

Lincoln Minster School

Behaviour Policy

Policy Statement

At Lincoln Minster School we are committed to developing a culture of cooperation and consideration through an approach where encouragement, praise and motivation are demonstrated so that pupils and staff can work together in a happy, positive and safe environment.

The emphasis is upon the promotion of good behaviour rather than simply setting out the sanctions for misbehaviour. The emphasis is on meeting school expectations, respect and consideration for others in all aspects of school life as well as the development of shared routines in teaching and learning. Positive feedback and regular use of the rewards system is a key element here. We are part of a wider community, and as a school we are committed to behaving with courtesy to members of the public at all times.

Therefore, Lincoln Minster School aims:

- To promote self-esteem, self-discipline, respect and positive relationships
- To ensure fair treatment for all
- To encourage consistency of response to both positive and negative behaviour
- To promote early effective intervention
- To provide a safe, happy and secure environment
- To encourage a positive partnership with parents
- To prepare pupils for higher education and employment

Where standards of behaviour fall short, staff must confront inappropriate behaviour whenever and wherever it appears. In many cases, knowledge of the individual pupil and the various circumstances surrounding an incident mean that professional judgement is used and is more appropriate than a strictly formulaic approach. Nevertheless, it is an expectation that staff are consistent in their approach to the rules. The high standards of behaviour that exist within the school are as a result of teachers handling the individuals in their care sensitively and fairly, and collectively seeking solutions by adopting common strategies. This policy does not permit the use or threat of corporal punishment during any activity whether on or off the school premises. This prohibition applies to all members of staff including all those acting *in Loco Parentis*.

This policy applies to all members of our school community, including those in our EYFS setting. It applies to behaviour in school, in boarding, during school visits and activities, and also to behaviour which takes place online, during travel to and from school, and outside the normal school day where such behaviour may affect the welfare of members of the school community or bring the school into disrepute.

Lincoln Minster School is fully committed to ensuring that the application of this Behaviour Policy is non-discriminatory in line with the UK Equality Act (2010), in respect of safeguarding and pupils with Special Educational Needs. Further details are available in the school's Equal Opportunity Policy document.

The school recognises that poor behaviour may, in some circumstances, be an indicator that a child is at risk of harm or may constitute child-on-child abuse. Where behaviour gives rise to safeguarding

concerns, the matter will be referred without delay to the Designated Safeguarding Lead and managed in accordance with the school's Safeguarding Policy –

Lincoln Minster School seeks to implement this policy through adherence to the procedures set out in the rest of this document.

In line with our Provision of Information policy, this document is available to all interested parties, including parents and prospective parents, on our website and on request as a hard copy from the main school office and should be read in conjunction with the following policies: Safeguarding and Child Protection, Anti-Bullying, Searching, Admission, Equal Treatment, Trips and Visits, Exclusion, Removal and Review.

Emotional and behavioural development

A student with well-developed emotional behaviour:

- Has empathy
- Is socially aware
- Is happy
- Is confident
- Is emotionally stable and shows good self-control.

We recognise that some students will go through periods in school when they will need particular support or encouragement; the majority of these difficulties will be short lived and will respond to normal in-house procedures. Some students may also need specialist support to help deal with emotional and / or relationship difficulties and / or dissatisfaction which may lead to disruptive behaviour and this may involve referral to outside agencies. The school pays due regard to its duties under the Equality Act 2010 when considering implementing a sanction for pupils with SEND. Reasonable adjustments will be made, where necessary, and will be done in consultation with the SENCO and parents on a case-by-case basis that relates to their SEND. These will all be reported to the Head of Year and Assistant Head Pastoral then logged on the Child Protection Online Monitoring System (CPOMS). It is the responsibility of all staff that these reasonable adjustments are implemented.

This document is reviewed annually by the Deputy Head (Pastoral) and the Head of the Preparatory School, or as events or legislation change requires. The next scheduled date for review is September 2026.

Reviewed By	Charlotte Brigden + Andy Coupland
Approved By	Kate Richards and Gregg Davies
Date	September 2025
Reason for Change	Adaptation of policy
Next review date	September 2026

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Senior School

In the Senior School everyone is responsible for instilling a culture of positive behaviour and issuing sanctions where they are required.

