COWLEY INTERNATIONAL COLLEGE

BEHAVIOUR FOR LEARNING POLICY

Status	STATUTORY
Responsible Governors' Committee	Governing Body
Responsible Person	Vice Principal
Next review Date	Summer 2026
Ratified Date	Summer 2027

1. Purpose of policy and guiding principles

1.1. The Governors and staff of Cowley International College are committed to providing a learning environment which will support the children and young people in our care.

1.2. Cowley International College has very high standards and expectations of our students. The College believes that all students have the capacity, and the right, to reach their full potential. Therefore, the policy and our practices have been developed to ensure that there is an environment within the College that is conducive to learning, so that all students of all abilities, backgrounds and needs can achieve academic potential and prepare for life.

1.3. The College's behaviour expectations are guided by our core values of; Empathy, Honesty, Respect and Responsibility (which promote professional standards). Staff are expected to model these core values and use them in discussions and interactions with students.

1.4. Cowley International College believes that students should be encouraged to adopt behaviour that supports learning and promotes positive relations. Poor behaviour and low-level disruption threaten the rights of young people to an effective education and can lead to people feeling unsafe, bullied, intimidated, or threatened.

1.5. This Behaviour for Learning Policy (BfL) seeks to encourage young people to make positive choices and re-enforces those choices through rewards. The College's rewards system is based on Achievement Points which is promoted throughout College life.

1.6. This policy specifically outlines our behaviour for learning expectations, consequences of poor behaviour and describes the steps involved in managing student behaviour.

1.7. For some students with special educational needs and disabilities reasonable adjustments will be made to ensure they reach their potential.

1.8. It is imperative to the operation of this policy that BfL remains the responsibility of all staff.

2. Links with other policies or legislation

2.1. This policy has a significant impact on the 'daily life' of the College, and as such is linked to several policies. Throughout this 'Behaviour for Learning Policy' there is reference to the following Department for Education (DfE) documents, which should be read in conjunction with this policy:

- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - until August 2024 Preventing and Tackling Bullying: advice for headteachers, staff and governing bodies 2017.
- DfE and ACPO Drug Advice for Schools 2012.
- Use of Restrictive interventions
- Behaviour and Discipline in Schools: guidance for headteachers and staff 2024.
- Screening, Searching and Confiscation: advice for schools 2023
- Keeping Children Safe In Education 2026

2.2. In addition, there are a number of policies linked to this policy, including:

- SEN Policy
- Teaching and Learning Policies
- Anti-Bullying Policy
- Child Protection and Safeguarding Policy
- Attendance and Punctuality Policy for Students
- Prevent Policy
- Restrictive intervention (Care + Control)
- E-Safety Policy
- The college Uniform Policy

2.3. This policy links with the Equality Act 2010, specifically the College's responsibility to make reasonable adjustments for students who are considered to have a disability, as defined by the act.

2.4. This policy links to the Department of Education's statutory guidance and related legislation including; Education and Inspections Act 2006.

2.5. The College reserves the right to apply the DfE guidance above, and any future changes to statutory regulations, in full.

3. Pastoral staff

3.1. The College operates a Team Tutor system, which is arranged into five-year groups, with 10 Team groups in each year group. Throughout this policy there is reference to key pastoral staff who have responsibility for monitoring, analysing and implementing the Behaviour for Learning systems. These staff are:

- Vice Principal – Standards and Wellbeing
- Assistant Principals – Behaviour and Inclusion, who have responsibility for the College Manager team
- Heads of Achievement; who have responsibility for achievement in a year group
- College Managers, who each have responsibility for a Year Group
- Deputy College Managers, who support across all Year Groups

3.2. College Managers operate the day-to-day implementation of this policy and are able to make decisions to ensure a strong learning environment is embedded in the College.

4. Provisions

4.1. Professional Standards

Cowley International College is committed to upholding the highest standards and expectations. Our Professional Standards serve as a guide for all staff, students, and stakeholders to adhere to fostering a positive learning environment. By upholding these standards, Cowley International College aims to promote a culture of excellence, accountability, and mutual respect within the College and wider community.

Conduct: The manner in which we behave.

Professional conduct in school refers to behaviour that is appropriate, respectful, and ethical. It involves acting in a manner that reflects positively on oneself, the school, and the wider community.

Organisation: To be able to manage and prioritise responsibilities.

Professional organisation refers to the ability to manage and prioritise tasks, responsibilities, and resources in a manner that is efficient and effective. It includes being punctual and it involves being organised, prepared and proactive in order to meet deadlines and be ready to learn.

Dedication: The quality of being committed to a task or organisation.

Professional dedication in school refers to the level of commitment and enthusiasm one has towards their work or academic pursuits. It involves a strong sense of purpose and a willingness to put in the time and effort necessary to achieve one's goals. This could be in the classroom or through the myriad of other opportunities outside of the classroom.

