

# Behaviour Policy

## Myton School



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## 1. INTRODUCTION

At Myton, our Vision is to equip students for lifelong success. We do this through our core principles of:

- **Developing self-assured learners**
- **Removing Barriers**
- **Working together**
- **Investing in futures**

We guide students to CARE, so all students can achieve lifelong success by being:

- **Community Minded:** always thinking of others
- **Aspirational:** having high standards for themselves, their futures, and for those around them
- **Respectful:** of themselves, their peers and their community
- **Engaged:** in their learning and the world around them

## 2. SUMMARY OF OUR APPROACH TO BEHAVIOUR

- I. **High Expectations, High Support.** We have high standards for all students and provide the structure, consistency, and personalised support they need to meet them. Nurture is provided through structure. Clear boundaries, predictable responses and consistency of approach create an environment where students can feel safe and can learn.

We provide clear boundaries to help them achieve their goals. Our Value of **Aspiration** sets the bar high for students, and we support them to achieve these goals by expecting them to do their best every day. **We expect our students to be in class at all times, ready to learn. We do not negotiate the non-negotiables.**

- II. **Relationships Matter.** We believe that strong, respectful relationships are the foundation of a safe and successful learning environment. Behaviour is understood as communication, and we prioritise connection, empathy, and repair. We aim to treat all people with Unconditional Positive Regard; to 'Connect before Correct'.

**We expect our students to demonstrate the Value of Respect. They should treat everyone with dignity, be Engaged with the world around them, and make a positive contribution to the Community.**

- III. **Learning through Reflection.** We view behaviour as a learning process. Mistakes are opportunities for growth, and we support students to reflect, self-regulate, and take responsibility for their actions. We value Restorative Approaches to support students to repair any wrongdoing.

**We expect our students to repair their mistakes. We will provide them with opportunity to move on from errors, but we will also implement clear and consistent consequences to take place when wrongdoing happens.**

### **Staff Behaviours**

We have high standards for our staff. Our staff use the 'Myton Classroom' expectations to ensure consistency and high quality teaching in lessons.

We expect our staff to approach students with Unconditional Positive Regard, emulating our CARE Values and using a trauma informed approach to support all students.

Staff behaviours can be summarised in the acronym PACK:

- **Prepared** – organised, ready, equipped and knowledgeable
- **Assertive** – confident, firm, assured and decisive
- **Consistent** – fair, reliable, balanced and predictable
- **Kind** – caring, considerate, generous and compassionate

Staff should expect to receive regular, quality training on pastoral and behavioural matters to enable them to be successful in their roles.

## **3. AIMS OF OUR BEHAVIOUR POLICY**

At Myton School, we aim to equip students for lifelong success, living out our CARE values.

We believe that positive behaviour is reached through setting high expectations and providing high support; learned through relationships which matter, and with opportunities to learn through reflection. Our approach is rooted in being a trauma-informed and attachment-aware school, where every student feels safe, valued, and understood.

We aim to:

- Create a shared language around behaviour using our CARE values.
- Set high expectations for all, while recognising individual needs and circumstances.
- Teach and model positive behaviours, including how to build relationships, manage emotions, and resolve conflict.
- Promote mutual respect and celebrate diversity, ensuring all students feel included and safe.
- Support students to self-regulate, build resilience, and develop healthy habits for learning and life.

- Use rewards and consequences fairly and consistently, always with the goal of learning and growth.
- Prepare students for life beyond school, helping them become responsible, reflective, and active citizens.

Our core beliefs:

- Behaviour is a form of communication.
- All students can succeed when supported with high expectations, high support and consistent routines.
- Emotional development underpins behaviour and readiness to learn.
- Mistakes are part of learning—we guide students to reflect, repair, and improve.
- Staff wellbeing and professional support are essential to sustaining this work.

## 4. RECOGNITION AND CELEBRATION AT MYTON

At Myton we strive to recognise good effort and attitude to learning. Teachers should regularly use verbal feedback and praise to recognise effort and achievement in lessons. Students are taught what our behaviour expectations are and what staff want to see in lessons around site.

We recognise students who do everything as we expect them to and meet our high expectations by awarding merits each lesson for those who meet these standards.

