

Lincoln Minster School

Behaviour and Discipline

1. 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 including care for others;
- 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 free from disruption, violence, bullying and any form of harassment;
- To encourage a positive partnership with parents in order to develop a shared approach to the implementation of this policy and associated procedures.
- To prepare pupils for higher education and employment, and to equip them to become responsible adults and active citizens.
- Ensure that any behaviour issues are communicated, and management strategies already in place from a child's previous school, are maintained and evaluated. Likewise, communication about behaviour with the appropriate staff member responsible, is vital for any child moving from LMS or between Key Stages within LMS.

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 boarders and those in our EYFS setting.

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.

This policy also has regard to the National Minimum Standards for Boarding Schools (2015), Standard 12: Promoting Positive Behaviour and Relationships and DfE guidance, 'Behaviour and Discipline in Schools 2016'.

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 on our website and on request from the main school office and should be read in conjunction with the following policies: Safeguarding and Child Protection, Anti-Bullying, Physical Restraint, Searching, Admission, Equal Treatment, Trips and Visits, Exclusion, Removal and Review, Policy relating to Alcohol, Smoking and Substance Abuse.

This document is reviewed annually by the Deputy Head (Pastoral), the Head of the Preparatory School and the Deputy Head of the Pre-Preparatory School, or as events or legislation change requires. The next scheduled date for review is July 2022.

Reviewed By	J Muir; Deputy Head (Pastoral) M Burton; Head of the Preparatory School
Approved By	Maria Young; Headmistress
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2. Procedures

2.1 Senior School

In the Senior School, the person responsible for behaviour management, procedures, policies and review is the Deputy Head (Pastoral).

Aspects of positive learning behaviour encouraged at all times include:

- Attentiveness and intellectual curiosity
- Good organisation
- Effective communication
- Respectful behaviour towards staff and students
- Seeking help when necessary
- Appropriate involvement in a lesson or other activity
- Working efficiently in a group
- Consideration of others' physical space
- Respect for property and the school environment
- Meeting the 'I am Minster' expectations (appendix 2)

See Appendix 1 for further details

Celebrating Achievement

All pupils receive appropriate recognition (appendix 3) for achieving against their own personal targets in learning and behaviour. Good work and behaviour in classrooms and around the school is rewarded with courtesy, praise (verbal and written) and encouragement. Exceptional work receives public recognition through 'Reward cards' and the presentation of awards. The use of House Points aims to reward good work, progress, good citizenship together with more general and personal achievements.

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 sessions with the school counsellor or 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.

Rules, Sanctions and Monitoring of Students

School rules are kept to a minimum (See appendix 7) and are outlined in the code of conduct printed in the pupils' diaries. 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. For specific infringements of the rules, specific sanctions usually apply (see appendices 3, 4 & 7). 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. If necessary, a pupil will be assigned a teacher mentor with whom she will meet on a regular basis to discuss her progress. Any student found to be making or have made malicious accusations against a staff member or volunteer will be dealt with appropriately depending on the nature of that allegation. Parents will always be informed and required to attend a meeting with the appropriate senior member of staff.

Serious offences

A central record is kept of any behaviour which requires the Head to exclude a pupil for a minimum of three days. It is impossible to define exactly what constitutes such an offence but it may include: violence towards another individual, use of illegal drugs or alcohol on school premises, possession and use of an offensive weapon within school or persistent bullying. Incidents involving racism will be monitored and dealt with appropriately and immediately.

The record of sanctions will include the pupil's name and year group, the date of offence, the nature of the offence, the sanction imposed, and the person administering the sanction. This record is kept by the Head's P.A. in her office so that patterns can be identified by the school and appropriate interventions made. The record of serious disciplinary sanctions is shared with the LGB on an annual basis.

Disciplinary action for pupils who make a malicious allegation against a member of 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.

Restraint

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

2.2 Preparatory School and Pre-Preparatory School

The School's Policy is focused on ensuring that children 'stay safe' in accordance with obligations under the Every Children Matters Framework and this section sets out the procedures which Lincoln Minster School Early Years Foundation Stage, and the Preparatory School use in order for children to enjoy learning and achieve their best.

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, consistent approach across the school.

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:

- C**are – for yourself, others and the school
- O**rganisation – of your time, appearance and belongings
- D**etermination – to achieve
- E**nthusiasm – in all you do.

School Rules

1. Be kind, respectful and friendly to others at all times. Wear a smile.
2. Be polite, courteous and helpful, remembering our manners at all times.
3. Be honest and brave enough to admit when you have made a mistake.
4. Work hard and try your best in everything you do. Reach your potential.
5. Listen to others without interruption.
6. Wear the correct School uniform smartly. Take pride in the School.
7. Respect School property and the property of others.
8. Look after your own belongings and bring only what is expected to school.
9. Be punctual and arrive with the correct equipment.
10. Walk around the School, keeping to the left in the corridors and on the stairs.

