



MILTON ABBEY SCHOOL

Behaviour Policy (Pupils)	
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AIM

This policy reflects the government guidance [Behaviour in Schools Guidance 2024](#) which states: "Good behaviour in schools is central to a good education. Schools need to manage behaviour well so they can provide calm, safe and supportive environments which children and young people want to attend and where they can learn and thrive. Being taught how to behave well and appropriately within the context they're in is vital for all pupils to succeed personally." The policy has been developed to promote positive behaviour in line with the National Minimum Standards for Boarding. Our approach at Milton Abbey is to promote positive behaviours inside and outside the classroom with rewards, to provide support to all pupils to enable them to meet the behaviour expectations and to reinforce these expectations using sanctions where necessary.

This policy sets out the behaviours expected of pupils at Milton Abbey, and outlines the rewards, support and sanctions that the school will use to promote positive behaviour and make the community safe and welcoming for all.

The policy pays due regard to:

- DfE Behaviour in Schools Guidance 2024
- DfE Boarding schools: National minimum standards 2022
- DfE Keeping Children Safe in Education 2025
- DfE Searching, Screening and Confiscation: Advice for Schools 2022
- DfE Use of reasonable force in schools 2013
- DfE SEND Code of Practice 2015
- Equality Act 2010

The policy should be read in conjunction with the following school policies:

- Alcohol Policy
- Anti-Bullying Statement
- Boarders' Complaints Policy
- Complaints Policy and Procedure
- Governors' Review Procedures
- Mental Health Policy and Procedure for Responding to Mental Health Concerns
- Pupil Attendance and Registration Policy
- Safeguarding Policy and Child Protection Procedures
- Search and Confiscation Policy
- Substance Misuse Policy (Pupils)
- Uniform and Appearance Policy
- Policy on the Use of Reasonable Force

NATIONAL MINIMUM EXPECTATION OF BEHAVIOUR

The headmaster takes responsibility for implementing measures to ensure acceptable standards of behaviour. This includes ensuring that the school's approach to behaviour meets the following national minimum expectation as detailed in the DfE Behaviour in Schools (2024) guidance:

- The school has high expectations of pupils' conduct and behaviour, which are commonly understood by staff and pupils and applied consistently and fairly, to help create a calm and safe environment.
- School leaders visibly and consistently support all staff in managing pupil behaviour through following the behaviour policy.
- Measures are in place to support behaviour, general and targeted interventions to improve behaviour, and support is provided to all pupils to help them meet behaviour standards, making reasonable adjustments for disabled pupils as required.
- Pupil behaviour does not normally disrupt teaching and learning or school routines; disruption is not tolerated, and proportionate action is taken to restore acceptable standards of behaviour.
- All members of the school community create a positive, safe environment in which bullying, physical threats, abuse and intimidation are not tolerated, and everyone is treated respectfully.
- Any incidents of bullying, discrimination, aggression, and derogatory language (including name calling) are dealt with quickly and effectively.

OUR VALUES

Our pupils have identified the following values as being essential for our school community to function successfully. These underpin this behaviour policy.

- R** **Respect** yourself and respect others
- E** Make your best **Effort**
- A** Have a positive **Attitude**
- C** **Co-operate** with staff and your peers
- H** Above all, be **Honest**

CLASSROOM BEHAVIOURS

To recognise, reinforce and encourage positive behaviours in the classroom, pupils can earn a number of types of rewards which will be recorded on the School's Management Information System (MIS) by the member of staff rewarding the pupil.

Academic rewards

Academic Awards

Teachers will give pupils academic awards for the following:

- producing high quality work
- demonstrating a high level of effort
- effective communication/teamwork
- enthusiastic participation
- improvement
- completed prep to a high standard
- consistently meeting expectations

A maximum of 2 awards can be given at one time. Pupils achieving the highest number of Awards each term will be invited to a Headmaster's Awards Tea.

The house earning the highest average number of Awards per pupil each term will win the Hodgkinson Trophy.

Academic Award milestones

Pupils are encouraged to achieve our milestones for the academic year. Pupils achieving a milestone are recognised regularly in assembly.

