or after school
- Phone call home
- Parent meeting
- Removal to another classroom in their subject area to complete supervised work

Detention Policy and Procedure

Detention is one of the sanctions schools can use in cases of misbehaviour. Section 5 of the Education Act 1997 gives schools' authority to detain pupils after the end of a school session on disciplinary grounds. The following section of the policy details the legal position for schools as laid down in the 2011 Education Act:

- The Education Act 2011 removes the legal requirement to give parents 24 hours' notice before detaining pupils after school. The Act confirms schools' powers to use detentions by making it lawful for schools to put students aged under 18 in detention without parental consent at a variety of times outside school hours.

Departmental detentions

Departmental detentions last for 30 minutes, from 3.15pm-3.45pm, and are issued to students for a range of behaviour issues at the discretion of the department. -Notifications are sent via Go 4 Schools to parents/carers

on the day of department detentions to notify home of any student that will be required to attend an after-school detention with the date, reason, and location of the detention.

Homework Detentions

Detentions for non-completion of homework will be set in the same way as department detentions and last for 30 minutes, from 3.15pm-3.45pm, and will take place in a computer room to allow the students to complete the homework originally set. Notifications are sent via Go 4 Schools to parents/carers on the day of homework detention to notify home of any student that will be required to attend an after-school detention with the date, reason, and location of the detention.

Senior Management detentions

As a school we have a 2-tier structure for our detention system as follows:

- Late detentions are given as a response for lateness to school or lessons. These run from 3.15 – 3:45pm.
- After School Departmental detentions as a response to more persistent behaviour concerns, and Homework Detentions. These run from 3.15-3.45pm.
- SMT Detention is with a member of the school's Senior Management Team (SMT) (1hour 45 minutes) as a response to more serious behaviours, including students who fail to attend two Late, Department or Homework detentions. -SMT Detentions will run on Mondays and Fridays from 3.15- 5.00pm.

After School Detentions are issued for a variety of reasons including persistent poor punctuality; inappropriate uniform; lack of equipment; and for poor around-school behaviour.

SMT Detentions are held on Monday and Friday evenings in the main hall and will last for 1 hour 45 minutes. If a student misses an SMT detention without good reason they will spend a day in the supervision room and redo the SMT detention.

If a student does not attend 2 detentions without good reason, they will be required to complete the 1 hour 45 minutes SMT detention on a Friday. For every detention missed thereafter they will receive another SMT detention.

There will be no exemptions from the After-School Detention system. If a child has a medical appointment parents must inform the school, via the Leader of Learning and rearrange the detention. It will not be possible for a student to rearrange it themselves. If a child is absent on the day of a scheduled detention, it will be rearranged to the next detention session automatically.

If a student receives more than 3 detentions in a half term, every detention thereafter will be an SMT detention. This will reset each half term.

School Uniform

All staff should monitor and challenge students regarding incorrect school uniform, body piercings and extreme hair styles (Appendix 11)

Leaders of Learning

Leaders of Learning are responsible for the progress and behaviour of students in their year group. Leaders of Learning monitor the recording of positive and negative events on Go4Schools by staff. They should analyse rewards and sanctions using the information. The sanctions that they may apply are as follows:

1. Tutor / Leader of Learning report

When a student has multiple negative Go4Schools events or demonstrates a pattern of poor punctuality or standards of uniform, the student will be placed on report to the Leader of Learning or tutor. The student will be expected to report at lunchtime and at the end of the day and may serve a detention if they fail to meet the expected standard. Should a student fail on report to their tutor, they will move onto report to their Leader of Learning. Should the student fail to improve, they will move to SLT report. The colour of the report card (green, amber or red) will reflect the stage that the student is at with their behaviour.

2. SLT Monitoring of Report Cards

Students who are placed on a report card will be monitored by a member of SLT every lunchtime and at the end of the day. They will be expected to report to a member of staff at the beginning of lunch and at the end of each day. They may serve a detention each day if the report is not completed to the required standard.

3. Lunchtime isolation

Students may be placed in isolation at lunch for, poor behaviour at lunchtime or as a consequence of an incident.

4. On Tour/On Call

The school operates an On Tour/On-Call system where Senior Leaders, Pastoral Support Workers and Pastoral Teams are available to respond to any behaviour in lessons which is disrupting learning progress. The school operates this in the event of a refusal to comply with classroom expectations or extremely/persistently poor behaviour in a lesson. Where this occurs a member of the Pastoral team will be called and will remove the student. The student will then receive a sanction linked to the incident. This is likely to include either a departmental isolation, pastoral isolation, an SMT detention, being placed in the Supervision Room, or a suspension, as disruption to our lessons is taken extremely seriously.

Pastoral Isolation

Pastoral Isolation is used for students who have not responded to the positive classroom behaviour guidelines. Students are normally in Pastoral Isolation for more than one lesson.

Supervision Room

Students may be placed in the school supervision room, which is run by members of the school's Senior Management Team. The supervision room may be used as an alternative to suspension. Students are provided with work for the duration of their time in the supervision room. The Director of Behaviour & Attendance or Head of School makes the decision to put a student into the supervision room. The Supervision room runs from 8.30am – 3.25pm each day.

Supporting Students whose Behaviour Needs to Improve

The SPSF/PSP

The Pastoral Support Programme will identify precise and realistic behavioural outcomes for the student to achieve.

It will be agreed with parents as a result of a meeting with them to which an external agency may be invited.

This meeting will consider the causes for concern and the steps suggested improving the situation. Agencies such as Educational Welfare, the Educational Psychological Service, Social Services, Housing and voluntary organisations, should be involved if appropriate.

In drawing up the plan the School will, in discussion with others:

- Consider offering specialist support and counselling;
- Review any learning difficulties and put in place a remedial programme where necessary;
- Consider changes of sets or class;
- Consider a placement for a period in Alternative Provision Centre.

The programme should have an automatic time limit, be monitored monthly and should be reviewed at least halfway through its duration. Rewards for meeting targets and sanctions for non-compliance should be made clear at the outset.

At the end of the agreed period the intervention package may, according to level of its impact on improving the situation:

- Be reduced or removed;
- May be continued for a further period of with or without amendments or where there has been no improvement at all there may be a permanent exclusion.

Common Assessment Framework (CAF)

The CAF is a common assessment process, which includes the completion of a simple to use standard form, for carrying out an assessment of a child with additional needs. It is designed to be used across the childcare workforce throughout England.

The CAF helps practitioners to gather and understand information about the needs and strengths of a child, based on discussions with the child, their family and other practitioners involved. The CAF form will also help practitioners to share with others the findings of the assessment. This will then help everyone to plan together what support is required, so that the students' needs can be quickly and effectively met. The CAF is completely voluntarily, so the student and parent must agree for a CAF to take place. The student and parent also must agree who else they wish the assessment to be shared with.

Who is it for?

The CAF is used to support the student, parents and other family members who have additional needs and where more than one service is likely to be involved. The aim is to identify the support needed to help them to achieve positive outcomes. The CAF is not intended to replace or delay specialist social work assessments or delay any concerns regarding students who may be at risk of abuse or neglect. Normal Child Protection procedure should be followed if you believe a student to be at risk.

Mental Health Support

Students may be referred to the service via either our designated PMHW either through agreed termly meetings or directly. For some concerns we may access the school wellbeing consultant or complete suitable testing, e.g., CAST forms. For serious/complex concerns we may recommend that students are seen by their GP and/or complete the referral form for the Access and Assessment team to access to refer onto the appropriate service – usually the IDT (Integrated Delivery Team). The school currently employs an experienced mental health nurse as a wellbeing consultant.

Educational Psychologist

An educational psychologist is concerned with helping children or young people who are experiencing problems within an educational setting with the aim of enhancing their learning. Challenges may include social or emotional problems or learning difficulties. Work is with individual students or groups advising teachers, parents, social workers and other professionals. Client work involves an assessment of the child using observation, interviews and test materials. Educational psychologists offer a wide range of appropriate interventions, such as learning programmes and collaborative work with teachers or parents. Work can also involve research and advising on educational provisions and policies such as assessment for statement of special educational needs. The allocation of EP hours which the school receives is very limited hence students are referred on a priority basis.

