

THE COTSWOLD SCHOOL – POLICY DOCUMENT



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<b>Policy:</b>	<b>Promoting Positive Behaviour Policy</b>
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<b>Updated by:</b>	<b>Miss G Littler Ms C Roffe</b>

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*This policy should be read in conjunction with the Child Protection, Anti-Bullying, E-Safety, Special Education Needs, Equalities and Attendance Policies*

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## PRINCIPLES

### Aim of the School

To create a happy and outward looking school, within which all our pupils work hard to realise their full potential academically, personally and socially.

We aim to make all pupils feel valued as individuals. We teach that respect and care for each other is important, irrespective of age, race, ability, status or social background.

We aim to prepare our pupils for their adult lives by fostering independence helping them to develop the skills and attitudes needed for them to become confident, articulate, thoughtful and contributing members of society.

### Expectations

We recognise that positive behaviour and attendance are essential foundations for a creative and effective learning environment in which all members of the school community can thrive and feel respected, safe and secure. The relationship between teacher and pupil, pupil and peers is the cornerstone of education in our school.

We expect to develop high standards of self discipline for our pupils to enable them to be responsible citizens of the wider community.

## VISION STATEMENT

**THE PURSUIT OF ACADEMIC EXCELLENCE  
AND  
INDIVIDUAL ACHIEVEMENT WITHIN A CARING  
COMMUNITY**

## **VISION STATEMENT FOR BEHAVIOUR AND SAFETY**

All can be confident that children come to The Cotswold School feeling safe and secure. Pupils acquire independence and resilience within a clear and strong framework of pastoral care. There is a strong culture of high expectations of behaviour and safe practices are well embedded

### **TEACHING AND LEARNING**

A school where teachers can be individual in their approaches but are outstanding in their quality. Core fundamentals to learning, behaviour, resourcing, independent learning and feedback are embedded. There is a strong learning culture where staff develop their expertise and share best practice and where pupils show resilience, resourcefulness, reflectivity and reciprocity

# HOME SCHOOL AGREEMENT

“THE PURSUIT OF ACADEMIC EXCELLENCE AND INDIVIDUAL ACHIEVEMENT WITHIN A CARING COMMUNITY”



# THE COTSWOLD SCHOOL

An 'Outstanding' 11-18 School, Ofsted 2002, 2006 & 2009  
Specialist Language College, since 2002  
DCSF Leading Edge School, since 2004  
Specialist Science College, since 2006  
Outstanding Academy September 2010

## THE COTSWOLD SCHOOL

The school will :

- ensure that our aims and vision become a day to day reality
- care for your son's/daughter's safety and well being
- provide a balanced curriculum and meet the individual needs of your son/daughter
- keep you regularly informed and consulted about general school matters and about your son/daughter's progress in particular
- offer a broad range of public examinations at KS4 and KS5
- invite your son/daughter to participate in a wide range of extra curricular opportunities
- work with you to solve any problems, which could affect your son's/daughter's progress at school
- ensure all students are given the opportunity to meet the Every Child Matters Outcomes
- contact parents/guardians if there is a problem with behaviour, attendance or punctuality
- 

Signature of Principal:

Date:

## PARENTS/GUARDIANS

I will:

- see that my son/daughter goes to school, on time, in uniform and properly equipped
- keep the school informed of any concerns or problems which might affect my son's/daughter's work or behaviour
- support the school's policies and guidelines for behaviour and attendance
- support my son/daughter in homework and other opportunities for home learning
- attend parents' evening and discussions about my son/daughter in order to work with the school to ensure his/her progress
- encourage my son/daughter to take opportunities presented to them and responsibility afforded to them so they can realise the vision for all students
- ensure I show my son/daughter the importance of treating staff and other students with respect and courtesy so all can enjoy a safe and fulfilling environment

Signature :

Name:

Date:

## THE STUDENT

I will:

- attend school on time and in uniform
- bring all the equipment I need every day
- do my classwork and homework as well as I can
- take responsibility for my learning
- show courtesy towards all members of the school community
- abide by the behaviour policy, e-safety, attendance policy and anti-bullying policy as well as all other school policies
- keep those around me safe by working with the staff and other students to ensure a positive learning environment
- support the school's classroom agreement
- take full advantage of the opportunities inside and outside the classroom
- make a positive contribution to The Cotswold School community

