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The Coleshill School – An 11-19 Business & Enterprise Academy

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BEHAVIOUR POLICY

Reference Documents

1. Behaviour and Discipline In Schools DfE 2016 relating to Education and Inspections Act 2006
School Standards and Framework Act 1998, Education Act 2011.
2. Exclusion from Maintained Schools, Academies and Pupil Referral Units in England DfE 2017
3. Use of Reasonable Force, DfE 2013.



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FROM THE ADVOCATES

We are committed to:

- Having a caring, secure and orderly community in which the boundaries of acceptable behavior are clear, shared and consistent, and reflect Government legislation.
- Consistently applying the guidance set out in the Governors' Statement of Principles (See Appendix 4).

We aim to:

- Ensure that all staff are aware of the powers available to them, both to discipline and reward students.
- Ensure that students and parents are introduced on entry to the school's expectations via the Home/School agreement and associated documents.
- Ensure that all students are clear about the school's expectations regarding behaviour.
- Ensure that students review these expectations regularly.
- Ensure that students are familiar with the 'Behaviour' and 'Rewards' systems for managing student behaviour and issuing rewards; and that staff apply these consistently; and that these are regularly monitored.
- Ensure Equality of Opportunity for all students, embracing the legal responsibilities for students with SEN.
- Maintain in a non-discriminatory culture reinforced by the behavior policy.
- Ensure the safety of our students whilst in school and while travelling to and from school.
- Consider the impact of each individual's behaviour on the school community as a whole.
- Work as part of a multi-agency network to ensure that all students are supported.
- Promote clear values and a clear moral code.
- Deal consistently and effectively with all cases of reported bullying.
- Enforce fair, consistent and appropriate sanctions when necessary.
- Involve parents and governors wherever it is appropriate or required.
- Ensure that processes are in place to deal with complaints.
- Utilise parental support and involvement.

On behalf of the Governing body of The Coleshill School

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ROLES AND RESPONSIBILITIES

- **The Governing Body** has established, in consultation with the Headteacher, staff, students, and parents/carers the policy and will keep it under review ensuring that it is communicated to students and parents/carers. The Governing Body, Headteacher and staff will ensure that the concerns and particular needs and views of students are listened to and appropriately addressed.
- **The Head of School, Leadership Team, pastoral staff and teaching staff** will lead the school and be responsible for the implementation and day-to-day management of the policy and procedures. It is the aim of the Leadership Team and school staff to promote, recognise and encourage positive behaviour and regular attendance. The positive ethos of the school will promote equality and diversity for all groups and communities. Bullying, aggression or prejudice will be actively discouraged at all levels. (see Anti Bullying Policy).
- **All school staff including teachers, support staff and volunteers** will be responsible for ensuring that the policy and procedures are followed and consistently and fairly applied. Students should be taught how to behave well and encouraged to attend punctually and regularly. All staff share responsibility, with the support of the Headteacher and the Leadership Team, for creating a high quality learning environment promoting good behaviour and implementing the agreed policy and procedures.
- **Students** are expected to take responsibility for their own actions and develop effective behaviour for learning, thereby enabling themselves and others to achieve the highest possible levels of learning for all. They will be made fully aware of the school policy, standard operating procedures and expectations.
- **Students** should be actively encouraged and supported in feeling able to report any incidents of misbehaviour including bullying, aggression or any form of harassment.
- **Parents/carers** will be encouraged to take responsibility for supporting and reinforcing the positive behaviour and attendance of their child both inside and outside the school. They will be encouraged to work in partnership with the school to promote and contribute to the further development of the Behaviour Policy through consultation when appropriate. Parents will sign a Home School Agreement at the commencement of their child's placement to show their commitment to this.



EFFECTIVE BEHAVIOUR FOR LEARNING

In lessons:

Role of Students in lessons; 'Ready to Learn'

The School Community insists on the highest standards of behaviour in class. To this end, we expect all students to maximise learning by being 'Ready to Learn', through:

- arriving to lessons promptly.
- entering the classroom and sitting in their chair according to the seating plan.
- removing any outdoor clothing and getting equipment (minimum requirement of a black pen, a red pen, pencil, ruler and planner) on the desk.
- there are no drinks allowed to be placed on classroom work surfaces – only water is permitted but this must not be stored on the desks.
- students begin the "Do it Now" task in silence
- once the teacher has instructed them, they are to write the date and title of the lesson in their exercise books.

Role of Students in lessons: 'Achieving Potential'

The school believes that all students should aim to achieve their potential by:

- following teacher instructions and ensuring at all times that their actions do not disrupt the learning of others.
- engaging in a minimum of 10 minutes of silent work each lesson if directed by the teacher.
- showing SPIRIT in their approaches to learning.
- completing extension/challenge work if the initial work is completed.
- building positive relationships with staff and students.
- engaging in active listening; where they concentrate on the main speaker, either the teacher or another student.