The above School rules are understood by all pupils and are displayed in every classroom and in key areas of the school e.g. changing rooms. 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.

The code of conduct will also be displayed within form rooms and working areas and will support the aims of the School.

Rewarding good behaviour

It is important that as staff we remain as positive as possible at all times.

In the EYFS, Reception, praise, stickers and certificates are awarded.

In KS1, as well as praise, stickers, use of the sunshine chart and certificates the children also collect house credits (house points).

In the Preparatory School, as well as stickers, praise and weekly merit badge & certificates, credits are earned which contribute to house points and these totals are announced regularly in Friday Assemblies. 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 in assembly. When the whole class reaches the destination, the class are able to choose from a range of treats e.g wearing of home clothes for a day, extra playtime etc.

"Minster Money" is also awarded to pupils who show strong values. In a weekly assembly pupils who have been nominated by staff and other 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.

Recognition of achievements through vibrant display in classrooms and in the school's weekly and monthly newsletters

The Role of the Form Teacher

- It is the responsibility of class teachers to ensure that the school rules are enforced in their classes, and that their classes behave in a responsible manner during lesson time.
- The class teachers in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability.
- The class teacher treats each child fairly and enforces the school code consistently. The teachers treat all children in their classes with respect and understanding.
- If a child misbehaves, in the first instance the Form teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the Head or Deputy Head of the Pre-Preparatory School / Head of the Preparatory School.
- The form teacher is someone the children can talk to and be listened by. They are an important support for the child and help to encourage confidence in the child to share problems should they arise.
- The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

The Role of the Head of the Preparatory School

- It is the responsibility of the Head to implement the School Behaviour Policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Head to ensure the health, safety and welfare of all children in the school.
- The Head supports the staff by implementing the policy, by setting the Standards of Behaviour, and by supporting staff in their implementation of the policy.
- On the Preparatory site incidents of misbehaviour are recorded by the Staff in line with the traffic light system
- The Head of the Prep School has the responsibility for overseeing the Behaviour policy and giving detentions
- The Head of the Preparatory School has the responsibility for all fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Head may permanently exclude a child. These actions are taken only after the Head and the parents have been consulted in line with our exclusion policy.

The Role of Parents

- The school collaborates actively with parents, so that children receive consistent messages about how to behave at home and at school.
- Relevant policies are made available to parents through the website. We expect parents to read them and support them.
- We expect parents to support their child's learning, and to cooperate with the school. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.
- If the school has to use reasonable sanctions to punish a child, we expect parents to support the actions of the school. If parents have any concerns about the way that their child has been treated, they should contact the Head of the Preparatory School / Deputy Head of the Preparatory School . If the concern remains, they should contact the Head. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

Dealing with Poor Behaviour

The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

- Unacceptable behaviour must be picked up and dealt with firmly according to a commonly agreed set of guidelines. Appropriate strategies and sanctions must be used consistently by all staff.
- Discipline in the classroom is the responsibility of the Form teacher/class teacher/subject teacher. Discipline around the school is the corporate responsibility of all staff.
- The Form teacher/class teacher has the closest relationship with an individual and is thus central to the disciplinary process. He/she should have a thorough understanding and knowledge of each pupil in the form, maintain records and keep other staff informed as required.
- The Form teacher may seek support or assistance in resolving problems as can any member of staff. However, the sharing of problems must not overload the system with trivia that can be dealt with on the spot in a firm, positive and appropriate manner.
- Any pupil found to be making or have made malicious accusations against a staff member or volunteer will be dealt with appropriately depending on the nature of that allegation.

Parents will always be informed and required to attend a meeting with the appropriate senior member of staff.

Sanctions

As with rewards these need to be instant and consistently applied.

At no time will a teacher ever use physical force to punish a child

Staff only intervene physically to avert an immediate danger of personal injury to, or an immediate danger to the property of, a person (including the pupil him/herself). The actions that we take are in line with government guidelines on the restraint of children. (Further details can be found in the school's Physical Restraint Policy).

The children in **EYFS** have a gentle reminder and, if appropriate, they may be moved nearer a member of staff or to a different working area. For children in Reception, Year 1 and Year 2, a star, sunshine and cloud system is employed and displayed in each classroom. If children are moved onto the white or black cloud a certain consequence may be issued and parents informed.

In the Key Stage 2 a traffic light system is employed which is displayed in every classroom and key areas around school:

GREEN: All pupils begin each day/lesson on green. Pupils are encouraged and reminded to stay on green throughout the lesson/activity/day.