- Bronze – 25 Awards
- Silver – 50 Academic Awards
- Gold – 100 Academic Awards
- Diamond – 150 Awards
- Platinum – 200 Awards
- Miltonium – 250 Awards

Commendations

Staff will award a Commendation to pupils for exceptional performance in any area of school life. Commendations are announced in assembly.

In extraordinary circumstances a Head's Commendation may be awarded.

Weekly pupils of praise

Heads of Department will also identify weekly pupils of praise that will receive an additional Academic Award and who will be recognised during assembly.

Academic Support

Where pupils have not met behaviour expectations, pupils are likely to be offered support. These will be recorded on the MIS. Examples of support are described below:

Refer to subject clinic

Teachers will refer a pupil to a subject clinic if they need additional assistance to complete classwork or prep.

Supervised prep

(sixth form) pupils will be supervised during a prep session where a teacher assesses that this will benefit the pupil's learning progress.

Academic sanctions

For behaviours observed in the classroom or for relating to academic matters, the class teacher (together with the Head of Department if required) will decide on whether a sanction is required in addition to any support measures.

The following table shows interventions to promote and support the pupil's personal responsibility for their behaviour for learning that will be used together with specific support measures already described above. Significant academic issues (plagiarism, cheating including online and/or use of AI) may receive a serious community behaviour sanction.

<i>Response</i>	<i>Academic behaviour not meeting expectations</i>	<i>Issued/Recorded/Communicated</i>
Academic behaviour not meeting expectations	<ul style="list-style-type: none">• Behaviour not meeting community values• Incorrect equipment or ICT• Incorrect uniform or appearance• Late to lesson• Staff request not followed	Single cases of Academic behaviour not meeting expectations are recorded but not necessarily sanctioned
Removal from lesson	<ul style="list-style-type: none">• Disrupting lesson	Issued and recorded by Teacher Notified to Tutor/HSM
Departmental Detention	<ul style="list-style-type: none">• Work missing• Work not completed to required standard• Repeated above behaviours• Departmental detention missed – set further Departmental detention	Issued and recorded by Teacher Notified to Tutor/HSM
Academic Detention	<ul style="list-style-type: none">• Unauthorised absence from lesson (including timetabled sports lesson)• Academic malpractice, especially plagiarism and AI misuse• 2 Departmental Detentions missed• Further instances of behaviours (Departmental detention previously given)• Academic detention missed – set further Academic detention	Issued and recorded by Teacher Authorised by Director of Studies Notified to Tutor/HSM/Parent
Deputy Head Academic Detention	<ul style="list-style-type: none">• Further instances of behaviours (Academic Detention previously given)• Missed two Academic Detentions	Issued and recorded by Head of Department/Director of Studies Authorised by Deputy Head Academic Notified to Tutor/HSM/Parent

Removing a pupil from lessons

Where a pupil is causing an unreasonably high level of disruption to a lesson and once other behavioural strategies in the classroom have been attempted, they may be removed to protect the safety and learning environment of other pupils. The disruptive pupil to be taken to a place where education can be continued in a managed environment and/or to allow the pupil to regain calm in a safe space.

Teachers will usually give the pupil an opportunity to stop the behaviour that is disrupting the class:

- Stage 1: Reminder of behaviour expectations
- Stage 2: Reminder of behaviour expectations and consequences (removal)
- Stage 3: The pupil will be removed.

The pupil will be collected by a senior member of staff and taken to work in isolation until the end of the lesson. The member of staff will record the pupil's account of the incident and provide any support required.

The class teacher will record the incident on the MIS and apply relevant sanctions and support, together with the Head of Department if required.

Departmental detention

A 45-minute detention which will occur on Mondays, Wednesday or Fridays which will be run by Heads of Departments. The frequency of sessions will enable students to link their behaviour to the consequence. Pupils are expected to be working during this session.

Academic detention

A 1-hr detention to be held on Friday afternoons, which will usually be run by the Director of Studies. Pupils are expected to be working during this session.

Deputy Head Academic Detention

A 1-hr detention to be held on Friday afternoons, which will be run by a senior member of staff. Pupils are expected to be working during this session. Pupils will be given an opportunity to explore their behaviour and what has led to the sanction with the aim of preventing further occurrences.

Further breaches of behaviour are likely to lead a Behaviour Conversation with parents and possible further serious sanctions, as described under sanctions for community behaviours.