Pride: Feeling proud of yourself, your achievements and the communities you are in.

Professional pride in school refers to one's ability to present themselves and their work to the best of their ability. It instils personal responsibility and ownership through fostering a strong work ethic, attention to detail and a commitment to quality that leads to a sense of accomplishment from a job well done.

Values: The moral (right) rules and qualities that support you in making good decisions.

Professional values in school, focusing on the values of empathy, honesty, respect, and responsibility, refers to the principles that guide behaviour and decision-making in a manner that is ethical, moral, and socially responsible.

4.2. Behaviour for Learning System
The Behaviour for Learning System is at the core of the College's behaviour management policy and procedures. The system is detailed in **Appendix 1**.

4.3. Suspensions and alternatives to Permanent Exclusions
Appendix 5 refers to the College's policy and practices in agreeing exclusions.

4.4. Screening, Searching and Confiscation

- Please refer to the DfE guidance 'Screening, Searching and Confiscation: advice for schools 2023.' In addition to the practice identified in the DfE guidance, Cowley International College also bans any item brought into the College with the intention of the item being sold or passed on to other students which, in the Principal's opinion, will cause disruption to the College or be detrimental to College practice. As a result, the College is able to search students for these items. **Appendix 6** refers to the College's policy on confiscating items.

4.5. CCTV
Cowley International College reserves the right to use CCTV for the purpose of maintaining discipline and managing behaviour.

4.6. Use of reasonable force
Please refer to the Restrictive Intervention Policy 2026. All members of College staff have a legal power to use reasonable force. This power applies to any member of staff at the College. It can also apply to people whom the Principal has temporarily put in charge of students, such as unpaid volunteers, cover staff or parents/carers accompanying students on an College organised visit. Where reasonable force is necessary and in the best interests of the child, recognised CPI techniques will be used.

4.7. Discipline beyond the College site
Parents/carers are encouraged to report criminal behaviour, anti-social behaviour and serious bullying incidents that occur anywhere off the College premises which pose a threat to a member of the public or a student to the police as soon as possible. If a member of the public, College staff, parent/carer or student reports criminal behaviour, anti-social behaviour or a serious bullying incident to a College member of staff the Principal or Vice Principal Standards and Wellbeing must be informed. In addition, if the Principal/Vice Principal considers that the misbehaviour is linked to a child suffering or being likely to suffer significant harm the College's Child Protection and Safeguarding Policy will be followed.

For health and safety reasons, very high standards of behaviour are expected on College residential and day trips. The College will use the same behaviour sanctions that are applied to incidents of misbehaviour that occur on the College site. **Appendix 3** shows the College's Behaviour Matrix.

Where poor behaviour outside of school and school hours occurs, the College reserves the right to issue a consequence, or a suspension or permanent exclusion. The full consequences system will apply at the College's discretion.

Students are expected to wear full College uniform correctly when travelling to and from the College and must not be involved in behaviour that could adversely affect the reputation of the College or safety of themselves or others. For example:

- Uniform – students will be issued a one-hour detention for breaches of the College uniform

requirements.

- Students should not smoke/vape on their journey to and from the College. If they are found smoking/vaping whilst wearing College uniform, the consequences system will be used.
- Misbehaviour on the College bus will result in the College behaviour policy sanctions being applied (e.g. reflection, suspension, permanent exclusion) and a ban from using the College bus service for either a fixed period of time, or permanently.
- Dangerous behaviour outside of school which could adversely affect the reputation of the College or poses a threat to the school community or wider school community, will be viewed extremely seriously and will result in the College behaviour policy sanctions being applied (e.g. reflection, suspension, permanent exclusion).

4.8. Police

Cowley International College will involve the police in all matters where criminal activity has taken place or is suspected of having taken place. In addition, Cowley International College will inform the police of any intelligence which may support the police in preventing or tackling criminal activity. A student and his or her family have the right to contact the police if they feel that a criminal offence has been committed.

4.9. Reasonable adjustments

4.9.1 The College will ensure that students are provided with appropriate support to recognise their individual needs. All staff are provided with detailed information about the needs of the students in their groups, including appropriate strategies and reasonable adjustments to meet their needs, so that the curriculum can be differentiated appropriately.

4.9.2 The reasonable adjustments could include adjustments to the Classroom Consequence System, amending behaviour 'triggers' or extending the timeline before exclusion is considered. All students and staff will be supported to understand reasonable adjustments.

5. Governing Board Behaviour Committee

5.1. Under DfE Guidance 'Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - until 2024, a meeting of the Behaviour Committee of the Governing Board must be convened by the Principal's PA (acting as the Clerk to the panel) within 15 days of receiving the notice of exclusion for the Governing Board to consider re-instatement when:

- The Suspension will take the student's total days of exclusion above 15 for a term.
- Recommendation of permanent exclusion is made by the Principal or Vice Principal as delegated in his/her absence for a one-off incident or persistent breaches of the school's behaviour policy **and** where allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school.
- The Suspension would result in the student missing a public exam or national curriculum test.

