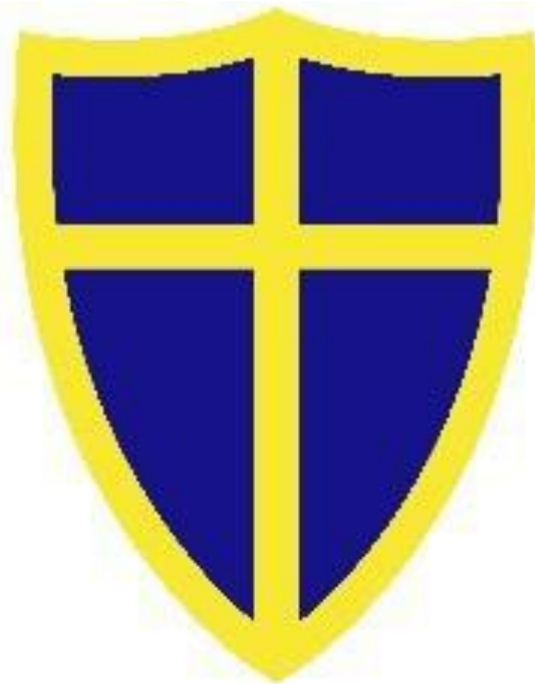


BLUE COAT CHURCH OF ENGLAND SCHOOL AND MUSIC COLLEGE



BEHAVIOUR POLICY

Updated January 2020
Frequency of review: Annually
Date of next review: January 2021

Contents

Rational, and aims	3
Principals, expectations, behaviour & rewards	4-5
Sanctions & Health & Safety	5-7
Poor behaviour & exclusions	8-9
Searching students	10

Appendices:

Appendix A Rewards

Appendix B Behaviour Strategies

Appendix C Consequence System

Appendix D Attitude to learning

The following terms shall be interpreted as indicated below when used hereinafter within this policy:

- a) 'Trustees' refers to the registered trustees of the Coventry Blue Coat Church of England School Foundation, registered charity number 511793.
- b) 'Academy trust' refers to the holding body of the Academy, namely, Blue Coat Church of England Academy Ltd, registered company number 7594562.
- c) 'Blue Coat School' refers to the physical entity of Blue Coat Church of England School and Music College.
- d) Any reference to either 'the school' or 'the Academy' contained within this policy is taken to refer to the appropriate given body within context.

Rationale:

At Blue Coat Church of England School, our vision is "Living life in all its fullness". We exist to equip our students to 'live life in all its fullness' by providing excellent education, which is distinctively Christian and inclusive of all.

At the heart of this education are the values of **Care, Hard Work, Respect, Integrity** and **Servanthood**, working **Together** for the good of all individuals, the school and wider communities.

The conviction that we are created and sustained by God for living together in families and communities is at the root of our dedication to educating for life together.

Living before God and living with and for others go together in Jesus. He embodies the centrality of relationships in love, compassion, generosity, truth-telling, forgiveness, and gathering a community. The centrality of relationships in education is inspired by our conviction that the love Jesus taught and lived is at the heart of reality

Blue Coat is to be a hospitable community that seeks to embody an ethos of living well together. Here the flourishing of the pupils goes along with the flourishing of the teachers and other staff.

Our commitment to the dignity and ultimate worth of each person, rooted in each being created in the image of God and loved by God, is further shaped by the person, teaching and example of Jesus.

Jesus embodies the love and compassion of God for each person, and Christians are called to follow him in this, and to join with others in demonstrating it. He paid special attention to the disadvantaged, excluded, despised and feared. The ultimate worth of each person is shown in the Gospels through his teaching, healing, feeding, sharing hospitality, befriending, and forgiving.

Blue Coat is a school that values good discipline and behaviour. Good behaviour should be praised and encouraged.

Inappropriate behaviour is defined as that which is not constructive and damages the harmony essential for learning. Inappropriate behaviour will be challenged and sanctions applied. Expectation, reward and consequences are clear and fair, known by every member of the school community and will be consistently applied – at all times.

