



THE MINSTER SCHOOL

BEHAVIOUR POLICY

School Lead: Assistant Head (Student Behaviour)

Governor Lead: Chair of SD&P Committee

Last reviewed Summer 2020

Approved Summer 2020

Date of next review Summer 2021

Signed by Chair of Governors or Chair of the SD&PC:

Christie Bowen

Date: 9th June 2020

This policy has been written with due regard to the school internal equality assessment.

Context of the policy

The Minster School's behaviour policy takes into consideration a number of legislative and advisory publications. Specifically:

- Education Act (2002)
- Education and Inspections Act (2006)
- Equality Act (2010) – Notably from this publication: “The governing body, Head Teacher and staff will ensure that there is no differential application of the policy and protocols on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality.”
- Education Act (2011)
- Behaviour and discipline in schools (2014) – Notably from this publication:
 - All paid staff with responsibility for students in school have the power to discipline students for behaviour which occurs in school and, in some circumstances out of school.
 - Teachers and all paid staff with responsibility for students have statutory authority to discipline students if they break the school rules; fail to follow reasonable instruction; exhibit unacceptable behaviour.
 - Paid staff may discipline students any time they are in school and in the following situations: students taking part in a trip or school-related activity; students travelling to or from school; students wearing school uniform/identifiable as a student of the school; student behaviour which could adversely affect the reputation of the school.
 - Exclusion from maintained schools, academies and pupil referral units in England (2012)

Our principles

The Minster School strives to create an atmosphere of caring and purpose derived from commitment to moral and religious principles. Our behaviour policy supports the realisation and sustaining of this atmosphere by:

- Rewarding positive behaviours to reinforce our caring, purposeful culture
- Identifying behaviour regarded as unacceptable to the school and society
- Encouraging accountability for behaviour and a recognition of the rights of others
- Being mindful of fairness and, through the effective and consistent communication of expectations, build trust and ultimately the desire to behave in a way which contributes to the positive culture within school, based upon Christian values and teachings.
- Imposing sanctions consistently to support the correction of behaviours which erode our caring, purposeful culture.

Aims

- To create a safe, positive and stimulating environment, free from disruption, violence, bullying, discrimination and any form of harassment where quality teaching and learning can take place.
- To foster the development of positive relationships based on mutual respect and a healthy regard for those with positions of authority.
- To support students in the development of positive attitudes, good manners and respect for others.
- All members of the Minster School community will take responsibility and be accountable for their actions.

Roles and responsibilities

All members of the school community have a responsibility to support the creation of a purposeful and caring atmosphere. The following sections summarise the responsibilities for a number of key groups and individuals:

Governors will

- Establish and annually review the policy for the promotion of good behaviour.
- Ensure that there is no differential application of the policy and protocols on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality.

The Head Teacher will

- Implement and manage the policy and protocols on a day to day basis.
- Ensure that all staff, students and parents/carers are made fully aware of the behaviour policy and protocols.
- Support staff faced with challenging behaviour by directing the work of curriculum team leaders (CTLs), Pastoral Leaders (PAL), leadership team and other staff with specific responsibility for student behaviour

Staff (teachers and support staff working with students) will

- Employ effective classroom management techniques
- Ensure that protocols are followed consistently, including "expectations of staff", "student code of conduct", classroom consequences and rewards.
- Prepare appropriately differentiated lessons to engage different groups of learners.
- Encourage good behaviour anywhere in school, any time of the school day, supporting colleagues to resolve behaviour difficulties.

Students will

- Take responsibility for their own behaviour
- Follow the student code of conduct
- Accept decisions and instructions of staff without argument, representing any concerns with regard to unfairness in a mature manner to their Pastoral Leader or Pastoral Support Assistant.
- Report any incidents of disruption, violence, bullying, harassment or intimidation that they are subject to, aware of or witness.

Parents/carers will

- Sign the home school agreement and fully support all statements therein.
- Take responsibility for their child's behaviour.
- Support the school in the implementation of the behaviour policy to encourage a positive climate for learning based on mutual respect.
- Be afforded the opportunity by school to be fully involved if behaviour of their child is a concern.

Protocols

The protocols which support the implementation of this policy will be developed by the Head Teacher in consultation with staff, such that there is a shared ownership and commitment to implement the protocols consistently and equitably. They will be based on the clearly understood rationales outlined in this policy and be mindful of national guidance and legislation.

