



# THE BEHAVIOUR AND DISCIPLINE CONTINUUM

Assistant Principal – Behaviour and Attendance |

April 2023

Approved by Governors at their meeting in February 2023

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



**Minsthorpe**  
Community College

# Contents

# Page

Statement of Principles (Governors)	2
Aims and Objectives	3
Underlying Principles	3
• Teacher Responsibilities - adaptations	4
• Student Responsibilities	5
• The Principles of the BE FAIR Expectations	5
• The Principles of BE FAIR Everywhere	6
• Escalation of Strategies / Sanctions	6
• Searching/ Screening and Confiscations	6
• Withdrawal from Extra Curricular Activities	7
Level 1	7
• Principles of Good Practice in the Classroom	7
• Strategies and Sanctions	8
• Persistent Level 1 Problems	9
Level 2	10
• Principles of Good Practice	10
o a) All staff should challenge, apply sanctions and report when these incidents occur	
• Strategies and Sanctions as level 1 plus additional options	10
o b) All staff should take interim action and report when these incidents occur	11
• Strategies and Sanctions as Level 1 plus additional options including	11
• Reporting level 2 incidents	11
Level 3	12
• Principals of Good Practice	12
• Strategies and Sanctions as Level 2 plus additional options	13
• The supervision of students during suspensions	14
Level 4	14
• Principals of Good Practice	14
• Strategies and Sanctions as Level 3 plus additional options	15
Appendix 1 – BE FAIR	16
Appendix 2 – BE FAIR EVERYWHERE	17
Appendix 3 – Behaviour Incident/ Detention Setting	18
Appendix 4 – Resource Provision and Sanctions with reasonable adjustments	19
Appendix 5 – Code of Conduct	21

## 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 Principals 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 and a video is posted on the College website.

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 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 what are the College's high expectations of student behaviour and is known as BE FAIR and BE FAIR Everywhere.

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

- The SEND policy
- The Anti Bullying Policy
- The Safeguarding and Child Protection Policy
- The SEND Information Report
- The Online Safety Policy
- The Isolation Policy and Procedures
- Minsthorpe Behaviour Curriculum Document
- Alternative Provision Policy
- DfE Guidance Behaviour in Schools. July 2022
- DfE Guidance Suspension and Permanent Exclusion from Maintained Schools, Academies and Pupil Referral Units in England, including student movement, September 2022
- DfE Guidance Searching, Screening and Confiscation, July 2022

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) and BE FAIR expectations through regular CPD.
2. To create a linear framework of behaviour management strategies from the classroom teacher/tutor 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 worker.

## 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.

The policy is predicated on 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/tutor 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.

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

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

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 clear and explicit staff warning before escalating to sanctions. This can be verbal or noted on the board.
- Use positive language in order to embed BE FAIR into all aspects of college life.

## TEACHER RESPONSIBILITIES - adaptations

The classroom teacher should:

- Be aware of any students' additional needs
- Make reasonable adjustments to accommodate any SEND requirements
- Annotate the 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.
- Be a positive role model to students and exemplify the behaviour and conduct we expect students to emulate.
- Use positive language

## STUDENT RESPONSIBILITIES

# BE FAIR

<b>Be on time</b> If late, apologise and sit down silently.	<b>Equipment</b> Pencil case on your desk immediately.	<b>Follow instructions</b> First time: Listen, write, read and speak	<b>Actively listen</b> Pens down, eyes forward and sit properly.	<b>Involve yourself</b> Be ready to respond. Work quietly / silently.	<b>Respect</b> Silence when others are talking. Wait to be asked to speak.
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### 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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## BE FAIR EVERYWHERE

Follow instructions without question	Respect others	Care for others	Look after our College environment
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**Arriving at and leaving college**



**Toilets**



**Canteens and social areas**



**Moving around the college site**

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## THE PRINCIPLES OF THE BE FAIR EXPECTATIONS

The BE FAIR expectations must be displayed and referred to at the start of 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 to progress successfully onto the next steps in 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 have received 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 have also explained the reasons for our expectations and why these are so important for maintain a safe, calm, orderly and positive environment for all staff and students. Staff will used 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.

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. If in Minsthorpe Community College uniform including Alternative Provision – representing Minsthorpe Community College – BE FAIR Everywhere.

## 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.

## 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.

To avoid invasive searches, the College use hand-held metal detectors (wands). This screening is done with the permission of the student. If a student refuses to be screened, the parent/carer will be contacted.