AMBER: is intended to act as a warning and reminder of expected behaviour for incidents such as, talking in assembly, distracting others, running along corridors, not being ready to learn etc. A pupil is always given the opportunity to return to green before the end of the lesson/activity/day.

RED: a pupil can immediately be put on red for incidents such as name-calling, play fighting, misuse of property, persistent ambers. A pupil is given the opportunity to return to green by the end of the lesson/activity/day. However, if still on red at the end of the day this will be recorded.

DOUBLE RED: for serious incidents such as threatening behaviour, bullying, swearing, theft, inappropriate text/email

***In some instances the pupil will automatically remain on RED and the sanction will be recorded, depending on the displayed behaviour e.g. challenging staff, name-calling.**

Parents may be informed at any stage but always if a pupil has been given 2 red's in a half term or when a Double Red has been issued.

Other Strategies which may be used include:

Pupil placed on a REPORT CARD after consultation with the Deputy Head and Form Tutor and recorded in planner for parents.

Withdrawal of Privilege: withholding participation in educational visits or sports events which are not essential to the curriculum

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
- Exclude the child from school for a specified period of time
- 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 file.

This will include:

- Pupil's name
- Pupil's year group
- The date of the offence
- The nature of the offence
- The sanction imposed
- Name of the person administering the sanction

A record of sanctions is monitored by the **Deputy Head of the Preparatory School/ Deputy Head of the Pre-Preparatory School** so that patterns can be quickly identified and appropriate interventions made.

2.3 EYFS

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.

2.4 Boarding

Within the boarding environment, the following must be noted:

Within our boarding houses, Prefects currently do not take action themselves on disciplinary issues but report them to house staff who will deal with the issue accordingly.

Serious disciplinary offences are recorded centrally as well as in the house diary and individual pupil records. Any major punishments require the following to be recorded: the name(s) of boarder(s) concerned, the reason for punishment, the person administering the punishment. Details of specific sanctions and rewards applying only to boarding are described in detail in the boarding staff handbook which is issued to all staff involved in boarding at the start of each academic year.

Restraint

The 'Use of reasonable force in Schools' document (DfE, 2015) 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 physical restraint action 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 (copies to HoY/ House staff) within 24 hours. Parents will also be informed on the same day (or as soon as practicable thereafter).

Although staff may not use corporal punishment as a disciplinary sanction, they may use such force as is reasonable to prevent a pupil from:

1. Committing a criminal offence
2. Injuring themselves
3. Using violent behaviour such as fighting or attacking a member of staff or another pupil.
4. Damaging property, including their own and School property.
5. Behaviour by a pupil, such as rough play, the misuse of objects or running in corridors, which is likely to cause personal injury or damage property.
6. Behaving in a way which is prejudicial to the good discipline and order of the school whether in the classroom or elsewhere where the member of staff has lawful care of a pupil.
7. Refusing, in the case of a disruptive pupil, to leave the classroom.

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. Staff must not act in any way that might cause pain or injury e.g. by striking, holding a pupil around the neck or pulling hair or ears in any way that might be considered indecent.

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 on the Incident Form.

Sanctions

No unacceptable, idiosyncratic or excessive punishments are used by either boarders or staff. This includes:

- Any punishment likely to cause humiliation, pain or anxiety
- Corporal punishment
- Deprivation of access to food or drink
- Enforced eating or drinking

- Prevention of contact by telephone or letter with parents or any appropriate independent listener or helpline
- Requirement to wear distinctive clothing as punishment
- Use or with-holding of medical or dental treatment
- Sleep deprivation
- Excessive fines
- Locking in a room or building

3. SENIOR SCHOOL APPENDICES

Appendix 1: Creating a constructive and purposeful learning environment and establishing shared routines for teaching and learning: Guidelines for Good Practice

DO

- Have prompt and structured starts and finishes for lessons
- Take a register and log patterns of lateness etc. that contribute to low level disruptions
- Have work well prepared, including differentiated and varied activities for different abilities and learning styles
- Make sure the room is laid out the way you want it to be and that equipment and materials being supplied by you for lesson activities are ready for use
- Establish and insist on routines for:

Entering the classroom	Questions and answers
Calling the register	Co-operative / group work
Getting books/ equipment out	Stopping work
Putting bags away	Summarising the session
Seating arrangements	Giving out homework
Explaining the tasks ahead	Leaving the room (permission slip)
Giving out work / books	Clearing up
Setting out work	Packing up and leaving the classroom
Giving out work / books	Explaining the tasks ahead
- Know and use student names
- Treat students as responsible and valued human beings
- Establish positive norms of behaviour – ‘You are Minster. You are expected to.....’
- Concentrate on the work in hand
- Praise and encourage those who are working well
- Minimise inappropriate behaviour
- Use eye contact or a hand gesture to express disapproval
- Have a quiet word with the student that the behaviour is inappropriate
- Try to maintain a good level of humour- learning is fun!
- Describe the effects of the behaviour, not the behaviour itself (‘When you call out, it disturbs the others.’ Etc.) linking to the ‘I am Minster’ expectations
- If major problems occur, send for help as soon as possible
- Ask for a student to be withdrawn to another location within the department in the first instance
- Allow time for a student to unwind before she is asked to make amends
- Follow up any inappropriate behaviour with the student on her own.