Specific protocols as detailed in the appendices to this policy include :

1. Rewards and incentives
2. The student code of conduct
3. Use of sanctions and support for students
4. Home school agreement
5. For staff : Supporting students' good behaviour
6. Responding to incidents
7. Uniform
8. Use of mobile phones and personal electronic devices
9. Social media
10. Exclusions
11. Searching and confiscation
12. Use of reasonable force

This policy should be read in conjunction with the following policies:

Child Protection

Anti-Bullying

Physical Intervention

Rewards and Incentives Policy

Purpose

Acknowledgment of efforts or achievements

A very large majority of our students behave well most of the time. All students behave well some of the time. This good behaviour contributes to the school and to the students' achievements. Recognising this in a formal way demonstrates to students that we value their efforts and that we believe that such behaviour is important.

Reinforcement of positive behaviour

Rewards are used to demonstrate that a particular behaviour is desirable. By publicly acknowledging this we make it more likely that the behaviour will be repeated by that student or by others who observe it. A good system of rewards helps to reduce the need for sanctions by clarifying expectations and encouraging good behaviour from all students.

Raising of self-esteem

By rewarding students we emphasise to them that we value them and that they are achieving. The benefits of this are manifold and long-lasting.

Who needs to be involved/informed?

Students

Rewards will only have the desired impact if students are aware that they are being rewarded. In order for this to happen we have a system of reward stickers which require an interaction between the member of staff and student when they are awarded. This system provides an opportunity to clearly recognise what is being rewarded and to praise the individual receiving the sticker. Electronic achievement points can be entered onto SIMS when there is a need to record detail about a student's good behaviour for later use, for example leading work in a class project. When SIMS is used for recording good behaviour it is critical that the member of staff involved informs the student that this has happened.

A student should hand in completed reward cards to the student reception for it to be recorded and a fresh card to be given.

Tutors

Tutors are central to our pastoral system. Having an awareness of students' successes and discussing these with those students is essential to the building of positive and caring relationships and to the holistic understanding of a student. Tutors are kept aware of the achievement points gained by reviewing student reward cards and when completed reward cards are entered onto a student's electronic SIMS record.

Curriculum Team Leaders (CTL)

CTL's are responsible and accountable for the quality of Learning and Teaching within their departments. Rewards are an important part of this and CTL's ensure that all members of their department are following this policy to guarantee consistency and equality of opportunity for all students. Rewards should be discussed at department level. Departments should also use systems such as department postcards and other ways of sending positive messages home as they can have a significant positive impact.

Progress and Achievement Leaders (PAL)

A PAL is responsible and accountable for the quality of pastoral care, guidance and support provided by the tutors in their year group. A PAL will ensure that individual tutors are appropriately acknowledging and celebrating the achievements of the students in their tutor group.

House Leaders

House Leaders celebrate the achievement of students in their house through celebration assemblies and the awarding of certificates and badges. A log of awards given is kept in a student's electronic file using SIMS. If a student has a particular achievement they would like to share they should tell their tutor who will then pass the information to the House Leader.

Parents/Carers

It is important that student successes are shared with parents and carers as a positive message from home can be highly effective in reinforcing good behaviour at school. A completed reward card will lead to an e-mail home to parents to celebrate this achievement. The School will also communicate when other rewards are given using methods such as telephone calls and SchoolComms messages.

Recognising Positive Behaviour

Verbal Praise

This is the most commonly used and possibly the most effective form of reward in school. Using reward stickers alongside verbal praise helps ensure that the praise is emphasised with the student. Praise should be for behaviour rather than outcome as this is the key aspect we wish students to focus on. For example rather than praising a good test score, it would be preferable to praise the amount of effort used in preparing for the test and focusing in class.

Awarding reward stickers

Reward stickers should be given to students to place on their reward card. Students can hand completed cards in at the student reception. Example reasons for awarding a reward sticker are clearly communicated in the Student Organiser, The purpose of our reward system is to encourage behaviours which will impact positively on a student's enjoyment and success in school.