Role of the Teacher in lessons: Behaviour for Learning

The School Community insists on the highest standards of teaching in classrooms to maximise learning. To this end, we expect all teachers to:-

- be at the classroom before their students to greet them at the door.
- take control of the area immediately outside and inside their classroom.
- have a seating plan using class data and most effective positioning for progress.

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- ensure equipment is on the desk and checked for the lesson (minimum requirement of a black pen, a red pen, pencil, ruler and planner).
- take a register promptly using Go4Schools.
- challenge lateness, inappropriate interpretations of the school uniform and slowness in settling down to engage in the lesson.
- start each lesson with a “Do it Now” task.
- use tiered learning intentions to communicate the learning journey of the lesson.
- plan differentiated activities to ensure students can make progress towards achieving excellence.
- plan an activity that students can complete independently and in silence for a section of the lesson.

Inside school:

Whilst the large part of the school day will require students to be in their lessons, there are other times when they are on school site where there are further school rules. These include arriving on site and leaving at the end of the day, walking around the buildings and behaviour during social times.

Uniform/Dress Code, valuables and mobile devices

- Students should be tidy in appearance and always wear clothes appropriately that meet the agreed school dress code (details for uniform are available on the school website).
- Outdoor clothing such as coats, scarves and gloves should not be worn in lessons and all hats therefore should be removed before entering the classroom. The wearing of coats will be permitted during the winter months, as students move between buildings. Hoodies and gilets are not allowed in school.
- Hooded tops must not be worn underneath the blazer and gilets are not allowed in school at all.
- Students are not permitted to smoke, or have smoking materials including electronic vaporising cigarettes, with them anywhere on the school site. Students will be made aware, as staff are, that The Coleshill School is a non-smoking site. Students as members of the Coleshill School, travelling to and from the site or on trips/visits are not permitted to smoke or vape.
- Mobile devices are not permitted to be in view or switched on in lessons, unless the teacher has given explicit instructions. Any device viewed or used during lessons will be confiscated and kept in the school safe until 3:10pm. Persistent offences will result in a longer confiscation or the phone being handed in person to the parent or carer. A central log of incidents is kept in the student office so that persistent problems can be communicated to parents or carers. This is in accordance with DfE Guidance 2011 on the confiscation of student property. Further actions may include asking the parents/carers to restrict the mobile device being brought to school. For further information please read the school Mobile devices Policy.

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- Excessive amounts of money and items of considerable personal value should not be brought into school except in exceptional circumstances. All payments for trips, music lessons and school dinners must be made on line using *Parent Pay*.
- During PE lessons the changing rooms are locked and valuables should be left here during the lessons. The school takes no responsibility for the damages or loss of valuables whilst on school site.
- Personal possessions that cause a distraction in class will be confiscated and passed to the owner's Year Leader for safe keeping again until collection by a student or their parent or carer.

Out of Class Behaviour

- Students should always walk sensibly in corridors and stairwells and keep to paths when moving between buildings or around the school site.
- We have a "no touching" rule at The Coleshill School, which is meant to reduce incidents/accidents between students. The no-touching rule is meant to ensure that all students are comfortable in hallways and that social areas stay safe. School staff are allowed to use their judgment in enforcing the rule.
 - If a student has been in breach of the "no touching" rule they will be sanctioned by loss of social time.
 - Touching is defined as 'Touching which is overly boisterous, unwanted/dangerous or could lead to retaliation'
- During break times and lunch times, students are expected to be either outside, in the Dining Room or, in the event of poor weather, in a designated room. However, students visiting the Library, ICT rooms or members of staff by prior arrangement may be inside the building during these times. Students will be asked to leave the building if these exceptions do not apply.
- There should be no need to visit the toilets during lesson times except for occasional emergencies for which staff should notify the on-duty Teaching and Learning person, who will make the decision whether to escort the student to the toilets. For medical conditions, students can be issued with an out of lesson card, which they keep and use when needed. These are issued by the Year Leaders in consultation with parents or carers where medical evidence has been provided.



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- All forms of bullying, discrimination and intimidation will not be tolerated. Any incidents will be dealt with according to the schools Anti-Bullying Policy, including support for the victim and the perpetrator. (For full details of Anti Bullying strategy please refer to the Anti Bullying Policy).

