



THE
COLESHILL
SCHOOL



Behave like a champion



Work Hard, Be Kind, Take Responsibility

“The culture precedes positive results. It doesn’t get tacked on as an after thought on your way to the victory stand. Champions behave like champions before they’re champions: they have a winning standard of performance before they are winners” – Bill Walsh





Work Hard, Be Kind, Take Responsibility

responsibility for my actions

school and work best and friends

good person help people hard means

try hard good name for my self

means be the best

lessons

means work hard

not being mean

kind means Try to do your best

responsibility nice to people

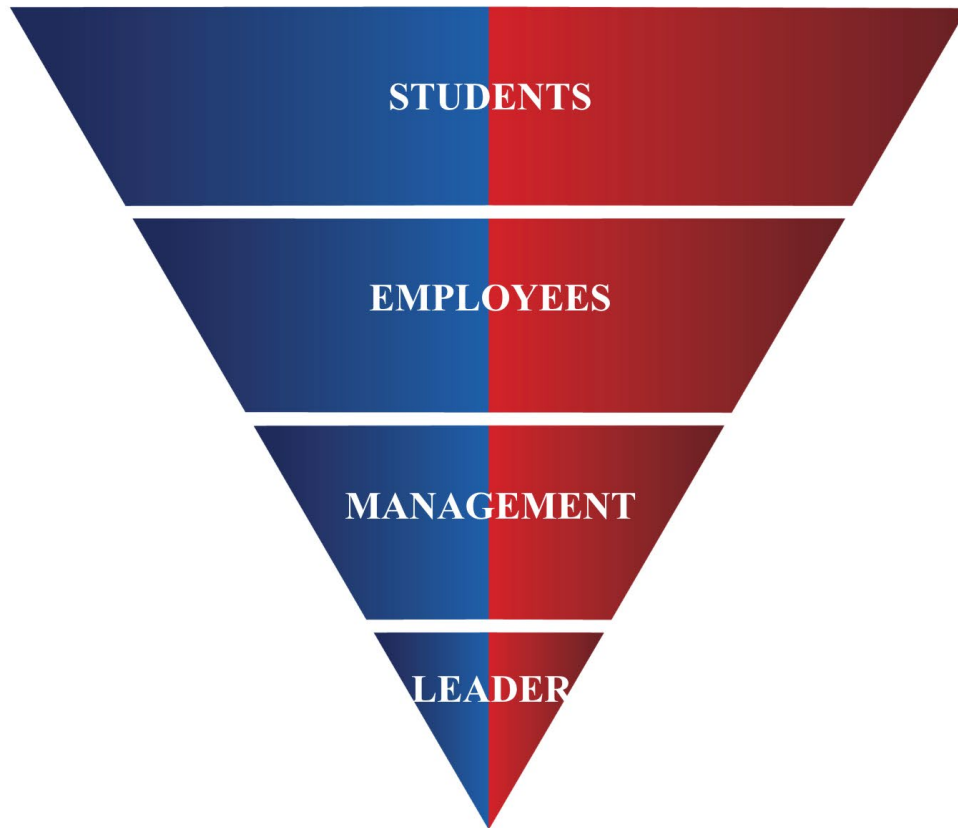
hard work

people out when they need

best of your ability



Work Hard, Be Kind, Take Responsibility





Behave like a champion



Take Responsibility: Taking responsibility means being accountable for your actions and choices. We empower our students to make responsible decisions both inside and outside the classroom. This includes owning up to mistakes and learning from them, as well as being proactive in seeking solutions to challenges. We encourage students to take pride in their school and community, fostering a sense of belonging and a commitment, making positive contributions.





