



BEHAVIOUR POLICY

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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

At Barr's Hill, our Seven Year Journey provides students with an excellent education designed to bring out the best in all of them.

PRIDE articulates our values and beliefs that shape the learning, behaviour and experiences of our students. These values help to educate them and develop the kind of good character that contributes to a positive life ahead for themselves and everyone in their community.

We want Barr's Hill students that:

'Think act and feel in ways that are beneficial to themselves and others' ...

'Do the right thing, at the right time, in the right way'

I am **PROACTIVE** and push myself to be the best I can be. I seek help when I need it, listen to advice and reflect on how I can improve my learning and character.

I am **RESPONSIBLE** and aware of how my actions can impact others and the environment around me. I choose to make positive choices and can be trusted to help others.

I am **INQUISITIVE** and demonstrate a passion for learning through the conversations I have, the things I read and the questions I ask. My curiosity helps me respect other viewpoints and challenge stereotypical thinking.

I am **DETERMINED** and never give up. I see every challenge as an opportunity and believe that no barrier can stop me from achieving my goals, in the short term and throughout life.

I am **ENGAGED** in all aspects of school life and seize opportunities that align with my future ambitions. I am eager to leave school with a range of skills, personal qualities and experiences that will help me build a brighter future for me, my family and my community.

How we choose to treat children...

We treat our students with the belief that everyone can get better... we believe that every child can achieve incredible things and that it is our responsibility to enable their potential, and ensure that they do.

We believe in 'No Barriers': we do not allow disadvantage or other challenges to be a barrier, and we treat these barriers as hurdles that can be overcome with help. We believe in 'Students First': we make decisions based on what's best for our students, now and in the future. We believe 'It's about Learning'. Our ultimate goal is for all students to increase their life chances by living PRIDE.

Our students are successful because they feel that they 'belong' to our community; through this belonging comes the confidence to learn. Though we operate in a challenging context, we have never met a child or a parent that does not want to succeed, although we meet some that don't know how. We are clear that the street stops at the gate. In our school there is a relentless focus on high standards and there are no excuses or barriers to learning and achievement. We have sky high expectations of our students in everything they do and believe they can be the best, but we set a tone and ethos through dialogue and principles, not through the application of a detailed list of rules. We are 'warm - strict'. In this way we build belonging.

'Strict' doesn't mean punitive or harsh, just that it is very clear where the boundaries are, and that these are consistently applied and reinforced. The 'warm' is about all of this being done to reassure pupils, and is clearly about "purpose not power". All our staff take the time to explain the **why** as well as the what and the how. This patient and relentless approach allows time for students' metacognition of **why** our expectations matter, and **why** they make a difference to their character, learning and progress. In this way we build belonging.

Warm and strict are two sides of the same coin. We sweat the small stuff, because we think it matters. This means both clearly communicating expectations and clearly communicating recognition through consistent praise and rewards. Our staff operate through relationships and dialogue. Being **warm**, through kind words, body language, tone and being a caring mentor is especially important whilst we are being **strict** with our students by not wavering on a decision. This shows our students that we have high expectations for them, that we value them as individuals and that we want what is best for them. We don't undermine this by lowering our expectations for any student. Throughout this process we recognise that the journey looks different for different students and therefore we use our professional judgement and seek at all times to treat students with equity and equality. In this way we build belonging.

In every interaction we take due care to know our students and the issues and challenges they come with. Many of our students have been exposed to multiple adverse childhood experiences and we are aware that sometimes the place they start from is a long way from where we are. In every interaction we seek to preserve the dignity of our students. We don't shout, it rarely makes things better, and we speak to the student as if the parent was standing next to them. Our staff are therefore role models for our students in everything they do, we model the behaviours, dress and expectations we want our students to copy... *"Our students won't remember what we taught them, but they will remember forever the way we made them feel"*¹

In these ways we build belonging.

"We have come to the frightening conclusion that we are the decisive element in a child's learning experience. It is our personal approach that creates the climate, it is our daily mood that makes the weather. We possess tremendous power to make a child's life miserable or joyous. We can be a tool of torture or an instrument of inspiration. We can humiliate, hurt or heal. In all situations, it is our response that decides whether a situation will be escalated or de-escalated, and a child humanized or dehumanized."²

¹ Based on a Jim Henson quote

² Based on a Hiam Ginott quote

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 5:1.

