



*Relationships and Behaviour Policy
Local Amendment
Dated: January 2025
Review: July 2025*

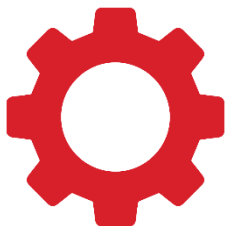
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Our Values

The Coleshill School is an ethically inclusive school that has children at the heart of all that we do. We have high expectations of our students and believe that it is our responsibility to work with every young person in our care to ensure they are challenged, supported and nurtured in a way that enables them to be prepared for the next stage of their development and are ready for their next steps. We embrace a trauma informed approach, and all of our staff understand it's importance and are developing their practice in this area. This policy outlines how the expectations we have of our students are aligned with our school values of **Work Hard, Be Kind, Take Responsibility**.

At The Coleshill School we aim to ensure that students **take responsibility** for their behaviours and the associated consequences and rewards. Through clear and robust systems, a consistent and proactive approach is taken to ensure all students can be successful. Our values of **Work Hard, Be Kind and Take Responsibility** are fundamental and underpin our restorative and relational approach, where we encourage students to repair relationships, **take responsibility** and make things right when needed. Our staff use an emotion coaching approach to deescalate (where possible), support and regulate students, encouraging them to meet our expectations as a school.



Work Hard: At The Coleshill School, we promote a strong work ethic where students are ambitious and resilient from day one. This value means giving your best effort in every aspect of your academic journey. Approaching each lesson with curiosity and determination, completing work to the best of your ability, and persevering through challenges. We encourage students to set goals, stay organised, and take pride in their accomplishments.



Be Kind: Kindness is an important value and lies at the heart of our school community. It means treating every person with respect, empathy, and understanding. In our daily interactions, students are encouraged to be inclusive, support one another, and stand up against bullying or discrimination. We believe that being polite, a kind gesture, a friendly smile, or lending a helping hand can make a significant difference in someone's day. At The Coleshill School, we nurture an environment where kindness is not only valued but is also celebrated, creating a positive and inclusive atmosphere where every student feels safe, supported, and valued.



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 to making positive contributions.



Roles and Responsibilities

Students
Before School
<ul style="list-style-type: none"> ➤ Students will take responsibility for their organisation and be prepared for school by ensuring their uniform and equipment meet school expectations, too support their learning. ➤ As they travel to school, students will be kind and respectful to others. ➤ Students will take responsibility for their attendance and punctuality by arriving at school on time. Standing assembly begins at 8:40am
Line up and Tutor Time
<ul style="list-style-type: none"> ➤ Students will be kind and respectful to peers and staff. ➤ Students will take responsibility for their punctuality and be in their tutor line at 8:40am. ➤ Students will stand in alphabetical single file in silence during standing assembly ➤ Students will walk single file in to school with their form tutor, entering in a calm and orderly manner ➤ Students will work hard to be organised and take responsibility for being dressed in full, correct uniform. ➤ Students will enter their tutor room in a calm and orderly manner and will stand behind their chairs in silence once they have entered ➤ Students will then take their coats and bags off and place their school equipment on their desk for their tutor to check. ➤ Students will stand in silence and only sit down once instructed by their form tutor ➤ Students will work hard during tutor activities ➤ Students will notify their tutor if they do not have their timetable so that their tutor can provide them with one ➤ Students will notify their tutor if there is a uniform issue and they require a yellow uniform slip
Lessons
<ul style="list-style-type: none"> ➤ Students will take responsibility for their punctuality and be on time to lessons. ➤ Students will calmly wait outside the classroom if they are late and the teacher will address them at a suitable moment so as not to disrupt the learning taking place ➤ Students will enter the classroom calmly and sensibly, with correct uniform, and begin the Do it Now in silence, taking responsibility for their actions. ➤ Students will be kind and respectful to staff and students at all times ➤ Students will be resilient and work hard to overcome challenges ➤ Students will wear full uniform in lessons, removing blazers only with the teacher's permission ➤ Students will not leave lesson until the teacher dismisses them ➤ Students will not walk out of lesson unless collected ➤ Students will take responsibility for tidying away any equipment, rubbish and their general area ➤ Students will ensure their uniform is correct at the end of the lesson and their teacher will check this is correct before they leave the classroom
At lesson changeover
<ul style="list-style-type: none"> ➤ Students will move around the school in a calm and orderly manner, keeping to the left, being kind to others and taking responsibility for their actions ➤ Students will move straight to their next lesson by the shortest route and take responsibility for their punctuality ➤ Students will know their timetable
At break and lunch time
<ul style="list-style-type: none"> ➤ Students will take responsibility for their behaviour at break and lunch times and conduct themselves in a calm and orderly manner ➤ Students will be kind, respectful and polite to canteen staff, duty staff and other students. ➤ Students should place all litter in the bin and take responsibility for looking after the school site ➤ Students should queue respectfully and calmly when in the dining hall/Wilson Café ➤ Students will move with purpose to their next lesson and take responsibility for their punctuality.
At the end of the day
<ul style="list-style-type: none"> ➤ Students will leave lesson for the end of school when dismissed by their teacher after the bell has sounded at 3:10pm ➤ Students will exit the school building in a calm and orderly way ➤ As they travel home, students are representing The Coleshill School and will take responsibility for their behaviour and be kind and respectful to others

