



Ministerium Tuum Imple Love | Serve | Do the best that is possible

Behaviour Policy

2025-2026

Approved by:	Resources & Personnel Committee	Date:	Pentecost Term 2025
Last reviewed on:	Pentecost 2024-25	Next review due:	Pentecost 2025-26
Version:	Internal		

Linked Policy Names
Anti-bullying Policy
CCTV Policy
Child Protection and Safeguarding Policy
Drugs Policy
Equalities and Cohesion Policy
ICT Acceptable Use Policy
Online Safety Policy
Promoting Positive Mental Health and Well-being at St Paul's Policy
Restrictive physical intervention Policy
Recognition and Rewards Policy
School Uniform Policy
Screen and Search Policy
SEND Policy
Staff Code of Conduct

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1. Philosophy, principles and parameters

And just as you want men to do to you, you also do to them likewise.

Luke 6:31

Finally, all of you be of one mind, having compassion for one another; love as brothers, be tenderhearted, be courteous.

1 Peter 3:8

- As a community we recognise our calling to love, serve and do the best that is possible.
- Our values as a community mean that we must have the highest standards and expectations of all, supporting and challenging everyone to flourish and follow Christ's example.
- A calm, safe and purposeful learning environment is in the best interests of all children and staff, particularly those who are more vulnerable.
- Through forgiveness and reconciliation we aim to empower children to learn from their mistakes.
- Recognition and reward, support and sanctions exist to help children make good choices about their behaviour.
- Through routines, systems, and relationships, good choices about behaviour should be encouraged and poor choices about behaviour discouraged. It is not possible to prevent all instances of poor behaviour and so when they arise, school will respond quickly and robustly to support pupils and staff.
- It is the duty of all staff to work together, with consistency, fairness, and predictability so that pupils can achieve high levels of behaviour and conduct.
- It is the responsibility of parents/carers to work in partnership with the school to support and challenge their children to make good choices about their behaviour and conduct.
- The Behaviour Policy applies to all pupils on roll at St Paul's.

2. Legislation, statutory requirements and statutory guidance

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

- [Behaviour in schools: advice for headteachers and school staff 2024](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education 2024](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2024](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)
- [Mobile phones in schools](#)

In addition:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils

- Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

3. Roles and responsibilities

1. Pupils will:

- Model the school values: love, serve, and do the best that is possible
- Follow, without delay, all reasonable instructions from staff
- Abide by all school rules and expectations
- Accept support and sanctions in an appropriate way
- Act with integrity as ambassadors for the school in all aspects of their life

2. Parents/carers will:

- Support their child in adhering to the behaviour policy
- Work in partnership with the school e.g. attending meeting when requested, informing the school of any changes in circumstances that may affect their child's behaviour, raising concerns with school, taking part in the life of the school
- Send their child to school each day punctually, in the correct uniform, fully equipped and ready to learn
- Communicate with school staff respectfully and politely through any modes of communication e.g. in person, email, phone calls.

3. Governors will:

- Review and approve the written statement of behaviour principles (appendix 1)
- Review this policy in conjunction with the headteacher
- Monitor the effectiveness of this policy
- Hold the headteacher to account for the implementation of this policy

4. All staff will:

- Communicate and model the school's expectations, routines, values and standards, teaching behaviour in every interaction with pupils e.g. being courteous and considerate, forgiveness, listening
- Actively contribute to creating a calm and safe environment for pupils, maintaining clear boundaries of acceptable pupil behaviour
- Read, understand, and implement consistently the behaviour policy
- Be mindful of specific behavioural needs of individual pupils and *'know pupils by their name'*
- Record behaviour incidents promptly using ICT systems, discussing with pupils and referring onto other colleagues as appropriate
- When necessary, communicate with parents/carers respectfully, sensitively, and professionally through any modes of communication e.g in person, email, phone calls.