5.2. The Behaviour Committee will comprise of three members of the Governing Board who can hear the case impartially. If a member has a connection with the student, or knowledge of the incident that led to the exclusion, which could affect his or her ability to act impartially, he or she should step down.

5.3. The Behaviour Committee can decline to reinstate (i.e. uphold a permanent exclusion) or direct the student's reinstatement, either immediately or on a particular date.

5.4. The meeting must be convened by the 15th College day after the date of the receipt of notice to consider the permanent exclusion.

5.5. The Clerk will circulate the paperwork for the Behaviour Committee meeting to all parties invited to attend at least five days in advance of the meeting.

5.6. The parent/carer has the right to attend the meeting, and/or make written representations. This should be submitted to the Clerk as soon as possible before the meeting. The parent/carer may bring a friend or a legal representative if they wish.

5.7. The Principal and Vice Principal or Assistant Principal will be invited to attend the meeting. Parents/carers have the right to invite the Local Authority Exclusions Team to attend the meeting.

5.8. Within one College day of the meeting, a letter will be sent detailing the decision of the Behaviour Committee. Following a permanent exclusion, the letter will also detail the procedure for Independent Review, which will be heard by an Independent Review Panel convened by the College trust. The parent/carer has 15 College days after the day on which notice in writing was given of the Behaviour Committee's decision, if delivered directly. If the notice in writing is posted first class, two additional days are added for postage.

6. Independent Review Panel

6.1. Cowley International College has in place an Independent Review Panel (IRP) and a parents/carers' right to apply for an IRP to this Independent Panel will be outlined in the letter following a Governor's decision not to reinstate a permanently excluded student. Cowley International College will, at their own expense, arrange for this independent review panel hearing to review the decision of the Governing Board not to reinstate a permanently excluded student.

6.2. Parents will be informed of their right to request a Special Educational Needs expert at the IRP hearing.

6.3. The legal time frame for an application for IRP to the independent review panel is set out in the DfE guidance.

6.4. Where the Governing Board decides to decline to reinstate (uphold a Permanent Exclusion) they will draw the attention of parents/carers to relevant sources of free and impartial information on whether and how to seek a review of the decision. This will include statutory guidance and information on the First-Tier Tribunal who deal with claims of discrimination.

7. Roles and responsibilities

7.1. The Role of the Principal

- The role of Principal is to ensure that this policy is applied fairly and consistently across the College.
- The Principal will be responsible for reporting to Governors on its performance.

7.2. The Role of the Governing Board

- Governors will be responsible for monitoring the behaviour of students through Governors' committee meetings.
- The Governors will form a behaviour committee.

7.3. The Role of Parents and Carers

- Reference to this policy will be included in the College Prospectus, College Policy Handbook, on the College Virtual Learning Environment (VLE) and in the students' planners.
- The policy is available in full via the College's website.

8. Monitoring and Evaluation

8.1. The Governing Board will evaluate the impact of this policy by receiving written data from the Principal at timely intervals throughout the year, to include:

- The number and range of rewards for good behaviour each term.
- The number of suspensions and permanent exclusions.
- The number of internal exclusions and off-site inclusions at other schools.

- The number of Behaviour and Attendance Collaborative (BAC) moves.
- Instances of bullying and the action taken.
- Support provided for the victim(s).

8.2. As part of the review of this policy, Governors will seek feedback from the student voice, staff and parents on the effectiveness of this policy. Governors nominated to monitor this policy will visit the College at different times of the day and report on their findings to the relevant Governors Committee.

Appendices

For ease the appendices in this policy are numbered below:

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1. Classroom Consequence System

The Classroom Consequence System is designed to give students choices. Its fundamental role is to support learning by tackling and dealing with low level disruptive behaviour, i.e. behaviour that undermines the student's own learning or that of others. If unchecked this sort of behaviour disrupts learning and undermines the authority of the teacher. 'Consequences' are not a replacement for good classroom management techniques and will not compensate for poor teaching and/or unstructured lessons.

The Classroom Consequences System is progressive. For example, if a student disrupts their own learning or the learning of others, they will receive a C1 – Verbal Warning. If the student continues to disrupt their own or others learning they will receive a C2 – Behaviour Point (BP) recorded. If the student fails to address their behaviour and continues to disrupt learning they will receive a C3 – An after-college detention, this will be given and logged on Brom Com. Please see section 2, below 'Detentions'. Should the student continue to disrupt the lesson they will be given a 'Red Card' and will be placed in Reflection immediately.