DON'T

- Start the lesson until all the students are ready
- Talk above background noise
- Shout
- Make sarcastic or hurtful comments about students

- Set targets for a student's behaviour or discuss unsatisfactory work in detail in front of other students
- Allow students to sit where they want unless it is part of a teaching strategy. They should be flexible and work in any group you set
- Leave the class unless in an emergency
- Leave a student outside a classroom for more than a few minutes.

Appendix 2: I am Minster Expectations

I AM...	THIS MEANS THAT I...	THIS MEANS THAT I WILL..
MOTIVATED MINDFUL	<p>HAVE REALISTIC GOALS AND AM AMBITIOUS IN WORKING TO ACHIEVE THEM</p> <p>THINK ABOUT HOW MY BEHAVIOUR AFFECTS THE LEARNING OF OTHERS AND HOW IT REFLECTS UPON ME</p>	<p>SET MYSELF GOALS REGULARLY</p> <p>FOLLOW CLASSROOM EXPECTATIONS</p> <p>FOLLOW THE ADVICE OF MY TEACHERS</p>
I NDEPENDENT INVOLVED	<p>TAKE RESPONSIBILITY FOR MY OWN PROGRESS BY BEING ORGANISED WITH MY EQUIPMENT, TIME AND WORK AND ACTING ON ADVICE GIVEN TO ME. I PARTICIPATE IN LESSON ACTIVITIES SENSIBLY</p> <p>HAVE A GO AT NEW ACTIVITIES AND TRY NEW THINGS. I REPRESENT THE SCHOOL POSITIVELY</p>	<p>ARRIVE TO SCHOOL AND LESSONS ON TIME</p> <p>HAVE A GOOD ATTENDANCE RECORD</p> <p>BRING ALL NECESSARY EQUIPMENT</p> <p>GET INVOLVED IN HOUSE ACTIVITIES</p> <p>TAKE ON LEADERSHIP OPPORTUNITIES</p> <p>ATTEND ENRICHMENT ACTIVITIES</p>
N O-NONSENSE NICE	<p>DON'T MAKE A FUSS, I GET ON WITH MY LEARNING AND MY FRIENDSHIPS WITHOUT ATTENTION SEEKING</p> <p>HAVE GOOD MANNERS, AND DEMONSTRATE THEM AT ALL TIMES TO ALL MEMBERS OF OUR COMMUNITY</p>	<p>HOLD DOORS OPEN FOR STAFF AND VISITORS</p> <p>STAND WHEN A MEMBER OF STAFF ENTERS</p> <p>WORK QUIETLY</p> <p>CARRY OUT TASKS FOR STAFF</p>
S UPPORTIVE SELF-CONTROLLED	<p>LOOK OUT FOR MY FRIENDS. I KNOW WHO TO TURN TO IF I'M WORRIED ABOUT THEM. I ENCOURAGE THEM AND HELP THEM</p> <p>I STAY CALM IF ANGRY OR UPSET AND SEEK HELP INSTEAD OF LOOSING MY TEMPER. I DO NOT GET LED ASTRAY BY OTHERS</p>	<p>REPORT BULLYING OR ANY OTHER UNKIND BEHAVIOURS</p> <p>LOOK OUT FOR YOUNGER PUPILS</p> <p>SPEAK TO AN ADULT IF I'M CONCERNED ABOUT SOMEONE</p>
T ENACIOUS RUTHFUL	<p>HAVE A 'CAN DO' ATTITUDE AND AM DETERMINED TO BE THE BEST I CAN BE</p> <p>KNOW WHEN I'VE DONE WRONG AND WILL TRY TO MAKE IT RIGHT AND LEARN FROM IT</p>	<p>TELL THE TRUTH</p> <p>HAVE A GO AT SOMETHING EVEN IF IT'S OUTSIDE OF MY COMFORT ZONE</p> <p>PERSEVERE WITH THINGS I FIND CHALLENGING</p>
E NTHUSIASTIC EMPATHETIC	<p>I COME TO SCHOOL READY TO LEARN AND TO ENJOY WHAT I'M DOING</p> <p>I AM TOLERANT OF THE BELIEFS, VALUES AND LIFESTYLES OF OTHERS</p>	<p>GET INVOLVED IN CULTURAL EVENTS IN SCHOOL</p> <p>SHOW ENTHUSIASM IN LESSONS</p> <p>ENGAGE WITH INTERNATIONAL STUDENTS</p>
R ESILIENT RESPECTFUL	<p>DON'T GIVE UP IF I FIND SOMETHING A CHALLENGE, I LEARN FROM MISTAKES AND I AM OPTIMISTIC</p> <p>FOLLOW INSTRUCTIONS FROM STAFF AND PREFECTS. I LOOK AFTER THE SCHOOL ENVIRONMENT</p>	<p>ASK FOR HELP IF I NEED IT</p> <p>DO AS I'M TOLD BY SENIOR PUPILS AND STAFF</p>