Signature

Name:

Tutor Group:

Date:

# OUR CLASSROOM AGREEMENT

## OUR RIGHT TO LEARN

To learn we must :

- Be on time
- Settle quickly
- Have the right equipment
- Listen when the teacher is talking
- Listen and follow instructions
- Work and talk cooperatively with a partner or in a group
- Be a resilient, resourceful, reciprocal and reflective learner

## OUR RIGHT TO RESPECT

Care for one another by:

- Treating others as you wish to be treated yourself
- Listening to one another
- Respecting the needs and feelings of others
- Basic manners such as please, thank you and excuse me

## OUR RIGHT TO BE SAFE

Look after each other:

- No teasing
- No name calling
- No bullying
- Keep hands, feet and objects to yourself

This classroom agreement ensures that we can all live and work together in a smoothly run, friendly and safe environment. It is based on the principle that all students and adults should be valued equally, respect the needs of others and promote the basic virtues of honesty, fairness and politeness.

**We each have a responsibility for ensuring the success of this classroom agreement**

## CLASSROOM ROUTINES

Teachers are expected to set up routines in the classroom which are consistently applied. These may vary in some practical subjects.

1. Pupils will be expected to bring all appropriate books and equipment for the lesson.
2. Pupils will be expected to arrive promptly, sit down and have their books and equipment ready. Pupils should not attempt to discuss their individual concerns with the teacher at the start of the lesson. The teacher will take the register.
3. Pupils will enter and leave the room in a quiet and orderly manner. It should be the norm for pupils to enter classrooms at the beginning of a lesson rather than wait outside (except for laboratories or other rooms with sensitive equipment).
4. Late pupils should politely explain to the teacher the reason for their lateness.
5. When a teacher is talking to the class all pupils will be attentive and silent. Pens/pencils will be placed down.
6. When a pupil is contributing to a class discussion, the rest of the class will be silent and attentive.
7. Teachers will establish a seating plan which is not deviated from without the teacher's permission.
8. During the lesson pupils should stay seated. Permission must be sought to leave a seat. Pupils should not leave the classroom once the lesson has started unless there is a medical emergency. A note will be provided for pupils visiting the library.
9. A pupil needing help during a lesson should use independent learning skills e.g. Brain, book, board, buddy → boss / Three before me before putting a hand up to ask the teacher for help.
10. The teacher signals the end of a lesson by asking pupils to pack away quietly and to hand in any borrowed equipment. Pupils should stand behind their chairs, check the floor for dropped items and exit in a quiet and orderly manner when directed to do so by the teacher

## **CODE OF CONDUCT AROUND THE SCHOOL**

1. All should walk and keep to the left in corridors and on stairs.
2. Observe the one way system where in place
3. Be aware of others and act courteously at all times in particular show respect for others by opening doors and allowing people to pass through. Move gently and quietly around the school buildings.
4. Show respect for the school environment. Litter must be placed in bins provided. Eat only in specially designated areas of the school. Keep furniture and walls clean and unmarked. Show respect for displays of people's work.
5. The following areas are out of bounds during breaks and lunchtimes all year round; the Avenue, the railway embankment and Greenlake Field. In summer the main field will be in use weather permitting at lunchtimes.
6. The following should not be brought into school: chewing gum, energy drinks, matches, lighters, Tippex, aerosols, MP3 electronic devices, smart watches fireworks, knives, cigarettes or any illegal substances.
7. All mobile phones should be switched off at all times during the school day and kept in bags or lockers
8. All pupils should arrive in school by 8.45 am and go straight to registration with tutors.
9. All pupils, excluding the Sixth Form will remain on school premises throughout the school day.
10. Bags should be carried with due care and consideration for others at all times.

## CODE OF CONDUCT OUTSIDE SCHOOL

When pupils are wearing school uniform this code of behaviour should be adhered to and pupil actions should be a credit to the school. Remember the School's reputation depends on the way you behave.