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 from their Hub between 8.00-8.30am. 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 are

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.

Stage	Consequence
C1	Verbal warning given; name written on the board. (Erased at the end of the lesson if no further disruption occurs) A C1 should not be recorded on SIMS.
C2	2 nd verbal warning given; written on board; up to a 15 min detention given by the teacher at break/lunchtime/after school. A C2 should be recorded on SIMS by the teacher.
C3	3 rd verbal warning given; written on the board; up to a 30-minute detention given by the teacher at lunchtime or after school. A C3 should be recorded on SIMS by the teacher and a detention logged on SharePoint. If the detention is after school, it should be logged on SharePoint. Hub to notify home that the detention is taking place, teacher to follow up with a phone call home. Teacher to have restorative conversation with the student.
C4	SSD called and appropriate sanction applied. 1-hour detention given for the same day. Hub to notify home that the detention is taking place, teacher to follow up with a phone call home. A C4 should be recorded on SIMS by the teacher and a detention logged on SharePoint. Teacher to have restorative conversation with the student.
<p>Detentions Schools and academies have clear legal authority to detain students without the consent of parents.</p> <p>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 detention will result in a referral by the Head of Faculty for a one hour school detention the next night. Hub staff will inform parents of any after school C4 detentions.</p> <p>Persistent refusal to attend detentions may result in an exclusion (internal or external).</p>	

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
- 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
- Home School 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 teacher on SSD duty will be the first response to Senior Staff call outs. They will assess the situation and an appropriate sanction applied through consultation with the HUB director or Senior Staff on duty. Senior and Middle leaders are included on the senior support rota and this support requires the member of staff to patrol the School. Senior support call out should only be used when persistent disruption means a student has reached a C4, a 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 and it is deemed safe to do so, 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.

Peer isolation

Peer isolation 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 peer isolation 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. The student will also have an automatic one-hour DT for the same day. HUB admin will notify home.

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. A Home School Agreement must be agreed by all parties, and revisited no more than 4 weeks later. It is likely that the student will go on HUB report.

(See **Appendix C** for an example Home School 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.

6 Week '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.

12 week Supported transfer

For students at risk of permanent exclusion it may be deemed necessary for them to participate in a 12-week supported transfer to another another school. Hub Directors, Director of Inclusion and the Headteacher will consult to determine if this is the most appropriate course of action. Such transfers only

take place with parental consent and are undertaken using the Coventry City Council processes agreed by all Coventry Schools.

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 and earphones

Mobile phones and earphones will be confiscated if seen or heard on the School site. The confiscating member of staff will take the phone to the reception office where it will be placed in the reception 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 H U B s t a f f o r a member of staff on Senior Support duty. Truancy will be dealt with by the appropriate Hub on a case-by- case basis.

Smoking and Vaping

Barr's Hill School is a public building. Smoking or vaping is not permitted at any time. Students who smoke on site w i l l 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. The school maintains a zero-tolerance approach

(See **Appendix E** for a list of dangerous and prohibited items not to be 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.

Prejudice-Related Incidents – Guidance for Staff

As a school committed to equality we will deal with any and all prejudice related concerns. Our PRIDE values make clear the need for respect, celebrating diversity and recognition of the individual. Specifically prejudice related bullying will be viewed as a distinct form of bullying that will be given specific attention.

Peer-on-Peer Abuse, Sexual Harassment & Sexual Violence between Children

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

(See appendix G)

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 E**)

The school rarely uses these provisions and only when there is a perception of risk to the student or other students or staff. On the rare occasions it does so two adults will be present.

Use of Reasonable Force

Please refer to the schools safeguarding policy but in 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.

School starts at 8:45am and students are expected to arrive at 8.40am tutor. The School gate will close at 8:40am to facilitate this. If a student arrives after 8:45am, or is marked late by their tutor, 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 9.00am. The Hub staff 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 8:45am and students who persistently arrive to school after 8:45am are at risk of a Fixed Penalty Notice (FPN).

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 to purchase their rewards. The Reward Shop will be open to students at least once per week.

Positive points categories:

Category	Points
Proactive	1
Responsible	1
Inquisitive	1
Determined	1
Engaged	1

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.