Consequences given to students during lessons will be recorded on Behaviour for Learning (BfL) boards that are displayed in all classrooms. This is to remind students of where they are within the Classroom Consequence System. Please note all consequences from 'C2' onwards are recorded by the college as Behaviour Points using the following scale; C2 = 1 BP, C3 = 2 BPs, Red Card = 4 BPs.

Students' behaviour records are analysed weekly by the College Manager Team and where there are concerns these are communicated to parents/carers and interventions are put in place.

Summary Recording on Bromcom

- C2 = 1 BP
- C3 = 2 BPs a student receiving this consequence will also be issued a detention on the next day.
- Red Card = 4 BPs.

Note: Staff have the right to issue a student with an immediate 'Red Card' at any point during any lesson if they believe the student's behaviour is inappropriate and may have an adverse effect on the learning and/or safety of others or themselves. The Behaviour Matrix (Appendix 3) outlines the sanctions and support that students may receive as a consequence of their behaviour. Please refer to this in conjunction with this Behaviour for Learning Policy in its entirety as it is referred to throughout.

2. Detentions

The College will issue either 30-minute or 60-minute detentions for a breach of the College rules. Where possible, parents/carers will be notified in advance through a phone call, text message or email. Detentions start at 2:45 pm. A 60-minute detention will be issued for the following reasons:

- C3 during a lesson.
- Inappropriate behaviour during non-structured times.
- Inappropriate behaviour during travel to and from the college
- Being late to the college.
- Being late to lessons 3 times during a one-week period.
- Referral to Reflection

A 30-minute detention will be issued for the following reasons:

- Poor standard of uniform or appearance
- Lack of appropriate equipment
- Chewing gum
- Littering
- Vandalism/Graffiti
- Planner/timetable
- Mobile phone
- Poor conduct in assembly

C3 Detentions will take place the day after being issued.

The college will issue a 90-minute detention where a student fails to attend a one-hour detention. The 90-minute detention will take place the next day. Where possible, parents/carers will be notified in advance through a phone call, text message, MCAS or email. 90-minute detentions start at 2:45 pm and finish at 4:15 pm. If a student fails to attend a 90-minute detention, they will complete a day in the Reflection Room until 4:15 pm on the next available day.

Reflection

Students referred to reflection will receive a Same Day C3 sanction and will be dismissed from Reflection at 3:45 pm on the day that they are referred. Where possible, parents/carers will be notified in advance through a phone call or text message.

Note: the college will determine what is inappropriate and unacceptable at all times.

Note: Under DfE guidelines, schools do not have to inform or require consent from a parent/carer in order for a student to complete a detention. (Please refer to the Behaviour and Discipline in Schools: guidance for headteachers and staff 2024).

1. **Reports**

Behaviour Points accrued by students are monitored and analysed by the Assistant Principal in conjunction with the College Manager Team on a weekly basis. To support students and address any behavioural concerns the College uses a report card system. There are three levels of report – Team Tutor (TT) report (green); College Manager report (yellow); Senior Leadership Team (SLT) report (red). Students will be placed onto one of these reports when they are issued with the relevant number of behaviour points or at the digression of a member of the senior pastoral leadership team (Trigger Points) based on the following thresholds during a term:

- TT Report – 15-19.
- College Manager Report – 21-39.
- SLT Report – 40+.

Students are to have their report signed every lesson and at the end of the day by the relevant member of staff. If a student receives a C1 – Red Card during their lesson the member of staff must record this on the report and record the incident in BROMCOM. It is also a requirement that the report is signed by a parent/carer each day. At the end of each term all students will be removed from report. Students will be taken off report during a term if their behaviour improves and they are issued with ten or fewer behaviour points over a three-week period. Where the college feels that a student would benefit from being on report at the start of a term a Monitoring Report (purple) will be issued, this will be monitored by Heads of Achievement. Students will remain on Monitoring Report until the College deems it necessary to remove them.

Rewards

Rewards will be used to recognise the hard work and positive attitude displayed by students. Students will be awarded Gold, Silver and Bronze Cowleian badges when they achieve the following number of achievement points:

- Bronze –300 Achievement Points
- Silver – 500 Achievement Points
- Gold – 800+ Achievement Points Students can earn achievement points in a variety of ways.

Students can earn achievement points in a variety of ways. These are divided into two categories, ‘Core’ and ‘Enhanced’.

Core

Core achievement points are awarded on a daily basis. Each lesson teaching staff will have 10 achievement points that they are able to give to students with a maximum of one per student. Students will be awarded one of these points if they do everything that is expected of them and go above and beyond.

Students will be awarded three achievement points for anything they do outside of a lesson on a daily basis that demonstrates the Cowleian values.

Special Awards

In addition to the core achievement points, each lesson, teaching staff can issue the following special awards to one student.

- Star of the lesson – 3AP
- Most Improved – 3AP
- Above & Beyond – 3AP

Students who achieve 100% attendance in a week will be awarded five achievement points. Students who achieve 95% attendance or above in a half term will be awarded ten achievement points.