Aspects of positive learning behaviour are encouraged at all times through the implementation of the LMS Core:

The LMS Core

1. Calm and orderly entry
2. Differentiated seating plan
3. Do now activity
4. Swift transitions, exceptional listening
5. Use the principles of instruction to teach to the top
6. Question and check understanding with purposes
7. Teaching is pacy
8. Specific and diagnostic marking enables students to improve
9. Plenary to consolidate learning
10. Calm and orderly exit

Celebrating Achievement

Reinforcing and encouraging positive behaviour that contributes to the school should be our priority and the most important tool to develop and maintain a constructive and collaborative culture in LMS. Therefore, pupils should be praised, acknowledged, and commended frequently when deserved. This can happen by “catching” pupils doing the right thing and then remarking on it in Form Time or in lessons.

Recording these praise-worthy actions is important.

1. Merits:

Merits are issued through Class Charts and build up over the course of the year to a reward that is then issued by Tutors, Heads of Year or SLT where appropriate.

2. Commendations

For more significant contributions or sustained positive behaviour or academic achievement, pupils can be issued a Commendation. This will be a letter written typically by the Head of Year and posted home detailing the accomplishment.

Form Tutor, Subject Teachers, and Prefects can all recommend a student for a Commendation.

Commendations will be recorded, and a copy of the letter will be added to the student’s file.

3. Head’s Commendations

Issued by the Head and celebrated accordingly.

Sanctions

School rules are kept to a minimum, with a particular focus on 10 key expectations (see appendix on ClassCharts). Any disciplinary situation must be dealt with objectively, fairly and in a way which is appropriate to the pupil's age and personal circumstances. There are a range of sanctions, from detention to exclusion, depending on the severity of the offence. The emphasis is upon close monitoring of individual students so that, as far as possible, offences are not repeated and there should be no need to apply more serious sanctions. In the case of serious sanctions parents will always be informed and required to attend a meeting with the appropriate member of staff.

Where behaviour does not meet LMS expectations or school rules have been broken, the following system of sanctions and escalations should be followed:

Level One Sanction:

- a. Minor infractions should be addressed by teachers or Learning Support Assistants (LSAs) as soon as possible. This can take the form of a restorative conversation, a subject detention, attendance at break to complete a piece of work, etc.
- b. The focus of these sanctions should be to ensure understanding on the part of the pupil of what was wrong about the behaviour, what would have been a better way to act in the same situation, and how to avoid this in the future.
- c. Low level sanctions should be recorded on Class Charts but carry no further negative consequences for the pupil in question. An example of this would include incorrect uniform.
- d. Form Tutors should monitor Class Charts and follow up with tutees to ensure the lessons are being learnt.
- e. Where a student accrues 10 or more negative points / flags on Class Charts, the Form Tutor will typically issue a tutor report card (see notes below on Report Cards). 10 is the indicative number of negative points and not the rule – in line with the note above re student emotional and developmental stages, tutors must use their discretion.

Level Two Sanction – Detention:

- a. Detentions take place at lunchtime, from 12:45-1:15pm Monday to Friday. During the detention, the pupil will have to complete a constructive or reflective piece of work given to them by the Pastoral Team. Students will be issued with a cold lunch option during the detention slot to enable them to access the full co-curricular offering.
- b. Detentions can be issued by any teacher or LSA. The issuing member of staff must speak to the pupil about the reason for the detention and record it on Class Charts.
- c. Examples of offences that would warrant a detention are:

- Misuse of iPads in lessons
- Misuse of school equipment
- Persistent inappropriate behaviour in class
- Late to lessons with no valid reason
- Subject Parking

Level Three Sanction – After School Detention:

- a. After school detentions take place after school, from 16:00 to 17:00 and are staffed based on a rota.
- b. Families will usually be notified by phone, and the details will be listed on Class Charts.

Level Four Sanction – SLT Detention:

- a. SLT detentions take place after school, from 16:00 to 18:00 and are staffed by SLT.
- b. SLT detentions are awarded for a more serious breach of discipline, or for an escalation of any of the above points.
- c. Parents will be contacted via phone and then details will be listed on ClassCharts.

For major breaches of discipline, the following procedures can be used. Any of these must be agreed and approved by the Head and Chair of Governors.