Sanctions are not intended to be degrading or humiliating, but positive and reforming and should be measured to match the behaviour. A 'restorative justice' approach underpins our behaviour philosophy with a focus for students on how to put things right and how to do things differently in the future. Students should always be able to make amends and put mistakes behind them. It is not consistent with the teachings of Christ that anyone be considered un-redeemable. It must be clear to students that they can be forgiven. There may, however, be occasions when it is necessary to exclude a student for the good of the school. On very exceptional occasions, such exclusion may need to be permanent

when a complete breakdown in relationships between the school and the student has occurred.

Aims:

- To promote a positive teaching and learning environment to inspire students to flourish and achieve to their highest level.
- To promote a constructive partnership with parents and carers in supporting positive behaviours.
- To promote self-worth, self-esteem, self-discipline and self-motivation.
- To help prepare students to become independent adults with respect and responsibility for their communities.
- To value and promote good quality relationships.
- To promote honesty and the acceptance of error.
- To promote forgiveness as a Christian virtue.
- To seek to develop care and concern for one another.
- To ensure a safe working and learning environment for staff and students.

Principles:

- Praise will be clearly expressed to students and parents.
- Praise will be openly demonstrated at every opportunity.
- The reward system will be used to encourage good work and effort.
- Students will be encouraged to value each other and each other's contribution to the school.
- Sanctions will be employed to modify unacceptable behaviour which does not meet expectations
- Sanctions will be clear to students and be seen as fair and appropriate to the misdemeanour.
- Parents will be kept informed of concerns about their child's behaviour. They are partners in promoting good behaviour.

Expectations:

All members of the school community will show respect, courtesy and consideration towards students, adults and the learning environment.

- Any disrespectful remark about faith, race, colour, gender, disability, sexuality, appearance or family background will be regarded as a serious incident.
- Fighting, bullying or harassment in any form will not be tolerated.
- All members of the school community will show respect towards our school and local community environment.

Behaviour expectations

Positive behaviour and a positive attitude to learning are expected from all students.(See BCA2L Appendix D)

Expectations of students include:

- Arrive on time for school and lessons.
- Model and uphold school expectations, conventions and rules within the classroom, as well as around the site and within the local community.
- Adhere to the Student Dress Code.
- Work constructively with other students in all activities, showing respect for and tolerance of each other.
- Have the required equipment for learning and activities within the school day.
- Be ready to enter a room purposefully and demonstrate the intention to learn through prompt self-

management of the teacher's expectations.

- Focus on learning.
- Recognise that mobile phones are not to be used anywhere on site or in lessons without explicit staff permission.
- Co-operate with instructions promptly.
- Support adults and each other through modelling good behaviour and not creating or providing an audience for poor behaviour.
- Leave a room if asked to do so and be ready to work elsewhere to ensure that work is completed.
- To ensure there are no gaps in understanding, in the event of any absence, students are expected to seek advice from their teacher in order to complete missed work.
- Be willing to reflect upon inappropriate behaviour, its consequences for themselves and the school community and to accept support to modify it.
- Be polite, respectful and courteous towards staff and students.
- Listen carefully and respond immediately to the instructions given by a member of staff.
- Be quiet and listen in silence when the teacher or others are speaking to the class.
- Refrain from eating or drinking anything but water in class (Excluding Science Labs).
- Stay focused and complete all tasks to the best of their ability.
- Look after the classroom environment and take responsibility for litter.
- Wait to be dismissed, leave the classroom quietly and sensibly.

Rewards:

In order to positively support the exemplary behaviour we expect of our students, we have whole school systems in place to reinforce our high expectations, commend progress and praise achievements.

We operate a Class Chart based rewards system which feeds into a range of student rewards (see Appendix A). This system is designed to recognise those students who earn reward points from staff for their progress, contributions to or demonstration of our school's five values: C.H.R.I.S.T. (Care, Hard work, Respect, Integrity, Servanthood, Togetherness)

Badges and plaques are awarded to students who achieve a specific number of percentage within their year of total conduct points. Students' conduct points are analysed a minimum of three times a year and are calculated by subtracting negative behavioural (consequence) points from their positive achievement points. This rewards system and consequence system work in conjunction to identify students in need of additional intervention and support.

There are additional opportunities to recognise the positive contributions of our learners:

- Verbal praise in the classroom.
- Postcards, emails and phone calls home to parents.
- Star of the week/magic moments.
- Tutor-led celebrations in form time.
- Heads of House run rewards and celebration assemblies to showcase achievements
- 'Fast track' queue-hopping passes.
- Year 7 and Year 8 Rewards Trip – at the end of the summer term the top twenty five conduct point students in lower school will be invited to a rewards trip to recognise the positive contribution they have made to the school.
- Whole school annual prize giving at Coventry Cathedral.
- Sports awards evening lead by the PE Department.

Sanctions:

All staff use a consistent and staged approach when applying consequences to poor and unacceptable behaviour. This staged approach is essential to give students the opportunity to make good choices. If an incident is serious then stages will be omitted. Any sanction has to be appropriate for the misdemeanour.

A student should not be given the same sanction repeatedly. If he or she is not responding to a particular sanction, a referral should be made to an appropriate higher level of authority.

The school will implement a range of strategies to deal with inappropriate behaviour by students (Appendix B).

Health & Safety & Compliance:

- Registers will be taken at the start of the lesson.
- Students may not bring anything to school that could be considered to be a weapon or that has poses excessive risk.
- No illegal substances may be brought into school.
- Smoking is prohibited in or around the school premises.

- Mobile phones and electronic devices, including headphones are to remain unseen and turned off in and around school site.
- Mobile phones and electronic devices, including headphones will be confiscated if they are seen in use without explicit permission being given. These will be handed in to reception and securely kept until the end of the day when students can collect them. If a phone is confiscated on more than one occasion then parents will be asked to collect it from reception. Failure to comply will lead to further consequences (internal/external isolation/exclusion).
- Non-compliant aspects of school uniform / dress code and jewellery, will be confiscated by staff. These can be collected by students at the end of the day from the school reception. The name of the student will be logged. If the same object is confiscated again then parents will be asked to collect the confiscated item.
- The school does not take responsibility for any damage or loss of mobile phones or other personal belongings.
- Students must not leave school site unless permission for the absence has been authorised.
- Water fountains should only be accessed during break and lunchtime.
- Toilets should not be used during lesson time except in the case of emergencies and with permission.
- Students will remove hats and hoods whilst inside the building.

Movement around the school:

Movement should be quiet, orderly and safe.

Inside:

- No running.
- Keep to the LEFT along corridors and stairways.
- Single file movement on the stairs.
- Be aware of others and open and close doors carefully.
- Show courtesy to others by being prepared to give way.
- If people are waiting to go through a door, join the queue. Do not push in front of them.
- Do not stand in groups, so that other peoples' passage is obstructed.
- When waiting to go into a classroom behave responsibly and quietly.
- Entry to classrooms should be according to department policy, which will be explained to students.

Outside:

- Keep to the footpaths on entering and leaving the school and when moving around the site throughout the day. Be careful not to bring mud inside the buildings.
- The front gate, car park and the visitor's car park are out of bounds for students. .
- In the morning, do not wait on the pavement outside the school gates, but go immediately into the school grounds. Do not go into the school buildings until the bell rings. Permission to go inside will be given if weather is wet or very cold.
- To avoid accidents, throwing of ice and snow and sliding is not allowed.
- Riding of bicycles in around school site is not permitted.

Road Safety:

The school's main entrance is on a dangerous corner. From the opposite side of the road, walk to the junction of St. George's Road and Terry Road, before attempting to cross the road. Parents are requested to pick up and drop off in St. George's Road.

If your child rides a bike to school they will be required to wear a helmet and adhere to the Highway Code. Cycling onto and around school site is strictly prohibited.

Your child will be issued with a 'Bike licence' on receipt of a parent / carer signed contract. This licence will have their, name, house and details of their bike. The licence will be renewed annually. If expectations are not met the licence may be revoked and cycling to school will not be permitted. You can access the Highway Code at: <https://www.gov.uk/guidance/the-highway-code/annex-1-you-and-your-bicycle>

Bus Queue:

- Students should form a quiet and orderly queue on the pathway by the main gate and await duty staff instructions.
- 'Special Bus' students must wait in allocated areas until called to the bus by duty staff

Treatment of buildings on the school site:

- All graffiti is forbidden.
- Food and drink must be consumed in the allocated areas. Wrapping, remains of food and any other rubbish should be placed immediately in the waste bins. Care for your environment.
- Do not misuse school furniture; leave all rooms in an ordered manner.
- Students using sandwich areas are responsible for the tidiness of the room. Please report any misuse.
- Treat displays of other peoples' work with respect – enjoy but do not spoil.

Punctuality to school:

Late detentions will be issued and served on the same day as the lateness. Failure to attend escalates to a House detention after school, Students will be monitored and placed on report card if persistently late.

We discourage inappropriate behaviour and failure to complete tasks in the following ways:

Detentions & Restorative Justice Conversations (RJs):

Detentions are given for a variety of reason in line with the consequence system. These will always be accompanied by RJ conversations with staff members.

Students may be kept at break, lunch time or after school for classroom issues such as missed homework, lateness to lesson or poor behaviour.

Parents/Carers will be notified of the detention via the Parental Gateway.

Staff will work collaboratively with their department colleagues to plan for and resolve behaviour issues in their classroom. Students will be expected to accept responsibility and adjust their behaviour.

Staff will collect the student from their detention for restorative work in their classroom or learning team area. This restorative work should be to complete appropriate work missed and also for a restorative conversation in order to move forward. On the rare occasion that staff are unable to collect students for their detention, a restorative conversation will take place prior to the next lesson.

Detentions are not negotiable except in circumstances such as existing medical appointments and at the teacher's discretion, these detentions will be rescheduled with parental consultation. We expect full parental support in maintaining good discipline as we work together for the benefit of all.

Failure to attend a detention leads to an escalation to the next stage. Failure to attend a Friday Senior Leadership Team 1 hour detention will lead to a day in the Withdrawal Room the following working day.

When a student refuses to wear school uniform parents will be called and the student will be internally isolated/placed in Withdrawal until their uniform is rectified.

Persistent poor behaviour will involve a parental meeting with the pastoral team and a student support plan put in place.

Exclusions:

Behaviours for which exclusion may be applied include:

- Actual or potential physical violence by the student towards other students or adults in the school community.
- Seriously disruptive behaviour which prevents the proper conduct of a class or classes, seriously interferes with the learning opportunities of others or leads to a breakdown in school discipline.
- Persistent failure to follow instructions given by staff
- Conduct which would endanger other students or staff.
- Illegal activities on the school site, while on a school trip, at a place of authorised work experience or on journeys to or from school (e.g. theft, vandalism, possession, use or supply of illegal drugs).
- Possession of weapons (including knives and other items deliberately intended to be used as weapons).
- Possession of banned items as per this policy
- Behaviour posing a serious health and safety risk.
- Sexual misconduct.
- Behaviour likely to bring the school into disrepute.
- Abuse or harassment related to protected characteristics of age, disability, gender reassignment, race, religion, belief, sex or sexual orientation.
- Bullying – verbal, indirect, physical, cyber, sexual, emotional (as defined in the Anti-bullying policy) within a range of sanctions.
- Failure to respond to the school's usual range of sanctions.
- Social Media misuse

The term of exclusion will be dependent on the seriousness of the misdemeanour. Where a very serious offence has occurred, such as a deliberate physical assault, a longer term of exclusion will be applied.

Serious misbehaviour may result in immediate, permanent exclusion.

A central record of all exclusions will be kept and will be presented to the Governors' Student Discipline Committee.

The exclusion of students for reasons of non-attendance will not be used. The school will use alternative sanctions, including use of fixed term penalty notices and the courts.

Fixed Term Exclusions:

A student may be excluded for one or more fixed periods, up to a maximum of **45 school days** in a single academic year. Where this is considered appropriate, the details of the exclusion, as required by the Act, will be communicated to the parents / carers on the day the decision is made, firstly by phone (if parents / carers can be contacted) and then confirmed in writing.

The letter shall include:

- The reason for the exclusion.

- The requirement to arrange to meet a member of the Senior Leadership Team in school to discuss the student's readmission to school
- The period of the exclusion.
- Arrangements for the education of the student should the exclusion last beyond 5 school days.
- The parents'/carers' right to appeal to the Chair of Governors.
- The requirement for the parents/carers to ensure that the excluded student is not present in a public place during normal school hours without reasonable justification.

At the readmission meeting, undertakings of future good behaviour shall be sought and conditions set for re-admittance. The meeting will include a member of the pastoral team and other members of staff involved with the student's education and welfare.

During the period in which a student is excluded from school, the student should do work at home, this should be completed and returned to the School for marking.

Where exclusion covers a public examination period, the School will liaise with parents / carers about the arrangements for the examination to be taken.

Permanent Exclusion:

This will be used when the Head teacher decides that a student should not return to school:

- In response to serious breaches of the school's behaviour policy.
- If allowing the student to remain in school could seriously harm the education and welfare of others in the school.

Where consideration is being given to this course of action, the Headteacher should consult the Local Authority Inclusion Officer and Local Authority Legal Services in order to acquaint them with the circumstances of the case and to enlist the Local Authority's support and that of any other appropriate bodies.

Once the decision to exclude permanently has been taken, the procedures in the DfE guidance on exclusion from School should be followed.

The Exclusion Hearing must be convened within fifteen school days (if possible). The parents / carers have the right to appeal and the right to be accompanied by a friend or representative. Representation to the Governors and/or Local Authority must be made within seven days.

Parents/carers have the right of access to a student's school record. The School must comply with each request within fifteen school days.

The Local Authority cannot direct re-instatement but parents / carers have the right of appeal to an Independent Appeal Committee.

For further information: <https://www.gov.uk/school-discipline-exclusions/exclusions>

SEND & medical complexities

Decisions to exclude are based on behaviours exhibited by individual pupils. If the behaviours demonstrated are linked to a disability, the decision is proportionate based upon the individual needs of the child, in conjunction with the SENDCo. Reasonable adjustments compared to pupils without a disability may include:

- A reduced sanction compared to a pupil without a disability
- Additional behaviour support
- An alternative sanction

This policy is based on the special education needs and disability (SEND) Code of Practice.

Responsibilities of the Governing Body:

In carrying out their responsibilities with regard to exclusion the governing body will refer to the current version of the DfE publication, *“Improving Behaviour and Attendance: guidance on exclusion from schools and Pupil Referral Units”*. (September 2012)

The governing body reviews certain exclusions and considers any representations made by the parents/carers of the excluded student. The governing body delegates all of its functions in respect of exclusions to a committee consisting of at least three governors, called the Discipline Committee.

The quorum for the Discipline Committee is three members. If any governor has a connection with the student, or knowledge of the incident that led to the exclusion, which could affect his or her ability to act impartially, he or she should step down. The Chair of the committee has the casting vote in all cases where an even number of governors are considering the case.

Searching students:

Power to search pupils without consent:

Staff may ask a student to empty out their pockets or a bag if they believe that a prohibited item is being carried such as those listed below:








Prohibited items:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

If a student refuses to show the contents, staff will inform a pastoral leader or a member of the Senior Leadership Team. The leadership team will conduct a search (not physical) with a witness present. A search form must be completed and signed and parents informed. Refusal to be searched will result in the student's parents / carers being brought into school and / or police contact and a search made, or fixed term exclusion, as appropriate.



BC Rewards

Year 9 to 11	
<p>House Shield Plaque</p>	<ul style="list-style-type: none"> Nominated by Staff & HOH – Headteacher to choose one person per house per year To be presented at the annual prize giving at the Cathedral
<p>School Award Badge</p> 	<ul style="list-style-type: none"> Eligibility is the Conduct Points - Top 10% By Year Group the in House Total Conduct Points & they must be approved by the SLT & HOH School Contributions (not an automatic on points) To be presented at the annual prize giving at the Cathedral
<p>House Award Badge</p> 	<ul style="list-style-type: none"> Eligibility is the Conduct Points - Top 10% By Year Group the in House Total Conduct Points & they must be approved by the HOH & Team House Contributions (not an automatic on points) House badge given to recognise full membership of the house
Year 7 & 8	
<p>Gold Merit</p> 	<ul style="list-style-type: none"> 180 Conduct Points Gold merit badge given in recognition of achievements
<p>Silver Merit</p> 	<ul style="list-style-type: none"> 120 Conduct Points Gold merit badge given in recognition of achievements
<p>Bronze Merit</p> 	<ul style="list-style-type: none"> 60 Conduct Points Gold merit badge given in recognition of achievements
All Students	
<p>Tutor Award Badge</p> 	<ul style="list-style-type: none"> Tutors discretion for form competitions, contributions to the form/house/school or efforts outside of school which demonstrate commitment to school values
<p>100% Attendance Award Badge</p> 	<ul style="list-style-type: none"> During the last awards ceremony your Head of House will award you a gold star to recognise this years 100% attendance – to be worn the following year

Care Hard Work Respect Integrity Servanthood Togetherness

APPENDIX B

Behaviour – consequences and processes

Possible strategies:

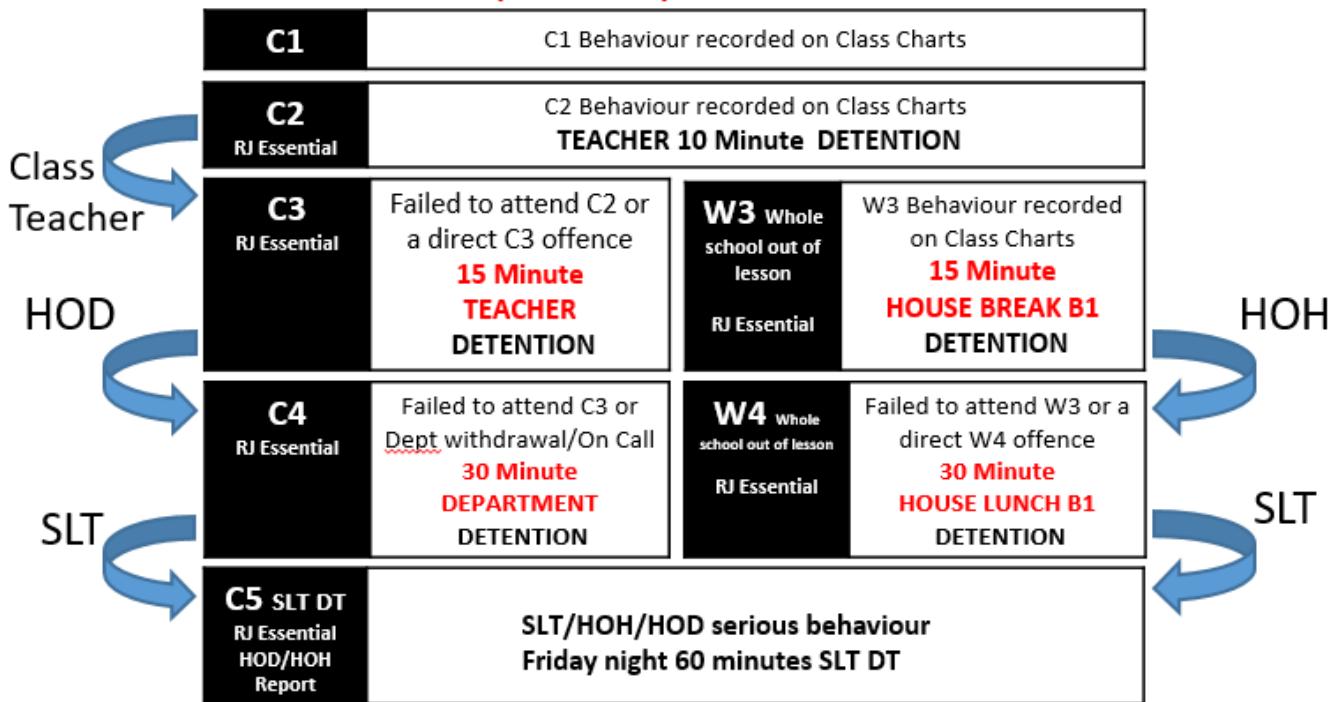
- Verbal warning – informing the student of the consequences of what will happen if instruction is not followed.
- Moving student to a different seat.
- Keeping student behind at end of lesson (where this will not lead to lateness to another lesson).
- Break or lunchtime detention.
- After school detention. Arrangements made 24 hours' prior with parents.
- Teacher, department, Head of House and Senior Leadership Team detention.
- Parental contact.
- Home-school agreement
- Community service – e.g. litter picking.
- Restorative justice conversations.
- Placed on tutor, department or pastoral report card.
- Department withdrawal.
- Moved into a different class to work for a fixed period of time.
- Writing a letter of apology.
- Withdrawal of privileges e.g. trip, playing for school team, end of year celebrations, prom.
- Referred to whole school withdrawal room internal isolation.
- Parental meeting.
- Risk Assessment
- Referral to the police.
- Internal exclusion room.
- Fixed term exclusion.
- Supported Transfer to another school
- Permanent exclusion.

APPENDIX C Consequence System



Consequence System

Consequence is dependent on behaviour





BCA2L

Attitude to Learning	
6 Outstanding Learner	<ul style="list-style-type: none"> Outstanding eagerness to learn & progress Highly proactive, hardworking & mature approach Understands how to work independently and has consistently demonstrated togetherness inside the classroom Continually demonstrates integrity in all areas Is a driving force for creating a positive, respectful and caring learning environment for all servicing others
5 Active Learner	<ul style="list-style-type: none"> Shows a real enthusiasm for own learning and is consistently hardworking Works well independently and demonstrates integrity Listens respectfully & acts upon all feedback Is positive in their attitude and encourages others demonstrating togetherness & servanthood
4 Passive Learner	<ul style="list-style-type: none"> Is compliant and often Hardworking but can be passive in their approach Contributes to learning when prompted but makes little impact on the learning of others Is on task, demonstrates some care and can reflect on own learning Can collaborate and demonstrate togetherness if prompted
3 Inconsistent Learner	<ul style="list-style-type: none"> Can lack focus on occasion and could be considered hard working on occasion Is mostly engaged in learning, respectful and usually demonstrates a positive attitude to learning Requires support to manage their own learning Work demonstrates a lack of care & consistency Can collaborate but contribution is inconsistent
2 Cause for Concern	<ul style="list-style-type: none"> Finds it difficult to stay on task and requires support Has displayed a concerning attitude to learning and a lack of hardwork Rarely responds or utilises feedback to improve Work demonstrates a lack of care or effort Can negatively affect the progress of themselves or others demonstrating a lack of togetherness
1 Serious Cause for Concern	<ul style="list-style-type: none"> Displays little ambition, hardwork or drive Demonstrates a lack of resilience and engagement Significantly risks underperforming Work does not demonstrate any care or effort Disrupts the learning of others and does not demonstrate togetherness

Impact Code Expected

Care Hard Work Respect Integrity Servanthood Togetherness

BEHAVIOUR POLICY 2019-20

Reviewed by:

Mr Connor-Hemming
Mrs Milbourne
Mrs Maginnis

January 2018
August 2019
January 2020

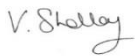
Next Review Date:

August 2020

Approved by Governors:

11 February 2020

Signed:



VICTORIA SHELLEY
Headteacher

Date: 11.02.20

Signed:



LYN JOHNSON
Chair of Governors

Date: 11.02.20