



THE BEHAVIOUR AND DISCIPLINE CONTINUUM

Assistant Principal – Behaviour and Attendance |
September 2022

Approved by Governors at their meeting in June 2022

Minsthorpe Community College: A place where everyone plays a part in strengthening our learning community through Motivation, Commitment & Care.



Minsthorpe
Community College

Section 1

STATEMENT OF PRINCIPLES (GOVERNORS)

The College has high expectations of student behaviour. These expectations are outlined to new students and their parents/carers in the Code of Conduct.

The Behaviour Continuum is a detailed document which sets out not only the College rules but also the support mechanisms in place to address students who break those rules.

In practice the Behaviour Continuum is a lengthy document and is not suitable when dealing with students in a classroom setting. Instead the College has embedded a framework of 'Behaving the Minsthorpe Way' (included at the end of this policy). This in essence simplifies what are the College's high expectations of student behaviour and furthermore how we reward good behaviour.

This document must be read in conjunction with the College's:

- The SEND policy,
- The Anti Bullying Policy
- The Safeguarding and Child Protection Policy
- The SEND Information Report
- The Online Safety Policies
- The Isolation Policy
- Minsthorpe Behaviour Curriculum Document

We will make reasonable adjustments for students considering the students age, any presenting SEND and any religious requirements affecting them. A reasonable adjustment never means we will lower our expectations. It means some students need additional support to ensure they meet the high expectations we have for all our students.

No policy can cover every eventuality. The College reserves the right to use discretion, in line with this policy, to maintain a safe, calm, orderly and supportive environment in which all students can learn.

Section 2

AIMS AND OBJECTIVES

1. To support staff in their implementation of Minsthorpe Community College's 'Home College Agreement' (The Code of Conduct).
2. To create a linear framework of behaviour management strategies from the classroom teacher/Progress & Achievement (P&A) Mentor and site supervisors/assistants through to the Principal/Governors.
3. To continue to raise achievement by promoting a safe, calm, orderly and supportive learning environment for staff and students.

Section 3

UNDERLYING PRINCIPLES

Behaving the Minsthorpe Way (BE FAIR) displayed in College simplifies this policy to enable consistent application. For further information on rewarding students, please refer to the Rewards Policy.

1. The policy is predicated on five levels of responsibility, application and support in line with those first established in the superseded Exclusions/Behaviour Continuum policy.

Firstly there is some pre-Minsthorpe (pre-Level 1) targeting of identified challenging students for behaviour management and programmes of support. This is managed by the Associate Assistant Principal (Student Support). The next four levels become and remain active as the students move through this continuum of behaviour strategies and sanctions whilst at the College.

Students may move through the levels in a linear way, or alternatively, they may enter at an advanced stage or be required to revisit stages as part of a behaviour management plan.

- | | |
|---------|--|
| Level 1 | - emphasis on classroom/P&A time /social behaviour management at the point of engagement. |
| Level 2 | - emphasis on behaviour management with CTL support and Inclusion Team. |
| Level 3 | - emphasis on CCTL / Behaviour Lead behaviour management/support in liaison with Teachers/CTL and Behaviour Leads, and with the additional input of Student Support (ST) and/or outside agencies through JCM and Inclusion Team |
| Level 4 | - emphasis on CCTL / Behaviour Lead /LT behaviour management/support in liaison with teachers/CTL and Behaviour Leads, and with the continued input of Student Support (ST) and/or outside agencies under the direction of a Pastoral Support Plan (PSP) as appropriate. |

2. All staff, both teaching and non-teaching, must consistently and rigorously apply this with the Rewards Policy, if either are to be effective.

3. All staff must accept responsibility for positive behaviour management, the application of sanctions and record keeping at their own level.