Examples include:

- Improving your work
- Showing high levels of responsibility or respect
- Sustaining your effort or achievement
- Outstanding achievement
- Supporting or caring for other students
- Contributing to the school and wider community
- Participating in extracurricular activities
- Excellent contribution
- Excellent effort

Certificates and Badges

Students with completed reward cards are recognised in House assemblies through the awarding of certificates and lapel badges, these are awarded based on the number of reward cards collected during a half term.

Celebration events

Special events will sometimes be used to recognise students who have displayed a number of positive behaviours. For example; students with 100% attendance, a significant number of completed reward cards and few or no behaviour logs may be invited to have tea with the Head or a member of the senior team.

Celebration assemblies

Each house holds a celebration assembly each half term which is led by the House Leader. This is used to celebrate the awarding of achievement point certificates and badges, recognition of good attendance, sporting successes and any other achievements of students in the house during the preceding half term.

Sixth Form

Within the Sixth Form, students are awarded certificates for their various endeavours and achievements. Formal presentations include those who successfully complete the CSLA and have done consistent and longstanding work within learning support. Informally, tutors provide end of year humorous certificates for their tutees and sticker prizes are distributed from the Sixth Form office throughout the year, to reward Sixth Formers for various good deeds.

Prize Giving

An annual prize giving celebration is held at which the formal school prizes are awarded to leavers who have performed exceptionally well, to students who have demonstrated great contribution or improvement in the previous year and to students from each tutor group who have best displayed the virtues which are strived for in the school aims.

Student Code of Conduct – The Basic Expectations

This Code of Conduct applies in lessons and in social times, in the real world and the virtual world, when someone is watching and when no-one is.

Engage with learning and allow others to learn

- Be on time for all sessions and wait quietly for the teacher
- Enter the classroom calmly and be prepared with the required equipment
- Follow the teacher's instructions; listen carefully to the teacher and to other students when they are talking
- Keep personal electronic devices out of sight in all learning sessions unless the teacher asks you to use them for learning
- Stay in the classroom throughout the lesson – visits to the toilet or water fountain should not normally be necessary
- Talk about your learning rather than your social life
- Wait for instructions before packing away or leaving the lesson

Show respect for others and our school

- Follow instructions from members of staff first time every time
- Tell the truth
- Listen politely to what other people say and show respect through good manners
- Care for those around you. Bullying should be addressed by everyone, don't do it, don't allow it to go on, report it if you see it.
- Neither swearing nor violent behaviour is ever acceptable
- Wear the correct uniform smartly
- Keep the school free from litter
- Eat only at the right time and in the right place
- Respect school property and report any damage

Consequences

Sanctions are needed to respond to inappropriate behaviour. At The Minster School a range of sanctions are used, linked to a systematic and equitable approach using our “consequences system”. Consequences used include:

- Loss of free time (usually break and lunch)
- Setting extra work
- After school detention
- Isolation
- Exclusion
- Community work within school

Consequences are applied differentially dependent on the severity of the offence. While notice will usually be given of an after school detention, this is not a requirement. Notice may not be necessary for a short after school detention where the student can get home safely. Parental consent is not required for detentions.

Isolation is used in school as part of the suite of sanctions. During any time in isolation students will be provided with work to complete and may be engaged in restorative activities to support modification of their behaviour in the future. Students are allowed time to eat and to use the toilet when in isolation.

For serious offences, strong sanctions will be imposed. The school will not tolerate students endangering the welfare or safety of staff or other students by dangerous or criminal activity. In particular students selling drugs on the school premises or bringing weapons into school are likely to be permanently excluded. A similarly strong approach will be taken against students who are found to have made malicious allegations against staff.

Support

Alongside punishments for students who misbehave, support will be provided to help overcome difficulties and avoid such problems in the future. Support might include:

- Counselling by staff (internal and external)
- Guidance from tutors and/or Pastoral Leaders
- Access to the school’s behaviour support services
- Advice and guidance from other professionals such as a school nurse or counsellor
- Behaviour reports/targets
- Curriculum support in subjects
- Contact between parents and school staff.

Students may become vulnerable through various situations, for example a change in family circumstances or bereavement. Special care will be taken to ensure that more vulnerable students are supported and included.

Home School Agreement

“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.

Wisdom – Optimism – Resilience – Kindness – Service

Student Code of Conduct – The Basic Expectations

This Code of Conduct applies in lessons and in social times, in the real world and the virtual world, when someone is watching and when no-one is.