Class Teachers

- Teachers should follow the school's behaviour routines. Class teachers should be on their doorframes at the start of lessons to meet and greet students, monitor behaviour and conduct in the corridors, and encourage students to be punctual. The 'Do it Now' should be available to encourage an orderly and purposeful start. The scaffolds and support in this policy can be used where appropriate in order to ensure consistency across, praise, rewards and consequences. Class teachers should attend restorative interventions where needed, including engaging in a restorative discussion with students they have placed in detention. Class teachers should always act in the best interests of the student which may include being proactive in both positive and negative communication home. When on duty or moving around school site, class teacher should be wearing their Hi-vis vest for optimal presence and visibility. Class teachers will use an emotion coaching approach with students where appropriate.

Middle Leaders

- Middle Leaders should track students with emerging poor behaviour or multiple counts of poor and disruptive behaviour that has impacted the learning of others.
- Middle leaders should intervene where there are issues before escalating to the phase team. This could be by arranging a restorative conversation between a class teacher and student, placing a student on subject report, and monitoring the behaviour data weekly. They should also support class teachers in ensuring they are meeting the teaching and learning expectations of the school and are striking a good balance between the awarding of positive and negative points.
- When on duty or moving around school site, middle leaders should be wearing their Hi-vis vest for optimal presence and visibility.
- Middle leaders will use an emotion coaching approach with students where appropriate.

Form Tutors

- Form tutors are the first point of contact for staff and parents for a student issue. Phase teams, tutors and subject teachers should communicate clearly and consistently when behavioural issues arise to apply restorative practice at the earliest possible stage to promote positive relationships, resolutions and **taking responsibility**. When a student hits the required behavioural threshold, a student may be placed on report to a form tutor, the form tutor will contact parents and have regular conversations
- When on duty, moving around school site, or at morning line up, form tutors should be wearing their Hi-vis vest for optimal presence and visibility.
- Form tutors will be on time for morning line up at 8:40am, wearing their Hi-vis vest and will perform uniform and equipment checks as well as reiterating any messages from the phase team.
- Form tutors are responsible for their tutor group during line up and should move up and down the line ensuring that their tutor group is in alphabetical order, is silent when asked and is behaving appropriately.
- Form tutor will use an emotion coaching approach with students where appropriate.

