Behaviour Policy

Including:

Behaviour in Schools and School Exclusion

Assistant Principal – Behaviour and Attendance | September 2026

Approved by Governors at their meeting in February 2026

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

This document must be read in conjunction with the College's Polices and relevant DfE Guidance:

- The SEND Policy.
- The Anti Bullying Policy.
- The Rewards and Recognition Policy.
- The Safeguarding and Child Protection Policy.
- The SEND Information Report.
- The Online Safety Policy.
- The Isolation Policy and Procedures.
- The RESET Curriculum Policy.
- DfE Guidance Behaviour in Schools.
- DfE Guidance Suspension and Permanent Exclusion from Maintained Schools, Academies and Pupil Referral Units in England, including student movement.
- DfE Guidance Searching, Screening and Confiscation
- DfE Guidance Mobile Phones in Schools

Minsthorpe
Community College

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Section 1

STATEMENT OF PRINCIPLES

This Policy is approved annually by the Governors of Minsthorpe Community College, who delegate the implementation of it to the Principal and the Leadership Team of the College.

The College has high expectations of student behaviour. These expectations are outlined to new students and their parents/carers in the Code of Conduct. These expectations are revisited regularly in assemblies, P&A time and a video for each year group is posted on the College website. All staff (teaching and associate) receive regular and relevant training to support them within their roles.

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

In practice the Behaviour Policy is a lengthy document and is not suitable when dealing with students in a classroom setting and around site. Instead, the College has embedded a framework of 'Behaving the Minsthorpe Way' (included at the end of this policy). This in essence simplifies the College's high expectations of student behaviour and is known as BE FAIR and BE FAIR Everywhere.

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 all staff in their implementation of Minsthorpe Community College's 'Home College Agreement' (The Code of Conduct) and BE FAIR expectations through regular CPD.

2. To create a linear framework of behaviour management strategies from the classroom teacher/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.

4. To communicate accurately and in a timely manner regarding behaviour concerns with relevant stakeholders, including parents / carers and social workers.

Section 3

UNDERLYING PRINCIPLES

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

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

Targeting of identified challenging students for behaviour management and programmes of support beginning in KS2 with our primary pyramid. This is managed by the Associate Assistant Principals (Student Support & Transition & Enrichment). 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 P&A time, classroom, and social time behaviour management
Level 2	- emphasis on middle leader and Inclusion Team behaviour management support
Level 3	- emphasis on Head of Year behaviour management support in liaison with teachers and their CTL and with the additional input of Student Support (ST) and/or outside agencies through the Inclusion Team

Level 4 - emphasis on Head of Year support and LT behaviour management support in liaison with teachers and their CTL and with the continued input of Student Support (ST) and/or outside agencies under the direction of a Pastoral Support Plan (PSP) as appropriate.

All staff, both teaching and associate, must consistently and rigorously apply these levels of support alongside the Rewards and Recognition Policy, if either are to be effective.

All staff must accept responsibility for positive behaviour management, the application of Behaving the Minsthorpe Way, the application of sanctions and record keeping on SIMS.

All staff should:

- Use positive language in order to embed BE FAIR into all aspects of college life.
- Use de-escalation strategies as outlined in training sessions.
- Encourage all students to meet their responsibilities, as outlined within BE FAIR & BE FAIR Everywhere by referring to expectations explicitly and regularly.
- Reward and recognise students when they meet their responsibilities and aim to reward and recognise more than sanction.
- 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 and SEN concerns to the ST team whilst still maintaining high levels of behaviour expectations.
- Use the one clear and explicit staff warning before escalating to sanctions. This can be verbal or noted on the board and should also be applied during Snack Breaks.

Teaching and Associate Staff participate in regular professional learning opportunities with a focus on the practical application of BE FAIR and BE FAIR EVERYWHERE. Staff adopt a relational approach, which is rooted in de-escalation strategies and maintaining dignity for all!

TEACHER * RESPONSIBILITIES

* In this policy 'teacher' refers to any classroom/student facing practitioner

The teacher should:

- Be aware of any students' additional needs and / or adverse childhood experiences (ACEs) and apply strategies accordingly.
- Make reasonable adjustments to accommodate any SEND requirements.
- Use seating plans effectively to support behaviour management and to note any additional needs/strategies for individual students.
- Discuss behaviour concerns of an individual student with their CTL and/or the relevant Head of Year.
- Consider group moves as a potential behaviour management strategy.
- Use appropriate de-escalation strategies.
- Be a positive role model to students and exemplify the behaviour, language and conduct we expect students to emulate.
- Use positive language.

STUDENT RESPONSIBILITIES

THE PRINCIPLES OF THE BE FAIR EXPECTATIONS

The BE FAIR expectations must be displayed and referred to at the start of every lesson, including P&A time. Heads of Year and other staff routinely refer to this as part of presentations to whole year groups in assemblies. The aim of this is that 'Behaving the Minsthorpe Way' becomes routine and 'second nature' to all students. We aim to support students in becoming active participants in their own learning and equally to regulate their own behaviour and responses within a range of circumstances and contexts, considering how their behaviour affects themselves and others. This will support them to continue to make correct choices as they progress to the next stages of their lives.

