At Barr’s Hill School our commitment to our students is very clear. We expect to teach our students to the highest of standards; to support them to be successful and to prepare them for a further education pathway which is aspirational and meets their individual needs. An important part of this is to keep them safe and happy when they are here with us. High standards of student behaviour and discipline, alongside recognition of achievements can provide a positive environment in which teachers can teach and students can learn.

In our community everyone is expected to help by thinking about their behaviour and by trying to set a good example to others. Students, teachers and support staff all share the School and need to live with each other by getting on together and by putting matters right when there are difficulties. Good Schools encourage good behaviour through a mixture of high expectations, clear policy and an ethos which fosters discipline and mutual respect between students, and between staff and students.

**Our Core Values: PRIDE**

Our School’s principles are built around a core set of values. These values, the beliefs that shape our learning, behaviour and experiences at Barr’s Hill, help build good character and help our students make a positive contribution to their School and wider community. We encourage our students to build these values in a number of ways during their time at Barr’s Hill, both inside and outside of the classroom.

A good starting point for all students is that they come to School every day in full uniform and with their TRIO. A TRIO consists of: a filled pencil case including pens, pencils, ruler, rubber and scientific calculator, their School planner and a small English dictionary. Being fully prepared at the start of the day will avoid classroom sanctions.

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**PRIDE**

These are our values, the beliefs that shape our learning, behaviour and experiences at Barr’s Hill. These values build good character and help our students to make a positive contribution to the community.

**Prepared**
You are ready to learn. You are on time, smartly dressed in full uniform, and you always have your 5.

**Respect**
You show good manners; you listen well to others and are able to show empathy. You show genuine care and concern for others, their belongings and the School environment. You welcome difference and readily celebrate the diversity of the School treating everyone fairly and equally and the way you would wish to be treated by them.

**Individual**
You are truthful and sincere, showing integrity and self-perception. You are self-aware, knowing your strengths and weaknesses so that you can make changes where necessary. You are able to exercise self-discipline and self-control.

**Determined**
You are relentless in your pursuit of progress; you believe that you can be the best and have high aspirations for yourself. You are brave, even in difficult situations; you never give up and show resilience. You have a plan for where you want to be and work hard to get there.

**Excellent**
You have an outstanding attitude towards learning – a relentless quest for knowledge. You know your targets and what you need to do to make progress. You embrace hard work, completing classwork and homework to a high standard. You are able to pause regularly and evaluate your work to make it better.

Barr’s Hill School has an embedded structure of rewards and consequences based around the expectations of these principles. There is an importance in acknowledging and rewarding student effort, achievement and contribution. Every member of staff has a vital role to play in ensuring that their approach is positive and by taking every opportunity to praise good behaviour and celebrating success as much as possible.
Rewards and Achievements

We aim to recognise all students’ positive contributions to School life. PRIDE acknowledges achievement, application and progress. PRIDE points are awarded using SIMS Lesson Monitor and communicated to parents/carers through Sims In-Touch. The awarding of PRIDE points is an important part of maintaining student motivation and high expectations, and should be awarded with fairness and regularity. It is expected that positive to negative points will be awarded at a ratio of 4:1.

All students are encouraged to take part in enrichment activities, and will be awarded positive points for attendance and participation. Positive points will be communicated to parents/carers on a daily basis. We will regularly celebrate our students’ achievements, effort and progress through termly reward assemblies, tutor recognition and whole school celebration events.

Students will have the opportunity to purchase rewards using PRIDE points, every day at Breakfast Club from 0800-0830. It is important that students see a real value to PRIDE points and have regular opportunities to purchase the rewards for their PRIDE behaviours.

(See Appendix A for a list of PRIDE and enrichment point categories)

There are a variety of additional ways of rewarding students (this is not a finite list):

- Praise/verbal comment
- Written comment
- Prominent Display of students’ work
- Postcards and positive texts sent home
- Public commendations (in Assembly for example)
- Parents invited in (Celebration events)
- Visit to class by Faculty Lead or member of SLT

Behaviour Management Strategies

Through effective behaviour management, staff are expected to ensure lessons are conducive to effective learner behaviours. Teachers, Subject Leaders, Hubs and SLT have different levels of responsibility when it comes to behaviour management.