Pastoral Team

- Pastoral teams will be highly visible across the school
- Pastoral teams will monitor, support and intervene with their designated year groups and provide high quality support to class teachers.
- Will ensure school standards and expectations are adhered to across the school.
- Pastoral Teams will take responsibility for **all** students meeting school expectations
- Will maintain a trauma informed approach and provide students with the care and time that they need
- Will be present and visible at lesson changeover times to ensure all students arrive to lessons on time
- Will provide timely support to staff during on call duty periods
- Will facilitate and model restorative practice and an emotion coaching approach.

Senior Leadership

- Will be highly visible across the school
- Will ensure that staff in the areas which they are responsible for understand the school's behaviour policy and routines and will provide high quality support as needed
- Will abide by The Coleshill School's leadership principles
- Will lead and support with centralised detentions, including student collection and restorative conversations, and the provision within the reflection room.
- Will maintain a trauma informed approach, apply emotion coaching techniques and promote restorative intervention and conversations where appropriate and hold other staff to account in respect of this.
- Will support with the management, checking and quality assurance of morning line up, ensuring all students are present and compliant with the expectations.
- Will be present and visible at lesson changeover times to ensure students arrive to lessons on time.
- To intervene and support with students who repeatedly are unable to meet school expectations and whose behaviour does not fit with the values of Work Hard, Be Kind, Take Responsibility.
- To consistently promote a culture of success and achievement through positive reinforcement and praise.
- Will model trauma informed approaches including restorative practice and emotion coaching where appropriate and encourage staff use these strategies

Consequence System

We endeavour to use a restorative, trauma informed approach with students in order to facilitate positive relationships with members of staff, allowing students to reflect on their behaviour and ultimately **take responsibility** for their behaviour and learn how to move forward from incidents that require a consequence. We expect students to 'own' their behaviour and **take responsibility** when negative behaviours are demonstrated. We also expect our students to **work hard** to improve their behaviour in line with the school values and tiers of intervention.

The below consequence system is not exhaustive as there are often contextual issues that make behaviour difficult to identify and categorise. The below list is advisory only.

	Incident Type	Consequence	Communication
Warning 1	<ul style="list-style-type: none"> ➤ Low level disruption ➤ Home learning concern ➤ Lack of effort or engagement (Work hard concern) ➤ Uniform concern ➤ Late to lessons ➤ Unkind behaviour 	<ul style="list-style-type: none"> ➤ Name on warning board ➤ Possible movement of student seat ➤ Restorative conversation ➤ Work catch up/additional home learning ➤ Minutes late owed 	<ul style="list-style-type: none"> ➤ Log on Bromcom (Staff, parents/carers can see)
Warning 2	<ul style="list-style-type: none"> ➤ Repeated behaviours as detailed above 	<ul style="list-style-type: none"> ➤ Name on warning board ➤ Restorative conversation ➤ Possible conversation outside of classroom to prevent escalation ➤ Subject report considered for regular warning 2s 	<ul style="list-style-type: none"> ➤ Log on Bromcom (staff, parents/carers can see) ➤ For persistent warning 2's received classroom teacher should call home
Warning 3	<ul style="list-style-type: none"> ➤ Continued failure to follow teacher instructions ➤ One off serious incident 	<ul style="list-style-type: none"> ➤ 30 minute lunch time detention issued and removal 	<ul style="list-style-type: none"> ➤ Phone call home from classroom teacher.

