



MILKOM SCHOOL

BEHAVIOUR & RELATIONSHIP POLICY

2026/2027

At the time of publishing the following roles were held:

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Approved by

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School Behaviour Policy

1. Equality Statement.

The Equality Act 2010 requires public bodies, in carrying out their functions, to have due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Act
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it.

In the development of this policy due regard has been given to achieving these objectives.

Before issuing any sanction, staff must consider whether a student's disability or Special Educational Need or Disability (SEND) has contributed to the behaviour in question. Where a student's disability or SEND is a contributing factor, the school will:

- consider whether it is lawful and appropriate to apply a sanction at all;
- consider whether any reasonable adjustment to the sanction is required;
- consider what additional support, rather than or alongside any sanction, would be appropriate; and
- record the consideration and the decision reached on Go4Schools. In the case of suspension or exclusion this will be done by a member of the Senior Leadership Team (SLT)

This does not mean that disabled students are exempt from all sanctions. It means that the school will apply proportionality, good faith and the Equality Act in every case.

This behaviour policy must be read alongside the school's SEND Policy and Information Report. The Special Educational Needs Coordinator (SENCo) may be consulted for guidance where behaviour may be related to a student's SEND. The SENCo has a standing role in supporting staff to understand the disability-related context of behaviour and to design appropriate individual plans.

2. Introduction

At Millom School we combine personal warmth with high expectations, creating an environment of high challenge with high support (Paul McCold & Ted Wachtel). This means we put the individual needs of children at the heart of everything we do. We empathise with the root cause of challenges and use a model of relational practice and positive behaviour support to repair relationships, build trust, develop resilience and decrease the signs of stress in children and young people, following Positive Regard Philosophy. This increases their focus and engagement in teaching and learning, as well as increasing their opportunities to achieve in all aspects of their lives.

This is underpinned by our core values of EMPATHY (listen, care and share), EQUITY (fair paths for every journey), EMPOWERMENT (enabling every individual to succeed) and EXCELLENCE (doing the right thing, even when no one is watching).

We empathise with the root cause of behaviour and prioritise relational practice to repair relationships and build trust.

The Governing Body believes that respect for individuals underpins all behaviour and discipline. Millom School should be a safe, respectful environment where everyone—students and staff—has the right to be treated with dignity, to feel secure, and to learn without disruption. Students are entitled to a supportive learning environment.

The school recognises that some students, particularly those with SEND, disabilities, or additional needs, may require adjustments and support to meet expectations. At Millom School we understand that challenging behaviour can be a form of communication, and may not simply be defiance. Therefore, the school prioritises understanding behaviour and providing appropriate support, using sanctions only as part of a wider, supportive approach focused on the whole child.

Any student who misbehaves should expect to be challenged.

The student has a right to know exactly why he/she is being challenged.

Parents have a right to be kept informed of serious challenging behaviours with their children.

The most effective approach to behaviour is the development of self-regulation. This is fostered through high-quality teaching, positive relationships, and engaging learning experiences that motivate students and encourage them to take responsibility for their choices.

We understand young people will at times become dysregulated and this may lead to serious misbehaviours. In such circumstances the Senior Leadership Team will make the decision regarding consequences which will be reasonable, proportionate and necessary and may include suspension

When behaviour is, or is suspected, to be related to a diagnosed or suspected SEND, reasonable adjustments to any sanction or consequences will be considered.

3. Roles and Responsibilities

Senior Leaders

Senior leaders are responsible for fostering a whole-school culture of positive behaviour, grounded in relational practice and flexible consistency. They will ensure the consistent implementation of this behaviour policy, providing regular training and support to staff. Leaders will actively monitor behaviour data, using it to inform strategic decisions and identify areas for improvement. They will model exemplary behaviour, promote open communication with all stakeholders, and ensure that the voice of students, staff and parents/carers is central to the development and review of behaviour strategies. Furthermore, they are accountable for ensuring that all staff understand and adhere to their safeguarding responsibilities related to behaviour management.

The Assistant Headteacher (Student Support) will become involved at the request of the Head of Department (HoD), Director of Learning & Standards (DoLS), SENCO or Learning Mentors and will provide support and advice to them when dealing with the student and his/her parents/carers.

Incidents, unless particularly serious, should not normally be referred directly to an Assistant Headteacher (AHT). However, the Assistant Head may place students on report if previous measures have not worked. The Assistant Head will also carry out investigations, contact parent/carers and lead meetings with them. The Assistant Head will coordinate the

information gathering procedures to ensure that there is clear record keeping. The AHT will also prepare and present the school's case against students who are asked to appear before the Governors Disciplinary Panel.

Serious incidents only (see section 5), either inside or outside the classroom, should start the disciplinary process with the DoLS. If the incident took place in a lesson, the HoD or Subject Leader should also be informed.

Other members of the Senior Leadership Team will be available to support staff.

All Staff

All staff will model the school values in all interactions.

Staff demonstrate EMPATHY by actively listening and responding to students' needs.

Staff uphold EQUITY by applying expectations fairly and consistently while making appropriate adaptations.

Staff foster EMPOWERMENT by encouraging students to take responsibility for their actions.

Staff promote EXCELLENCE by maintaining high expectations and modelling integrity.