THE PRINCIPLES OF BE FAIR EVERYWHERE

BE FAIR Everywhere is an extension of the BE FAIR classroom expectations. The focus is on behaviour, attitudes and conduct around the College site, outside of lessons and at all, times during the College day. Students receive clear and explicit information and instructions with regards to the principles of BE FAIR Everywhere and how we expect them to conduct themselves outside of lessons. Importantly, we also explain the reasons for our expectations and why these are so important for us to maintain a safe, calm, orderly and supportive environment for all staff and students. Staff will use the warning and removal process during Snack Break 2 duties. We will be relentless in reiterating this information at various points throughout the academic year so that key messages remain high profile for all. This will be part of our ongoing Behaviour Curriculum delivered through assemblies and P&A time.

VAPES

It is illegal for young people under the age of 18 to purchase or possess any vapes or vaping products. Vapes and Vaping products are banned at Minsthorpe Community College and will be confiscated. If a student is suspected of carrying a vape or vaping products, they may be searched. (see Appendix 7)

If the College has concerns about the content of a confiscated vape this will be referred to West Yorkshire Police.

BEHAVIOUR OUT OF COLLEGE AND ONLINE

Minsthorpe Community College students represent the College when travelling to and from College and are expected to follow BE FAIR expectations at this time.

Incidents of bullying, harassment and abuse online will be sanctioned in the same way as face-to-face incidents.

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.

WITHDRAWAL FROM EXTRA CURRICULAR ACTIVITIES AND EDUCATIONAL VISITS

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. The behaviour and attendance of students booked on residential and overseas visits is monitored in the months and weeks until the visit. If there is a serious breach or persistent breaches of the Behaviour Policy, and/or the student's attendance declines, their place on the visit will be at risk. This decision will be made by College Leadership and will be at their discretion. The safety and wellbeing of all students and staff is our first priority.

Section 4

LEVEL 1

Emphasis on P&A time, classroom, and social time behaviour management

Principles of Good Practice in the classroom (Level 1)

- Follow the College's routines, procedures & expectations.
- Greet students at the classroom door where possible.
- Refer explicitly and routinely to BE FAIR Expectations displaying the visual at the start of every lesson.
- Insist on silence before speaking and during independent tasks.
- Create a culture of emphasising positives, including celebrating progress and achievement.
- Share student information with relevant staff using our College systems e.g. Arbor & CPOMS.
- Be explicit about the positive behaviour for learning that is required and give direct instructions as to how tasks should be completed.

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

1. Not following BE FAIR expectations.
2. Lateness to lessons/ P&A time.
3. Not removing outdoor clothing, wearing incorrect uniform and the use/wearing of any banned items.
4. Not having the required equipment.
5. Chewing gum/eating.
6. Shouting out/gesturing/swinging on chairs.
7. Bullying, including the use of derogatory / offensive language (never dismissing it as banter).
8. Inappropriate language.
9. Incidences of graffiti/damage.
10. Any other form of inappropriate behaviour, including persistent, low-level disruption to learning.

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

1. Not following BE FAIR Everywhere expectations.
2. Any behaviour which puts other people's safety at risk.
3. Dropping litter & not clearing own lunch items.
4. Noisy/loutish behaviour, including displaying bad manners towards others.
5. Bullying, including the use of derogatory / offensive language (never dismissing it as banter).
6. Being out of bounds.
7. Wearing incorrect uniform and the use/wearing of any banned items.
8. Spitting.
9. Inappropriate physical contact.
10. Any other form of inappropriate behaviour.

Strategies and Sanctions (Level 1)

1. Give one clear and explicit warning, clearly state the reason for the warning but not engaging in further discussion regarding the reason.
2. Set specific improvement targets.
3. Remind students of their choices.
4. If following one warning the student continues to behave unreasonably contravening BE FAIR/BE FAIR Everywhere they must be removed to work in the removal room.
5. When a student is removed 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. Provide the reason/room/year group in the subject line of the email.
6. The member of staff who has removed the student must log a behaviour incident on Arbor.
7. If a student behaves inappropriately at Snack Break 2 staff should give a warning but if no improvement they should refer to the member of Leadership in charge who will place the student in the Removal Room if necessary.
8. All staff, where appropriate, should speak to students if they are standing outside a classroom.
9. Year Office staff will hold a pastoral conversation with any student who is removed from a lesson.

The above practice will be applied for students in mainstream lessons. Reasonable adjustments may be made for students in other onsite provisions such as the Resource Provision and RESET.