	<ul style="list-style-type: none"> ➤ Mobile phone defiance ➤ Ongoing, repeated behaviours as detailed above ➤ Serious unkind behaviour 	<ul style="list-style-type: none"> ➤ from lesson ➤ Student placed in receiving teacher room ➤ Name on warning board ➤ Restorative conversation ➤ Subject/behaviour report possible for repeated warning 3s 	<ul style="list-style-type: none"> ➤ Middle leader to contact home when regular warning 3s received ➤ Log on Bromcom
Other behaviours of concern out of lessons	<ul style="list-style-type: none"> ➤ Lesson truancy ➤ Persistent failure to follow staff instructions ➤ Persistent attendance issues ➤ Persistent lates to lessons ➤ Regular Mobile phone/airpods defiance 	<ul style="list-style-type: none"> ➤ Restorative conversations ➤ Parent/carer meeting arranged ➤ Internal suspension in reflection room 	<ul style="list-style-type: none"> ➤ Pastoral team (HOY, PL, SLT) contact home ➤ Parent/Carer meeting to be arranged where necessary ➤ Log on Bromcom
Serious behavioural concerns	<ul style="list-style-type: none"> ➤ Regular lesson truancy ➤ Regular non compliance and defiance ➤ Harmful sexual behaviour ➤ Dangerous/violent behaviour ➤ Vaping or other prohibited items ➤ Verbal abuse of staff 	<ul style="list-style-type: none"> ➤ Internal suspension in reflection room ➤ Suspension ➤ Restorative conversation ➤ Targeted intervention ➤ Review of existing support plans and escalation if required 	<ul style="list-style-type: none"> ➤ Pastoral team (HOY, PL, SLT) contact home ➤ Parent/Carer meeting to be arranged where necessary ➤ Log on Bromcom

Detentions

When a student's behaviour reaches a level that warrants a detention being issued the following may happen.

Class Teacher detentions:

A teacher can issue a class teacher detention to take place in break or lunch time in the classroom if they feel that it does not warrant a lunch time detention but the behaviour displayed requires a teacher consequence.

Lunch time detentions:

A lunch time detention takes place from 13:30 to 13:55. Students have enough time at the end of the detention to go to the toilet or get food. If a student fails or refuses their lunch detention then they will be placed in an after school detention on a Tuesday, Thursday or Friday (whichever comes next).

After school detentions:

This takes place immediately after school on a Friday for one hour. Students are placed in this detention as part of the escalation process from a failed or refused lunchtime detention. In some cases it may be necessary to place a student in an after school detention without a failed or refused lunch time detention. If a student is placed in an after school detention then this will be notified via Class Charts.

Detentions for lateness to school:

Whereby there is a valid reason for lateness that is beyond the control of students they will not receive a detention for lateness. We recognise that on rare occasions circumstances arise that may cause students to be late to school. However, where students are persistently or deliberately late to school the following detention policy applies:

3 x Late to school before 9:15am = After school detention

This is automatically set by Class Charts when a third late to school is recorded.

1 x Late to school after 9:15am = After school detention.

Tiers of intervention

All consequences carry negative points which are logged on Bromcom. Parents can see these behaviour points and behavioural incidents on the My Child at School (MCAS) app. Behaviour points are monitored every week by the pastoral team for each year group and from this it is determined which students are placed in which tiers on the tiers of intervention pathway.

It is the schools right to escalate through the tiers of intervention based on any significant behavioural incident and should therefore be seen as an advisory guide that can change depending on context.

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 discussion 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 supportive conversations – <i>what do you need??</i> Behaviour report Based on support planSubject/department adjustments made Form tutor mentoring Counselling Breakfast club Uniform support Academic intervention Cloud of menu ideas Zones of regulation Advanced deescalation Emotion coaching	Tier two: Student support plan Restorative conversations Parent/Carer meeting Ongoing parent/carer contact Targeted intervention based on ongoing needs SEMH Support SEND Support Counselling Diagnostic assessments Pastoral team mentoring Escalated behaviour report <i>Best practice plan / needs profile – amend in to support plan – shared with staff</i>	Tier three: Student support plan Restorative conversations or conference Parent/Carer meeting Regular parent/carer 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 Triage work from SatMat	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



Student Support Plans

A student support plan will be produced for all students from Tier 1 – 5 and reviewed and updated as students progress through tiers or no longer require the intervention due to behavioural improvements. The plan will outline the actions, interventions and approaches to be undertaken to try and facilitate improvement in student behaviour. Student support plans will be reviewed fortnightly and be completed in conjunction with students, parents/carers and key staff, using a restorative and positive approach. A student can be escalated to the next tier at the discretion of the school based on incidents that occur or when there is no sign of improving behaviour on a student's current tier after 2 or more fortnightly cycles, to be decided by the relevant pastoral team.