COMMUNITY BEHAVIOUR

Community rewards

Community Awards

Community Awards are given outside of academic activities:

- Behaviour consistently meeting expectations
- Being an excellent school Ambassador
- Kindness to others
- Leadership in the community
- Participation in community and house activities
- Performance (sport, music, drama etc)
- Teamwork in the community
- Service

A maximum of 2 awards can be given at one time. Pupils achieving the highest number of Awards each term will be invited to a Headmaster's Awards Tea.

Commendations

Staff will award a Commendation to pupils for exceptional performance in any area of school life. Commendations are announced in assembly.

In extraordinary circumstances a Head's Commendation may be awarded.

Community behaviour not meeting expectations

At Milton Abbey, we recognise the impact that bullying or harmful behaviours from other children can have. We have a responsibility to all our pupils and know that children who harm others must be held responsible for their harmful behaviour. Our staff will be alerted to this and any possible associated risks within the school and its community. Where this harm involves sexual abuse, serious physical, or serious emotional abuse, staff will follow the Safeguarding Policy and Child Protection procedures.

This school is committed to working with its pupils, recognising that children who harm others are likely to need help and support themselves, or have experienced some harm. The school will work with all its pupils in these difficult situations to help all parties involved.

Pupils are aware that if anyone has:

- Made them feel uncomfortable
- Been unkind or threatened to hurt them
- Touched them inappropriately
- Made comments that would be considered discriminatory (e.g. used racist or sexist language)

They should report it to:

- A member of staff, including the Health Centre
- A member of house
- A member of the safeguarding team

And seek help, because...

- They do not have to deal with these things by themselves
- It is not okay for anyone to be treated unkindly or harmed within our community

Serious behaviour not meeting expectations - misconduct

Being involved in the following behaviours whilst at school constitutes serious misconduct. This includes pupils who are present when serious misconduct takes place, or who fail to report serious misconduct of which they are aware.

Parents will be informed as soon as reasonably practicable in the event there is a complaint, concern or allegation that could result in the pupil being excluded or withdrawn. Prior to any decision being taken by the Head to expel or require the withdrawal of the pupil, the Head will meet with the pupil and their parents or (in circumstances involving the possibility of the pupil's required withdrawal on the grounds of parental unreasonable behaviour) the parents. If the Head considers that further investigation is needed, the meeting may be adjourned, and the reason for the adjournment will be explained to the pupil and their parents. Following the conclusion of the meeting the Head will reach their decision. The Head will communicate their decision in writing within five working days from the meeting.

Examples of behaviours considered to be serious misconduct:

1. Breaking bounds
2. Missed school commitment including extra-curricular activities
3. Possessing, purchasing, using or supplying any sort of legalised recreational drug including tobacco, e-cigarettes, and psychoactive substances; abusing or misusing any legal substance (solvents, glue, etc) to achieve a "drug like" state.
4. Possessing, purchasing, using or supplying alcohol
5. Breaking the School's driving policy
6. Breaking the school's Acceptable Use Policy or Online Safety Policy (including possession of pornography)
7. Any form of bullying
8. Bringing the School, its staff or pupils into disrepute or danger through poor behaviour at any time
9. Possessing, purchasing, using or supplying any sort of incendiary materials; intentionally setting off fire alarms or extinguishers; wasting Fire & Rescue Service time and resources.
10. Theft, intentional damage, or unauthorised use of (or access to) property belonging to another person or to the school
11. Possessing, purchasing, using or supplying illegal drugs
12. Possessing, purchasing, using or supplying any sort of offensive weapon, or using any object in threatening or dangerous way
13. Any form of sexual activity between pupils of any age
14. Violent, offensive, threatening or sexually inappropriate behaviour towards others
15. Any serious breach of school values
16. Any criminal act contravening UK law

Milton Abbey takes all bullying and discrimination seriously. Negative behaviour towards people based on their personal characteristics can be especially harmful, so this will be considered when the school is deciding on a response and may result in a more serious sanction.

Where appropriate, school may report incidences of misconduct to the police.

Managing behaviour not meeting expectations

Pupils are expected to meet the Pupil Lesson or Community Behaviour Expectations. Where pupil behaviour does not meet these expectations, staff will support pupils to improve their behaviours. As well as support measures, pupils may receive a sanction. Behaviour will be recorded on the school MIS.