Internal Suspension

This can be issued for:

- Truancy from lessons or assemblies
- Bullying or unkindness
- Deliberate damage to school property or other's belongings
- Possession of prohibited items
- Affront against protected characteristics

This is not an exhaustive list, and internal exclusion may be given at the Head's discretion. For negative behaviours that go beyond the ones described above, the following procedures can be followed:

External Suspension

Permanent Exclusion

Suspension data is held on the Child Protection (CP) Concerns Spreadsheet and are recorded on CPOMS.

Prep School

The School's Policy is focused on ensuring that children 'stay safe' this section sets out the procedures which Lincoln Minster School Early Years Foundation Stage, and the Preparatory School use in order for children to be happy and to achieve and in that order.

The school has a number of rules, but our procedures are not primarily concerned with rule enforcement. They are a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way. We aim for a firm but fair, consistent approach across the school which focuses on praise and reward to promote appropriate, positive behaviour.

Guiding Principles

Our approach is guided and driven by our guiding principles and expectation that all children are:

Ready – Respectful – Safe

School Rules

We are **all** part of the School Family Community and to help make this happy, successful and enjoyable we should all follow the simple Code of Conduct and school rules below based on the Five Pillars of Pivotal Practice from 'When Adults Change, Everything Changes' (Paul Dix, 2017)

Ready

- Arrive at school on time
- Have the correct uniform and kit
- Be ready to listen and follow instructions
- Try your best – never give up!
- Join in with lessons – work hard

Respectful

- Speak calmly and politely to everyone
- Listen when others are talking
- Use manners at all times
- Treat everyone with kindness
- Look after our school environment
- Celebrate the achievements of others

Safe

- Move around school safely
- Use equipment correctly and safely
- Use kind words and actions
- Keep our environment tidy
- Stay safe online and out of school

The above School rules are understood by all pupils and are displayed in every classroom and in key areas of the school. Children are reminded of the levels of behaviour expected of them during assemblies, class time, form periods and as part of the PHSE curriculum.

The School rules aim:

- To enable every member of the school community to behave in a considerate way towards others.
- To enable staff to treat all children fairly and apply this behaviour policy in a consistent way.
- To help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.
- The school rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.
- To create a suitable environment conducive for teaching, learning and good behaviour.
- To provide the children with a framework of values and attitudes which will stand them in good stead in our ever-changing society
- To provide the children with an understanding of themselves and others, working towards the development of self-discipline, good manners and courtesy.
- To encourage the children to be responsible for their own actions.

Rewarding good behaviour

It is important that as staff we remain as positive as possible at all times. Praise, reward and positive reinforcement are used to promote and maintain expected standards of behaviour.

In the EYFS, praise, stickers, certificates, house credits and Minster Money are awarded.

In KS1 and KS2, in addition to stickers, praise and weekly merit badge & certificates, credits are earned which contribute to the house system. The credit system is based on “Round the World in 300 Credits” and when a child reaches a certain destination, they are awarded a postcard. When the whole class reaches the destination, the class are awarded the treat for that total e.g wearing of home clothes for a day, extra playtime etc.

“Minster Money” is also awarded to pupils who show strong values in line with our core values pupils are awarded a coin which is then placed in a House jar and contributions are totalled at the end of term with a recognition award for the winning House.

Good behaviour and success is acknowledged in all areas of school life and this is celebrated in assemblies. A child in the lower school and upper school who has consistently gone over and above in our school rules and values during the week receive the Head’s Award. Each child to receive the Head’s Award will be invited to a special event with the Head/Deputy Head at the end of the half term they received the award in.

LMS Ambassador badges are awarded to children who set a great example and are role models to all children and staff in school by going above and beyond our expectations for them to be **Ready – Respectful – Safe**.

Achievements will also be recognised through vibrant display in classrooms and in the school's weekly newsletter.

Practical Steps in Managing and Modifying Challenging Behaviour

The school employs a restorative approach to challenging behaviour with a number of sanctions to reinforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation. Children will be held accountable for their behaviour and staff will endeavour to teach responsibility as a life value. Staff will use the steps in behaviour for dealing with poor conduct and aim to keep children at steps 1 and 2 as long as possible.