5. The Headteacher will:

- Review and approve this policy in conjunction with Governors, giving due consideration to the school's statement of behaviour principles (appendix 1)
- Ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour
- Monitor that this policy is implemented by staff consistently and that all staff understand the school standards and expectations and the importance of maintaining them
- Ensure this policy works alongside the child protection and safeguarding policy to offer pupils both sanctions and support when necessary

6. Leadership Group will:

- Support staff in responding to behaviour incidents
- Lead the Pastoral Middle Leadership team to maintain and improve standards of behaviour in school and to ensure appropriate support and sanctions are implemented
- Ensure new staff are provided with a clear induction into the school's culture to ensure they understand the expectations and routines, and how best to support all pupils to participate fully
- Provide appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour
- Ensuring that behaviour data is reviewed regularly to make sure that no groups of pupils are being disproportionately impacted, to identify areas of need, and to direct planning for improvement
- Participate actively in the Milton Keynes Inclusion Partnership, work closely with other local schools and Alternative Provisions, and collaborate with other local Catholic schools
- Develop, implement and review whole school approaches for routines that prevent poor behaviour and encourage good behaviour

7. Pastoral middle leaders will:

- Lead the team of tutors for their year group to maintain and improve standards of behaviour
- Provide behaviour management training and support for their tutor team
- Respond to behaviour incidents, support staff and pupils, and ensure prompt, appropriate, and consistent implementation of support and sanctions for pupils
- Collaborate with colleagues, particularly Emmaus, to ensure reasonable adaptation is made to support pupils to meet school expectations or after any behaviour incidents
- Be the point of contact for pupil and parents/carers in their year group regarding matters of pupil behaviour
- Regularly monitor and review behaviour data for their year group to identify areas for development
- Review and implement the pastoral curriculum, working closely with other leaders e.g. HoDs, PSHE/RSE, Chaplaincy

8. Academic middle leaders will:

- Lead their team of teachers to maintain and improve standards of behaviour in their lessons and when department areas e.g. corridors, immediately outside buildings, classrooms
- Respond to behaviour incidents in their departments and lead the department to recognise and reward pupils
- Regularly monitor and review behaviour data for their department to identify areas for development and plan accordingly
- Provide behaviour management training and support for staff in their departments
- In line with whole school approaches, implement, review, and develop routines that prevent poor behaviour and encourage good behaviour e.g. meet and greet, corridor rotas

9. Teaching staff will:

- Have a pastoral role as a tutor or co-tutor with a primary responsibility to, each morning, support and challenge pupils to meet school expectations e.g. uniform, equipment, punctuality
- Alongside teaching the academic curriculum, recognise the profound importance of teaching behaviour in their classrooms
- Implement policies, routines, and establish expectations in their classrooms as directed by leaders, and provide support and sanctions in their classrooms
- Work in partnership with parents/carers to support and challenge pupils they tutor or teach to make good choices about behaviour
- Regularly monitor and review behaviour data for their tutor group and classes to identify areas for development and plan accordingly

4. Expectations, routines, and relationships

Every member of the school community is expected to embody the school's mission to:

Love, serve, do the best that is possible

Ministerium Tuum Imple

This should manifest in all interactions with others and in all aspects of pupil conduct and behaviour. All staff share in the school's mission to love and serve the children at St Paul's; we will meet them where they are. Leaders and staff will develop routines to support pupils to meet the expectations of school. Staff will always persevere in trying to build and maintain effective relationships with pupils. These expectations are established to support children, when they leave the school, to be able to make good choices about their future life in the wider community.

1. In classrooms:

- Be courteous and considerate in all interactions with staff and pupils
- Be prepared by being punctual, in correct uniform or dress code, equipped, having completed homework, and being ready to learn

- Think hard about the learning, be an active participant, contribute to everyone's progress

2. Out of classrooms:

- Be courteous and considerate in all interactions with staff, pupils, and members of the public
- Be responsible by making good choices with reduced adult supervision and acting with integrity to the school values
- Keep each other safe by being attentive and respectful of your surroundings, the environment, and other people

3. Teaching children to make good choices:

- Wherever practical leaders, teachers, and staff should develop routines to support pupils to make good choices about their behaviour e.g. one-way systems, queueing, collecting equipment in a classroom
- Leaders will ensure clear communication so that all staff and pupils understand the school's expectations
- Leaders will listen to staff, pupils and parents/carers to develop and adapt practice and procedure
- School will recognise and reward when pupils make good choices about their behaviour and will also implement support and sanctions for pupils, if needed
- The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

4. Sixth form:

- School recognises the increasing maturity and independence of pupils in the sixth form.
- As such they have additional privileges such as access off-site at lunch, use of electronic devices in designated spaces, a dress code rather than a uniform, and access to independent study spaces and resources.
- With these privileges comes the additional responsibility to act as a role model for all younger pupils.
- If sixth form pupils do not meet the standards and expectations of school, as set out in this policy, school will implement support and sanctions as needed.