Arriving and leaving the School

- Students are allowed on school site from 8:00am onwards. Outside spaces are not supervised and therefore students arriving before 8:30am must go directly to the Dining Room. As Tutor registration begins at 8:45am, the outside gates will be closed at 8:40am and any student accessing the school site after this time will be considered late for school and must sign in with our Attendance Officer.
- Students should leave school site promptly after the bell at 3:10pm unless they are in a supervised activity.
- Students are not allowed to leave the school site at break times or at lunchtime unless prior written permission has been received by a parent/carer e.g. for medical/dental appointments.
- Any student who is leaving the school for a bus on site must proceed carefully and calmly to the bus bay, where they will be supervised by members of staff on duty. Permission to access the buses is at the teachers' discretion and if the students have been asked to step off the buses they must comply. Students who have been refused access to the buses will be spoken to by a pastoral leader and their journey home will be planned so that their safety is paramount.
- Only Year 7 students are permitted to travel on the Year 7 School Bus. Other students may travel with specific permission from a member of SLT. Students without permission to travel on the Year 7 bus will be asked to disembark the bus.
- Students are not permitted to cross the A446 dual carriageway on their way to or from school. Students crossing this road will be sanctioned.



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Outside school:

Role of Students outside School

The school has a statutory power to regulate the behaviour of students when off school premises and not supervised by school staff.

This regulation includes behaviour on activities arranged by the school such as work experience, educational visits and sporting events. It also includes behaviour on the way to and from school and behaviour when wearing school uniform in a public forum, such as on public transport.

We therefore have outlined our expectations to make it clear how our students should conduct themselves.

- Students will respect the community and other people's property at all times.
- Students should recognise that during their journeys to and from school they are still part of The Coleshill School community and hence their actions are seen by others as a reflection on all members of the School. Therefore, the School will if appropriate issue sanctions relating to incidents of inappropriate behaviour, either to or from school, which may relate to times outside of the school day. This includes all forms of public transport, where the students can be visibly seen as a representative of The Coleshill School.
- Students will not smoke or vape on the way to and from school.
- Students will respect each other and the community on all forms of public transport and will behave sensibly and safely.
- Members of the school are expected to accept that the Anti-Bullying Policy applies during their journeys to and from school, on trips and visits and at all school related events.
- Students using a bicycle to travel to and from school will ensure that it is kept in a roadworthy condition and that on arrival at school, it is placed in the bicycle shed and secured with a D-lock or similar. Care should be taken to ride bicycles sensibly and to always follow the Highway Code, and a cycle helmet should be worn when cycling to and from school. Cyclists and pedestrians are not permitted to cross the A446 dual carriageway.



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STUDENT REWARDS



The Coleshill School prides itself on the Coleshill Learner which is an innovative and personalised approach to talent development. Students thrive in a 'culture of success' whereby achievement and leadership is celebrated and highly encouraged through the development of soft skills we have identified as SPIRIT.

Our rewards system ensures that all students are recognised for their commitment to learning, making progress, leadership and going that extra mile.

Students can receive SPIRIT points from members of staff for demonstrating skills in **self-management**, **perseverance**, **innovation**, **reflection**, **independence** and **team work**. See back of exercise books for values for rewarding. Staff will reward these using Bromcom, group call messages, postcards which parents/carers can access and view their child's achievements.

Students can also gain points for:

- Something extra (helping out with an open evening, extra-curricular etc)
- Tutor rewards
- Head Teacher's award
- 100% Attendance per half term
- Each member of staff receives two post cards each week for our SPIRIT Value of the week. Students show these cards and receive a golden raffle ticket and are rewarded at the end of each half term.
- Students are rewarded with bespoke SPIRIT Values badges for demonstrating consistent SPIRIT behaviours. Students collect a loyalty card and these are signed every time a student receives a postcard.

Students receive a bronze, silver and gold star for collecting SPIRIT points - see SPIRIT Pyramid.