Classroom Assistance:

The grid below highlights how and when the Classroom Assistance email system should be used:

Reason	Student collected
Removal due to Behaviour	Yes - from outside of the classroom
Uniform	No – Pastoral Support Manager will pick up
Confiscated item	No – item will be collected
Screening for toilet (as no mobile phone)	No - Classroom Assistance will attend classroom to scan
Key Worker Intervention	Yes – Key Worker team attend the classroom
Student unwell	No - Send to the Hub – if too unwell to stay in college
Staff comfort break	N/A

Persistent Level 1 Incidents – possible sanctions/strategies:

1. Discuss persistent classroom/lesson issues with your CTL or other relevant colleague.
2. Discuss persistent Snack Break 2 issues with the relevant Head of Year or member of the Leadership team.
3. CTL and Head of Year offer further support, strategies, interventions, and sanctions.
4. Parents/carers should be kept informed.
5. Temporary or permanent change of teaching group.

6. Temporary or permanent change of P&A group.
7. Two removals in one day result in a MID Room sanction for the remainder of that day and for the next day (plus one hour after college).
8. Repeated removals from one subject area over the two week timetable are likely to result result in a MID Room sanction (plus one hour after college).

Setting of after-College detentions:

After-college detentions, notice to parents/carers is given at least the day before the detention. Reasons for an after-college detention include:

- Two or more lesson removals in one week
- Two or more lesson removals from the same subject within a short period of time
- Removal from a lesson for a 'serious' incident, such as blatant rudeness to a member of staff. The Year Office Team (Head of Year and/or Assistant Head of Year) will make the final decision regarding whether an incident is deemed 'serious' and deserving of a detention.

After-college detentions are set centrally following the flowchart in Appendix 3.

NB

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

With this system relevant staff can closely monitor behaviour around the college. The CTL/Head of Year'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 /Head of Year/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:

1. Continued repeat offences at Level 1.

2. Smoking / Vaping.
3. Spitting at others.
4. Aggressive, verbal or physical bullying.
5. Swearing at another student.
6. Causing minor damage/vandalism.
7. Minor recoverable theft – possibly a prank from student to student.
8. Two or more students in one toilet cubicle.
9. Truancy.
10. Any other inappropriate behaviour not requiring urgent Head of Year/LT/Student support.

Strategies and Sanctions as Level 1 plus additional options including:

- Investigate thoroughly (Head of Year) on the statement proforma.
- Take signed statements (Head of Year 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/Head of Year.
- Head of Year Report and CTL Report.
- Positive targeting (Positive Report Book/Target Sheets etc…).
- Specific responsibility tasks.

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

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

1. Aggressive behaviour/gesture towards a member of staff.
2. Swearing at a member of staff or other adult campus user.
3. Serious disruption of a lesson causing the total breakdown of teaching and learning.
4. Total refusal – despite reminders/re-iteration/attempts to cajole etc. – to co-operate with a member of staff, including handing over mobile phone.
5. Assault on another student.
6. Fighting.
7. Inappropriate behaviour of a sexual nature including harassment.
8. Any other inappropriate behaviour requiring urgent Head of Year/ LT support.
9. Discriminatory behaviour and/ or language.
10. A breach of the Acceptable Use Policy when using digital devices in College.

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 if appropriate.
- Head of Year issue verbal then formal warning.
- Consult with and/or involve Student Support (Head of Year to negotiate).
- Isolation in the MID Room plus one hour after college and/or withdrawal of privileges.
- Escalation of time in the MID Room plus one hour after college or isolation at another education provider. (NB student sharing toilet cubicles is sanctioned with a 5 day MID Room)

- Close/rigorous monitoring by CTL/Head of Year Report.
- Head of Year to invite parents in to College to agree behaviour contract.
- 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).
- Suspension followed by offsite direction.

NB Aggressive and violent behaviour places others at risk of harm. In the interests of student and staff safety, aggressive and violent behaviour will be sanctioned with a suspension and/or offsite direction. (see appendix 6)

Reporting Level 2 Incidents

Report such incidents as soon as possible, 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/Head of Year/Leadership Team member. Make one telephone call to the Hub, asking for assistance and giving the details and location of the incident briefly.

Section 6

LEVEL 3

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

Referral possibilities (Internal or External) include:

- Education Welfare Service (EWS) through our school officer (EWO)
- Step Back
- Step Out
- RESET
- Education Psychology Service (EPS)
- Clinical Psychology Service – accessed via School Health or Family Practitioner
- Pinderfields Hospital School
- Social Care
- Youth Justice Service
- Children and Adolescents Mental Health Service (CAMHS).
- Speech and Language Therapy Service (SALT)
- Targeted Early Help (HUB) via Team around the school (TAS)
- 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 Alternative Provision (AP) Panel
- Wakefield Inclusion Special Educational Needs and Disability Support Service (WISENDSS)
- School Nursing Service
- Occupational Therapy (OT)

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/Head of Year liaise regularly to monitor the progress of students at this level.
- Head of Year / 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.
- Head of Year / Student Support /Outside Agencies liaise to monitor and plan the behaviour management and/or support of students with active referrals with outside agencies.

