



The Minster School

Positive Student Management (Behaviour) Policy

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	Chair SD&P Committee	
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"Whatever you do, work at it with all your heart, as though you were working for the Lord" Colossians 3:23

Section A

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1. Introduction

1.1 Introduction

At the heart of The Minster School is the belief that all students have the right to the best possible quality of education. This is evidenced in our ethos of 'succeeding together', enabling all members of our school community to work together, care for each other and strive to realise their potential in their studies and all other aspects of life. We believe this can only be achieved through working at it with everything you have a belief underpinned by our key teaching ***"Whatever you do, work at it with all your heart, as though you were working for the Lord."* Colossians 3:23**

Our school secures this through high expectations of behaviour implemented by clear recognition and sanctions system, effective routines and a culture underpinned by 'The Minster Way.'

Our Positive Student Management Policy promotes our values of wisdom, optimism, resilience, kindness and service to create an inclusive learning environment where students can develop a thirst for knowledge and flourish in their studies.

We call our approach positive student management. We believe that this leads to positive relationships ensuring effective teaching and learning.

1.2 Structure

We know that students are able to thrive in a well-structured, safe and supportive environment. For this reason, the policy is underpinned by our five school virtues. These are:

Wisdom: Students respond to **clear boundaries** learning right from wrong.

Optimism: Students are **praised and recognised** for doing the right thing.

Resilience: Students will make mistakes and **consequences** help them to correct their behaviours.

Kindness: Students have their **individual needs** understood to support their behaviours.

Service: Students are all seen as equals, receiving a **consistent** approach to student management.

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1.3 Rules

We have a clear set of expectations set out in The Minster Way. These are:

Be Polite

Present ourselves and our work neatly.

Have the correct equipment.

Follow staff instructions.

Treat the school buildings with respect.

Move calmly around the school.

Respect other people, their views and feelings.

Put litter in the bins.

"Whatever you do, work at it with all your heart, as though you were working for the Lord".
Colossians 3:23

1.4 Our expectations

- Crucially, **students** have responsibility for themselves. The Minster School has high expectations of students and the vast majority respond positively.
- **All members of staff** are expected to respond to poor behaviour and to encourage good behaviour.
- The **Year Leaders** are a key part of the school systems. They co-ordinate the response to all student issues and this includes behavioural matters.
- **Teachers** are expected to plan and deliver high quality stimulating lessons which allow all students to make progress.
- **Curriculum Team Leaders** are expected to know what the standard of behaviour is like in their areas, to intervene if they are concerned and to praise as required.
- **Support staff** are expected to reinforce high standards of behaviour across the school.
- **Tutors** are expected to know the behavioural record of their tutees and to intervene, support, and recognise as required.
- **Heads of Key Stage** are expected to have an overview of the standards of behaviour in the key stage and to manage strategies which ensure the highest standards.
- **Senior Leaders** are expected to lead by example. They have a knowledge of behavioural trends and patterns implementing and monitoring interventions as required.

1.5 Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour

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- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

2. Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)

In addition, this policy is based on:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy, and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy

This policy complies with our funding agreement and articles of association.

3. Definitions

Misbehaviour is defined as but not limited to:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform
- Failure to follow staff instructions
- Antisocial behaviour
- Use of mobile phones or other electronic items

Serious misbehaviour is defined as but not limited to:

- Repeated breaches of the school rules, including failure to follow staff instructions
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting

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- Physical behaviour such as interfering with clothes
- Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Failure to follow staff instructions
- Vandalism
- Theft
- Fighting
- Smoking/Vaping
- Antisocial behaviour
- Multiple misbehaviours
- Truancy or leaving the school site without permission
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Imitation weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - E-cigarettes or vapes
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)
 -

4. Bullying

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence

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TYPE OF BULLYING	DEFINITION
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based 	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

Please refer to the schools antibullying policy for further details.

5. Roles and responsibilities

5.1 The governing board

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

5.2 The headteacher

The headteacher is responsible for:

- Reviewing and approving this behaviour policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary

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- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

5.3 Teachers and staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly
- Challenging pupils to meet the school's expectations

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

5.4 Parents and carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

5.5 Pupils

Pupils will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they don't meet the standards
- The pastoral support that is available to them to help them meet the behaviour standards

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Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for pupils who are mid-phase arrivals.

