

Millais School



INTERIM

Behaviour Policy

April 2026

Interim Policy Statement

This document is intended as an interim “at a glance” summary of the school’s Behaviour Policy whilst a wider review and development process continues during the 2025–26 academic year.

As part of this ongoing work, the school is continuing to:

- review behaviour systems and support structures
- evaluate the impact of current approaches
- work collaboratively with students, staff, families and leaders
- refine guidance for classroom and social behaviours
- and further strengthen coherency, inclusion and relational practice across the school community.

A full updated Positive Relationships (Behaviour) Policy and staff handbook will be published following this development process.

In the meantime, this summary reflects the school’s current expectations, values and approaches to behaviour, relationships and student support.

Our Positive Relationships Approach

At Millais School, we believe that positive relationships are central to successful learning, wellbeing and personal development.

We are committed to creating a calm, safe and inclusive environment where all students feel:

- known
- valued
- supported
- challenged
- and able to succeed.

We believe that behaviour is part of learning and that young people benefit from clear boundaries, strong relationships and consistent adult support. High expectations and kindness work together.

Our approach is relational, restorative and rooted in respect. We recognise that behaviour can sometimes communicate unmet needs, difficulties or emotional distress, whilst also maintaining clear expectations and accountability.

The school recognises that behaviour may at times indicate safeguarding concerns, unmet needs or vulnerabilities. Appropriate safeguarding procedures will be followed where required.

Our Behaviour Principles

At Millais, we aim to:

- promote a calm and purposeful learning environment
- ensure classrooms are disruption-free
- teach and model respectful behaviour
- help students develop self-regulation and responsibility
- support students to repair relationships and learn from mistakes
- ensure all members of the community feel safe and respected.

We expect all members of our community to:

- treat others with kindness and respect
- follow staff instructions first time
- arrive prepared and ready to learn
- contribute positively to lessons and social spaces
- act safely and responsibly both in school and online.

Teaching Positive Behaviour

Positive behaviour is explicitly taught and reinforced through:

- strong classroom routines
- clear expectations
- positive recognition
- restorative conversations
- pastoral support
- personal development learning
- and consistent adult modelling.

Staff work hard to build positive relationships whilst maintaining clear boundaries and high expectations.

Behaviour Expectations

All students are expected to:

- attend school regularly and arrive on time
- be respectful to others
- engage positively in learning
- wear the correct uniform
- move around the school site sensibly
- use social spaces safely and respectfully
- follow the school's expectations around mobile phones and technology
- behave responsibly online, including where behaviour may impact the school community.

We recognise that young people make mistakes. When this happens, we focus on support, reflection and helping students make better choices moving forward.

Behaviour Beyond the School Site

The school may apply behaviour expectations and consequences where behaviour occurs outside school and impacts:

- the safety or wellbeing of members of the school community
- the reputation of the school
- behaviour on educational visits
- behaviour whilst travelling to and from school
- online activity affecting the school community.

Support and Consequences

Most behaviour issues are resolved quickly through:

- reminders and redirection
- restorative conversations
- classroom sanctions
- reflection time
- support from tutors, pastoral teams or middle leaders.

Where behaviour is more serious or repeated, consequences may include:

- detentions
- removal from lessons
- parental meetings
- internal suspension
- fixed-term suspension
- or, in exceptional circumstances, permanent exclusion.

Consequences are designed to:

- maintain safety
- protect learning
- support accountability
- and help students repair and rebuild positively.

Suspension and Permanent Exclusion

Suspension and permanent exclusion may be used where behaviour is serious or persistent and in line with statutory guidance and the school's Suspensions and Exclusions Policy.

Working with Families

We believe that strong partnerships between school and home are essential.

We work closely with parents and carers to:

- celebrate success
- address concerns early
- support attendance and engagement
- and ensure students receive consistent support.

Where concerns arise, we aim to communicate clearly, fairly and respectfully.

Additional Support

Some students may require additional support to help them regulate behaviour and engage successfully in school life.

Support may include:

- pastoral mentoring
- SEND support
- personalised strategies
- reintegration planning
- external agency involvement
- and targeted intervention.

Behaviour responses will take account of SEND, disability and individual circumstances. Reasonable adjustments will be made where appropriate in accordance with the Equality Act 2010.

Serious Behaviour

Behaviour that places others at risk or significantly disrupts the school community will always be taken seriously.

This includes:

- bullying
- discriminatory behaviour
- abusive language
- unsafe behaviour
- online behaviour impacting the school community
- refusal to follow reasonable staff instructions
- vandalism
- fighting or aggression
- possession of prohibited items.

In such cases, the school will respond proportionately and may involve external agencies where appropriate.

Prohibited / Banned Items

Students must not bring prohibited items into school.

These include:

- knives or weapons
- alcohol
- illegal drugs or substances
- stolen items
- tobacco, vapes and smoking paraphernalia
- fireworks
- pornographic images
- any article that staff reasonably suspect has been, or may be, used to commit an offence or cause injury or damage
- any item deemed unsafe or inappropriate by the school.

Items may be confiscated, searched for and disposed of in line with statutory guidance and school procedures.

Searching and Confiscation

The school reserves the right to search students and their possessions where there are reasonable grounds in accordance with DfE guidance *Searching, Screening and Confiscation*.

Authorised staff may search for prohibited items and other items banned by the school where appropriate.

Confiscated items will be managed in accordance with school procedures and safeguarding requirements.

Searching and confiscation section needs to be added as directed from DFE, In line with guidance from the DfE the Headteacher, or any member of staff nominated by her, has the right to conduct a search of a pupil's bag or pockets if it is believed that the pupil may be in possession of any of the following prohibited items:

- stolen items
- knives or weapons
- alcohol
- tobacco and smoking related products (including vapes and e-cigarettes)
- illegal drugs
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be used:
 - to cause personal injury to, or damage to the property of, any person (including the pupil)
 - to commit an offence

Permission will always be sought from the pupil before a search is undertaken. If the pupil does not consent to the search, the school is within its rights to search the pupil against her/his will if there is reasonable suspicion that they are in possession of a prohibited item.

Searches should always be carried out with a second member of staff present. However a search can be undertaken without a witness if it is felt in the interests of the immediate safety of the child or others that the search be undertaken, and if there is no immediate alternative. The school can seize any prohibited item as a result of a search, or however found, if they feel it is detrimental to school discipline.

Use of Reasonable Force

In exceptional circumstances, appropriately trained staff may use reasonable force to prevent students from:

- injuring themselves or others
- damaging property
- committing an offence
- causing serious disruption.

The use of reasonable force will always be proportionate and recorded in accordance with school procedures.

Linked Policies

This summary should be read alongside other school policies, including:

- Safeguarding and Child Protection
- Anti-Bullying
- Attendance
- Online Safety
- SEND
- Suspensions and Exclusions
- Mobile Phone Expectations.

Further information is available from the school website or by contacting the school directly.

Legal Framework

This interim policy reflects:

- Education and Inspections Act 2006
- DfE *Behaviour in Schools* guidance
- DfE *Searching, Screening and Confiscation* guidance
- DfE *Suspension and Permanent Exclusion* guidance
- Equality Act 2010
- Keeping Children Safe in Education.

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