Appendix 3: Sanctions & Rewards

The school sanctions and rewards are in place to encourage respect for others, respect for property, and to maintain a happy and secure environment for all members of the school community. Rewards are vitally important in encouraging positive behaviour and recognising when a pupil has made progress either in their studies or their behaviour towards others. The sanctions increase in severity according to the gravity of the situation.

The Heads of Year will be happy to give advice on an appropriate response.

Rewards

- All pupils (KS3-5) are issued with a reward card at the beginning of each half-term.
- Teachers will award reward card points each lesson. Pupils meeting the criteria for reward points will have their reward card signed by the member of staff awarding.
- A full reward card = 10 House Points, a scratch card and entry into the end of year reward card Prize Draw.
- The end of year reward card prize draw is a tiered system and awards prizes according to the number of reward cards completed over the school year for each pupil.

Individual departments will award their own subject specific rewards alongside the above as appropriate. Staff are encouraged to make phone calls home, send postcards etc. in order to recognise individual achievement in a particular subject.

Academic excellence and progress are rewarded in the annual Prizegiving ceremony.

Awards for outstanding performance and effort in sport and in music are recognised in annual Celebration Evenings for each.

Sanctions

In the first instance a pupil should receive a warning about poor behaviour or unsatisfactory work. If this is not effective or if a pupil persistently fails to meet reasonable expectations they will be given a sanction, as per the sanction process chart (appendix 4) The record of all sanctions is centralised so that patterns can be quickly identified by key staff, are able to be discussed at weekly tutor team meetings and the appropriate interventions made.

Detention (Senior School)

1st Stage – Subject Detention

This may be given for not meeting classroom expectations. This will be issued by the subject teacher with the Form Teacher in copy. The Subject Teacher will send the appropriate letter format to parents via the school office. A record of the sanction is kept on ISAMS and a record is also made by tutors.

2nd Stage – Department Detention

Organised by the subject teacher alongside the Head of Department. They are designed to deal with persistent repeat of poor behaviour, attitude, work but will also be automatically issued for any child who receives a 'red' departmental move sanction. Parents are informed through the appropriate letter format and a record should be made on ISAMS with the Head of Department and Tutor in copy.

3rd Stage – School Detention

This will be held every week and will be led by one of the Heads of Year. This detention will be to deal with persistent behaviours after departmental sanctions have been applied, as well as for non-classroom based behaviours, as per the sanctions process flowchart. ISAMS record is kept and the Head of Year will monitor. The Head of Year will inform parents using the appropriate letter format.

4th Stage – Senior Leadership Team Detention

This is for more serious disciplinary issues. This may only be given by a Head of Year or a member of the Senior Leadership Team. Heads of Year will communicate by letter to parents and a record will be kept on ISAMS. Two Senior Leadership Team detentions in one term will require a formal meeting with parents. Heads of Year and the Senior Leadership Team to review the situation. This may involve the signing of a behaviour contract.

5th Stage – Formal Warning from the Head.

Parents will be invited into school. This may accompany a temporary exclusion, the length of which is determined by previous behaviour record or the severity of a particular disciplinary issue.

Temporary exclusion by Head. Parents notified/present. Recorded on file and kept by Head's PA so that patterns can be identified. Chairman of Governors notified.

Permanent exclusion by Head. Parents notified/present. Recorded on file and kept by Head's P.A. so that patterns can be quickly identified by the school and appropriate interventions made. The Chairman of Governors is informed before a final decision is made.

This file record includes as minimum:

- a. Pupil's name
- b. Pupil's year group
- c. Date of the offence
- d. Nature of the offence
- e. Sanction imposed
- f. The person administering the sanction.

The sanction issued will depend upon the gravity of the situation.

All warnings and detentions are wiped at the end of a half term period so that each pupil has the chance for a fresh start after a holiday.

Isolation

Isolation will be used as a sanction for more serious misdemeanours. Work will be provided by Subject Teachers for the pupil to complete for the duration of their isolation. The Heads of Year will inform parents via telephone and will follow up with a letter.

