

COWLEY INTERNATIONAL COLLEGE



BEHAVIOUR POLICY

Status	STATUTORY
Responsible Governors' Committee	Pupil Behaviour & Wellbeing
Responsible Person	Assistant Headteacher Behaviour and Attendance
Review date	Autumn 2024
Date of next review	Autumn 2025

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Principles of Behaviour at Cowley International College

Cowley's high expectations of our students will not falter and will be consistently applied. As a result, we will ensure the following:

- Agreed systems are in place to ensure that expectations of work and behaviour are embraced by students willingly and co-operatively. All students will be treated equally and fairly with regards to rewards and sanctions.
- The behaviour systems implemented are effective when applied in a way which promotes good, orderly behaviour and self-respect as well as respect for others, uniform, equipment and the environment.
- To ensure that students, Parents/Carers are aware of the aims and expectations of the college in terms of behaviour and consistency. The college, Parents/Carers have a responsibility to educate students about the mistakes they will make and must remain consistent in their response to all behaviours. It is clear that the behaviours and attitudes we permit we also promote, and therefore by working together, students at Cowley are clear about the difference between right and wrong and how to be a good and successful Cowleian.
- Staff recognise that they are dealing with young people who are still learning both the standards that they should aspire to and appropriate conduct. Staff recognise and reward effort and improvement, not just achievements in work and behaviour, so that all students can gain from the reward system.
- The college is aware that whilst the overwhelming majority of students are well behaved; a small number of students will present more challenging behaviour. These students will, with encouragement and recognition of improvements however slight, respond more consistently to routines and expectations over time. We will work hard and imaginatively to develop strategies so that these students can have access to the curriculum and stay in the classroom, providing that they do not impede the progress of other students.
- Incidents of unacceptable behaviour are dealt with through the implementation of appropriate sanctions. The behaviour system at Cowley is based on choice. The students have a choice and know the consequences of their choice. The long-term consequence of good behaviour will inevitably be leaving college with excellent grades and a wonderful reference. However, if students make a mistake, there will be short-term consequences to deter students from making or repeating mistakes or to help them adjust their behaviour.
- Employability is a crucial aspect of a student's future success, and it begins with the attitudes and behaviours developed during their school years. Our behaviour policy is designed to not only create a positive learning environment but also to instil key employability skills such as responsibility, respect, communication, and resilience.
- Academic aspiration is essential for students to reach their full potential and achieve long-term success. At our school, the behaviour policy plays a key role in fostering an environment where high aspirations can thrive. By promoting positive behaviours such as focus, self-discipline, and perseverance, the policy helps students stay committed to their academic goals. The link between academic success and behaviour is clear: students who are engaged, respectful, and take responsibility for their actions are more likely to succeed. Our behaviour policy encourages students to set high standards for themselves, creating a culture where hard work and ambition are valued. This approach not only enhances their academic performance but also instils the mindset needed to pursue ambitious goals in education and beyond.

Governing Body Statement

The Governing Body affirm their support of the policy and are committed to ensure that all students have the right to learn, work in a safe atmosphere that is free from interference or disruption, violence, bullying and any form of harassment. Teachers have the right to teach and all personnel in the college have the right to carry out their duties in an atmosphere which is conducive to efficiency and effectiveness. All personnel at every level of the college have a responsibility for promoting good behaviour, for being positive role models and demonstrating the Cowleian values. The Governing Body believes that, in order to enable effective teaching, learning, good behaviour, in all aspects of Cowley life, is necessary, this good behaviour will be recognised, and unacceptable behaviour will be dealt with through the behaviour consequence system.

Our aims reflect our commitment to developing confident and competent young adults prepared to enter further education and the world of work with the appropriate personal, social and academic skills. Our Behaviour Policy provides a fair, consistent and constructive framework for this development. This policy deals with the effective management of discipline in the classroom, other areas of the college and outside the college where the student is representing the college. This takes place through a clear understanding of agreed expected high standards of behaviour, as stated in the Home College Agreement, and the application of fair and consistent standards of rewards and sanctions/consequences.

Where infringements of agreed standards of conduct do occur, they are to be dealt with in a constructive and non-confrontational manner. The College recognises the importance of developing and maintaining relationships with parents/carers and engaging their support to maintain high standards of student behaviour.

INTERRELATIONSHIP WITH OTHER COLLEGE POLICIES

In order for the behaviour policy to be effective, a clear relationship with other college policies has been established, namely:

- The SEND Policy
- The Anti Bullying Policy
- The Attendance and Punctuality Policy
- The College Exclusion Policy
- E-Safety Policy
- The college Uniform Policy
- The Equal Opportunities Policy
- Staff Professional Conduct Policy
- Mobile Phone Policy
- DfE Searching, Screening and Confiscation Policy
- DfE Use of reasonable force Policy

Aim

Cowley International College is committed to providing an environment where all students feel safe and want to learn. Cowley International College will create a productive educational environment in which teachers are free to teach and students have optimal opportunities to learn.

Our aim is shaped by our vision for all Cowleians to achieve the highest standards together, articulated by our college motto: Non sibi seb omnibus - Which translates as “Not for oneself but for all.”

At Cowley International College, our students are at the heart of everything we do. By working together to empower our students, we ensure that they all reach their potential and that our motto “not for oneself but for all” is realised.