Aspects of behaviour that do not meet our 'Ready, Respectful, Safe' rules have a clear and consistent consequence. The rewards that focus on positive behaviour alongside the five stages below help children to recognise that their behaviour is their choice. The five stages identify progressive levels of consequence which demonstrate to the children that behaviour choices that do not follow our rules are not acceptable and will not assist themselves and their peers in being 'ready, respectful and safe.'

If incorrect behaviour choices are made the next stage is used with a clear script in place. Each child begins each session on Stage 1, ensuring all children can quickly adopt the correct behaviour choices and make a fresh start at the beginning of each session.

There are times when reasonable adjustments will be made to this system, for example when a child has significant emotional or special educational needs. In these cases, the child's individual needs may explain but not excuse the behaviour. Such adjustments will be discussed with SLT and the child's parents/guardian but not distract from the overall purpose of the process.

The five stages are:

Stage 1 – The LMS Way

Stage 2 – The Warning

Stage 3 – Time Away

Stage 4 – Reflection Time

Stage 4a Reflection Time (School, Home or Parent Comes to School)

Stage 5 – Behaviour Support Plan

Risk Reduction Action Plan

Where a child's behaviour becomes a significant concern, a Risk Reduction Action Plan commences. This may be needed when a child reaches Stage 4 or 5 more than once a week, when a child is violent

or aggressive putting themselves, other children or adults at harm or risk of harm, when a child creates a climate of fear around themselves through consistently displaying dominant or intimidating behaviour or when a child's behaviour puts them at risk of fixed term or permanent exclusion.

As detailed previously, there may be cases where a child's individual needs are such that adapted arrangements are put in place. This will be recorded either on the child's SEND file or in the form of an adapted behaviour support plan detailing the strategies and approaches to support the child.

Sanctions

As with rewards these need to be instant and consistently applied. The sanction system is as outlined in the dealing with challenging behaviour section above.

Repeated and/or Serious Misbehaviour

Depending upon the nature of the misdemeanours, the **Head of the Preparatory School** may

- Enlist the support of external agencies
- Suspend the child from school for a specified period of time (internally or externally)
- Exclude the child from school on a permanent basis

Record keeping

Where sanctions have been taken against a pupil following a serious disciplinary offence, then a record will be kept on our online system, CPOMs.

A record of sanctions is monitored by the **Head and Deputy Head of the Preparatory School** so that patterns can be quickly identified and appropriate interventions made. A central record is kept of any behaviour which requires the Head to exclude a pupil.

Monitoring Pupils

In the same way as rewards are monitored, negative points and explanations on Class Charts will also be monitored by the class teacher, Head/ Deputy Head. Children receiving more than a few negative points each week will have a restorative conversation with the Head/ Deputy Head. If a child then continues to receive a number of negative points each week, the parents will be invited into school to discuss behaviour patterns with the Head/ Deputy Head with the child present. If low level behaviour patterns continue to occur, a behaviour support plan may be necessary to restore positive behaviour choices.

Supporting Children Following Sanctions

Relevant support and guidance is provided to all children after they have received a sanction. Where appropriate, children will be provided with additional support and education to enable them to rebuild relationships, learn from their mistakes and ensure they are regulated before returning to their classroom.

Restorative Practice is used to enable children to learn how to self-regulate their own behaviour and incorporates four key elements:

- Respect – children learn to listen to other opinions and value them.

- Responsibility – children take responsibility for their own actions.
- Repair – children identify solutions which repair harm and avoid repeated behaviours.
- Reintegration – children work through a structured, supportive process to solve the problem.

Designated staff are appropriately trained to deliver these interventions. These interventions are often part of a wider approach that involves the wellbeing and mental health of the pupil

De-escalation strategies

When a child is unregulated and displaying inappropriate behaviour, staff will use a range of de-escalation strategies to support the child. Examples of these strategies include:

- Emotional support and reassurance.
- Positive behaviour reminders.
- Redirection and distraction.
- Offer of a safe space and time.
- Explanation of choice and consequences.
- Change of face.
- Referring to a relevant social story.
- Reminder to use taught self-regulation strategies (breathing/ counting etc).
- Self-sooth activities or personal interest tasks.
- Other strategies specific to a particular child and their needs.

EYFS

Children with in the EYFS follow the same behaviour system as KS1 and KS2.

As outlined above, no bullying or physical violence is tolerated. Persistent or serious bad behaviour is reported to the parents at home time. Repeated incidents may result in a log (dated) being kept on the child. Aggressive behaviour may result in a 'time out', sitting with an adult or holding an adult's hand at playtime.