Where there are concerns over a pupil's behaviour, a review may take place that can involve staff and parents. The outcomes of this review are likely to be setting of targets and identification of support for the pupil to achieve these targets.

Investigation

There will be a need to investigate some behaviour incidents, particularly where staff have not observed the incident: this is more likely to be relevant in community behaviours.

Investigations will usually be coordinated by the Housemaster/Housemistress (HSM) or a member of the Senior Leadership Team.

Pupils will be given the opportunity to give their account of the incident at an appropriate location and time. Every effort will be made to carry out the investigation quickly, but there may be times where it cannot be done immediately, such as a report made just before an Exeat or holiday period. The information gathered during the investigation will be passed to the member of staff making the decision about the school response. Pupils will be notified, usually by HSMs, and outcomes will be recorded on the MIS.

Suspension pending investigation

While an investigation into a pupil's conduct is carried out, a pupil may be suspended from school and / or be required to stay at home (this is a neutral act, that does not constitute a sanction). When a pupil is suspended or required to stay at home, teachers will set work to be completed by the pupil during their period of absence. Following the investigation, a sanction may be applied.

Support

Where pupils have not met behaviour expectations, pupils are likely to be offered support. These will be recorded on the MIS. Examples of support are described below.

Reminder of behaviour expectations

Pupils may benefit from a reminder of behaviour expectations from staff.

Educative conversation

Educative conversations may be given by teaching or pastoral staff or members of the Senior Leadership Team. These are a one-off conversation aimed at increasing a pupil's understanding of how their behaviour has impacted on themselves and others and to reflect on strategies for avoiding such behaviour again.

Restorative conversation

The aim of a restorative conversation is to enable the pupils to understand what has happened from everyone's point of view and to restore damage so that all involved can move forward. Restorative conversations will be facilitated by a member of staff.

Behaviour contract with HSM

Occasionally where longer term is required, a behaviour contract will be agreed with the HSM.

Behaviour support plan

Monitored by the Head of Boarding, a behaviour support plan is usually issued by HSM where there are specific behavioural targets for improvement by a pupil that might reasonably be achieved in a short space of time, for example a week. A card detailing the targets will be given to the pupil and they will be responsible for getting teaching and pastoral staff to review their behaviours and report on whether they are achieving their targets. If at the end of the period, these targets have been achieved, no further

action will be taken. If not, the Head of Boarding can decide to extend it or to take a further course of action, including escalation to other academic or pastoral staff.

House Callover support card

Issued and monitored by the House team where pupils fail to attend more than 1 callover in a week or are late for more than 3 days in a week – this is in place for 7 days. Restrictions will be issued if card is not completed.

Uniform and appearance support card

Issued and monitored by the House Team where pupils fail to be in line with correct uniform and appearance within a week. This is in place for 7 days. Restrictions will be issued if the card is not completed.

Community behaviour sanctions

Milton Abbey will seek to support all pupils to meet our behaviour expectations. However, there will be occasions where the school response to behaviour not meeting expectations will include a sanction. The aim of a sanction will usually include providing a deterrent, providing protection or improvement of the pupil's behaviour.

Sanctions will be served as soon as possible after the decision is made to assist pupils in linking their behaviours with the consequences. The school does not operate a fixed tariff of sanctions. The school response will depend on the nature of the behaviour, the context of the pupils and the wider context of the incident.

The following issues will be considered when deciding on an appropriate sanction:

- Evidence of exploitation or power imbalance between the perpetrator and the victim
- Pupil was ringleader/organiser of group
- Evidence of premeditation and/or intent to harm or genuine mistake or misunderstanding
- Victim was vulnerable, deliberately put in considerable fear or suffered personal attack, damage, disturbance, or domestic violence.
- Incident motivated by discrimination against victim's racial or ethnic origin, religious beliefs, gender, political views or sexual preference.
- There are grounds for believing the incident is likely to be repeated or continued e.g. by a history of recurring conduct.
- Sanction is likely to have detrimental effect on physical or mental health
- Pupil supplied information which reduced risk, loss or harm to others
- Pupil was influenced by others or subject to a power imbalance
- Vulnerability of the pupil
- Pupil has put right caused, has expressed regret; has offered reparation or compensation
- Pupil suffering from significant mental or physical ill-health and offence is not likely to be repeated.
- The offence is so old that the relevance of any response is minimised, i.e. there has been a long delay between the behaviour occurring and the point of decision making – Unless the behaviour is serious; the behaviour only recently came to light; or the complexity of the behaviour has contributed to long investigation.
- Provocation from victim or victim's group and pupil reacted impulsively

All school sanctions will be recorded on the School MIS.

