St Paul's CATHOLIC SCHOOL

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

Behaviour Policy

2026-2027

Approved by:	FGB	**Date:**	Pentecost Term 2026
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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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Behaviour Principles

Milton Keynes Behaviour Charter

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 tender-hearted, 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 2023
- The Equality Act 2010
- Keeping Children Safe in Education 2025
- 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

Pupils will:

- Model the school values: love, serve, and do the best that is possible
- Follow the values of St Paul's Catholic School by treating others with respect and maintaining positive relationships with students and staff. Take responsibility for their behaviour by using the strategies provided to help reset and make positive choices. Be willing to accept and offer forgiveness, helping to build a supportive and respectful community.
- 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

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.

All staff will:

- Communicate and model the school's behaviour for learning strategies to create a positive learning environment. This includes building strong, respectful relationships with students, resetting the classroom to reinforce high expectations, and promoting reconciliation to maintain those relationships.
- Communicate and model the school's expectations, routines, values and standards, teaching behaviour in every interaction with pupils.
- 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.

Academic and Pastoral Middle Leaders will:	
Academic Middle Leaders • 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 • Work closely with HOFs and Pastoral Leaders to monitor and track students, and to implement appropriate support or consequences to improve behaviour. • 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 identity 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 • Develop and implement strategies to ensure that students are praised and recognised for their positive behaviour choices.	**Pastoral Middle Leaders** • Lead tutors in their year group to maintain high standards of behaviour. • Lead tutors to deliver the tutor programme consistently and effectively. • Provide behaviour management training and support for tutors. • Respond to behaviour incidents and ensure consistent implementation of support and sanctions. • Work with colleagues, particularly Emmaus, to ensure appropriate support and reasonable adaptations for pupils. • Act as the main contact for pupils and parents/carers regarding behaviour matters. • Use ICT systems to record, track and address safeguarding, attendance and behaviour concerns; monitor behaviour data to identify priorities. • Review and deliver the pastoral curriculum in collaboration with relevant leaders. • Promote preventative pastoral support, including targeted support at the start of the school day. • Coordinate behaviour investigations with the Whole School Pastoral Leader, ensuring procedures are followed and cases are resolved promptly. • Use co-regulation strategies to prevent behaviour and pastoral concerns from escalating. • Plan and implement pastoral interventions with the Whole School Pastoral Lead and Pastoral Manager. • Support pupils during social times to maintain school expectations and standards. • Monitor attendance at detentions and engage with pupils to reduce non-attendance.

Senior Leaders and the Headteacher will:

Senior Leaders

- 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 identity 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

Headteacher

- 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

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. 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.

Relate

You will always be inclusive, celebrating the rich diversity of our community and treating everyone you meet with dignity and respect, recognising that we are all unique and made in God's image.

Deliberately initiate positive interactions

- Use people's names whenever possible.
- Offer greetings and a smile when passing.
- Try to connect with your peers, referencing their hobbies and interests.
- Listen and respond carefully to what others have to say.

Choose communication which preserves dignity

- Use verbal and non-verbal signals to show to show people that they matter.
- Make very careful and deliberate language choices when interacting with people.
- Remember that our words and actions have an impact on every individual which will last long into the future.
- Explain the reasons behind your words and actions so that everyone can understand the message that you are trying to communicate.

Follow the routines of the classroom environment for everyone's benefit

- Catholic Social Teaching reminds us that we must act in the common good. We must take collective responsibility for our learning environment.
- Actively choose to be in the community and be attentive to the learning and needs of others.
- Independently manage your learning and resources.
- Take pride in your Learning Talents and show a willingness to rise to the challenge.

Intentionally point out the positives

- Intentionally look out for the positives and share them with the people who need to hear them.

Reset

You must take responsibility for your own behaviour by making the right decisions. When you make mistakes, you will be committed to getting back on the right path again very quickly.

Respond positively to both praise and correction:

- Help adults to reinforce expectations and standards by responding positively when you are praised.
- Accept quiet correction about your behaviour choices and decisions and choose to rest your behaviour quickly.

Ensure that you are silent during whole class listen activities:

- Keep focused on the teacher during whole class listening activities.
- Listen to feedback and answers from your peers very carefully.

Take every opportunity to regulate yourself when you need to:

- Try to regulate yourself when you need to avoid your behaviour getting worse.
- Work with an adult to co-regulate when you are unable to regulate yourself independently.

Accept formal warnings or sanctions when you have made the wrong decisions:

- Accept warnings and sanctions in the moment. If you wish to dispute warnings or sanctions that select appropriate ways of communicating your feelings and opinions.

Reconcile

You will always commit to the Gospel value of forgiveness, accepting a fresh start when the wrong choice has been made.