5. Mobile phones and electronic devices:

- The school adopts a zero tolerance approach to the use of mobile phones and electronic devices at school, with the exception of sixth form use in designated spaces away from younger pupils. Mobile phones and electronic devices are to be switched off and put away before a pupil enters school site. Any mobile phone or electronic device seen at school will be confiscated without warning and handed into reception for collection when the pupil leaves school site.

- Where a pupil continually fails to meet this expectation, school reserves the right to request that the mobile phone or electronic device is handed into reception upon arrival to school and stored securely.
- The use of mobile phones and electronic devices on an educational visit will be at the discretion of the trip leader.
- The school should be informed immediately if a pupil requires the use of a mobile phone or electronic device for medical reasons.

6. Confiscation and prohibited items:

- Generally, confiscated items which pose no harm will be logged on ICT systems (currently ClassCharts) and handed into reception for pupil collection when the pupils leave school site. Where an item is deemed to be harmful, it will not be returned to the pupil and parents/carers will be requested to collect the item. In some instances, items may not be returned and will be handed over to the police.
- School has the power to screen and search pupils. Please refer to our Screen and Search Policy for more information.
- Any banned or prohibited items found in a pupil's possession will be confiscated. These items will not be returned to the pupil.
- School will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents/carers, if appropriate.
- List of banned items:
 - Knives or weapons
 - Alcohol
 - Illegal drugs and paraphernalia
 - Stolen items
 - Tobacco, cigarettes, vapes and E-cigarettes
 - Fireworks
 - Pornographic images
 - Maths compasses, scissors or any sharp pointed item
 - Metal pronged combs
 - Screwdrivers or similar workshop tools
 - Aerosols
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

5. Responding to behaviour

School will respond to behaviour in line with our values. As such, school expects all members of the community to be forgiving, respectful, and to maintain the dignity of others. School will always respond to behaviour incidents staff are made aware of. Teaching staff and duty staff will usually be the first to respond to any behaviour incidents and will usually be able to address these by correcting pupils and supporting them to make better choices. In some instances, the support of more senior colleagues may be required. It is important that staff record incidents of behaviour on appropriate ICT systems to enable pastoral staff to monitor and implement appropriate support and sanctions for individual pupils.

1. Recognition and reward:

- When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.
- Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's culture.
- Staff will routinely look for opportunities to recognise and reward pupils through e.g. verbal praise, logging green points on ICT systems (currently ClassCharts), and contacting home.
- Please refer to our Recognition and Rewards Policy for further information.

2. Support and Sanctions:

- School recognises the importance of support and sanctions to main high standards of behaviour and conduct and to maintain the culture of the school.
- When combined, support and sanctions are more likely to have sustained impact on improving individual and collective behaviour choices.
- School will always want to understand the root cause of any poor behaviour choices and to work with pupils and parents/carers, and other agencies as needed, to support individual pupils.
- Decisions related to support and sanctions are made with due regard to the context of an individual pupil and therefore there is no set tariff of sanctions.
- School will always operate with fairness and transparency when implementing sanctions.
- When considering behavioural support and sanctions for a pupil with SEND, the school will consider whether:
 - The pupil was unable to understand the rule or instruction
 - The pupil was unable to act differently at the time as a result of their SEND
 - The pupil was likely to behave aggressively due to their particular SEND

- School reserves the right to implement lawful sanctions for pupils, as needed, including detentions, lesson removals, suspensions, directions to alternative provisions, and permanent exclusions.

3. Safeguarding:

- The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.
- We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.
- Where this may be the case, we will follow our Child Protection and Safeguarding Policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.
- Please refer to our Child Protection and Safeguarding Policy for more information.