When a student meets the deadline and hands in a piece of homework then they are issued 1 achievement point. HWK – 1AP

Enhanced

Achievement points will be issued on a termly basis for the following initiatives.

Level	Initiative	Achievement Points
1	Principal Breakfast	10
	Cowley Gold is awarded by teachers to selected students who have produced an excellent piece of work, this is issued on a fortnightly basis.	
	100% Attendance per half term	
	Cowleian Bronze Award	
	Cowleian Bronze Accolade	
	Head of Department Honours are chosen by each department and is awarded to one student in each year group per half term.	
	Accelerated Reader – On track to meet AR target.	
2	Invite to the annual Cowley awards evening.	15
	100% attendance per term.	
	Cowleian Silver Award.	
	Cowleian Silver Accolade	
	100% attendance, no behaviour points, no lates and no detentions every half term.	
	100% attendance per year	
3	Cowleian Gold Award	20
	Cowleian Gold Accolade	

Appendix 2 – Reflection

Cowley International College will use reflection when student behaviour negatively impacts on the learning and/or safety of students. Reflection will also be used when it is appropriate if the good order of the College is threatened and/or student behaviour could potentially damage the reputation of the College.

Students may be placed in inclusion for the following reasons:

- 'Red Card' from a lesson (please see section 2.1 - Classroom Consequence System).
- A serious incident(s) – classed as 'Red' and/or 'Grey' on the Behaviour Matrix.
- Truancy.
- Bullying.

Note: Students may be placed into reflection for any serious breach of College rules. Please see Appendix 4.

Students referred to reflection will receive a Same Day C3 sanction and will be dismissed from Reflection at 3:45 pm on the day that they are referred. Where possible, parents/carers will be notified in advance through a phone call or text message

Note: Under DfE guidelines, schools do not have to inform or require consent from a parent/carer in order for a student to complete a detention. (Please refer to the Behaviour and Discipline in Schools: guidance for headteachers and staff 2024).

Whilst in reflection students must meet the College's expectations:

- Hand over all electrical items (students are screened for electrical items on entry)
- Place bags and coats on the shelves provided
- Complete a range of reflection tasks to an acceptable standard. College staff will deem what is acceptable at all times
- Complete all work to an acceptable standard. College staff will deem what is acceptable at all times
- Not talk or communicate with others
- Work in pencil at all times
- Not graffiti College resources
- Remain seated at all times

Students who fail to meet these expectations will be made to repeat their day in reflection on the next day. Should a student continue to display unacceptable behaviour whilst in reflection then a suspension will be issued. The length of the suspension will always be for one day in the first instance.

Any subsequent failures whilst in reflection or refusal to engage will result in a suspension in line with the College's Exclusion Procedure (see Appendix 5: **Suspensions and Permanent Exclusions**).

Students who are suspended for failing to meet the reflection expectations will be required to successfully complete a full day in reflection until 15:45pm on their return.

Reflection data is monitored and analysed by the Vice Principal, Assistant Principal, Student Support and College Managers. Students who are repeatedly placed into reflection will be put onto a reflection Support Plan. Below is the Inclusion Support Plan (ISP) matrix:

Inclusion Support Plan Matrix***

Number of Inclusion Sessions	Support
0-4	• Reflection meeting prior to a parental/carer meeting • College Manager meeting with parents/carers • DCM **Meeting at 3rd Red Card** **GREEN REFLECTION BOOKLET**
5-9	**Inclusion Support Plan – Stage 1** • Formal meeting with parents/carers and the College Manager • Identify behaviours and strategies • Reflection programme • Consider: CAMHS/Ed Psych/SEND referral, Early Support/MHST/Listening Service/TAZ/Barnardo's/TESSA **AMBER REFLECTION BOOKLET**
10-14	**Inclusion Support Plan – Stage 2** • Formal meeting with parents/carers and the Head of Achievement and College Manager • Identify behaviours and strategies • Weekly ISP review by the College Manager • Reflection programme – Consider Connect/Re-Connect pathway • Consider: CAMHS/Ed Psych/SEND ref/Early Support/MHST/Listening Service/TAZ/TESSA/Barnardo's/Safer Schools Officer (PC Jo) • Consider Off-Site Direction **RED REFLECTION BOOKLET**
15-19	**Inclusion Support Plan – Stage 3** • Formal meeting with parents/carers and the Assistant Principal • Identify behaviours and strategies • Reflection programme – Consider Connect/Re-Connect pathway • Consider: CAMHS/Ed Psych/SEND ref/ • Support/MHST/Listening Service/TAZ/TESSA/Barnardo's/Safer Schools Officer (PC Jo) • Consider Managed Move
20-22	**Inclusion Support Plan – Stage 4** • Formal meeting with parents/carers and Vice Principal
23-25	**Inclusion Support Plan – Stage 5** • Formal meeting with parents/carers and the Vice Principal • Alternatives to permanent exclusion if applicable • Permanent Exclusion