4. All staff should:

- Encourage all students to meet their responsibilities, as outlined on the BE FAIR expectations.
- Reward students when they meet their responsibilities.
- Refer to the BE FAIR expectations as often as possible.
- Give more rewards than sanctions.
- Establish an environment where students and staff feel safe, comfortable and non-threatened and promote an ethos of equality where comments will not be dismissed as banter.
- Apply knowledge, skills and training to look behind the behaviour and refer any wellbeing concerns to the Safeguarding Team e.g. Adverse Childhood experiences, abuse.
- Encourage students to make the right choice, which allows them to take responsibility for their own behaviour and learning.
- Use the one staff warning before escalating to sanctions.
- Use positive language in order to embed BE FAIR into both the Curriculum and Pastoral Care.

TEACHER RESPONSIBILITIES - adaptations

The classroom teacher could, if appropriate:

- Be aware of any students' additional needs
- Make reasonable adjustments to accommodate any SEND requirements
- Annotate the SCIF class seating plan with SEND details
- Adjust the seating plan
- Discuss the student with the relevant CCTL/ Behaviour Lead / CTL
- Move a student groups with in a subject
- Use appropriate de-escalation strategies.
- Model the behaviour we want
- Use positive language

STUDENT RESPONSIBILITIES

Be on time

Equipment, Planner and uniform in place

Follow instructions

Actively listen to staff and students

Involve yourself fully to help each other to learn

Respect others' ideas by not shouting out

THE PRINCIPLES OF THE BE FAIR EXPECTATIONS

The BE FAIR expectations must be displayed in every lesson. CCTLs, Behaviour Leads and other staff routinely refer to this as part of presentations to whole year groups in assemblies. The aim of this is that 'The Behaving the Minsthorpe Way' becomes normal and second nature to all students. The college has always been seen by OFSTED as a 'Good' school in regards to student behaviour. The college now wants to move to the next level and that means teaching our students that they must become active participants on their own learning and behaviour. Education is not something that is a choice to them but is something they must engage with if they are going to be intelligent, well rounded learners ready for the 21st century. The college has made changes to its start of day procedures so that this philosophy is fully embedded.

We will give students explicit instructions about how to behave and why this is important. This will be part of our Behaviour Curriculum delivered through assemblies etc.

ESCALATION OF STRATEGIES/SANCTIONS

This should only be explored once positive behaviour management strategies, team leader support and/or sanctions, as appropriate, have been exhausted at the appropriate level. Students should be repeatedly reminded of their responsibilities, with the emphasis placed on making the right choice rather than the wrong choice.

WITHDRAWAL FROM EXTRA CURRICULAR ACTIVITIES

Repeated incidents at level 1 and any incident deemed to be at Level 2, 3 or 4 could result in withdrawal from trips, visits, fixtures and any extra-curricular activities. This decision will be made by College Leadership and will be at their discretion.

Section 4

LEVEL 1

The emphasis at this level is on classroom/P&A time/social behaviour management at the point of engagement.

Principles of Good Practice in the classroom (Level 1)

- Have a unified team approach;
- Have clear reception procedures;
- Permanently display set routines and ground rules;
- Insist on silence before speaking;
- Set and maintain high expectations;
- Create a culture of emphasising positives;
- Celebrate work and raise esteem through presentation and display;
- Share student information across the team and keep quality records
- Ensure Independent work to be completed in silence
- Be explicit about the positive behaviour required

All staff should challenge the following classroom incidents, and if appropriate apply sanctions, when they occur

- Lateness to lessons/P&A time;
- Not removing outdoor clothing;
- Not having the required equipment;
- Chewing;
- Shouting out/gesturing;
- Ignoring the teacher/P&A Mentor;
- Incorrect uniform/jewellery;
- Bullying;
- Swearing or other inappropriate language;
- Incidences of graffiti
- Using or displaying mobile phones and other electronic equipment, without specific permission.
- Any other form of inappropriate behaviour, including persistent, low level disruption to learning
- False allegations against staff and inappropriate use of social media.