All staff should take interim action and seek Head of Year/ LT support when these incidents occur:

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

This list is not exhaustive.

Strategies and Sanctions as Level 2 plus additional options including:

- Head of Year / Assistant Principal to invite parents into College to agree behaviour contract;
- Personalised Timetable with time in ST.
- Early Annual Review of EHCP.
- Request statutory assessment for an 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 suspension 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.
- Step Out at Outwood Academy Hemsworth or other local school.
- Offsite provision at an Alternative Provision Provider.

Section 7

LEVEL 4

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

Principles of Good Practice (Level 4)

- Teaching staff respond to a specially created 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/Head of Year continue to liaise regularly to monitor the progress of students at this level.
- Head of Year/ Student Support also continue to liaise regularly at Inclusion Team Meeting to monitor the progress of students at this level.
- Head of Year/ Student Support /Assistant Principal/Outside Agencies/Parents liaise to monitor the effectiveness of PSP's.

All staff should take interim action and seek immediate Head of Year/LT support when these incidents occur:

1. Total refusal to co-operate, despite repeated requests, with strategies and sanctions at Level 3.
2. Supplying illegal substances.
3. Seriously aggressive, irrational or uncontrollable behaviour under the influence of drugs or alcohol.
4. Sexual assault or abuse including that of peers.
5. Physical or attempted physical assault on a member of staff.
6. Possession of offensive/dangerous weapons.
7. Serious actual or threatened violence against a student or a member of staff.
8. Refusal to be searched and / or screened.
9. Conduct online or on a mobile phone which could be deemed a criminal offence.

This list is not exhaustive.

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 into 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).
- Offsite direction to an alternative provision or another local secondary school (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 Alternative Provision (AP) Panel.
- Communication with Social Worker.

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.

Appendix 1

BE FAIR

Be here & 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.

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Every student • Every lesson • Every day

Appendix 2

BE FAIR EVERYWHERE

Follow instructions first time

Be polite to others

No mobile phones

Arriving at and **leaving** college

Do not gather at the front of site

Toilets

One person in a cubicle

Canteens and **social areas**

Clear your table

Moving around the college site

Walk quietly and safely

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Appendix 3 - Mobile Phone Policy

This policy is aligned with the Department for Education (DfE) guidance *Mobile Phones in Schools* (updated January 2026). This Policy will be published on the College website as a stand alone document. This policy refers to mobile phones, but applies to smart watches and other devices used to communicate with other and to access social media and online platforms.

1. Purpose

This policy outlines Minsthorpe Community College's approach to mobile phone use, in accordance with DfE requirements to maintain a mobile-phone-free environment throughout the college day. The aims of this policy are to:

- Maintain a safe, calm, orderly and supportive learning environment for all students and staff
- Remove mobile phones as a potential distraction from learning
- Safeguard students from online harm, bullying and inappropriate content
- Ensure consistent expectations and routines across the College, in line with *BE FAIR* and *BE FAIR Everywhere*

2. Scope

This policy applies to:

- All students in Years 7–11
- All Post-16 students (see Section 9)
- All staff (see Section 10)

3. Policy Statement

Minsthorpe Community College operates a no-mobile-phone-use policy for all students in Years 7–11 during the entire college day.

This policy applies:

- From the moment students enter the college site and join their year-group queue
- Until students leave the College buildings at the end of their day
- During lessons, lesson changeovers, in-lesson breaks and snack breaks
- During detentions and Commitment sessions and onsite enrichment activities

Mobile phones must:

- Be switched off
- Be stored completely out of sight in a bag
- Not be carried in pockets

4. Student Expectations

4.1 Bringing Phones to College

- Students may bring a mobile phone to college at their own risk.
- Phones must be switched off and placed in a bag before entering the site.
- Phones must not be kept in pockets or used as watches, timers or calculators.
- Phone must not be used for research or for educational apps in the classroom

4.2 Contacting Home

- Students requiring contact with home must do so via the Uniform Room.
- Parents/carers must not contact students directly during the college day.
- In an emergency, parents/carers should contact the Hub via the College telephone number: 01977 657600.

5. Confiscation and Sanctions

DfE guidance grants schools full authority to confiscate mobile phones and to screen and/or search students for banned items, including mobile phones.
Minsthorpe Community College will apply the following procedures:

5.1 First Breach (Level 1 – Behaviour Policy)

- Phone confiscated and stored securely in the Hub
- Returned to the student at the end of the day
- Breach recorded on the central tracker

5.2 Repeated Breaches (Level 2 – Behaviour Policy)

- Phone confiscated and stored securely in the Hub
- Returned to the student at the end of the day
- Breach recorded on the central tracker
- Students who breach the policy three or more times within one term will receive a sanction of isolation

If there is a breach of this policy at 2:30pm, the student's mobile phone cannot be confiscated. The student will be sanctioned with one day in isolation.
Refusal to hand over a mobile phone or refusal to be screened for possession of a mobile phone will result in isolation, suspension and/or off-site direction, depending on circumstances.

