The Minster School

Positive Student Management (Behaviour) Policy

Approved by:	David Shannon	**Date:** 06/10/2026
	Chair of Governors	
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Succeeding Together

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

Section A

Contents

1. Introduction	**3**
2. Legislation, statutory requirements and statutory guidance	**4**
3. Definitions	**5**
4. Bullying	**6**
5. Roles and responsibilities	**7**
6. School behaviour curriculum	**9**
7. Responding to behaviour	**12**
8. Serious sanctions	**19**
9. Responding to misbehaviour from pupils with SEND	**21**
10. Supporting pupils following a sanction	**23**
11. Pupil transition	**23**
12. Training	**23**
13. Monitoring arrangements	**24**
14. Links with other policies	**24**
15. Addendum to Behaviour Policy for students in Key Stage 2	**25**

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.

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

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.
- **Parents and carers** are expected to support the school's behaviour expectations, to take concerns raised by staff seriously, and to work constructively with the school to address poor behaviour.

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
- 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 2024
- 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
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Special Educational Needs and Disability (SEND) Code of Practice
- Sharing nudes and semi-nudes: advice for education settings working with children and young people

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 (our uniform expectations and associated sanctions can be found here: documents.asp)
- 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
    - 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, misogynistic, homophobic, biphobic, transphobic, ableist, religiously discriminatory or otherwise discriminatory behaviour, including behaviour targeting a person because of a protected characteristic.
- Possession of any prohibited items. These are:
    - Knives or weapons
    - Imitation weapons
    - Alcohol
    - Illegal drugs
    - Stolen items
    - Tobacco and cigarette papers, including snus

- E-cigarettes or vapes or vape related items
- Fireworks, flares or explosive items
- Dangerous chemicals
- 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
Prejudice-based and discriminatory, including: • 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
- 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
- Communicating with parents and carers following significant or repeated behaviour incidents, sharing concerns and working collaboratively to support the pupil's behaviour and wellbeing

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

5.4 Parents and carers

Parents and carers are expected to:

- 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 or year team promptly

- Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions)
- Raise concerns about the management of behaviour directly with the school through the appropriate channels, while continuing to work constructively and respectfully in partnership with the school
- Support the school's decisions regarding behaviour, including reasonable sanctions and consequences, while using the school's established procedures to raise any concerns or disagreements
- Communicate respectfully and constructively with school staff, including when they disagree with a decision or consequence
- Respond to requests from the school for meetings or discussions about behaviour in a timely manner
- Encourage their child to take responsibility for their behaviour and understand the impact of their actions on others
- Work with the school to identify and address underlying factors which may be contributing to their child's behaviour, where appropriate
- Take part in the life of the school and its culture

The school will work in partnership with parents and carers by keeping them informed about their child's behaviour and relevant aspects of the school's behaviour policy, and by working collaboratively with them to address behavioural concerns and support positive change.

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

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 (our uniform expectations and associated sanctions can be found here: documents.asp)
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

Teaching and reinforcing behaviour expectations

Behaviour expectations and routines are explicitly taught, modelled and reinforced throughout the school day. This includes through lessons, tutor time and acts of worship, and through the use of culture slides and other whole-school communications such as tutor notices. Staff will regularly remind pupils of expectations and explicitly teach routines where necessary, particularly at the beginning of the academic year and following periods of disruption or change.

All staff are expected to apply the school's behaviour expectations and routines consistently. Staff should use agreed language, routines and responses to promote a predictable, calm and positive environment for all pupils.

Responding to behaviour incidents

Where behaviour falls below the school's expectations, staff will respond promptly, calmly and consistently in line with the behaviour policy. This may include addressing the behaviour directly, recording the incident, applying an appropriate sanction and contacting parents or carers where appropriate. Staff should seek to ensure that pupils understand the behaviour concern and have the opportunity to reflect, repair and make a positive choice going forward.

Embedding our behaviour culture

The school's behaviour culture is reinforced through everyday interactions and across the wider school experience, including tutor time, culture slides, acts of worship, recognition and celebration of positive behaviour, and opportunities for pupils to reflect on and develop their behaviour.

Positive behaviour is explicitly recognised and reinforced through praise, rewards and other appropriate recognition, with staff encouraged to notice and acknowledge pupils who demonstrate the school's values and expectations.