The named person for Behaviour Management in the EYFS is: Mrs Victoria Whitworth – Head of EYFS/Deputy Head of Prep School.

Restraint

The 'Use of reasonable force in Schools' document (DfE, 2013) states:

- The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
- Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where the pupil needs to be restrained to prevent violence or injury.
- 'Reasonable in the circumstances' means using no more force than is needed.

Any use of physical restraint is by reasonable and non-injurious means, only when immediately necessary and for the minimum time necessary to prevent injury to self or others or very serious damage to property, and always recorded in writing. Physical restraint should be used only as a last resort in situations where injury to a pupil, staff or others is highly likely or where substantial damage to property appears inevitable.

Any restraint should be measured and controlled and the minimum required to avoid the above. Any action requiring reasonable force taken by staff or others in positions of responsibility within the school must be reported immediately to the Head, Deputy Head and a written incident report completed within 24 hours and uploaded on CPOMS. Parents will also be informed on the same day (or as soon as practicable thereafter).

Staff may not use corporal punishment as a disciplinary sanction.

Government guidance says:

- In a school, force is used for two main purposes – to control pupils or to restrain them.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

Reasonable force can be used to:

- Prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- Remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- Prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground;
- Restrain a pupil at risk of harming themselves through physical outbursts.

- If a search without consent is required – However this should only occur when it's linked to legally defined prohibited items.

Members of staff must always exercise great caution in the use of force. This is particularly important where the enforcement of good order is the motive and there is no risk to persons or property.

A record of all such incidents will be kept and will include:

- The names of the pupils involved and any witnesses together with where and when the incident took place.
- The reason why the use of force was necessary.
- A description of the incident including the steps taken to calm the situation before force was deemed to be necessary and the nature of the force used.
- The pupil's response.
- The outcome of the incident.
- Details of any injury suffered by any of the parties or damage to property.
- Parents will be informed at the earliest opportunity.

Touch

It is not illegal to touch a pupil. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary.

Examples of where touching a pupil might be proper or necessary:

- Holding the hand of the child at the front/back of the line when going to assembly or when walking together around the school;
- When comforting a distressed pupil;
- When a pupil is being congratulated or praised;
- To demonstrate how to use a musical instrument;
- To demonstrate exercises or techniques during PE lessons or sports coaching; and
- To give first aid.

Allegation against staff

In the case of any allegation against staff, the LADO will be contacted and advice taken from them. In the case of unsubstantiated or false allegations, the school will seek further advice from the LADO in relation to the allegation, but the school may consider commencing disciplinary action against the pupil.

Appendix

Report Cards Senior School

Report cards are not a sanction – they are to be used to support a student alongside the rewards and sanctions protocol we have in place. Report cards will be tiered to suit the situation and will always be issued with discretion. The three tiers are as follows:

- Form tutor report card (e.g. for 10 or more negative points on Class Charts)
- Head of Year report card
- SLT report card

These cards are pre-printed and available to staff at the Hub. They will include targets that will be set for the student by the issuing member of staff.

Tutor Report Cards – How to issue a report card:

- Confirm with Head of Year that you plan to issue tutor report card
- Collect report cards from the Hub and issue to your tutee
- Set up to three clear targets with your tutee
- Contact parents to inform that this is being issued due to their child
- Inform parents that you will be checking their card daily and that parents must also sign it
- Add a note to CPOMS under the category of behaviour confirming that a tutor report card has been issued and state why
- Report back to Head of Year at the end of the week
- Contact the parents to confirm how your tutee has got on and any further escalation.

It is at the tutor's and Head of Year's discretion to ascertain at the end of each week if a child needs to be moved on to a Head of Year report. Normally, a pupil will be on a tutor report card for at least one further week before escalating to a Head of Year report, but this will depend on the individual circumstances. When escalating to a Head of Year report, the tutor must arrange a meeting with the parents and Head of Year in person to discuss the reasons for the escalation.

All of the above must be recorded on CPOMS under the initial behaviour incident.