All staff should challenge the following social time incidents, and if appropriate apply sanctions, when they occur:

- Dropping litter;
- Noisy/loutish behaviour;
- Bad manners;
- Behaviour which puts other people's safety at risk;
- Bullying
- Being out of bounds;
- Incorrect uniform/jewellery;
- Loitering;
- Spitting;
- Any other form of inappropriate behaviour;
- Using or displaying mobile phones and other electronic equipment.
- Inappropriate and discriminatory language (never dismissing it as banter)

Strategies and Sanctions (Level 1)

- Give one warning and clearly state when they are issued
 - i) Set specific improvement targets;
 - ii) Remind students of their choices through reprimand;
- If following one warning student continues to behave unreasonably they must be removed to work in the removal room and a detention set – please refer to the Detention Policy.

- If a student needs removing from a classroom, the teacher must email classroomassistance@minsthorpe.cc. The student will be collected and escorted to the removal room, where they will work in isolation for the remainder of the lesson. Staff must give the reason, room and year group of the removal in the subject line of the email e.g. Removal/ E7/ Year 10;
- Revisit the Code of Conduct and reaffirm expectations;
- Isolation/separation within the room;
- Team members, where appropriate, check-up on why students are outside rooms;
- After school detention;
- Referral to CTL;
- Close/rigorous monitoring by CTL
- Telephone parents;
- Curriculum area report;
- Temporary or permanent change of teaching group;
- Temporary or permanent change of P&A group; or teaching group
- Confiscate non-uniform items (to be returned at the end of the day on the first occasion) and report other incorrect clothing to CCTL / Behaviour Lead for intervention ASAP;
- Confiscate jewellery and other valuable items (e.g. mobile phones) Contact classroomassistance@minsthorpe.cc to collect.

Persistent Level 1 Problems

1. Inform your CTL (classroom/curriculum area incidents) and then the appropriate CCTL / Behaviour Lead incidents around the site) via SIMS.
2. CTL then CCTL and Behaviour Lead offer support, if appropriate, with rigorously applied behaviour management strategies and/or sanctions as required. Parents should be informed!
3. SIMS Records should contain full details of incidents, strategies used and sanctions applied.
4. In applying sanctions, remember to be fair and consistent and deal with all students who are misbehaving. Refer repeatedly to the BE FAIR expectations.

NB

The college has an electronic system for reporting and recording negative behaviour. This is done through the SIMS system and is explained fully in the flow chart at the back of this policy.

With this system the CTL / CCTL / Behaviour Lead / Leadership Team / Inclusion Team can monitor closely behaviour around the college. The CTL/CCTL / Behaviour Lead's responsibility is to manage the students who are repeat offenders and where sanctions/ reviews at level 1 are not having a positive effect.

If all positive behaviour management strategies and/or sanctions, as appropriate, have been exhausted and have failed, behaviour management should still be pursued at this level, but should also be supported at Level 2.

Section 5

LEVEL 2

The emphasis at this level is on joint behaviour management with support from CTL /CCTL/ Behaviour Lead/Student support.

Principles of Good Practice (Level 2)

- Aim to challenge, act and apply sanctions in a defusing rather than confrontational style;
- Investigate incidents thoroughly making impartial and fair judgements;
- Be pro-active at the point of engagement and professional about calling for support.

a) All staff should challenge, apply sanctions and report when these incidents occur:

- Continued repeat offences at Level 1;
- Smoking;
- Spitting at others;
- Aggressive, verbal or physical bullying;
- Swearing at another student;
- Causing minor damage/vandalism;
- Minor recoverable theft – possibly a prank from student to student;
- Any other inappropriate behaviour not requiring urgent CCTL/Behaviour Lead/LT/Student support.

Strategies and Sanctions as Level 1 plus additional options including:

- Investigate thoroughly (CCTL/Behaviour Lead support) on the statement proforma;
- Take signed statements (CCTL/Behaviour Lead consider the evidence and make decisions);
- Advanced counselling – establish a positive relationship to address a problem, disruption or general disaffection;
- Close/rigorous monitoring by CTL/CCTL/Behaviour Lead;
- CCTL Report, Behaviour Lead Report and CTL Report;
- Positive targeting (Positive Report Book/Target Sheets etc...);
- Specific responsibility tasks;
- Hold confiscated items for a longer period of time (CCTL / Behaviour Lead only).

b) All staff should take interim action and report when these incidents occur:

This should be recorded using SIMS as explained at the back of this policy (If immediate help and support is required by SLT – contact the Hub).