House sanctions

HSMs can issue a range of sanctions for less serious concerns such as a reparative sanction to contribute to the community:

Community behaviour not meeting expectations

- Will be recorded on the MIS, usually for single instances of less serious behaviour

Early wake up

- Pupil required to be in uniform outside the HSMs office by 730, usually in relation to missing morning callovers and activities

Removal of evening/weekend internet access

- Removal of social media, messaging and streaming that is usually available after the school day and on Sundays – usually in relation to a behaviour breaching the pupil acceptable use policy. Pupils needing to contact home can do so using the House phone.

Removal of a phone or other device

- Removal of a device for a period – usually in relation to a behaviour breaching the pupil acceptable use policy. Pupils needing to contact home can do so using the House phone.

Reparative sanction/House duties

- Requirement to carry out house duties of work useful to the community, usually in relation to breaching community values such as not following house routines, being out of bed or in other pupils' rooms when not permitted

Warning

- A warning will be issued where a report of behaviour not meeting expectations is substantiated but a sanction is not deemed proportionate.

Gating to House

- Pupil remains in house during free time and in the evenings.

Restrictions

- Gated to boarding house except for lessons, timetabled activities and sport.
- Number of days at the discretion of the HSM/Senior Deputy Head.
- Restrictions card to be signed as directed by teachers and members of staff.
- Banned from tuck shop.
- Not permitted on social trips.
- Attendance at evening activities at the discretion of the HSM.
- Lower School pupils remain in school uniform and Sixth Form pupils must adhere to Sixth Form dress code for signing in, up to and including evening callover.

Serious sanctions

Head of Boarding Supervision

- Significant supervision usually carried out at the weekend, supervised by the Head of Boarding or member of the Senior Leadership Team. Usually involves carrying out work that benefits the school community such as litter picking, tidying areas.

Head's Supervision

- Significant supervision usually carried out at the weekend, supervised by the Head or member of the Senior Leadership Team. Pupils will be given an opportunity to explore their behaviour and what has led to the sanction with the aim of preventing further occurrences.

Internal Suspension

A decision to give an internal suspension will be made by the Senior Deputy Head.

- Internal suspension from school activity as soon as is possible following the offence (usually 1 day)
- Attend academic lessons, but all other times under the direct supervision of an appropriate member of staff
- Restrictions (including gating to boarding house)
- Removal from all sport and activities (including weekend and evening activities at the discretion of the Senior Deputy Head)

The letter from School explaining why a pupil has received an Internal Suspension will be placed on the pupil file.

External Suspension

A decision to give an external suspension will be made by Headmaster or the Senior Deputy Head.

- Usually 2-5 days.
- Pupil must leave school.
- Work will be provided for the pupil to continue with their studies. The suspension is not designed to disproportionately impact their education but address their conduct within the community.

The letter from School explaining why a pupil has received an External Suspension will be placed on the pupil file.

There may be cases where a pupil's behaviour warrants an external suspension, but circumstances would make it difficult for this sanction to be carried out. In these cases, the pupil will serve their suspension internally, but it will be recorded as an external suspension.

The Head's decision is subject to a Governor Review if requested by a parent only where there is a decision to suspend a pupil for a period of 11 days or more or where suspension would prevent the pupil taking a public examination.

Expulsion

A pupil may be formally expelled from the school if it is proved on the balance of probabilities that the pupil has committed a very grave breach of School discipline or a serious criminal offence. Expulsion is reserved for the most serious breaches. The letter from School explaining why a pupil has received an Expulsion will be placed on the pupil file. The Head's decision is subject to a Governor Review if requested by a parent. For further details of the procedure see the Governors' Review Procedures.