Reintegration meetings: Suspension is seen as a serious consequence for a student and their education. When a student is suspended from the School, a reintegration meeting always takes place before the student returns. The reintegration meeting is always held with a member of SLT present and often a School Governor. This is seen as an important step in preventing further suspension. At the reintegration meeting, the student is asked to reflect on the reason for their suspension and the actions that they and the School need to take in order to prevent it from being repeated. The School will consider all further support needed to support the student, including referrals to external agencies. The student will also spend a period of time on report to support their reintegration.

Other External Agencies: The School engages fully with a wide range of external agencies to support the needs of students and to help improve their behaviour. Many of these external agencies such as the Child and Adolescent Mental Health Service (CAMHS) and Social Services carry out their work both externally and at the School. We are fully committed to working in partnership with external agencies to provide our students with the highest quality of support possible.

Well Being Advisor: Mental health problems cause distress to individuals and those who care for them. The Prime Minister has said that mental health is one of the “greatest social challenges of our time”. In order to support students with their well-being the school has taken the pro-active stance of employing a student Well-Being Advisor who comes to the school once per week.

Suspension

Students may be externally suspended for high level behaviour issues. There is no prescriptive list of offences for which suspension is used because every case is treated individually. However, suspension will normally result from:

- Persistently disruptive or defiant behaviour
- Serious verbal abuse towards a member of staff
- Serious physical assault
- Persistent breaches of the school behaviour code
- Any criminal offence, including vandalism or theft
- Serious breaches of the school’s online safety or ICT and Acceptable use of Mobile Phones policies

This is a three-stage process although the school reserves the right to go straight to any stage if they feel that it is warranted, for example, extreme incidents can result in immediate permanent exclusion.

- Stage 1- After the first Suspension there is a re-admittance meeting with student, parents and a member of the Pastoral Team including Leader of Learning and member of SMT.
- Stage 2- After the second Suspension there is a re-admittance meeting with student, parents, SMT member and Governor.
- Stage 3- After the third Suspension the student could be permanently excluded.

Where appropriate, a student may spend a day in the Supervision Room before returning to normal timetabled lessons following a re-admittance meeting.

The parent of a suspended student must be notified as soon as possible by telephone, followed the next day by a letter. All students that have been issued with a Suspension will be required to have a formal Return to School Agreement Support Plan (SPSF) - (Appendix 14)

Permanent Exclusion

A decision to exclude a student permanently is a serious one. It is the final step in the process of dealing with high level behaviour incidents where all other interventions, including appropriate Pastoral Support, have failed. As with Suspensions parents should be informed as soon as possible. This should be done by either the Principal or a member of SLT followed by a letter explaining the reasons for the decision. Alternative arrangements for students to complete their work whilst excluded and the parents' right to appeal process should be explained clearly within the letter. In line with the national exclusion guidance, the school reserves the right to convert a fixed term suspension to a permanent exclusion upon completion of their internal investigation or generation of additional evidence.

Permanent exclusion is usually a response to persistent and defiant misbehaviour where the continuing presence of a student in school would be harmful or detrimental to good order, safety or the education of other students. However, in accordance with DfE guidance, a student may be permanently excluded for a first or 'one off' offence if it is of a very serious nature.

This may include:

- Persistent breach of the schools Behaviour Policy
- Persistently disruptive or defiant behaviour
- Serious verbal abuse towards a member of staff
- Serious physical assault
- Persistent breaches of the school behaviour code
- Any criminal offence, including vandalism or theft
- Serious breaches of the school's online safety or ICT and Acceptable use of Mobile Phones policies
- Serious physical violence (actual or threatened)
- An offence involving illegal drugs or a weapon

Possible Strategies to Prevent Permanent Exclusion

The School recognises that suspension from school is a serious matter.

We avoid suspending students where possible and try to achieve the correct balance between the needs of the student and the needs of the School community. In order to keep suspension rates low, we may use several alternatives to suspension and ensure that there is early intervention with student behaviour.

The following strategies as an alternative to suspension may be used by the Academy where viewed appropriate.

1. Governor Behaviour Panels:

The School will analyse student behaviour on a weekly, half termly and termly basis. Students who are not behaving in line with the School expectations, will be required to attend a Governor Behaviour Panel meeting which will involve a Senior Governor, a Senior Member of Staff, the Leader of Learning and both the student and parents. The expectation is that this meeting will fully alert the student and their parents to their behaviour and

steps will be put in place to very quickly rectify this. If this is not achieved the school is likely to have to use further sanctions such as suspension.

2. Managed Move:

The School participates fully in the managed move process which involves students transferring to other local schools on a trial basis, either as an alternative to permanent exclusion or where there has been a serious breakdown in the relationship between a student and the School. The School also receives students under this scheme and has successfully integrated many students on this basis. This is all done through the In Year Fair Access Panel (IYFAP) meetings which take place monthly at an off-site venue. All local schools attend this meeting. Students that come to Copleston on a managed move will be expected to sign a contract outlining the expectations of the school.

3. Supervision Room

Students may be placed in the school supervision room, which is run by members of the school's Senior Management Team. The supervision room may be used as an alternative to suspension. Students are provided with work for the duration of their time in the supervision room. The Director of Behaviour & Attendance or Head of School makes the decision to put a student into the supervision room. The Supervision room runs from 8.30am – 3.25pm each day.

4. Alternative Provision:

When a student is at serious risk of suspension or consistently failing to engage with the School, alternative provision is considered. This may be in the form of an alternative education provider. This may be a flexible part-time provision or a full-time one depending on the needs of the student.

5. Behaviour contracts

Students and parents may be asked to sign agreed behaviour targets at re-admittance meetings after Internal Exclusions and Suspensions. Students and parents may also be asked to sign Contracts relating to other issues such as Non-Contact Agreements, Attendance Agreements, etc. A few examples of typical contracts are shown in (Appendices 16, 17, 18, 19).

Partnership with Parents

Parents are expected to be partners in behaviour management and eliminating undesirable behaviour. Parental cooperation is a priority and the Home-School agreement is clearly documented. (Appendix 12).

The Reward System

Copleston High School believes that praise and rewards should have a considerable emphasis within the school. Students should receive recognition for their positive contributions to school life. The aim of the positive reward system is to maintain a consistent pattern of rewards which is known and understood by both staff and students.

Teachers will seek to reward students as regularly as possible both in and out of lessons. This in a variety of ways including subject Satchel Badges, postcards home, Golden Tickets and Principals Awards.

Students can receive Satchel Badges for a range of positive behaviours during a term. Depending on the number of badges they have achieved they will receive a reward during the end of term Achievement Assembly and Celebration Evenings. The number of Satchel Badges a student receives resets at the beginning of each term.

This enables all students to have a fresh start at the beginning of each term and prevents them from getting into a situation where they can never reach the higher levels of rewards.

I Aspire

Our new I Aspire programme is a big part of our reward system where students have the opportunity to work towards completing 10 challenges over the course of an academic year. The 10 challenges are:

1. Volunteer and help out at three school events such as open evenings, information evenings, primary school sports days etc
2. Organise and oversee a school community project, such as a litter picking programme
3. Create and support the presentation of assemblies on a key theme
4. Organise a student group or club (with teacher support)
5. Showing compassion through an act of kindness to someone within the school or the wider community.
6. Aspire to have an attendance which is over 97% for a whole term and to have no negative behaviour points
7. Take part in three extracurricular “meaningful encounters” with further education establishments or employers
8. Plan, and organise a fundraising event at Copleston High School
9. Take part in either a music/drama production, sporting event or academic event (in school or out)
10. Be actively involved in mentoring or supporting other students within Copleston High School or the local community

Students will achieve a Satchel badge for each challenge they achieve. Students can then achieve further badges and prizes based on the number of challenges they complete.

- Bronze – Successfully complete 3 I Aspire challenges
- Silver – Successfully complete 5 I Aspire challenges
- Gold – Successfully complete 7 I Aspire challenges
- Platinum – Successfully complete 10 I Aspire challenges

At the end of each term all rewards will be celebrated for each Year group via high profile Achievement Assemblies and Celebration Evenings, which Governors attend.