Sanctions by class teacher

The School’s sanction system (behaviour points) is administered using SIMS Lesson Monitor.

If a student does not conform to the School’s behaviour expectations then consequences will be applied. Most misbehaviour could and should be dealt with by the subject teacher as it is vital that teachers are responsible for the good order in their own classroom (and around the School if they see anything which is inappropriate) in accordance with the School rules.

Each student should be able to recognise that there is a consistency in the consequences applied. The test for all consequences must be – is it reasonable? Is the consequence related to the behaviour? Does it keep dignity and respect intact for all involved? Does the student learn from it?

If a student fails to accept the consequences given by the classroom teacher then s/he should be referred to the Subject Leader/Head of Faculty in the first instance. In some cases, the Subject Leader/Head of Faculty may feel that a departmental detention is necessary so that the student involved understands that there is consistency across all areas.
It is the responsibility of the original member of staff involved to enter the incident onto SIMS.

Consequence System (The C System)

The following system will be used with an escalation of consequences given depending on the level of misbehaviour within the classroom.

<table>
<thead>
<tr>
<th>Stage</th>
<th>Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>C1</td>
<td>Verbal warning given; name written on the board. (Erased at the end of the lesson if no further disruption occurs) <strong>A C1 should not be recorded on SIMS</strong></td>
</tr>
<tr>
<td>C2</td>
<td>2nd verbal warning given; written on board; up to a 15 min detention given by the teacher at break/lunchtime/after school. <strong>A C2 should be recorded on SIMS by the teacher</strong></td>
</tr>
<tr>
<td>C3</td>
<td>3rd verbal warning given; written on the board; up to a 30 minute detention given by the teacher at lunchtime or after school. <strong>A C3 should be recorded on SIMS by the teacher</strong></td>
</tr>
<tr>
<td>C4</td>
<td>Removal from classroom to Faculty Parking classroom. 1 hour detention given by the teacher after school using DT slip. Teaching staff must notify parent/carer via text or phone call home. <strong>A C4 should be recorded on SIMS by the teacher</strong></td>
</tr>
</tbody>
</table>

**Detentions**

Schools and academies have clear legal authority to detain students without the consent of parents.

In situations of non-attendance at detentions students are to be given a second chance to attend and then referred on to Head of Faculty detention. Non-attendance at Faculty detention will result in a referral by the Head of Faculty for a one hour school detention the next night. The Head of Faculty will notify parents via text or phone call home.

Persistent refusal to attend detentions may result in an exclusion (internal or external).

It is essential that subject teachers deal with problems within the classroom as far as possible by using the consequence system. However, some types of misbehaviour will have to be dealt with by Subject Leaders, Pastoral Leaders or Hub Directors, although only where the nature of the incident is serious enough to merit action by them.

Additional ways of sanctioning a student include:

- Movement to another seat
- Parking to another class
- Reporting to a member of staff at break/lunch time or end of day
- Referral to Faculty Lead
- Report card – monitored by HOF/Hub and tutor and parent
- Parent/carer meetings in School
- Behaviour Contracts
- Internal Exclusion

**Sanctions other than by the Class Teacher**

Any incident should be dealt with ideally on the same day by the Head of Faculty, Hub and if necessary a member of SLT should be contacted to agree further action. Appropriate sanctions may include:
• Same day detention
• Cooling off period in School
• Reduced timetable (arranged by Hub/SLT only)
• Isolation at break and lunchtime
• Withdrawal from lessons
• Internal Exclusion (arranged by HUB/SLT only)
• Fixed Term Exclusion
• On-Track Agreement (a preventative measure for those students who fail to attend School or display unacceptable behaviour and underachieve. The aim is to identify precise and realistic outcomes for the student to achieve whilst highlighting the support available)
• 6 week Preventative Placement (arranged by SLT only)

Senior Support

Senior and Middle leaders are included on the senior support rota. This support requires the member of staff to patrol the School responding to calls for support in class, around the School site, or for a particular student. This should only be used when serious disruption to learning is taking place or when physical misbehaviour could lead to someone being hurt. The member of staff on support will nearly always attempt to return the student to that lesson. Where this is not appropriate, the student will be parked in an appropriate classroom or with a member of staff, to continue their learning. If a student cannot be returned to their original classroom, they will incur a same day, 1 hour, Senior Support detention.