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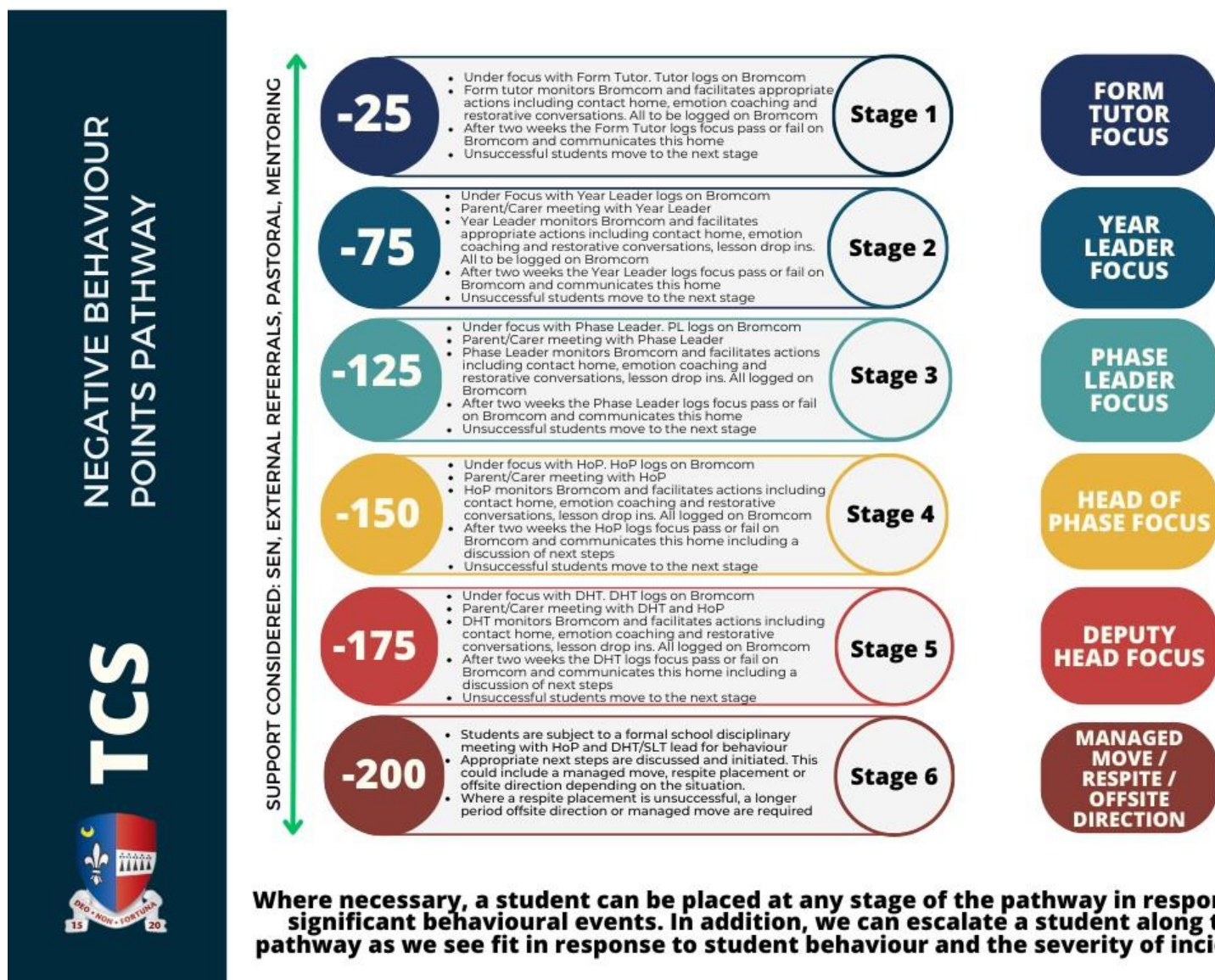
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Negative points pathway

When student behaviour does not meet expectations they can be allocated negative points on Bromcom. Where possible, staff try to deal with behaviour using reasonable adjustments and emotion coaching conversations to reduce the need for negative points to be allocated.

The amount of negative points a student accumulates triggers a period 'under focus' to a designated member of staff.

When a student is 'under focus' that member of staff will monitor their positive and negative points, communicate with home and put in place necessary support to help that student to be successful at The Coleshill School.





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SANCTIONS

The Coleshill School is an orderly school in which students normally act with care and consideration. We use our reward system to promote and encourage good behaviour; however, sanctions are necessary for students who have not responded to encouragement.

Detentions

Where a student's behaviour does not meet the required expectations, but this behaviour does not warrant a lunch time detention to be set, they may be kept for a class teacher detention. This detention is set at the teacher's discretion and students will be told of the required time, place and duration of their detention.

When a student receives 4 warnings in a lesson, or their behaviour does not meet the expectations of the school to the extent that 4 warnings are not required, they will be set a lunch time detention. This may also be set for incidents that occur outside of lessons such as persistent lateness to school or lessons.

Students that are placed in a lunch time detention are collected by a member of staff from the Senior Leadership or Pastoral teams towards the end of Period 3. Students are then escorted to their detention room.

The detention runs from 12:25 to 12:55. Students are released at 12:55 which gives them enough time to go to the toilet and have food.

If a student refuses their lunch time detention, then their detention is reset for lunch time the following day and they are placed in a one hour after school detention on the Friday of that week.

If a student demonstrates poor behaviour in their lunch time detention, then their detention is reset for lunch time the following day and they are placed in a one hour after school detention on the Friday of that week.

If a student refuses or fails the detention on a Friday then they are to complete a one hour after school detention the same day.

Text messages are sent home to inform parents of the Friday after school detentions on a Thursday. Any students placed in an after-school detention due to refusal or failure on the Friday will have a text message sent home on Friday afternoon.

Persistent refusal or failure of detentions will result in more serious sanctions.

