



Behaviour Policy

Including:

Behaviour in Schools and School Exclusion

Assistant Principal – Behaviour and Attendance |

September 2024

Approved by Governors at their meeting in February 2024

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 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.
- 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

Contents	Page
Statement of Principles (Governors)	2
Aims and Objectives	3
Underlying Principles	3
• Teacher Responsibilities	4
• Student Responsibilities	5
• The Principles of the BE FAIR Expectations	5
• The Principles of BE FAIR Everywhere	6
• Escalation of Strategies / Sanctions	6
• Withdrawal from Extra Curricular Activities	6
Level 1	6
• Principles of Good Practice in the Classroom	6
• Strategies and Sanctions Level 1	7
• Classroom Assistance	8
• Persistent Level 1 Problems	8
• Setting of after college detentions	8
Level 2	9
• Principles of Good Practice	9
o a) All staff should challenge, apply sanctions and report when these incidents occur	9
• Strategies and Sanctions as level 1 plus additional options	9
o b) All staff should take interim action and report when these incidents occur	10
• Strategies and Sanctions as Level 1 plus additional options including	10
• Reporting level 2 incidents	10
Level 3	11
• Principals of Good Practice	11
• Strategies and Sanctions as Level 2 plus additional options	12
Level 4	13
• Principals of Good Practice	13
• Strategies and Sanctions as Level 3 plus additional options	13
Appendix 1 – BE FAIR	15
Appendix 2 – BE FAIR EVERYWHERE	16
Appendix 3 – Behaviour Incident/ Detention Setting	17
Appendix 4 – Resource Provision and Sanctions with reasonable adjustments	19
Appendix 5 – Suspensions	21
Appendix 6 – Searching, Screening and Confiscation	22
Appendix 7 – Code of Conduct	24

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, tutor 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 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 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/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 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 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 takes place 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 tutor 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 non-teaching, must consistently and rigorously apply these levels of support alongside the Rewards 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.
- Encourage all students to meet their responsibilities, as outlined within BE FAIR & BE FAIR Everywhere by referring to expectations explicitly and regularly.
- Reward students when they meet their responsibilities and aim to reward 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 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.

TEACHER * RESPONSIBILITIES

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

The teacher should:

- Be aware of any students' additional needs 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 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 and conduct we expect students to emulate.
- Use positive language.

STUDENT RESPONSIBILITIES

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.

Minsthorpe Community College | Motivation · Commitment · Care 

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

Minsthorpe Community College | Motivation · Commitment · Care 

THE PRINCIPLES OF THE BE FAIR EXPECTATIONS

The BE FAIR expectations must be displayed and referred to at the start of every lesson, including tutor 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 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 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 tutor time.

MOBILE PHONES

Students must not use a mobile phone at anytime on the College site without the express permission from a member of staff.

When a student leaves the classroom to go to the toilet during a lesson, they must leave their mobile phone with the teacher. A student will be 'wanded' if they wish to go to the toilet and they do not hand in a mobile phone.

Misuse of mobile phones will lead to confiscation. The confiscated mobile phone will be kept safely in The Hub until it is collected by the student at the end of the college day.

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

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

Emphasis on tutor 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., SIMS & 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/ tutor 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. Swearing or other 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 point on SIMs.
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 stood outside a classroom.

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 tutor 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 will 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 SIMS 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. Any other inappropriate behaviour not requiring urgent Head of Year/LT/Student support.

Strategies and Sanctions as Level 1 plus additional options including:

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

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 Head of Year/ LT support.
9. Discriminatory behaviour and/ or language.

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. Head of Year issue verbal then formal warning.
7. Consult with and/or involve Student Support (Head of Year to negotiate).
8. Isolation in the MID Room plus one hour after college and/or withdrawal of privileges.
9. Escalation of time in the MID Room plus one hour after college or isolation at another education provider.
10. Close/rigorous monitoring by CTL/Head of Year Report.
11. Head of Year to invite parents in to College to agree behaviour contract.
12. 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).

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/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.

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 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)
- 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)
- 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.

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.

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.

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 into 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.




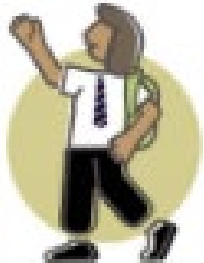
**BE FAIR
EVERYWHERE**


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

Minsterpe Community College | Motivation · Commitment · Care 

Behaviour Incident Recording.

Classroom Teacher

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

Member of staff to record incident into SIMS 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.