Uniform Cards

These are issued to all pupils at the start of each half term. They must carry the card at all times and must be able to produce it if challenged by a member of staff or prefect. Any infringements of uniform (up to a maximum of 3) are recorded on the card. Any pupils whose card is filled during the half term period will be given a school detention. Any pupil who has no infringements at all during the half term will be eligible to be entered into a draw for a prize.

Report Cards

These will be issued as part of our tracking process and following concerns raised about a child's poor behaviour, attitude or attendance.

Subject report cards will be monitored at department level whilst the Head of Year will issue report cards for pupils raising a concern in more than one subject. In the first instance, these will be monitored daily by Form Tutors and received at the end of the week with the Head of Year. Parents will be informed by the Form Tutor and will be updated as to the way in which the report has been negotiated.

SLT report cards will be used for more serious repeats of poor behaviour and only when departmental/school level reports have proved ineffective.

Behaviour Contract

A behaviour contract will be used when a pupil is not responding to having received a fixed-term exclusion(s). The terms of the contract will be written collaboratively with the parents, the pupil and the school. The plan will be reviewed as appropriate (but no longer than 6 weeks)

Appendix 4: Sanctions process chart

	BEHAVIOUR	RESPONSE	COMMUNICATION	BY	
Behaviour impacting upon teaching and learning – subject teacher/departmental response	Off task Shouting out Poor effort Not following instructions Talking over teacher Disrupting others Refusal to engage with learning	<pre> graph TD A[Verbal warning] -- "If behaviour continues" --> B[Move within classroom] A -- "If behaviour continues" --> C[Move to another classroom] B --> D[15 minute teacher detention] C --> E[30 minute teacher detention] </pre>	<p>AMBER 1 letter to parent Copy tutor and HOD</p> <p>RED 1 letter to parent Copy tutor and HOD</p>	<p>ST</p> <p>ST</p>	
	Repeat of an AMBER 1	Departmental detention	AMBER 2 letter to parent Copy tutor, HOD and HOY	ST	
	Repeat of a RED 1	Subject report – 4 weeks Review meeting with parent after 4 weeks	RED 2 letter to parent Copy tutor, ST and HOY	HOD	
	Refusal to comply with RED or AMBER stages as above OR for outright defiance	ISOLATION for the remainder of the day (See Isolation note below)	Phone call home ISOLATION letter to parent Copy tutor, HOD and HOY	ST	
	Failure to attend a subject detention	Departmental detention	FAIL1 letter to parent copy tutor, HOD	ST	
	Failure to attend a departmental detention	School detention	FAIL2 letter to parent, copy tutor, HOD, HOY	ST	
	Poor classwork	1st	Teacher detention –work redone	CWORK 1 letter to parent	ST
		2nd	Department detention – work redone	CWORK 2 letter to parent Copy tutor and HOD	
		3rd	Subject report – 4 weeks	CWORK 3 letter to parent Copy tutor and HOD	
	No/incomplete homework	1st	Warning – next day submission	Note in planner	ST
		2nd	Teacher detention	HWORK 1 letter to parent Copy tutor and HOD	
		3rd	Departmental detention	HWORK 2 letter to parent Copy tutor and HOD	
	Lack of equipment	1st	Warning	Note in planner	ST
		2nd	Teacher detention	EQUIP 1 letter to parent Copy tutor and HOD	
3rd		Departmental detention	EQUIP 2 letter to parent Copy tutor and HOD		
Late to lesson (without reason)	1st	Warning	Note in planner	ST	
	2nd	Teacher detention	LATE1 letter to parent Copy tutor		
	3rd	Departmental detention	LATE 2 letter to parent		

			Copy tutor and HOD	
Note: if any of the above classroom behaviours persist <u>after</u> the '3 rd ' stage sanction has been given, the HOD should refer to the relevant HOY in order to discuss escalating to the whole school sanction level process				

Behaviour impacting on whole school community – whole school/pastoral response	BEHAVIOUR	RESPONSE		COMMUNICATION	BY
	Persistent poor effort/behaviour /attitude <u>in more than one</u> subject (and after departmental response)	School report		SCHOOLREPORT letter to parent - Copy to HOY Briefing note to all staff Review meeting with pupil and parent	Tutor HOY Tutor/HOY
	Persistent poor effort/behaviour <u>after</u> school report	SLT report		SLTREPORT letter to parent Copy to tutor, SLT Briefing note to all staff Review meeting with pupil and parent	HOY JMu Tutor/HOY
	Incorrect uniform	Mark uniform card 3 marks = school detention Repeated = Tutor to inform HOY for HOY monitoring		UNIFORM1 to parent UNIFORM 2 to parent	Tutor HOY
	Chewing Gum	School Detention		GUM Letter to parent	HOY
	Eating/drinking on corridors	School Detention		SCHOOLDDET letter to parent	HOY
	Mobile Phone	1st	Confiscate – phone to office – pupil to collect end of day	The office will send the appropriate letter – no staff action	office
		2nd	Confiscate – phone to office – parent to collect		
	Failure to attend school detention	SLT detention		FAIL3 to parent	HOY
	Verbal abuse (to staff or student)	Isolation (or exclusion)		Isolation process	HOY/SLT
Fighting	Isolation (or exclusion)		Isolation process	HOY/SLT	
Truancy	Isolation and Attendance Report		Call home TRUANCY letter to parent	HOY	