Reflection

When a student's behaviour exceeds that requiring a lunch time detention to be set then that student may receive an internal exclusion and be placed in the reflection room

Students are placed in the reflection room for a fixed period

Students must hand in their mobile phones and bags when in the reflection room.

Students must remove their coats and jackets and be in full, correct uniform in the reflection room.



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Students will complete appropriate work during their time in reflection. Where possible, this work will be set by their class teachers and follow their usual curriculum.

Where necessary, students may serve their internal exclusion with a member of the Senior Leadership team for the day.

In extreme circumstances, students may be placed in the reflection room at any point throughout the school day.

Whilst in the reflection room, all students will receive mentoring from a Pastoral member of staff to reflect on the reason for their internal exclusion.



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If a sanction has been given this will be recorded on Bromcom, where Behaviour Points are subtracted from the students' SPIRIT Points. We expect to work with parents to ensure that students have a successful and worthwhile education; therefore sanctions are given when negative behaviour occurs and when the member of staff feels that it is appropriate. We will use our professional judgement to ensure that the behaviour policy is implemented appropriately and within context.

Please note that detentions are a school's disciplinary right, and as a result permission is not needed to detain a student, however the school will endeavour to notify parents/carers via text message the day before an After School Detention is due.



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Exclusions

The Headteacher decides whether to exclude a student, for a fixed term or permanently, taking into account all the circumstances, the evidence available and the need to balance the interests of the student against those of the whole school community.

Fixed Term Exclusions

- This sanction would be for either a single serious incident such as violent behaviour or damage to property, or where a pupil has repeatedly failed to follow the required standards of behaviour.
- In addition pupils may also spend some time in the Isolation Room. This could be prior to the fixed term exclusion during the initial investigation into the incident or behaviour, or as part of their integration plan.
- Parents/carers are advised that a change in the law makes it explicit that they are responsible for supervising students for the first five days of any period of exclusion. Where an exclusion is for longer than 5 days the school will arrange suitable alternative education from the 6th day.
- Parents/carers are expected to attend a reintegration meeting following a fixed term exclusion, at this meeting a student's behaviour will be reviewed and a reintegration programme drawn up including the student being placed on Behaviour Report, either to their Year Leader or a member of the Senior Leadership Team.
- Where a pupil has been excluded for 5 days or more (either for one fixed term exclusion or a series of different fixed term exclusions) the pupil, along with their parent/carer, may be asked to attend a meeting with the Governors Disciplinary Committee.

Behaviour Panels

Fixed term exclusions are monitored by the ATLP organisation and any student who receives too many fixed term exclusions will be required to attend a behaviour panel. The reasons for the continual exclusions will be discussed and consideration will be made as to the student's future at the school.

Permanent Exclusion

A decision to exclude a student permanently is a serious one. It will usually be the final step in the process for dealing with disciplinary offences, following a wide range of other strategies which have been tried without success. It is an acknowledgement by the school that it has exhausted all available strategies for dealing with the student and will normally be used as a last resort.

A decision to exclude permanently can arise:



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- a) In response to serious breaches of the schools' behaviour policy.
- b) If allowing the student to remain in school would seriously harm the education or welfare of the students or others in the school.



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There will however be exceptional circumstances when, in the Headteacher's judgement, it is appropriate to exclude permanently a pupil for a first or one off offence.

The Secretary of State for Education has made it clear that he would not normally expect the Governors' Disciplinary Committee, or an Independent Appeal Panel, to re-instate the student.

Preventing Bullying

Bullying is behaviour by an individual or group, repeated over time that intentionally hurts another individual or group, either physically or emotionally. At the Coleshill School we have a separate policy which deals with the procedures we follow in instances where bullying has been reported. However, as a school we are dedicated to the prevention of bullying by fostering an ethos of respect for others, an understanding of the value of education and a clear understanding of how our actions affect others. This is reflected in our school ethos of Work Hard, Be Kind, Take Responsibility

This is delivered through our tutor programme, assemblies, and across the curriculum in subjects like drama, citizenship, history and English. Outside agencies are also used, such as the police, to deliver messages to the students to help protect them from situations outside school where they may be vulnerable to bullying; this includes; use of social media and other electronic communication, the dangers of carrying weapons and the dangers of criminal exploitation.

Pupil Restraint

The Education Act 2006 provides clear guidance on restraint. Further advice is available to schools in the DFE guidance "Use of reasonable force" July 2013.

Staff are authorised to use physical force to control or restrain students if a student's misbehaviour is so serious that:

- there is a danger of physical injury to the student themselves or someone else.
- there is a danger of damage to property.
- the student is prejudicing the maintenance of good and discipline within the school.
- a criminal offence is being committed.