6. School behaviour curriculum

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

6.1 Mobile phones

- Pupils are allowed to have mobile phones with them on-site, but they should not be seen or heard during the school day without the permission of a member of staff
- If a student is seen using their mobile phone during the school day it will be confiscated and available for collection at the end of the day.
- Failure to hand over a mobile phone will result in a further sanction.
- The school does not accept responsibility for and loss or damages to mobile phones on the school premises.

7. Responding to behaviour

7.1 Classroom management

All staff including, Teaching and support staff, are responsible for setting the tone and context for positive behaviour within the school.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the behaviour curriculum or their own classroom rules
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines

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- Communicating expectations of behaviour in ways other than verbally
- Highlighting and promoting good behaviour
- Concluding the day positively and starting the next day afresh
- Having a plan for dealing with low-level disruption
- Using positive reinforcement

7.2 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information please refer to our child protection and safeguarding policy.

7.3 Responding to good behaviour

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Works points are given to recognise behaviours expected through The Minster Way. They are also used when students demonstrate in actions the schools' virtues – wisdom, optimism, resilience, kindness and service. Recognising students promotes high expectations of all students to be their very best, building strong working relationships, built on trust. Recognition is fundamental to building a positive ethos. They should be balanced against the use of the consequence system. It is expected that staff issue recognition and consequences in the ratio 7:1 approximately.

WORKS recognition system celebrating the achievements of our Students.		Certificate	Number of WORKS points
<p>Works points are issued electronically via Satchel One.</p> <p>Tutors share student totals on weekly basis. On a half termly basis the issuing of WORKS points is shared with staff to ensure that staff are consistent in the issuing of points.</p> <p>Students are awarded E-certificates as WORKS points accumulate to the values shown in the table right. These are awarded the week of the half termly house celebration assemblies.</p>		Bronze 1	30
		Bronze 2	60
		Silver 1	100
		Silver 2	150
		Gold 1	200
		Gold 2	250
		Platinum 1	300
		Platinum 2	350
		Head's Award	400
		Governor's Award	450
Recognition	First Level	Second Level	
WORKS point collected on Satchel One.	Email is sent home on the award for a WORKS certificate.	Each WORKS point is entered into the house cup raffle which is drawn during the house celebration assemblies each half term.	

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WORKS tutor award Nominated by the tutor each half term linked to a different virtue of our ethos.	WORKS certificate and token for home bake awarded by the tutor during half termly house celebration assembly.	10 WORKS points issued.
House competition prizes. Each half term a range of house competitions are run from different curriculum areas.	Individual prize awarded related to competition for winner/s	10 WORKS points issued electronically to prize winners via sims.
Department recognition. Recognition from departments to celebrate achievement within curriculum areas.	Teachers nominate students to CTL for their attitude and progress. E-certificate sent home.	10 WORKS points issued.
SLT postcard Awarded when members of the senior leadership team drop into lessons when on call, teachers nominate a student who has consistently worked hard.	Added to sims by member of SLT on call doing lesson drop ins and E-postcards sent home weekly.	1 WORKS point added onto SIMS when entered.
Star Student department award. Organised through Curriculum Team Leaders to recognise students who have really shown their talents within the curriculum area.	E-certificate sent home.	10 WORKS points added onto SIMS when entered.
Tutor group half termly recognition of the tutor group who has worked together to accumulate the most works points.	Half termly spot prize awarded for the key stage 3 and key stage 4 tutor group with most WORKS points.	Token awarded for Aspens home bake in house celebration assembly awarded for tutor group with most WORKS points at key stage 3 and key stage 4.
Head Teachers Commendation to celebrate wider service to the school and community.	Postcard sent home.	10 WORKS points added onto SIMS when entered.
House Points		
House Points are calculated through The number of WORKS points accumulated every half term.	1st place = 40 points 2nd place = 30 points 3rd place = 20 points 4th place = 10 points	The house Cup is awarded to house with most at end of each academic year.
House competitions and department competitions are allocated house points based on the number of entries. Entries are to be submitted electronically.	1st place = 40 points 2nd place = 30 points 3rd place = 20 points 4th place = 10 points No entries = 0 points	

In September there is the Prizegiving Evening, this is a traditional event that celebrates the history of The Minster School. Many of the prizes and bequests to the school that date back many years. Students from all year groups – Year 3 through to year 13 – are invited to receive awards.