Student’s successes will also be rewarded within subject areas with postcards for attitude and attainment. Also, at the end of each school year there will be a high-profile Celebration Evening where the achievements and talents of students within a Year group will be showcased. Examples of certificates and postcards that are sent home to students can be seen in Appendix 18c.

Achievement Assemblies

Achievement assemblies take place termly for each year group and are a chance to recognise students who have worked hard in their subjects and received subject satchel badges, have excellent attendance and have taken part in the I Aspire programme.

Celebration Evenings

These take place in the summer term for each year group and parents are invited to attend. This is the showcase rewards event of the year and is a real celebration of the students who have worked hard and shown a positive commitment to our school community throughout the year.

Proud Work

Subject teachers reward students with individual satchel subject badges for exceptional work or effort. Students are acknowledged for these badges at achievement and celebration evenings.

Principals Award

Each Year team will nominate two students in their year group per week for a Principals Award. This award will be presented to the students by the Principal and will include a golden tickets and other rewards.

Sixth Form Behaviour Rules:

Behaviour in General

There are very few rules and regulations concerning Sixth Form, as we simply start with the expectation that students will conduct themselves around the site, the local community and in lessons in a mature, polite and responsible manner. Students should act as role models for younger students and should set a positive example for them. On the rare occasions that we do have behaviour issues to deal with, the Pyramid Code should be followed by the member of staff concerned. We follow the same Suspension/Permanent Exclusion policy as Main School.

In extreme cases of bad behaviour, such as racist, homophobic, bullying, sexually inappropriate, violent or drug related incidents, then the normal school suspension and permanent exclusion procedures will be followed.

Around school/Within school:

Our non-negotiables:

- Phones are only allowed to be used in the in the designated Sixth Form areas.
- Study periods are compulsory lessons and students must sign in and out.
- All students must be in school for registration at 8.30am.
- Smoking/Vaping is not permitted on or around the school site. If a student is referred by a member of staff to the Director of Sixth Form the first occasion will be a verbal warning, the second a letter home, the third a Suspension.

In the Classroom:

The minimum expectations:

- Attend all lessons and arrive punctual
- Keep well organised files/folders
- Be correctly equipped and prepared for the lesson
- Listen attentively
- Be fully engaged in all lessons at all times
- Take an active part in group work, paired work or whole class discussion
- Develop independent learning skills – a worker, a learner and a helper

Communication of the Policy

The School is committed to the continuous reinforcement of the behaviour policy in all that we do to ensure that standards of behaviour are maintained and improved over time. In particular, the policy is reinforced in the following ways:

Staff training: all staff are trained in implementing the behaviour policy in a consistent and fair manner. There are frequent refresher sessions to ensure that the message remains the same and that standards are maintained.

Standardised display: all classrooms display the Behaviour for Learning posters showing the beacon of brilliance. This is to ensure that students are constantly reminded of what is expected as well as the Golden Principles of learning.

Assemblies: these are used as an opportunity to constantly reinforce high expectations of behaviour to students and to react to any particular issues that may arise.

Home-school agreement: This is signed by all students before they join the School and reinforces to students and parents key messages about standards of behaviour and items that are banned from the School.

School Website: this has a copy of the Behaviour Policy.

LINKS TO OTHER POLICIES

This Behaviour for Learning Policy is to be used in relation with

- Safeguarding Policy
- Anti-Bullying Policy
- SEN/Learning Support Policy
- Drugs Policy
- E-safety Policy
- Teaching and Learning Policy
- Equality Policy
- Attendance Policy

Appendices

1. **Behaviour chart**
2. **The SLANT poster**
3. **Beacon of Brilliance poster 1**
4. **Beacon of Brilliance poster 2**
5. **Policy on Digital Devices Poster**
6. **Attitude to Learning**
7. **High level behaviour / Fast track process**
8. **On-report system**
9. **Corridor protocols**
10. **Guidance on carrying out school duties**
11. **Uniform policy**
12. **Home school contract**
13. **Serious Incident Investigation Form**
14. **Example of a typical Return to School Agreement Plan (SPSF)**
15. **Example of a typical Reintegration Contract – Internal Exclusion**
16. **Example of a typical Copleston High School Behaviour Contract**
17. **Copleston High School Behaviour Contract – Example of an Attendance related contract**
18. **Copleston High School Behaviour Contract – Example of a Non-Contact related contract**
19. **Copleston High School Behaviour Contract – Example of a Use of Smart Devices contract**
20. **Example of a typical Isolation Letter**
21. **Example of a typical Non-Attendance at Detentions Letter**
22. **Example of a typical Non-School Uniform Letter**
23. **Example of a typical Over 3 confiscations of Mobile Phone Letter**
24. **Example of a typical Social Media Letter**
25. **Example of a typical Cycle Ban Letter**
26. **Example of a typical Bag Search Letter**
27. **Example of a typical On Report Letter**
28. **Example of a typical Breakfast Club Letter**
29. **Examples of Certificates given to students**
30. **Examples of Postcards given to students**

Appendix 1

Behaviour Chart

Incident	Category	Receiver of Information	Responsibility for Reporting Incident	Responsibility for Action Taken	Possible Action Taken
Examples in lesson or form: Eating in Class Using electronic equipment Not settling Attitude/Insolence/Rudeness Misuse of equipment Lack of equipment Low level bullying (name calling etc) No homework/Coursework Not working/unacceptable work Lateness Incorrect uniform	LOW LEVEL	PASTORAL TEAM Form Tutor Subject Leader	Report to be logged by subject teacher or form tutor . Logged in the comment box on Go4Schools e.g. positive discipline system	Teacher of the lesson form time in which the incident occurred	Student seen Parent contacted Department detention Pastoral detention Subject report Green or Yellow report card to Form Tutor or Pastoral Team Academic mentoring Restorative approaches
Low Level Referral If a low level incident occurs persistently in a subject (e.g. lack of equipment x 3) this will result in a low level referral to the subject leader for them to deal with	MID LEVEL	PASTORAL TEAM Leader of Learning Form Tutor Subject Leader	Report to be logged by Subject teacher . Logged in the comment box on Go4Schools e.g. positive discipline system	Subject Leader	Student seen Parent contacted Department detention Internal Exclusion Pastoral Isolation Report system with Yellow or Red card Academic mentoring Restorative approaches Pastoral Team Programmes, e.g. Anger Management
Examples out of lessons: Off site Obscene Language Truanting lesson/form Poor attitude/Disrespectful Refused to go to referral Failure to follow instructions	MID LEVEL	PASTORAL TEAM Leader of Learning Leadership Link	Report to be logged by the member of staff. Logged in the comment box on Go4Schools e.g. positive discipline system	Leader of Learning	Student seen Parent contacted Parental meeting Report system Academic mentoring Pastoral detention Internal Exclusion Suspension Restorative approaches
Examples: Serious bullying Racism Damage/Vandalism Dangerous behaviour/intimidation Fighting in class/school Theft Swearing/verbal abuse at others Physical assault Drugs/drinking/smoking Failure to follow instructions/Persistent defiance	HIGH LEVEL	PASTORAL TEAM Leader of Learning Leadership Link Principal	Report to be logged by the member of staff. Logged in comment box on Go4Schools	Appropriate member of Leadership Team	Student seen Parent contacted Parental meeting with Senior Leaders Report system School detention Multi-Agency Support Internal Isolation Suspension Managed Move Permanent Exclusion

Appendix 2 – The Slant poster.