In circumstances when restraint has been necessary it is likely that this would be seen as an offence where a student would be punished by internal exclusion, fixed term exclusion or permanent exclusion. We expect our students to be able to follow instructions and believe that following verbal instruction is essential to maintaining a well-disciplined school.



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The power to screen, search and confiscate items

The Education Act 2002 provides clear guidance on screening and confiscation.

Screening

What the law allows:

- Schools can require pupils to undergo screening by a walk-through or hand-held metal detector (arch or wand) even if they do not suspect them of having a weapon and without the consent of the pupils.
- Schools' statutory power to make rules on pupil behaviour and their duty as an employer to manage the safety of staff, pupils and visitors enables them to impose a requirement that pupils undergo screening.
- Any member of school staff can screen pupils.
- We work alongside our local police forces and participate in programmes, which aim to raise the dangers of carrying weapons both inside school and outside. This process involves screening of classes and pupils using a metal detector and searching bags to ensure pupils are safe and there are no prohibited items.

Also note:

- If a pupil refuses to be screened, the school may refuse to have the pupil on the premises. Health and safety legislation requires a school to be managed in a way which does not expose pupils or staff to risks to their health and safety and this would include making reasonable rules as a condition of admittance.
- If a pupil fails to comply, and the school does not let the pupil in, the school has not excluded the pupil and the pupil's absence should be treated as unauthorised. The pupil should comply with the rules and attend.
- This type of screening, without physical contact, is not subject to the same conditions as apply to the powers to search without consent.

Searching

School staff can search a student for any item if the student agrees.

Staff authorised by the Headteacher also have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item.

Prohibited items are:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers and vapes



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- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be used to commit an offence, to cause personal injury to, or damage to the property of, any person (including the student)
- headteachers and authorised staff can also search for any item banned by the school, such as electronic cigarettes, laser pens/lights, lighters, matches.

School staff also have the power to search pupils if they believe they are in possession of a banned item. Banned items are:

- fizzy drinks
- unsuitable confectionary
- permanent marker pens
- mobile device that has been used for the purpose of cyber bullying/sexting/disrupting the behaviour of pupils both inside or outside school

Searches will take place wherever possible by two members of staff, with at least one being the same sex as the pupil, and member of staff acting as a witness. The search should be conducted quietly and discreetly, if possible away from other students. Any prohibited item found during the search will be confiscated by the staff members.

Confiscating

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

It is our intention that seized items will not be returned to the students, and in some instances may be referred to the police. However there may be instances where items could be returned to parents/carers and in these circumstances we will contact parents, for their support and to arrange an appropriate time for them to collect any items that can be returned.



Appendix 1

Standard Operating Procedure for Lessons (Teachers and Students)

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">At the start of the lesson</p>	<ul style="list-style-type: none"> ➤ Teachers will have organised students into a seating plan. ➤ Teachers greet students at the door, half in half out. ➤ Students will arrive at your lesson promptly; ➤ Students take off any outdoor clothing and get planners and equipment (minimum requirement of pen, pencil and ruler) on the desk. ➤ Students enter the classroom and begin the Do It Now Task in <u>Silence</u> (this may differ in practical subjects). ➤ There are no drinks allowed to be placed on classroom work surfaces – only water is permitted but this must not be stored on the desks. ➤ Teacher greets the students ready to start the lesson, takes the register and students respond politely. ➤ Students write the date and title of the lesson and underline with a ruler.
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">During the lesson</p>	<ul style="list-style-type: none"> ➤ Teachers will use tiered learning intentions to communicate the learning journey of the lesson. ➤ Teachers will plan differentiated activities to ensure students can make progress towards achieving excellence. ➤ Students will work to their potential in the lesson and complete the work set, aiming to achieve the 'excellence' success criteria. ➤ Teachers should plan for an activity the students can complete independently and <u>in silence</u> for a section of the lesson. ➤ Teachers should plan for regular assessment within lessons; self, peer and teacher. DIRT time should be used to enable students to act on feedback. ➤ If a student is asked to do something by a teacher they should follow instructions. Students must ensure at all times that their actions do not disrupt the learning of others. ➤ Where a student is not meeting the expectations of good behaviour for learning the teacher will use the school warning system and may choose to send them to Receiving Teacher. ➤ If a teacher sends a student to Receiving Teacher they must call for Learning and Teaching to escort the student and provide a reflection sheet. The RT rota is designed by each faculty. If a student is sent to RT this must be recorded through Behaviour Points in Go4Schools (there will be an option for RT). Before the students return to the next lesson there <u>must be a mediation meeting</u> between the classroom teacher and student, which can be facilitated by a Year Leader, Head of Department, Progress Leader or a member of the Leadership Team. Being sent to RT will result in a Period 6 detention which the teacher will sanction in the usual method. ➤ Teachers should award SPIRIT Points where appropriate. Teachers should record any negative behaviour using Behaviour Points. Where Behaviour Points are given a classroom teacher detention has also been given.