Ensure that forgiveness and reconciliation lead to a fresh start every lesson:

- Remember that every person is unique and made in God's image. They deserve to be treated with dignity and respect.
- You should remember that you will be welcomed into classrooms every lesson as a new beginning.
- You must always commit to the Gospel value of forgiveness, offering a fresh start when the wrong choice has been made

Respond positively to the reconciliation meeting following reflection:

- After a visit to the reflection room, you will meet with the teacher to discuss the behaviour that has occurred, the reason why the behaviour does not meet the expectations or standards of the school and what the next steps should be to avoid making the wrong decision moving forwards. You will respond positively to this and commit to trying to avoid a repetition of the behaviour.

Behave in a way that promotes belonging in our community:

- All interactions should promote dignity and respect and a sense of belonging in our community.

Approach every interaction by modelling and promoting our Mission Statement:

- 'Love, Serve and Do The Best That Is Possible' should be central to every word uttered and action taken in our community.

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.Promoting Positive Behaviour

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.

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

Examples of support for students

The school use a wide range of positive and preventative support mechanisms to promote good behavioural choices. These are outlined below

Organisational issues
Support
Coaching from tutor, class teacher, pastoral or academic leader
Phone call home
Meeting with parent/carer
Peer mentoring
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
Use of school report
Disruptive behaviours
Support
Coaching from tutor, class teacher, pastoral or academic leader
Phone call home
Meeting with parent/carer
Peer mentoring
Tutor/subject report
Meeting with the school medical team
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
Phone call home
Meeting with parent/carer (pastoral or senior leader)
Peer mentoring
Meeting with the school medical team
Behaviour awareness course

Change of tutor group/band
Meeting with the school police officer or fire services
Engagement with an external agencies and interventions
Restorative meeting with staff
Tutor/subject report
Change of tutor group/band
Managed move or referral to Alternative Provision

6. SEND and Inclusion

- The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND)
- The school recognises that for some pupils, behaviour may be a form of communication and may indicate an unmet need, difficulty with communication, emotional regulation, sensory processing, anxiety, or other aspects of their 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
- In accordance with its duties under the Equality Act 2010, the school will make reasonable adjustments for pupils with disabilities and SEND, where appropriate. These adjustments may include adaptations to routines, expectations, communication methods, support strategies, environmental factors, or behaviour responses to enable pupils to access education successful
- 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
- Before issuing sanctions, staff will consider whether a pupil's SEND may have contributed to the behaviour and whether reasonable adjustments, support strategies, or additional interventions were in place and implemented appropriately
- 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.
- 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 concerns arise regarding the behaviour of a pupil with SEND, whether or not they have an EHC plan, the school will review the support currently in place and consider whether further assessment, intervention, or specialist advice is required.
- Where the behaviour of a pupil is causing significant concern school will consider and investigate if there is an unmet SEND need.
- The school will ensure that staff receive appropriate information, guidance and training to understand the needs of pupils with SEND and to implement effective strategies that support positive behaviour.
- The school aims to balance high expectations for behaviour with an understanding of individual need. Having SEND does not exempt a pupil from the school's behaviour

expectations; however, responses to behaviour will be proportionate, reasonable, and informed by an understanding of the pupil's needs and circumstances.

7.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 staff to monitor and implement appropriate support and sanctions for individual pupils.

Examples of behaviour choices not meeting expectations

Behavioural Choices	Possible Sanctions
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 • Incorrect or no PE kit • No homework • Toilet use in lessons • Confiscated Items • Any other matter deemed appropriate by a member of staff	• Break time detention • Confiscation e.g. 'jewellery' • Red point on ICT systems (currently ClassCharts) • Loss of access off-site (sixth form)
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. • Late for lesson • Disrupting learning • Not following instructions • Delayed compliance • Rudeness • Unsafe movement around school site • Lesson truancy	• Break time, lunch time, or after school detention • Confiscation e.g. mobile phone • Red point on ICT systems (currently ClassCharts) • Sent to back of queue for food e.g. no lanyard • Loss of access off-site (sixth form) • Removal to the reflection room

• 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, vaping or use of nicotine pouches • 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	• Break time, lunch time, or after school detention • Confiscation e.g. banned items • Red point on ICT systems (currently ClassCharts) • Loss of access off-site (sixth form) • Removal to the reflection room • Banned from attending educational visits and other school events • Off-site direction • Internal suspension • Suspension • Governors' pupil disciplinary Panel • Permanent exclusion

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.
- Staff will implement a range of strategies to maintain a positive and productive classroom environment. This includes clearly setting expectations from the outset. In all interactions—particularly when providing corrections—staff will prioritise preserving the pupil's dignity.
- 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 steps if coaching, correction, and verbal warnings are unsuccessful:

1. A quick, calm and respectful interaction where staff explain the behaviour that needs to change. Staff should preserve the student's dignity, using non-verbal cues where appropriate or simply checking in with the student to support a positive correction.
2. 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"*
3. 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"*
4. If no change, the pupil handbook is returned, and the pupil is sent to the refection 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.

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.

- Afterschool detentions are held on a Wednesday and Friday and are led by a member of leadership group
- 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

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

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.