Departmental and pastoral awards and evenings are also conducted throughout the year as a celebration of student's effort and achievement.

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7.4 Responding to misbehaviour

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

When students are not following the expectations, it is important that sanctions are used clearly and effectively to ensure that this behaviour does not continue.

When the consequence system is used students will be given clear warnings and reminders of appropriate behaviour choices. This system is used within lessons to challenge behaviour which disrupts the learning environment or social times to challenge inappropriate behaviour which can be immediately modified through the issuing of a consequence allowing students the opportunity to modify their behaviour.

Consequence	Action	Possible behaviours
Setting expectations	Teachers need to set appropriate expectations for behaviour at the start of lessons. At an early-stage rules and routines are implemented that maintain good order and safety.	
Limit Setting	This is usually the first intervention that is used. Limit setting can apply to an individual or a class and can take the form of non-verbal cues, such as a signal of facial expression or a simple direct instruction.	
C1 - Warning	Student is aware they have received a C1 and given a prompt to refocus behaviour.	Not meeting classroom expectations (focus, effort, and progress) low level disruption that distracts the learning focus
C2 - Final Warning	Student aware they have received a second sanction and reminded to modify behaviour. Recorded on SIMS	Not meeting classroom expectations (focus, effort, and progress) Continued low level disruption that distracts the learning focus. Persistent lack of equipment that disturbs accessing lesson. Failure to bring homework.
C3 – 30-minute department Detention	Student aware sanctioned third time sanctioned and reminded to modify behaviour. They are told that they now have an afterschool detention. Recorded as a C3 on Sims and a detention is set in status field.	Escalation of not meeting classroom expectations (focus, effort, and progress) Escalation of low-level disruption that distracts the learning focus. Failure to bring homework.
C3 Other (30 minute Afterschool Detention)	Immediate detention issued. Recorded and detention set on SIMS in status field.	C3 other is issued for- Health and Safety in lessons or social time. Out of bounds. Smoking or vaping by association. Refusing a reasonable request or a general attitude which is considered willfully uncooperative.
C4 - On Call	Use the On-Call system to access support to you lesson. This may be from a Senior Leader, a member of the pastoral team or another member of staff.	When a C4 is used the lesson be visited by a member of staff. A decision will be made as to the best course of action – reintegrating the student into the lesson, moving the student into a nearby space on the corridor. removing the student to the isolation room.

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		The class teacher should inform their CTL of the use of on-call and discuss with them if further sanction/intervention is required.
Serious Incident	A serious incident is logged on CPOMS and sanctioned depending on the severity. These are reviewed at the end of each day by the Year Leader	Swearing at staff, racist/homophobic behaviours, violence towards others

T1 break/lunchtime detentions will also be issued for:

- Minor misbehaviour which may include the following:
- Incorrect or missing uniform
- Lateness to school or lessons
- Chewing gum
- Antisocial behaviour, including not using the allocated toilets.

Failure to accept a T1 sanction or further misbehaviours will result in an escalation of the sanction.

When using the consequence system, we will:

- Focus on the behaviour, not the student:
 - the negative impact of the behaviour shown that the consequence was issued for.
 - Reminder to the student to make the correct choice of behaviour or the system will escalate.
- Allow take-up time.
- Not enter into debate
- Not personalise the issue or behaviour
- Use positive language.
- Notice students being good and use the recognition system as outlined.

Most minor disruptions will cease due to a teacher's skill and the use of the consequence system. However, there will be occasions when there is continued disruption caused by a student.

De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

The school may use 1 or more of the following sanctions in response to unacceptable behaviour, in addition to other escalation techniques or sanctions as deemed appropriate:

- Sending the pupil out of the class
- A verbal reprimand and reminder of the expectations of behaviour
- Setting of written tasks such as an account of their behaviour
- Expecting work to be completed at home, or at break or lunchtime
- Detention at break or lunchtime, or after school
- Loss of privileges – for instance, the loss of a prized responsibility or participating in extra curricula club/role
- School-based community service, such as tidying a classroom
- Referring the pupil to a senior member of staff

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- Letter or phone call home to parents/carers
- Agreeing a behaviour contract
- Putting a pupil 'on report'
- Removal of the pupil from the classroom
- Suspension
- Permanent exclusion, in the most serious of circumstances

Personal circumstances of the pupil will be taken into account when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

7.5 Detention system

To encourage students to be their best we use a tiered system which makes clear both the escalation of consequence and to encourage students to recognise and correct any poor behaviour at an early stage.