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At the end of the lesson	<ul style="list-style-type: none">➤ At the end of the lessons students should pack up and <u>stand behind chairs</u>.➤ Teachers should ensure a calm and orderly end to the lesson and that students leave in correct uniform, outdoor clothing should not be worn at this time.➤ Students should not leave before the bell, which is for teachers and not for students.
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Appendix 2

THE GOVERNORS' STATEMENT OF PRINCIPLES

Introduction:

The purpose of this statement is to give guidance to the Headteacher when drawing up the school's Behaviour Policy by stating the principles which the Governing Body expect to be followed. The purpose of such a policy is to promote outstanding teaching and learning and high standards of attainment; preserve the reputation of the school and fulfil the Governors' duty of care to students and employees at The Coleshill School.

This statement is for the attention of parents, students and staff.

The Governors' statement:

1. The Coleshill School has a duty to keep all students safe, happy, able to learn, and to enable staff to teach and promote learning without interruption, bullying or harassment.
2. The aim of our school is to engender an atmosphere in which a young person feels safe and valued. In that environment everyone needs to be committed to learning, to study and to achieving their potential.
3. We are committed to creating a caring, secure and orderly community in which the boundaries of acceptable behaviour are clear, shared, consistent and reflect current Government legislation.
4. Sanctions are issued fairly and consistently and students are made aware of what these are and the behavior that leads to them.
5. All sanctions are applied 'reasonably' and 'proportionately'. 'Reasonably' essentially means in accordance with general practice in the teaching profession; 'proportionately' means that a sanction is not out of proportion with the actions that it is intended to deal with.
6. The purpose of sanctions is to demonstrate that misbehaviour is not acceptable; to express the disapproval of the school community; to deter other students from similar behaviour.
7. The school utilises exclusion from school as a significant sanction. Exclusions are overseen by the Governors' Disciplinary Sub-Committee. The authority to exclude is held by the Headteacher. All exclusions are carried out in accordance with published DFE guidance.
8. The school also operates a policy of rewards, to ensure that students are recognised for the good they do and the contributions they make to the school.
9. The school has the following powers:



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- a) The ability to impose sanctions (or penalties) on a student where his or her conduct falls below the standard expected. This includes failing to follow a school rule or an instruction given by a member of staff.
 - b) The ability to detain students during a break on the same day; on evenings, weekends or staff only days during term time (these are classified as permitted days). Parental consent is not required.
 - c) The ability for a member of staff, authorised by the Head, to use reasonable force to prevent a student from committing an offence, causing personal injury, damaging property or doing something that prejudices discipline at the school.
 - d) The ability to confiscate items not permitted or misused on the school site. This includes the retention and disposal of such items.
 - e) The ability to search a student for offensive weapons, where there are reasonable suspicions that a weapon is concealed. Reasonable force may be used if necessary.
 - f) The ability to search a student with their consent for any item which is banned by the school rules.
 - g) The ability to search a student without consent for illegal drugs, weapons, alcohol and stolen items; where there are reasonable suspicions that such items are concealed. In such cases the school is likely to involve the Police.
10. The school has the right to issue Parenting Contracts and Penalty Notices. This guidance came into force in September 2007 alongside revised exclusion guidance. The new law allows:
- a) schools to issue Parenting Contracts;
 - b) schools to apply for behaviour related Parenting Orders;
 - c) schools to issue penalty notices; to apply when students are found in a public place during the first 5 days of all exclusions; for poor punctuality and attendance; for behaviour infringements.
11. Teachers can discipline students at any time the student is in school or elsewhere under the charge of a teacher, including school visits. Teachers can also discipline students for misbehaving outside school.
12. Teachers may discipline students for: any behaviour when the child is:
- a) taking part in any school- organised or school- related activity;
 - b) travelling to or from school;
 - c) wearing school uniform;
 - d) in some other way identifiable as a student at the school.
13. Teachers may discipline students for: misbehaving at any time, whether or not the conditions in the previous section apply, that:
- a) could have repercussions for the orderly running of the school;
 - b) poses a threat to other students or members of the public;
 - c) could adversely affect the reputation of the school.



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14. The school has a clearly displayed complaints procedure that seeks to ensure quick resolution to any valid concern raised. This relates to both staff and students.
15. The school works corroboratively with the Police. It is now obligatory for schools to give the police any evidence of a criminal act discovered. This might include drugs, weapons and telecommunication bullying.

Advocates will review this statement of principles regularly and seek comment from staff, parents and students.