This should form the basis of most in-class behaviour interventions



1

2

3

- I monitor my own learning strategies and evaluate how successful they have been
- I make changes and improvements to these strategies when needed, becoming more independent in my work
- I read widely around my subjects and complete additional research, including Super-Curriculum projects

- I monitor my own learning and progress through self-assessment
- When we check work or use model answers, I will identify the parts of the topic I am struggling with and work even harder to make sure I understand them clearly
- I review my work regularly to help me remember and ask appropriately for help or clarification when needed

- I arrive on time for every lesson and am prepared with the correct equipment. I challenge myself in every lesson and stick at it when things are difficult, showing determination and resilience
- I behave in a courteous and polite way, following the school policy. I treat others with respect at all times
- I listen carefully to instructions, tracking the teacher, and follow them promptly
- I always give my best effort when completing tasks in lessons. I want all my work, including my homework, to be the best that it can be
- I answer questions thoughtfully when asked. When others give answers I listen carefully and consider whether I can add anything to develop the answer further
- I seek feedback to help me with my learning, from my teacher or peers when appropriate. I always act on my teacher's feedback to improve my work

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THE BASE SIX
Strategies that should be used in every lesson when appropriate

The Beacon of Brilliance

RESILIENCE
The work gets harder, I try harder

RESOURCEFULNESS
I'm struggling; I will use the classroom displays, resources, and my peers (when appropriate) to support my learning

GROWTH MINDSET
I view a mistake as a first attempt in learning

Forgetting curve for newly learned information

Copleston High School

Appendix 4

53

1

- I consider and act upon all expectations of layer 2
- I take responsibility for my own progress towards lesson objectives and longer term development
- I take full advantage of all opportunities offered
- I go above and beyond expectations

↑

2

- I never need reminding about the BASE SIX
- I always put 100% effort into all aspects of the learning including homework
- I make positive contributions to groupwork and class discussion
- I ask for help when I need it in a constructive manner
- When the learning gets harder, I work harder
- I act on verbal and written feedback with maturity and use it to change my approach

↑

3

THE BASE SIX

These are the non-negotiable expectations from all students at all times

- I arrive on time for lessons and registration
- I arrive with the correct equipment and correct uniform
- I treat others politely and with respect at all times
- I follow instructions the first time
- I follow the SLANT rules throughout all lessons
- I have my phone turned off and in my bag whenever I am inside the building

The Beacon of Brilliance

RESILIENCE

The work gets harder, I try harder

RESOURCEFULNESS

I'm struggling; I will use the classroom displays, resources, and my peers (when appropriate) to support my learning

GROWTH MINDSET

I view a mistake as a first attempt in learning

GOLDEN TICKET

- Take responsibility of my own progress towards learning objectives
- I take full advantage of all opportunities offered
- I go above and beyond all expectations
- When the learning gets harder, I work harder
- Random act of Kindness



Policy on digital devices at Copleston



✗ Phones must not be used during or between lessons unless it is a legitimate learning related purpose and the teacher has given permission

✗ Phones must not be used for making calls or checking the time

✗ No phones or headphones in corridors

✗ Phones must not be left on, even in silent mode

✗ Headphones and mobile phones should not be in sight and should be stored in a bag, apart from at break time, lunch time or outside of school

✗ Phones must not be used to take photos or videos during class time

✓ Phones may be used outside of the building at break time, lunch time or on the way to and from school, and inside the building within social spaces at lunchtime and break time

Appendix 6

Attitude to Learning

1. The student takes responsibility for their own progress towards lesson objectives and longer term development. They take full advantage of all opportunities offered. They go above and beyond expectation.
2. The student never needs reminding about the Base Six. They always put 100% effort into all aspects of the learning including homework. They make positive contributions to class discussion. They ask for help when they need in a constructive manner. When the learning gets harder, they work harder. They act on verbal feedback with maturity and use it to change their approach.
3. The student arrives on time for lessons and registration. They arrive with the correct equipment and correct uniform. They always treat others politely and with respect. They follow instructions the first time. They track the teacher and remain silent when they are talking. They always have their phone off and in their bag.
4. The student fails to follow the Base Six principles of learning at all times.

Appendix 7

High level Incidents of Behaviour-Fast Track

High level behaviour incidents by students e.g. swearing at a teacher, physical assault etc, should be reported immediately by the teacher. This should be done using the Go4Schools system or by sending a reliable pupil from the lesson to inform a member of the Pastoral team.

The Pastoral Support Workers on patrol or Senior Staff ensure that the student is removed from the lesson.

Statements are taken by a member of the pastoral team from any students or members of staff that might have witnessed the incident. All the information is passed onto the Director of Behaviour and Attendance who makes the decision as to an SMT detention or Suspension.

SMT detentions

Students are placed in SMT detention by the Leader of Learning and it is confirmed by a member of SMT

SMT detentions take place on Friday afternoons in the mail hall. Students who fail to attend will receive a day in the supervision room in addition to the re-issue of the missed detention on a Monday.
in addition to the re-issue of the missed

Part of the process will usually include a discussion between the student and a member of the pastoral team or SMT

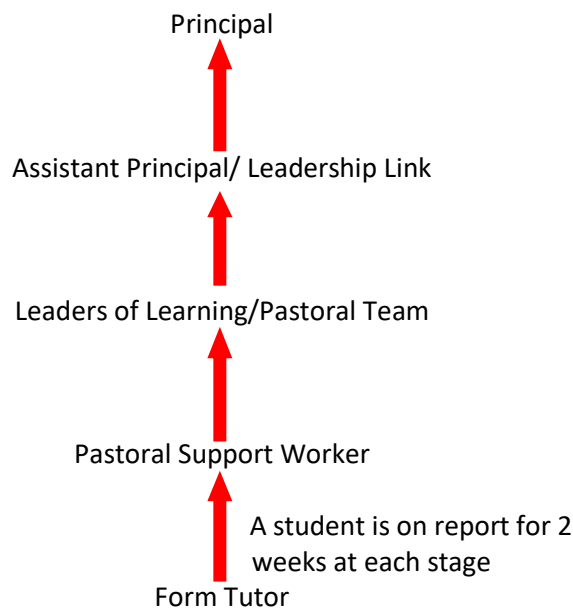
Suspension

The Principal decides upon this. This information is given to the Pastoral Administrator who will send a letter to parents and also puts this information onto SIMS

Leader of Learning/Assistant Principal/ / Principal explain what has happened and arrange for the student to be collected and taken home. The Pastoral Administrator will co-ordinate the re-admittance meeting between student, parent and senior management. In some cases, a school Governor may need to be present.

Re-admittance pro-forma completed at reintegration meeting with agreed targets. Student is placed on a Pastoral Support Plan (PSP).

Appendix 8 On Report System



- Students are identified as needing to go on report from the weekly behaviour data during the weekly meetings between Leaders of Learning and Pastoral Support Workers. The behaviour actions are monitored regularly through meetings between Leaders of Learning and Directors of Year/SLT Links.
- The student is spoken to by the Leader of Learning as to why they are being put on report.
- A letter is sent to the student's parents/carer by pastoral Administration informing them of the situation.
- The student's report is checked at the beginning of lunchtime and at the end of each day by the appropriate person.
- If a student has poor Learning Profile grades a lunch time detention is completed on that day with a member of the Pastoral Team.
- If after 2 weeks on report a student's behaviour has improved, they are taken off report and a letter is sent home by pastoral Administration.
- If after 2 weeks on report a student's behaviour hasn't improved, they move up on report to the next stage, and a letter is sent home by the Pastoral Administrator informing parents/carers.
- If a student's behaviour is still causing concern and they have moved up the system, they are referred to the-supervision room and considered for SMT detention on a Friday evening until 5.00pm.

Appendix 9

Corridor Protocols at Copleston High School 'A reminder of expectations'

Rationale

The communal areas in the school are all our responsibility and if we patrol them behaviour and learning will improve, due to students arriving to lessons in an ordered manner and on time. If we are all consistent with this, students will quickly realise that this is the 'norm' and that wasted time between lessons is not acceptable.

Starting Lessons

- Teaching staff to meet students at the door.
- Direct students to lessons that are loitering around your door or area.
- Do not line students up bring them straight into the room to avoid congestion and initiate learning.
- Decide on a routine for students once they are in the classroom (e.g. immediately sitting in seats from the seating plan, or standing behind chairs for a uniform check.)
- Where possible use support staff to supervise your starter activity/routine while you are greeting students at the door; this ensures valuable time is not lost with those students arriving early.
- Students should take no longer than the five minutes change over time allowed to arrive at your lesson. All staff must adopt the approach that 30 seconds late is still late.