Responding to misbehaviour from students with SEND

For The Coleshill School's SEND Accessibility Plan click here:

<https://coleshill.warwickshire.sch.uk/files/2022/01/Accessibility-Plan-2019-2022-.pdf>

The school recognises that students' behaviour may be impacted by a Special Educational Need or Disability (SEND). When incidents of misbehaviour arise, we will consider them in relation to a student's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a student's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis. When dealing with misbehaviour from students with SEND, especially where their SEND affects their behaviour, we will balance their legal duties when making decisions about enforcing the Behaviour Policy.

The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled student caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of students with SEND (Children and Families Act 2014)
- If a student has an Education, Health and Care (EHC) Plan, the provisions set out in that plan must be secured and the school will co-operate with the local authority and other bodies.

As part of meeting these duties, we will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring. Any preventative measures will take into account the specific circumstances and requirements of the student concerned and may include approaches such as:

- Short, planned movement breaks for a student with SEND who finds it difficult to sit still for long.
- Adjusting seating plans to allow a student with visual or hearing impairment to sit in sight of the teacher.
- Adjusting uniform requirements for a student with sensory issues or who has severe eczema.
- Training for staff in understanding conditions such as autism and ADHD
- Use of reconnection spaces (sensory zones or nurture rooms) where students can regulate their emotions during a moment of sensory overload.

Adapting sanctions for students with SEND When considering a behavioural sanction for a student with SEND, we will consider:

- Whether the student was unable to understand the rule or instruction
- Whether the student was unable to act differently at the time as a result of their SEND
- Whether the student is likely to behave aggressively due to their particular SEND



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The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the consequence.

Considering whether a student displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs. When acute needs are identified in a student, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Students with an Education, Health and Care (EHC) Plan

The provisions set out in the EHC Plan must be secured and we will co-operate with the Local Authority and other bodies. If we have a concern about the behaviour of a student with an EHC Plan, we will contact the Local Authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC Plan.

Safeguarding

We recognise that changes in behaviour may be an indicator of a safeguarding concern. We will consider whether a student's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Communication

With staff:

Daily pastoral and SEND notes are shared with staff to inform of parental communication, meetings, successes, consequence and further information to support staff with their planning and delivery for the next day.

Key pastoral information is shared weekly with staff during briefings and CPD sessions.

With Students:

Pastoral teams update students weekly, where necessary, to ensure successes are celebrated and areas of concern are addressed. This may be done individually, in groups or in weekly assemblies. Student achievements are regularly celebrated in assemblies and themes for assemblies are adapted in relation to the year group and emerging concerns or areas of focus. We regularly gather student feedback through student leadership groups and the 'Big Ask' which takes place during tutor time.

With parents/carers:

Parents/carers are informed of behavioural processes and expectations during the transition process when students are joining the school. Parents/carers are regularly communicated with via text messages, emails and through My Child at School (MCAS) where parents/carers can see a student's timetable, positive points, negative points and attendance information.

We regularly gather parent/carer feedback at parent information evenings, parents evenings and through questionnaires.



On Call

On Call is used when:

- When a student receives a 4th warning in lesson and a student needs to be taken to a receiving teacher room
- When a student that has been marked present earlier in the day but has not arrived to lesson and there is no known reason for their absence at lesson
- A student requires medical assistance during a lesson
- A DSL is required at a lesson
- A student with a toilet pass requires the toilet during lesson time

On call is also used in emergency situations where staff require support, to support with students truanting and where emergency first aid is required.