Engage with learning and allow others to learn

- Be on time for all sessions and wait quietly for the teacher
- Enter the classroom calmly and be prepared with the required equipment
- Follow the teacher’s instructions; listen carefully to the teacher and to other students when they are talking
- Keep personal electronic devices out of sight in all learning sessions unless the teacher asks you to use them for learning
- Stay in the classroom throughout the lesson – visits to the toilet or water fountain should not normally be necessary
- Talk about your learning rather than your social life
- Wait for instructions before packing away or leaving the lesson

Show respect for others and our school

- Follow instructions from members of staff first time every time
- Tell the truth
- Listen politely to what other people say and show respect through good manners
- Care for those around you. Bullying should be addressed by everyone, don’t do it, don’t allow it to go on, report it if you see it.
- Neither swearing nor violent behaviour is ever acceptable
- Wear the correct uniform smartly

- Keep the school free from litter
- Eat only at the right time and in the right place
- Respect school property and report any damage

Home School Agreement

The School will:

- Value and respect each student as an individual.
- Encourage high expectations and pride in achievement.
- Provide a safe, caring environment with a Christian ethos, recognising cultural and religious differences.
- Keep parents/carers informed about school activities.
- Listen to parents'/carers' reasonable views and concerns.
- Help students develop relationships with others based on mutual respect.
- Inform parents about any concerns or problems which affect their child's work or behaviour.
- Set, mark and monitor each student's school and homework.
- Provide parents/carers with an annual report and arrange parents' evenings where a student's progress can be discussed.
- Recognise and praise progress and achievement.

Parents/Carers will:

- Support the school in its aims and values.
- Ensure that their child attends school regularly, is punctual, wears the correct school uniform and is properly equipped.
- Attend parents' evenings and take up other opportunities to discuss progress.
- Follow their child's progress by looking through work, checking the personal organiser and reading reports.
- Support the school's Code of Conduct and the school's rewards and sanctions policy.
- Ensure that homework is completed and support their child in any opportunities for home learning.
- Tell the school of any concerns or problems which may affect their child.
- Avoid taking students out of school in term time, except under exceptional circumstances.
- Notify the school on the first day, of reasons for absence.

Students will:

- Follow the school's Code of Conduct and Acceptable Use of ICT Facilities policy
- Follow instructions from members of staff first time every time.
- Care for others and treat them with respect.
- Respect other people's belongings.
- Attend school regularly, be ready to learn and respect other students' rights to learn.

- Be polite and behave sensibly at all times.
- Wear the school uniform and bring the required equipment.
- Be punctual for school and lessons.
- Be truthful and honest.
- Do his/her best to complete all work set, class work and homework.
- Look after the school, its equipment and its surroundings.
- Try his/her best and work hard.

Together we will:

- Solve any differences with others through discussion.
- Support all students' learning and help them achieve their best.
- Encourage all students to follow the Code of Conduct.

Acceptable Use of ICT Facilities

It is not acceptable to:

- Attempt to download, store or install software to school computers
- Attempt to introduce a virus or malicious code to the network
- Attempt to bypass network or system security
- Attempt to access another user's account without their permission
- Attempt to gain access to an unauthorised area or system
- Attempt to use any form of hacking/cracking software or system
- Access, download, create, store or transmit material that is indecent or obscene, could cause annoyance or offence or anxiety to others, infringes copyright, is unlawful, is associated with extremism or radical ideologies or brings the name of the school in to disrepute
- Cause damage to the school system, either physical or virtual, in any way
- Engage in activities that waste technical support time and resources

Internet access

- The school's Internet service is filtered to prevent access to inappropriate content and to maintain the integrity of the computer systems. Users should be aware that the school logs all network and internet use.
- The school internet connection should be used for matters relating to school, and should not be used for private use.
- Students should not copy and use material from the Internet to gain unfair advantage in their studies, for example in coursework. Such actions may lead to disqualification by examination boards.
- Users should ensure that they are not breaking copyright restrictions when copying and using material from the Internet.

Email

- All users agree to use the school e-mail system for messages relating to school only.
- Messages sent should be done so with consideration of the person receiving the e-mail.
- E-mails containing personal information should not be sent from or to a private e-mail account.

- Bad language or unpleasant comments should never be sent in an e-mail. Messages like this may be blocked by e-mail scanning software. All users should take account of the fact they are representing the school when they communicate with others using a school e-mail account.