4. Bullying:

- The Anti-Bullying Alliance and its members have an agreed shared definition of bullying based on research from across the world over the last 30 years. St Paul's, along with all other Milton Keynes secondary schools, have adopted the anti-bullying alliance definition of bullying.
- Bullying is defined as 'the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power'.
<https://anti-bullyingalliance.org.uk/tools-information/all-about-bullying/understanding-bullying/definition>
- Please refer to our Anti-Bullying Policy for more information.

5. Child on child abuse:

- School will not tolerate child on child abuse and will respond robustly.
- Staff are responsible for recording instances of child on child abuse, or suspected child on child abuse, on appropriate ICT systems.
- Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.
- See our Child Protection and Safeguarding Policy for more information about child-on-child abuse.

6. Inclusion and SEND:

- The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).
- When incidents of misbehaviour arise, school will consider them in relation to a pupil's SEND; school recognises that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.
- When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will take its legal duties into account when making decisions about enforcing the behaviour policy.

- As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.
- Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.
- If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the matter. If appropriate, the school may request an emergency review of the EHC plan.
- Where the behaviour of a pupil is causing significant concern school will consider and investigate if there is an unmet SEND need.

7. Conduct outside of the school gates:

- Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:
 - Taking part in any school-organised or school-related activity e.g. educational visits, sports fixture
 - Travelling to or from school
 - Wearing school uniform
 - In any other way identifiable as a pupil of our school
- Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:
 - Could have repercussions for the orderly running of the school
 - Poses a threat to another pupil
 - Could adversely affect the reputation of the school
- Sanctions will only be implemented on school premises or elsewhere when the pupil is under the lawful control of a staff member e.g. educational visit, sports fixture.

8. Behaviour online and social media:

Parents/carers hold primary responsibility for their child's online behaviour and safety. It is a parent/carers choice to allow their child to access, or not, social media. Therefore when the school is made aware of behaviour pertaining to social media and online safety it would be usual practice to inform parents/carers. In extreme cases, the school may deem it necessary to issue sanctions to pupils for online misbehaviour when:

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

The school will provide regular opportunities for all pupils to learn about online safety through e.g. PSHE, tutor time, year group assemblies, online safety guides and the promotion of national online safety weeks.

Please see the child protection policy for further details.

9. Suspected criminal behaviour:

- School will always work in partnership with parents/carers/pupils regarding incidents which are reported to the police.
- The school would not routinely report incidents of behaviour to the police unless it involved any of the following:
 - Drugs
 - Weapons
 - Indecent images of children
 - Any other matter deemed appropriate by the headteacher
- The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

APPENDIX 1 - Behaviour Principles

'The twin themes of love of God and love of neighbour should guide every member of the community, both pupils and staff. We should be a spiritual and not just a religious community so we can show our love of God through our relationship with him. It is through the respect, concern and care shown by all members of the school for each other, whether pupils and staff, that we can see love of neighbour in practice'.

(A Vision for St. Paul's).

The Governing Board of St Paul's Catholic School is responsible for setting the framework of the school's behaviour policy by providing a written statement of general principles relating to behaviour, taking into account the needs of all staff and pupils. The purpose of this statement is to give guidance to the Headteacher in drawing up the behaviour policy by stating the principles which the Governors expect to be followed. The policy aims to underpin the Governors' duty of care to students and staff and to promote academic excellence and behaviour.

Our Principles

- As a community we recognise our calling to love, serve, and do the best that is possible.
- Our values as a community mean that we must have the highest standards and expectations of all, supporting and challenging everyone to flourish and follow Christ's example.
- A calm, safe, and purposeful learning environment is in the best interests of all children and staff, particularly those who are more vulnerable.
- Through forgiveness we aim to empower children to learn from their mistakes.
- Recognition and reward, support and sanctions exist to help children make good choices about their behaviour.
- Through routines, systems, and relationships, good choices about behaviour should be encouraged and poor choices about behaviour discouraged. It is not possible to prevent all instances of poor behaviour and so when they arise, school will respond quickly and robustly to support pupils and staff.
- It is the duty of all staff to work together, with consistency, fairness, and predictability so that pupils can achieve high levels of behaviour and conduct.
- It is the responsibility of parents/carers to work in partnership with the school to support and challenge their children to make good choices about their behaviour and conduct.
- The Behaviour Policy applies to all pupils at St Paul's, including those in the Sixth Form and the Emmanuel Centre.