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

- Members of the Leadership Team
- Behaviour Leads
- Cross Curriculum Team Leaders
- Student Support Manager
- Designated Visit Leader
- Pastoral Manager
- Campus Supervisor

All staff authorised to conduct a search undertake appropriate training.

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

- The student is informed. If the student refuses, refer to the Assistant Principal (Behaviour and Attendance) or in their absence, one of the Principals.
- Two staff members must be present during the search.
- Students are not asked to remove 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.
- The search must be logged on CPOMS and the parent/carer informed, irrespective of the outcome.
- At least one member of staff must be the same gender of the student being searched.

## 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/tutor 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;
- Refer routinely to BE FAIR Expectations;
- 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 and log incidents on SIMS;
- Ensure independent work is completed in silence;
- Be explicit about the positive behaviour for learning that is required.

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

1. Lateness to lessons/ tutor time;
2. Not removing outdoor clothing;
3. Not having the required equipment;
4. Chewing;
5. Shouting out/gesturing;
6. Ignoring the teacher/ tutor;
7. Incorrect uniform/jewellery;
8. Bullying, including the use of derogatory / offensive language;
9. Swearing or other inappropriate language;



10. Incidences of graffiti;
11. Using or displaying mobile phones and other electronic equipment, without specific permission;
12. Any other form of inappropriate behaviour, including persistent, low level disruption to learning;
13. 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:

1. Dropping litter;
2. Leaving lunch items on the table;
3. Noisy/loud behaviour;
4. Bad manners;
5. Behaviour which puts other people's safety at risk;
6. Bullying, including the use of derogatory / offensive language;
7. Being out of bounds;
8. Incorrect uniform/jewellery;
9. Loitering;
10. Spitting;
11. Inappropriate physical contact;
12. Any other form of inappropriate behaviour;
13. Using or displaying mobile phones and other electronic equipment;
14. Inappropriate and discriminatory language (never dismissing it as banter).

### Strategies and Sanctions (Level 1)

1. Give one warning and clearly state when they are issued
  - a. Set specific improvement targets;
  - b. Remind students of their choices through reprimand;
2. 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.

4. If a student needs removing from a classroom, the teacher must email [classroomassistance@minsthorpe.cc](mailto: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;
5. If a student behaves inappropriately at snack break, the teacher/ associate staff must refer to the member of Leadership in charge, who will place the student in the Removal Room if necessary;
6. Revisit the Code of Conduct and reaffirm expectations by behaviour leads and others;
7. Isolation/separation within the room;
8. Team members, where appropriate, check-up on why students are outside rooms;
9. After school detention;
10. Referral to CTL;
11. Close/rigorous monitoring by CTL
12. Telephone parents;
13. Curriculum area report;
14. Temporary or permanent change of teaching group;
15. Temporary or permanent change of P&A group; or teaching group
16. 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;
17. Confiscate jewellery and other valuable items (e.g. mobile phones) Contact [classroomassistance@minsthorpe.cc](mailto:classroomassistance@minsthorpe.cc) to collect.

### **Persistent Level 1 Problems**

1. Inform your CTL (classroom/curriculum area incidents) and then the appropriate CCTL / Behaviour Lead of 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:

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. Any other inappropriate behaviour not requiring urgent CCTL/Behaviour Lead/LT/Student support.

#### Strategies and Sanctions as Level 1 plus additional options including:

1. Investigate thoroughly (CCTL/Behaviour Lead support) on the statement proforma;
2. Take signed statements (CCTL/Behaviour Lead consider the evidence and make decisions);
3. Advanced counselling – establish a positive relationship to address a problem, disruption or general disaffection;
4. Close/rigorous monitoring by CTL/CCTL/Behaviour Lead;
5. CCTL Report, Behaviour Lead Report and CTL Report;
6. Positive targeting (Positive Report Book/Target Sheets etc...);
7. Specific responsibility tasks;
8. 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).

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;
5. Assault on another student;
6. Fighting;
7. Inappropriate behaviour of a sexual nature including harassment;
8. Any other inappropriate behaviour requiring urgent CCTL/Behaviour Lead/LT support.