Missed detentions escalate –

Missing detention → SLT after school → Internal exclusion + detention time

Break/Lunchtime detention

- For minor misbehaviour.

Afterschool Detention (curriculum)

- 30 minutes run by department areas

Afterschool Detention (pastoral)

- 30 minutes run by pastoral team

SLT school detention

- 60-minute detention after school staffed by SLT.
- This detention is primarily for: serious and escalation from the departmental or pastoral system.

7.6 Internal Exclusions

Internal exclusions are used as an intervention by the On call member of staff, members of the senior leadership team or pastoral team. Students are internally excluded either because they have been removed from a single lesson due to a C4 or for a more serious incident.

When the decision to internal exclude a student for a serious incident (not a lesson withdrawal) is made -

Parents should be contacted and given an outline of the reason for internal exclusion.

Expectations are shared with parents so these can be reinforced at home with the student.

Request a packed lunch (if at all possible). If requesting lunch from the school canteen, then a meal deal will be brought to internal exclusion room by the student's year leader.

Internal exclusion logged on Satchel/SIMS.

Year Leader/ Key stage leader/ Inclusion team member to request work for the internal exclusion period

7.7 Reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others

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- Damaging property
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents/carers

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

7.8 Off-site misbehaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

7.9 Online misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

7.10 Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the designated safeguarding lead or deputy safeguarding lead will make the report.

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The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

8. Serious sanctions

8.1 Detention

When imposing a detention, the school will consider whether doing so would:

- Compromise the pupil's safety
- Conflict with a medical appointment
- Prevent the pupil from getting home safely
- Interrupt the pupil's caring responsibilities

The school will use three types of detentions: break/lunchtime, afterschool and SLT.

To encourage students to be their best we use a tiered system which makes clear both the escalation of consequence and to encourage students to recognise and correct any poor behaviour at an early stage.

Missed detentions escalate –

Missing detention → Next detention level → Internal exclusion + detention time

Break/Lunchtime detention

- For wearing uniform incorrectly and morning lateness.
- 10 Minute detentions at the start of lunch held in the main hall.

Afterschool Detention (curriculum)

- 30 minutes run by department areas

Afterschool Detention (pastoral)

- 30 minutes run by pastoral team

SLT school detention

- 60-minute detention on Thursdays socially distanced in the hall/break out spaces staffed by SLT.
- This detention is primarily for: serious incidents including purposeful breaking of the social distancing rules, and escalation from the departmental system.

8.2 Internal Exclusion

If a student fails to attend a C4 detention or has been issued time in internal exclusion due to their behaviour they will be hosted in the school's internal exclusion area for the designated amount of time.

During the Internal Exclusion

- Students should hand in mobile phones for the duration of the internal exclusion.
- Students wear the correct uniform smartly (Incorrect uniform removed)
- Bring with them a refillable water bottles, snacks for break time and a packed lunch. If a student has FSM or does not have a packed lunch with them a cold meal deal will be provided.
- Students complete the work set in silence.
- All work is completed to the expected standard.
- Instructions from members of staff are followed every time.
- Students sit up properly – no heads on desks.
- Students raise their hand to speak to a member of staff.

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Consequences of poor behaviour in Internal Exclusion

1. **First Warning** – including the explanation of this series of consequences.
2. **Final Warning**
3. **Contact home** to discuss behaviour and a further period in Internal Exclusion to show that student can behave to the required standard.
4. **Sent home and suspended for the following day.** A meeting with parents is arranged. Return to Internal Exclusion to show that you can behave to the required standard.

8.3 Removal from classrooms

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time.

Pupils who have been removed will continue to receive education under the supervision of a member of staff which is meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Maintain the safety of all pupils
- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regain calm in a safe space

Pupils who have been removed from the classroom will be hosted in a 6th form lesson (unless other reasonable judgments are considered appropriate), and may be hosted from their next lesson (s) as deemed appropriate.