(See Appendix B for the Senior Support Process)

Internal Exclusions

Internal exclusions will be used in place of an external exclusion when appropriate. The decision to internally exclude will be made by Hub Directors, and supported by SLT. On some occasions, Pastoral Leaders and Senior Support staff will refer students to internal exclusion for the rest of the School day.

The student will be ‘isolated’ from the other students for the day, including at break and lunchtime. Wherever possible, the student will be given work which would normally be undertaken in the lessons the student would have attended that day.

If a fixed-term exclusion is given, it might be appropriate for the student to spend some time in internal exclusion upon reintegration and before returning to mainstream lessons. This decision will be determined by the Hub Director in consultation with SLT.

Fixed Term Exclusions

For some offences, or where there are continuing behavioural difficulties for which other sanctions have been unsuccessful, a fixed term exclusion may be an appropriate sanction.

Barr’s Hill School follows the Education and Inspections Act 2006 (Chapter 40, Part 7) and Coventry LA policy on exclusions. The decision to exclude a student can only be exercised by the Headteacher, (or other member of SLT in his absence). Parents should be contacted by telephone as soon as possible once the decision to fixed term exclude has been made, and must be contacted in writing within one day.

Parents will be given the opportunity in all cases of exclusion to contact the School to discuss the situation. In addition, parents are able to make representation to the local education authority, which will have received the appropriate documentation. In all cases of exclusion, a meeting will be convened to discuss the student’s return to School, behaviour expectations, or in some cases other decisions to move the student to a different provision.
This may include time spent in internal exclusion but this will be agreed by those present at the meeting. An On-Track Agreement must be agreed by all parties, and revisited no more than 4 weeks later.

(See Appendix C for an example On-Track Agreement)

**Permanent Exclusion**

In cases of permanent exclusion, a hearing will be held within 6-15 school days where governors and a representative of the Local Authority are in attendance. Parents are able to bring a representative to this meeting and put forward their case. In most cases, working with other school partners, students will spend day 6+ provision at another school. If this cannot be arranged, School must provide and mark work for the student to continue her/his education at home.

**6Week ‘Preventative’ Placements**

Students at risk of exclusion may be considered for a preventative placement at another School. Barr’s Hill partners with a number of Schools to agree these placements. Hub Directors consult with the Headteacher to determine whether these placements are appropriate. Preventative Placements can also be arranged with one of Coventry’s Extended Learning Centres.

**Managed Moves**

Students at risk of permanent exclusion may be referred to the Coventry ELCs as a managed move. Hub Directors must consult with the Headteacher to determine whether such a referral is appropriate.

**Misbehaviour around School**

All teachers are responsible for discipline around the School. Any misdemeanour should be dealt with at the time by the teacher involved and appropriate sanctions should be applied. If a serious case of misbehaviour occurs that requires further investigation then the incident should be referred to the member of staff on Senior Support by calling Reception.

**Mobile Phones**

Mobile phones will be confiscated if seen or heard on the School site. The confiscating member of staff will take the phone to reception where it will be placed in the safe for parents/carers to collect at the School’s earliest convenience. Only Hub staff and SLT can return phones to parents/carers following a discussion about the School’s standards and expectations.

(See Appendix D for the Mobile Phone Policy)

**Truancy**

Any student out of lesson without permission (truancy) must be referred to the member of staff on Senior Support duty. Truancy will be dealt with by the appropriate Hub on a case-by-case basis.

**Smoking**

Barr’s Hill is a public building. Smoking is not permitted at any time. Students who smoke on site will be sanctioned and their habit supported with a referral to a Smoking Cessation Service.
Illegal substances

Any student involved in a drugs-related incident is at risk of permanent exclusion. This applies whether in School, to or from School or on a School activity. It covers not only the taking or possession of drugs but also involvement in the purchase, sale or passing on of drugs, even if the drug itself is not brought into School.

Sexual Harassment & Sexual Violence between Children

The School does not accept any kind of sexualised behaviour or abuse, committed on our premises or in the community. We will work with parents, students and any appropriate external agencies to prevent or respond to any such incidents.