## PRAISE AND REWARDS

A positive learning environment is maintained by high expectation and by rewarding success and excellence. Rewards are seen as more effective than punishments. The latter lose their credibility and effect if used too frequently. We do not underestimate the importance of praise and encouragement. The vast majority of human beings like to be told when they are working well and recognition of achievement is fundamental to our teaching.

We also recognise that some pupils find public praise difficult but respond positively to private or written comments. Praise will be well received if it is :

Personal  
Genuine  
Appropriate and measured

Specific  
Consistent  
Used regularly

Praise is given for recognisable good effort, achievement, behaviour, contribution and participation. We recognise that praise should exceed sanctions. Pupils will be told what they are being praised or rewarded for so that they can repeat the behaviour. In many cases pupils will receive positive feedback for a piece of work rather than specific praise. Our praise and reward system includes:

- \* Verbal praise in class
- \* Positive comments in books or on work
- \* Merits awarded on PARS  
House system awards
- \* Letters/ postcards home from individual subject staff
- \* Letters/positive phone calls home from HoY and/or HoD
- \* Principal's prizes
- \* Sports Awards
- \* Publicity in the School Newsletter
- \* Display of Students' work
- \* End of Year Certificates by Hoy to outstanding role models within the Year Group
- Merits certificates and merits reward events each half term
- Rewards trips

## **CONSEQUENCES**

The Governors expect the Principal to ensure that there is a wide range of sanctions or consequences available with a clear gradation of severity. All consequences should be allocated by professional judgement taking into account individual circumstances. A pupil's previous behaviour will be taken into account when considering the appropriate strategy to use. All consequences must be:

- Reasonable
- Related
- Relevant
- Respectful

## **IN THE CLASSROOM**

Staff are committed to promoting positive behaviour in the classroom by using the positive strategies and techniques outlined on pages 16 and 17.

Expectation of behaviour is high. If expectations are not met then the teacher will follow a clear strategy.

- Encourage pupils to do the right thing
- Respectful reminder of the rule being broken
- Verbal warning and consequences of the offence being repeated outlined
- Give a choice to control behaviour or accept consequences
- Pupil should agree that the request is reasonable and is understood

## **CONSEQUENTIAL CHAIN**

Consequences must be used in the classroom as part of a chain with certainty not severity being the key to success. Suggested consequences include:

- Moved in class to a different seat
- Detained at break or lunchtime to allow time for the teacher to talk privately with pupil
- Head of Department may move a pupil to work in another class
- Longer detention at lunchtime
- Demerits given which may lead to an after school detention
- Use of Senior Staff Cover (see page 11) A student should have received a warning prior to SSC being used.
- Referral to HoD
- Referral to HoY
- Parents informed

## **DETENTIONS**

There may be occasions when a pupil is given a detention. Most detentions are catch up time and are an opportunity for pupils to complete work missed or to improve standards of a piece of work.

- A detention may be held at lunchtime or after school
- A pupil must still be able to have lunch and use the toilet
- There must be supervision by the individual teacher or departmental colleague

Whole class detentions are not considered a wise sanction and should not be used.

After school detentions are given when pupils gain 10 or more demerits in a half term or may be issued for single, more serious incidents. Parents will be notified at least 24 hours in advance of the detention, stating the reason for the detention, when and for how long. Parents will be expected to make suitable transport arrangements for their child to return home.

## **PERSISTENT NEGATIVE BEHAVIOUR**

Referral by HoD or HoY to Head of Key stage

Use of report card

Liaison with parents

Withdrawal of school privileges e.g. trips/ Enrichment week participation

If behaviour does not positively change the pupil will be supported by the school's inclusive pupil programme along with the school sanctions system.

Pupil may be at risk of being given a fixed term exclusion or permanent exclusion

## **INCLUSIVE PUPIL PROGRAMME**

A pupil identified as needing to positively change his/her behaviour will be offered different strategies to improve their behaviour. The support available includes:

1. Relevant pastoral staff to monitor progress of pupils and meet with them regularly
2. Setting up an Individual Behaviour/Strategy Plan with specific targets at an early stage
3. Setting up a Pastoral Support Plan (where appropriate)
4. Ensuring very close home school links and regular communication with home
5. Tutor mentoring to build confidence and self esteem
6. Team building workshops where conflict resolutions strategies can be discussed and there are opportunities for role play.
7. Referral to School Counsellor and Mentor (where appropriate)
8. Referral to Careers/Prospects
9. HOY / other relevant pastoral staff to mediate between pupil and teacher where a relationship is strained.
10. Pastoral staff to use multi agency support where appropriate.