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher.

Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents/carers will be informed on the same day that their child is removed from the classroom.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as but not limited to:

- Meetings with learning coaches
- Use of teaching assistants
- Short-term behaviour report cards
- Long-term behaviour plans
- Pupil support units
- Multi-agency assessment

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal, and any protected characteristics of the pupil in the behaviour log.

8.3 Suspension and permanent exclusions

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions.

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The decision to suspend or exclude will be made by the headteacher and only as a last resort.

Please refer to Section B for more information.

8.4 Alternatives provision Arrangements

As an alternative measure senior staff may, with the Head Teacher's approval and only then, in limited circumstances, make arrangements for a student to be educated away from mainstream classes or off site.

9. Responding to misbehaviour from pupils with SEND

9.1 Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

Our approach for students with SEND may include, but is not limited to:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism
- Use of separation spaces (sensory zones or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload

9.2 Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- Was the pupil unable to understand the rule or instruction?
- Was the pupil unable to act differently at the time as a result of their SEND?
- Is the pupil likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is 'yes', it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

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9.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents/carers to create the plan and review it on a regular basis.

9.4 Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the matter. If appropriate, the school may request an emergency review of the EHC plan.

The local authority contact details for Nottinghamshire are - lcds.duty@nottscc.gov.uk

10. Supporting pupils following a sanction

Following a sanction, the school will consider strategies to help the pupil to understand how to improve their behaviour and meet the expectations of the school.

This could include measures like, but are not limited to:

- Reintegration meetings
- Daily/weekly contact with the pastoral lead
- Termly meetings with a senior leader if attending of site provision
- Support sessions
- A report card with personalised behaviour goals/targets

11. Pupil transition

11.1 Inducting incoming pupils

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

11.2 Preparing outgoing pupils for transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information relating to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

12. Training

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- The needs of the pupils at the school

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- The proper use of restraint
- How SEND and mental health needs can impact behaviour
- Best practice for dealing with behaviour and deescalation

Behaviour management will also form part of continuing professional development.

13. Monitoring arrangements

13.1 Monitoring and evaluating behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusions and suspensions
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Perceptions and experiences of the school behaviour culture for staff, pupils, governors and other stakeholders (via anonymous surveys or views at relevant meetings)

The data will be analysed every half term by the behaviour lead.

The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff
- By gender
- By vulnerable groups

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle them.

13.2 Monitoring this policy

This behaviour policy will be reviewed by the headteacher and by the member of the governing body responsible for behaviour oversight at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1). At each review, the policy will be approved by the designated governing sub-committee.

14. Links with other policies

This behaviour policy is linked to the following policies Child protection and safeguarding policy

- Physical restraint policy
- Child protection and safeguarding policy
- Antibullying policy
- Health and safety policy
- Attendance policy

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Section B: MITRE approaches to managing behaviour in schools

1 Prohibited items

- Possession of any prohibited items constitutes serious misbehaviour. These are:
- Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images
 - Vapes and vape related items
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

2 Searching, Screening and Confiscation

Where there is a need for searching, screening and confiscation, they are conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

2.1 Confiscation

Any prohibited items (listed in section 1) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

2.2 Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness they should immediately report this to another member of staff, and ensure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

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A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil's co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the senior leader on duty, to try and determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules.

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desks or lockers.

Outer clothing includes:

- Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes, boots

Searching pupils' possessions

Possessions means any items that the pupil has or appears to have control of, including:

- Desks
- Lockers
- Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the school rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3
- If they believe that a search has revealed a safeguarding risk

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All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school's safeguarding system.

Informing parents

Parents will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

2.3 Strip searches

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the [Police and Criminal Evidence Act 1984 \(PACE\) Code C](#).

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item.

Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the pupil(s) involved. Staff retain a duty of care to the pupil involved and should advocate for pupil wellbeing at all times.

Communication and record-keeping

Where reasonably possible and unless there is an immediate risk of harm, staff will contact at least 1 of the pupil's parents to inform them that the police are going to strip search the pupil before strip search takes place, and ask them if they would like to come into school to act as the pupil's appropriate adult. If the school can't get in touch with the parents, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for the role of the appropriate adult).

The pupil's parents will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises, and monitor them for any trends that emerge.