On call patrol the school during each period of the day and will stop any students that are not in lessons to ensure they are not truanting and that they are returned to the correct place. There should be no students out lessons for any reason other than with an on-call member of staff.

Reflection Room

When a student's behaviour is of a significant level or in response to a single serious incident, a student may be internally suspended and placed in the reflection room for a fixed period of time. The time is based on the context and the success of the student in reflecting and **taking responsibility** for their behaviour.

A student may also be placed in the reflection room whilst an incident is investigated.

A student that is persistently truanting or being removed from lessons may also be placed in the reflection room.

The expectations in the room must be met for a student to be deemed as completing a successful period. Students misbehaving, refusing or walking out of reflection may be suspended.

Senior leadership decide if a student is to be placed in the reflection room and this will be agreed with the Assistant Headteacher for Behaviour, Deputy Headteacher or Head of School.

Whilst in reflection students will be set work on Showbie and will therefore require their ipad to be fully charged and with them on the day of their reflection.

Whilst in reflection, a student will receive mentoring from a member of the pastoral team which will consist of a reflective exercise, restorative conversation and, where necessary, targeted intervention related to the reason for being placed in the reflection room.

Students in reflection will be taken from morning line up by the pastoral team and will complete work with a pastoral member of staff related to the school values of **work hard, be kind and take responsibility**.

Mobile Phones/headphones

We operate a 'Not Seen, Not heard' policy. If a student's phone/airpods/headphones are seen or heard during the school day it will be confiscated. For the first confiscation in a half term the student is given the phone back at the end of the school day. Further confiscations in the same half term will result in parents/carers having to collect the phone/airpods/headphones.

Student confiscations reset each half term.

The use of mobile phones during the school day is a serious safeguarding risk. We request that parents/carers do not contact students on their mobile phones during the school day.



Respite

When a student's behaviour does not improve we reserve the right to source a period of respite at another school.

This may be due to a regular failure to meet school expectations and uphold our values, a serious one off situation, or to facilitate gradual reintegration to a school setting after a suspension.

This placement is not a precursor for a student leaving the school but gives a student the opportunity to reset, reflect and return positively to our setting.

Offsite direction

The school may arrange for an offsite direction if previous support as detailed on the Tiers of Intervention

- A single incident is of a significant severity to warrant a student being educated elsewhere
- There are regular and deliberate breaches of the school behaviour policy and value system
- A student is receiving repeated suspensions
- A respite period was unsuccessful

An offsite direction is a placement at another educational setting for a fixed period of time, usually 6 weeks or a half term. At the end of this period the intention is for the student to return to The Coleshill School following a successful period of reflection whilst at the other setting. If unsuccessful, this could lead to a managed move being initiated or more serious further action, dependant on the contextual situation.

How will this benefit students?

An offsite direction gives students an opportunity to reflect on their time at The Coleshill School and the associated behaviours. In some cases, an offsite direction can act as a 'circuit breaker' where negative behaviours are continuing despite ongoing, thorough support from school staff. Whilst placed at another school, students have the opportunity to engage with different staff, access learning in another provision and develop positive experiences to enable a successful return to The Coleshill School at the conclusion of the offsite direction.