All staff will consistently implement clear routines and uphold high expectations. Staff will proactively teach students how to embody these expectations, ensuring every lesson prioritises learning and fosters a culture of readiness, respect, and safety. Staff will:

- Meet & Greet and End & Send at the classroom door, providing a warm welcome and a check in and orderly dismissal.
- Actively de-escalate low-level disruptive behaviour and provide clear reminders of the expectations.
- Reflect continually on our behaviour management practice and seek to develop this collaboratively.
- Foster a restorative approach to resolve conflict with both students and their families.
- Promote unconditional positive regard so that students know that they are valued and support is provided when they have not made respectful or safe choices.
- Promote the school values of Empathy, Equity, Excellence and Empowerment and use them in restorative conversations with pupils.
- Use Go4Schools to award positive points and record Support 3 onwards.
- Focus on the process of:
 - Regulate - use calm supportive language, regulating their own responses in order to allow pupils to co-regulate
 - Relate - empathise and reflect, make pupils feel safe to communicate confidently
 - Repair - focus on 'putting things right' reparation and restorative responses. Support pupils to do this.

Tutor:

- Tutors should monitor individual student progress weekly using GO4SCHOOLS behaviour logs.
- Tutors should be the first point of contact for parents.
- Tutors are often first to identify problems and should liaise with subject teachers, learning mentors, and relevant staff.
- Tutors must keep the Director of Learning and Standards informed.
- Tutors should place students on Tutor Report if behaviour or attitude does not improve, with clear guidance for teacher feedback.
- Tutor Reports should initially last two weeks.

- If no improvement after two weeks, refer the student to the Director of Learning and Standards (DoLS) for possible escalation to DoLS report.

Directors of Learning and Standards:

- Directors of Learning and Standards should liaise with their tutors so that they are aware of problems.
- Using information from tutors and staff through GO4SCHOOLS, DoLS will use professional judgment to decide the most appropriate next stage of action.
- Review tutor reports after each two-week period and discussing progress with the tutor.
- Moving a student from tutor report to DoLS report where progress is not sufficient and escalating to AHT report where appropriate
- Conducting investigations into incidents by gathering written statements.
- Ensuring students are supervised while statements are being written.

Students and their Parents/Carers

We ask all parents and carers to:

- Work with the school to help pupils make wise and informed decisions that impact their attendance, achievement and well-being, including avoiding term-time holidays.
- Encourage their child to show respect for members of the community and the environment.
- Support the school in modelling polite, positive relationships.
- Work in partnership with school staff to ensure that their child is able to achieve to the best of their ability.
- Be good role models for other members of the community.

The school wishes to emphasise that violence, threatening behaviour or abuse by pupils or parents/carers towards the school's staff will not be tolerated. If a parent/carer does not conduct themselves appropriately, the school may choose to restrict their access to the school premises.

Students are expected to uphold the following expectations:

- I am punctual and arrive with basic equipment including a diary, pencil case, black and green pen, pencil, ruler, rubber, calculator and a school bag.
- I follow the uniform policy including the policy on footwear and jewellery.
- I am responsible for my own belongings.
- I walk with purpose along corridors, respecting the rights of others.
- I engage positively with my education and show respect for adults and peers.
- I act with maturity, take responsibility for my actions and demonstrate positive attitudes to my education.
- I follow the school values of Empathy, Equity, Excellence and Empowerment
 - I show EMPATHY by treating others with kindness and respect.
 - I act with EQUITY by respecting differences and supporting fairness.
 - I demonstrate EMPOWERMENT by taking responsibility for my behaviour and learning.
 - I strive for EXCELLENCE by doing my best and making positive choices.
- I show respect to the school building, facilities and equipment.
- I am considerate of others, acting with self-control during unstructured times.
- I do my best to be focused and ready to learn.

4. Rewards

Millom School uses a staged approach to rewards that promotes, recognises and celebrates positive behaviour, effort and achievement at every level. Staff are expected to actively notice and reinforce behaviours that reflect the school's values of Empathy, Equity, Excellence and Empowerment, beginning with regular praise and positive feedback in lessons. Recognition is then built through public celebration, reward points, and positive communication with home, before progressing to departmental, tutor and year group awards. Students who demonstrate sustained commitment, resilience, leadership, significant improvement or exceptional contributions to school life may receive recognition from senior leaders and access to special rewards and experiences. This graduated approach ensures that positive behaviour is consistently acknowledged and that all students have opportunities to be recognised for their efforts, progress and personal development. See Appendix 5 for staged approach

5. Behaviour Support & Consequences

All staff must follow the Millom Manner Behaviour Support Flow Chart.

A student with a known challenging behaviour, a medical condition affecting behaviour, SEND, or where there is evidence of self-harm risk may be the subject of an Individual Behaviour Plan (IBP). This Plan sets out how the student's behaviour will be supported, including any reasonable adjustments, while on school premises and during off-site visits.

The Millom Manner reflects our values throughout all stages of behaviour response.

EMPATHY is shown through de-escalation, active listening and emotional validation.

EQUITY ensures that consequences are fair, proportionate and adapted where needed.

EMPOWERMENT is promoted through restorative conversations and student reflection.

EXCELLENCE is reinforced through high expectations and accountability.

Parents/carers will always be made aware of their child's IBP and will be asked to contribute to its content. Wherever possible, the child will also be involved in creating the plan.