Who will be present

For any strip search that involves exposure of intimate body parts, there will be at least 2 people present other than the pupil, except in urgent cases where there is risk of serious harm to the pupil or others.

One of these must be the appropriate adult, except if:

- The pupil explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, **and**
- The appropriate adult agrees

If this is the case, a record will be made of the pupil's decision and it will be signed by the appropriate adult.

No more than 2 people other than the pupil and appropriate adult will be present, except in the most exceptional circumstances.

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The appropriate adult will:

- Act to safeguard the rights, entitlement and welfare of the pupil
- Not be a police officer or otherwise associated with the police
- Not be the headteacher
- Be of the same sex as the pupil, unless the pupil specifically requests an adult who is not of the same sex

Except for an appropriate adult of a different sex if the pupil specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the pupil could be seen by anyone else.

Care after a strip search

After any strip search, the pupil will be given appropriate support, irrespective of whether any suspected item is found. The pupil will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

Staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.

Any pupil(s) who have been strip searched more than once and/or groups of pupils who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

2.4 Screening

The school does not regularly screen students. If screening is required the DfE guidance is followed - [Searching, Screening and Confiscation \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/612212/Screening_and_Confiscation.pdf)

For pupils with SEND reasonable adjustment will be made, including presence of a parent before any screening take place.

If a student refuses to be screen parents and the police will be contacted.

3 Child on child abuse, sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care

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- Report to the police

Please refer to section 7.7-7.10 of our Child Protection and Safeguarding Policy, and the Child on Child Abuse Policy, for more information.

4 Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

5 Suspensions and Exclusions

5.1 Definitions

Suspension – when a pupil is removed from the school for a fixed period. This was previously referred to as a 'fixed-term exclusion'.

Permanent exclusion – when a pupil is removed from the school permanently and taken off the school roll. This is sometimes referred to as an 'exclusion'.

5.2 Aims

We are committed to following all statutory exclusions procedures to ensure that every child receives an education in a safe and caring environment.

All MITRE schools aim to:

- Ensure that the exclusions process is applied fairly and consistently
- Help governors, trustees, staff, parents and pupils understand the exclusions process
- Ensure that pupils in school are safe and happy
- Prevent pupils from becoming NEET (not in education, employment or training)
- Ensure all suspensions and permanent exclusions are carried out lawfully

5.3 A note on off-rolling

All MITRE schools are aware that off-rolling is unlawful. Ofsted defines off-rolling as:

"The practice of removing a pupil from the school roll without a formal, permanent exclusion or by encouraging a parent to remove their child from the school roll, when the removal is primarily in the interests of the school rather than in the best interests of the pupil."

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We will not suspend or exclude pupils unlawfully by directing them off site, or not allowing pupils to attend school:

- Without following the statutory procedure or formally recording the event, e.g. sending them home to 'cool off'
- Because they have special educational needs and/or a disability (SEND) that the school feels unable to support
- Due to poor academic performance
- Because they haven't met a specific condition, such as attending a reintegration meeting
- By exerting undue influence on a parent to encourage them to remove their child from the school

5.4 Legislation and statutory guidance

This policy is based on statutory guidance from the Department for Education: [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#).

It is based on the following legislation, which outlines schools' powers to exclude pupils:

- Section 51a of the Education Act 2002, as amended by the Education Act 2011
- The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012

In addition, the policy is based on:

- Part 7, chapter 2 of the [Education and Inspections Act 2006](#), which sets out parental responsibility for excluded pupils
- Section 579 of the [Education Act 1996](#), which defines 'school day'
- The [Education \(Provision of Full-Time Education for Excluded Pupils\) \(England\) Regulations 2007](#), as amended by [The Education \(Provision of Full-Time Education for Excluded Pupils\) \(England\) \(Amendment\) Regulations 2014](#)
- [The Equality Act 2010](#)
- [Children and Families Act 2014](#)

5.5 Deciding whether to suspend or exclude

Only the headteacher, or acting headteacher, can suspend or permanently exclude a pupil from school on disciplinary grounds. The decision can be made in respect of behaviour inside or outside of school. The headteacher will only use permanent exclusion as a last resort, and in agreement with the Chief Executive Officer.