Higher awarded merits are additionally linked to our CARE Values. For example:

- Community Minded: being ready to learn, supporting others, helping out in the classroom
- Aspirational: showing perseverance, trying hard, correcting mistakes, having pride in work
- Respectful: communicating politely and positively, following instructions first time
- Engaged: actively listening, contributing in class, completing all work

We recognise positive behaviour which meets our high expectations as this prepares students for lifelong success.

### **Additional Recognition and Rewards**

The school operates scale of wider recognition and rewards. These rewards may include, as examples:

- Skip the lunch queue pass
- Postcards, emails and phone calls home
- Certificates in half termly assembly
- Vouchers for top merit earners
- Attendance prize draws
- Special lunch
- Badges
- Rewards events and trips
- End of Year School Awards
- Senior Leader Recognition
- Additional privileges or bespoke rewards

## 5. RESTORATIVE PRACTICE

Restorative practice is an ethos which enables staff and students to build positive relationships. Restorative practice is not a 'soft' option nor does it turn a blind eye to poor behaviour. At Myton we work hard to promote a positive sense of belonging as part of our Value of Community.

At all times we look to establish the context of behaviour and to investigate ways in which students can be supported to make the right choices themselves with the guidance from regulated, consistent adults. By having high expectations alongside high support, we promote positive relationships which can then enable reflection and repair.

Restorative practice provides a framework upon which relationships are restored and wrongs are repaired. This is our ultimate aim through our behaviour responses: to enable learning to take place through reflection. Students understand that after an incident has occurred, a clear and consistent consequence is applied and a fresh start can then take place.

Restorative practice is at the heart of our CARE Values as it fosters a sense of Community whilst also ensuring there are clear boundaries and rules in place.

## 6. RESPONDING TO BEHAVIOUR

School expectations are clear and students are to be held to a high account. We expect our students to be in class at all times, ready to learn. However, this should not come at the expense of the learning of the majority.

When managing behaviour, there are a range of sanctions and interventions which are available for the purpose of redirecting students to do the right thing. Students are given informal and formal Reminders of what is appropriate conduct. If a student receives more than one formal Reminder, a consequence is applied which increases in seriousness according to the behaviour.

These consequences include, as examples:

- Negative points on Bromcom
- Verbal reprimand
- Moving of seat in class
- Lunchtime detention
- After school detention
- Report to tutor, Head of Department, Head of Year, Pastoral Leader or Leadership team
- Repeating unsatisfactory work until it meets the required standard
- Loss of privileges eg. not being able to participate in a sports team or activity
- Community service eg. litter picking
- Restorative conversation
- Other consequences appropriate to the behaviour and student.

In most cases, a lunchtime detention will be set if a student receives more than one Reminder in a lesson. However, detentions are escalated if a student's behaviour continues to not meet expectations. After school and Senior detentions are set for clear defiance and for non attendance at previous detentions. Behaviours are logged on the Bromcom system and parents are notified.

## **Higher level behaviours and 'Gross Misconduct'**

If a student is unable to meet expectations, has not demonstrated CARE behaviours, and the behaviour protocols have been unsuccessful, a student may be removed from the lesson. 'On call' support may be requested and a member of the pastoral or Leadership Team will support. Although the aim of the intervention is to re-regulate students back into learning, this may result in a higher level sanction, such as a Senior Detention or removal to the Refocus Room.

If the student is removed from the classroom or the student has been given a 'Parking Zone' the classroom teacher will:

- a) Tell the student which designated classroom in the department to go to. This allows the student time to gather thoughts, calm down and focus.
- b) Provide suitable work for the student.
- c) Set a department detention on Bromcom and where possible tell the student when /where this will be.
- d) At the next opportunity, use Restorative Practice to support the student to repair the wrongdoing.

Gross misconduct behaviours are deemed to be serious behaviours which prevent learning from taking place or which are not in line with the orderly running of the school. These may immediately result in removal from lesson for reflection, or a higher level consequence being applied after investigation.

Gross misconduct behaviours include, but are not limited to:

- Clear defiance of staff
- Swearing at others or verbal abuse of students or staff
- Unsafe behaviour
- Child on Child abuse
- Discriminatory language or behaviour towards protected characteristics
- Wilful disruption of learning
- Damage, theft or vandalism
- Behaviours which make the school environment unsafe
- Behaviours which damage the reputation of the school
- Persistent poor behaviour
- Persistent truancy
- Possession of prohibited items, or items which that student is not permitted to have in their possession.