Required withdrawal

In accordance with the Terms and Conditions, parents may be required by the Head, during or at the end of term, to withdraw a pupil, temporarily or permanently from the School, or from boarding, if, after consultation with the pupil or parent, the Head is of the opinion that the pupil is unwilling or unable to benefit sufficiently from the educational opportunities or the community life of the School. This may relate to the pupil's conduct, attendance or circumstances where the school is unable to meet the pupil's needs including cases where the School cannot reasonably accommodate adjustments or reasonably provide the nature or level of support required. There may also be circumstances where the withdrawal in the best interests of the School or other pupils within the school.

Expulsion or required withdrawal may also be imposed by the School as a sanction for a series of more minor misdemeanours (whether that be pupil or parental related) and/or repeated short-term absence in the case of the pupil (as well as long term absence).

As set out in the School's Terms and Conditions, the School may also require the withdrawal of a pupil in circumstances where the Head considers in their discretion that the behaviour or conduct of a parent (or both parents) is unreasonable; and/or adversely affects (or is likely to adversely affect) their child's and/or other children's progress at the School, and/or the wellbeing of School staff; and/or brings (or is likely to bring) the School into disrepute (among the School community or the general public); and/or is not in accordance with their obligations under the Terms and Conditions. A non-exhaustive list of the sorts of behaviour that could merit required withdrawal of a pupil on the grounds unacceptable parental behaviour or conduct includes the following:

- treating the School or a member of staff unreasonably
- making a malicious allegation about a member of staff or the School
- communicating with the School in person or in writing (directly or indirectly), in a manner which is deemed voluminous, and/or relentless, and/or confrontational, and/or unreasonable, and/or overly aggressive
- behaving in a manner which adversely affects (or in a manner which is likely to adversely affect) the welfare of a member or members of the School community
- breaching the Parent Contract.

The School reserves the right to impose sanctions for parental behaviour falling short of required withdrawal, including but not limited to placing restrictions on a parent's access to School / School events, communications with the School and/or the imposition of a warning (up to and including a final written warning).

The letter from School explaining why a pupil has received a Required Withdrawal will be placed on the pupil file.

The Head's decision is subject to a Governor Review if requested by a parent. For further details of the procedure see the Governors' Review Procedures.

OTHER INFORMATION

Use of force

The legal provisions on school discipline provide members of staff with the power to use reasonable force or restraint to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

Restraint means to hold back physically or to bring a pupil under control. Restraint can range from guiding a pupil to safety by the arm to restraining a pupil to prevent violence or injury. Restraint can be either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.

School staff are expected to avoid acting in a way that might cause injury.

Any incidents when a member of staff is required to restrain a pupil who is either causing or is about to cause harm to themselves or another person will be recorded in the Physical Restraint Log, kept by the Senior Deputy Head.

Milton Abbey School does not use corporal punishment on a child in any circumstances.

More details can be found in the school Policy on the Use of Reasonable Force.

Searching and confiscation

The school has statutory powers to search and confiscate items from pupils, including their clothes and possessions.

School staff can search a pupil for any item if the pupil agrees.

The Head (and any member of staff authorised by the Head) may search pupils without consent for prohibited items if they have reasonable grounds to believe the pupil has a prohibited item. If found, these items may be confiscated and where relevant, disposed of. These powers include the right to examine and confiscate electronic devices where there is good reason to believe it has been used to commit an offence or cause personal injury or damage to property. Please refer to the Pupil Handbook for the room search protocol.

Prohibited items include:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any item that a member of staff reasonably suspects has been, or is likely to be, used to commit an offence or to cause personal injury to, or damage the property of, any person (including themselves)

Banned items include any item banned at Milton Abbey School including vaping equipment, psychoactive substances – previously 'legal highs', and chewing gum.

Some items, such as mobile phone or earphones may be used at certain times or in certain places but not at others. These items will be confiscated by staff and will be returned to the pupil after a suitable period. The confiscation will be recorded in line with the Pupil Behaviour Policy.

For more details see school Search and Confiscation policy.

Malicious allegations

Any malicious allegations made against staff by pupils will be dealt with under the School's Safeguarding and Child Protection Policy.

Any allegations made against pupils or staff by pupils will be dealt with under the School's Child Protection Policy.