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Appendix 3
Home/School Agreement

Home School Agreement

‘Together, they have created a united learning community that has high expectations and aspirations and very positive relationships’. [Ofsted, May 2016]

In order to maintain a united learning community we work in partnership with our Coleshill Learners and their families. As such, we strive that all members of our community have the highest aspirations.

As a Coleshill Learner I commit to:

- Come to school with a school bag packed with all the correct books and equipment that I need
- Wear the correct uniform (including footwear) with pride at all times
- Attend school every day unless illness prevents me from doing so
- Ensure that I am on time at the start of the school day and to every lesson
- Work to the very best of my ability in all lessons
- Take responsibility for my learning, through demonstrating SPIRIT skills
- Respond positively to the feedback that my teachers provide
- Ensure that all home learning is completed to the best of my ability and handed in on time
- Care about the wellbeing and safety of myself and others
- Show pride in my school, respect its environment (through not dropping litter and damaging school property) and encourage others to do so
- Take part in clubs and activities that are offered to me
- Be responsible for taking home and sharing information provided by the school
- Co-operate with all school staff and respond politely to their requests the first time
- Participate fully in the life of my school with a positive manner

As a family, in partnership with the school, we commit to:

- Provide the necessary equipment and uniform for school
- Ensure that our child attends school every day unless illness makes it impossible to do so
- Ensure that our family holidays are taken in school holiday time
- Ensure that our child is on time at the start of the school day
- Support the school in ensuring high standards of behaviour through supporting the behaviour policy and detentions system
- Keep the school informed about any issues which might affect learning, behaviour or wellbeing
- Take an active interest in our child’s school work
- Provide a quiet learning space for our child to complete their home learning
- Care passionately about the wellbeing of our child
- Read all correspondence from the school and respond when appropriate
- Attend all meetings arranged by the school including the calendared parents’ evenings
- Encourage our child to join clubs after school and participate in extra-curricular activities that are offered



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- Support our child to attend any additional learning sessions to which they are directed
- Commit to treat all members of staff with tolerance and respect, working in partnership to resolve any issues in a timely manner
- Ensure that my child has safe travel arrangement in place to get to and from school. This includes making sure my child does not cross the A446 as part of their journey under any circumstance.

To support the Coleshill Learner as a school we commit to:

- Provide a safe and orderly environment
- Encourage punctuality and good attendance
- Provide a balanced and challenging curriculum
- Ensure that teaching is of a high quality
- Have the highest expectations of behaviour, achievement and effort
- Reward our students when they demonstrate SPIRIT skills in lessons and around school
- Provide regular marking, feedback, reports and parents' evenings to review progress
- Regularly set and assess home learning
- Communicate to parents and carers of any concerns that we have regarding behaviour, achievement, welfare and effort
- Listen to and respond to questions, concerns and queries within the school's agreed timeframe
- Value and respect all Coleshill Learners as individuals within our united learning community
- Keep parents and carers informed of all school events



Appendix 4

Mobile devices policy June 2017

Mobile devices include but are not exclusive to phones, tablets, iWatches, games consoles such as Nintendo DS, MP3s, headphones or iPods.

Introduction and aims

At The Coleshill School the welfare and well-being of our students is paramount. The aim of the Mobile Devices Policy is to allow users to benefit from modern communication technologies, whilst promoting safe and appropriate practice through establishing clear and robust guidance on acceptable use whilst on school site. This is achieved through balancing protection against potential misuse with the recognition that mobile phones are effective communication tools and when used correctly can enhance the education of our students.

It is recognised that it is the enhanced functions of many mobile phones that cause the most concern, offering distractions and disruption to the working day, and which are most susceptible to misuse - including the taking and distribution of indecent images, exploitation and bullying. However as it is difficult to detect specific usage, this policy refers to ALL mobile communication devices.

Code of Conduct

Mobile phones are not allowed in to be used in school.



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Earphones are not allowed on school site and will be confiscated if seen at any time of the day.

Students who are persistently caught using their device in school should expect to have a parental meeting to discuss further actions to ensure compliance with the school's policy.

Misuse of mobile devices

Students must not use mobile devices to access, use or distribute any material, or to participate in any activity, which is regarded as distasteful, offensive, indecent or harmful to other students. The following list gives examples of the sort of material or activities that will be regarded as unacceptable. It is not exhaustive.

- bullying or harassment
- personal insults, attacks or abuse
- racist or sexist activity
- indecent images; taking, sending and receiving especially of other students

In the event of a serious misuse of a mobile device, the school will seek to inform you of the circumstances and will also contact the police, pending their investigations. Mobile devices will in this instance only be returned to a parent/carer or will be handed over to the police at their request.

In lesson use

Mobile devices will be allowed in lessons at the teacher's discretion for educational purposes, such as PIXL Maths App, Tasomai for Science, and other such applications.



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