As a caring college, we treat everyone with respect. All students and staff are part of our college community and, as such, are recognised as a Cowleian. The everyday life of our college is firmly rooted in six unique key Cowleian values. We achieve good behaviour in college and allow for effective teaching and learning to take place by seeking to create a caring and learning environment and by developing students to have the following Cowleian values.

Cowleian Values

Our Cowleian values are:

Healthy

Considerate

Good communicators

Independent

Aspirational

Positive Contributor

Staff at Cowley International College will look to reward success, progress and improvement, we aim at all times to recognise when the students are being the best version of themselves.

The College will encourage, recognise and reward students who demonstrate these six Cowleian values

- Healthy – taking part in sport and making healthy choices about nourishment and lifestyle. Having excellent attendance and punctuality.
- Considerate – having caring, kind and respectful attitudes and behaviours for themselves, each other and the world in which students live.
- Good communicators – being confident, articulate and polite in how students communicate with others.
- Independent – having self-discipline, showing initiative, taking responsibility and making responsible and mature choices about their studies and life. Taking part in extracurricular activities.
- Aspirational – Never settling for second best, being positive, showing effort, grit and resilience.
- Positive Contributor – Having a positive contribution to the everyday life of a Cowleian or the college as a whole.

REWARDS

All staff realise the importance of using the reward system properly in order to encourage excellent attendance, consistent hard work in subjects, personal development, participation in extra-curricular activities and good behaviour. Cowley rewards are linked directly to the Cowleian values.

Staff can issue achievement points when a student has demonstrated any of the Cowleian values.

Achievement Points can be logged either using Class Charts or on Cowleian Cards.

Our behaviour policy is designed to promote positive contributions both within the school and the wider community, aligning with our Accolade System that recognises and rewards students for their efforts. As part of this, students in Year 7, 8, and 9 are encouraged to actively engage in community service and school initiatives, collecting evidence of their contributions. By doing so, they work towards earning the Bronze Award in Year 7, the Silver Award in Year 8, and the prestigious Gold Award in Year 9. This system not only supports personal development but fosters a sense of responsibility, encouraging students to embody the values we strive to instil as a school community.

The main reward for students who show Cowleian values will inevitably be excellent results a glowing college reference and a wonderful job in the future. Students will however, receive some 'short term' rewards throughout each year for

'collecting' achievement points and outstanding/good marks on Lesson Monitor. By adhering to Cowley's expectations—being punctual, showing respect to peers and staff, demonstrating self-discipline, and taking responsibility for their actions—students are building the habits that employers value. These behaviours contribute to a strong work ethic and a positive attitude, both of which are essential for thriving in the workplace. The behaviour policy, therefore, supports not just academic success but also the development of employability skills that will serve students well in their future careers.

The rewards for good behaviour:

Staff at Cowley will catch students being good and look to always narrate the positive.

In addition to the separate rewards each department has, there are a number of whole college interventions that run throughout the academic year to recognise and celebrate student achievement, progress and improvement.

- Head of Department Honours
- Friday positive tannoy
- Celebration assemblies
- Weekly good news briefing
- Principal Award
- Star of the lesson, star of the week, most improved student
- Cowley Gold – Recognition of outstanding pieces of work
- Cowleian badge awards ceremonies
- Year team accolades
- Invite to end of year celebration. Each year team will have a bespoke trip/event during the summer term.
- Cowley Way rewards presented half termly

Examples of some of the rewards for good behaviour are listed below

- Students purchasing items from the Class Charts Rewards Store
- Certificates, e-mails and letters sent home
- Entered into half-term year group prize draw
- College pens
- Positive termly behaviour profiles
- Presentation evening invitation
- 'Happy Calls' from staff members or the year team

Expectations

Uniform and Appearance

Coats	May be worn to and from college but must not be worn inside the college building. Coats can be put in lockers upon arrival. Coats should be plain in pattern and style. Leather, suede, or other expensive coats are unsuitable for school. Tracksuit jackets are not suitable as outdoor coats.
Bag	A school bag is compulsory. Bags must be able to hold an A4 folder.
Blazer	Must be worn every day and to all lessons.
Shirt	Must be tucked into trousers or skirt.
Tie	Must be fastened to the neck.
Shoes	Plain black leather type. Must be suitable for college and worn to and from college. High heels or sling backs are not allowed. Trainers or canvas shoes of any type are not allowed. See uniform policy for pictures of allowed styles of shoe. http://s806534538.websitehome.co.uk/wp-content/uploads/2016/04/Uniform-Policy-Autumn-2016_with_illustration.pdf .
Jewellery	On health and safety grounds, we do not allow students to wear jewellery in our college. Covering of piercings with plasters is not allowed, this extends to bracelets, rings, necklaces and bangles.
Make-up	The college does not permit students to wear make-up. Acrylic nails and nail polish of any sort are also not permitted.
Hair	Hair should be tidy. Unnatural hair colours or hair extensions are not allowed. Shaved heads or any form of hair marking is not allowed. The college does not permit any extreme haircut that could serve as a distraction to other students. Hair tied back is acceptable, however any hair accessories are not permitted to be worn.

Equipment

It is essential the students have the correct equipment each day so that they are prepared to learn.

Bag	A school bag is compulsory. Bags must be able to hold an A4 folder.
Stationery	All students must have a pen, pencil, ruler in their bags.
PE Kit	This must be brought in on relevant days.
Student Planner	These are issued at the start of each year and must be carried by students at all times. Students must have a paper or written copy of their timetable in their planner at all times. Students must record homework, attendance, attitude to learning in them and use them for learning purposes. Replacement planners can be bought from Student Services at the cost of £2.50.