Examples of Low Level Unacceptable Behaviour

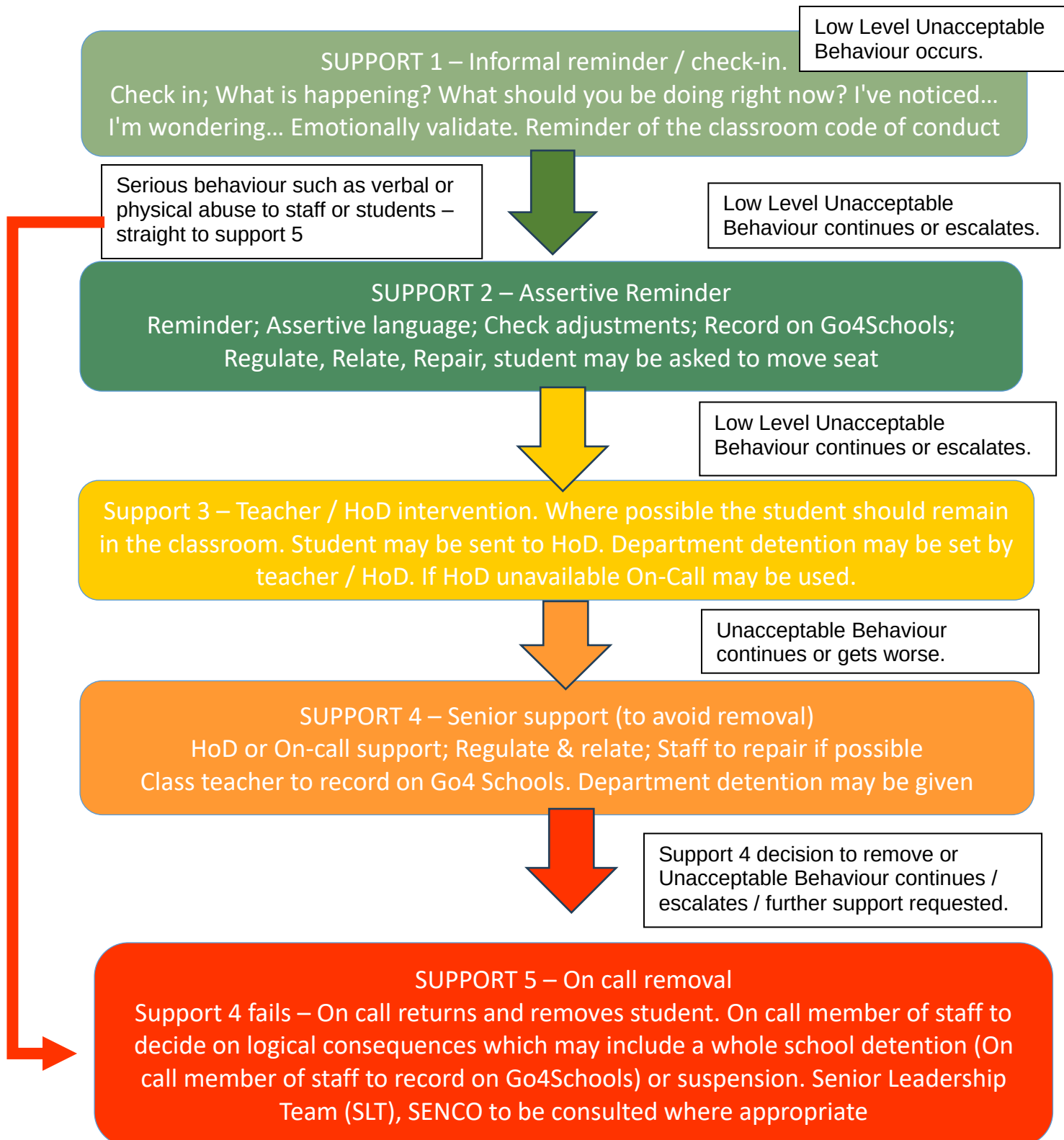
The list below are examples of Low Level Behaviour. The list is not exhaustive and in all cases it should be considered whether SEND is a factor and whether appropriate adaptations and support have been put in place. In the majority of cases Low Level Behaviour should be managed by the teacher / HoD.

- Talking while the teacher is giving instructions
- Calling out answers without raising a hand
- Making unnecessary noises (tapping, humming, clicking pens)
- Not starting work when asked

- Ignoring instructions or taking a long time to follow them
- Refusing to complete tasks without an acceptable reason
- Answering back or mild defiance
- Arguing about seating or classroom routines
- Leaving seat without permission
- Walking around the classroom unnecessarily
- Swinging on chairs or fidgeting in a manner that disrupts others.
- Passing notes or distracting others
- Minor teasing or attention-seeking behaviour
- Interrupting peers or talking over them
- Drawing on yourself or others
- Minor damage / graffiti to school property eg. books, exercise books, tables.
- Chewing gum

The Millom Manner: Relational Response to Behaviour

Universal Foundations - Use common sense before system; Meet & Greet; End & Send;
Equipment ready; Start with SUPPORT 0 – Universal Foundations
Start with APK; Check body language; Connect; Ensure reasonable adjustments are in place



The least we can do to achieve the desired result

6. BEHAVIOUR OUTSIDE THE CLASSROOM.

All staff have a responsibility to challenge inappropriate behaviour outside the classroom. Where appropriate staff should aim to have a restorative conversation with the student about their behaviour. If the behaviour is serious enough for a Whole School Behaviour the member of staff should log the behaviour on Go4Schools and tag the relevant DoLS who will add a Whole School Detention or alternative logical consequence. Serious Behaviour such as swearing directly to staff, physical assault or fighting should be referred to KK / SK immediately.