- Aggressive behaviour/gesture towards a member of staff;
- Swearing at a member of staff or other adult campus user;
- Serious disruption of a lesson causing the total breakdown of teaching and learning;

- Total refusal – despite reminders/re-iteration/attempts to cajole etc. – to co-operate with a member of staff;
- Assault on another student;
- Fighting;
- Inappropriate behaviour of a sexual nature including harassment;
- Any other inappropriate behaviour requiring urgent CCTL/Behaviour Lead/LT support.

Strategies and Sanctions as Level 1 plus additional options including:

- Investigate thoroughly;
- Take signed statements on the statement proforma, consider the evidence and make decisions;
- CTL/Year Office detention;
- Telephone parents if possible;
- Write to parents;
- CCTL/ Behaviour Lead issue verbal then formal warning;
- Consult with and/or involve Student Support (CCTL /Behaviour Lead to negotiate);
- Isolation in the MID Room and/or withdrawal of privileges;
- Escalation of time in the MID Room or isolation at another education provider;
- Close/rigorous monitoring by CTL/CCTL/ Behaviour Lead Report;
- CCTL / Behaviour Lead to invite parents in to College to agree behaviour contract;
- Discussion at the Joint Consultation Meeting (JCM) – advisory multi-agency meeting;
- Suspension (Maximum number of days per student per academic year is 45 with a PSP required in cumulative cases of 15 days or more per academic year). Please refer to the “Procedures for investigating a serious incident which may result in a suspension”.
- ? Phased reintegration plan agreement. In connection with Student Support and parents.

Reporting Level 2 Incidents

Report such incidents as soon as possible, via SIMS, to the appropriate person. If an incident is serious enough, or if people’s safety is in jeopardy, it may be necessary to seek immediate assistance from a colleague and call for support from the CTL/CCTL/ Behaviour Lead/Leadership Team member. Make one telephone call to the Hub, asking for assistance and giving the details and location of the incident briefly.

Curriculum area incidents = Report to CTL (CTL/CCTL/ Behaviour Lead /Student Support to liaise).

Around the site = Report to CCTL / Behaviour Lead (agree appropriate response).

Section 6

LEVEL 3

The emphasis at this level is on CCTL and Behaviour Lead behaviour management/support in liaison with teachers/CTL and with the additional input of Student Support and/or outside agencies.

Outside agencies/Referral possibilities (Internal or External) include:

- Education Welfare Service (EWS) through our school officer (EWO);
- Step Back.
- Step Out
- Education Psychology Service (EPS);
- Clinical Psychology Service – accessed via School Health or Family Practitioner;
- Pinderfields Hospital School;
- Social Services/Child Protection;
- Youth Offending Team (YOT);
- Children and Adolescents Mental Health Service (CAMHS).
- Speech and Language Therapy Service (SALT)
- Children First Hub/Social Care Direct
- Wakefield District Housing (WDH)
- Education Improvement Teacher (EIT)
- Education Therapeutic Teacher (ETT)
- Children’s Sensory Impairment Team (CSIT)
- West Yorkshire Police if a potential crime has been committed.
- Safer School Partnership Officer
- Wakefield LA Inclusion Panel
- Wakefield Inclusion Special Educational Needs and Disability Support Service (WISENDSS)

Principles of Good Practice (Level 3)

- Teaching staff will respond to specially created personalised timetables and time in ST by setting appropriate work when required;
- Where poor Level 1 and 2 behaviour continues, staff will revisit strategies and sanctions at Level 1 and 2, as appropriate, whilst staff at Level 3 work with students and outside agencies to try and secure sustained levels of acceptable behaviour.
- CTL/CCTL/ Behaviour Lead liaise regularly to monitor the progress of students at this level;
- CCTL/ Behaviour Lead /Student Support also liaise regularly at Inclusion Team Meetings to monitor the progress of students at this level who are actively involved with Student Support;
- CCTL/ Behaviour Lead/Student Support /Outside Agencies liaise to monitor and plan the behaviour management and/or support of students with active referrals (during and between JCM's);