List of Agencies/Interventions:

- **CAMHS – Child and Adolescent Mental Health Service**
- **ED Psych – Educational Psychologist**
- **SEND ref – Special Educational Needs and Disabilities referral**
- **AP ref – Alternative Provision referral**
- **EIP ref – Early Intervention Panel referral**
- **EIAS – Early Intervention Single Assessment**
- **TESSA – Service 4 Schools**
- **Safer Schools Officer**
- **PSP – Pastoral Support Plan**
- **TAZ – Teenage Advice Zone**
- **Barnardo's**
- **Listening Service**
- **Connect/Re-Connect –** Cowley International College's **internal alternative provision**

Internal Interventions:
At Cowley International College, there are 3 internal Alternative Reflective Pathways which sit under the umbrella of The Sarah Cowley building. The core purpose of Alternative Reflective Pathways is to support specific students who have disengaged from their learning, to re-engage with mainstream education and expectations. The specific pathway intent statements are below:

The intent of the **Connect Pathway** is to support an identified cohort of students joining the College at the beginning of the transition process and engage them with school and social expectations.

The intent of the **Re-Connect Pathway** is to support an identified cohort of students in years 8 to 9 who, despite reasonable adjustments being put into place, they have disengaged with school and our expectations and who have demonstrated complicated behaviours at the College and potentially in the community and/or at home. The pathway aims to re-engage them with school and social expectations. The pathway will provide an extended nurturing environment for students so that we can deliver early intervention and they can transition back into mainstream lessons at the end of the programme.

The intent of the **KS4 Aspire Pathway** is to support an identified cohort of students in years 10 and 11 who, despite reasonable adjustments being put into place, they have disengaged with school and our expectations and who have demonstrated complicated behaviours at the College and potentially in the community and/or at home. The pathway aims to support students with school and social expectations.

It is at the discretion of the Principal and Vice Principal to place a student on a specific pathway.

Appendix 3 – Behaviour Matrix

The College has very high standards and expectations and believes that students have the capacity to achieve their full potential.
Disruption to learning is defined as any act that has a negative impact on the progress of an individual or groups of students.

Green - No behaviour concerns	**All staff**	**Praise and reward**

White - C1 Disrupting own learning		
Defiance	All staff	Verbal warning and name is recorded on the consequence board
Eating in class		
Talking		
Inadequate work		
Any other off task behaviour		

Yellow - C2 - Further disruption to own and others learning - 1 Behaviour point issued		
A continuation of the above (C1) will result in a C2 being issued	All staff	Negative behaviour point issued

C3 - Further disruption to own and others learning		
A continuation of the above (C2) will result in a C3 being issued	All staff	Negative behaviour points issued and a detention set

Red Card - Serious behaviour issues		
A continuation of the above (C3) will result in a Red Card being issued	All staff	Negative behaviour points issued / student placed into inclusion for a minimum of 5 'successful' periods. Same Day Sanction applied – reflection will include a C3 detention to be completed the same day as Reflection. Students will be dismissed from Reflection at 3:45 pm (families will be informed of this)
In class behaviour that warrants a straight Red Card (at the discretion of the teacher based on their professional judgement)		
Serious behaviour issues outside of the classroom as determined by the College		

One Hour Detention		
A C3 in any lesson	All staff	One hour detention
Poor conduct in assembly		
Mobile phone		
Vandalism/graffiti		
Poor behaviour on corridors or in social spaces that does not meet the expectations of the College		
Late to school		
Missed or inadequate homework		

30-minute Detention		
Lack of appropriate equipment	All staff	30-minute detention
Poor standard of uniform		
Chewing gum		
Littering		
Late to 2 or more lessons in one day		
Planner/timetable		
Lack of appropriate equipment		

90-minute Detention		
Given for failed C3 only	College Manager/SLT	90-minute detention

Confiscation		
Mobile phones and other electronic devices	All staff	Confiscation and detention
Jewellery		
Any other non-permitted items as set out by the BfL policy		

Severe

Violence or assault (1-6)	Severe level sanctions can only be determined by a member of SLT
Drug/alcohol abuse (4-6)	The range of sanctions are shown in brackets against the behavioural concern Parent/Carers are informed in all cases 1. Reflection and SLT meeting with parent/carer to discuss issue 2. Reflection and SLT meeting parents/carer to discuss behavioural improvements and consequences 3. Reflection and SLT meeting to take place with parent/carer 4. Suspension and SLT meeting with parent/carer to discuss issue 5. Directed move and/or managed move to another provision 6. Permanent exclusion
Offensive weapon (4-6)	
Abusive/Threatening behaviour (2-6)	
Bullying: emotional, physical, racial, sexual, homophobic, verbal and cyber (1-6)	
Damage to property or theft (2-6)	
Drug Dealing (6)	
Inappropriate sexualised conduct (1-6)	
Failure to attend 90 Minute detention (1-3)	
Persistent red cards (1-6)	

Note: The behaviours and actions described above are not an exhaustive list. In some circumstances alternative actions may be put in place at the discretion of the College

Appendix 4 – Serious Breach of College Rules

All decisions to exclude are serious and only taken as a last resort or where the breach of the College rules is serious.