7. SERIOUS MISBEHAVIOUR

This section and section 6 should be read in conjunction with Millom School Suspension and Exclusion Policy. Where appropriate the school will seek to employ strategies to avoid permanent exclusion which it regards as the last resort. However, some kinds of misbehaviour are so serious that they carry a risk of a permanent exclusion or a lengthy suspension for a first offence. These are usually behaviours that threaten the security and well-being of individuals or all or part of the school community, for example:

- serious actual or threatened violence against another student, member of staff, group or against the school as a whole (in the case of the latter this would include behaviour such as a bomb hoax or the unjustified sounding of the fire alarm).
- involvement with illegal substances such as bringing a substance on to the premises, supplying, offering to supply or arranging to supply a substance for another student as stated in the *Drugs and Substances Policy*.
- carrying and/or using a weapon, potential weapon or imitation weapon.
- serious deliberate damage to school property or the property of others.
- sustained unacceptable disruptive behaviour which prevents the learning of others (where support interventions have not been successful in modifying the student's behaviour).
- bullying and verbal abuse of students, staff and others including but not restricted to racist/homophobic/religious/sexual comments and including the use of social media/telecommunications to do so.
- using a mobile phone to film acts of violence/bullying of others and /or sending or posting such materials on line or to other peoples' phones/computers.

Other kinds of misbehaviour which, if confined to an isolated incident, may warrant a shorter fixed term suspension (dependent upon the circumstances and individual need of the child) but will be regarded as far more serious if repeated after a warning or prior support, for example, are:

- disruption of teaching and learning.
- theft.
- smoking or associating with students who are smoking.
- vaping or associating with students who are vaping.
- refusal to wear the correct school uniform.
- rudeness towards (especially swearing) or intimidation of staff or other students.
- bullying.
- bringing alcohol, cigarettes (including e-cigarettes), matches, lighters or fireworks onto school premises.

Suspensions can vary in length from 1 or more days up to a maximum of 45 days within one school year or can be permanent exclusion. The length of a suspension is decided by the Headteacher and will depend on various considerations such as:

- the severity of the incident.
- all information relating to the matter including: statements from students, staff and other witnesses.
- whether the incident is a repeated incident.
- whether remaining in the school is likely to put students or staff at risk.

A 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; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Even in cases of serious misbehaviour, the school will consider whether the student's disability or SEND contributed to the incident before deciding on the appropriate response. This consideration must be recorded. Where disability is a contributing factor, exclusion remains an option of last resort, but the school must also consider what alternative measures — including intensive support from outside agencies or off site direction — might be appropriate.

This is consistent with DfE Suspension and Exclusion Guidance (2023, updated 2024) and the requirement to consider the Equality Act before issuing an exclusion.

Isolation may also be used as a response to serious misbehaviour.

8. Isolations, Suspensions and Exclusions:

The Headteacher decides whether to suspend or permanently exclude a student, in line with the school's behaviour policy, taking into account all the circumstances, the evidence available and the need to balance the interests of the student against those of the whole school community.

Before any decision to suspend or exclude is made, the decision-maker must:

- Consider whether the student has a disability or SEND and whether this contributed to the behaviour;
- Consider whether the school has fulfilled its duty to make reasonable adjustments;
- Consider whether the sanction discriminates (directly or indirectly) against the student on grounds of disability or another protected characteristic;
- Document this consideration in the exclusion paperwork.

This is a legal requirement under the Equality Act 2010 and is consistent with the DfE Suspension and Exclusion Guidance (2024). Safety remains a paramount concern, but it does not override the school's legal equality duties. Both must be addressed.

The school has the right to sanction students for misbehaviour outside of school. This may include suspension if this involves serious misbehaviour.

Isolation is a consequence that may also be used for behaviour. The decision to isolate will be made by the Directors of Learning and Standards or Senior Members of Staff. Students will usually be isolated with their tutor or a member of the Senior Leadership Team

9. Behavioural Support

The school believes firmly that students experiencing difficulties with their behaviour should be supported in learning how to improve their behaviour so that they can make the most of the opportunities offered by the school.

The school wants all students to feel happy and secure. Students with behaviour problems rarely experience this feeling. Their behaviour can also impact the education of other students, and this must be considered when designing support.

The ways students are supported will always be decided on an individual basis. Students will be fully involved in decisions about their support — this does not mean students can refuse to comply with a course of action, but the reasons must be clearly explained to them. Parents should be involved at all stages when deciding on if / when additional support is needed.

Universal Support: Millom Manner staged approach to classroom behaviour support, Adaptive Teaching				
Trigger for further support	Could be one off incident or ongoing trend of concerns			
1 st Priority Safeguarding	Ensure the situation is safe. Where appropriate seek first aid, contact parents, safe location for student, investigations			
Consideration	Check contact details	Does the student have SEND?	Are there safeguarding concerns?	What support is already in place?
In school support	Pastoral Support			Individual Behaviour Plans
	Report cards to Tutor, DoLS, AHT, HT		Referral to Mentors	
	SEND Support			Restorative Conversations linked to the School Values
	Pupil profile	Key Worker	Referral for assessment	
	Curriculum / Department Support			Increased communication between home and school
	Department report card	Additional support for Literacy, numeracy and reading		
Outside Agencies	Barnardos / Moving Mindsets	Shackles Off	Early Help Assessments	Referral to CCASS

9.1 Students with SEND or other health conditions

The school will consistently and fairly promote high standards of behaviour for all students and provide additional support where needed to ensure all students can achieve and learn as well as possible.