Privately owned electronic devices

- Personal devices, laptops and desktops may be connected to the school network by sixth form students, employees of the school and authorised guests.
- All connected devices are subject to the same Acceptable Use Policy.
- All computers must, for their own protection and that of the school system, have updated antivirus software installed. Please contact the IT support team for advice and guidance if required.

Privacy and personal protection

It is everyone’s legal responsibility to protect personal information, which is any information which is linked to an identifiable individual. Users must, at all times, respect the privacy of others

- Users should not forward private data without permission from the author
- Users must take reasonable steps to protect personal data about individuals
- Personal data should not be taken off the school site without adequate level of protection and care, for example the use of encryption for personal data
- The school has a right to access personal areas on the network
- Automated software is used to scan all e-mails, monitor internet use and may be used to scan the system to look for breaches of our school Acceptable Use Policy

By signing this document, the tutor (on behalf of the school), the student and their parent or carer commit to working together to uphold the school’s ethos and so enable 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.

Two copies of this document are provided, one to be kept at home and one to be returned to the tutor for filing in school.

Signatures:

Student: _____ Date: _____

Parent/Carer: _____ Date: _____

Tutor: _____ Date: _____

Supporting students' good behaviour

The most effective members of staff build mutually respectful relationships with their students, creating a positive and productive learning environment; they employ agreed procedures consistently and demonstrate professionalism at all times, de-escalating difficult situations. Good classroom behaviour is influenced most significantly by the quality of lessons and the effectiveness of teaching.

We all maintain a professional attitude with students:

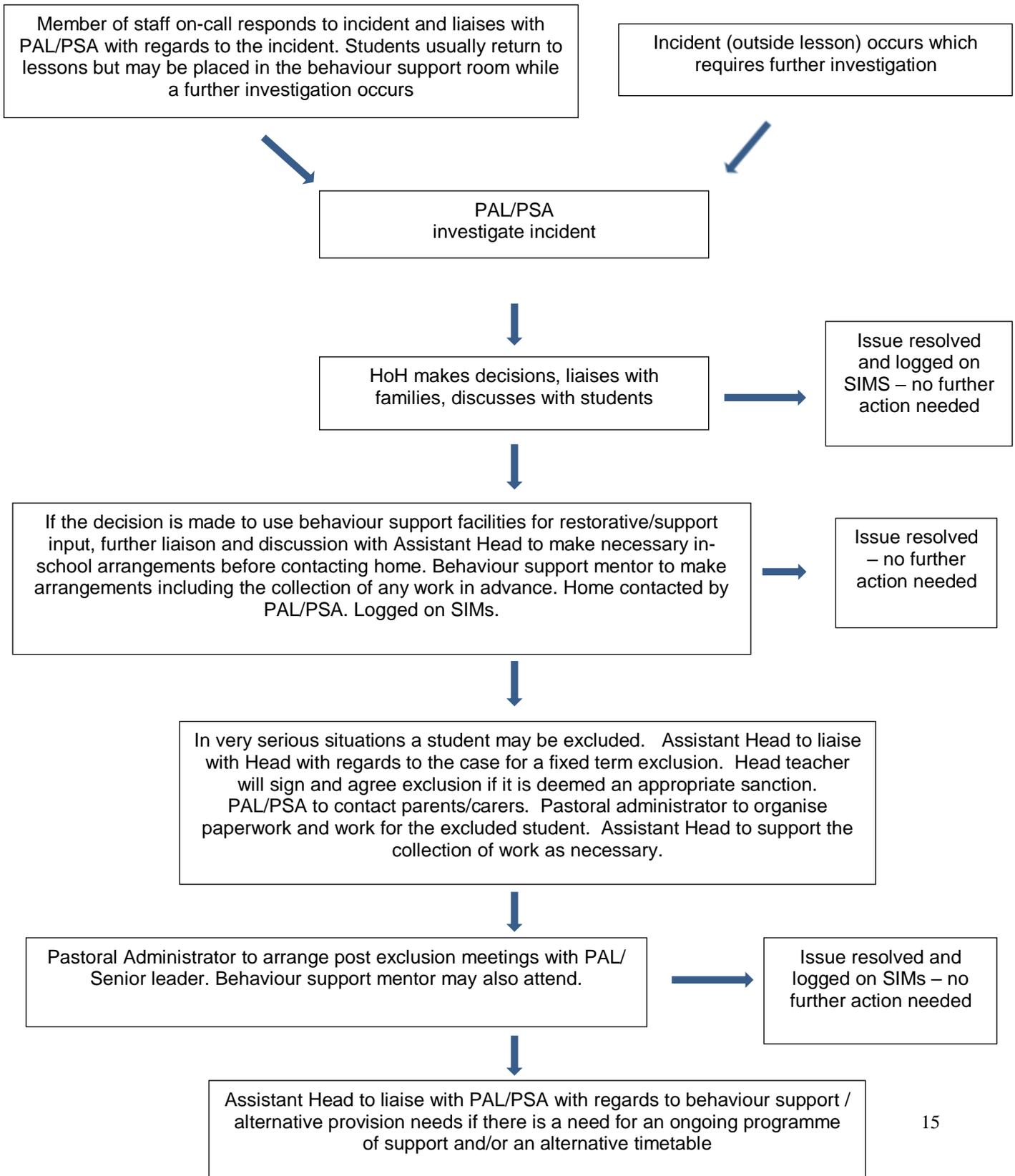
- We believe that all students can learn and can behave, recognising that some students may be slow to change and we will need to be adaptable and tenacious.
- We acknowledge that the vast majority of students demonstrate excellent behaviour and will recognise this with these students.
- Consistency is key. In this way we support ourselves, students and each other.
- Good communication with tutors and parents helps to secure good behaviour.
- Students can have fragile self-esteem – we will be mindful of this, avoiding sarcasm, belittling students or patronising them.
- We will model the behaviour we expect to see, treating all members of the learning community with respect.
- When conflict arises, we will use our maturity and professionalism to ensure that we respond calmly and assertively and de-personalise the situation.
- We will acknowledge when we get something wrong.
- We will monitor and challenge poor behaviour wherever it occurs in school and support colleagues who are doing so.