The following are given as examples:

- Failure to comply with a reasonable request from a senior member of staff.
- Failure to wear College uniform which has been provided (where possible) for a student who is wearing incorrect uniform is regarded as failure to comply with a reasonable request.
- Breaches of health and safety rules.
- Verbal abuse of staff, other adults or students.
- Possession of drugs and or drug paraphernalia and/or alcohol related offences.
- Failure to comply with the requirements of the 'Consequence System' see section 2 above.
- Willful damage to property.
- Homophobic or racist bullying.
- Harassment of any kind
- Bullying.
- Sexual misconduct.
- Theft.
- Making a false allegation against a member of staff.
- Behaviour which calls into question the good name of the College.
- Persistent defiance or disruption.
- Minor assaults or fighting that is not premeditated or planned.
- Other serious breaches of College rules.

Appendix 5 – Suspensions and Permanent Exclusions

'Good discipline in schools/academies is essential to ensure that all students can benefit from the opportunities provided by education. The Government supports Headteachers in using exclusion as a sanction where it is warranted.'

(Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - until August 2024)

1) Suspensions

Cowley International College will use Suspensions when student behaviour seriously and negatively impacts on the learning and/or safety of students. Suspensions will also be used when the good order of the College is threatened and/or student behaviour could potentially damage the reputation of the College.

Only the Principal (and the Vice-Principal/Assistant Principal when responsibility is delegated to them if the Principal is off site) may suspend for the following reasons:

- Serious breaches of the College rules (for example – see Appendix 4).
- Repeated breaches of the College rules.
- Refusal to engage with Reflection.
- Repeated disruption whilst in Relection.

The length of the Suspension will be dependent on the severity of the incident and will be at the discretion of the Principal (and those acting in this capacity as delegated).

Suspension data is closely monitored by the Vice Principal Standards and Achievement in conjunction with the Assistant Principal B&I and the College Manager Team. It is the responsibility of the Vice Principal Standards and Achievement to report to the Senior Leadership Team on exclusions and ensure that the process has the desired positive impact on both standards in the College and on the majority of students involved in the process.

Cowley International College is keen to ensure a balance is met, between the use of suspensions to deal with persistent disruption, and their impact on the individual's ability to re-engage with their learning. For this reason, it has been decided to use a maximum Suspension period of up to five days for any single incident in the process.

A Principal retains full authority to vary the length of any suspension at any time however no student will receive greater than 45 days' suspension in any one academic year without consideration by the Principal of permanent exclusion for persistent disruption and defiance. Please note that the Principal also retains the right to permanently exclude a student for persistent disruption and defiance even if they have not reached 45 days. In addition, the Principal retains the right, at any time, to permanently exclude those students who persistently cause disruption to the learning of others.

2) Permanent Exclusion

'A decision to exclude a student permanently should only be taken:

- **in response to a serious breach or persistent breaches of the College's behaviour policy**

  AND

- **where allowing the student to remain in the College would seriously harm the education or welfare of the students or others in the College.'**

(Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - until September 2023)

The Principal will make the judgement, in exceptional circumstances, where it is appropriate to permanently exclude a child for a first or 'one-off' offence. These offences might include but are not limited to:

a) Serious actual or threatened physical assault against another student or a member of staff.
b) Sexual abuse or assault.
c) Supplying an illegal drug.
d) Possession of an illegal drug
e) Carrying an offensive weapon (see definition below).
f) Making a malicious serious false allegation against a member of staff.
g) Potentially placing students, staff and members of the public in significant danger or at risk of significant harm.

These instances are not exhaustive but indicate the severity of such offences and the fact that such behaviour can affect the discipline and well-being of the College community.

The Principal may also permanently exclude a student for:

- One of the above offences.
- Persistent disruption and defiance including bullying (which would include racist or homophobic bullying).
- Repeated possession and/or use of an illegal drug or drug paraphernalia on College premises.
- Any serious incident which the College deems to be of an extremist nature.
- An offence which is not listed but is, in the opinion of the Principal, so serious that it will have a detrimental effect on the discipline and well-being of the College community.

In addition, Cowley International College also considers the following to be serious incidents resulting in the permanent exclusion of a student:

h) Deliberate activation of the fire alarm without good intent.
i) Repeated or serious misuse of the College computers by hacking or other activities that compromise the integrity of the computer network.
j) Repeated verbal abuse of staff.
k) Persistent disruption and defiance that may or may not be directly linked to the Classroom Consequences System.