Reasonable adjustments will be made for students with additional needs so they can meet behavioural expectations. These may be outlined in plans such as Pupil Profiles Individual Behaviour Plans (IBP), Educational Health Care Plans (EHP), or Care Plans, and can be temporary or long-term.

At every stage, the school will consider whether SEND or disability influenced behaviour, whether consequences are appropriate and lawful, whether adjustments are needed, and whether additional support should be provided.

The school recognises that some students may need support without a formal diagnosis, including those with mental health challenges, and will work with external agencies where appropriate.

Staff also acknowledge that behaviour may be linked to safeguarding concerns outside school (e.g. abuse or neglect) and will explore underlying causes rather than make assumptions.

10. Bullying

Millom School has an Anti-Bullying Policy which is reviewed every year, with consultation from staff, students and parents.

Definition

The Anti-Bullying Alliance defines bullying as 'The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or online.'

Bullying can take many forms and may be motivated by prejudice against particular groups, or by perceived differences between students. Millom School recognises that emotional bullying can be more damaging than physical, and may therefore require more serious sanctions.

Preventing Bullying

Prevention involves a wide range of approaches in addition to appropriate sanctions. Staff should work together to gather intelligence about issues between students which might provoke conflict.

Millom School will ensure that the Anti-Bullying Policy and this Behaviour Policy together address prejudice-based and discriminatory bullying — that is, bullying motivated by disability, race, religion or belief, sex, sexual orientation, gender reassignment or other protected characteristics.

Such bullying may engage the school's duties under the Equality Act 2010 and will be treated with particular seriousness.

11. Peer-on-Peer Abuse

Millom School recognises that children can abuse their peers. This is generally referred to as peer-on-peer abuse and can take many forms, including but not limited to sexual violence, up skirting, sexting and teenage relationship abuse. Millom School has a 'zero tolerance' approach to peer-on-peer abuse and staff must have 'professional curiosity'.

Consideration will also be given to the advice contained within the DfE document 'Keeping Children Safe in Education' and 'Sexual Violence and sexual harassment between children in schools and colleges'.

Where behaviour may constitute abuse, staff must follow safeguarding procedures and the Designated Safeguarding Lead (DSL) (or Deputy DSL) should be involved in any decisions made. Behaviour Incidents where the DSL should be involved include but are not limited to sexual comments, harmful sexual behaviour, physical harm, repeated offense of bullying.

12. Uniform and Appearance

Incorrect uniform should be pointed out to students and this should normally be picked up by tutors at the start of the day. Tutors should ask students to correct their uniform and record on GO4SCHOOLS if dealing with a uniform issue.

Students wearing inappropriate uniform or footwear will be isolated for the school day, this will usually be with their tutor. The tutor must inform the school office and the Assistant Head for Student Support. Parents will be contacted to help rectify the situation.

The school will consider reasonable adjustments to uniform requirements for SEND students where standard uniform causes or risks causing harm due to their disability — for example, a student with sensory processing difficulties, a skin condition, or a medical device.

Adjustments to uniform requirements may also be required on grounds of race or religion, for example in relation to religious dress or hair requirements. Any such adjustments will be agreed individually and recorded. No student will receive a sanction for non-compliance with a uniform requirement that has been the subject of a reasonable adjustment or agreed modification under the Equality Act.

Millom School also has clear expectations in terms of jewellery, hair styles and make-up.

Student Appearance:

- Students are permitted to wear a single small stud type earring in each earlobe, a single ring on one hand and one bracelet (this includes charity bands). Eyebrow, nose, lip, tongue or any other visible piercings are not permitted. Staff should ask students to remove any jewellery other than what is permitted and confiscate it.
- Refusal to remove jewellery will result in isolation.
- When jewellery is confiscated, it should be taken to reception where, on the first occasion, it will be returned at 3.10pm the following day with the production of a note from a parent. Further breaches of the policy may result in lengthier confiscations.
- Hair should be of natural colour and of an appropriate style for school.
- Coloured nail varnish or false nails are not allowed.

- Make-up should be kept to a minimum and be of a natural appearance. False eyelashes are not allowed.
- It is important that all staff challenge any incorrect uniform as they walk around the site.
- Ignoring incorrect uniform sends the wrong message to students. Students should be asked to remove excessive make up, nail varnish, and false eyelashes and refusal to do so may result in isolation. Students will be given 24 hours to remove false nails.

13. Guidelines on the Use of Detention

The law gives teachers the power to issue detention to students under 18 as a consequence during the school day and outside of school hours. This is clearly communicated to parents in the Home/School Agreement.

Detentions during the school day may take place during break and lunchtime. At breaktime students must be given opportunity to refill their water bottles and use the toilets and at lunchtime students must be allowed reasonable time for the student to eat, drink and use the toilet.

After school detentions are part of our behaviour policy and can be used as a consequence for behaviour. Parents will be notified of any After School Detentions via Go4Schools at least one school day prior to the detention. If there is genuine reason why a student can't attend on a particular day parents must contact the school office for the detention to be re-arranged. It does not matter if making travel arrangements are inconvenient for the parent/carer.

No student is automatically exempt from after school detentions, however detention arrangements must be considered for their impact on disabled students or students with SEND. In particular:

- A student with known carer responsibilities may find after-school detention unreasonable;
- A student with anxiety or sensory needs may require a modified detention environment;
- A student with a medical condition or mobility issue may require an adjusted location or timing.

These adjustments should be noted in the student's IBP where relevant. Detention is not cancelled for disabled students automatically, but the format must be adjusted where necessary.