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.

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

Mobile phones and electronic devices:

- The school adopts as 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.
- The school is a 'no phone school'. As such phones should not be seen in the possession of students during the school day.

Phone and Smart Watch Pouches

- Mobile phones and smart watches are to be switched off, placed inside and locked into their phone pouch during the school day. Students will place their phone pouches inside their bags or out of sight.
- Phone pouches are to remain inside of bags, or out of sight throughout the school day. When a student leaves school site, they will unlock their pouch. Once a student has unlocked their pouch, phones and smart watches must remain out of sight until the student has exited through reception, or the main gates.
- Where a pupil fails to meet these expectations, the school reserves the right to confiscate pouches, phones and electronic devices. They will be handed in to reception and stored safely.

- 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.
- All students are accountable for their mobile phones and pouches. The school cannot be held liable for any device lost while stored in a Phone pouch.
- The use of mobiles 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.

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, Nicotine pouches and E-cigerettes
    - Fireworks
    - Pornographic images
    - Maths compasses, scissors or any sharp pointed item
    - Metal pronged combs
    - Laser pens
    - Energy Drinks
    - Cameras, loudspeakers and portable gaming devices
    - Screwdrivers or similar workshop tools
    - Aerosols
    - Glass bottles
    - 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)

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.

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.

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.

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.
-

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.

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.
- 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

Appendices

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.

Relate

We must always promote inclusion, celebrate diversity and educate all to treat others with dignity & respect, recognising that we are all unique and made in God's image. We must always meet people where they are at, welcoming them and understanding their lived experience.

Deliberately initiate positive interactions

a. Use students' names whenever possible.
b. Offer greetings and a smile when passing.
c. Try to connect with them, referencing their hobbies and interests.
d. Listen and respond carefully so that barriers can be removed.

Choose communication which preserves dignity

e. Use verbal and non-verbal signals to show to show students that they matter.
f. Show empathy and understanding of their individual context.
g. Make very careful and deliberate language choices when interacting with students.
h. Remember that our words and actions have an acute impact on every individual which will last long into the future.
i. Never shout at a child unless they are in immediate danger

Provide clarity and structure by narrating rationale

j. Explain the reasons behind your decision and school rules so that students know that they are working in a predictable environment that promotes engagement.
k. Avoid making the rationale personal – remove the 'I' and reference the school's expectations.

Intentionally narrate the positives to reinforce expectations

l. Intentionally look out for the positives and narrate these to reinforce our expectations and standards.

Reset

We are committed to intentionally teaching students to take responsibility for their own behaviour by making the right decisions. We will always explain the rationale underpinning rules and expectations, ensuring that explanations are firmly rooted in our core values and scripture. We will continuously reinforce our expectations in a positive way.

Ensure public praise and private correction

m. Reinforce expectations and standards by publicly praising students who are meeting these.
n. Quietly correct student behaviour where a rest is required, perhaps by positioning yourself at their level and using a range of verbal and non-verbal signals.

Gain and maintain whole class attention when needed:

o. Insist on silence whenever there are moments of whole class teaching, when instructions are given to the class or whenever students are providing answers or feedback.
p. Be clear about the rationale for this expectation.
q.

Use a range of proactive and strategic intervention, de-escalation and co-regulation strategies:

r. These strategies can be used in the moment and over time, so that students are enabled to make the right choices without the need to use a warning.

s. Always ask 'How can I help?'

Use the formal warning system for serious or persistent behaviour:

t. Provide formal warnings in a timely manner, with dignity for individuals and clear narration of the process.

Reconcile

We must always commit to the Gospel value of forgiveness, offering a fresh start when the wrong choice has been made. We must always offer love, care & guidance before sanction, ensuring that there is always an opportunity for reconciliation and new beginnings.

Ensure that forgiveness and reconciliation lead to a fresh start every lesson:

u. Remember that every student is unique and made in God's image. They deserve to be treated with dignity and respect.

v. We should welcome students into our classroom every lesson as a new beginning.

w. We must always commit to the Gospel value of forgiveness, offering a fresh start when the wrong choice has been made

Ensure that an opportunity for reconciliation follows every reflection:

x. After a visit to the reflection room, it is important to meet with the student and discuss the behaviour that has occurred, the reason why the behaviour does not meet the expectations or standards of the school and what the next steps should be to avoid making the wrong decision moving forwards. This is a critical part of the learning for the student.

Provide on-going support and intervention to promote inclusion and belonging:

y. All interactions, support and intervention should promote dignity and respect in the individual and a sense of belonging in our community, especially when there is a deterioration of behaviour.

Approach every interaction by modelling and promoting our Mission Statement:

z. 'Love, Serve and Do The Best That Is Possible' should be central to every word uttered and action taken in our community.

aa. Adults are role models who have a responsibility to teach children to take responsibility for the own behaviour by making the right decisions. Adults must show children consistently and fairly what the right decisions look like in practice.

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.