## **Strategies and Sanctions as Level 1 plus additional options including:**

1. Investigate thoroughly;
2. Take signed statements on the statement proforma, consider the evidence and make decisions;
3. CTL/Year Office detention;
4. Telephone parents if possible;
5. Write to parents;
6. CCTL/ Behaviour Lead issue verbal then formal warning;
7. Consult with and/or involve Student Support (CCTL /Behaviour Lead to negotiate);
8. Isolation in the MID Room and/or withdrawal of privileges;
9. Escalation of time in the MID Room or isolation at another education provider;
10. Close/rigorous monitoring by CTL/CCTL/ Behaviour Lead Report;
11. CCTL / Behaviour Lead to invite parents in to College to agree behaviour contract;
12. Discussion at the Joint Consultation Meeting (JCM) – advisory multi-agency meeting;
13. 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”.

## **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:

1. Total refusal to co-operate, despite repeated requests, with strategies and sanctions at Level 2 and 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.

### 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 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.

## 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:

- 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 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 work set on Satchel: One and other online platforms. 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 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/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:

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.

### Strategies and Sanctions as Level 3 plus additional options including:

1. Initiate a Pastoral Support Plan (PSP) if this doesn't already exist;
2. Principal to invite parents in to College to reinforce PSP requirements if the plan is proving to be unsuccessful;
3. 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).
4. Step-Out (KS3 & 4)
5. Personalised timetable.
6. Early Annual Review for students with an Education, Health and Care Plan to identify if needs can be met.
7. Contact to be made with West Yorkshire Police/Social Care if a potential crime has been committed.
8. Referral to Wakefield LA Inclusion Panel
9. 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.



# 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.



**BE FAIR EVERYWHERE**

Follow instructions without question | Respect others | Care for others | Look after our College environment