Hub staff should use their professional judgement when considering where to re-settle students. Teaching staff must inform the relevant HUB (ideally by phone/radio and only by student runner if absolutely necessary) of their name, location, name of student and nature of concern. HUB 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.

HUB staff will decide via communication with Senior Staff support to park the removed student within another classroom, with Hub or another member of SLT (if cannot keep student themselves). Senior Support staff should inform the HUB if a student cannot be reintegrated and thus must be removed. Senior Support will also instruct Hub admin on whether an after-school detention is necessary. Hub admin 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

Appendix C: Home school 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:

-
-
-
-

Student reflection following return from exclusion. What have I learnt from incident? How will this change my actions in the future?

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.
- Remind parents of Home School agreement which is signed by all parties and kept within pupil records. If none exists, then a new copy is to be signed at the meeting

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

The following items are not allowed in School and could lead to permanent 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 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) during the school day.
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 F: Uniform List & Distributors

Barr's Hill Uniform Policy

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.

Our uniform policy:

- Encourages pride in the school;
- Supports an orderly school environment;
- Enables students to be comfortable, safe and secure;
- Ensures that students from different social, religious and ethnic groups feel welcome and included;
- Prepares students for the world of work;
- Protects students from social pressures to dress in a particular way

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
- Bags must be suitable for carrying A4 books and equipment

The Main Uniform

All students are expected to wear the following:

- Navy blazer with School logo on left pocket (available in Slim Fit)
- Long or short sleeved white shirt with buttoned collar
- School clip on tie
- Mid grey knee-length or longer school skirt or school trousers (no skinny jeans, cords, chinos or leggings. Slim fit is acceptable).
- Black or navy socks or black tights (where applicable)
- Black shoes, which can be polished (no trainers or pumps). Low-heel only where applicable.

Additional Items

All students are expected to wear the following:

- Navy knitted v neck jumper with Barr's Hill Blue trim on neckline
- Plain black religious headscarf (where worn)
- Plain black religious turban (where worn)

The PE Kit

Our PE Kit is unique as it is completely gender neutral.

All students must wear:

- Barr's Hill branded navy short sleeve polo t shirt
- Barr's Hill branded navy bottoms, a choice of shorts, jogging bottoms or leggings are available
- Navy or black socks
- Suitable sports trainers. Plimsoll or Converse style sneakers are not deemed suitable.
- Long hair MUST be tied back
- No jewellery EXCEPT single studs can be worn

Additional Items

- Barr's Hill branded navy 1/4 zip long sleeve sports top (suitable for colder weather)
- Plain black religious headscarf (where worn)
- Plain black religious turban (where worn)

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.

Students who are not wearing the correct uniform without prior formal permission; may be asked to change into borrowed uniform, be kept out of lessons or be sent home to change.

ALL Barr's Hill branded garments are available from Cat Ballou.

These garments are as follows:

Main Uniform

- Navy blazer
- School clip on tie
- Navy knitted v neck jumper with Barr's Hill Blue trim on neckline

PE Kit

- Navy short sleeve polo t shirt
- Navy bottoms, a choice of shorts, jogging bottoms or leggings
- Navy 1/4 zip long sleeve sports top (suitable for colder weather)

Post-16 Select

The objectives of the dress code are to:

- Promote a positive image of Post 16 students as role models
- Promote the self-esteem of Post 16 students
- Prepare students for the world of work

Permitted:

- Shirt and tie
- Blouse
- Smart trousers, skirt, dress or cropped trousers
- Smart jacket (blazer), cardigan or jumper – v neck or round neck (shirt or blouse collar must be visible at the top)
- Thin spaghetti strap tops permitted if worn with a blazer or suit jacket
- Traditional / cultural wear
- Smart shoes or boots
- Stud or small earrings only
- Stud facial piercings only
- Student badge must be worn at all times

Not permitted:

- Tops which are low cut, cropped, cut out, off the shoulder, t-shirt, turtleneck, casual flannel / lumberjack checked shirt

- Hoodies or sweatshirts
- Short skirts / tube or bodycon style dresses / skirts of stretchy material (no shorter than 2 inches above the knee)
- Trainers, pumps, open toed shoes, UGG style boots, espadrilles
- Shorts, leggings or chino style trousers
- Sports jackets
- Denim or leather clothing
- Ear stretchers
- Bandanas
- Coat or jacket worn in the school building

Uniform with the School logo are available from:

Cat Ballou at 1-3 The Burges, Coventry.