Staff training and development

Staff receive regular training and professional development on behaviour expectations, routines and responses. This includes induction and INSET, continuing professional development and learning (CPDL), weekly staff briefings and other training or support as required. Training will be informed by the school's behavioural trends, identified areas for development and the needs of staff and pupils.

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

6.1 Mobile phones and smart devices

- The school is a **mobile phone and smart device-free environment throughout the school day**. This expectation applies to all pupils and is intended to support a calm, safe and focused environment in which all pupils can learn.

- For the purposes of this policy, **smart devices** include mobile phones and any other device with similar functionality, including devices which can send or receive messages or notifications, or record audio or video. This includes, but is not limited to, mobile phones, smartwatches, tablets and iPads.

Expectations

- Pupils may bring a mobile phone or smart device onto the school site at their own risk.
- Once pupils enter the school gates, mobile phones and smart devices must be **switched off and out of sight** and must remain so until pupils have left the school gates at the end of the school day.
- Devices should be kept securely in a pupil's bag or locker and must not be visible or audible.
- The expectation applies throughout the school day, including **lessons, tutor time, movement between lessons, breaktimes and lunchtimes**.

- The expectation also applies to areas such as the medical room, D69, C57 and other areas of the school site.
- Pupils must not use a mobile phone or smart device for any purpose during the school day. This includes, but is not limited to, messaging, making or receiving calls, taking photographs or recordings, accessing the internet, listening to music, using a calculator or checking a timetable.
- Mobile phones and smart devices must not be used as part of a lesson or learning activity. Where technology is required for learning, the school will provide or direct pupils to an appropriate alternative.
- Pupils must not contact parents or carers using a mobile phone or smart device during the school day. If parents or carers need to contact their child during the school day, they should contact the school. The school will support communication with home where necessary, particularly in an emergency.
- These expectations also apply to after-school clubs taking place on the school site unless a member of staff has specifically given permission for a device to be used.
- The school will communicate these expectations clearly to pupils and parents and will reinforce them regularly through the school's behaviour curriculum.

Sanctions

- A breach of the mobile phone and smart device expectations will be treated as a behaviour incident and will result in the device being confiscated.

First breach in a half term:

- The device will be confiscated and retained until the end of the school day.
- The pupil will receive a one-hour after-school detention.

Second breach in a half term:

- The device will be confiscated and retained until the end of the school day.
- The pupil will receive a one-hour after-school detention.
- The pupil will be placed on a one-week daily device hand-in arrangement.
- Where a pupil is required to have a device for their journey to or from school, parents or carers may request that the device is retained by the school during the school day. In these circumstances, the device must be handed in at Student Services at the start of each school day and will be returned at the end of the school day.

Failure to hand in a device or being found in possession of a device during a hand-in period, will result in further sanctions.

Persistent breaches or non-compliance may result in:

- Extended device hand-in
- Internal exclusion
- Suspension

Refusal to hand over a device

- Refusal to hand over a mobile phone or smart device when instructed by a member of staff is a **serious disciplinary matter**. It may result in escalated sanctions, including internal exclusion and/or suspension.

Exceptions and reasonable adjustments

- Exceptions to this policy will be considered only where there is a specific and legitimate reason, including medical, SEND or safeguarding circumstances.
- Any exception must be agreed **in advance and in writing** through the school's agreed process. Depending on the circumstances, this may involve the pupil's Year Leader or Key Stage Leader, the SENCO and/or the Deputy Head Teacher for Inclusion.
- Not all medical, SEND or safeguarding circumstances will require an exemption. Requests will be considered on a **case-by-case basis**, taking account of the individual pupil's needs and the school's legal duties, including the duty to make reasonable adjustments where applicable. The DfE guidance expressly recognises that schools must consider reasonable adjustments and other exceptional circumstances. GGOV.UK

Sixth Form

- Sixth Form pupils are expected to demonstrate increased independence and responsibility while continuing to comply with the school's behaviour expectations.
- Mobile phones and smart devices must not be seen or heard in areas of the school accessed by younger pupils.
- Permitted use is restricted to the **Sixth Form Café, Study Room and Sixth Form IT Room**, and to classrooms where use has been specifically directed by a subject teacher.
- Smart devices, including headphones, must not be seen or used in corridors or communal spaces.
- Laptops and tablet devices may be used in areas such as the library and Heart Space for schoolwork purposes, in accordance with the school's expectations for appropriate use.
- Breaches of these expectations will result in confiscation until the end of the school day and may result in further sanctions in accordance with the behaviour policy.
- This approach is consistent with the DfE guidance, which specifically allows schools to consider limited and controlled access for Sixth Form pupils while requiring them to remain subject to the school's behaviour policy.