5.3 Serious Misuse (Level 3 or Level 4 – Behaviour Policy)

Examples include:

- Bullying or harassment
- Recording staff or students
- Sharing inappropriate or harmful content
- Serious breaches of the Online Safety Policy

Incidents will be investigated and sanctioned in accordance with the Behaviour Policy. Illegal misuse will be referred to West Yorkshire Police.

6. Handing In Mobile Phones

For safeguarding purposes, students must hand in their mobile phone in the following circumstances:

- When leaving a lesson to use the toilet (phone handed in at sign-out)
- When entering the MID Room, Removal Room, Stepback or RESET provisions (phone stored securely and returned at the end of the day)
- When borrowing uniform items such as a tie (phone stored securely and returned at the end of the day)

If a student does not have a mobile phone to hand in, they will be screened ("wanded") in accordance with Appendix 7 of the Behaviour Policy.

7. Enrichment Activities

- The no-mobile-phone policy applies during all extra-curricular clubs and activities on the College site.
- Students are not allowed to use their mobile phone during after college detentions and Commitment sessions
- The policy also applies during fixtures and off-site learning activities, including travel to and from venues.

- For safety reasons, staff may instruct students to use their mobile phone to inform parents/carers of return times from fixtures or off-site activities.
- Clear expectations regarding mobile phone access will be communicated for residential and/or overseas visits and for offsite visits where the journey lasts a number of hours. The visit leader will make this decision based on student and staff wellbeing and safety.

8. Exceptions

Reasonable adjustments may be made for students with:

- Medical needs (e.g., diabetes monitoring)
- SEND requirements

All exceptions must be:

- Approved by the Head of SEND
- Documented by the Admin Team Leader and reviewed regularly
- Offsite alternative provision providers will have their own policy which students must adhere to

9. Expectations for Post-16 Students

- Post-16 students are expected to act as role models for younger students. They may use mobile phones only within the designated Post-16 Block and must not use them in view of students in Years 7–11.
- Post-16 students may use mobile phones during lessons for educational purposes, with the explicit agreement of a member of staff.
- Post 16 students are not permitted to use mobile phones to listen to music during lessons
- Further details are provided in the Post-16 Learner Contract and the Online Safety Policy.

10. Staff Expectations

- Staff may use mobile phones only during non-contact times and must not use them in front of students unless required for professional duties.
- Further guidance is provided in the Staff Code of Conduct and the Online Safety Policy.

11. Lost, Stolen or Damaged Phones

- Minsthorpe Community College accepts no responsibility for loss, theft or damage to mobile phones.
- Students bring phones entirely at their own risk.
- The College will not investigate lost or stolen phones beyond providing reasonable assistance.

12. Communication and Implementation

Minsthorpe Community College will:

- Communicate this policy clearly to students, staff and parents/carers
- Reinforce expectations through assemblies, P&A Time, lessons and signage
- Ensure consistent enforcement by all staff
- Provide guidance to parents/carers on supporting the policy

13. Monitoring and Review

- This policy will be reviewed annually by the Full Governing Body.
- Ofsted will evaluate the consistency and effectiveness of the College's approach.

Appendix 4 Behaviour Incident / Detention

Behaviour Incident Recording.

Classroom Teacher

Following one warning (request Classroom Assistance) and removal to the Removal Room.

Member of staff to record incident into Arbor Log Behaviour via register (on the same day as the incident). External cover staff will have a paper Behaviour Concern Slip. This will be recorded on SIMS by Admin.

Only add incidents if you have REMOVED a student from the lesson. Other concerns can be reported directly to the Year Office via email.

Major Incident in lesson – which requires immediate action.

Contact Classroom Assistance who will contact Year Office and LT/ Campus Supervisor.

Teacher to follow up with email / statement to the HOY

Behaviour Types	Points	Further Info
Assault - Adult	1	
Assault - Pupil	1	
Bullying	1	
Minor Physical Altercation	1	
Racist Incident	1	
Sexual Harassment	1	
Sexual Misconduct	1	
Damage	1	
Dangerous Behaviour	1	
Drug and Alcohol Related	1	
Inappropriate Response / Gesture to staff	1	
Kit Refusal	1	
Major Disruption	1	
Minor Disruption	1	
Name Calling	1	
Refusal	1	
Refusal to Complete Classwork	1	
Theft	1	
Truanting	1	
Verbal Abuse Staff	1	
Verbal Abuse Student	1	
Lunchtime Detention	1	
Uniform Refusal	1	
MID +1	0	Admin Only

Removal Room

Record students who are removed on the REMOVAL ROOM Internal Exclusion Record on Arbor and mark attendance.

Year Office

Pick up all students who have been removed the following day, check the Removal Room report that will be automatically emailed at the end of the previous day and Arbor Behaviour for full reason. Log sanction code on the Removal Room report and email to the Admin Service Desk by Midday.