Ending Lessons

- Develop a routine for ending your lesson following the plenary (e.g. standing quietly behind chairs.)
- Don't dismiss students all at once to avoid corridor congestion. The groups that are dismissed first should be rotated by lesson.
- Meet students at the door again as they leave with a friendly smile!
- Do not allow students to congregate outside your door following a lesson with you.
- Where possible use support staff to help with your end of lesson routines (e.g. ensuring that those students that have been dismissed are moving swiftly to their next lesson.)

Between Lessons

All teaching and non-teaching staff have a duty to encourage students to move to lessons quickly. Any students out of class during lesson time should be challenged.

Summary

By following these simple routines, the movement of students around the school will be more ordered and valuable learning time will not be lost. Students will also become familiar with these collective routines meaning that behaviour management will be less of a challenge for all staff.

Appendix 10

Guidance on Carrying out Break/Before and After School Duties

Area/Staff Member		Specific Duties
Senior Duty/Team Leader		To ensure that things run smoothly and that any gaps are filled. The Senior Duty person should patrol the site also ensuring that other duty team members are present.
LOL Presence		To support the Senior Duty person by patrolling the site both inside and outside and responding to situations as they arise.
Astro duty		This duty is split into two halves 12.15 – 12.35 and 12.35 – 13.00. The person responsible for the first part of the duty will be responsible for unlocking the gates. No food, drink or school shoes should be taken on to the Astro. Trainers must be put on at the gate. Bags may be left inside on the tarmac area but are not to be taken onto the carpeted area. No spectators should be inside the Astro. The person responsible for the second half of the duty needs to be on time to allow the first person time to have a lunch break. You will also be responsible for assisting in the blowing of whistles, making sure that the students leave promptly on the bell and locking the gates of both all-weather areas. All litter must be collected and put into the bins provided.
Coffee bar		Ensure that all food is consumed within the coffee bar. Make sure that the student put all litter in the bins, make sure that students leave promptly on the bell and not filter into the toilets opposite. Please note that Sixth Form students can purchase food and drink in the Coffee Bar at break and lunch time but they cannot eat in the Coffee Bar at these times.
Canteen /Diner		Lunch duty in the coffee bar is from 12.15 – 12.40. It is vital that you are on time as it is very busy at the start. All food must be consumed within the canteen. Ensure that all students are using the facilities offered to them correctly. Encourage the students to put litter in the bin and circulate continuously.
Snack Shack		To monitor the way in which students queue to use the snack shack ensuring that this is sensible and also done fairly. The person on duty in this area should also ensure that students put all their litter in the bins provided. There should not be any litter in this area at the end of a duty. The person on duty in this area can also help the person on duty at The Platform.
		<u>This area has now been split into 3 main sections:</u>
	A Playground	To ensure that behaviour in this area is appropriate and that students are placing all litter in the bins. At the end of break there should not be any visible litter in this area.
	Main Reception	To ensure that students are not using the Main Reception area as a walkway and that their conduct in this area is appropriate. The outside pathway between the Admin Suite and the Main Hall should also be patrolled
	Quad & Toilets	To ensure that behaviour in this area is appropriate and that students place all litter in the bins. At the end of break there should not be any visible litter in this area. The person on duty in this area should also ensure that the flow of students into and out of the toilets is maintained and that there is not any dangerous congestion.

Area/Staff Member		Specific Duties
Duty Area B		Area b is area outside the sports hall, at the back of the hall opposite the 6th form car park and the side field. Circulate ensuring that students are putting litter in the bins provided, and are moved on to lessons promptly
		This area has now been split into 3 main sections:
	Stairs/Lift near Coffee Bar	To ensure that the movement of students is carefully monitored and policed. Students are potentially coming from four different directions at this point and this need very careful handling in terms of the Health & Safety of our students.
	Outside PE Dept/Sports Hall	To monitor the behaviour of students in this area and to ensure that litter is put in the bins provided. There should be no litter in this area at the end of a duty session.
	The Platform	To monitor the way in which students queue to use the snack shack ensuring that this is sensible and also done fairly. The person on duty in this area should also ensure that students put all their litter in the bins provided. There should not be any litter in this area at the end of a duty. The person on duty in this area can also help the person on duty at Snack Shack.
Duty Area C		This is the area outside 6th form around the DT, Food and Art area, linking with the side field; it is the playing field and the surrounding Make sure that the field is vacated promptly on the bell. Ensure that all pupils playing football etc are far enough away from windows and others not participating. Litter to be put into bins provided.
		<u>This area has now been split into 3 main sections:</u>
	Outside 6th Form Common Room and field	To ensure that students behave appropriately in this area and to make sure that Main School students do not use the Sixth form as a walk through. The person on duty here should also ensure that students are placing litter in the bins provided. There should be no litter left in the area at the end of a duty.
	Sports Hall	The duties are the same as for outside the PE Dept/Sports Hall. Please can you ensure that pupils pick up litter and keep the area tidy.
	Outside Food and Tennis Courts	To ensure that students are behaving appropriately towards one another and that all litter from food is placed in the bins provided.

Please ensure all areas are clear of litter by the end of break.
Ask students to pick up litter (even if it not theirs) and put it in bins throughout break so this is achieved.

School Uniform Guide for girls



Acceptable

White polo shirt

Maroon sweat shirt

Grey trousers

Black footwear



Not Acceptable

Boots or other
inappropriate footwear

Backless shoes

Tight or low hung hipster
style trousers

Skinny jeans or black jeans

Facial piercing and
excess jewellery



School Uniform Guide for boys



Acceptable

White polo shirt

Maroon sweat shirt

Grey trousers

Black footwear



Not Acceptable

Boots or other
inappropriate footwear

Backless shoes

Tight or low hung hipster
style trousers

Skinny jeans or black jeans

Facial piercing and
excess jewellery



Any difficulties arising over school uniform should be referred to the school. The school will do everything possible to ensure each student is correctly dressed.

SCHOOL UNIFORM

All students are required to wear school uniform and parents/carers are expected to ensure that their children leave home for school correctly dressed.

We do appreciate that we need to recognise the current cost of living crisis and to that end we will accept the following items as part of the main school uniform in order to lessen the cost upon families:

- A plain white polo shirt can be purchased from other retailers
- Grey, tailored trousers can be purchased from other retailers, but they must match our school grey. (Black or charcoal coloured trousers cannot be worn)

Please also note the following uniform requirements:

- Sweatshirts must be branded with the school logo
- All footwear must be black
- Trainers may be worn but must be all black and not have coloured logos

No other sweatshirt or jumper is to be worn in or to school. Coats, when necessary, should be worn in addition to the school sweatshirt and not to replace it.

Extremes of fashion in hairstyles (including shaving), earrings or shoes should be avoided. Nose studs or similar are **not** permitted at any time nor is any "bedding in" period allowed. Your son/daughter will be sent home to remove such items if necessary.

Uniform items are listed below:

White polo shirt

Maroon Sweatshirt with logo

Plain Grey trousers (*see above*)

Black shoes

Socks should be plain

The following uniform is acceptable:

- ♦ Polo shirt + school sweatshirt + coat
- ♦ Polo shirt + school sweatshirt
- ♦ Polo shirt
- ♦ Discreet jewellery
- ♦ Discreet make up in Years 10 + 11
- ♦ Student Leader or Student Council Hoodies if a student has this position in the school

The following are NOT acceptable:

- ♦ Polo shirt and coat
- ♦ Any other non-uniform sweatshirt
- ♦ Boots
- ♦ Hats
- ♦ Facial piercings of any kind including noses studs
- ♦ Multiple earrings, bracelets, necklaces or rings

DEALING WITH UNIFORM ISSUES

Stages of Intervention

- Form Tutors and Class Teachers monitor uniform every day. The importance of this is stressed by LOL at their weekly Monday morning meeting with Form Tutors. It is also stressed to students during assemblies. Uniform will be looked at as students enter and exit assemblies.
- Pastoral Support Workers visit classes on a daily basis. Students are challenged about inappropriate uniform and parents/carers are telephoned by Pastoral Support Workers. Financial help is offered if it is clear that this is an issue.
- Letters sent home via the Pastoral Administration Team where students are wearing the wrong uniform. Any member of the Pastoral Team can authorise the letter. The sending of the letter is logged on to Go4Schools.