## SENIOR STAFF COVER

This is a system for preventing the breakdown of discipline in a lesson.

The teacher should send a dependable pupil to request the assistance of a senior member of staff (use the internal phone system if convenient). It should only be used where the learning process is being disrupted. If there is a difficult situation, but the teacher can restore order alone, this is always preferable but the incident should of course be reported to Head of Department and Head of Year.

The senior member of staff on duty should

1. collect the pupil and supervise them formally in the Sixth Form Study room
2. The incident is then recorded on PARS

The pupil completes a pupil response form kept by relevant KS3/4 behaviour managers, this is followed up by the Head of Department and Head of Year.

The following action is taken

No of Senior Staff Covers	Action
1	Letter home to parents from HoY, 5 demerits Departmental Sanction/HoY sanction
2	Parents invited in to discuss their child's behaviour with relevant departmental or pastoral staff. Targets Set. After School detention given.
3	Period of Isolation
4	IBP to be set up with HoY and parents. Extended isolation may be issued.
5	Principal to see pupil , fixed term exclusion for ongoing persistent disruptive behaviour, PSP set up
6	Another SSC may result in further fixed term exclusions

**Persistent disruptive behaviour in school may result in a permanent exclusion. Where a pupil is identified as at risk of permanent exclusion a Pastoral Support Plan will be set up.**

## BAD LANGUAGE

We do not tolerate the use of foul language to any member of staff. Any incident should be treated as a SSC and reported as quickly as possible to HoY or SLT. If there is a clear cut case then an automatic one day exclusion will apply.

When the foul language is not directed at a member of staff there should be a referral to HoY. A first offence will merit a warning, a second a letter home. Persistent offenders will be given a one day exclusion.

## PHYSICAL INCIDENTS

We do not tolerate any physical attacks on other pupils or staff. Students must learn to take responsibility for their actions and the consequences of them.

Physical incidents will be dealt with by the Head of Year (in the case of minor incidents) or by a member of the Senior Leadership Team (in the case of more serious incidents).

The facts of the incident will be fully investigated, with written accounts being taken from those involved and those who have observed the incident.

The severity of the sanctions applied will be determined by the professional judgement of the Head of Year or Member of Senior Leadership Team, taking into account all the individual circumstances of the incident.

These circumstances will include :

- the intention of the pupil responsible
- the degree of force used/recklessness involved
- the consequences of the incident
- the previous behaviour of the pupil responsible

Available sanctions include :

- Formal reprimand recorded on PARS, demerits issued on PARS
- Supervision at Break/lunchtime
- Internal isolation
- Fixed term exclusion
- Permanent Exclusion

Serious incidents (or repetition of minor incidents) will result in a fixed term exclusion. A permanent exclusion is an option depending on the severity of the attack or the frequency of previous attacks.

In all cases, the parents of the pupil causing the incident will be contacted. The facts and the school's response to the incident will be explained

Where appropriate the school will also use a 'restorative justice' approach by bringing together the pupil responsible and those affected by his/her actions. The impact the incident has had will be discussed and ways to avoid future repetition agreed. A formal acceptance and expression of apology and remorse is central to this process of restorative justice.

## **RACE-RELATED BEHAVIOUR ISSUES**

The Cotswold School is wholly committed to eliminating unlawful racial discrimination and to promoting equal opportunities and good race relations in all areas of school life.