In addition to delivering high quality teaching, teachers should:

- Arrive on time, greet students warmly and ensure a prompt start to learning;
- Take a register each lesson, remembering to log all late students;
- Establish and make clear any classroom routines, including seating arrangements;
- Prepare differentiated and engaging lessons;
- Ensure students are meeting their code of conduct, never tolerating disrespect or rudeness;
- Ensure students' uniform is correct at the start, during and at the end of lessons;
- Apply sanctions and rewards consistently and in line with school protocols.

Responses to student behaviour incidents

All staff at the Minster School have a collective responsibility for the behaviour of students and should always use the sanctions system to contend with and log student behaviour incidents. However, from time to time more serious incidents, particularly those which occur outside of lessons, may require further investigation. As far as possible, the following sequence will be followed:



Uniform

The wearing of school uniform makes an important contribution to the tone and reputation of the school. Students should come to school wearing clean smart uniform in all respects; this helps to ensure that they are in the right frame of mind for work, it promotes a sense of belonging and demonstrates pride in themselves and the school.

The support of parents and carers in ensuring a high standard of uniform is expected. The school is the final arbiter on what is acceptable as school uniform; students can expect to be challenged if they are not wearing the uniform correctly. We will work with students and their parents or carers to resolve issues when uniform does not comply with our requirements.

Hairstyles and Make-Up

We expect hairstyles to be conventional, neat and tidy without extremity of cut, colour or style. Very close shaven hair is not permitted, nor are unnatural colours or extreme colour contrasts. Shaved patterns in the hair or eyebrows are not permitted.

Make-up should be reasonable for school, light foundation is permitted. If the school judges make-up to be excessive, members of school staff will have discussions with students or parents/carers as is deemed necessary to help resolve this.

UNIFORM LIST (YEARS 7 - 11)

- **Blazer** - Black with badge embroidered on directly. Blazers will be worn at all times around the school site.
- **Skirt** Castle Grey Tartan Senior Stitch-Down Pleated Skirt, in length 20" or 22. The skirt must not be rolled up at the waistband.
- **Trousers** - **BLACK** chosen from the two designs sold as school trousers by **K & H Sports** or Minster School girls' trousers sold by **Just-School Wear**: styles shaped leg or bootleg trouser.

Students may wear either skirts or trousers at any time of the year.