Tiers of intervention



Universal	Tier One	Tier Two	Tier Three	Tier Four	Tier Five
Infrequent dysregulation	Frequent dysregulation	Repeated dysregulation or in multiple subjects	Persistent dysregulation	Serious dysregulation	Significant dysregulation
1:1 discussions at the time of incidents Contact with parents/carers Restorative conversations Student has requested support Adaptive practice in the classroom	Tier one: Student support plan Restorative conversations Contact with parents/carers Targeted intervention based on emerging needs Class teacher and form tutor conversations Behaviour report Subject/department adjustments made Form tutor mentoring	Tier two: Student support plan Restorative conversations Parent/Carer meeting Ongoing parent/carers contact Targeted intervention based on ongoing needs SEMH Support SEND Support Counselling Diagnostic assessments Pastoral team mentoring Escalated behaviour report	Tier three: Student support plan Restorative conversations or conference Parent/Carer meeting Regular parent/carers contact Targeted intervention Referral to external agencies Diagnostic assessment Escalated behaviour report	Tier four: Student support plan Senior leadership panel meeting with student, parents/carers External agency involvement Respite Offsite direction Managed move SLT behaviour report	Tier five: Student support plan Advocates panel

*Interventions and support are not exclusive to each tier and are to be used as appropriate and at the discretion of the school.

*Not all interventions will be appropriate for all students and the above list is not exhaustive.

*Success of interventions and movement through the tiers is based on report success and/or review of student support plan at each tier



Definitions



Intervention	Outline of intervention
Restorative Conversations	Restorative conversations are structured conversations that allow all stakeholders to reflect on their involvement in incidents or relationship breakdowns and consider how they can take responsibility, move forwards and ensure that our high expectations are reinforced
Restorative Conference	Restorative conferences are formally arranged meetings where staff, students and sometimes parents/carers can meet in a structured, reflective manner to listen to the feelings and views of all those involved and agree required actions for moving forward and repairing relationships.
Adaptive Practice	Adaptive practice are the reasonable adjustments made both in and out of the classroom to allow students to be successful and make progress.
Targeted intervention	Targeted intervention will take place for an agreed period of time and focus on the emerging or ongoing needs of students based on incidents that have occurred in school. This may include, but is not limited to, mentoring, truancy intervention, bullying intervention
Behaviour Report	A monitoring report that students take to each lesson to be filled in by class teachers based on student conduct within the lesson. Minutes late, behaviour warnings and a general comment are recorded by teachers. Students on report must show the report to their designated member of staff each day at an agreed time.
Diagnostic Assessment	Internal diagnostic assessments which may include, but are not limited to, Boxall profile, WRAT, NGRT, NGST, Dimensions toolkit
Senior Leadership panel	Two senior leaders and the year leader to meet with the student and parents/carers to discuss the ongoing concerns, position on the tiers of interventions. Targets will be set and a Senior Leader report issued with an explanation of what will happen if there is no improvement in the agreed timescales.
Advocates panel	Meeting with at least two school advocates, Senior leader and parents/carers to review behaviour log, suspensions and interventions and support that have taken place. The next steps if the behaviours continue will be discussed.
External agency referral	Referral to relevant external agencies that may include, but are not limited to, Early Help, Sycamore Counselling, West Midlands Police mentoring, Youth offending team, Social care, CAMHS.



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.

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.





Praise and Rewards

Accumulating SPIRIT points not only recognises their personal growth and development, but also comes with a range of incentives. Students can earn certificates, badges, and even compete for half-termly prizes - fostering a healthy sense of achievement and motivation. SPIRIT points are awarded both in and out of lessons, showcasing our dedication to recognising commitment, kindness and effort in all aspects of student life.

Our SPIRIT and school values underpin our school culture and rewards, we not only nurture academic effort and achievement but the holistic development of students character and positive contributions to the wider school and its community.



The Coleshill School SPIRIT points system



and gain an individual SPIRIT badge for that value

- 1000 SPIRIT points = 1K badge
- 900 SPIRIT points = Coleshill School badge
- 800 SPIRIT points = gold bar badge
- 700 SPIRIT points = silver bar badge
- 600 SPIRIT points = bronze bar badge
- 500 SPIRIT points = house shield badge
- 400 SPIRIT points = house colour bar badge
- 300 SPIRIT points = gold star badge
- 200 SPIRIT points = silver star badge
- 100 SPIRIT points = bronze star badge





Student Leadership