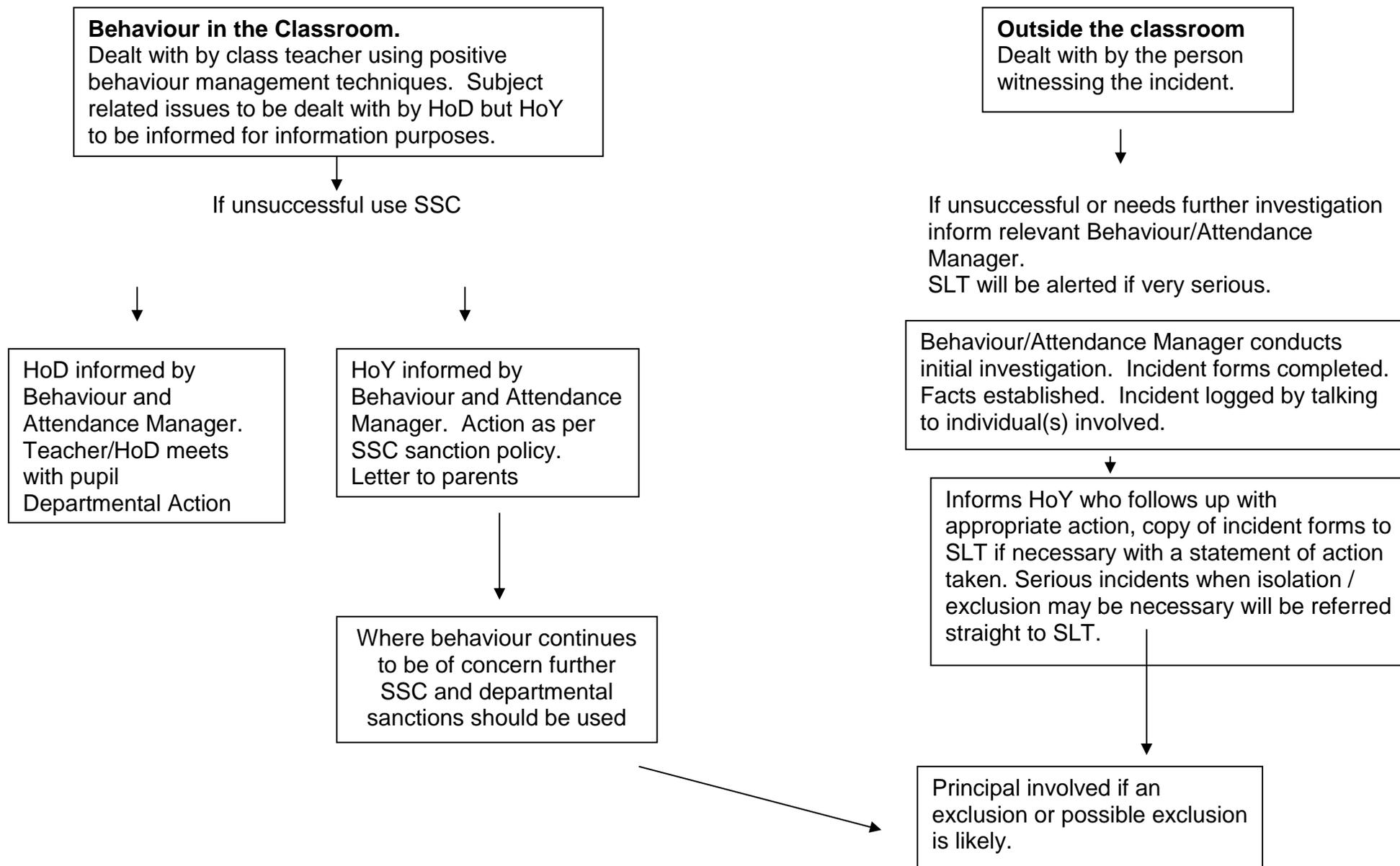
We will ensure that all incidents of racism and racial harassment are dealt with promptly, firmly and consistently.

The School's 'Race Equality Policy' sets out clearly the steps that will be taken when an incident is perceived by the victim as being racially motivated.

## **ILLEGAL DRUGS**

Any pupil found in the possession of illegal drugs in school will automatically be permanently excluded.

# BEHAVIOUR MANAGEMENT



When dealing with a conflict situation staff are asked to try to resolve the issue by using the following restorative approach to questioning students.

Suggested questions

What happened?

What were you thinking?

What were your feelings/

Who do you think has been affected?

What do you think should happen now?

What have we all learnt so as to make different choices next time?

The following strategies are recommended to be used by staff in the classroom to enforce the school's commitment to promoting positive behaviour.