Responsibility and security

- Pupils bring mobile phones and smart devices onto the school site **at their own risk**. The school accepts no responsibility for loss, theft or damage to a device, including while a device is being confiscated or held by the school.

Further information

Further information about the school's Mobile Phone and Smart Device Policy, including a video explaining the changes, is available on the school website:

The Minster School - Mobile Phone & Smart Device Policy Updates

The school's policy has been developed in line with the Department for Education's statutory guidance:
Mobile phones in schools - GOV.UK

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 Minster Way and their own classroom rules where applicable
- Develop a positive relationship with pupils, which may include:
    - Greeting pupils in the morning/at the start of lessons
    - Establishing clear routines
    - 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.

The school recognises that some behaviour incidents, particularly those involving discriminatory language or behaviour, sexual harassment, sexual violence, bullying, prejudice or child-on-child abuse, may also constitute safeguarding concerns. Such incidents will be recorded and referred to the Designated Safeguarding Lead (DSL) in accordance with the Child Protection and Safeguarding Policy.

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
Works points are issued electronically via Satchel One. 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. 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. There will also be a House Cup draw each half-term.	Bronze 1	25
	Bronze 2	50
	Silver 1	75
	Silver 2	100
	Gold 1	125
	Gold 2	150

		SPECIAL RECOGNITION AWARDS: These will be awarded to students towards the end of the year, who have consistently epitomised our WORKS values and our Minster Way: • Platinum Award • Head Teacher's Award • Governors' Award
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.
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 ay key stage 3 and key stage 4.
Head Teacher's 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.

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 Satchel One	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 Satchel One 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. 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 My Concern and sanctioned depending on the severity. These are reviewed at the end of each day by the Year Leader **Where a serious incident raises a safeguarding concern, staff must record the incident on MyConcern and ensure it is brought to the attention of the DSL or Deputy DSL as soon as reasonably practicable.**	Serious incidents include, but are not limited to, swearing at or threatening staff, discriminatory or prejudicial behaviour, violence, bullying, harassment, sexual misconduct, deliberate damage, theft, possession of prohibited items or substances, and serious defiance.

T1 break/lunchtime detentions will also be issued for:

- Minor misbehaviour which may include the following:
- Incorrect or missing uniform (our uniform expectations and associated sanctions can be found here: documents.asp)
- 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 one 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
- 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, the school uses a tiered detention system which provides a clear escalation of consequences and supports students to recognise and correct poor behaviour at an early stage.

Detentions may be issued without parental consent. The school will consider the individual circumstances of the student when issuing a detention (such as transport home), but the agreement of parents and carers is not required fora detention to be issued. Behaviour in schools: sanctions and exclusions: School behaviour policy - GOV.UK

Missed detentions escalate –
Missing detention → SLT after school → Internal exclusion + detention time

Break detention

- For minor misbehaviour.

Afterschool Detention (curriculum)

- 30 minutes run by department areas

Afterschool Detention (pastoral)

- 30 minutes run by pastoral team

SLT after-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 Exclusion/Internal Suspension

Internal exclusion is a short-term, supervised intervention used to provide a calm and structured environment away from a student's usual lessons. Its purpose is to protect learning, reinforce behavioural expectations, allow students to reflect on incidents and support a successful return to lessons. Internal exclusion may be used following a C4 lesson removal or in response to a more serious incident.

Internal exclusion is not intended to be isolation or seclusion. Students will remain supervised, will be expected to complete appropriate curriculum work and, where appropriate, will be supported to reflect on their behaviour and identify how they can make a positive return to lessons.

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

- Parents and carers should be contacted and given an outline of the reason for the internal exclusion.
- Expectations should be shared with parents and carers so that these can be reinforced at home with the student.
- Parents and carers should be asked to provide a packed lunch where possible. Where a school meal is required, a meal deal will be brought to the internal exclusion room by the student's Year Leader.
- The internal exclusion should be logged on Satchel/SIMS.
- The Year Leader, Key Stage Leader or member of the Inclusion Team should request appropriate work for the internal exclusion period.
- Students are expected to remain engaged with their learning throughout the internal exclusion period.
- Where appropriate, students will be given an opportunity to reflect on the incident, take responsibility for their actions and consider how they can make positive choices in future.