Praise and Rewards

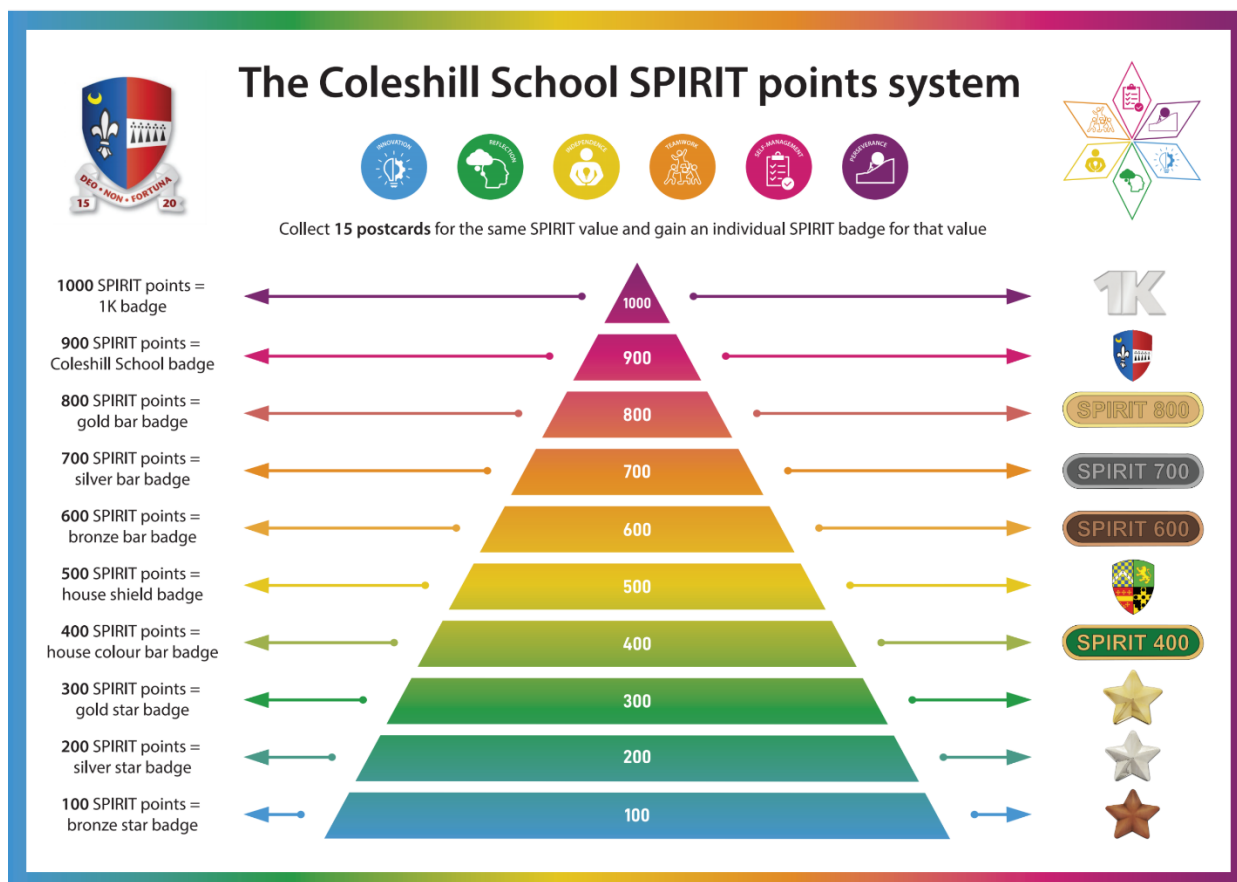
The Coleshill School has a well established and successful rewards policy known as SPIRIT (Self-Management, Perseverance, Innovation, Reflection, Independence, Team-work). Students are awarded SPIRIT points both in and out of lessons when they demonstrate the SPIRIT values. Additionally, students can receive SPIRIT points for demonstrating the school values of **Work Hard, Be Kind, Take Responsibility**.

Throughout the school year we have focus weeks on either the school values or an aspect of SPIRIT to encourage students to engage positively with their learning to earn more SPIRIT points.

Where students receive enough SPIRIT points to reach the thresholds identified in the image below, they will be awarded badges to wear on their uniform. Students earning and wearing their badges receive additional privileges within school.

Student rewards, praise and recognition occurs every week during assemblies, morning line ups and throughout the school day where appropriate. There are also half termly rewards assemblies where students are awarded the badges they have achieved.

We also endeavour to recognise the achievements of students outside of the SPIRIT model and regularly praise and acknowledge the extra-curricular participation, both in and out of school, during weekly assemblies.