(See Appendix E)

Power to Search

There are two sets of legal provisions which enable School staff to confiscate items from pupils:

1) The general power to discipline which enables a member of staff to confiscate as punishment.
2) Power to search without consent for ‘Dangerous and Prohibited Items’ (See Appendix F)

Use of Reasonable Force

A separate policy covers this area but in the most basic terms: members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, damaging property, and to maintain good order and discipline in the classroom.

Lateness to School

It is important that lateness should have same day consequences.

- All students who are late must do their thumbprint on the door
- The Attendance Clerk will stand on the door to enforce standards
- After School detentions are held in the Canteen and last for 45 minutes

School starts at 8:40am and students are expected to arrive on time to class. The School gate will close at 8:35am to facilitate this. If a student arrives after 8:40am, or is marked late by their P1 teacher, parents/carers will receive a text message and a same day detention will be issued.

Staff, through the Hubs, are responsible for following up those students who fail/refuse to attend late detentions. Tutors must also see their role in this and they can sanction also (Isolation, withdrawal from School fixtures, etc). For this to work, all students who incur a late detention must be picked up, on the day, for the sanction to work.

P1 teachers must register students as late if they arrive to their lesson after 840am. The Attendance Clerk will then add these students to an after School detention. The issue of time and work lost must be addressed by the classroom teacher.

The morning register closes at 9:30am and students who persistently arrive to school after 9:30am are at risk of a Fixed Penalty Notice (FPN).
Per Term:

<table>
<thead>
<tr>
<th>Number of Lates</th>
<th>Action (Text messages are always sent home)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Up to 2</td>
<td>• Warning: student firmly encouraged, by Attendance Clerk and Tutor, to be on time</td>
</tr>
<tr>
<td>3+</td>
<td>• Same day after School detention issued</td>
</tr>
<tr>
<td></td>
<td>• Student spoken to by YM</td>
</tr>
<tr>
<td></td>
<td>• Text message sent to parents</td>
</tr>
<tr>
<td>10+ Persistent</td>
<td>• Same day after School detention issued</td>
</tr>
<tr>
<td></td>
<td>• Hub staff have discussion with parent/carer and student</td>
</tr>
<tr>
<td></td>
<td>• Contract agreed</td>
</tr>
<tr>
<td>5+ Persistent after registers close (PARC)</td>
<td>• Hub staff lead meeting with parent/carer and student</td>
</tr>
<tr>
<td></td>
<td>• PARC late warning letter sent home (including details of minutes late and FPN)</td>
</tr>
<tr>
<td>10+ Persistent PARC</td>
<td>• FPN considered by Hub Director</td>
</tr>
</tbody>
</table>

**Uniform/Dress Code**

We have high standards of uniform at Barr’s Hill School and expect all students to be dressed correctly and smartly. All students must wear School uniform or the sixth form dress code. Parental co-operation is vital in maintaining high standards and we expect all of our students to take PRIDE in their appearance. Students that do not adhere to the uniform policy will be expected to borrow uniform from the HUB store. Parents will be asked to support school with those students who persistently refuse to comply.

(See **Appendix G** for the Uniform List and Distributors)
Appendices

Appendix A: PRIDE and Positive Points

The School will use a positive points system, using SIMS Lesson Monitor, as the vehicle for awarding individual students for their PRIDE achievements and participation in enrichment activities. Students can then visit [www.pupilrewardspoints.co.uk](http://www.pupilrewardspoints.co.uk) to purchase their rewards. The Reward Shop will be open to students at least once per week.

Positive points categories:

<table>
<thead>
<tr>
<th>Category</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prepared</td>
<td>1</td>
</tr>
<tr>
<td>Respect</td>
<td>1</td>
</tr>
<tr>
<td>Individual</td>
<td>1</td>
</tr>
<tr>
<td>Determined</td>
<td>1</td>
</tr>
<tr>
<td>Excellent</td>
<td>1</td>
</tr>
<tr>
<td>Enrichment Arts</td>
<td>1</td>
</tr>
<tr>
<td>Enrichment Sport</td>
<td>1</td>
</tr>
<tr>
<td>Enrichment STEM</td>
<td>1</td>
</tr>
<tr>
<td>Enrichment Outdoor Pursuits</td>
<td>1</td>
</tr>
<tr>
<td>Enrichment Intervention</td>
<td>1</td>
</tr>
<tr>
<td>Enrichment Breakfast Club</td>
<td>1</td>
</tr>
<tr>
<td>Enrichment Leadership and Aspiration</td>
<td>1</td>
</tr>
<tr>
<td>Enrichment Other</td>
<td>1</td>
</tr>
</tbody>
</table>
Appendix B: Senior Support

The aims of Senior Support are threefold:
1. To reintegrate (in same class),
2. To re-settle (elsewhere). If neither of these are possible,
3. To remove.