Gross misconducts are logged in detail on the school system and will be escalated to Head of Department, Head of Year or a member of the Leadership Team. Depending on the context, a significant sanction may be applied for gross misconduct behaviours.

## **Detentions**

Staff at Myton have the authority to issue detentions to students and these may take place outside of school hours.

The times outside normal school hours when detentions can be given (the 'permitted day of detention') include:

- a) any school day where the student does not have permission to be absent;
- b) weekends during term - except a weekend during, preceding or following the half term break; or
- c) non-teaching days – usually referred to as ‘training days’, or ‘INSET’ days.

School have the legal authority to issue detentions and do not require parental consent to do so.

Most detentions at Myton take place during lunch time and allow students to have time to eat and drink. However, for gross misconduct behaviours, truancy or for a missed detention, an after school detention is issued.

Detentions should be proportionate and take into account context of the behaviour with an aim to restore the matter quickly. Whole class detentions should be avoided. When setting detentions, staff should consider whether: the timing of the detention will put the child at risk; the student has any caring responsibilities which may be impacted; the detention clashes with a medical appointment; the student cannot get home afterwards. It does not matter if the timing of the detention is inconvenient for the parent.

## **Suspensions and Permanent Exclusions**

At Myton we actively try to seek other alternatives to suspension, however in the event of persistent poor behaviour or gross misconduct, aggressive and dangerous behaviour, or when a student fails to respond to all other sanctions the school may have to resort to Fixed Term Suspensions.

A fixed term suspension is for a specific period of time. A student may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year). The following list includes examples of when a student may be given a fixed term suspension (it is not an exhaustive list, and other behaviours may lead to a suspension):

- Physical assault against a pupil or adult
- Verbal abuse or threatening behaviour against a pupil or adult
- Use or threat of use of an offensive weapon or prohibited item
- Bullying
- Abuse or prejudice related to protected characteristics
- Persistent truancy and defiance of staff
- Extreme behaviours which threaten the safe operation of the school
- Significant disruption of learning
- Persistent disruption or breaches of the behaviour policy
- Behaviours which damage the reputation of the school, whether this behaviour takes place in or outside of school hours

This list is not exhaustive and is intended to offer examples rather than be complete or definitive.

In such cases where a fixed term suspension is deemed necessary, parents/carers (or another appropriate adult) would be expected to pick up their child immediately and be responsible for them for the duration of the suspension. Parents/carers will also be expected to attend a meeting with their child’s Head of Year or a member of the Leadership Team at the end of the suspension period to reset expectations and to ensure support is in place to prevent further reoccurrence.

## **Off Site Direction and Alternative Provision**

In addition to the strategies set out previously, the school may consider the following as prevention for a permanent exclusion:

- a) An off-site direction (temporary measure that maintained schools and academies for similar purposes can use, where a student attends another school for a fixed period of time);
- b) Managed moves (permanent measure, where a student moves to another school);
- c) Alternative Provision (where a student attends another provider to broaden their experience of education and learn in a different environment).

Any use of Alternative Provision should be based on an understanding of the support a child or young person needs in order to improve their behaviour, as well as any SEND or health needs. Off-site direction will only be used as a way to improve future behaviour and not as a sanction or punishment for past misconduct. Off-site direction will only be used where in-school interventions and/or outreach have been unsuccessful or are deemed inappropriate.

The school does have the authority to direct a student off-site for education to improve their behaviour at an Alternative Provision.

## **Permanent Exclusions**

On very rare occasions the school may decide to permanently exclude a student. This decision will be made by the Headteacher and is never taken lightly. This would be:

- 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.

In cases of permanent exclusion, a hearing will be held within 6-15 school days in line with government statutory guidance. Parents/carers are able to bring a representative to this meeting and put forward their case.

## **Smoking, vaping and similar**

Students are not allowed to smoke or vape in school. If they are caught smoking (including in the outdoor areas and whilst travelling to and from school) the student will be issued with sanctions. Items relating to smoking including e-cigarettes, vapes, lighters etc will be confiscated and only returned to the parent/carer. If a student is caught repeatedly smoking or vaping it could lead to further sanctions or involvement with external agencies, such as the Police, Fire Service or support agencies such as Compass.