<b>Teacher Techniques</b>	<b>Details</b>
<b>Welcome</b>	Welcome the class at the start of each lesson. Get to know the students as individuals and show an interest in them.
<b>Classroom Routine</b>	Establish teach and maintain classroom routine. Be consistent. Refer to the classroom agreement.
<b>Seating Plan</b>	Maintain a consistent seating plan.
<b>Lesson Content</b>	Share aims and objectives of the lesson. Have good work planned at the right level so that all pupils can participate. Have a good pace to the lesson with task transition carefully managed to avoid pupils being off task.
<b>Show approval</b>	i.e. acknowledge when correct procedures are followed.
<b>Show appreciation</b>	Praise the class or individual for good work or attitude. Reward where appropriate. Explain why you are pleased.
<b>Choice</b>	Give pupils some control over a situation which is less likely to initiate point-blank refusal. Example include: <i>'I want you to get on with your work or (consequences), it's your choice'</i> <i>'Are you choosing not to follow our rules on .....?'</i> or <i>'Sit over here or next to Peter (implicit choice).'</i>
<b>Take up time</b>	Allows pupils not to lose face. Watching and waiting is, in a way, issuing a challenge. We need to be clear and confident about expressing expectations. Follow an instruction with a pause to allow pupils time to comply. Example includes: <i>'Could you open your book and start work now Jane. I'm going to see Bill who needs some help but I'll come back in a minute if you need any'</i> .

<b>Partial agreement</b>	Deflects confrontation with pupils by acknowledging concerns, feelings and actions. Examples include: <i>'Yes, you may have been talking about your work but I would like you to ...'</i> <i>'Yes, it may not seem fair but....'</i>
<b>Positive language</b>	Avoids the negative by expressing the situation positively. Examples include: it is better to say <i>'When you have finished your work, then you can go out'</i> than <i>'No you cannot go out because you have not finished your work'</i> . Say listen please rather than stop talking. Talk about the behaviour you want to see. Praise those who are doing the correct thing. Use the least intrusive approach. A quiet word to the individual rather than shouting. Use distractions and non-verbal approaches.
<b>Privately understood signals</b>	Draws the class together and builds in sharing times. Examples include: 'Clapping your hands gently twice; or standing next to a 'learning zone' poster in the room. An individual pupil may recognise a gesture from the teacher as a reminder to concentrate on work'.
<b>Tactical ignoring</b>	May be appropriate for attention seeking behaviour. This could be an example of secondary behaviour, so try to focus on the primary behaviour by concentrating on the pupil and not the behaviour. Ignore the 'target' pupil but praise the nearby pupil. If target pupils change their behaviour, praise them. Example includes : The teacher may say to a nearby pupil <i>'Well done. You have remembered to put your hand up to answer a question'</i> .
<b>Redirect behaviour</b>	Reminds the pupils what they should be doing and avoids getting involved in discussion about what the pupils are doing wrong. It may be possible to focus their attention on the required task. Example includes: <i>'Okay Maria and Mark. We're looking at the extract from Tennyson on page 23 of your books.'</i>
<b>Consequences and sanctions</b>	Needs to be in line with school policy and be implemented clearly and consistently. Reminder of classroom agreement. If a student continues to behave badly, make it clear to them that it will lead to a sanction being issued. Give them the opportunity to amend their behaviour. If they behave properly no action will be taken, however, if they do not the sanction will be issued. The teacher must ensure that the sanction is carried out.
<b>Deferred consequences</b>	Deals with a pupil who is misbehaving later and therefore removes the 'audience', that is the rest of the class who are watching the drama unfold and also avoids a possible confrontation. Dealing with a pupil in one-to-one situation is more likely to have a positive outcome. Example includes : <i>'I'd like to sort this out Amy but we can't do it now. I will talk with you at 11.30 am'</i>

<b>Responsibilities</b>	Provide opportunities for pupils to take responsibility for their own learning. Give tasks to individual pupils to boost confidence and self esteem.
<b>Building Bridges</b>	Find time to talk to the individual so that a fresh start can be made. Be prepared to understand their point of view. Try to end on a positive note.

This policy is written and administered with due regard to our duty and commitment as a school: to consider all aspects of equality and diversity.

**24/04/2017**

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ratified by Governors and  
signed as such by The Chair of Governors