Tel: 024 7655 5499 - Bus routes: All bus routes to the City Centre

Appendix G

Peer-on-Peer Abuse, Sexual Harassment & Sexual Violence between Children

The School does not accept any kind of sexualised behaviour or abuse, committed on our premises, in the community or online. This includes self-generated sexual imagery, “sexting”, initiation or “hazing” incidents, or any kind of sexual harassment. The School recognizes that young people can abuse each other and this will still be treated as abuse. We will work with parents, students and any appropriate external agencies to educate, prevent or respond to any such incidents. Please also see the Relationships, Sex and Health Education Policy on the school website.

The government advice published in December 2017* (updated in May 2018) 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, record investigations and incidents on CPOMS, 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. This may involve a referral for specialist support or counselling, a key worker within school, consideration around contact between the parties, working with family and friends.

Initial investigations will establish the facts through talking to both parties and any witnesses, then a decision will be taken by the relevant Hub Leader, in conjunction with the DSL as appropriate, about the next steps for example a referral to the police and/or social care.

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.

Further information can be found in the Anti-Bullying Policy, available on the school website.

The staff will be made aware of this policy through safeguarding induction, regular training and updates.

* The government guidance is available at

<https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges>

Appendix H

Prejudice-Related Incidents – Guidance for Staff

As a school committed to equality we will deal with any and all prejudice related concerns. Our PRIDE values make clear the need for respect, celebrating diversity and recognition of the individual. Specifically prejudice related bullying will be viewed as a distinct form of bullying that will be given specific attention. It is recognised that all forms of bullying and derogatory language can be damaging to individuals but that prejudice related bullying also stands as an attack on a community. It can therefore cause wider hurt to others who feel affiliated to or part of the same community and links to a context of historical abuse, which can amplify the impact.

The equality Act 2010 defines protected characteristics in law as

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race and ethnicity
- Religion or belief
- Sexual orientation
- Sex

As a school we will focus on recording

- Homophobic incidents
- Racist incidents
- Sexist incidents
- Other Prejudice-related incidents
- Bullying (Persistent or serious)

All incidents recorded by staff on SIMS in these categories will be fully investigated by the hub, in line with the behaviour policy and anti-bullying policy, bearing in mind the need to avoid the labelling of young people and the need for an educative and restorative approach alongside any appropriate sanctions. Support for both victims and perpetrators will involve internal or external support as required. All investigations which demonstrate a significant concern around prejudicial behaviours will be recorded by the Hubs on CPOMS so they can be tracked and monitored as a potential safeguarding concern. All bullying or prejudicial incidents are now reported daily to SLT, along with any other serious behaviour incidents, are reviewed regularly by governors, the Headteacher and the Safeguarding Lead.

Prejudice covers a wide range of issues and can be based on ignorance and stereotypes or through more serious radicalisation or intentional influencing or exploiting young people. Every staff member will work hard to promote understanding of equality and diversity in line with British values, across the curriculum, through pastoral time, special events or programmes, in unstructured time, with parents and other

community stakeholders. Anti-oppressive practice is foundational to everything we do as educators.

Where there is a risk of significant harm through any form of bullying or prejudicial behaviour then these matters will be reported as a safeguarding concern and dealt with as such.

Related Guidance available to all staff via SharePoint:

- Behaviour Policy
- Anti-Bullying Policy
- Safeguarding & Child Protection Policy
- Equality Policy
- Preventing and Tackling Bullying, July 2017, DFE

Appendix I:

Covid-19 Addendum

This is an addendum to Barr's Hill School's main Behavior policy and is intended for use during the COVID-19 emergency period only.

We continue to recognize that behavior management is an essential part of our duty of care to all students and that we have a responsibility to safeguard children and staff. During the Covid lockdown period reduced provision for vulnerable and key worker students, and as the school begins to re-open for more students as the lockdown is eased, the normal behavior policy will apply.

In addition, any students that persistently or maliciously refuse to follow specific guidelines or instructions designed to reduce the risk of spreading Covid-19 and resultantly put any other student or member of staff at risk will not be allowed in school on health and safety grounds. If this arises parents/carers will be contacted and informed along with a representative of the governing body, trust and the local authority.