All staff should take interim action and seek CCTL/ Behaviour Lead /LT support when these incidents occur:

- Total refusal to co-operate, despite repeated requests, with strategies and sanctions at Level 2 and is jeopardising the health and safety of others
- Possession/use of illegal substances;
- Presence on site under the obvious influence of alcohol/other drugs;
- Total loss of control/completely irrational behaviour;
- Theft of a more serious nature – possibly requiring police involvement;
- Sustained violent fight/assault causing actual bodily harm;
- Extremely aggressive behaviour/threat of assault towards a member of staff;
- Extremely inappropriate behaviour of a sexual nature including harassment/violence.
- Peer on Peer abuse and extra-familial harm which may include a mixture of the elements above
- Damage or vandalism of more a serious/dangerous nature
- Sharing of nudes/semi-nudes/pornography online

Strategies and Sanctions as Level 2 plus additional options including:

- CCTL and Behaviour Lead / Assistant Principal to invite parents in to College to agree behaviour contract;
- Personalised Timetable with time in ST;
- Early Annual Review of EHCP;
- Request statutory assessment for a EHCP;
- Longer/repeated suspensions. (Maximum 45 days per student/academic year with a PSP required in cumulative cases of 15 days or more per student/academic year);
- Escalation of suspensions, i.e. one day, three days, five days
- Initiate a PSP should exclusion days or circumstances deem it necessary;
- Managed Move – 12-week trial period at another school;
- Alternative Curriculum;
- Early College Transfer;
- Time in the College's Stepback Provision;
- Extended period working in isolation.
- Liaison with Social Care
- West Yorkshire Police if a potential crime has been committed
- Step Out for 5 or more days at an Alternative Provision setting.

NB

A panel of three Governors from the Standards and Students Disciplinary Sub-Committee is required to meet to consider all cases of students with:

- Suspensions which cumulatively total over 5 days in a set 50-day period
- Any suspension lasting for 5 days or less if parents request Governors do so (no requirement for parents/carers to attend the review);
- Any suspension lasting for 5.5 days or more if parents request Governors do so (parents/carers to attend the review);
- A cumulative total of 15 days suspension or more per term (Governors required to meet within a maximum of 15 school days).
- All permanent exclusions

The supervision of students during suspensions.

Parents have a duty to ensure that their child is not present in a public place in college hours during the first 5 college days of suspension, unless there is reasonable justification for this. Parents may be prosecuted or receive a penalty notice from the local authority if their child is present in a public place on the specified dates without reasonable justification.

During the first 5 college days of a suspension the student should complete what work and homework has been set by subjects. It is imperative that subject staff provide appropriate work as soon as it is requested. Parents should ensure that work set by the college is completed and returned to the College promptly for marking. If further work is required parents should contact the College and arrange to collect it.

Section 7

LEVEL 4

The emphasis at this level is on CCTL/ Behaviour Lead/LT behaviour management/support in liaison with teachers/CTL and with the continued input of Student Support and/or outside agencies under the legislative direction of a Pastoral Support Plan (PSP).

Principles of Good Practice (Level 4)

- Teaching staff respond to specially created a personalised or full-time timetables and working in ST by setting appropriate work if required;
- Where poor Level 1, 2 and 3 behaviour continues, staff will revisit strategies and sanctions at Levels 1, 2 and 3, as appropriate, whilst staff at Level 4 work with students and outside agencies to try and secure sustained levels of acceptable behaviour;
- CTL/CCTL/Behaviour Lead continue to liaise regularly to monitor the progress of students at this level;

- CCTL/ Behaviour Lead/Student Support also continue to liaise regularly at Inclusion Team Meeting to monitor the progress of students at this level;
- CCTL/ Behaviour Lead / Student Support /Assistant Principal/Outside Agencies/Parents liaise to monitor the effectiveness of PSP's.