0 – Spoken to / warning given
1 – 30 min Detention issued
2 – 60 min Detention issued
3 – MID Room (Year Office to complete referral and send to Admin Service Desk).
4 – Suspension
5 – Offsite Direction

Admin

8am check Removal Room Report against Arbor. Email staff who have not recorded the behaviour incident.

Run detention slips today report, merge to template. Add rooms and send with Office Duty during the day.

12pm onwards pick up service desk tickets from the YO add sanctions 1 and 2 to the student behaviour record. Remind YO if no tickets sent.

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. If a student refuses to attend detention inform Admin/ Head of Year, a MID +1 will be set by Admin.

Appendix 5
Resource Provision Sanctions with Reasonable Adjustments

Students are placed in the Resource Provision (RP) because of their learning and emotional needs. As a result of these needs reasonable adjustments are made to the Behaviour Policy to account for the complex needs that the students are experiencing.

All behavioural incidents must be recorded on Arbor, as the students are having an adapted approach. There are adapted options for recording the incident. These are:

Resource Provision – Persistent Disruptive Behaviour;

Resource Provision – Refusal;

Resource Provision – Step Back (an isolation time out period).

Level 1

The Student Support Provision Manager is responsible for the day to day management of sanctions behaviour at Level 1.

When a student requires removal from the resource provision, the appropriate member of staff in the classroom will escort them to a quiet area for time out and an opportunity to reflect on their behaviours. A member of staff will carry out a Key Worker Intervention (see Key Worker Intervention Guide) and then support the return of the student to class. For repeated behaviour points, detentions will be used as a sanction.

Staff will monitor the students for their engagement with the support to modify and improve their behaviours and will keep the Student Support Provisions Manager informed so they can determine whether an escalation of sanctions to the removal room is deemed appropriate. Furthermore, the RP staff may request through the Student Support Provisions Manager time in isolation in Step Back where the level of disruption deems it appropriate.

Wherever there is behaviour points it is expected that there will be a coordinated approach between the RP staff and the PSA (Parent Support Advisor) to liaise with home for information sharing and support in improving a student's behaviours. Strategies agreed by the KWI (Key Worker Intervention) team must be shared with staff, students, and home.

Level 2

For one off serious incident and for repeated recorded incidents of behaviours, the resource provision staff will liaise with the Student Support Provisions Manager and Director of Student Support to arrange for an appropriate period of time (typically one period) of isolation in the Step Back provision. This can be escalated to increased time periods depending on the severity of the incident.

The student would still be taken to the KWB for a KWI before returning to class and the requirement for liaison would remain.

Level 3/4

If students sanctions are escalating, if they are a Minsthorpe student, will be referred to the Inclusion Team to consider if placement in the provision remains appropriate. If an LA RP student, meetings with parent/carers and professionals in college and potentially an early review to consider a change in placement can be necessary.

Serious Incident

In the case of repeated behaviours that are causing significant disruption or for a one off serious incident students will follow the processes as set out in the Minsthorpe Behaviour Policy must be followed.

All of the above procedures must be read in line with Minsthorpe Behaviour Policy.

Appendix 6 – Suspensions and Offsite Direction

The Principal's Power to Suspend

The Principal uses their power to suspend a student as an essential behaviour management tool to maintain a safe, calm and orderly environment at Minsthorpe Community College. DfE and local authority guidance are followed when issuing a suspension.

Parents/carers are informed in writing that their child is suspended. The letter includes a clear reason for the suspension, the length of the suspension and an invitation to attend a reintegration meeting to support the student's return to education following the suspension.

The supervision of students during suspensions.

Parents/carers 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/carers 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 work set by the College on online platforms. Parents/carers should ensure that work set by the college is completed and returned to the College promptly for marking. If further work is required parents/carers should contact the College and arrange to collect it.

The Review of Suspensions

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

- 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 15.5 days suspension or more per term (Governors required to meet within a maximum of 15 school days).
- All permanent exclusions.

The Principal's Power to Direct Offsite

In line with Section 29A of the Education Act 2002 and current Department for Education statutory guidance, the Principal may direct a student off-site for the purpose of receiving educational provision to improve behaviour. This power will only be used where it is lawful, reasonable, proportionate and in the best interests of the student and the wider school community.
Off-site direction is not a sanction in itself, but a supportive and time-limited intervention designed to address underlying needs, prevent escalation and reduce the risk of suspension or permanent exclusion. It forms part of the school's graduated and inclusive response to behaviour and sits within our wider pastoral, SEND and safeguarding systems.

The decision to direct a student off-site will:

- Be made by, or with the explicit authority of, the Principal
- Be based on an individual assessment of circumstances, including any special educational needs and disabilities (SEND), safeguarding considerations, and the school's duties under the Equality Act 2010
- Be time limited and subject to regular review
- Set clear objectives and a reintegration plan focused on successful return

Off-site direction may be to another mainstream school or to an alternative provision provider. It may be used as an alternative to suspension or alongside a suspension where appropriate. Where a student is directed off-site for more than five school days, a formal review meeting will be held with parents/carers to confirm progress and reintegration arrangements.