- **Shirt** – Plain white **school** shirt or blouse, with buttons which fasten to the neck. Long or short sleeves. **Capped sleeves or sleeveless shirts/blouses are not permitted.** The shirt/blouse must be able to be fully tucked in to the waistband of the skirt/trousers.
- **School tie** (House colour). Should be worn with the wider part of the tie covering all of the shirt buttons.
- **Jumper** – Black, embroidered with "The Minster School Southwell".
- **Cardigan** – Black, embroidered with "The Minster School Southwell".
- **Plain black or white socks.** Plain black or neutral tights. Footless tights or leggings are not permitted.
- **Shoes** - Black sensible school shoes. Flat or with low heels only. Boots, trainers, sandals or similar are not acceptable.

- **Coat** - Outdoor coat and scarf (if desired) – plain black or other plain dark colour. Coats must fit over the blazer and are not an alternative to it. Coats/scarves must not be worn indoors.

All items must be named.

- The only jewellery which is permitted is one small stud in each ear.

Minster School specific items (blazers, ties, skirts, trousers, jumpers and PE tops) are available from the following suppliers:

Just Schoolwear: **Online:** www.just-schoolwear.co.uk/shop/The-Minster-School.html
Shop: 12 High Street, Arnold, Nottingham, NG5 7DZ
Telephone: 01159 621 128

K and H Sports: **Online:** www.kandhsports.co.uk (website currently in development)
Shop: NEW ADDRESS! 19 Carter Gate, Newark, NG24 1UA (next door-but-one to Argos)
Telephone: 01636 704331

PE KIT

All years

- Minster School sports shirt
- Minster School PE fleece or jacket
- Black sports shorts
- Black long socks for winter, short white socks for summer
- Maroon rugby shirt with reversible white hoop
- Plain black tracksuit/jogging bottoms
- Training shoes with cushion sole (boot-type shoes are inappropriate)

In the case of the following items, students will be told when these are required. These can then be purchased at the time required in order to reduce the chance of students growing out of items.

- Black football socks
- Football boots
- Shin pads

All students will play contact games such as football and hockey, and shin pads must be worn. It is **recommended** that a gum shield is worn for rugby and hockey. During the summer months students are permitted to wear a peaked cap for sun protection. Sunglasses should **not** be worn.

All items of uniform and PE Kit should be clearly labelled with name tags or permanent marker

Queries regarding uniform please contact:

Just-School Wear Ltd, telephone 0115 965 2869, <http://www.just-schoolwear.co.uk/shop/The-MinsterSchool.html> or email sales@just-schoolwear.co.uk

K & H Sports, telephone 01636 704331, www.kandhsports.co.uk/minster-school-southwell

Best Sports, Bull Yard, Southwell, telephone 07957 816269 or email bestsportsuk@gmail.com

Use of mobile electronic devices

Mobile phones

Principles

Mobile phones should not cause any disruption to learning or teaching. Students may choose to bring mobile phones (or other electronic devices) to school but this is entirely at their own risk. The school will accept no liability for any loss of or damage to such a device.

Use of mobile devices for learning

Mobile phones may be used with permission in lessons where there is a link to the learning taking place. Acceptable uses may include: taking a photograph of information or an experiment, using an app such as the calculator or stopwatch.

Listening to music is not considered an acceptable use during lesson time.

Use of phone outside lesson times

The use of mobile phones outside lesson times should always be in accordance with the school's e-safety policy. In particular, phones should not be used to take photos or video of others without their consent, nor to share, distribute or post such photos or videos. Phones may be used responsibly at the following times:

- Before the beginning of the school day (before 8:30)
- After the end of the school day

Outline of the school policy

- Mobiles phones and/or headphones are confiscated if seen between 8:30 and 15:30
- They can be collected from student services at the end of the day
- Each incident is logged on a spreadsheet by Pastoral Administrator (Chris Taylor)
- 3x occurrences in a term leads to phone ban

If a teacher confiscates a phone during period 5, or during period 4 in an afternoon double, they may wish to keep the phone on their desk and inform the pastoral office later for logging.

Failure to comply

- Logged as C3 detention, student placed in whole-school detention
- Reported to Pastoral Administrator, on-call is requested, student is taken to isolation for the remainder of the lesson
- If a student fails to comply by giving their phone to staff on-call they remain in isolation and also receive an Immediate phone-ban

Phone ban

Phone call home by PSA requesting that parents do not allow the phone to be brought into school.