	Off-site without permission	School detention	Staff to inform HOY SCHOOLDET letter	HOY
	Smoking/Vaping	Isolation (or exclusion)	Isolation process	HOY/SLT
	Vandalism	Isolation (or exclusion)	Isolation process	HOY/SLT
	Alcohol/Drugs	Exclusion (possible permanent)	Exclusion process	HOY/SLT
	NOTE: weekly meetings with the HOY and JMu will ensure any repeat of the above will be passed on, as appropriate, to be dealt with at SLT level			

Appendix 5: Pupil Aims

Lincoln Minster School aspires to be a community in which its members exist together in harmony and co-operation. To help us all strive for this goal, the following principles have been adopted as the code of behaviour for each of us to follow. It is expected that every member of the School community will act accordingly to the guidelines outlined by these life skills. Each is of equal importance in the daily life of our community.

INTEGRITY	To be honest and sincere and of sound moral principle
COMMON SENSE	To use good judgement
RESPONSIBILITY	To be accountable for your actions
CO-OPERATION	To work together toward a common goal and purpose
FRIENDSHIP	To make and keep friends through mutual trust and caring
A SENSE OF HUMOUR	To laugh without hurting others
ORGANISATION	To plan, arrange and keep things in an orderly way
EFFORT	To work to the best of your ability
INITIATIVE	To do something because it NEEDS to be done
FLEXIBILITY	The ability to alter plans when necessary
PERSEVERANCE	To continue in spite of difficulties
PROBLEM SOLVING	To seek solutions in difficult situations
CURIOSITY	A desire to LEARN about one's world
CARING	To feel concern for others and to demonstrate this

Appendix 6: Pupil Code of Conduct

We all have a duty to respect others and ourselves.

This means no one should:

- Have cigarettes, alcohol, other drugs or solvents in school.
- Behave inappropriately with other pupils.

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 racist or sexist 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 on desks or books;
- 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.

Appendix 7: School Rules

The School rules are based on self-respect and respect for others.

The following rules are strictly enforced and carry serious penalties for infringement.

- Bullying, stealing, truanting and the use of offensive language are serious offences and will not be tolerated. Serious offences will be dealt with immediately.
- Anyone found in possession of illegal drugs, cigarettes or alcohol or offensive weapons will be immediately suspended and pupils may be asked to leave.
- The chewing of gum will result in isolation for one day in the first instance. After that, chewing gum will result in a one-day suspension. The use of solvents including Tipp-ex is banned. Pupils are not permitted to bring aerosols into school.
- Regulation uniform must be worn at school and going to and from school.
- Lincoln Minster School is a community, not just a school, and respect for one another and for property is expected at all times. Pupils must always be courteous and polite.
- No pupil may leave the school premises during the school day without permission. Any pupil travelling on the school bus must remain in school until the bus leaves.

4. PREPARATORY SCHOOL APPENDICES

Appendix 1: Creating a constructive and purposeful learning environment and establishing shared routines for teaching and learning: Guidelines for Good Practice

DO

- Have prompt and structured starts and finishes for lessons
- Take a register and log patterns of lateness etc. that contribute to low level disruptions
- Have work well prepared, including differentiated and varied activities for different abilities and learning styles
- Make sure the room is laid out the way you want it to be and that equipment and materials being supplied by you for lesson activities are ready for use
- Establish and insist on routines for:

Entering the classroom	Questions and answers
Calling the register	Co-operative / group work
Getting books/ equipment out	Stopping work
Putting bags away	Summarising the session
Seating arrangements	Giving out homework
Explaining the tasks ahead	
Lining up	
Giving out work / books	Clearing up
Setting out work	Packing up and leaving the classroom
Giving out work / books	Explaining the tasks ahead
Going off site	
- Know and use pupils names
- Treat pupils as responsible and valued human beings
- Establish positive norms of behaviour – ‘This is how we behave here’
- Concentrate on the work in hand
- Praise and encourage those who are working well
- Minimise inappropriate behaviour
- Use eye contact or a hand gesture to express disapproval
- Have a quiet word with the pupil that the behaviour is inappropriate
- Try to maintain a good level of humour- learning is fun!
- Describe the effects of the behaviour, not the behaviour itself (‘When you call out, it disturbs the others.’ Etc.)
- If major problems occur, send for help as soon as possible
- Ask for a pupil to be withdrawn
- Allow time for a pupil to unwind before she is asked to make amends
- Follow up any inappropriate behaviour with the pupil on their own.