On occasion, off-site direction may act as a precursor to a permanent managed move. Managed moves are voluntary and will only proceed with the informed agreement of all parties, including parents/carers and the Headteacher of the receiving school. A managed move will follow a clear process, including review points and success criteria.

The school retains responsibility for the student's safeguarding, educational progress and quality of provision during any period of off-site direction. Parents/carers are responsible for ensuring the student's attendance at the named provision.

Our overarching aim is to secure positive long-term outcomes for students while maintaining high standards of behaviour and a safe, inclusive learning environment for all.

Appendix 7 - SEARCHING, SCREENING AND CONFISCATION

The College follows the most recent DfE Guidance Searching, Screening and Confiscation, July 2022.

https://www.gov.uk/government/publications/searching-screening-and-confiscation

Paragraph 3 of this guidance includes a list of prohibited items. In addition, Minsthorpe Community College prohibits the possession of vapes (and related items) and items which students are re-selling to others. The overriding principle is student and staff safety.

SCREENING

To avoid invasive searches, the College uses hand-held metal detectors (wands) to screen for banned items, including mobile phones. This screening is done with the permission of the student. If a student refuses to be screened, the parent/carer will be contacted. Refusal will be sanction in line with the Behaviour Policy.

SEARCHING

In the rare event that a search is deemed necessary, the following staff are authorised by the Principal to undertake a search include:

- Members of the Leadership Team
- Heads of Year
- Student Support Manager
- Designated Visit Leader
- Pastoral Manager
- Campus Supervisor
- Support for Achievement Team Members

All staff authorised to conduct a search undertake appropriate training.

When undertaking a search, the following guidelines must be followed in every case.

- The student is informed. If the student refuses, refer to the Assistant Principal (Behaviour and Attendance) or in their absence, the Principal.
- Two staff members must be present during the search.
- If the Safer School Partnership Officer is in College, they should support with the search.
- At least one member of staff must be the same gender of the student being searched.
- Students are not asked to remove clothing, other than outdoor clothing.
- Searches take place in an appropriate location which provides privacy but is not a confined space. This protects the safeguarding of the staff members and the student.

It is impossible to cover every scenario in a policy, but there are normally two scenarios where a search may be necessary:

1. Search of an individual student for a banned item.
2. Search of a class of students for a dangerous item which is ‘lost’ or ‘missing’ at the end of a lesson

1, Search of an individual student for a banned item
The above guidelines must be followed when conducting the search.

The search must be logged on CPOMS and the parent/carer informed, irrespective of the outcome. If appropriate, the parent/carer will be contacted before the search takes place.

2. Search of a class of students for a dangerous item which is 'lost' or 'missing' at the end of a lesson

It is reasonable to conduct a search of the students, prioritising those who are most likely to have the item. The above guidelines must be followed when conducting the search.

If the item is found in the possession of an individual student, the search must be logged on CPOMS for this student and their parent/carer must be informed. The incident will be sanctioned in line with the College's Behaviour Policy.

If the item is not located and it is possible that the safety of others at risk, the relevant parents/carers must be informed.

Code of Conduct

A place where everyone plays a part in strengthening our learning community through **Motivation, Commitment and Care**

	College will	Home will	Students will
Attendance and punctuality: Students need to show **commitment** to having attendance above 96% in order to access our highly personalised, broad, ambitious and inclusive curriculum.	• Reward students for good attendance; • Communicate with parents/carers about any attendance or punctuality concerns; • Refer to our Educational Welfare Officer and/ or the Local Authority in the case of unauthorised holidays during term time, or if a child's attendance falls below 90%, or in the event of significant punctuality concerns.	• Ensure that their child attends college every day and on time; • Contact college via the Arbor App on the morning of the first day of absence, giving reason for absence; • Not take their child on holiday during term time.	• Attend college every day; • Arrive to college and lessons on time. • Sign in at the Attendance Office if they are late.
Behaving the Minsthorpe Way: In lessons students are more **motivated** to learn in a safe, calm, orderly and supportive environment.	• Reward and recognise students for Behaving The Minsthorpe Way. • Make sure that all staff, students and parents know what behaviour is expected in the classroom. • Apply BE FAIR expectations consistently and fairly. • Consistently sanction students who do not meet our clear expectations. Sanctions include detentions, isolation, removal, suspensions, and permanent exclusion in the case of an extremely serious incident/offence or a culmination of incidents.	• Give praise at home for attitude at college. • Support the college in cases of unacceptable behaviour. • Agree to and support the sanctions of the college. • Not record meetings or calls without consent of others present.	• Follow 'BE FAIR' expectations in lessons. • Complete all sanctions without challenge; • Understand that any poor behaviour whilst wearing college uniform will be dealt with as if the incident occurred at college.
Behaving the Minsthorpe Way: Outside of lessons students need to feel safe and happy in a **caring** environment.	• Ensure effective supervision and high expectations of students at social times and when moving around the site; • Apply BE FAIR Everywhere expectations consistently and fairly; • Address bullying issues in line with the College's Anti-Bullying Policy; • Screen, search and confiscate any prohibited items when necessary, including mobile phones.	• Inform college of any concerns regarding their child's wellbeing and safety, including bullying issues; • Agree to and support the sanctions of the college	• Follow BE FAIR Everywhere expectations at social times and when moving around the site; • Always demonstrate Respect and Care for others and the environment. • Speak to an adult if they are concerned about their own safety or the safety of others, including bullying issues; • Follow the college's mobile phone and online safety policy.