- If student still persists in wearing the wrong uniform, the LOL/Director of Behaviour and Attendance contacts home to speak to parents/carers. If the issue is financial, the school will again offer assistance.
- If the parent/carer is unwilling to support the school at this point, then the LOL/Director of Behaviour and Attendance invites the parents/carers in to meet with them and clearly explains the school stance on uniform.
- The meeting should be about encouraging the school and parents/carers to work in partnership. However, if it is clear that no progress can be made, the meeting will be drawn to a close and the issue passed on. It is anticipated that 99% of issues will be dealt with by the end of this stage.



- If the parent/carer has not supported the school and its uniform policy at the previous stage, this will now move to a member of SMT.
- The member of SMT will telephone or meet with the parents/carers and make the school stance clear. It can be made clear that the school will refuse to teach the student in normal lessons if the uniform policy of the school is not adhered to. The member of SMT will judge if this is necessary.
- The member of SMT will inform the parent/carer that a meeting with the Principal and a Governor will now follow if they have not been supportive.



- Meeting with Principal, Governor, parent/carer and student.
- The Principal will give the parent/carer clear options.



COPLESTON HIGH SCHOOL

HOME SCHOOL AGREEMENT

Appendix
12

The Staff and Governors of Copleston High School will:

provide a caring and purposeful learning environment	✓
provide a broad, balanced curriculum, satisfying National requirements	✓
endeavour to ensure that each student achieves his/her full potential	✓
provide enhanced opportunities within and outside the curriculum in line with our Development plans	✓
provide detailed information and advice on your child's progress through reports and consultations	✓
keep parents/carers informed about school activities via letters and news sheets	✓
contact parents/carers if there is a problem with attendance, punctuality, uniform, behaviour or equipment	✓
set, mark and monitor homework	✓
be welcoming and available to parents/carers as far as is possible	✓

Principal: _____

As the parent/carer of a child at Copleston High School I will:

inform the school about any issues that might affect my child's education, including attendance	✓
ensure that my child has no unauthorised absences and that they attend school unless there are exceptional circumstances	✓
encourage and support my child to enable him/her to achieve his/her full potential	✓
encourage and support my child to take advantage of the range of extra-curricular activities available	✓
make sure that my child attends school regularly, on time and properly equipped	✓
make sure that my child wears the school uniform	✓
support the school's policies on behaviour, discipline and homework	✓
support my child by attending parents' evenings	✓
support my child in homework and other opportunities for home learning	✓
support school policy which states that authorised staff may use reasonable force as a last resort if a child's behaviour warrants this intervention	✓

Parent/Carer: _____

As a student of Copleston High School I will:

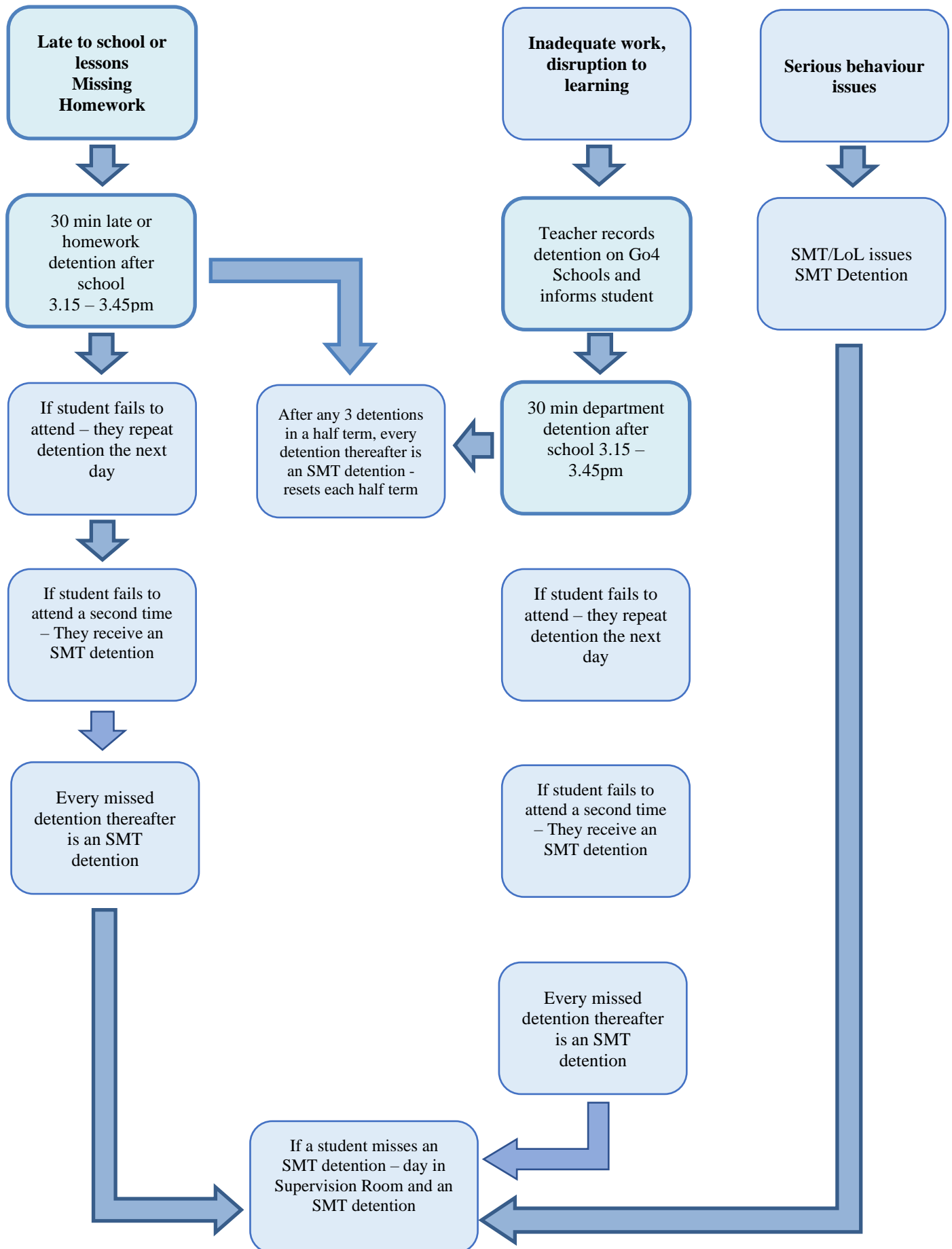
attend school regularly and arrive on time	✓
do as I am asked, the first time I am asked	✓
always be in the right place at the right time doing the right thing	✓
complete the work set, including homework, to the best of my ability	✓
always look smart and be ready to learn	✓
follow school rules and co-operate with staff	✓
with my words and in my actions show respect for others at all times	✓
look to enhance my personal development by taking part in appropriate opportunities inside and outside the classroom	✓
respect myself and my environment	✓
be a good team member to enable us to <u>achieve success together</u>	✓
never bring items on the school's banned items list into school	✓

As a Year 11 student (if applicable) of Copleston High School I will:

attend form at 8:20 to receive revision time in the morning	✓
attend revision and exam skills revision sessions after school from September onwards	✓

Student: _____

Detention Flow Chart Appendix 13



Appendix 14

Return to School Agreement Support Plan (SPSF)

Student Name:

Reason for Suspension:

Dates of Suspension:

Date of meeting:

Purpose of this meeting
<ul style="list-style-type: none">• To reintegrate successfully back into school life full time.• To provide a re-integration strategy that offers a fresh start.• To make sure that you understand the impact of your behaviour on yourself and others.• To make sure you are aware and understand our high expectations of behaviour in line with our school culture.• To make sure you feel you belong within the school community, so you can engage with learning.• To create a Pastoral Support Plan.

People present in the meeting.

Name	Role

Attendance %	
Number of days suspended this term	
Number of days suspended this year	
Number of negative points received this year so far	
Number of negative points average per student for the year group	

Summary of concerns leading to the suspension

--

Progress and Concerns

What is going well?