USE OF DETENTION:

1. The time, place and reason for the detention must be recorded on Go4Schools.
2. If a department chooses to issue an after-school detention the department is responsible for ensuring parents/carers are notified.

3. Students who do not attend a department detention will be placed in Whole School Detention for 50 minutes after school.
4. Students who fail to attend Whole School Detention without a valid reason may be removed from lessons for the following day of school (or as near to the following day as possible). They will also be expected to complete the detention
5. All detentions should include a restorative conversation and / or task based on the school values.

14. Conduct and Misbehaviour Outside School Premises

Teachers have a statutory power to discipline students for misbehaving outside of school premises. Section 89(5) of the Education and Inspections Act 2006 gives Headteachers a specific statutory power to regulate students' behaviour 'to such extent as is reasonable.'

The same behaviour expectations that apply on the school premises apply to off-site behaviour, including on public transport, travelling to and from school, while wearing school uniform, and during school-organised activities.

Subject to the school's Behaviour Policy and procedures, the teacher may discipline a pupil for:

- any misbehaviour when the child is:
- taking part in any school-organised or school-related activity; or
- travelling to or from school; or
- wearing the school uniform; or
- in some other way identifiable as a pupil at the school.
- or misbehaviour at any time, whether or not the conditions above apply, that:
- could have repercussions for the orderly running of the school; or
- poses a threat to another pupil or member of the public; or
- could adversely affect the reputation of the school.

Any decision to sanction behaviour outside of the school premises will be considered on a case by case basis and after consultation with the Headteacher and Assistant Headteacher (Student Support). In the case of educational visits and school trips the trip leader is also responsible for appropriate consequences.

15. Screening, Searching and Confiscation

The school follows Government advice as outlined in 'Screening, Searching and Confiscation — Advice for Headteachers, Staff and Governing Bodies' (July 2022).

Prohibited items whose presence on school premises will lead to the highest sanctions include knives, firearms/weapons, illegal drugs, alcohol, fireworks, tobacco, cigarette papers, lighters, e-cigarettes/vapes and associated paraphernalia, pornographic or unsuitable images, stolen items, and any article reasonably suspected of being used to commit an offence or cause injury.

If there is a suspicion or a report of a student being in possession of any of the above items, staff should pass on their concerns to a Director of Learning and Standards, or a member of SLT.

Where a student's disability or SEND affects their understanding of a search process, or where a student may be distressed by physical contact associated with a search, staff must follow the student's IBP if one exists. The SENCo or a familiar adult should be present where possible.

Reasonable force during a search follows the same rules and limitations as set out in Section 15.

The police must be informed of the seizure of knives, blades or offensive weapons or any other things which there are reasonable grounds for suspecting are evidence in relation to an offence, found in the course of a search of a student. **This can include drugs, cigarettes and alcohol. The Police may also be informed if the behaviour is suspected to also be a crime, for example sharing images online.**

The following are items which are banned by the school under the school rules and maybe confiscated:

- Mobile phones used in school
- Digital media devices or similar used in school
- Jewellery not in accordance with the School Uniform Policy
- Vapes, lighters or any smoking / vaping paraphernalia.
- Fidget tools etc unless agreed by SENCo

16. The Use of Reasonable Force

Members of staff have the power to *“use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom”* (DfE: *Behaviour and Discipline in Schools* February 2014).

The Governing Body have taken account of advice provided by the DfE - Use of reasonable force: advice for head teachers, staff and governing bodies and the school's public sector equality duty set out in section 149 of the Equality Act 2010.

Millom School recognises seclusion as a safety measure, not a disciplinary sanction.

Seclusion will only be used when a pupil is in a state of high emotional dysregulation to protect others from harm. The pupil will be supervised at all times and permitted to leave as soon as the risk of harm reduces. All incidents of seclusion will be recorded and reported to parents/carers.

Force will never be used as a punishment. Whether it is reasonable to use force depends on the age and understanding of the student and whether they have SEND or disabilities.

Medical advice will always be sought about the safest way to hold students with specific health needs, SEND or disabilities. At all times DfE guidance in [‘Restrictive Interventions, including the use of Reasonable Force, in Schools’](#) will be followed.

Guidance to staff in avoiding use of force when dealing with confrontation

1. Remain calm and polite; keep your own temper in check.
2. Maintain eye contact; speak clearly without raising your voice.

3. Defuse the situation by offering to talk privately during a break or in a quiet place, if you feel it is safe to do so.
4. Do not block the path of a student who is wanting to exit a room

17. Behaviour of Parents and Other Visitors

The school encourages close links with parents and the community. Violence, threatening behaviour and abuse against school staff or other members of the school community will not be tolerated. The school expects parents and visitors to behave reasonably towards all members of the school community at all times.

Unacceptable behaviour includes (but is not limited to): shouting, speaking in an aggressive or threatening tone, physical intimidation, swearing, pushing, hitting, spitting, racist or sexist comments, inappropriate emails to staff, posting derogatory comments on social networking sites, and breaking the school's security procedures.