Other Equipment Cowleian Cards Standards Cards Water Bottles	<p>Students must have a Cowleian Card and Standards Card on their person at all times. Completed cards should be handed into Team Tutors who will then hand out replacements.</p> <p>A completed Cowleian Card will result in achievement points being issued.</p> <p>A completed or lost Standard Card will result in a C3 consequence being issued</p> <p>Students are issued with a re-usable Cowley water bottle when they begin at Cowley. Having a water bottle is part of the essential items of equipment a student should have with them everyday.</p>
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Punctuality

Punctuality is a fundamental expectation within our college community, reflecting a commitment to respect, responsibility, and readiness to learn. Arriving on time to school and lessons ensures that students maximise their learning time, reduces disruptions, and fosters an environment where every individual can engage fully in their educational learning. Punctuality also helps build habits that are crucial for future success, reinforcing discipline and time management skills. As part of our commitment to excellence, we expect all students to take responsibility for their punctuality, contributing positively to a productive and respectful learning environment.

Students are expected to be on the college site by 8.30am (Breakfast Club available to all students from 8:00am in the main canteen). Students enter the college through their allocated year team entrance from 8.15am, upon entrance to the college site students are welcomed by a member of staff and any issues with regards to uniform or equipment are addressed. Students go directly to their allocated year team area and are escorted into the main college building by their Team Tutors from 8.25am. Registration begins at 8.35 am. At this time, the college gates are locked. Registration ends at 9.00am. Students arriving after 8.35am must enter through the main entrance to receive a mark; they will be coded 'L' late on the register. The morning register will close at 8.55am. Any student who receives an 'L' code will be required to complete a lunchtime late detention.

Cowley takes punctuality very seriously. If Parents/Carers do not address this issue promptly, it can lead to legal sanctions such as a Penalty Notice fine. Parents/Carers of students who arrive late on a regular basis will be invited into college to discuss the issues and concerns around the punctuality of their child.

To reinforce the importance of punctuality, a 20-minute lunchtime detention will be issued for any student who arrives late. If a student does not attend this detention, it will be escalated to a 20-minute after-school detention. We appreciate the partnership with parents and carers in promoting punctuality as a vital part of their child's education.

THE RIGHTS AND RESPONSIBILITIES OF THE COLLEGE, STUDENTS AND PARENTS/CARERS IN ENSURING A CALM AND ORDERLY CLIMATE FOR LEARNING AND A SAFE AND HAPPY ENVIRONMENT BASED ON MUTUAL RESPECT

COLLEGE	
Rights	Responsibilities
<ul style="list-style-type: none"> • To make clear the College’s statutory power to discipline students and that students and Parents/Carers will need to respect this. • To enforce a Behaviour Policy – including rules and disciplinary measures. • To expect students to respect the rights of other students and adults in the college. • To protect students and adults from individuals who threaten to disrupt the safety and calm atmosphere of the college. • Not to tolerate violence, threatening behaviour or abuse by students and Parents/Carers. If a parent does not conduct herself/himself appropriately, the college will ban them from the college premises and, if the parent continues to cause nuisance or disturbance, they may be prosecuted. • To take firm action against students who harass or denigrate teachers or other college staff, on or off the premises by engaging external support services. • To contribute to the development of the Behaviour Policy, with students and staff involved in the consultative process. • To be taught in environments that are safe, conducive to learning, free from disruption with engaging teaching. • To expect that other students will not bring inappropriate and unlawful items into college. • To expect appropriate action from the college to tackle any incidents of violence, threatening behaviour, abuse, discrimination or harassment. • To appeal to the Principal / Governors, if you believe the college has exercised its disciplinary authority unreasonably. 	<ul style="list-style-type: none"> • Ensure the college community is consulted about the principles of the Behaviour Policy. • Establish and communicate clearly measures to ensure good behaviour, respect and discipline. • Ensure that the Behaviour Policy does not discriminate against any student on the grounds of SEN, race, disability or sexual orientation and that it promotes good relationships between different communities. • Ensure staff are clear about the extent of their disciplinary authority and receive necessary professional development on behaviour strategies. • Support, praise and reward students’ good behaviour. To apply sanctions fairly, consistently, appropriately and reasonably – taking account of SEN, disability and the needs of vulnerable students. • Make alternative provision from day six of a fixed period of exclusion and arrange a reintegration interview for Parents/Carers and students. • Take all reasonable measures to protect the safety and wellbeing of staff and students, including preventing all forms of bullying and dealing effectively with reports and complaints about bullying. • Promote positive behaviour through active development of student’s social, emotional and behavioural skills and a positive rewards system. • Keep Parents/Carers informed of their child’s behaviour – positive and negative, use appropriate methods of engaging Parents/Carers and where necessary, supporting Parents/Carers in meeting their parental responsibilities.