Senior Support staff should use their professional judgement when considering where to re-settle students. Teaching staff must inform Reception (ideally by phone/radio and only by student runner if absolutely necessary) of their name, location, name of student and nature of concern. Reception staff will record the behaviour as a Senior Support and include all relevant details.

Teaching staff must add to the SIMS log the nature of the call using the additional type field (fighting, rudeness to staff, etc) and the action taken (detention, call home, etc). If a student’s behaviour and attitude is such that they cannot be reintegrated back into class, the Senior Support intervention has become very serious and there must be a same day consequence. This may mean an exclusion (internal or external), but at least must be a same day detention within that Faculty.

Senior Support will park the removed student within another classroom, with Hub or another member of SLT (if cannot keep student themselves). Senior Support staff should inform Reception if a student cannot be reintegrated and thus must be removed. Senior Support will also instruct Reception on whether an after-school detention is necessary. Reception needs to record this on SIMS in the action taken field.

The SLT (along with support from Hub Teams) will help to get that student to the Faculty at the end of the day to complete a detention. If necessary, Hubs should follow this up with a restorative justice conversation to facilitate reintegration back into the original class. If behaviour warrants an exclusion (internal or external), this should be discussed with Hub Directors at the earliest opportunity.
<table>
<thead>
<tr>
<th>Further action once detention completed</th>
<th>No further action once student re-integrated into class</th>
</tr>
</thead>
</table>

Appendix C: On-Track Agreement

PRIDE represents our values, the beliefs that shape our learning, behaviour and experiences at Barr’s Hill. These values build good character and help our students to make a positive contribution to the community.

[Insert reason for On-Track Agreement here]

Please see below the Behaviour Contract for [name of student] as agreed on [date of meeting].

[Student] agrees to:

•
•
•

[Parent/carer] agrees to:

•
•
•
•

Barr’s Hill School agrees to support [name of student] by:

•
•
•

If [student] fails in this commitment, the following will happen:

This agreement will be revisited on [insert date here] with [name of student] parents and [name of school staff]

Signed by:

Student Signature:

Parent/Carer Signature:

School Signature (please also print):

Copy for Parent (at meeting) and copy for Student File.
Appendix D: Mobile Phone Policy

- Any mobile phone, or similar technology, used by a student in School will be confiscated, unless they have permission from a member of staff. This applies to break and lunchtime, before and after School.
- Any ear/head phones seen in School will be immediately confiscated.
- Any material put on any social media site without the permission of the subject may result in the School reporting the matter to the police. Serious sanctions will also apply.
- If such items are confiscated, they will be returned, following a meeting involving a parent/carer, the student, staff from the Hub or SLT.
- Note that this must also apply to 6th Formers around the School site. They are, however, permitted to use their mobile phones and other such devices in the 6th Form Area.

Teacher role
- Immediately confiscate mobile phones, similar devices, and earphones using the envelopes provided
- Add the student name, date, and brief description of item to the front of an envelope.
- Pass to Reception to place in the School safe.
- Record on SIMS Behaviour: Mobile Phone, for a negative point to be issued

Hub role
- Hub to pick up mobile phone issues from SIMS.
- Meet with student and parent to return device.
- Ensure home/School agreement is signed by all parties and saved in student paper file.
Appendix E: Sexual Harassment & Sexual Violence between Children

The government advice published in December 2017* sets out the context, definitions, legal obligations and guidance around responding to concerns.

The School will operate in line with the Safeguarding and Child Protection Policy, make referrals to social care and/or the police, communicate with parents and seek consent to share information (unless this may put someone at risk of harm).

The School will support both the victim and the perpetrator, recognising that the perpetrator may also have been a victim themselves in the past.

If a criminal offence is under investigation, the school will take advice about how best to manage the education of the alleged perpetrator, support the victim and make an appropriate assessment of risk to any other students, staff or visitors.