3) Offensive Weapons - Definition

The College has determined that, in addition to legislative guidance, any knife, irrespective of length, constitutes an offensive weapon and should not be brought into the College.

In addition to knives; axes, BB guns, air guns, GATT guns, catapults, slings, etc., will also be deemed to be offensive weapons. Other types of offensive weapons will include lengths of pipe, bats, other blunt instruments, or items judged by the Principal, senior leaders or the Governing Board to be carried with the intention to inflict injury on another individual – this would include blades removed from pencil sharpeners, fireworks etc.

4) Part-time Timetable

Where necessary and not as a result of students' poor behaviour, the Principal may, in limited circumstances, make use of a part-time timetable or phased re-integration plan to support a student. The part-time timetable/phased re-integration plan will be for an agreed, fixed period of time, for example one term. The PTTT will be reviewed by Cowley International College and parents on a regular basis. An example of a Phased Re-integration Plan between the College, student and parent/carer is shown on the following page.

5) Student Support Panel

In certain cases, if a student is at risk of permanent exclusion, it may be decided to convene a Student Support Panel meeting. The panel will consist of a member (or members) of the Governing Board who will meet with parents/carers and senior leaders at a mutually agreed time. A Student Support Panel will be held should a student receive 15 days of suspension in a term.

6) Off-site direction / managed move

In certain cases, persistent and/or serious breaches of the BfL policy can lead to an off-site directed move of a student (for detailed period of time) to another educational setting, whilst remaining on role at Cowley International College. This can be used at the discretion of the Principal and governing body in accordance with DfE guidance. A directed move can be used as a preventative measure to permanent exclusion.

In addition, if there is a firm agreement between two schools, parents of the pupil, and the pupil, a managed move can be used as a preventative measure to permanent exclusion (with the pupil moving onto the role of the host school after a successful period) Guidance is to be followed in accordance with the DfE's Suspension and Permanent Exclusion document – August 2024.

Appendix 6 – Confiscation

College staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to College discipline.

- Staff should hand the confiscated item to the relevant member of support staff (College Manager, Main Reception etc.) as soon as possible and complete the necessary information to identify the item, the date it was confiscated, the name of the student and the member of staff's name. Staff must not give the confiscated item to another student to hand in and must not leave the item in an unsecure area at any time.
- Any item which staff consider to be dangerous or criminal i.e. drugs, must be brought to the attention of a senior member of staff immediately.
- Items confiscated by the College (other than mobile phones) can be collected by parents/carers except where the College has chosen to dispose of the confiscated items, e.g. cigarettes, alcohol, lighters, vapes.
- The College's general power to discipline, as set out in Section 91 of the Education and Inspections Act 2006, enables a member of staff to confiscate, retain or dispose of a student's property as a disciplinary penalty, where reasonable to do so.
- The Principal will use their discretion to confiscate, retain and/or destroy any item found as a result.
- Electronic equipment, jewelry and other expensive items will be confiscated and held by the College for a period of one year. If, at the end of the year, the item has not been reclaimed then the College reserves the right to destroy the item.
- Where alcohol has been confiscated the College will dispose of it.
- Where the College finds controlled drugs, these must be delivered to the police as soon as possible but may be disposed of if the Principal thinks there is a good reason to do so.
- Where the College finds other substances which are not believed to be controlled drugs these will be confiscated where a teacher believes them to be harmful or detrimental to good order and discipline. This would include, for example, so called 'legal highs'. Where staff suspect a substance may be controlled, they should treat them as controlled drugs as outlined above.
- Where staff find stolen items, these must be delivered to the police as soon as reasonably practicable – but may be returned to the owner (or may be retained or disposed of if returning them to their owner is not practicable) if the Principal thinks that there is a good reason to do so.
- Where a member of staff finds tobacco or cigarette papers, they will dispose of them.
- Fireworks found as a result of a search may be retained or disposed of but should not be returned to the student.
- If a member of staff finds a pornographic image, they may dispose of the image unless its possession constitutes a specified offence (i.e. it is extreme or child pornography) in which case it must be delivered to the police as soon as reasonably practicable. Images found on a mobile phone or other electronic device can be deleted unless it is necessary to pass them to the police or to retain the image whilst the College carries out its own investigation.
- Where an article that has been (or could be) used to commit an offence or to cause personal injury or damage to property is found, it may be delivered to the police or returned to the owner. It may also be retained or disposed of.
- Where a member of staff finds an item which is banned under the College rules they should take into account all relevant circumstances and use their professional judgement to decide whether to return it to its owner, retain it or dispose of it.
- Any weapons or items which are evidence of a serious offence must be passed to the police as soon as possible or retained whilst the College carries out its own investigation