STUDENTS	
Rights	Responsibilities
<ul style="list-style-type: none"> • To be safe. • To learn free from distraction. • To be treated with respect. • To be treated justly. • To make mistakes. 	<ul style="list-style-type: none"> • To follow the Home College Agreement. • To follow all reasonable instructions by college staff, follow college rules and accept sanctions in an appropriate manner. • To act as positive ambassadors for the college at all

<ul style="list-style-type: none"> • To be listened to. • To be rewarded for positive behaviour and sanctioned for negative behaviour. • To be part of our college community/family. • To learn in an environment which is safe, comfortable and stimulating. • To contribute to the development of the Behaviour Policy. 	<p>times both on and off the college premises.</p> <ul style="list-style-type: none"> • Not to bring inappropriate and unlawful items into college. • To show respect to college staff, fellow students, college property and the environment. • Never to denigrate, harm or bully other students or staff. • To be an anti-bullying ambassador for the college. • To cooperate with and abide by any arrangements put in place to support your behaviour such as an appropriate college report, Independent Behaviour Plan (IBP), Pastoral Support Programme (PSP), Parenting Contract. • To behave respectfully to others, students, staff & visitors. • To be prepared to speak out against injustice. • To follow the 'Tell, Tell, Tell policy if you the victim or witness of any unsociable behaviour. • To behave in a way which keeps self and others safe. • To attend college regularly and on time. • To be prepared and willing to learn with the correct equipment. • To allow others to learn. • To own up to and take responsibility for mistakes. • To allow others to make mistakes. • To give opinions in a constructive manner. • To listen to others. • To wear college uniform as it states in the Uniform Policy/planner. • To be respectful to college buildings and environment.
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PARENTS/CARERS	
Rights	Responsibilities
<ul style="list-style-type: none"> • To contribute to the development of the Behaviour Policy. • To be kept informed about their child's progress, including issues relating to their behaviour. • To have any complaint they make about their child being bullied taken seriously and investigated / resolved as necessary. • To appeal to the Principal/Governing Body (and beyond that to the Secretary of State) if they believe the college has exercised its disciplinary authority unreasonably. • To appeal against a decision to exclude their child, first to the governing body and then, in the case of a permanent exclusion, to an independent appeal panel. 	<ul style="list-style-type: none"> • To sign and follow the Home College Agreement. • To model Cowleian values with their child and support the development of these outside college. • To respect and openly support the Behaviour Policy and the disciplinary authority of college staff. • To ensure that their child follows reasonable instructions by college staff and adhere to college rules. • To send their child to college each day, punctually, in full college uniform, fed, rested, fully equipped and ready to learn. • To ensure college staff are informed of any SEN related or other personal factors which may result in their child displaying behaviour outside the norm. • To be prepared to work with the college to support their Child's positive behaviour. • To attend meetings with the college staff, if requested, to discuss their child's behaviour. • To adhere to the terms of any Parenting Contract relating to their child's behaviour. • If their child is excluded from college, to ensure, that he/she

	is not found in a public place during college hours in the first five days of a fixed period exclusion, and to attend a reintegration interview with the college at the end of a fixed period exclusion.
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GOVERNORS	
Rights	Responsibilities
<ul style="list-style-type: none"> • The Governing Body will review the Behaviour Policy as part of the policy review cycle. • The Governing Body will ensure that the college complies with equality legislation and promotes the wellbeing of students. • The Governing Body will decide an appropriate timescale for reviewing the principles and updating the Behaviour Policy. • The Governing Body will nominate members to form a panel to work with SLMT to deal with students whose behaviour is causing concern. • The Governing Body will fully support the college in implementing its disciplinary powers. 	<ul style="list-style-type: none"> • The Governing Body has a legal duty and responsibility as regards establishing the principles underlying the Behaviour Policy. • The Governing Body must make the final decisions about the statement of principles in determining measures to promote good behaviour. • The Governing Body must have regard to the health and welfare of staff, and the duty of care which they have for this. • The Governing Body will receive and monitor data on the college’s disciplinary penalties imposed.

THE COLLEGE’S POWER TO DISCIPLINE

- The college has a statutory power to discipline students for breaches of college rules, failure to follow instructions or other unacceptable conduct.
- All teachers and other personnel in charge of students have the power to discipline.
- The Principal may limit the power to apply particular sanctions to certain staff and/or extend the power to discipline to adult volunteers.
- The college can hold detentions out of the college’s normal hours, weekends and non-teaching days without parental consent.
- The college can confiscate items (including retention/disposal) where reasonable and appropriate.
- The college has a statutory power to discipline students for misbehaviour outside of college premises.
- Separate legal provision inserted into the Education Act 1996 makes it lawful for named college staff to search suspected students for knives or other weapons without consent.

College Rules

There are large number rules in the college to enable students to be safe and learn. However, the fundamental rule that will ensure that all other rules are followed is to **'follow staff instructions first time'**. The college and the Governors will not tolerate any defiance from students. Every request made to a student will be suitable and reasonable to ensure students can learn in a safe a structured environment.

USE OF DISCIPLINARY SANCTIONS

KEY POINTS

- College staff have a statutory power to impose sanctions.
- Sanctions must be reasonable and proportionate to the circumstances.
- Sanctions will take account of the student's age, and special educational needs, disability and religious requirements affecting the student.

DISCIPLINARY PENALTIES HAVE THREE MAIN PURPOSES, NAMELY TO:

- Impress on the student that what he/she has done is unacceptable.
- Deter the student from repeating that behaviour.
- Signal to other students that the behaviour is unacceptable and deter them from doing this.

Penalties/consequences will be imposed for:

- Failure to follow a college rule.
- Failure to follow an instruction given by a member of staff (or other adult given authority to discipline students by the Principal when in charge of a group of students).
- Any reason that causes the student's behaviour to fall below the standard which could reasonably be expected of him/her.