**Status needs to be recorded as -
Removal Room (student removed from lesson)**

**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	
Investigation	0	this should be amended when sanction is in place
Kit Refusal	1	
Major Disruption	1	
Minor Disruption	1	
Name Calling	1	
Refusal	1	
Refusal to Complete Classwork	1	
Theft	1	
Truancy	1	
Verbal Abuse Staff	1	
Verbal Abuse Student	1	
Lunchtime Detention	1	
Uniform Refusal	1	
Knowledge Commitment	0	Admin Only
MID +1	0	Admin Only

Removal Room

Record removals on the Behaviour tracker and attendance (whilst student is in the Removal Room).

Year Office

Pick up all students who have been removed the following day, check the Behaviour tracker and SIMS Behaviour for full reason. Log sanction code on the Behaviour tracker before 12pm.

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 - Stepout

Admin

8am check Behaviour tracker against SIMS. 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 check Behaviour tracker add sanctions 1 and 2 to the student behaviour record.

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 4

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 Sims, 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 (KWB). 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 Guide) 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 if this is deemed appropriate. Furthermore the RP staff may request through the Student Support Provisions Manager and Inclusion Student Support 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 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 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 5 – Suspensions

The Principals' Power to Suspend

The Principals use 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 on Satchel: One and other 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.

Appendix 6 - 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). This screening is done with the permission of the student. If a student refuses to be screened, the parent/carer will be contacted.

SEARCHING

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
- 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, one of the Principals.
- 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
<p>Attendance and punctuality:</p> <p>Students need to show commitment to having attendance above 95% in order to access our highly personalised, broad, ambitious and inclusive curriculum.</p>	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Ensure that their child attends college every day and on time; Contact college via the Gateway App on the morning of the first day of absence, giving reason for absence; Not take their child on holiday during term time. 	<ul style="list-style-type: none"> Attend college every day; Arrive to college and lessons on time. Report to The Hub if they are late.
<p>Behaving the Minsthorpe Way:</p> <p>In lessons students are more motivated to learn in a safe, calm, orderly and supportive environment.</p>	<ul style="list-style-type: none"> Reward 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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.
<p>Behaving the Minsthorpe Way:</p> <p>Outside of lessons students need to feel safe and happy in a caring environment.</p>	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Inform college of any concerns regarding their child's wellbeing and safety, including bullying issues; Agree to and support the sanctions of the college 	<ul style="list-style-type: none"> 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 online safety policy.

	College will	Home will	Students will
<p>Learning the Minsthorpe Way:</p> <p>Students need to show motivation and commitment to their own learning and progress.</p>	<ul style="list-style-type: none"> • Deliver carefully sequenced learning, enabling students to understand and embed skills and knowledge effectively; • Reward 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. 	<ul style="list-style-type: none"> • Show an active interest in their child's learning and progress by routinely referring to Satchel:One; • Read and discuss the termly report with their child; • Attend the annual parents' evening and any other meetings in college. 	<ul style="list-style-type: none"> • 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.
<p>Knowledge Organisers, Home learning and Commitment sessions:</p> <p>Commitment to learning beyond the classroom has an important part to play in helping students achieve.</p>	<ul style="list-style-type: none"> • Post details of home learning on Satchel:One. • Keep parents/carers/ students informed about Commitment Sessions, interventions and additional supportive opportunities. • Give KS3 students a Knowledge Organiser and a workbook. • Provide support and strategies in tutor time with Knowledge Organiser completion. • Check home learning is completed to the expected standard and reward, support and intervene appropriately. 	<ul style="list-style-type: none"> • Encourage their child to complete home learning on time and to a high standard by referring to Satchel:One. • Encourage their child to read every day. • Support their child with Knowledge Organiser completion by referring to the resources on the website, satchel:one and in college. • Ensure their child attends any compulsory commitment sessions, including knowledge commitment and other support sessions. 	<ul style="list-style-type: none"> • Use Satchel:One to organise home learning. • Complete all home learning set to a high standard and submit it on time. • Keep Knowledge Organisers and work books in good condition and replace them promptly if damaged or lost. • Complete Knowledge Organiser home learning each week and show the workbook to their form tutor. • Attend compulsory interventions and commitment sessions when required.
<p>Uniform and equipment:</p> <p>Students wear their uniform with care and pride to represent the college.</p>	<ul style="list-style-type: none"> • Provide clear uniform expectations, including PE kit. • Check students' uniform and equipment daily and provide temporary replacements when necessary. • Confiscate banned items. (This includes misuse of mobile phones, earphones, aerosols, jewellery, other electronic devices and vapes. 	<ul style="list-style-type: none"> • Make sure their child wears the correct uniform every day, including PE kit, when needed. • Make sure their child is fully equipped every day. 	<ul style="list-style-type: none"> • Wear the correct uniform every day, including PE kit when needed. • Come to school fully equipped every day (this includes a bag). • Return any borrowed equipment and uniform.

Signatures Principals:

Chair of Governors:



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 2024 and approved by Governors at their meeting on the 20th February 2024.

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)
February 2024	February 2025	Assistant Principal (Behaviour and Attendance)