DON'T

- Start the lesson until all the pupils are ready
- Talk above background noise
- Shout
- Make sarcastic or hurtful comments about pupils
- Set targets for a pupil’s behaviour or discuss unsatisfactory work in detail in front of other pupils

- Allow pupils to sit where they want unless it is part of a teaching strategy. They should be flexible and work in any group you set
- Leave the class unless in an emergency
- Leave a pupil outside a classroom for more than a few minutes.

Playground Rules:

- You may only enter the school building with permission of duty staff
- Not allowed to play without supervision by staff
- Playground boxes – School Council are in charge. Always return items to boxes
- No climbing of trees or woodland areas
- No play fighting/playing with pretend guns/ or with sticks
- Play with respect for others on the playground

Appendix 2: Sanctions & Rewards

The school sanctions and rewards are in place to encourage respect for others, respect for property, and to maintain a happy and secure environment for all members of the school community. Rewards are vitally important in encouraging positive behaviour and recognising when a pupil has made progress either in their studies or their behaviour towards others. The sanctions increase in severity according to the gravity of the situation.

Rewards

Years 1-6: Credits and Credit postcards
Weekly Merit Certificate with Badge.
Notes Home- Praise and Thanks
Stickers
Minster Money

Academic excellence and progress are rewarded in the annual Prize Giving ceremony.

Sanctions

In the first instance a pupil should receive a warning about poor behaviour or unsatisfactory work. If this is not effective the traffic light system should be followed.

The sanction issued will depend upon the gravity of the situation.

All reds are wiped at the end of a half term period so that each pupil has the chance for a fresh start after a holiday.

Appendix 3: Pupil Aims

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- Lincoln Minster School is a community, not just a school, and respect for one another and for property is expected at all times. Pupils must always be courteous and polite.
- No pupil may leave the school premises during the school day without permission. Any pupil travelling on the school bus must remain in school until the bus leaves.

5. KS1 and EYFS APPENDICES

Appendix 1: EYFS Codes of Behaviour

Code of Behaviour for Inside Play in the Early Years Foundation Stage

- I will try my best to be kind.
- I will try my best to share and take turns.
- I will try my best to look after all the toys and equipment in the classroom.
- I will try my best to play and work quietly and not to be too loud.
- I will try my best to be polite to everyone.
- I will try my best to be helpful and tidy away.
- I will try my best to be happy and cheerful
- I will tell my teacher if something or someone is bothering me.

Sanctions

- A gentle reminder
- A second reminder
- Move to a different work or play area
- Sit close to a member of staff
- Involve parents and report to the Head teacher

Code of Behaviour drawn up with EYFS staff and pupils (reviewed August 2018)

Code of Behaviour for Outside Play in the Early Years Foundation Stage

- I will try my best to be kind.
- I will not use rough play such as fighting, pushing or smacking.
- I will not chase someone who does not want to be chased.
- I will do my best to share and take turns.
- I will let others play on their own if they want to.
- I will look after all the toys and all the play areas.
- I will talk to the teacher on duty if I need help.

Sanctions

- A gentle reminder
- A second reminder
- Hold the member of staff's hand for a set time
- Hold the member of staff's hand for longer period
- Involve parents and report to head teacher

Codes of Behaviour drawn up with EYFS staff and pupils (reviewed August 2018)

Appendix 2: KS1 (Years 1-2) Codes of Behaviour

Classroom Code of Behaviour

I will try my best:

- to be kind.
- to share and take turns.
- to be polite and helpful.
- to be honest
- to work my hardest at all times.
- to work quietly.
- to look after my property and the property of other people.
- to listen to and respect others

Sanctions

- A reminder
- A warning
- Name placed on white cloud
- Name placed on black cloud
- Sit close to a member of staff
- If appropriate move to another work area
- Involve Parents and report to Head teacher

Playground Code of Behaviour

I will try my best:

- to be kind.
- to share and take turns.
- to be honest
- to let others play on their own if they want to
- to look after my property and the property of other people.
- to look after all the play spaces
- to listen to and respect others

I will talk to the teacher on duty if I need help.

Sanctions

- A reminder
- A warning of next sanction
- Standing with the duty member of staff for a designated time
- If appropriate move to another area of school for time out during break/playground time
- Involve Parents and report to Head teacher
- A child may be placed on the white or black cloud – parents will be informed if their child is placed on the black cloud and an appropriate consequence assigned.