APPENDICES

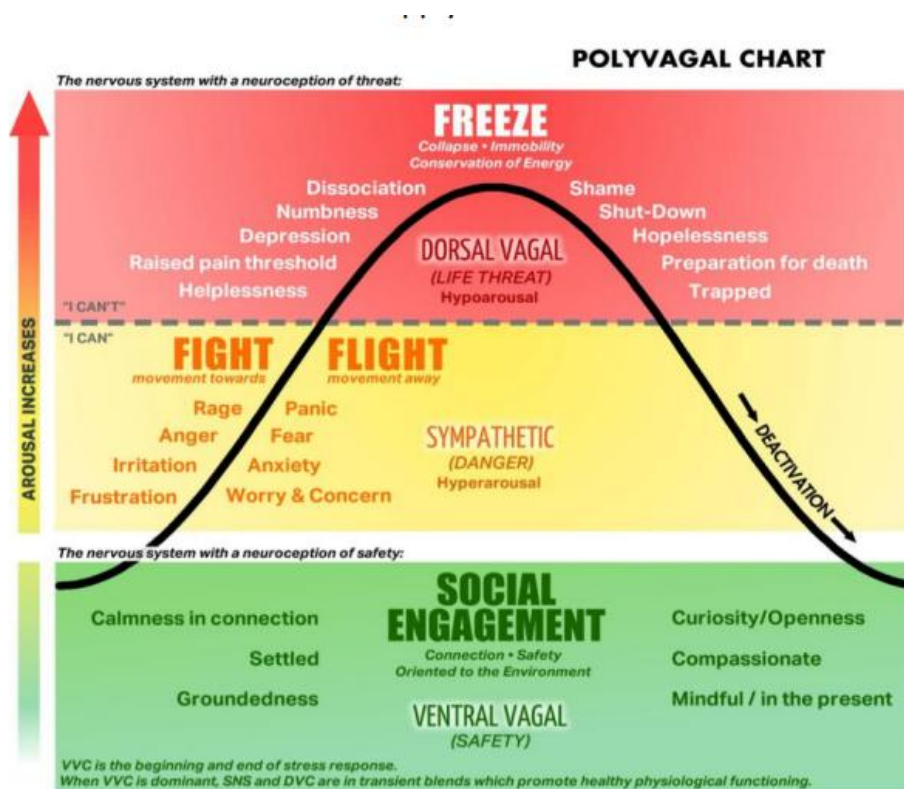
Appendix 1 – Bruce Perry’s Neurosequential Model

Restorative Practices in Schools Aligned with Bruce Perry’s Neurosequential Model This table outlines the key steps of restorative practices and explains why each step aligns with Bruce Perry’s Neurosequential Model of Therapeutics. The Triune Brain model, developed by Paul McLean in the 1960s, suggested that the brain can be interpreted as being demarcated into three key areas.



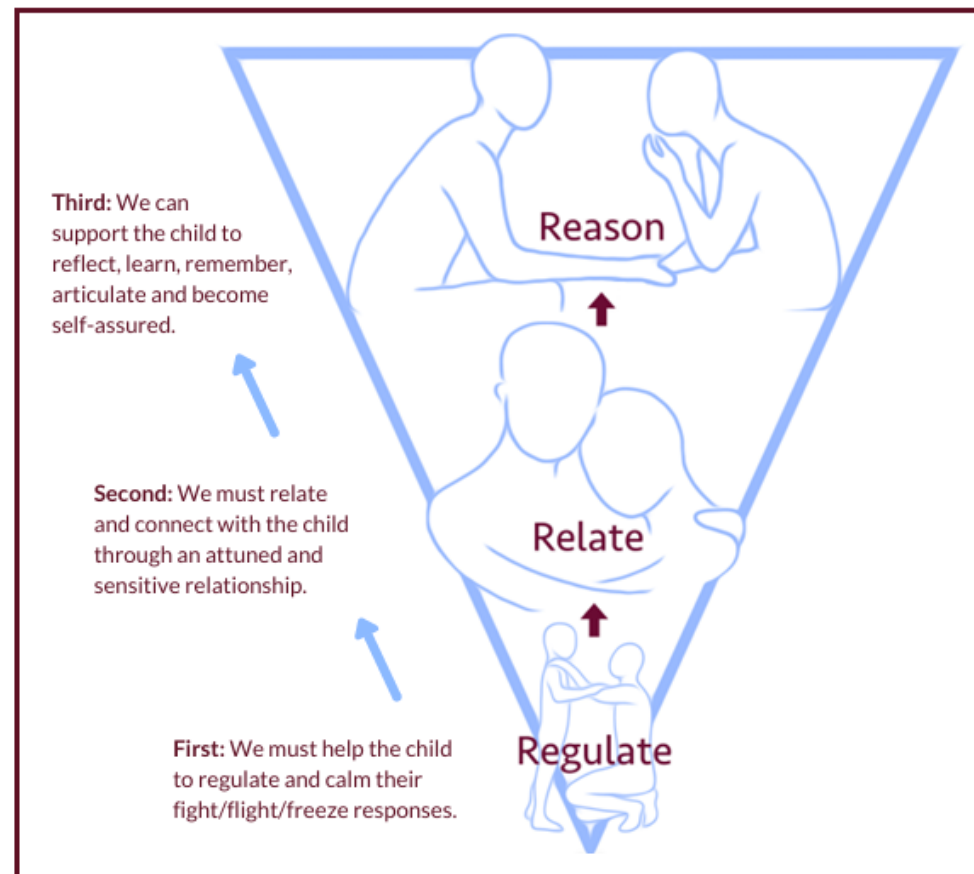
Part of the brain	Function
Brain stem (cerebellum)	Responsible for automatic functions: heart rate, blood pressure, breathing, keeping the person alive.
Limbic system	The location of long-term memory and emotion
Prefrontal lobes	The location of short-term memory and processing of information.