Consequence (choice) behaviour system

The consequence system is our whole college system and firmly puts the focus on the students' responsibility to make the right choice in their behaviour. The consequences of good behaviour will lead to a reward or praise and the consequence of poor behaviour will lead to a sanction.

The college consequence system is based around the key principles:

- Students are responsible for their behaviour and they 'choose' the consequence with the behaviours they demonstrate.
- All behaviours have consequences.
- Students have the right to learn and staff have the right to teach.

The consequences of poor behaviour:

If a student chooses to break a rule then the choice requires a consequence.

There are 7 Levels of Consequence. The tables include examples of possible consequences pending suitable investigation. The examples in the table are a guide and is not a complete list of behaviours that constitute the consequence.

Level	Details	Examples	Possible consequence may include
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C1	A student who is rude, shouts out, disobeys instructions or behaviours inappropriately in a lesson will be issued with a 'Consequence One' (C1).	Disruption to Lesson. Late to lesson. Lack of equipment.	Verbal warning. The teacher will inform the student of the concern and give the student the opportunity to make the right choice. Consequences may include: Moving to another seat. Giving the student a brief period of reflection outside of the classroom.
C2	If a student persists in being rude or continues to make another wrong choice or does not alter their behaviour after choosing a C1 then a C2 will be issued.	Continued disruption to Lesson. Misbehaviour in the classroom. Failure to follow C1 warning.	Second and final verbal warning. Teachers will make their expectations very clear and explain to the student they must reflect on their behaviour to make the right choice. Consequences may include: Moving to another seat. Giving the student a brief period of reflection outside of the classroom. Asking the student to remain behind at the end of the lesson for Restorative Practice (RP). Asking the student to return at break time or lunch time for Restorative Practice (RP). Phone call home to Parents/Carers/carers. Discussing the matter with Key Stage Leaders, Head's of Department, Team Tutors, Heads of Achievement. Our Behaviour for Learning Team (BFL) can help students reengage with learning and ensure they can access lessons effectively. By offering timely interventions and guidance, the team helps maintain a positive and inclusive learning environment for all students.
C3	If a student persists in being rude or continues to make another wrong choice or does not alter their behaviour after choosing a C2 then a C3 will be issued. A teacher can issue a C3 without issuing a C1 or C2 if they have serious behaviour concerns in the lesson.	Disruption to lesson/Form. Out of bounds. Phone/Ipod misuse (not to be seen or heard in the building). Misbehaviour at break/Lunch. Uniform (year team). Failed day report. Disruption to assembly. Late to college. Complete or lost standards card. Misbehaviour on the corridor.	Incident Patrol support will be called (if appropriate). Whole college 20 minute detention the following day. Students will conduct the remainder of their learning time in subject. Removed from lesson and taken to SLT Remove (if applicable) Phone call home to Parents/Carers/carers (if appropriate). Repeated patterns of behaviour are reviewed by Key Stage Leaders,

			Head's of Department, Team Tutors, Heads of Achievement. Access to BFL team. A student could be asked to regulate their behaviours for a short period in our BFL room
C4	A teacher can issue a C4 without issuing a C1, C2 or C3 for serious disruptive behaviour such as throwing objects, poor language, verbal abuse to students.	Repeated disruption in lesson. Swearing poor language. Unsafe behaviour in lesson. Refusal to take part in lesson.	Incident Patrol support will be called. Whole college 40 minute detention the following day. Removed from lesson and taken to SLT Remove for the remainder of that period plus 1 lesson. Phone call home to Parents/Carers/carers. Repeated patterns of behaviour are reviewed by Key Stage Leaders, Head's of Department, Team Tutors, Heads of Achievement. Access to BFL team. A student could be asked to regulate their behaviours for a short period in our BFL room
C5	If a student is sent out of college remove or if there is a behaviour that warrants an exclusion away from the main site.	Disruption in College Remove. Defiance. Bullying. Racist or homophobic bullying. Refusal/non-attendance at C4 (double detention). Truancy. Bringing the college into disrepute. Disrespect to staff or visitors. Damage to college equipment/building. Selling items. Smoking/Vaping or in the presence of smokers or vapers. Persistent disruptive behaviour.	Internally Excluded from the site to spend time in the Inclusion Unit. If a student is absent, they will be booked in at the next available opportunity.
C6	Students who choose a C6 are suspended from the college for a fixed period of time. During a suspension students should be supervised by their Parents/Carers in their homes.	Disruption in Internal Exclusion. Violent behaviour. Aggression to staff. Complete defiance. Verbal abuse towards staff. Persistent disruptive behaviour. Wilful and repeated transgression of protective measures Abuse against sexual orientation, race, disability, gender identity Repeated incidences of bullying/abuse Inappropriate use of social media or online technology Significant purposeful damage to college property. Sexual misconduct	Suspensions, followed by a reintegration meeting with Parents/Carers and SLMT to evaluate the suitability for return to college and to review completed Post Exclusion Student Reflection form.