The school will consider the individual circumstances and needs of the student when using internal exclusion, including any relevant SEND, medical, safeguarding or other factors, and will make reasonable adjustments where appropriate.

7.7 Reasonable force

The use of reasonable force and other restrictive interventions will be managed in accordance with the school's Restrictive Interventions and Reasonable Force Procedure. This procedure reflects the Department for Education's statutory guidance "Restrictive interventions, including use of reasonable force, in schools" (April 2026) and sets out the school's approach to prevention, de-escalation, intervention, recording, reporting, parental communication, monitoring and staff training.

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.

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, 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 detention

- For wearing uniform incorrectly, morning lateness, anti-social behaviour and being out of bounds
- 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 in the hall/break out space

SLT school detention

- 60-minute detention in the hall/break out space staffed by SLT.
- This detention is primarily for: serious incidents and escalation from the departmental system.

8.2 Internal Exclusion / Internal Suspension

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.

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 or persistent 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 may be hosted in a 6th form lesson (unless other reasonable adjustments 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 Year Leaders/Key Stage Leaders
- Use of SENSAs (Special Educational Needs Support Assistants)
- Short-term behaviour report cards
- Long-term behaviour plans
- Inclusion unit sessions
- 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.

Examples of serious incidents may include but are not limited to:

- Swearing or other verbal abuse towards staff
- Throwing items off the balcony
- Filming in school
- Sharing images and/or videos of students
- Inappropriate comments on social media
- Failure or refusal to follow staff instructions
- Inappropriate comments and/or physical conduct towards other students
- Racist, sexist, misogynistic, homophobic, biphobic, transphobic, ableist, religiously discriminatory or otherwise discriminatory behaviour, including behaviour targeting a person because of a protected characteristic.
- Offsite misbehaviour in relation to section 7.8
- In possession of a prohibited item

The decision to suspend or exclude will be made by the headteacher and only as a last resort. Consideration will be made as to whether an internal suspension may be more appropriate before a decision is made.

Please refer to Part B for more information.

8.4 Alternatives Provision Arrangements

As an alternative measure, senior staff may, with the Head Teacher's approval and only in limited circumstances, arrange for a student to be educated away from their usual mainstream classes or off site. This may include temporary off-site direction or formal alternative provision (part-time or full-time). A managed move may also be considered where it is in the student's best interests and is agreed by all relevant parties.

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.

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 following a suspension – these are a requirement of the school and should be completed face-to-face with students present (reasonable adjustments may be made in exceptional circumstances)
- Daily/weekly contact with the Year Leader/Key Stage Leader – and review meetings where appropriate
- Termly meetings with a senior leader if attending off site provision
- Support sessions
- A report card with personalised behaviour goals/targets
- Restorative conversations and/or meetings
- 1:1 or group support sessions related to the incident
- Support from the inclusion unit
- External Agency support

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

Behaviour management will also form part of continuing professional development – including weekly pastoral briefings and fortnightly inclusion meetings.

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 oversite 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
- SEND policy
- Mental health policy

15. Addendum to Behaviour Policy for students in Key Stage 2

Minster Junior School



ADDENDUM TO BEHAVIOUR POLICY FOR STUDENTS IN KEY STAGE 2

August 2026

"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 expectations
C3
DEPARTMENT DETENTION
Escalation of not meeting the classroom expectations
C4
ON CALL
Persistently failing to meet the expectations
C3 OTHER
DETENTION
- Health and safety breach
- Refusing a reasonable request
- Willfully uncooperative
RECOGNITION
WORKS points are issued in recognition for demonstrating the school's virtues:
WISDOM - OPTIMISM - RESILIENCE - KINDNESS - SERVICE
Bronze 1 for 25 pts
Bronze 2 for 50 pts
Silver 1 for 75 pts
Silver 2 for 100 pts
Gold 1 for 125 pts
Gold 2 for 150 pts
SPECIAL RECOGNITION AWARDS
These will be awarded to students towards the end of the year, who have consistently epitomised our WORKS values and our Minster Way.
Platinum Award
Head Teacher's Award
Governors' Award
HOUSE CUP DRAW
Awarded every half term to two students from each house.
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'

Aim

This policy is intended to sit alongside the The Minster Way 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 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.

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
2) Present ourselves and our work neatly
3) Have the correct equipment
4) Follow staff instructions
5) Treat the school buildings with respect
6) Move calmly around the school
7) Respect other people, their views and feelings
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.