Our Expectations

In classrooms

- Be courteous and considerate in all interactions with staff and pupils
- Be prepared by being punctual, in correct uniform or dress code, equipped, having completed homework, and being ready to learn
- Think hard about the learning, be an active participant, contribute to everyone's progress

Out of classrooms

- Be courteous and considerate in all interactions with staff, pupils, and members of the public
- Be responsible by making good choices with reduced adult supervision and acting with integrity to the school values
- Keep each other safe by being attentive and respectful of your surroundings, the environment, and other people
-

Teaching children to make good choices

- Wherever practical leaders, teachers, and staff should develop routines to support pupils to make good choices about their behaviour
- Leaders will ensure clear communication so that all staff and pupils understand rules and expectations
- Leaders will listen to staff, pupils and parents/carers to develop and adapt practice and procedure
- School will recognise and reward when pupils make good choices about their behaviour and will also implement support and sanctions, if needed
- The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

“Remember that as a teacher you tread on sacred ground. Children’s lives.”

APPENDIX 2

Milton Keynes Behaviour Charter

As a collective of schools across Milton Keynes we believe that every child deserves the right to a good education. For us to achieve this it is imperative that schools, parents and pupils all work together to ensure positive outcomes. All schools in Milton Keynes firmly believe in this Behaviour Charter and will collaboratively work alongside other schools, parents, and pupils to best support the young people of Milton Keynes.

We believe that:

- All pupils should feel safe, physically and emotionally, in their school;
- All pupils should feel welcome in their school;
- All pupils should feel able to thrive in their environment.

To achieve this the charter expects that:

- All pupils, parents and staff should treat everyone in the school with respect, tolerance and kindness;
- All pupils, staff and parents should know, understand, and adhere to their school values and rules;
- All pupils should follow the behaviour policy in force in their school with positive intention;
- All pupils should try, at all times, to be the best that they can be and should acknowledge, and take responsibility for their actions, when something has gone wrong;
- All parents/carers should support and work with the school to encourage their child/ren to adhere to their school's behaviour policy and this Charter.

Milton Keynes' schools believe that all pupils deserve a disruption free learning environment. Schools and the professionals within them will not tolerate behaviour that goes against the aims of this Behaviour Charter. Poor behaviour within Milton Keynes schools may include, but is not limited to:

- Rudeness and defiance;
- Truancy;
- Persistent disruptive behaviour;
- Intimidating, threatening and physical behaviours to both peers and staff;
- Bullying (all schools have agreed to the Anti-Bullying alliance definition of bullying).

We encourage all parents to engage fully with the school if they are concerned about any aspect of their child's experience at school. Every school has a complaints policy which should be used to its full capacity before any other action is taken by parents.

All schools in Milton Keynes will have their own policies which staff, parents and pupils adhere to. As professionals we will deploy a number of different strategies to support and promote positive behaviours whilst still holding the Milton Keynes Behaviour Charter at the forefront of our collective aims.

Our clear purpose is to make a long-lasting difference to young people of Milton Keynes. We will work with parents and pupils to achieve the best academic outcomes as well as guiding and supporting them to becoming happy, productive, and successful members of society.



APPENDIX 3 - Examples of behaviour choices not meeting school expectations

Organisational issues affect individual pupils but not the wider school community. They are to be logged on ICT systems (currently ClassCharts) by school staff.

- Incorrect uniform or sixth form dress code
- Lack of basic equipment
- Lack of subject specific equipment
- No pupil handbook
- Incorrect or no PE kit
- No homework
- Toilet use in lessons
- Wearing jewellery (years 7-11)
- Any other matter deemed appropriate by a member of staff

Disruptive behaviours impact the good order of the school and the learning of others. They are to be logged on ICT systems (currently ClassCharts) by school staff.

- No lanyard
- Late for lesson
- Disrupting learning
- Not following instructions
- Delayed compliance
- Rudeness
- Unsafe movement around school site
- Lesson truancy
- Mobile phone or electronic device use
- Any other matter deemed appropriate by a member of staff

Serious behaviour incidents and **persistent disruptive behaviour** are highly detrimental to the safety and good order of school. Staff must refer these incidents to leaders.