The school operates an escalation process in relation to smoking and vaping. Students are sanctioned and educated on the impact of addiction whilst withdrawn from lessons. Students who repeatedly smoke or vape on school premises are removed from lessons for incrementally increasing time, and the school suspends for continued breaches of this policy.

The school will always sanction based upon 'balance of probability' rather than outright proof as per statutory guidance.

Students who are caught with someone who is vaping may be subject to the same sanctions as someone caught with the vape itself. This means that students who are actively with someone vaping will be subject to the same consequences as the person in possession of the vape itself.

### **Off Site Behaviour**

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g., school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school

### **Online behaviours**

Students and parents/carers are expected to agree to the school's ICT agreements when on site and when using school equipment.

This includes use of software issued by the school, such as school accounts and subscriptions associated with the school.

The school monitors all use of ICT equipment and concerns over inappropriate behaviour are flagged to the Leadership Team. Students who repeatedly misbehave online may have their login privileges revoked for a specific amount of time and be banned from using school equipment until the matter is resolved. Alternative sanctions may also be applied.

Online behaviours, whether in school or out of school, follow the same behaviour protocols as set out above.

### **Bystanders**

Students who encourage others to misbehave may receive the same or similar consequence as the perpetrator. Behaviours which fall into this category (as examples) include: encouraging conflict, provocation of others, cheering or crowding near poor behaviour, joining in with poor behaviour or keeping involved in a situation when there is the ability to intervene. Students are educated that being a bystander contributes to an unsafe environment and does not uphold our CARE Values of Community and Respect.

## **Uniform and equipment**

We are proud of our uniform and have high standards and expectations of how our students should present themselves, demonstrating the Value of Aspiration by wearing their uniform correctly and with pride. Students should be developing habits which prepare them for lifelong success, including checking their uniform and being ready to learn. Students should show responsibility by sorting any issues out themselves without being prompted.

The pastoral teams have spare uniform and equipment which can be provided and loaned to students and it is the responsibility of students and parents/carers to adhere to these expectations. If students require prompts or requests to sort uniform out themselves this may result in negative points being logged on Bromcom.

Repeated failure to follow uniform rules will be classed as gross misconduct and will result in higher level sanctions being applied. Students may be withdrawn from lessons until the issue is resolved. Parents/carers may be contacted and must support with the resolution of the uniform issue.

## **Truancy**

The expectation is that all students are in class, on time, learning, at all times. If a student needs to speak to a member of staff, this should be arranged outside of lesson time unless in an emergency situation preventing them from being in that lesson.

Where a student arrives 15 minutes late to lesson this is counted as truancy. There is an escalating scale for truancy. In the first instance, a student will complete one hour's after school detention to make up the time. Repeated truancy will result in withdrawal from social times, from lessons, and then suspension.

## **Protected characteristics and prejudice-based incidents**

As a school we are committed to equality and desire to take an active stance to promote an equal and fair society. Staff undertake training on understanding prejudice, and students are educated in recognising prejudice as part of our Values of Community and Respect. We take a zero tolerance approach to racism, homophobia/transphobia, sexism or other forms of prejudice.

We strive to ensure that matters related to protected characteristics are dealt with in a timely and proportionate manner. Students are encouraged to report anything they see or feel, no matter how 'small' it may seem to be, and can use the online Student Voice portal to do this anonymously if they wish.

The school's response to matters of prejudice based incidents will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

Different sanctions will be appropriate for different 'levels' of prejudice-based incidents. Whilst the aim is always to restore and re-educate students who demonstrate prejudice,

higher level sanctions will be applied on a case-by-case basis. These sanctions can range from a simple verbal conversation/restorative, up to and include suspension and beyond.

### **Use of reasonable force**

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

## **7. SEARCHING AND CONFISCATION OF PROPERTY**

At times it is necessary for a student's property to be searched. This usually relates to a concern that the student may be in possession of prohibited items. In the first instance we would always ask a student to hand over any such items. However, if they are unwilling the school has a duty to ensure that all members of the school are safe and as such, the school's general power, as set out in Section 91 of the Education and Inspections Act 2006, "enables a member of staff to confiscate, retain or dispose of a student's property as a disciplinary penalty, where reasonable to do so. The law protects them from liability for, damage to, or loss of, any confiscated items provided they have acted lawfully".