		Theft	
C7	Permanent exclusion.	<p>Persistent disruptive behaviour.</p> <p>Sexual misconduct – a significant incident causing physical or mental harm, or repeated incidences of sexual misconduct.</p> <p>Violent behaviour – a significant and/or dangerous incident, or repeated incidences of violent behaviour.</p> <p>Aggression to staff - a significant and/or dangerous incident, or repeated incidences of aggressive behaviour.</p> <p>In possession of drugs or psychoactive substances/legal highs including finding a student under the influence of drugs or legal highs, finding sharps or other drug paraphernalia.</p> <p>In possession of alcohol including finding a student under the influence as a result of consumption both on or off site.</p> <p>In possession of a weapon or item with intent to cause harm.</p> <p>Significant purposeful damage to college property.</p> <p>Abuse against sexual orientation, race, disability, gender identity – a significant incident causing physical or mental harm, or repeated incidences of abuse.</p> <p>Inappropriate use of social media or online technology which causes, or has the ability to cause significant harm or disruption</p> <p>Theft – for example theft of a highly valuable item, repeated theft, an item belonging to a visitor of the College, theft which damages the reputation of the College.</p>	<p>Permanent exclusion.</p> <p>Removal of college place, not to return to Cowley International College.</p>

LOGGING AND RECORDING BEHAVIOUR INCIDENTS

Staff will log behaviours using the Class Charts software system. These can be ‘Cowleian attributes’ for good behaviours and ‘Behaviour points’ for issues and behaviours that should not be repeated. Staff will also use ‘lesson monitor’ as a statement of behaviour in every lesson. Parents/Carers can access the Behaviour and Achievement points through the Class Charts app. Each term, Parents/Carers will receive the ‘Behaviour Profile’ as summary of their child’s behaviour.

Behaviour Cards

All students are issued with two cards at the start of each term for staff to instantly log behaviours and for Parents/Carers and Team Tutors to check regularly. These cards should be kept in the students’ blazer pocket at all times. These will be checked by Team Tutors each morning and by Parents/Carers each night.

1. Standards Cards

These cards are for logging behaviour concerns. Staff will sign these if a student is causing concern. If the card is full, lost or forgotten then the student has chosen to have a C3 detention and will be issued with replacement card of a different colour. Staff will take the standards card if full and issue another.

2. Cowleian Cards

These cards are for logging positive behaviours. Staff will sign these if they see a student around college demonstrating a Cowleian values. The cards are not a replacement to achievement points and therefore should be used when a member of staff is not near a computer to log the points directly onto Class Charts. Once the card is full, the Team Tutor will click on the 'Completed Cowleian card' icon on Class Charts and issue a replacement card.

Lesson Monitor

Every student is effectively on 'report' every lesson as staff record student behaviour, attitude and effort on the class register.

Outstanding (lesson mark 1). Students have demonstrated outstanding behaviour, attitude and effort all lesson. Students have taken part in the lesson and made significant progress. They were fully equipped.

Good (lesson mark 2). Students have demonstrated good behaviour, attitude and effort all lesson. Students have taken part in the lesson and made progress. They were fully equipped.

Improvement required (lesson mark 3). Student behaviour, attitude and effort during the lesson was not consistently good. They might have chosen a C1, 2 or 3. This behaviour and effort could have limited their progress and the progress of others. They were not fully equipped for learning.

Serious Cause for concern (lesson mark 4). Student behaviour, attitude and effort during the lesson was below the standard required. They may have chosen a C3, 4 or 5 and there before may have resulted in being removed from the lesson.

MISBEHAVIOUR OUTSIDE COLLEGE PREMISES

Key Points

Our students are expected to behave in a manner which does not bring the name of the college into disrepute. Students are ambassadors of the college. At all times, they are expected to be Cowleians and model the values of the college. The college has a statutory power to regulate the behaviour of students when off the college premises and not supervised by staff to such extent as is reasonable.

Objectives

- To maintain good order on transport
- To secure behaviour which does not threaten the health or safety of students, staff or member of the public
- To provide reassurance to members of the public about college care and control over students and thus protect the reputation of the college
- To provide protection to individual staff from harmful conduct by students of the college when not on the college site

This includes behaviour on activities arranged by the college, including work experience placements, educational visits and sporting events, behaviour on the way to and from college, negative behaviour towards other Cowley students and staff, behaviour when wearing college uniform in a public place.

PROGRESS REPORTS:

Any student placed on report must have a meeting with the Team Tutor or a member of the year team to ensure expectations are clear. Parents/Carers will be informed of the report and must sign the report daily to ensure communication and progress is clear. Reports that have not been completed fully or signed will result in a consequence. All students on report must meet with the allocated staff member at the start of each day for a daily reflection and to be issued with a new report. If a student loses or fails to complete their daily report to a satisfactory standard, it will be recorded on Class Charts, a sanction will be given and Parents/Carers informed.

Stage 1 Team Tutor Report

Stage 2 Head of Achievement Report (possible commencement of Individual Behaviour Plan)

Stage 3 Head of School Report (possible commencement of Pastoral Support Plan)

RESTORATIVE PRACTICE

By asking students to take part in restorative practices, we aim to create a healthy and supportive environment that helps young people grow and make positive changes in their lives. Restorative practices approach challenging behaviour and conflict in a different way, focusing on building and repairing relationships rather than managing and controlling behaviour. Restorative Practices can be carried out between a member of staff and a student or between students in the presence of a member of staff. RP's do not replace a consequence but give students and staff the opportunity to 'put things right.' As a restorative college, we commit to dealing with conflict in a different way, see conflict as a part of life and see its potential for learning new skills.

DETENTIONS

The college has detention after normal college hours in line with the Behaviours for Learning (BFL) system.

Key Points

College staff have a statutory power to put students, aged under 18, in detention during the day, after normal college sessions and on some weekends and non-teaching days without parental permission.