- Any persistent or repeated disruptive behaviours (as listed above)
- Refusal to comply with school sanctions
- Any form of child on child-on-child abuse, including bullying
- Vandalism
- Theft
- Refusal to follow the pupil code of conduct when on an educational visit
- Fighting or physical assault
- Threatening behaviour
- Smoking or vaping

- Absconding from school site
- Inappropriate use of language or electronic devices including racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited/banned items
- Intention to sell or distribute prohibited/banned items
- Verbal abuse of staff
- Malicious allegations
- Any other matter deemed appropriate by a member of staff

APPENDIX 4 - Examples of support and sanctions for pupils

School treats each pupil as an individual in God's image and therefore it is not possible to set a tariff of support or sanctions as this would not consider the context of each child. These lists are not exhaustive and school will operate with creativity to best support children to make better choices about their behaviour.

Organisational issues	
Support	Sanctions
Coaching from tutor, class teacher, pastoral or academic leader	Break time detention
Phone call home	Confiscation e.g. 'jewellery'
Meeting with parent/carer	Red point on ICT systems (currently ClassCharts)
Peer mentoring	Loss of access off-site (sixth form)
Tutor/subject report	
Meeting with the school medical team	
Provision of equipment/handbook/uniform	
Attendance at homework clubs	
Use of the library before/after school	
Additional support from Emmaus and EAL departments	
Strategic use of study spaces (Sixth form)	
Daily check ins (pastoral leaders)	
Whole school mentoring programme	

Disruptive behaviours	
Support	Sanctions
Coaching from tutor, class teacher, pastoral or academic leader	Break time, lunch time, or after school detention
Phone call home	Confiscation e.g. mobile phone
Meeting with parent/carer	Red point on ICT systems (currently ClassCharts)
Peer mentoring	Sent to back of queue for food e.g. no lanyard
Tutor/subject report	Loss of access off-site (sixth form)
Meeting with the school medical team	Removal to the reflection room
Behaviour awareness course	
Change of tutor group/band	
Change of seating plan	
Meeting with senior members of staff	
EBSA programme	
Timeout card	
Mindfulness	
Meeting with a member of the careers team	
Whole school mentoring programme	

Serious behaviour incidents and persistent disruptive behaviour	
Support	Sanctions
Phone call home	Break time, lunch time, or after school detention
Meeting with parent/carer (pastoral or senior leader)	Confiscation e.g. banned items
Peer mentoring	Red point on ICT systems (currently ClassCharts)
Meeting with the school medical team	Loss of access off-site (sixth form)
Behaviour awareness course	Removal to the reflection room
Change of tutor group/band	Banned from attending educational visits and other school events
Meeting with the school police officer or fire services	Off-site direction
Engagement with an external agencies and interventions	Internal suspension
Restorative meeting with staff	Suspension
Tutor/subject report	Governors' pupil disciplinary Panel
Change of tutor group/band	Permanent exclusion
Managed move or referral to Alternative Provision	

APPENDIX 5 - Detentions

- Teachers are empowered to set ad-hoc break time and lunch time detentions for pupils as necessary. Any member of staff can refer a pupil for a lunch time or afterschool detention through relevant pastoral middle leaders or leadership group.
- Pupils can be issued with detentions during break, lunchtime, or after school.
- The school will decide whether it is necessary to inform the pupil's parents/carers.
- When pupils are referred onto whole school pastoral detentions at lunchtime or after school parents/carers will be informed of this via ICT systems (currently ClassCharts). School will always provide a 24 hour notice of any after school detentions set.
- When imposing a detention, the school will consider whether doing so would:
 1. Compromise the pupil's safety
 2. Conflict with a medical appointment
 3. Prevent the pupil from getting home safely
 4. Interrupt the pupil's caring responsibilities