  
**Arriving at and leaving college**

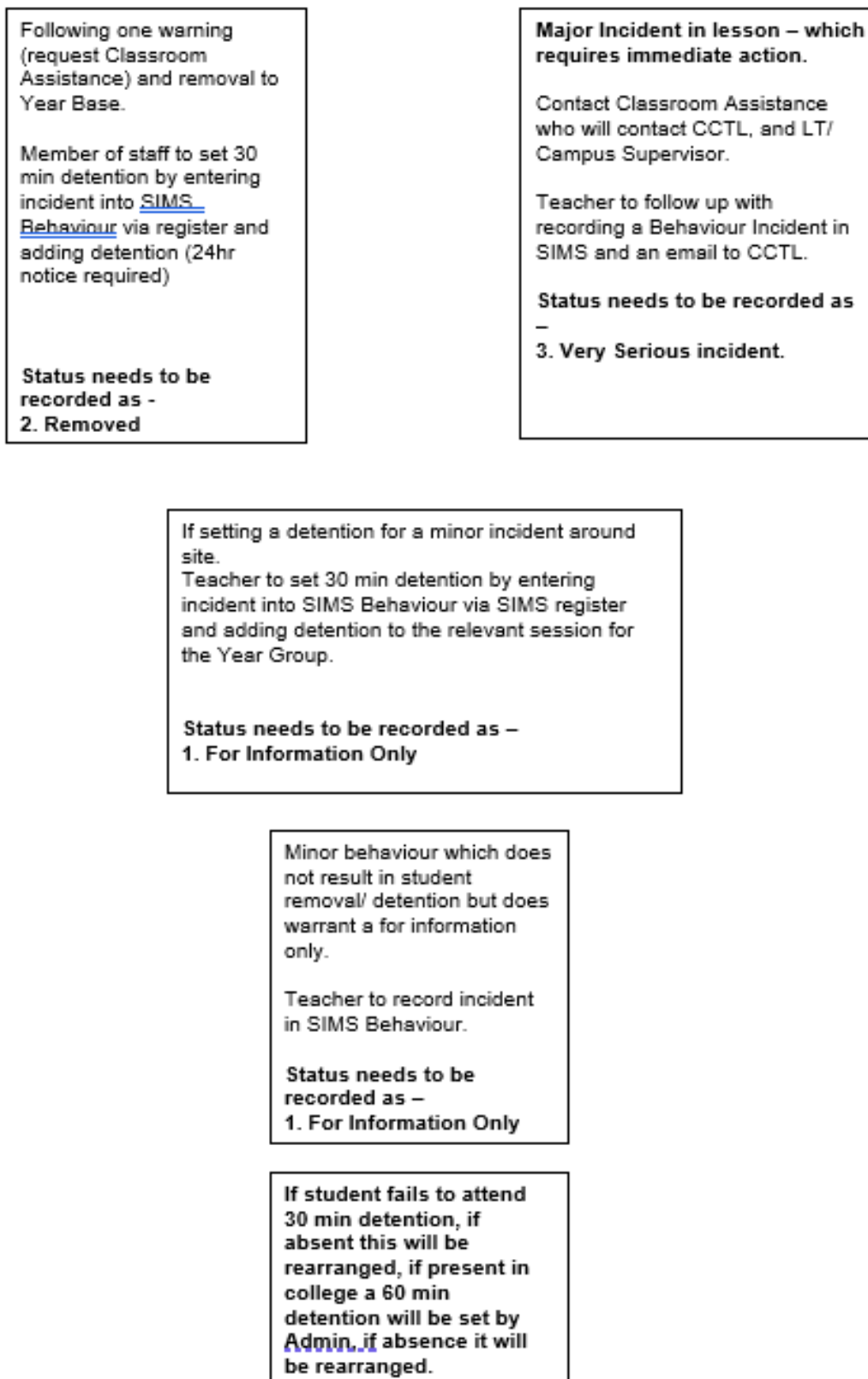
  
**Toilets**

  
**Canteens and social areas**

  
**Moving around the college site**

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If a student fails to attend the 60 minutes detention, they will be placed in the MID room for a full day plus an hour. If a student refuses to attend the detention they will be placed in the MID Room plus an hour the day after or at the earliest opportunity.

## Appendix 4

### Resource Provision Sanctions with Reasonable Adjustments

This is an addendum to Minsthorpe Community College Behaviour and Discipline Continuum (September 2022) and has been approved by the Chair of Governors, subject to full governor approval.

Students are placed in the Resource Provision because of their learning and emotional needs. As a result of these needs reasonable adjustments are made to the Behaviour and Discipline Continuum (2022) to account for the complex needs that the students are experiencing.

All behavioural incidents must be recorded on Satchel One, 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

When a student requires removal from the resource provision, the appropriate member of staff in the classroom will escort them to the Key Worker Base. They will be placed in an appropriate seat in the classroom and a member of the KWB will carry out a Key Worker Intervention (see Key Worker Intervention policy) and then support the return of the student to class. For repeated behaviour points, lunch time detentions will be used as a sanction.

The KWB HLTA will monitor the students for their engagement with the support to modify and improve their behaviours and can escalate sanctions to the removal room for if this is deemed appropriate. Furthermore the RP staff may request through the CTL Student Support and Inclusion Student Support Manager time in isolation in Step Back if it is deemed inappropriate for the student to return to the cohort that day.

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

#### Level 2

For one off serious incidents and for repeated recorded incidents of behaviours, the resource provision staff will liaise with the CTL Student Support 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 MCC student, will be referred to Inclusion 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 a serious incident the process for a major incident in lesson as set out in the MCC Behaviour and Discipline Continuum (2022) must be followed.

All of the above procedures must be read in line with MCC Behaviour and Discipline Continuum (2022).

# 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
<p><b>Attendance and punctuality:</b> Students need to show <b>commitment</b> to having attendance above 95% <a href="#">in order to</a> access our highly personalised, broad, ambitious and inclusive curriculum.</p>	<ul style="list-style-type: none"> <li>Reward students for good <a href="#">attendance</a>;</li> <li>Communicate with parents/carers about any attendance or punctuality concerns;</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Ensure that their child attends college every day and on <a href="#">time</a>;</li> <li>Contact college via the Gateway App on the morning of the first day of absence, giving reason for absence;</li> <li>Not take their child on holiday during term time.</li> </ul>	<ul style="list-style-type: none"> <li>Attend college every <a href="#">day</a>;</li> <li>Arrive to college and lessons on time;</li> <li>Report to Student Reception if they are late</li> </ul>
<p><b>Behaving the Minsthorpe Way:</b> In lessons students are more <b>motivated</b> to learn in a safe, calm, orderly and supportive environment.</p>	<ul style="list-style-type: none"> <li>Reward students for Behaving <a href="#">The Minsthorpe Way</a>;</li> <li>Make sure that all staff, <a href="#">students</a> and parents know what behaviour is expected in the classroom</li> <li>Apply BE FAIR expectations consistently and <a href="#">fairly</a>;</li> <li>Consistently sanction students who do not meet our clear expectations. Sanctions include detentions, isolation, removal, <a href="#">suspensions</a> and permanent exclusion in the case of an extremely serious incident/offence or a culmination of incidents;</li> </ul>	<ul style="list-style-type: none"> <li>Give praise at home for attitude at <a href="#">college</a>;</li> <li>Support the college in cases of unacceptable <a href="#">behaviour</a>;</li> <li>Agree to and support the sanctions of the college.</li> </ul>	<ul style="list-style-type: none"> <li>Follow 'BE FAIR' expectations in <a href="#">lessons</a>;</li> <li>Complete all sanctions without challenge;</li> <li>Understand that any poor behaviour whilst wearing college uniform will be dealt with as if the incident occurred at college.</li> </ul>
<p>Behaving the Minsthorpe Way: Outside of lessons students need to feel safe and happy in a <b>caring</b> environment.</p>	<ul style="list-style-type: none"> <li>Ensure effective supervision and high expectations of students at social times and when moving around the <a href="#">site</a>;</li> <li>Apply BE FAIR everywhere expectations consistently and <a href="#">fairly</a>;</li> <li>Address bullying issues in line with the College's Anti-Bullying <a href="#">Policy</a>;</li> <li>Screen, search and confiscate any prohibited items when necessary.</li> </ul>	<ul style="list-style-type: none"> <li>Inform college of any concerns regarding their child's wellbeing and safety, including bullying issues;</li> <li>Agree to and support the sanctions of the college</li> </ul>	<ul style="list-style-type: none"> <li>Follow BE FAIR everywhere expectations at social times and when moving around the <a href="#">site</a>;</li> <li>Always demonstrate Respect and Care for others and the environment.</li> <li>Speak to an adult if they are concerned about their own safety or the safety of others, including bullying issues;</li> <li>Follow the college's online safety policy.</li> </ul>