If the phone is required e.g. to arrange after-school collection, it can be handed in to student services at the start of each day and collected.

Initial phone ban would be usually 1 week.

Use of Social Media

Use of social media at any time often impacts on school life. There is an expectation that students will continue to “show respect for others and our school” (code of conduct) even when not physically at school or when interacting in a virtual community.

When using social media the following should apply:

- Respect the right and confidentiality of other members of the school community
- Do not falsely represent or impersonate other members of the school community
- Do not bully intimidate, abuse, harass or threaten other members of the school community
- Do not make defamatory comments against the school or other members of the school community
- Do not post content that is hateful, threatening, pornographic or incites violence against others
- Do not harm the reputation of The Minster School or those within its community
- Do not film, photograph or record members of the school community without express permission of the school or use any images, films or recording without permission.

Electronic devices can be seized, searched and deleted if the school reasonably believes it could be used to do harm.

The misuse of social media may lead to school sanctions in accordance with the relevant procedures. The School may also pass information about the misuse of social media to the police or other relevant authorities.

Exclusions

The Minster School has a code of conduct which clearly defines our expectations for good behaviour and self-discipline. When students breach the code they are nearly always dealt with effectively using in-school sanctions.

The most serious sanction is exclusion from school. In the first instance this will be for a fixed term (removal from school for 1 to 45 days). The length of the exclusion is based on a professional judgement reflecting the severity of the incident.

A permanent exclusion (when a student has to leave and move to another school) is only considered in the most serious of cases:

- in a response to a serious breach, or persistent breaches, of the school's behaviour policy;
- where allowing the pupil to remain in school would seriously harm the education and welfare of the pupil or others in school.

When exclusion is used as a sanction, this is done in line with national guidance, specifically "Exclusion from maintained schools, academies and pupil referral units in England (2012)"

The Minster School may exclude (usually for a fixed term) for serious breaches in the code of conduct, including but not limited to the following:

- defiance of instructions from a member of staff
- disruptive behaviour in lessons
- bullying
- deliberate damage to property
- deliberate misuse of the fire alarm
- refusal to comply with school sanctions
- obscene language to a member of staff
- verbal abuse to any individual, including the use of offensive language
- extortion/intimidation
- bringing illegal drugs into school
- theft
- physical assault
- bringing any item into school which may be regarded as an offensive weapon or any item with the intent to use it as an offensive weapon
- malicious accusations against school staff, including the use of social media.

When a student is excluded from school they will be provided with work to complete at home for up to the first five days of that exclusion. Beyond the fifth day, alternative full time education provision must be arranged and provided by the governing body/local authority.

Confiscation of items from students

Searches of students may be carried out for any item which has been banned by the school. A student refusing to co-operate with such a search is demonstrating the same inappropriate behaviour as one who refuses to follow reasonable instruction from a member of staff. In such circumstances the school will apply an appropriate disciplinary sanction.

The Head Teacher and other authorised staff have a statutory power to search students or their possessions, without consent, for all items prohibited in school or any item that a member of staff reasonably suspects has been or is likely to be used to commit an offence, cause injury or damage property. School lockers can be searched for prohibited items whether or not a student is present.

School staff can seize any prohibited item or those which they consider harmful or detrimental to school discipline. The member of staff can use their discretion to confiscate, retain or destroy the item so long as it is reasonable in the circumstances. Any illegal substances or weapons will be passed on to the police.

Schools are not required to inform parents before a search takes place or to seek consent. Where practical, two members of staff will be present, although this may be waived when not carrying out the search immediately may risk serious harm to others.

Prohibited items at the Minster School are:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- laser pens
- tobacco and cigarette papers
- electronic smoking devices/shisha pens
- other items associated with smoking or drug use
- fireworks
- pornographic images
- any article that the member of staff 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 student).
- any item which interferes with the smooth running of the school day
- any other items banned by the school rules

Use of Reasonable force

On rare occasion it may be necessary for a member of staff to use reasonable force with a student. This will only occur in the following circumstances:

- To prevent a student from committing an offence
- To prevent a student from injuring themselves or others
- To prevent a student from damaging property
- To maintain good order and discipline in school

Staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that could be used to commit an offence or cause harm.