Appendix F: Dangerous and Prohibited items not to be brought into School

The following items are not allowed in School and could lead to exclusion:

1. Illegal drugs and 'legal highs' and any equipment associated with drug taking
2. Guns, including toy/ mock ones
3. Knives and other offensive weapons
4. Alcohol
5. Cigarettes and smoking materials
6. Fireworks or any other explosive or flammable items.

The School must inform the police if items 1, 2 or 3 are brought onto the School premises.

Procedures for Staff

1. If a member of staff finds a student in possession of a dangerous item they should immediately confiscate it and call for Senior Support.
2. If a student is found in possession of a banned item staff will take it to the relevant Hub.
3. Items not allowed in School or being misused in School, but not listed above, will be confiscated by staff and taken it to the relevant Hub
4. Hubs will keep a written record of the items handed in and these can be collected by a parent/guardian (over 18 years old) Monday to Thursday 8.00am to 4.30pm and Fridays 8.00am to 4.00pm.
5. Students in the 6th Form have the privilege of bringing an iPod/MP3 player/mobile phone/tablets & laptops to School but they may only be used in the 6th Form area.
Appendix G: Uniform List & Distributors

We have high standards of uniform at Barr’s Hill School and expect all students to be dressed correctly and smartly. All students must wear School uniform or the sixth form dress code. Parental co-operation is vital in maintaining high standards and we expect all of our students to take PRIDE in their appearance.

Years 7-11

The Uniform – Girls
Blue School blazer with School logo on pocket
White Shirt with buttoned collar
School ‘v’ necked plain navy blue Navy blue v neck jumper without logo (optional)
School tie
Black School skirt (of appropriate length to the knee) or School trousers (no skinny jeans or leggings)
Black tights or black or white socks
Black low-heeled shoes (no trainers or pumps including VANS or Converse)
Plain black or white religious headscarf (where worn)

PE Kit
Navy blue shorts with turquoise trim
Blue indoor games shirt with School logo
Blue outdoor games shirt with School logo
Blue sweatshirt with School logo
Blue tracksuit bottoms with School logo
Long navy blue socks
Trainers

The Uniform – Boys
Blue School blazer with Academy logo on pocket
White Shirt with buttoned collar
School tie
Navy blue v neck jumper without logo (optional)
Black School trousers (no skinny jeans, cords or chinos)
Black socks
Black shoes (no trainers or pumps including VANS or Converse)
Black turban (where worn)

PE Kit
Navy blue shorts with turquoise trim
Blue indoor games shirt with School logo
Blue outdoor games shirt with School logo
Blue sweatshirt with School logo
Blue tracksuit bottoms with School logo
Long navy blue socks
Trainers
Football boots and shin guards (if worn)
Jewellery, Make-up and Hairstyles
The only permitted items of jewellery are:
A single, small stud in pierced ears – no dangling earrings are allowed
A wristwatch
Necklaces should not be visible
One plain bracelet
Minimal make-up
No extreme hairstyles

Additional Items
Outer clothing should be in a plain colour and should not be worn in classrooms
Hooded jackets may be worn to School as outer clothing only
Bags must be suitable for carrying A4 books and equipment

Compliance
No other items are permitted on School site. If there is a reason why students cannot conform to
uniform regulations, then parents should contact their child’s tutor by letter.
Student who are inappropriately dressed will be sent home to change wherever possible. Barr’s Hill will
do whatever it can to support families in obtaining the correct uniform.

Post-16

Dark tailored suit or jacket
Tailored trousers or skirt/dress (skirt/dress should be appropriate business length)
Collared shirt and tie
Blouse or plain top (top must cover the shoulders and midriff)
Smart and sensible business shoes (casual shoes or trainers are not permitted)

The following items are not permitted:
Sportswear, denim, leather jackets, logos, large print, t-shirts, leggings, casual shoes or trainers.

The Post 16 Hub Director reserves the right to determine the suitability of clothes.

Uniform with the School logo are available from:

Andy Blair Sports & School Wear at 88-90 Barker Butts Lane, Coventry.
Tel: 024 7659 8080 - Bus routes: 5, 26 or 49

Cat Ballou at 1-3 The Burges, Coventry.
Tel: 024 7655 5499 - Bus routes: All bus routes to the City Centre