What needs to change	<i>What would good look like?</i>	<i>Possible strategies</i>

Support Plan

The student will:	
1	
2	
3	

In order to support these targets Parent(s)/Carers will:	
1	
2	
3	

Dates of follow up/review meetings	
Date of mid-point meeting:	
Date of end of Support Plan meeting:	

Signatures

Student signature	
Parent/Carer signature	
School Staff signature	
Name and role of staff	
Governor signature	
Name of Governor	

Mid-point Meeting

Date of Meeting:

People present in the meeting.

[illegible]

Attendance %	
Number of days suspended this term	
Number of days suspended this year	
Number of negative points received this year so far	
Number of negative points average per student for the year group	

Progress and Concerns

What is going well?

What needs to change	<i>What would good look like?</i>	<i>Possible strategies</i>

Support Plan

The student will:	
1	
2	
3	

In order to support these targets Parent(s)/Carers will:	
1	
2	
3	

Signatures

Student signature	
Parent/Carer signature	
School Staff signature	
Name and role of staff	
Governor signature	
Name of Governor	

Final Review Meeting

Date of Meeting:

People present in the meeting.

[illegible]

Attendance %	
Number of days suspended this term	
Number of days suspended this year	
Number of negative points received this year so far	
Number of negative points average per student for the year group	

Progress and Concerns

What is going well?



Part of **GIPPESWYK COMMUNITY
EDUCATIONAL TRUST**

Achieving success together

Reintegration Contract – Internal Exclusion

Date:

Pupil Name:

Tutor Group:

Dates Internally Excluded:

Reason(s) for Internal Exclusion:

I understand that my actions were unacceptable and that I must maintain the standards expected at Copleston High School.

Following my internal exclusion I realise that my conduct will be monitored both in and out of lessons.

I will pay particular attention to the following target(s):

- 1.
- 2.
- 3.

Pupil signature:

Parent signature:

Staff signature:

Staff Name:

SLT/Governor Signature:

SLT/Governor Name:

(A copy of this contract must be given/sent to parents).



Copleston High School Behaviour Contract – General Example

Context

This is a written agreement that confirms that I will adhere to all instructions given to me by staff and during the school day I will ensure that I am in the correct class. I understand that not following staff instructions and not being in my timetabled lesson is having an impact on my overall success within school.

Support Plan

The student will:

- Ensure that I am on time to school and lessons.
- Make sure that I am focussed and concentrate on my own work in lessons
- Make positive steps towards my education and progress for the future.

The parent(s)/carer(s) will:

- Ensure that they support the school with the sanctions that are imposed.
- Support XXXX in helping them to reach their highest potential.

The school will:

- Ensure that the rules of this contract are adhered to by all parties.
- Support XXXX with their overall education.

Declaration

I recognise that this plan is to support me to achieve my potential and to thrive in a changing world.

I understand that if this contract is not successful **further sanctions will apply.**

Copleston High School has clear behaviour expectations that are outlined in the Behaviour Policy that can be found on our website <https://www.copleston.suffolk.sch.uk>

Student (print name)_____	Student (signature)_____
Staff (print name) _____	Staff (signature)_____
Staff (print name) _____	Staff (signature)_____
Parent (print name) _____	Parent (signature)_____



Copleston High School Behaviour Contract

Context

I want to improve my attendance to school to ensure I can reach my highest educational potential and thrive in a changing world. I want to have more good days than bad. My gaming and phone can negatively impact my routines and school attendance.

I have been unable to consistently attend school this year. This is having a significant impact on:

- My education (missing out on work and falling behind)
- My social health (missing interaction with friends)
- My emotional and physical health (not having a consistent routine)
- My relationships with my family (having arguments about coming to school)
- My safety (when truanting and people not knowing where I am)

Support Plan

The student will:

- Attend school every day 8.40am-3.10pm
- I will not truant school and will ensure that I leave home on time to arrive to school every day.
- If I am not in school I will answer my phone to ensure my parent and teachers know I am okay.
- I will engage in support and conversations about my well-being and attendance and recognise people are looking out for me.

The parent(s)/carer(s) will:

- Ensure that I attend school every day.
- Only allow me to take the day off school when I am truly too unwell to come to school and will call the school before 8.30am to report this.
- Will be honest and open with all communication with the school – to keep them informed if I am refusing to come to school and work with them to encourage me to come to school.

The school will:

- Explore emotional well-being support for me in school to ensure I am in a good frame of mind to learn.
- Communicate with my parent on days I am absent to understand the reason for my absence and support me to be into school.

Declaration

I recognise that this plan is to support me to support me to achieve my potential to thrive in a changing work. If I do not attend school **then Copleston High School will be allowed to confiscate my gaming devices and phone until I complete a full day in school.**

I understand that if this contract is not successful **further sanction will apply.**

I recognise that it is the legal obligation of parents/carers to ensure that their child attends school, and that failure to improve this situation is an offence under SS7 and 444 Education Act 1996.

Student (print name)_____	Student (signature)
Staff (print name) _____	Staff (signature)
Staff (print name) _____	Staff (signature)
Parent (print name) _____	Parent (signature)



Part of GIPPESWYK COMMUNITY
EDUCATIONAL TRUST

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Copleston High School Behaviour Contract

Context

This written agreement confirms that students who sign this contract agree to have no contact with one another other than that which might be necessary for your academic pursuits at Copleston High School and this includes contact which might be physical, verbal, written, electronic, or of any other nature, for example initiating contact indirectly through friends or other people.

Support Plan

The student will:

- Not make contact with the other student(s) signing this contract, whether of a physical, verbal, written, electronic nature, or any other nature, including indirectly through friends or other people.
- Not seek out the student(s) who have signed this contract for any reason whatsoever.
- Will avoid the places that the other student(s) is/are known to frequent, either in school or out of school.

The parent(s)/carer(s) will:

- Ensure that no contact is made out of school, as above.
- Will speak to their child every day to confirm that no contact has been made.
- Will contact the school immediately if they are made aware that this contract is being contravened.

The school will:

- Ensure the rules of this contract are being adhered to, by all parties.
- Will ensure the students know who to report to if any contact is made contrary to the rules of this contract
- Provide a safe place and member of staff for the student to go to if they feel they are being subjected to any form of contact which is not appropriate as per the rules of this contract

Declaration

I recognise that this plan is to support me to behave appropriately and get along with other students, which in turn will avoid any conflict and benefit my general education.

I understand that any contact initiated by myself either directly, or indirectly, will be considered a violation of this agreement and will result in further action being taken, or an escalated sanction being issued accordingly. It may result in permanent exclusion from Copleston High School.

Copleston High School has clear behaviour expectations that are outlined in the Behaviour Policy that can be found on our website <https://www.copleston.suffolk.sch.uk>

Student (print name) _____ Student (signature)

Staff (print name) _____ Staff (signature)

Staff (print name) _____ Staff (signature)

Parent (print name) _____ Parent (signature)



Copleston High School Behaviour Contract

Context

I have been unable to independently implement boundaries around my usage of smart devices i.e. my mobile phone, and time spent playing on games. This is having a significant impact on:

- My physical health (fatigue and unhealthy eating patterns)
- My social health (lack of interaction and communication face to face)
- My emotional health (causing fatigue, anger, distress and upset)
- The relationships with my family (weakened and strained)
- My education (distraction from independent revision and fatigue affecting performance)

Support Plan

The student will:

- Limit the time I spend gaming to 1 hour a day during the week, and 2 hours a day at weekends
- Not take my mobile up to my bedroom in the evenings
- Sit and eat my dinner with the family and not use my mobile during this time
- Not use my phone for 1 hour before going to bed
- Not use my phone after 6.30pm on Sunday evenings

The parent(s)/carer(s) will:

- Ensure family meal times are device-free
- Monitor the amount of time spent gaming
- Lock the mobile phone away at certain periods during the day and weekends, and overnight.
- Take the mobile/gaming device away if the times are being exceeded.

The school will:

- Maintain contact with parents to ensure the rules are being adhered to
- Confiscate the mobile phone if it is being used in school unless for an emergency, or pre-agreed call being made
- Check in with the student periodically to see how they are coping.

Declaration

I recognise that this plan is to support me, especially at such a critical point in my education, and that someone needs to take control of this situation and put in boundaries on my behalf. I agree to limit my use of mobile phone and gaming devices according to the time stated in this contract.