<p><b>Learning the Minsthorpe Way:</b> Students need to show <b>motivation and commitment</b> to their own learning and progress.</p>	<ul style="list-style-type: none"> <li>• Deliver carefully sequenced learning, enabling students to understand and embed skills and knowledge effectively;</li> <li>• Reward students for developing the qualities for learning the Minsthorpe Way and demonstrating the values of Motivation, Commitment and <u>Care</u>;</li> <li>• Keep parents/carers informed of their child's progress via a termly report and an annual parents' evening and more regular communication when appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>• Show an active interest in their child's learning and progress by routinely referring to Satchel:One;</li> <li>• Read and discuss the termly report with their child;</li> <li>• Attend the annual parents' evening and any other meetings in college.</li> </ul>	<ul style="list-style-type: none"> <li>• Have a committed, positive attitude to their own learning and progress;</li> <li>• Demonstrate the values of Motivation, Commitment and Care in every lesson;</li> <li>• Develop the qualities for learning the Minsthorpe Way.</li> </ul>
<p><b>Home learning and interventions:</b> <b>Commitment</b> to learning beyond the classroom has an important part to play in helping students achieve.</p>	<ul style="list-style-type: none"> <li>• Post details of home learning on Satchel:One</li> <li>• Keep parents/carers/ students informed about interventions and additional supportive <u>opportunities</u>;</li> <li>• Check home learning is completed to the expected standard and reward, support and intervene appropriately.</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage their child to complete home learning on time and to a high standard by referring to <del>Satchel:One</del></li> <li>• Encourage their child to read every <u>day</u>;</li> <li>• Support the After College commitment sessions and other interventions.</li> </ul>	<ul style="list-style-type: none"> <li>• Use Satchel:One to organise home learning;</li> <li>• Complete all home learning set to a high standard and submit it on time;</li> <li>• Attend interventions and commitment sessions when requested.</li> </ul>
<p><b>Uniform and equipment:</b> Students wear their uniform with <b>care</b> and pride to represent the college.</p>	<ul style="list-style-type: none"> <li>• Provide clear uniform expectations, including PE kit;</li> <li>• Check students' uniform and equipment daily and provide temporary replacements when <u>necessary</u>;</li> <li>• Confiscate banned items. (This includes misuse of mobile phones, earphones, aerosols, jewellery and other electronic devices.)</li> </ul>	<ul style="list-style-type: none"> <li>• Make sure their child wears the correct uniform every day, including PE kit, when needed;</li> <li>• Make sure their child is fully equipped every day.</li> </ul>	<ul style="list-style-type: none"> <li>• Wear the correct uniform every day, including PE kit when needed;</li> <li>• Come to school fully equipped every day;</li> <li>• Return any borrowed equipment and uniform.</li> </ul>

Signatures Principals:

*M. G. [Signature] F. A. [Signature]*

Chair of Governors:

*[Signature]*

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](http://minsthorpe.cc)

The Code of Conduct was reviewed in the Spring Term 2023 and approved by Governors at their meeting on the 21st February 2023.



# 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)
April 2023	August 2024	Assistant Principal (Behaviour and Attendance)