All staff should take interim action and seek immediate CCTL/Behaviour Lead/LT support when these incidents occur:

- Total refusal to co-operate, despite repeated requests, with strategies and sanctions at Level 3;
- Supplying illegal substances;
- Seriously aggressive, irrational or uncontrollable behaviour under the influence of drugs or alcohol;
- Sexual assault or abuse including that of peers;
- Physical or attempted physical assault on a member of staff;
- Possession of offensive/dangerous weapons.
- Serious actual or threatened violence against a student or a member of staff.

Strategies and Sanctions as Level 3 plus additional options including:

- Initiate a Pastoral Support Plan (PSP) if this doesn't already exist;
- Principal to invite parents in to College to reinforce PSP requirements if the plan is proving to be unsuccessful;
- Longer/repeated suspension. (Maximum 45 days per student/academic year with a PSP required in cumulative cases of 15 days or more per student/academic year).
- Step-Out (KS3 & 4)
- Personalised timetable.
- Early Annual Review for students with an Education, Health and Care Plan to identify if needs can be met.
- Contact to be made with West Yorkshire Police/Social Care if a potential crime has been committed.
- Referral to Wakefield LA Inclusion Panel

Failure of strategies and sanctions at Level Four will lead to Permanent Exclusion from the College.

There will be exceptional circumstances as detailed above when it is appropriate to permanently exclude a child for a one-off offence.

BE FAIR

Be on time

If late, apologise and sit down silently.

Equipment

Pencil case on your desk immediately.

Follow instructions

First time: Listen, write, read and speak

Actively listen

Pens down, eyes forward and sit properly.

Involve yourself

Be ready to respond. Work quietly / silently.

Respect

Silence when others are talking. Wait to be asked to speak.

Start of lessons

1. Enter the room **calmly**.
2. **Silently** stand behind your chair.
3. **Answer your name politely and sit down properly.**

End of lessons

1. Return resources to the directed location.
2. **Silently** stand behind your chair.
3. Once the teacher dismisses you, **silently** leave the room.



Behaviour Incident / Detention.

Following one warning (request Classroom Assistance) and removal to Year Base.

Member of staff to set 30 min detention by entering incident into SIMS Behaviour via SIMS register and adding detention (24hr notice required)

Status needs to be recorded as -
2. 2 x Warnings – sent out CA/YO

If student failed to comply with removal to Year Base –

(alert Classroom Assistance)

Status needs to be recorded as –
3. Refused to leave the room/ go as directed

Major Incident in lesson – which requires immediate action.

Contact Classroom Assistance who will contact CCTL, and LT/ Campus Supervisor.

Teacher to follow up with recording a C4C in SIMS Behaviour.

Status needs to be recorded as –
4. Very Serious incident above normal sanctions.

If setting a detention for failing to hand in homework, minor incident around site. Teacher to set 30 min detention by entering incident into SIMS Behaviour via SIMS register and adding detention to the whole college detention session.

Status needs to be recorded as –
5. Homework/ minor incident o/s classroom or
1. Resolved.

Minor behaviour which does not result in student removal/ detention but does warrant a for information only C4C.

Teacher to record incident in SIMS Behaviour.

Status needs to be recorded as –
1. Resolved

If student fails to attend 30 min detention, if absent this will be rearranged, if present in college a 60 min detention will be set by Admin

Final Section

Equality Assessment

This policy has been assessed with regard to its impact on equalities issue, with specific reference to the aims of the Equality Act 2010. The equality impact assessment focused on race, gender, disability, pregnancy and maternity, age, sexual orientation, gender identity and religion/belief.

Policy Review Schedule

Policy last reviewed:	Due for next review:	Role Responsible:
September 2016	September 2019	Assistant Principal (Progress & Aspiration)
September 2019	September 2022	Assistant Principal (Behaviour and Attendance)
Summer 2021	Summer 2022	Assistant Principal (Behaviour and Attendance)
Summer 2022	Summer 2024	Assistant Principal (Behaviour and Attendance)