I understand that if this contract is not successful I will not be able to use my gaming devices at all and my mobile phone will be confiscated for 1 month. If any aggressive behaviour is displayed around the time of confiscation the police will be called.

Student (print name)	_____	Student (signature)
Staff (print name)	_____	Staff (signature)
Staff (print name)	_____	Staff (signature)
Parent (print name)	_____	Parent (signature)

Copleston - Isolation Letter

Dear **Parent Title** **Parent Last Name**

We are fortunate that the overwhelming majority of our students are polite, well-behaved and punctual and comply with the high expectations we have at Copleston High School. Where a student does deviate from our behaviour policy, we seek to support and sanction in order to resolve issues and avoid any escalation. However, in some cases more corrective action is needed once other avenues have been expended or as a response to an incident. To this end, we will isolate a student from their lessons and social times in order to prevent further behaviour issues developing and to avoid other serious sanctions.

I am writing to inform you that **Student First Name** has not met our expectations for behaviour. Therefore, as a result of this, they will be in a period of isolation on XXXXXXXXXXXX. They will be supervised by a senior member of staff and will complete work set by their teachers.

We hope you appreciate the appropriateness of this sanction and can support us in supporting **Student First Name**.

Please ensure that **Student First Name** is aware of the information below:

- They need to report to their Leader of Learning at the start of the school day, prior to registration.
- They need to bring lunch but can access catering facilities if required.
- All work and behaviour will be monitored throughout the day and if the focus or standard is not acceptable, we reserve the right to impose further sanctions.

Yours sincerely

XXXXXXXXXXXXXX

Copleston - Non-Attendance at Detentions

Dear **Parent Title** **Parent Last Name**

Re: **Student First Name** **Student Last Name**

I am sorry to inform you that **Student First Name** has persistently not attended detentions and therefore we must now escalate this matter. As a consequence of not attending the detentions they will now be in isolation for a whole day on xxxxxxxx and serve a Senior Management Detention (SMT) detention on xxxxxxxx. The SMT detention is held in the Main Hall and starts at 3.15pm and finishes at 5.00pm.

Homework has a high impact on student progress, particularly in secondary school. The Education Endowment Foundation research shows homework is able to improve progress by 6 months when delivered in a digital format as with Satchel. It is vital then that students engage with homework if they are going to achieve their true potential.

If **Student First Name** persists in not attending detentions that are set then further sanctions may be implemented and these may include suspension from school for a period of time.

If there are any legitimate reasons why **Student First Name** has not attended the detention sessions that we are not aware of then please do let us know as soon as possible.

Yours sincerely

XXXXXXXXXXXX

Copleston - Non-School Uniform

Dear **Parent Title** **Parent Last Name**

Re: Non-School Uniform

Student: **Student First Name** **Student Last Name**

At Copleston High School we pride ourselves on high standards of school uniform. The wearing of full school uniform is compulsory and we believe that this prepares our students very well for their future within the world of work. Indeed a high percentage of jobs will require an appropriate uniform to be worn.

In order to maintain high uniform standards we rely on the full support of parents/carers and this is something that we have always received. Therefore, as a school we have a regulation uniform. Footwear must be plain black and some styles are not acceptable, i.e. backless shoes. Only the regulation uniform should be worn. The uniform should be smart and include a loose fitting shirt which is tucked in, grey trousers and the school sweatshirt/jumper.

It is also our policy that students do not wear inappropriate or excess jewellery to school. One pair of stud earrings is allowed but students should not have any other jewellery piercings. Necklaces, bracelets and rings are also not allowed. This is due to a number of lessons such as Science or PE where they would cause health and safety issues.

It has been brought to our attention that **Student First Name** was wearing the inappropriate uniform for school recently despite numerous warnings in assemblies and registration. The issue was as follows: XXXXXXXXX

I would ask that you ensure that **Student First Name** is wearing the correct uniform from now on. We want our students to be proud of their uniform and set a good example to other students within the school.

Should **Student First Name** arrive in the inappropriate uniform again, we will make contact with you promptly and ask for your support in ensuring that the correct uniform is worn. We will reserve the right to isolate students if they attempt to disregard the uniform regulations of the school.

If you have any concerns please contact me.

Many thanks in anticipation of your support.

Yours sincerely

XXXXXXXXXXXXXXXXXX

Copleston - 3 Confiscations of Mobile

Dear [Parent Title] [Parent Last Name]

Re: [Student First Name] [Student Last Name]

[Student First Name] has had their mobile phone confiscated at least 3 times this year. As stated in our Behaviour for Learning Policy we now request that [Student First Name] does not bring in their phone to school. This is for the whole year and does not reset termly.

We take this very seriously at school, the misuse of mobile phones causes distraction in class and affects learning. We thank you for your support on this.

Yours sincerely

XXXXXXXXXXXXXX

Copleston - Social Media Letter

Dear **Parent Title** **Parent Last Name**

I am advising you that it has been brought to my attention that a situation has arisen in school, due to something that occurred on social media yesterday.

This has then led to **Student First Name** (nature of problem).

Would you please have a conversation at home regarding your child's use of social media to help us ensure that these issues are not brought into school.

We appreciate your support in this matter.

Yours sincerely

Leader of Learning

XXXXXXXXXXXXXXXXXX

Copleston - Cycle Ban

Dear **Parent Title** **Parent Last Name**

Re: **Student First Name** **Student Last Name**

I write in regards to safe cycling of our students to and from school.

In the first instance I should say that the popularity of riding to school by our students is a real strength of Copleston. It is wonderful to see the passion that so many have for their bikes.

Consequently it gives me no pleasure to issue **Student First Name** with a XX week bike ban.

I would like you to remind to **Student First Name** that they are ambassadors of the school as well as to you and themselves when they cycle away and their behaviour on the roads is a direct measure of this. Also, students must adhere to our rules when they are on site – cycles must be dismounted, and students must walk their cycles to the cycle storage area. On no account should cycles be ridden on site as this poses a danger to other students and staff and may result in injury.

The reason that **Student First Name** has a ban is:

The ban starts from **XXXXXX**. They will be able to cycle back into school from the **XXXXXX**.

Thanks again for your support with this,

Yours sincerely

XXXXXXXXXX

Copleston - Bag Search

Dear Parent Title Parent Last Name

Re: Student First Name Student Last Name

I am contacting you to let you know that a bag search was conducted today as your child was suspected of XXXXXXXXXX. The search was made by XXXXXX and XXXXXX and I am pleased to inform you that nothing was found.

Please can we ask you to have the conversation at home regarding the matter that prompted the bag search as this will always be regarded as being suspicious.

Thank you in advance for your support in this matter.

Yours sincerely

XXXXXXXXXXXXXX

Copleston - On Report

Dear **Parent Title** **Parent Last Name**

Re: **Student First Name** **Student Last Name**

Please be advised that **Student First Name** will be on report - would you please check the report each evening.

Student First Name must report to XXXXXXXX in room C101 every lunchtime at **12.15pm prompt**, and to their Leader of Learning at the **end of the school day**. If the report is not up to standard **Student First Name** will be kept back for a period of time, at XXXXXXXX's discretion. **If they do not turn up to show their report, they will be kept in for the whole of the lunchtime the following day.**

The reason for being on report is:

We appreciate your support in this matter.

Yours sincerely

XXXXXXXXXXXXXXXX

Copleston - Breakfast Club

Re: Breakfast Club

Dear Parent Title Parent Last Name

Student: Student First Name Student Last Name

I am writing to inform you that your child has been placed on our Breakfast Club list. This is a free, in-school service, aimed at encouraging students to consume a good breakfast before beginning their school day.

Breakfast is available from 8:00am – 8:20am from the Cafe and consists of a bacon roll or danish pastry and either an apple or orange juice. We are not able to supervise pupils before 8:00am.

Your child is welcome to do their homework, read, chat to others, and get ready for the day ahead. Staff will be near to ensure students are safe. If there are any issues, your child can raise them with a member of the Pastoral Team, or a member of staff nearby.

We would be grateful if you would notify your child that this arrangement has been put in place for them.

I hope that it will help support the best possible start to their day.

Yours sincerely

XXXXXXXXXX