Special Educational Needs and Disabilities

We take our duties under the Equality Act of 2010 seriously and will make appropriate reasonable adjustments for children with special educational needs and disabilities when implementing our behaviour policy. We recognise that incidents of continuing disruptive behaviour might, in some cases, be the result of an emerging special need or disability. Where this is suspected, the Head of Learning Development will discuss assessment with parents/guardians.

Contextual Safeguarding

Staff will always consider the context and motive of a pupil's misbehaviour and consider whether it raises any concerns for the welfare of the pupil. If staff reasonably suspect that a pupil may be suffering, or is likely to suffer significant harm, they will follow the procedures set out in the Child Protection Policies and report their concerns to the School's Designated Safeguarding Lead without delay in accordance with the Child Protection Policy.

The school has legal and statutory requirements to report to the Police any activity which it reasonably suspects may amount to criminal activity which takes place within or beyond the school grounds. Milton Abbey School is committed to a multi-agency approach in supporting and promoting the behaviour and welfare of its pupils.

Breach of school driving policy

Any pupil breaching the school driving policy is likely to have permission to drive to school removed either temporarily or permanently and receive a community behaviour sanction.

Behaviour outside of the school

The school takes the conduct of its pupils outside of school grounds extremely seriously. A pupil's misbehaviour outside of the school can be damaging to the welfare of the pupil and the reputation of the school. The school may sanction pupils for misbehaviour outside of the school premises, in accordance with the provisions of this policy, to the extent that it is reasonable to do so.

This may apply in the following circumstances:

- Misbehaviour when the pupil is:
 - Taking part in any activity organised by the school or related to the school.
 - Travelling to and from the school.
 - Wearing school uniform or in some other way identifiable as a pupil of the school.
- Misbehaviour at any time, whether or not the conditions above apply, that:
 - Could have repercussions for the orderly running of the school.
 - Poses a threat to another pupil or member of the public.
 - Could adversely affect the reputation of the school.

In all cases, the above misbehaviour would apply whether it took place in person, over the telephone or online (including social media).

RESPONSIBILITIES

Head

It is the responsibility of the Head to implement the Pupil Behaviour Policy consistently throughout the school; to maintain good order and to maintain an environment in which pupils can live and learn safely and happily; to maintain behaviour records; to report regularly to governors on the effectiveness of this policy which is reviewed annually.

The Head will consider any appropriate training which is required for staff to meet their duties and functions within the behaviour policy.

Senior Deputy Head

Day to day behaviour management is delegated to the Senior Deputy Head. Anyone who has a question or concern about this policy or about the school's approach to pupil behaviour should contact the Senior Deputy Head.

Pupils

Pupils are expected to:

- Know, understand and follow behaviour policies as directed, including the Pupil Behaviour Policy and Pupil Handbook
- Follow reasonable instructions of members of staff
- Report promptly any serious misconduct of which they are aware
- Report promptly any concern about the behaviour of others towards them
- Seek any help they require in regulating their own behaviour
- Bring to the attention of the Head or HSM any question they have about the Behaviour Policy or any suggestion they have to improve School behaviour

Staff

Staff are required to:

- Follow the Staff Code of Conduct and the Teachers' Standards (2021)
- Model and require high standards of behaviour at all times
- Know, understand and consistently implement behaviour policies in accordance with the Aims and Ethos of the School
- Report promptly, using the School database, any rewards or sanctions
- Seek any help they require in supporting their pupils' behaviour
- Work in partnership with parents to support their pupils' behaviour
- Share best practice on supporting pupil behaviour with colleagues

Parents

Parents are requested to:

- Read the Pupil Behaviour Policy and Parent Handbook
- Bring promptly to the attention of the Tutor or HSM any concerns they have about behaviour at the school or about the way in which their child's behaviour is supported
- Share with the Tutor or HSM any pastoral concerns or information that may influence their child's behaviour
- Work in partnership with the school in supporting their child's behaviour
- Support the School in the implementation of the Pupil Behaviour Policy

Governors

Governors support the Head in maintaining high standards of behaviour at the school by:

- Reviewing annually (and more often if required) the Pupil Behaviour Policy
- Monitoring serious misconduct, detention and physical restraint records
- Ensuring the effective implementation of the Pupil Behaviour Policy in accordance with the Aims and Ethos of the School.