TCS iPad Standards and Expectations

Please see below classroom expectations for students with respect to the use of iPads. Please note that this is not an exhaustive list and the school's Praise and Behaviour Policy will be applied as appropriate.

The standards and expectations in this document are in addition to the Acceptable Use Policy Agreement that all students agree to when they first sign in to their iPads.

How to use your iPad

- All students demonstrate the values of the Coleshill Learner when using their iPads
- Student's must **take responsibility** for their iPads, making sure they are brought to school every day and are fully charged. Please note that school does not have sufficient facilities for students to charge iPads.
- iPads are placed on the desk at the start of every lesson and are only used when directed by the teacher.
- Students will place iPads face down in lessons when not in use.
- iPads are only used for schoolwork and are used appropriately and responsibly at all times.
- iPads are always kept in their protective case and students take care of their respective device to avoid damage or loss.
- iPads are stored in school bags when not in use.
- iPads are not to be used at break or at lunchtime.
- Sixth Form students can use the devices at break time and lunchtime for schoolwork in Sixth Form designated areas only.
- If for any reason a student does not have a working iPad, they will be expected to work with a pen and paper.
- If the iPad is accidentally damaged or there are technical issues related to the iPad, the student's parent or carer will email ipadhelp@thecoleshillschool.org for support.
- Communicate with staff and students using official school systems and apps only. Students must **be kind** at all times.
- Taking of photos, videos or sound recordings are only possible when teacher's enable the camera in lessons and are for school work purposes only.
- Students will not open any hyperlinks in emails or any attachments to emails, unless the source is known and trusted.
- When students have completed their time at The Coleshill School, their iPad and original case will be handed back in good condition.

How not to use your iPad: Misuse

- Using the iPad when the member of staff has asked students not to
- Using an iPad in a way that disrupts your own learning or the learning of others
- Not using the correct App as instructed by the member of staff
- Attempting to restart iPad when locked / restricted by Apple Classroom
- Communicating with others in a way that is not **kind** or is inappropriate
- Contacting or attempting to contact another student via any app in a lesson
- Contacting or attempting to contact anyone that does not attend The Coleshill School
- Using an iPad to disrupt the learning of others through sound, image, torch etc.
- Using an iPad to search for or access anything inappropriate. iPads are monitored by SmoothWall and all inappropriate use is tracked and sent to school
- Use of another student's iPad. Student's must only use their own iPad
- Attempting to download unauthorised apps or access websites that are not permitted
- Using an iPad at break or lunchtime unless you are a Sixth Form student in a designated area
- Refusing to hand over an iPad to a member of staff when asked. This should be done **first time, every time.**
- Connecting an iPad to a projector

How not to use your iPad: Significant misuse

- Taking photos, filming or making sound recordings of students, staff or the school site.
- Using your iPad for any reason whilst in the changing rooms
- Persistent misuse of your iPad and failure to follow staff instructions to stop the misuse
- Using an iPad for any harmful sexual behaviour such as indecent messaging, use of sexualised language, creating or sending sexualised, indecent or pornographic material
- Using an iPad for any racist or discriminatory behaviour
- Using an iPad to bully, abuse, intimidate or threaten
- Deliberately damaging an iPad
- Deliberately installing malicious software or altering the device and the settings
- Selling or giving the iPad to someone else to keep. The iPad can be remotely disabled and is useless to anyone outside of The Coleshill School
- Using an iPad for any illegal behaviours

Please note that the list above is not exhaustive and that it is the school's right to determine the severity of iPad misuse.

All student iPad's are school property and can be taken back at any time at the discretion of the school.

If a student does not use their iPad appropriately then the school will sanction in line with the school's behaviour policy. In addition to this, the school reserves the right to restrict a student's iPad access where the iPad and it's functions have been misused, as demonstrated in the flow chart below:

