



# Inspire Education Trust

Together we achieve, individually we grow

## Behaviour Policy

Blue Coat CE Secondary School

---

**Policy Date:** September 2024

**Review Date:** September 2025

**Document History**

Version	Status	Date	Author	Summary Changes
V1		July 2021	Claire Milbourne	
V2		Jan 2022	Claire Milbourne	Page 7 addition of tobacco and vapes
V3		Sept 2022	Claire Milbourne	Addition of up to date search information Appendix B – Consequence system changed in line with Ready, Respectful, Responsible.
V4		March 23	Victoria Shelley	Amended regarding searches in line with DFE guidance from before to after.
V5		Aug 2023	Claire Milbourne	Formatting changes Removed Appendix A Updated Appendix B (formally C) Updated details for punctuality Section 9.2 added on damage to property
V6		Aug 2024	David Bedford & Claire Milbourne	Updated CAP information Tiers of escalation Pg13 Addition of prohibited item - Smart Glasses on site

## Table of Contents

<b>Introduction .....</b>	<b>1</b>
<b>1. Rationale.....</b>	<b>1</b>
<b>2. Aims .....</b>	<b>2</b>
<b>3. Principles .....</b>	<b>2</b>
<b>4. Legislation and Statutory Requirements .....</b>	<b>3</b>
<b>5. Definitions .....</b>	<b>3</b>
<b>6. Roles and Responsibilities .....</b>	<b>4</b>
<b>6.1 SLT (Senior Leadership Team).....</b>	<b>4</b>
<b>6.2 Staff .....</b>	<b>5</b>
<b>6.3 Parents.....</b>	<b>5</b>
<b>7. Expectations .....</b>	<b>5</b>
<b>7.1 Behaviour expectations.....</b>	<b>5</b>
<b>7.2 Classroom management.....</b>	<b>6</b>
<b>8. Rewards .....</b>	<b>7</b>
<b>9. Behaviour for learning (B4L).....</b>	<b>7</b>
<b>10. Sanctions .....</b>	<b>8</b>
<b>10.1 Within the classroom .....</b>	<b>8</b>
<b>10.2 Outside of the classroom.....</b>	<b>8</b>
<b>10.3 Deliberate damage to property .....</b>	<b>9</b>
<b>10.4 Detentions.....</b>	<b>9</b>
<b>10.5 Alternative to Suspension .....</b>	<b>9</b>
<b>10.6 Fixed term suspensions .....</b>	<b>10</b>
<b>11. Repeated poor behaviour.....</b>	<b>10</b>
<b>12. Coventry Alternative Provision (CAP).....</b>	<b>11</b>
<b>13. Zero-tolerance approach to sexual harassment and sexual violence (see child on child abuse policy) .....</b>	<b>12</b>
<b>14. Health &amp; Safety Compliance .....</b>	<b>12</b>
<b>15. Physical restraint .....</b>	<b>13</b>
<b>16. Movement and behaviour around the school.....</b>	<b>14</b>
<b>16.1 Inside .....</b>	<b>14</b>
<b>16.2 Outside.....</b>	<b>14</b>
<b>16.3 Off-site behaviour .....</b>	<b>14</b>

16.4 Road Safety .....	15
16.5 Bus Queue .....	15
16.6 Treatment of buildings on the school site .....	15
<b>17. Punctuality .....</b>	<b>15</b>
<b>18. Suspensions .....</b>	<b>16</b>
18.1 Fixed Term Suspensions .....	17
18.2 Permanent Exclusion.....	17
18.3 SEND & Medical Complexities .....	18
18.4 Responsibilities of the Governing Body .....	18
<b>19. Searching Students .....</b>	<b>19</b>
<b>20. Training .....</b>	<b>21</b>
<b>Appendix A: Behaviour for Learning (B4L) – the 3Rs .....</b>	<b>22</b>
<b>Appendix B: Consequences System.....</b>	<b>23</b>
<b>Appendix C: Attitude to learning (ATL) .....</b>	<b>25</b>
<b>Appendix D: Consequences outside of the classroom .....</b>	<b>26</b>
<b>Appendix E: Student search form .....</b>	<b>27</b>
<b>Appendix F: Student Behaviour Escalation Support Chart .....</b>	<b>28</b>

## Introduction

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

- a) 'Trustees' refers to the registered trustees of the Inspire Education Trust
- b) 'Academy trust' refers to the holding body of the Academy, namely, Inspire Education Trust
- 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.

### 1. 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 built on positive relationships and high standards. Good behaviours and efforts 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 always applied.

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. On very exceptional occasions, an exclusion may need to be permanent.

## 2. Aims

- To provide a consistent and fair approach to behaviour management.
- Define what we consider to be unacceptable behaviour, including bullying and discrimination.
- Outline how pupils are expected to behave.
- Summarise the roles and responsibilities of different people in the school community regarding behaviour management.
- To promote positive relationships, a positive teaching and learning environment and allow quality first teaching, 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.
- To outline our system of rewards and sanctions.

## 3. 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 reward those showing CHRIST values and to encourage good work and effort (BCA2L).
- Students will be encouraged to value each other and each other's contribution to the school.

- B4L strategies and restorative justice conversations will be used to help students modify behaviour.
- Sanctions will be used 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.

## 4. Legislation and Statutory Requirements

This policy is based on advice from the Department for Education (DfE) on:

[Behaviour and discipline in schools](#)

[Searching, screening and confiscation at school](#)

[The Equality Act 2010](#)

[Keeping Children Safe in Education](#)

[Use of reasonable force in schools](#)

[Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils.
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property.
- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy.
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online.

## 5. Definitions

5.1 Poor behaviour is defined as\*:

- Disruption in/to lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Failing to follow instructions
- Unkind words/actions
- Continued lack of equipment
- Rudeness/answering back
- Poor BCA2L (Blue Coat Attitude to Learning)
- Incorrect uniform

- Using mobile devices and having mobile devices out
- Hands on behaviour
- Poor punctuality to school and lessons

5.2 Serious behaviour is defined as\*:

- Repeated breaches of the school rules
- Antisocial behaviour in the neighbourhood and wider community
- Failure to attend detentions or complete other sanctions
- Truancy
- Any form of bullying/intimidation (*see anti bullying policy - [link](#)*)
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
  - Sexual comments
  - Sexual jokes or taunting
  - Physical behaviour like interfering with clothes
  - Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking/Vaping
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco, Lighters, vapes and cigarette papers
  - Laser pens
  - Fireworks and firecrackers
  - Pornographic images
  - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)
  - Physical assault – where assault is defined as the intentional or reckless application of force to another person

*\*this list is comprehensive, but not exhaustive*

## 6. Roles and Responsibilities

### 6.1 SLT (Senior Leadership Team)

- SLT/Headteacher is responsible for reviewing and approving this behaviour policy.



- SLT will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

## 6.2 Staff

Staff are responsible for:

- Creating positive relationships with students
- Implementing the behaviour policy consistently
- Modelling positive behaviour and high expectations
- Providing a personalised approach to the specific behavioural needs of particular students
- Recording behaviour incidents
- Completing restorative justice conversations

Heads of Departments, the Pastoral team and SLT will support staff in responding to behaviour incidents. A flow chart summarising the relative roles of staff and the escalation processes can be found in Appendix F.

## 6.3 Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Ensure students complete sanctions set
- Sign the home-school agreement

# 7. 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. (Antibullying policy link)
- 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.

## 7.1 Behaviour expectations

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

Expectations of students include:

- Arrive on time for school and all 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. Ensuring uniform is correct before entering and leaving the classroom.
- 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. Equipment for each lesson will be out on the desk each lesson.
- Be ready to enter a room purposefully and demonstrate the intention to learn through prompt self-management of the teacher's high expectations.
- Focus on learning from the beginning of the lesson.
- Recognise that mobile phones, mobile devices or earbuds 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.
- 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.
- To contribute to restorative justice conversations in a calm and mature manner.
- Be polite, respectful and courteous towards staff and students.
- Listen carefully and respond immediately to the instructions given by a member of staff.
- Complete work to the best of their ability and in silence when instructed to during 'Golden Time'.
- Be quiet and listen 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 tidying the classroom before dismissed.
- Wait to be dismissed, leave the classroom quietly and sensibly.
- Move quietly and considerately around school.
- Refrain from behaving in a way that brings the school in to disrepute, including when outside school.

## 7.2 Classroom management

Teaching staff are responsible for creating positive relationships, setting high expectations and for embedding relentless routines for setting the tone and context for a positive learning environment.

They will:

- Develop positive relationships with pupils.

- Establish high expectations.
- Embed relentless whole school and classroom routines.
- Create and maintain a stimulating learning environment for all.
- Use B4L techniques and strategies.
- Encourage ownership of behaviour.
- Reward students including Fab Friday calls to parents (this can take place on any day of the week).

## 8. 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. These systems are designed to recognise those students who earn reward points from staff for their progress, contributions to or demonstration of our school's six CHRIST values (Care, Hard work, Respect, Integrity, Servanthood, Togetherness).

Badges and plaques are awarded to students who achieve a specific number of reward points. Students' conduct points are analysed on a weekly basis. Achievements are celebrated by tutors, pastoral leaders and SLT. Rewards assemblies happen regularly throughout the year, with reward points 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 Fab Friday phone calls home to parents
- Attendance awards
- Half termly celebration assemblies
- Whole school annual prize giving
- Year 9 Graduation
- End of year rewards event
- Sports awards lead by the PE department

## 9. Behaviour for learning (B4L)

As with academic work, students need to be taught what appropriate behaviour looks like. To do this, there is an emphasis on high expectations and clear routines for students. These are summarised by the 3Rs – ready, respectful, responsible (Appendix A). Every classroom has a copy of these expectations and students receive a reminder of the three Rs at the start of the academic year.

Rewards are used to recognise students that consistently meet these expectations and these are recorded on Arbor. In addition, teachers have clear entry and exit routines for classes and

will have their own systems for distributing books and resources, loaning equipment and managing their teaching spaces.

The focus is on creating a calm, consistent and purposeful atmosphere where students are clear what is expected of them and are therefore able to focus on their learning. Staff training includes the use of WalkThru\* techniques, some of which are incorporated into the 3Rs grid. The attitude to learning (ATL) of students is recorded as part of the termly reports. This is determined using the rubric in Appendix C.

*\*The WalkThrus are a set of teacher CPD resources developed by Tom Sherrington & Oliver Caviglioli.*

## 10. Sanctions

### 10.1 Within the classroom

B4L strategies are effective in the majority of cases. However, there are instances where student behaviour does not meet expectations and needs to be addressed. Teachers will aim to use the least intervention necessary to manage poor behaviour. Strategies used prior to more formal intervention include:

- Non-verbal aids (e.g. a teacher stare, proximity)
- Moving a student to a different seat
- Having a quiet (non-public) word with a student

If student poor behaviour persists, teachers will begin to implement the consequences system (Appendix B). From a C1, behaviours are recorded on the system and communication made with parents. The aim at each stage is that students correct their behaviour.

### 10.2 Outside of the classroom

Social time is an important part of the day for students to socialise with their friends, eat and engage in physical activities like football. Sometimes extracurricular opportunities are also provided during break and lunch times.

Students are expected to continue to be ready, respectful and responsible and to be mindful of both their own and others safety. Staff wear hi-vis vests and are strategically placed around the site to ensure adequate supervision is provided. A member of the senior team oversees each duty as 'Walkabout'. Some areas of the school are 'out of bounds' and students are expected to avoid using these areas. To reinforce this, parts of the site have electromagnetic locks on the doors. The senior team are always looking to ensure social times work as well as possible for students and respond proactively to student council input.

If students choose not to meet these expectations, sanctions may be given. A W3 is given for a negative behaviour which needs to be recorded on a student's school record. No

further consequence is given, although we expected parents/carers to discuss the behaviour with students at home. A W4 is given for poor behaviour and this results in a 30-minute detention. On rare occasions, a serious behaviour may result in more serious sanctions including a 60-minute SLT detention, time in alternative to suspension (A2S) or a fixed term suspension.

Appendix D details the list of behaviours that a W3 or a W4 may be issued for.

### 10.3 Deliberate damage to property

Deliberate damage to property is not acceptable. Sanctions will be given in line with this behavioural policy, considering the significance of the damage and the intentions of the student. Parents will be invoiced for costs incurred.

### 10.4 Detentions

Where a student receives a C4 or a W4 they are expected to complete a 30-minute detention after school. Detentions typically take place in the Hall, but may be moved to a different location during exam periods or other times when the Hall is in use. Students are expected to take responsibility for attending their detentions, although we expect parents/carers to also remind their child. To provide additional prompts, the duty pupil provides a reminder slip during period 5, and staff are also asked to escort students to detention when they are able.

Detentions are to be completed in silence. Students may complete work or read a book during this time. Where staff are able, they will complete a restorative justice (RJ) conversation with the student after a C4 has been issued. The goal of this is to restore the relationship with the student and avoid a repeat.

If a student is due to attend a detention on an evening, they are unable to join an extracurricular activity until it has been served. If there are exceptional reasons why a student cannot complete a detention, parents are expected to contact the school office by midday so it can be re-arranged.

If a student chooses not to attend a detention it will be escalated to a C5 SLT detention which takes place on a Friday evening. Parents/carers will be notified. Students will not be permitted to represent the school in productions, sports fixtures or other events if they have unserved sanctions.

SLT detentions take place on Friday after school and last for 60 minutes. They are for more serious behaviours, truancy or for failing to attend a C4/W4 detention.

### 10.5 Alternative to Suspension

For serious behaviours, students may be required to spend one or multiple days in A2S. Serious behaviours may take place inside or outside of the classroom. A2S is based in the Crossroads building located next to the school car park. Time in A2S is a sanction, but also provides

students with an opportunity to reflect on their behaviour and take steps to improve. The format of A2S is as follows:

- Students arrive in school at 9am and sign in directly at the Crossroads building. They will be greeted by a member of staff and will be required to hand in their mobile phone.
- Students will be issued a laptop and will complete lesson work that will be sent to them by their subject teachers. Students are expected to work in silence.
- There is a designated break time where students can use the toilet.
- Students take lunch at a separate time to the rest of the school.
- During period 5, students typically meet with a member of the pastoral staff to discuss their behaviour and ways they can avoid a repeat occurrence.
- A member of the house team will also aim to speak with the student over the course of the day.
- Students will finish the school day at the later time of 4pm.

Alternative to suspension is not an optional sanction. If students refuse to complete their sanction they are likely to receive a fixed term suspension.

#### 10.6 Fixed term suspensions

Fixed term suspensions are given for the most serious behaviours. Detailed guidance is provided later in the policy.

### 11. Repeated poor behaviour

The sanctions system exists to help students understand that actions have consequences and to provide an opportunity for students to reflect on their choices and take steps to improve. However, we recognise that there are occasions where student behaviour does not immediately improve and becomes either persistent or worse. Repeat incidents will lead to further sanctions which, depending on the behaviour, may also increase in severity.

A tiered system is used to help categorise the persistence and severity of poor behaviour. While student behaviour will be addressed by all staff, students at higher tiers will come under the direct supervision of key members of pastoral staff including tutors, house teams and members of the senior leadership team. At each tier, provisions are put in place to help address poor behaviour and equip students to make better choices. When a student progresses up a tier, it is expected that parents are contacted to notify them that this is the case.

As well as progressing up a tier, students may also move down a tier when behaviour improves. This happens regularly as students respond to the provisions in place and act on the feedback and support provided. Supportive parents/carers play a vital role in allowing this to happen.

The diagram on the following page provides a summary of the tiers system. Provisions are tailored to the needs of each individual student and examples are provided for illustrative purposes.

<b>Tier 1</b>	<ul style="list-style-type: none"> <li>• Report level - Teacher</li> <li>• Behaviour concerns - None or minimal</li> <li>• Example provision - B4L strategies; rewards system</li> </ul>
<b>Tier 2</b>	<ul style="list-style-type: none"> <li>• Report level - Teacher</li> <li>• Behaviour concerns - Generally work well but have minor behavioural issues in 1-2 subjects and/or around site</li> <li>• Example provision - B4L strategies; use of the consequences system; parental contact</li> </ul>
<b>Tier 3</b>	<ul style="list-style-type: none"> <li>• Report level - Tutor; Head of Department</li> <li>• Behaviour concerns - Persistent disruption across multiple subjects and/or more challenging behaviour in individual subjects or outside of lessons.</li> <li>• Example provision - Tutor report; department report; lesson observations</li> </ul>
<b>Tier 4</b>	<ul style="list-style-type: none"> <li>• Report level - House team</li> <li>• Behaviour concerns - Persistent disruption across multiple subjects and/or persistent poor behaviour outside of lessons. No improvement after tutor intervention.</li> <li>• Example provision - House report; parental meeting; Crossroads referral; SEND referral</li> </ul>
<b>Tier 5a</b>	<ul style="list-style-type: none"> <li>• Report level - Senior Leadership Team (SLT)</li> <li>• Behaviour concerns - Persistent disruption inside and outside of lessons that is regularly affecting the learning of others and the wellbeing of staff and students</li> <li>• Example provision - SLT report; Regular parental meetings; Crossroads referral; SEND referral; external agency support; behaviour support plan; work based learning placement</li> </ul>
<b>Tier 5b</b>	<ul style="list-style-type: none"> <li>• Report level - Senior Leadership Team (SLT); Coventry Alternative Provision (CAP)</li> <li>• Behaviour concerns - Persistent disruption inside and outside of lessons that is regularly affecting the learning of others and the wellbeing of staff and students</li> <li>• Example provision - In addition to the provision offered in tier 5a, students will be referred to CAP for tier 2-3 provisions (further info in section 12)</li> </ul>
<b>Tier 6</b>	<ul style="list-style-type: none"> <li>• Report level - Senior Leadership Team (SLT); Headteacher; Coventry Alternative Provision (CAP)</li> <li>• Behaviour concerns - Multiple serious breaches of the behaviour policy. Behaviour that could seriously harm the education and welfare of others in the school. Limited or no response to provision provided. Student at risk of permanent exclusion</li> <li>• Example provision - Part time (PT) timetable; six-week preventative placement, second CAP referral for tier 3 provision (further info in section 12)</li> </ul>

Students in tiers 5-6 will typically not be permitted to attend trips or represent the school in events, sports teams or other opportunities where they are acting as ambassadors of the school. Exceptions to this rule may be granted with explicit permission by a Head of House or a member of the senior team.

## 12. Coventry Alternative Provision (CAP)

From September 2024, Blue Coat has joined the Coventry Alternative Provision Partnership alongside the majority of secondary schools in Coventry. The aim of this partnership is to work with students who are struggling in mainstream education to equip children with the vital skills, qualifications, knowledge and experiences which assist them to flourish through education and in their transition to adulthood.

Once a student reaches tier 5b, an application will be made on behalf of the student to the CAP multi-agency panel. There are two tiers of support available if the application is accepted. The support available at each CAP tier is below.

CAP Tier 2:

- Access to Insight and Flourish placements
- Access to external provider mentoring through the Youth Justice Service (YJS)

CAP Tier 3:

- Supported transfer
- 10-week refocus placement at Coventry Academy (CELC)
- Prevention and Diversion Project offered by the YJS
- Early Help Supporting Families Worker (if appropriate)

All organisations accessed through CAP offer high quality services across a range of different areas. These organisations will work closely with the school to help maintain strong communication.

### 13. Zero-tolerance approach to sexual harassment and sexual violence (see child on child abuse policy)

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be. The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
  - Manage the incident internally
  - Refer to early help
  - Refer to children's social care
  - Report to the police

Please refer to our Child Protection and Safeguarding policy and Child-on-Child Abuse Policy for more information (Safeguarding policy link).

### 14. Health & Safety Compliance

- Registers will be taken correctly at the start of the lesson. Staff will call out names and students will respond to their name.



- Students may not bring anything to school that could be a weapon or that poses excessive risk.
- No illegal substances may be brought into school.
- Smoking/vaping is prohibited on the way to or leaving school site and in or around the school premises.
- Consumption of alcohol is prohibited on the way to or leaving school and in or around the school premises.
- Mobile phones and electronic devices, including headphones/earpods are to remain unseen and turned off in and around school site.
- Mobile phones and electronic devices, including headphones/earbuds will be confiscated if they are seen in use without explicit permission being given by staff. These will be handed in to reception and securely kept until the end of the day when students can collect them. If a mobile 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.
- Smart Glasses, such as Ray-Ban Meta, OhO Smart glasses, JLab glass, OOAVR, CatWQ, etc (this list is not exhaustive) are prohibited on site by all persons as they prove to be a significant safeguarding and GDPR risk to the school community. This includes Smart Glasses with prescription lenses or sunglass lenses. Any Smart Glasses brought onto site will be confiscated and only returned to a parent/carer.
- 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.
- 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 are expected to have a lanyard provided by the staff member or a handwritten note.
- Students will remove outdoor clothing when in the classroom. Hoods and hats must be removed when entering a building.

## 15. Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- Always be a last resort

- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents
- Be conducted in line with staff training

The full *Use of Force to Restrain Pupils Policy* can be found on the school website.

## 16. Movement and behaviour around the school

Movement between lessons and at the end and start of breaks should be quiet, orderly and safe.

### 16.1 Inside

- Take the shortest possible route to their next lesson.
- No running.
- Keep to the LEFT along corridors and when moving around school site.
- Follow the one-way system on stairwells.
- Single file movement on the stairs.
- 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 swift, and classroom routines followed.

### 16.2 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.
- To avoid accidents, throwing of ice and snow and sliding are not allowed.
- Riding of bicycles in and around school site is not permitted.
- Dispose of litter carefully to protect our local environment.

### 16.3 Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g., school trips).
- Travelling to or from school.
- Wearing school uniform.
- In any other way identifiable as a pupil of our school.

Sanctions may also be applied where a pupil has misbehaved off-site at any time, whether the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school.
- Poses a threat to another pupil or member of the public.
- Could adversely affect the reputation of the school.

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of the staff member (e.g. on a school-organised trip).

#### 16.4 Road Safety

The school's main entrance is on a dangerous corner. From the opposite side of the road, students must 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 on St. George's Road.

If a student rides a bike to school they are expected to wear a helmet and adhere to the Highway Code. Cycling onto and around school site is strictly prohibited.

The Highway Code can be accessed at: <https://www.gov.uk/guidance/the-highwaycode/annex-1-you-and-your-bicycle>

#### 16.5 Bus Queue

- Students will form a quiet and orderly queue.
- Students catching school buses must wait in allocated areas until called to the bus by duty staff.

#### 16.6 Treatment of buildings on the school site

- Graffiti is forbidden.
- Food and drink must be consumed in the allocated areas. Wrapping, remains of food and any other rubbish should be placed in the waste bins.
- School furniture should not be misused; all rooms must be left in a clean, tidy and ordered manner.
- Displays of other peoples' work should be treated with respect – enjoy but do not spoil.

### 17. Punctuality

- Punctuality to lesson is important. Lateness to lesson and to school is monitored.
- Students are expected to arrive at lessons within 5 minutes of the bell. If students are 5 or more minutes late (without a valid reason), a late mark is given.
- If students are late 1 time during tutor time or periods 1-5, they will remain for 5 minutes after school.
- If students are late 2+ times during tutor time and/or periods 1-5, they will remain for 10 minutes after school.

- Lateness to school will be monitored daily. Parental contact will be made for lateness and sanctions issued.
- Students will be monitored and may be placed on report card if persistently late.

## 18. Suspensions

Behaviours for which suspension 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.
- Child-on-Child abuse.
- Failure to respond to the school's usual range of sanctions.
- Social Media misuse.

The term of suspension 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 suspension will be applied.

Serious misbehaviour may result in immediate, permanent exclusion.

A central record of all suspensions will be kept and will be presented to the Governors and Board of Directors

The suspension 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.

## 18.1 Fixed Term Suspensions

A student may be suspended 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 suspension, 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 suspension.
- The requirement to arrange to meet the Head of House in school to discuss the student's readmission to school. For repeat suspensions, or particularly serious incidents, a member of the senior team will also be present.
- The period of the suspension.
- Arrangements for the education of the student should the suspension 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 suspended 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. This could be work on MS Teams or Oak Academy.

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

## 18.2 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 such as Social Care or the Virtual School.

The Headteacher will take the pupil's views into account, considering these in light of their age and understanding, before deciding to exclude, unless it would not be appropriate to do so. The Headteacher will inform the pupil about how their views have been factored into any

decision made. Where relevant, the pupil should be given support to express their view, including through advocates such as parents or, if the pupil has one, a social worker.

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>

### 18.3 SEND & Medical Complexities

Decisions to suspend 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.

### 18.4 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, "Suspension and Permanent Exclusion guidance". (September 2022).

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.

## 19. Searching Students

We adhere to the DfE guidance for schools on Searching, Screening and Confiscation issued September 2022; this places a greater emphasis on safeguarding.

We have a duty of care to our students, we must balance the need to safeguard all pupils by confiscating harmful, illegal or disruptive items and the safeguarding needs and wellbeing of pupils suspected of possessing these items.

Students have the right to expect reasonable level of personal privacy, under the Article 8 of the European Convention on Human Rights. Any 'interference' with this right by their school must be justified and proportionate.

Children in possession of items such as drugs, alcohol, weapons need to be considered vulnerable and at risk from exploitation (Paragraph 20 KCSIE)

### **How we will conduct a search**

- Staff have the power to search a pupil for any item if the pupil agrees **or without consent** if the Headteacher or SLT has reasonable grounds to suspect that the pupil may have a prohibited or banned item.
- Non-contact searches will always be carried out with a member of the pastoral staff and an SLT, Behaviour manager or DSL/DDSL witness.
- The person carrying out the search **MUST** be the same sex as the person being searched.
- For prohibited and banned items only the headteacher and members of staff authorised by the headteacher (Behaviour Manager, SLT, DSL/DDSLs) have the power to search a pupil for a prohibited or banned item, regardless of whether the pupil agrees (sections 550ZA and 550ZB of the Education Act 1996, and paragraph 10 in the guidance); see below for these items
- Parents will always be informed of any search for a prohibited item and the outcome of the search as soon as is practicable. A member of staff will inform the parents of what, if anything, has been confiscated and the resulting action the school has taken, including any sanctions applied.
- A search form (Appendix E) will be completed by pastoral leaders and signed by staff and student. This is a legal requirement.
- Pastoral staff/SLT will complete the search log for students searched. This is a legal requirement.
- Pastoral staff/SLT will ask a student to empty out their pockets and/or a bag, check outer garments, such as gloves, shoes, scarves.
- Pastoral staff/SLT may examine electronic device files if they have good reason to.
- Authorised staff can confiscate any item they find that they have reasonable grounds for suspecting:

- Poses a risk
- Prohibited or banned item
- Evidence in relation to an offence

Prohibited items: (searching, screening and confiscation, advice for schools DfE July 2022)

- Knives and weapons
- Alcohol
- Illegal drugs, including edibles etc.
- Stolen items
- Tobacco and cigarette papers
- Vapes
- Fireworks, including fire crackers
- 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 cooperate authorised staff will act proportionally, taking into account whether the students:

- Are in possession of a prohibited or banned item
- Don't understand the instructions or what the search will involve
- Have had a previous distressing experiences of being searched

If a student refuses to cooperate, parents / carers will be invited into school and / or the police will be contacted and a search made, or suspension applied, as appropriate.

### **Confiscated items**

Controlled drugs, or substances you suspect are controlled drugs or could be harmful	Deliver to the police (or safely dispose of if there is a good reason to do so)
Alcohol	Retain or dispose of as appropriate
Tobacco or cigarette papers	Retain or dispose of as appropriate
Fireworks	Retain or dispose of as appropriate
Stolen items	Deliver to the police, return to the owner, or dispose of if there is a good reason to do so
Weapons or items which are evidence of a suspected offence	Deliver to the police as soon as possible
Items that have been (or are likely to be) used to cause injury or property damage	Deliver to the police, return to the owner, or dispose of if there is a good reason to do so
Pornographic material	Dispose of (see the section below for guidance)



---

Pornographic material that you suspect constitutes a specific offence (i.e. it is extreme or an indecent image of a child) Deliver to the police as soon as possible

---

## 20. Training

To ensure exemplary behaviour. Our staff are provided with training on managing behaviour as part of their induction process. Behaviour management will also form part of continuing professional development (CPD).


B4L
Ready
Respectful
Responsible


**Togetherness** - These are the expectations we **all** follow to make sure we **all** learn and make progress

 <p style="font-size: 2em; font-weight: bold; transform: rotate(-90deg);">Ready</p> 	<ul style="list-style-type: none"> <li>• We are on time to all lessons</li> <li>• Our uniform is correct</li> <li>• We sit in our seating plan seats</li> <li>• Our equipment is out on our desks</li> <li>• We complete the settler activity straight away</li> </ul>	 <p style="font-size: 2em; font-weight: bold; transform: rotate(-90deg);">Respectful</p> 	<ul style="list-style-type: none"> <li>• We are polite and kind to all</li> <li>• We listen to others</li> <li>• We follow instructions</li> <li>• We respond to '321' pens down, eyes on me</li> <li>• We start the task when teacher says 'ready, set, go'</li> <li>• We stand behind our chairs at the end of the lesson</li> <li>• We leave when our teacher dismisses us</li> </ul>	 <p style="font-size: 2em; font-weight: bold; transform: rotate(-90deg);">Responsible</p> 	<ul style="list-style-type: none"> <li>• We work hard in every lesson</li> <li>• We ask for help if we do not understand</li> <li>• We are responsible for our own actions</li> <li>• We respect personal space and our 'no hands' policy</li> <li>• We leave our classroom clean and tidy</li> <li>• We keep electronic devices off and away</li> </ul>
--	--	---	--	--	--

## Appendix B: Consequences System

<p align="center"><b>Each lesson is a new start! WalkThru strategies support effective behaviour and relationships</b></p> <p align="center">A verbal warning is given for students not meeting expectations. This isn't logged. Use the script "I am giving you a verbal warning. If you continue to choose to XXXX, you will receive a C1". Praise publically, challenge privately and quietly.</p>				
<b>C1</b>	<b>Not Ready, Not Respectful, Not Responsible</b> Formal warning			Recorded on Arbor – automated message home
<b>C2</b>	<b>Not Ready, Not Respectful, Not Responsible</b> <i>Continued</i> behaviour after final warning. Second formal warning.			
<b>C3</b> <b>Department Active support</b> RJ conversation and optional 10-minute detention Parental contact	<b>Not Ready, Not Responsible, Not Respectful</b> <i>Persistent</i> behaviour Department Active support	<b>W3</b> Whole school behaviour	<b>Not Ready, Not Responsible, Not Respectful</b>	Recorded in detail on Arbor and parent contact made by staff member
<b>C4</b> <b>Department Withdrawal</b> 30-minute detention and RJ conversation Parental contact	<b>Not Ready, Not Responsible, Not Respectful</b> Department withdrawal	<b>W4</b> Whole school behaviour	<b>Not Ready, Not Responsible, Not Respectful</b>	Recorded in detail on Arbor and parent contact made by staff member
<b>Partial Truancy</b> 30-minute detention Parental contact	If a student arrives 10-19 minutes late without a note or a valid reason, please log a C4 for a partial truancy.			Recorded on Arbor and parent contact made by staff member
<b>Truancy</b> 60-minute SLT detention Parental contact	If a student arrives 20+ minutes late to the lesson without a note or a valid reason, or chooses not to attend the lesson, a C5 is logged for truancy.			
<b>C5</b> <b>On Call</b>	Serious behaviour that requires urgent support and further investigation. Failed withdrawal (student refuses to go to the withdrawal room or leaves the withdrawal room without permission).			Failed withdrawal recorded by HoD on Arbor
<b>Serious Behaviour requiring investigation (Pastoral Team)</b>	Prejudice/discrimination, sexual harrassment, theft, fighting, smoking/vaping, possession of any prohibited items, swearing directly at a member of staff.			Recorded by pastoral team – parents informed
<p align="center"><b>Only the highest consequence is logged. A notification is sent to parents/carers through Class Charts.</b></p> <p align="center"><b>Serious behaviours will be investigated and could lead to a C5 SLT Detention, C6 – time in Alternative to Suspension (A2S), or in very serious cases, a fixed term suspension.</b></p>				

C0 - Toilet and communication home	C1 – Formal Warning			C2 – Second Formal Warning			C3 - Persistent poor behaviour Active Support		C4 – Persistent poor behaviour and unresponsive Dept Withdrawal	Serious Behaviour
<b>No points allocated. Students should not be out of lesson unless an absolute emergency. A coloured lanyard must be given to the student by the teacher.</b>	Formal warning after narrating the consequences (Choices and Consequences - WalkThru)			Second Formal warning after narrating the consequences (Choices and Consequences - WalkThru)			<b>Department Active support</b> A member of the department will come and support. This may include a conversation outside of the room. The student returns to lesson.		Active support has not been effective. The student is withdrawn to the department withdrawal room.	On Call is contacted using the On Call email and HoD cc'd in.
	Examples			Examples			Examples		Examples	Examples
Toilet request	Not Ready	Not Respectful	Not Responsible	Not Ready	Not Respectful	Not Responsible	Not Respectful	Not Responsible	Failed Active support	Prejudice / Discrimination
Teacher permission to leave lesson	Not completing settler	Failure to follow instructions	Disruption of learning	Persistently not completing settler	Continued failure to follow instructions	Continued disruption of learning	Persistent refusal to follow instructions	Persistent shouting out	Continued C3 behaviour despite active support	Swearing at a staff member
Parent Contact	Refusal to sit in seating plan	Unkind words/actions	Homework issue	Persistent refusal to sit in seating plan	Continued unkind words/actions	Refusal to complete work	Persistent not sitting in seat	Persistent failure to complete work		Fighting
	Not equipped for lesson	Rudeness/Disrespect	Chewing		Continued rudeness/disrespect		Persistent unkind words/actions	Persistent Talking		Failed Department Withdrawal
<b>Notes</b>										
<ul style="list-style-type: none"> <li>Refusal to hand over a mobile phone; ear pods etc. is logged as a W4. The system is the same as with refusal to hand over a phone around the site – a blank envelope is completed and submitted to Reception.</li> <li><b>Hands on behaviour is defined as physical behaviour <i>without</i> the intent to cause harm. Fighting is defined as physical behaviour <i>with</i> the intent to cause harm. Assault is defined as physical behaviour where one person seeks to harm the other without apparent provocation.</b></li> <li>The homework policy is still being refined. At a teacher's discretion, a C1 can be given for a homework issue. For persistent homework issues, contact home. If not resolved, speak to your HoD.</li> <li>If a student is seen chewing, the student is asked to spit the gum in the bin and a C1 is given (not responsible).</li> <li>Lates. Record an 'L' mark for students who are late along with the number of minutes. Period 5 teachers, hold a student for 5 minutes if they have 1 late during periods 1-5 and 10 minutes for 2+ lates during periods 1-5.</li> </ul>										



## Completing the Marksheet

### F - BCA2L

Match the students conduct to one of these statements

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

## Appendix D: Consequences outside of the classroom

<b>W3 – Outside of lesson</b>	<b>W4 – Outside of lesson (30 minute detention)</b>
<b>Mobile phone confiscation</b>	<b>Refusal to hand over a mobile phone</b>
<b>Confiscation of another banned item (e.g. hoody; ear pods)</b>	<b>Refusal to hand over another banned item (e.g. hoody; ear pods)</b>
<b>Rudeness / Answering back</b>	<b>Hands on behaviour that could or does lead to harm</b>
<b>Littering</b>	<b>Antisocial behaviour in buildings</b>
<b>Out of Bounds</b>	<b>Defiance</b>
<b>Hands on behaviour</b>	<b>Conflict</b>
<b>Antisocial behaviour</b>	<b>Persistent antisocial behaviour</b>

Professional judgement is required for the administering of the social time consequences. If staff are unsure of how to assess the severity of an action, they should consult their line manager or a member of the pastoral team.

Further sanctions may be given for more serious behaviours.

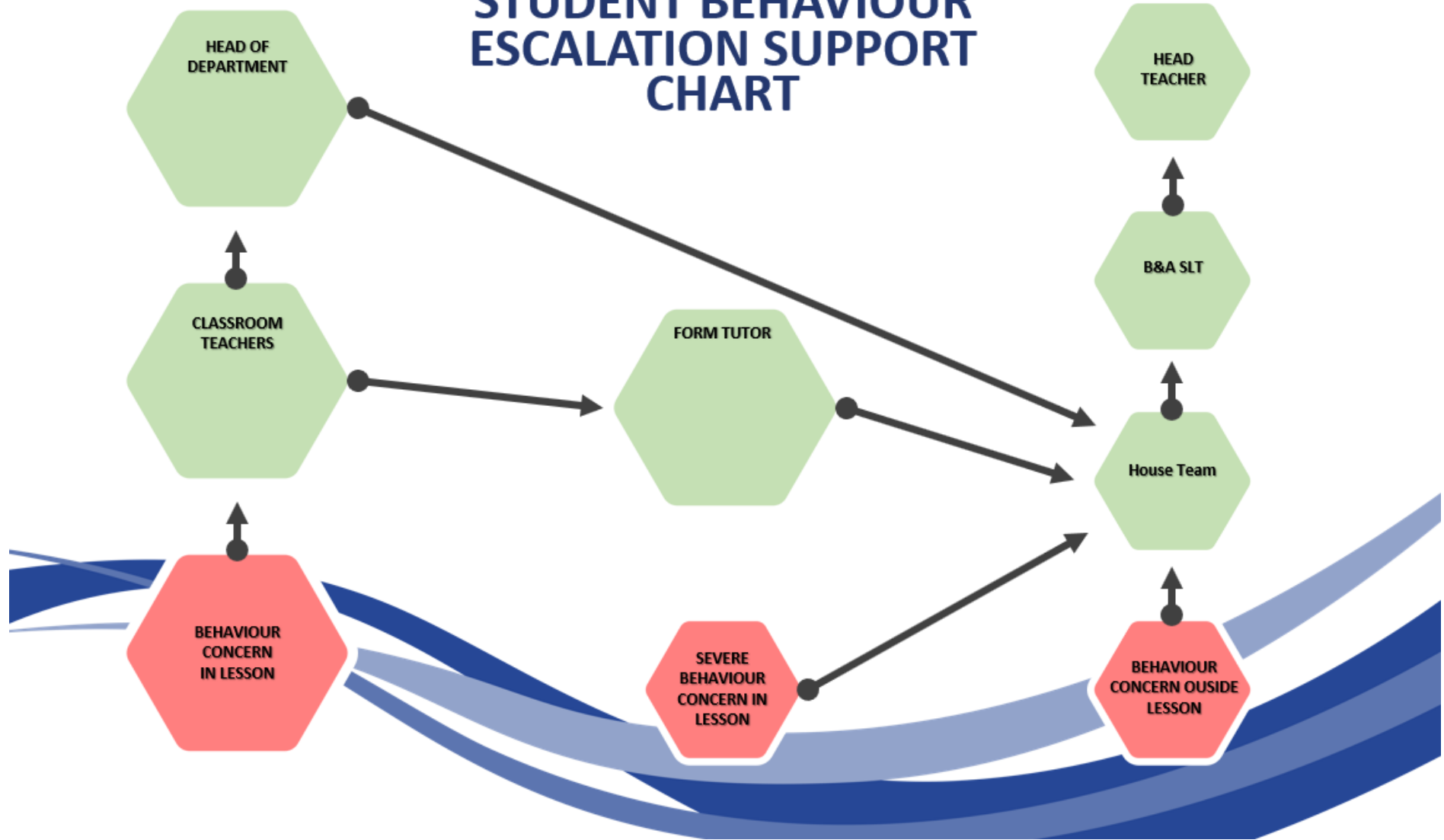
## Search Form

<b>Name of Child:</b>			
<b>Tutor Group:</b>			
<b>Date of search:</b>			
<b>Reason for Search:</b>			
<b>Outcome:</b>			
<b>Parents contacted by:</b>	<b>Attached to Students file:</b> Y/N	<b>Added to CPOMS by:</b>	<b>Recorded on log by:</b>
<b>Date:</b>		<b>Date:</b>	<b>Date:</b>
Student Signed:		Date:	
Witnessed by 2 staff:			
Signed:		Signed:	
Job Title:		Job Title:	
Date:		Date:	
<b>Forms must be filed in the search folder in CMI's office in date order after being scanned on to CPOMS</b>			

# Appendix F: Student Behaviour Escalation Support Chart



## STUDENT BEHAVIOUR ESCALATION SUPPORT CHART





Reviewed by:

Claire Milbourne/David Bedford  
Lisa Henden

September 2024  
October 2024

Next Review Date:

September 2025

Approved by Directors:

23 October 2024

Signed:



---

Lois Whitehouse  
CEO



---

Nicky Aston  
Chair of Standards