Targets on report cards should be framed positively and be supportive. Examples include:

- Contribute positively to lessons
- Arrive on time
- Be proactive in class
- Ensure you are organised with everything you need
- Plan to charge your ipad so it is ready for lessons
- Look smart in the correct uniform

Head of Year + SLT Report Cards

The same principles as above apply to Head of Year + SLT Report Cards. Where appropriate, parents will be called in for a formal in person meeting to discuss next steps.

Failure to Meet Expectations

1 lesson failure per day = conversation with tutee

2 or more lesson failures per day = educational reflective piece of work issued by the tutor and collected in the next day. Examples of this can be found in the Hub.

Persistent failure to reach targets = progression to next level of report card.

Pupil Code of Conduct Prep + Senior

We all have a duty to respect others and ourselves.

This means no one should:

- Behave inappropriately with other pupils or towards staff

We have the right to learn.

This means that everyone should:

- Arrive on time.
- Listen carefully to instructions;
- Bring the correct equipment;
- Not disrupt lessons;
- Not interfere with the work of others;
- Not interrupt when anyone else is speaking;
- Work quietly;
- Do homework, always meeting deadlines.

We all have the right to be treated fairly.

This means that everyone should:

- Be considerate;
- Not make inappropriate comments;
- Not swear or call people names;
- Respect the belongings of others;
- Not fight nor bully;
- Treat people with respect, kindness and caring;
- Have their concerns heard.

We all have the right to work in a clean and attractive environment.

This means no one should:

- Drop litter;
- Eat, drink or chew gum in the classroom;
- Vandalise;
- Be dressed inappropriately;
- Graffiti;
- Leave any classroom dirty or untidy.

We all have the right to learn in a safe and peaceful environment.

This means that everybody should:

- Use equipment properly;
- Not run or push;
- Not act dangerously.

No one should ever feel intimidated by others.

Class Charts Senior School

We use Class Charts to record all rewards and sanctions. There are 10 categories for a sanction and 1 for a merit.

Level 1 Sanction categories:

1. Uniform
2. Lateness
3. Chewing Gum
4. Shouting Out
5. Lack of Equipment
6. Off Task
7. Outside of Classroom Behaviour
8. Homework Issue
9. Persistent Talking
10. Poor Effort

Level 2: Detention examples

Misuse of iPads in lessons
Misuse of school equipment
Persistent inappropriate behaviour in class
Late to lessons with no valid reason

Level 3: SLT Detention examples

Inappropriate language
Repeated behavior from above
Truancy
Severe disruption to learning
Plagiarism

Report Cards are used alongside the above steps, as explained previously.

Sanctions can be issued at the discretion of the pastoral team outside of the above parameters if deemed appropriate, including to support a student's mental and emotional wellbeing or SEND profile.

One Page Summary

Reinforcing Positive Behaviour:

- Praise, acknowledge, and commend students frequently.
- Recognize positive behaviour in Form Time or lessons.
- Record commendable actions on Class Charts with a merit.

Merits:

- Collected for positive behaviour

Commendations:

- Issued for significant contributions or sustained positive behaviour/achievement.
- Recognized by SLT with a letter home.
- Recommendations can be made by Form Tutors, Subject Teachers, and Prefects.

Support for Students:

- Some students may need additional support or specialist intervention.
- Consideration of SEND and reasonable adjustments in consultation with SENCO and parents is crucial when issuing rules, rewards and sanctions.

Sanctions:

Level One Sanction:

- Address minor infractions with restorative conversations, subject detentions, or break attendance.
- Focus on understanding and corrective action.
- Record on Class Charts without further consequences.
- Form Tutors monitor and follow up with tutor report card if 10 negatives received in a term.

Level Two Sanction – Detention:

- Lunchtime detentions for constructive or reflective work.
- Issued by teachers or LSAs, recorded on Class Charts.
- Offences can include misuse of iPads, persistent equipment, persistent inappropriate behaviour.

Level Three Sanction – SLT Detention:

- After school detention – 1 hour
- Staffed on a rota
- Can be issued by all staff

Level Four Sanction – SLT Detention:

- After-school detention - 2 hours
- Requires SLT approval, parental notification, and 24 hours' notice.
- Given for serious breaches or escalation.
- Two SLT detentions in a term may lead to a formal parent meeting and behavioural contract.

Major Breaches:

- **Internal Fixed Term Exclusion**
- **External Fixed Term Exclusion**
- **Permanent Exclusion**