The college will aim to give Parents/Carers/carers 24 hours' notice of detentions outside normal college sessions.

- Detentions will run daily Monday to Friday
- If students reach a C3, an automatic detention will be given to take place a day later. Parents/Carers and students are notified via the Class Charts app.
- Non-attendance or late arrival will not be tolerated and will lead to a further sanction.
- All students will work in silence during the detention. Un-co-operative behaviour during detention will incur further sanctions.
- Detention will be in the allocated rooms from 3.05pm.
- Any student failing to turn up to a detention will receive a further sanction and intervention to modify this unacceptable behaviour. Parents/Carers could be informed to attend a behaviour review meeting.
- If students are absent on the day of the detention they will complete it on the first day of their return to college.
- Parents/carers can access information about their child's behaviour at all times on the Class Charts App.
- If a student is unable to attend a scheduled detention, parents or carers must contact the Year Team and provide a valid reason for the absence. In such cases, an alternative date will be arranged for the student to complete their detention. This process ensures accountability and reinforces our commitment to maintaining high standards of behaviour and punctuality within the college. We appreciate the cooperation of parents and carers in supporting this policy.

INCLUSION UNIT

A period of time in Inclusion is an alternative to fixed term exclusion.

Key Points

- If a student reaches a C5, a period of time in Inclusion will automatically occur. Dependent on the behaviour this maybe an instant referral or the referral will be scheduled for a future date.
- Students will remain in Inclusion until 3.05pm.
- Parents/carers will be informed by either letter or phone call and informed of progress at the end of the day via Class Charts.
- Students will remain in Inclusion all day including break and lunch times.
- Students will store their coat/bag/mobile phone etc. in a locker until the end of the day.
- Non-attendance, refusal or late arrival will not be tolerated and will lead to a further sanction.
- Uncooperative behaviour in Inclusion may lead to a suspension from college.
- If students are absent on the day they are due to attend the Inclusion, they will complete it on the first day of their return to college or as scheduled by the Inclusion Manager.
- Students will still be required to complete any outstanding detentions at the end of the day in the allocated room (Upper/Lower school detention).
- Students will be required to attend Inclusion following a suspension (C6) when Parents/Carers have not attended the post-suspension reintegration meeting.

Objectives

- To improve student behaviour through restorative practices
- To allow time for students to reflect upon the consequences of their behaviour
- To ensure that student learning can continue during the sanction. Students will carry out core subject work in silence but with the support of staff
- To ensure students are ready to reintegrate back onto main site lessons

SUSPENSION

Whilst we do not wish to suspend any student from our college, sometimes this may be necessary, both in terms of fixed-term suspension and, in exceptional circumstances, permanent exclusion. In some exceptional circumstances, it may, in the Principal's judgment, be appropriate to permanently exclude a student for a first or 'one off' offence. The college endorses and works within the guidance contained within the St Helens Local authority Inclusion system for Permanent Moves and Managed Moves. These protocols may be used as an alternative to fixed-term suspensions and permanent exclusion from college and for those students who repeatedly seriously breach this behaviour policy.

BEHAVIOUR MODIFICATION PROCEDURES – GRADUATED APPROACH

The aim at all times is to support students to modify their behaviour if their standard has dropped below the college expectations. The majority of behaviour modification comes from the staff and Parents/Carers having high expectations for the students. However, at times, students may require additional support to help them recalibrate and adjust their behaviour. Some of the strategies that the college may use to support the students are:

Team Tutor	RP meeting with Student – Barriers to Learning addressed, targets set Contact Parents/Carers or Parental Meeting Stage 1 Report
Head of Achievement	RP meeting with student Parental Meeting Individual Behaviour Plan and HOA Report
Head of School	RP meeting with student

Contact Parents/Carers – Parental Meeting
Pastoral Support Plan –liaise with SENCO and any other external agencies
Head of School Report

Review of PSP HOA meet with student and Parents/Carers - Review of all interventions put into place to date and investigate further interventions or alternatives

No Improvement: Student, parent/carers invited to a Behaviour Panel with Headteacher, Head of Behaviour & Attendance, Head of School, Head of Achievement or if required Governors
Review all support put into place to date and investigate further interventions or alternatives
Possible Parenting Contract
Parenting orders
Permanent Move/Permanent Exclusion depending on individual circumstances

The college will also look at any external support that may assist students to make positive choices with regards to their behaviour. Such external support includes behaviour modification programmes from providers such as the Youth Justice service or Young Persons Drug and Alcohol team, referrals to the Local Authority Behaviour Intervention Team, Barnardos, CAMHS, Mental Health Support Team. Any external support offered will be a result of the college requesting advice and support from the Local Authority. Pastoral staff will make a referral to the Triage for all educational support and specialist agencies (TESSA).

Behaviour For Learning Team

In addition to the strategies listed above, the year team, in agreement with parents/carers, may refer a student to the behaviour for learning team (BFL). To support a specific cohort of students in accessing and fully engaging in lessons, we focus on proactive measures to prevent exclusions and remove barriers to learning. Our approach includes regular contact, praise, and targeted interventions to help students regulate their behaviour. Working closely with pastoral staff and senior leadership, we ensure effective support and reintegration of students back into lessons. Through our transition work, we have identified a need for consistent monitoring and tailored support throughout the day to promote positive behaviour and full engagement in learning activities.