A decision to suspend or exclude a pupil will be taken only:

- In response to serious or persistent breaches of the school's behaviour policy, **and**
- If allowing the pupil to remain in school would seriously harm the education or welfare of others

Before deciding whether to suspend or exclude a pupil, the headteacher will:

- Consider all the relevant facts and evidence on the balance of probabilities, including whether the incident(s) leading to the exclusion were provoked
- Allow the pupil to give their version of events
- Consider whether the pupil has special educational needs (SEN)
- Consider whether the pupil is especially vulnerable - e.g. the pupil has a social worker, or is a looked-after child (LAC)
- Consider whether all alternative solutions have been explored, such as off-site direction or managed moves

The headteacher will consider the views of the pupil, in light of their age and understanding, before deciding to suspend or exclude, unless it would not be appropriate to do so.

Pupils who need support to express their views will be allowed to have their views expressed through an advocate, such as a parent or social worker.

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The headteacher will not reach their decision until they have heard from the pupil, and will inform the pupil of how their views were taken into account when making the decision.

5.6 Conducting suspensions and exclusions

The processes used by each MITRE school and the trust as a whole in suspension or exclusion of a pupil will follow the statutory guidance from the DfE: [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#).

The statutory guidance relates to:

- Informing parties about a suspension or exclusion
- Providing or arranging education
- Monitoring suspensions and exclusions
- Considering reinstatement
- Independent review
- Amending registers
- Reintegration following suspension

6 Monitoring and evaluating behaviour policy and practice

6.1 School monitoring of behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusion and suspension
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed every half term by Laura Goodhead – Deputy Head Teacher (Inclusion) and Angela Zannetou – Assistant Head Teacher (Attendance and Safeguarding).

The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle it.

6.2 Monitoring this policy

Section A of the Behaviour Policy will be reviewed by the Head Teacher and the Local Governing Body at least every two years, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 4.1).

Section B of the behaviour policy will be reviewed by the MITRE Standards and Effectiveness Committee every two years, or more frequently, if needed, to address findings from schools. At each review, the policy will be approved by the Board of Trustee

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7 Legal Duties

Each MITRE school and the trust as a whole recognise their legal duties under the Equality Act 2010, and in terms of safeguarding and supporting pupils with special educational needs (SEN).

It therefore recognises that some pupils require a more sensitive and differentiated approach and that we must ensure that the behaviour policy does not unintentionally discriminate against certain groups.

The school will record and monitor behaviour incidents, looking for patterns, so that we can make sure particular groups are not more affected by the policy than other groups. If patterns are found, we will take further action to adjust approaches, systems and processes, to train staff and to work effectively with individual pupils and groups of pupils.

This policy complies with our funding agreement and articles of association.

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Minster Junior School



ADDENDUM TO BEHAVIOUR POLICY FOR STUDENTS IN KEY STAGE 2

March 2023

**“Whatever you do, work at it with all your heart as though you
were working for the Lord”
Colossians 3:23**

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“Whatever you do, work at it with all your heart, as though you were working for the Lord” Colossians 3:23

'Whatever you do, work at it with all your heart, as though you were working for the Lord'



Be polite



Present ourselves and our work neatly



Have the correct equipment



Follow staff instructions



THE MINSTER WAY

Treat the school buildings with respect



Move calmly around the school



Respect other people, their views and feelings



Put litter in the bins



CLASSROOM CONSEQUENCES

C1

WARNING

Not meeting the classroom expectations (focus, effort, progress)

C2

FINAL WARNING

Continuing to not meet the classroom expectations

C3

DEPARTMENT DETENTION

Escalation of not meeting the classroom expectations

C4

ON CALL

Persistently failing to meet the classroom expectations

C3

OTHER

DETENTION

- Health and safety breach
- Refusing a reasonable request
- Wilfully uncooperative

RECOGNITION

WORKS points are issued in recognition for demonstrating the school's virtues:

WISDOM - OPTIMISM - RESILIENCE - KINDNESS - SERVICE

Bronze 1 for 30 pts

Bronze 2 for 60 pts

Silver 1 for 100 pts

Silver 2 for 150 pts

Gold 1 for 200 pts

Gold 2 for 250 pts

Platinum 1 for 300 pts

Platinum 2 for 350 pts

Head's Award for 400 pts

Governors' Award for 450 pts

Each WORKS point secures an entry into the House Cup Raffle

PRESENTATION OF WORK



Work should always be set out neatly - best handwriting



All diagrams to be drawn in pencil - tables and charts using a ruler



All work to have a title and date which are underlined using a ruler

Work should be written in blue or black pen



Mistakes should be crossed out with a single line



There should be no graffiti or doodling on your work



'Whatever you do, work at it with all your heart, as though you were working for the Lord'

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Aim

This policy is intended to sit alongside the Minster School behaviour and consequences (The Minster Way) policy but is designed to fit more within a primary school context, allowing children of primary age to benefit from further opportunities to reflect and discuss behavioural issues before they are subject to the consequences at C2 or above.

We aim to:

- Achieve high standards of behaviour, attainment and progress
- Help our pupils become responsible, independent and active citizens, who are able to make a positive contribution to society
- Help our pupils lead a healthy and safe lifestyle
- Help our pupils to work and play co-operatively
- Help our pupils respect themselves, others and the environment
- Help our pupils become happy and confident

We have a positive behaviour policy that seeks to recognise, reward and promote good behaviour and we aim to enable children to self-regulate their behaviour in preparation for the secondary school.

Class Rewards

Each class has a 'Connect Four' board. Good behaviour from the class earns Connect Four tokens to put into the board. This is designed to promote team work and collective responsibility. Teachers can award tokens if children have followed the Minster Way rules as a collective, demonstrated excellent participation and collaboration. When the class has completed a column, they have a class mini-treat (5-10 mins. duration) chosen by the class, in consultation with the class teacher. 6 tokens make up a column and there are 7 columns on the board.

Examples of mini-treats: extra playtime, extra story, cup of hot chocolate, drawing session, mini-tootle.

If the class manage to fill the board within a half term, they get a major-treat, chosen by the class, in consultation with the class teacher.

Examples of major-treat: P.E. session of their choice, water fight (summer term), DVD, fast food treat.

The Connect Four board is emptied every term and the collection begins again in the new term.

Individual rewards

Children are awarded stickers (WORKS stickers by their class teacher, which they can save in a manner agreed by the class (class chart, individual chart etc). Stickers that are awarded by other members of staff can be displayed in a manner chosen by each individual child, (but not on their chart).

Children can receive merit certificates from all staff members.

Star of the week certificates are presented to pupils weekly for recognition of a child's excellent work or attitude to learning.

Head of School awards are given to a child who has demonstrated excellence in respect to one of the Minster Way virtues.

Postcards home — teachers will also have the opportunity to celebrate your child's achievement with a postcard home.

Classroom consequences in the Junior School

Although we continue to follow the Minster Way, the Junior School team feels that primary-aged children need more of an opportunity to adopt good learning behaviours so we are trialling the following approach this year.

Succeeding Together

"Whatever you do, work at it with all your heart, as though you were working for the Lord" Colossians 3:23

Children who do not follow the Minster Way have their name recorded by the teacher as a warning with initials on a behaviour sheet which is kept by the class teacher.

A second incident results in a number being recorded next to their name (1-8), depending on which Minster Way rule they have failed to follow:

- | | |
|--|---|
| 1) Be polite | 5) Treat the school buildings with respect |
| 2) Present ourselves and our work neatly | 6) Move calmly around the school |
| 3) Have the correct equipment | 7) Respect other people, their views and feelings |
| 4) Follow staff instructions | 8) Put litter in bins |

The child must then spend a short period 'cooling off' to think about their behaviour. They will then get a chance to discuss their behaviour with the teacher.

A third incident results in the same process except that this time the child is sent to another classroom to observe and record examples of good behaviour.

Should a fourth incident occur within the same week, the child moves on to C2, which is a final warning and leads to the recording of a behaviour point.

Initials and numbers will remain on the behaviour sheet for a week and will be erased at the end of the week or in the event of a C2. We believe that this system of sanctions gives children sufficient opportunity to reflect on their behaviour and learn from their mistakes in a supportive way.

Behaviour /coverage of policy

The same high standards of behaviour are expected of our pupils when in other areas of the Minster School and off-site and all teachers involved in their education will apply the same system of consequences. In practice, this means during day trips, residential visits and sporting events/fixtures.

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