### **Powers to search without consent**

If a student refuses to give permission to search their property, it can still go ahead. The Headteacher and authorised staff have a statutory power to search students or their possessions, without consent, where they have reasonable grounds for suspecting that the student may have a prohibited item. It may be necessary to contact the Police if additional support is needed. Prohibited items are:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarettes, vapes or accessories linked to smoking or vaping
- legal highs and drug paraphernalia
- fireworks or other similar products
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- any item specifically banned for an individual student

- any item deemed to be used in a manner which is not in line with the school's ethos, such as offensive material, or items which may be used to cause a rule breach or disrupt a calm school environment
- any other item banned by the school rules or at the discretion of the headteacher

### **Confiscation of property**

A member of staff has the power to confiscate, retain or dispose of a student's property as a consequence so long as it is reasonable in the circumstances. The staff and the school are protected by the law from liability for, damage to, or loss of, any confiscated items provided they have acted lawfully.

As set out in legislation, the school is then obliged to hand over weapons, knives and extreme or child pornography to the police. With all other items the school will decide on each case if and when to return a confiscated item. Parents may be required to collect confiscated items.

## **8. MOBILE PHONES AND ELECTRONIC DEVICES**

At Myton we firmly believe that younger students do not need smartphones. Research into the impact which smartphones have on young people is clear. Smartphones can be harmful to children's mental health, attention span and social development. Whilst the power of a smartphone can be enriching and beneficial to adults, it should not be seen as an expectation or 'rite of passage' for children starting secondary school. Instead, access to smartphone technology is better done in a gradual way as students get older into their teenage years when they can better learn how to protect themselves online.

At Myton we operate a clear policy of 'not seen and not heard' anywhere during the school day. If a student has a mobile phone it has to be hidden away in a bag, turned off and secure. The same is also true of earphones and other similar electronic devices.

If any mobile phone is seen or heard on site then it will be confiscated. The only exceptions to this are where a member of staff has authorised the use of a mobile phone for exceptional reasons, or where a student requires the use of a device for medical purposes.

- First confiscation in a half term: returned to student at the end of the day
- Repeated confiscation in a half term: this is classed as gross misconduct and higher level sanctions will be applied. These may include (as examples): the school retaining the mobile for a longer period of time, confiscation until collected by parent/carer, or a specific ban for that student over defined behaviours.

If a student fails to hand over a mobile phone to any member of staff, they will be issued a senior detention for defiance and support will be called. If they continue to refuse to hand over the mobile phone they will be withdrawn to the Refocus Room. Continued refusal to hand over the mobile phone will result in suspension from school.

The school takes no responsibility for loss or damage of electronic devices as a result of confiscation if the student has not followed the rules.

## 9. GRADUATED RESPONSE

Myton is an inclusive school and we strive to ensure all our students' needs are met. As a trauma informed school we recognise that some behaviours are borne out of a lack of emotional regulation and a level of anxiety in the case of small number of students. Students with SEND may find it harder to regulate their behaviours than their peers.

Staff are trained in de-escalation techniques, emotion coaching and trauma informed approaches. Many students have a Pupil Passport written which outlines their needs and strategies staff should employ. Students have a 'key adult' assigned to them; for most students, this will be their form tutor, but students with complex needs or challenges will have a key adult assigned to them who is skilled at working with that particular student.

Staff are trained to recognise that behaviour is a form of communication. For some students with SEND, they may find it harder than their peers to regulate their emotional responses. This policy will always be applied in line with the SEND policy and our inclusive approach to educating students.

Staff will make reasonable adjustments to the behaviour protocols where there are students with significant needs or challenges. However, as a mainstream school with high expectations, these reasonable adjustments do not come at the expense of the orderly running of the school and the learning of others.

### Support for Students

Students who are experiencing difficulties in school are discussed at least fortnightly in alignment meetings where key staff ensure support is in place for students. This meeting is attended by members of the pastoral, inclusion, SEND and safeguarding teams as well as senior leaders. The school's SENDCo will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs. When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Where there are ongoing concerns and indications that the student and family may need additional help, the safeguarding team will offer to meet with the family and may offer additional support. This may take the form of the Early Support process. If a student or family are at risk of suffering harm, we will follow our child protection and safeguarding policy.

### Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour in schools](#)
- Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement
- [Searching, Screening and Confiscation \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Use of reasonable force in schools](#)

- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online.