APPENDIX 6 - Removal from classrooms

- In response to serious or persistent breaches of the behaviour policy the school may remove pupils for a limited time from classrooms, social time/breaks, or at any other time when the pupil is in school.
- Pupils who have been removed will continue to receive education under the supervision of a member of staff. This education will be meaningful, but it may differ from the mainstream curriculum.
- Removal is a serious sanction and will only be used in response to persistent disruptive behaviour or a serious behaviour incident. In almost all instances staff will be able to provide pupils with coaching and opportunities to correct their behaviour before using removal. Staff will follow these three steps if coaching, correction, and verbal warnings are unsuccessful:
 1. Removal of pupil handbook by the member of staff acts as a visual cue to the pupil. *"Change your behaviour to meet school expectations or you risk being removed to the reflection room, thank you"*
 2. Reflection warning red point awarded on ICT systems (currently ClassCharts). *"This is your final warning for persistent disruptive behaviour – change your behaviour to meet school expectations or you will be removed to the reflection room, thank you"*
 3. If no change, the pupil handbook is returned, and the pupil is sent to the reflection room and a red point immediately awarded on ICT systems (currently ClassCharts) – this triggers an 'intel event' so that key staff and parents are instantly informed of the lesson removal. *"Please collect your things and go straight to the reflection room, thank you"*
- When pupil behaviour is so extreme as to warrant immediate removal school staff are empowered to do this without prior warning.

- Removal can be used to:
 - Restore order in a classroom or elsewhere in the school
 - Maintain the safety of all pupils
 - Enable all pupils to experience disruption free learning
 - Allow the disruptive pupil to continue their learning in a managed environment
 - Maintain standards and expectations, clearly signalling to the individual pupils, and wider community, what is and is not acceptable
 - Pupils who have been removed are supervised by the inclusion officer, or other appropriate member of staff where necessary, and will be removed for the remainder of the lesson or break/lunch time they were removed from.
 - Occasionally it is necessary to isolate a pupil in the reflection room for a longer period of time when there has been a serious behaviour incident and there are ongoing investigations. This helps to keep all parties safe.
 - Where pupils have been removed from lessons their teachers are expected to reintegrate and welcome them back. Based on individual context this may be informal or formal and with without the support of academic or pastoral leaders.
 - Parents/carers will be informed immediately via ICT systems (currently ClassCharts) that their child is removed to the reflection room.
 - Staff will record all incidents of removal to reflection on ICT systems (currently ClassCharts), along with details of the incident that led to the removal.

APPENDIX 7 – Suspensions

Most pupils will never reach a position where a suspension must be imposed by the Headteacher. However, where other strategies of support and sanction have been ineffective or an incident is significantly detrimental to the safety or good order of school, then suspension may be necessary. School will operate within the parameters set out in legislation and in DFE guidance. The purpose of any suspension would be to provide a very clear signal that the behaviour of a pupil was not acceptable.

Pupils may be suspended for the following reasons:

- Abuse against sexual orientation and gender identity
- Abuse relating to disability
- Bullying
- Damage
- Drug and alcohol related incidents
- Inappropriate use of social media or online technology
- Persistent disruptive behaviour
- Physical assault against a pupil
- Physical assault against an adult
- Racist abuse
- Sexual misconduct
- Theft



- Use or threat of use of an offensive weapon or prohibited item
- Verbal abuse or threatening behaviour against a pupil
- Verbal abuse or threatening behaviour against an adult

APPENDIX 8 - Managed moves

St Paul's is part of the Milton Keynes Secondary Inclusion Partnership. If there is agreement between all stakeholders, school can, through the partnership, look to provide a pupil a fresh start at a new school.

APPENDIX 9 - Off-site directions and Alternative Provision

School may re-direct a pupil's education to another local school or an Alternative Provision. Redirecting a pupil's education may be implemented on either a fixed term basis or a longer, more open ended, arrangement. Where the education of a pupil is redirected in an open ended arrangement to an Alternative Provision, that pupil will be dual rolled between the new provider and St Paul's with school operating as the lead establishment.

APPENDIX 10 - Permanent exclusions

A permanent exclusion is when a pupil is no longer allowed to attend our school. School will operate within the confines set out in legislation and in DFE guidance. The decision to exclude a pupil permanently should only be taken:

- In 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 or welfare of the pupil or others such as staff or pupils in the school
- In the event of an exceptional behaviour incident such as an act of serious violence or threatening behaviour against another pupil or staff, sexual abuse or assault, supplying an illegal drug or carrying an offensive weapon, or any other incident deemed by the Headteacher to be exceptionally serious