BEHAVIOUR POLICY GUIDANCE ON THE USE OF REASONABLE FORCE

Under Government guidelines, all members of school staff have a power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action. The use of reasonable force can be implemented to prevent students committing a criminal offence, injuring themselves or others or damaging property, and to maintain good order and discipline. It is no longer acceptable for schools to have a 'no contact policy'. At Cowley, we have worked hard to place support structures in place to help create a calm, orderly environment. It is very rare for Cowley staff to use reasonable force.

The college follows guidance from the Department For Education (DfE) on use of reasonable force.

Key Points

- College staff have a legal power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action
- Suspension should not be an automatic response when a member of staff has been accused of using excessive force
- Senior school leaders should support their staff when they use this power

- Following the use of reasonable force staff and student safety and wellbeing will be checked
- Following the use of reasonable force both staff and students will be offered a de-brief and review of the incident.

What is reasonable force?

1. The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with students.
2. Force is usually used either to control or restrain. This can range from guiding a student to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
3. 'Reasonable in the circumstances' means using no more force than is needed.
4. As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between students or blocking a student's path, or active physical contact such as leading a pupil by the arm out of a classroom.
5. Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
6. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the student.

Who can use reasonable force?

- All members of school staff have a legal power to use reasonable force.
- This power applies to any member of staff at the school. It can also apply to people whom the headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit. When can reasonable force be used?
- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- In a school, force is used for two main purposes – to control pupils or to restrain them.
- The decision on whether to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a student behaving in a way that disrupts a school event or a school trip or visit;
- prevent a student leaving the classroom where allowing the student to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a student from attacking a member of staff or another student, or to stop a fight in the playground;
- restrain a student at risk of harming themselves through physical outbursts.

POWER TO SEARCH STUDENTS

Searching can play a critical role in ensuring that schools are safe environments for all students and staff. It is a vital measure to safeguard and promote staff and student welfare.

Headteachers and staff they authorise have a statutory power to search a student or their possessions where they have reasonable grounds to suspect that the student may have a prohibited item.

- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;
- any article that the member of staff reasonably suspects has been, or is likely to be used: to commit an offence, or to cause personal injury to, or damage to property of; any person (including the student);
- tobacco and cigarette papers;
- Cigarettes and vapes;
- fireworks;
- pornographic images.

This list may include other items which a headteacher has decided are detrimental to maintaining high standards of behaviour and a safe environment. These will be called banned items.

CONFISCATIONS

(Including retention and disposal) of inappropriate banned items.

Key Points

College staff will confiscate a student's property in order to maintain an environment conducive to learning, safeguarding the rights of others to be educated. Confiscation, retention and disposal of property will be reasonable and appropriate to the particular incident.

Criteria for confiscation

- An item which poses a threat to others
- An item which poses a threat to good order for learning
- An item which is against college uniform regulations/rules
- An item which poses a health or safety threat
- An item which is counter to the ethos of the college
- An item which is illegal for a student to have

N.B.

A separate legal provision in the violent Crime Reduction Act 2006, inserted in the Education Act of 1996 make it lawful for named staff to search suspected students without parental consent.

Screening

Screening can help provide reassurance to students, staff and Parents/Carers that the school is taking measures to create a calm, safe and supportive environment. Schools' statutory power to make rules on pupil behaviour and their duties as employers in relation to the safety of staff, students and visitors, enables them to impose a requirement that students undergo screening. Screening is the use of a walk-through or hand-held metal detector (arch or wand) to scan all students for weapons before they enter the school premises. If a student continues to refuse to co-operate, the member of staff

may sanction the student in line with the school's behaviour policy, ensuring that they are responding to misbehaviour consistently and fairly.

At times during the academic year the Headteacher may decide to introduce a screening arrangement, if so they will inform students and Parents/Carers in advance to explain what the screening will involve and why it will be introduced.

MOBILE PHONES

Mobile phones should not be visible anywhere on college property, they should be powered down and in school bags. If seen, they will be confiscated and locked in Student Services. Students will be issued a C4 consequence and will only be permitted to collect their phone at the end of the college day. Alternatively, parents/carers can collect the mobile from college at the end of the day from the main office.

<https://www.cowley.st-helens.sch.uk/key-information/policies/mobile-phone-policy/>

BULLYING

Bullying because of race, sex, religion, accents, disability or any other feature, is not acceptable at Cowley and will always be challenged immediately. Students are encouraged, at all times, to 'Tell Tell Tell' so that incidents will be reported, and patterns of behaviour can be detected, dealt with in accordance with the Anti-Bullying Policy and parents/carers will be informed.

ASSOCIATED RESOURCES AND LEGISLATIVE LINKS

Associated Resources:

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

<https://www.gov.uk/government/publications/searching-screening-and-confiscation>

<https://www.gov.uk/government/publications/school-exclusion>

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

[DfE advice template](#)

[Searching, Screening and Confiscation](#)

Legislative Links:

- Education Act 1996
- School Standards and Framework Act 1998
- Education Act 2002
- Education and Inspections Act 2006
- School Information (England) Regulations 2008
- Equality Act 2010
- The Education (Independent School Standards) (Amended) (England) Regulations 2014

- Education Act 2011
- Schools (Specification and Disposal of Articles) Regulations 2012
- The School Behaviour (Determination and Publicising of Measures in Academies) Regulations 2012
- Use of reasonable force July 2013
- Searching, Screening and Confiscation July 2022