	College will	Home will	Students will
Learning the Minsthorpe Way: Students need to show **motivation** and **commitment** to their own learning and progress.	• Deliver carefully sequenced learning, enabling students to understand and embed skills and knowledge effectively; • Reward and recognise students for developing the qualities for learning the Minsthorpe Way and demonstrating the values of Motivation, Commitment and Care; • Keep parents/carers informed of their child's progress via a termly report and an annual parents' evening and more regular communication when appropriate.	• Show an active interest in their child's learning and progress by routinely referring to the online platform; • Read and discuss the termly report with their child; • Attend the annual parents' evening and any other meetings in college.	• Have a committed, positive attitude to their own learning and progress; • Demonstrate the values of Motivation, Commitment and Care in every lesson; • Develop the qualities for Learning the Minsthorpe Way.
Knowledge Organisers, Home learning and Commitment sessions: **Commitment** to learning beyond the classroom has an important part to play in helping students achieve.	• Post details of home learning on the online platform. • Keep parents/carers/ students informed about Commitment Sessions, interventions and additional supportive opportunities. • Give students a Knowledge Organiser and a workbook. • Provide support and strategies in P&A time with Knowledge Organiser completion and revision. • Check home learning is completed to the expected standard and reward, support and intervene appropriately.	• Encourage their child to complete home learning on time and to a high standard by referring to online platform. • Encourage their child to read every day. • Support their child with Knowledge Organiser completion by referring to the resources on the website, the online platform and in college. • Ensure their child attends any compulsory commitment sessions, including knowledge commitment and other support sessions.	• Use the online platform to organise home learning. • Complete all home learning set to a high standard and submit it on time. • Keep Knowledge Organisers and workbooks in good condition and replace them promptly if damaged or lost. • Complete Knowledge Organiser home learning each week and show the workbook to their P&A Mentor. • Attend compulsory interventions and commitment sessions when required.
Uniform and equipment: Students wear their uniform with **care** and pride to represent the college.	• Provide clear uniform expectations, including PE kit. • Check students' uniform and equipment daily and provide temporary replacements when necessary. • Confiscate banned items. (This includes mobile phones, smart watches, earphones, aerosols, jewellery, other electronic devices. Energy/fizzy drinks and vapes).	• Make sure their child wears the correct uniform every day, including PE kit, when needed. • Make sure their child is fully equipped every day.	• Wear the correct uniform every day, including PE kit when needed. • Come to College fully equipped every day (this includes a bag). • Return any borrowed equipment and uniform. • Hand in banned items, including mobile phones

Signatures Principal: M. Gr **Chair of Governors:** Barbara L Semper

Read and agreed by parents/carers as part of the admission process – Registration and Admission form.

Please refer to the College's website for the relevant College Policies. **minsthorpe.cc**

The Code of Conduct was reviewed in the Spring Term 2026 and approved by Governors at their meeting on the 24th February 2026.

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.

Updates for September 26

Text changes – reference to Joint Principals' to Principal
SIMS to Arbor.
Section 3 – Page 4 -All Staff should: additions to bullet points 2, 3, 5 and added paragraph, Teacher Responsibilities – additions to bullet point 1
Page 4 – New Be Fair Slides
Page 6 – Updated Mobile Phones ref Appendix 3 paragraph and Extra curricular activities
Page 10 – Section 5 additional point added to a) 9. Truancy and to b) point 4 updated and additional point 10. Reference to Appendix 6
Page 11 – 13 additional text and added bullet point to Strategies and Sanctions as level 2.
Page 13 – Section 7 additional bullet point 9. Added
Page 15 & 16 new Be Fair Slides
Page 17-19 – New Appendix – mobile phones
Page 24-25 – The Principal's power to direct off-site
Page 28-29 -updated Code of Conduct

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)
April 2023	August 2024	Assistant Principal (Behaviour and Attendance)
February 2024	February 2025	Assistant Principal (Behaviour and Attendance)
February 2025	February 2026	Assistant Principal (Behaviour and Attendance)
February 2026	February 2027	Assistant Principal (Behaviour and Attendance)