This theory was originally posited as an explanation of the evolution of the brain. This has since been abandoned due to criticism from comparative neuroscientists. However, it remains an extremely helpful model for supporting some of the most successful therapeutic models on behaviour management.



In order to respond effectively to a behavioural incident we need to recognise that students work within different emotion state. We want them to spend as much time as possible in the green zone of social engagement where they can reason, reflect and learn. Due to arousal, a student can quickly move into the yellow Fight-Flight section where they become irrational, potentially shifting into the red Freeze state where they shutdown.

Returning to the green zone can take a significant amount time which varies considerably from person to person. Crucially, students can easily be retriggered into heightened states as they descend from the peak through the yellow zone. So, knowing this, how should we respond?



Appendix 2 – Detention Protocol

Department Detentions can be set at Support Level 3 and 4 if deemed appropriate by the class teacher / HoD. The time and length of the detention is decided by the class teacher / HoD.

The detention must include some form of restorative conversation about the behaviour which led to the detention. A five minute detention during which a meaningful restorative conversation takes place can be more meaningful than a 50 minute detention without any form of restorative intervention.

If a department detention is set the time and place of the detention must be recorded in the home notes section on Go4Schools.

If a student fails to attend a department detention a new behaviour of 'Missed Department Detention' should be logged on Go4Schools. The HoD should then select 'Whole School Detention' as the follow up action. This will automatically add the student to the Whole School Detention allocation list.

Appendix 3 – On Call Protocol

Both the main and reserve On-call members of staff should collect a walkie-talkie from student reception. This is the most effective way for admin staff to contact the on-call staff.

Support Level 4 – When responding to a Support Level 4 the On-call member of staff, along with the class teacher / HoD should decide if the student should be removed or can remain in the lesson. If both the student and member of staff are regulated and a brief conversation to enable the student to remain in the lesson is possible then that should happen.

Support Level 5 – For serious behaviour or a repeat on-call the student should be removed by the on-call member of staff for the remainder of the lesson. For serious behaviour such as swearing direct to a member of staff or physical assault the On-call member of staff should refer the incident to KK / SK.

The On-call member of staff should log the On-Call on Go4Schools as either On-Call Support 4 (if the student remain in the lesson) or On-Call Support 5 if the student was removed. If appropriate a Whole School Detention should be selected as the Follow-Up Action.

Appendix 4 – Staged approach to Rewards.

Stage 1: Positive Recognition (Every Lesson)

Purpose: Notice and reinforce the behaviour you want to see.

Examples:

- Verbal praise
- Thanking students publicly
- Positive, specific feedback
- Non-verbal recognition (smile, thumbs up, nod)
- Celebrating effort, kindness, improvement or resilience

Examples of language:

- "Thank you for being ready to learn straight away."

- "Excellent effort with that challenging question."
- "I appreciate the way you supported your partner."

Linked Values:

- Empathy
- Excellence

Stage 2: Public Recognition

Purpose: Highlight and model positive behaviours for others.

Examples:

- Sharing excellent work under the visualiser
- Mentioning students during lesson reviews
- Displaying work

Examples:

- "Let's look at Sam's answer as a great example."
- "This group has shown excellent teamwork."

Linked Values:

- Excellence
- Empowerment

Stage 3: Positive Points

Purpose: Provide tangible recognition.

Award for:

- Excellent effort
- Progress
- Outstanding homework
- Kindness and empathy
- Leadership
- Attendance and punctuality
- Living the school values

Guidance: Staff should actively seek opportunities to award points rather than waiting for exceptional behaviour.

Stage 4: Positive Contact Home

Purpose: Strengthen partnership with families.

Examples:

- Positive phone call
- Positive email
- Postcard home

Suggested triggers:

- Consistent effort over time
- Significant improvement
- Going above and beyond expectations
- Demonstrating school values

Research and experience show that positive contact home is often one of the most powerful rewards.

Stage 5: Department Recognition

Purpose: Celebrate sustained success.

Examples:

- Subject certificates
- Department reward boards
- Half-term recognition
- E Team of the Week Nominations

Criteria:

- Consistency
- Resilience
- Commitment
- Significant progress

Stage 6: Tutor and Year Group Recognition

Purpose: Acknowledge positive contributions beyond individual lessons.

Examples:

- Tutor Star of the Week
- Director of Learning awards
- Achievement assemblies
- Value awards linked to:
 - Empathy
 - Equity
 - Excellence
 - Empowerment

Stage 7: Leadership Recognition

Purpose: Celebrate students who consistently exceed expectations.

Examples:

- Headteacher commendation – Student of the week
- SLT recognition
- Certificates presented in assembly
- Recognition in newsletters
- Positive contact home from SLT

Criteria:

- Sustained excellence
- Exceptional contribution to school life
- Leadership of others
- Significant improvement against barriers

Stage 8: Rewards and Experiences

Purpose: Use memorable experiences to reinforce positive behaviour.

Examples:

- Termly Reward trips
- Celebration breakfasts

These should be linked to clear criteria and school values rather than attainment alone.

Appendix 5 - Links

This behaviour Policy has been written in line with the following guidance.

[Behaviour in Schools - Advice for headteachers and school staff Feb 2024](#)

[Searching, Screening and Confiscation](#)

[Use of reasonable force and other restrictive interventions guidance](#)

[Keeping children safe in education 2025](#)

[Suspension and permanent exclusion guidance](#)

[Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)

[SEND Code of Practice January 2015.pdf](#)

[Controlling access to school premises - GOV.UK](#)
