



MILTON ABBEY SCHOOL

Behaviour Policy (Pupils)	
Issue Date:	December 2024
Review Date:	September 2025
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1. 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.

At Milton Abbey School we aim to create an environment where positive behaviours are promoted, and pupils are proactively supported to behave appropriately and in keeping with our school ethos and values. When pupil behaviour does not meet our community expectations, we have a system of responses which are outlined in this policy.

This policy sets out the behaviours expected of pupils at Milton Abbey to support our vision for a safe and enjoyable community for all pupils and staff.

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 2024
- DfE Searching, Screening and Confiscation: Advice for Schools 2022
- DfE Use of reasonable force in schools 2013

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

- Alcohol Policy
- Anti-Bullying Statement
- Boarders' Complaints Policy
- Safeguarding Policy and Child Protection Procedures
- Complaints Policy
- Pupil Registration and Attendance Policy and Procedures
- Search and Confiscation Policy
- Substance Misuse Policy
- Uniform and Appearance Policy
- Use of Reasonable Force Policy

2. 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:

- 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.

3. 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**

4. OUR BEHAVIOUR EXPECTATIONS

Our pupil behaviour expectations are displayed in classrooms and around the school. These are based on our values above.

Pupil Lesson Behaviour Expectations

1. I will arrive on time to lessons because this allows my teacher to give pupils the best learning experience
2. I will bring all equipment needed for each lesson because this allows me to have the best learning experience in my lessons
3. I will ensure that personal electronic devices and headphones are out of sight unless given permission by a teacher to use them because this will allow me to concentrate on the lesson and interact with my peers and staff
4. I will line up quietly outside the classroom and wait until the teacher asks me to enter the classroom because this allows my teacher to start the lesson quickly and for pupils to get ready for learning.
5. I will go to the place I have been allocated by my teacher and take out the equipment I need for the lesson because this will ensure I can get the best out of the lesson
6. I will actively participate in lessons, show resilience and perseverance with challenges, attend subject clinics and seek feedback on my work because taking responsibility for my learning is an important learning skill
7. I will listen to the teacher or pupil who is speaking and not interrupt or disrupt the lesson because this allows all pupils to listen to what my teacher is helping us learn and to express their ideas, views and beliefs
8. I will follow instructions given by my teacher because my teacher knows how best to organise my learning
9. I will pack away all equipment, quietly and sensibly when asked and leave quietly and sensibly when released by my teacher because this will reduce disruption to other people's learning
10. I will complete Prep Work on time to a high standard because this helps me to prepare for learning, to extend my learning, to practice skills, to manage my time and work efficiently, and to become an independent learner

Pupil Community Behaviour Expectations

1. I will remain within bounds and within areas of the school I have permission to enter because it is vital staff know where pupils are in case of emergency
2. I will walk sensibly around the school and line up quietly when required because this reduces the chance of pupils and staff getting hurt
3. I will follow the appearance guidelines and be neatly dressed in the correct uniform or sports kit for all lessons and activities, and will not chew gum, because this shows my belonging to the school community and appropriate personal presentation is an important life skill

4. I will follow instructions given by members of staff because it is important for my safety and that of other pupils and staff
5. I will help keep my school free from litter because this will help to make the school environment more pleasant for everyone
6. I will conduct myself in a respectful, honest and kind manner and use appropriate language in school because we all share the responsibility to create a safe, respectful community
7. I will conduct myself outside of school in a way that gives a positive impression of the school because we all share the responsibility to uphold the positive reputation of the school
8. I will respect and look after property belonging to school and other people because people's property is protected from damage and theft under the law
9. I will follow the school rules about prohibited items and activities, and UK law, because this contributes to a safe and pleasant environment for the whole school community
10. I will be honest, especially where I have made mistakes, because honesty is needed to repair and restore relationships following difficult situations

5. REWARDING BEHAVIOURS MEETING (AND EXCEEDING) EXPECTATIONS

To recognise, reinforce and encourage positive behaviours, 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.

5.1 Awards

Staff can award pupils for positive behaviours inside and outside the classroom.

- Academic Awards are given to pupils producing high quality work, demonstrating a high level of effort, effective communication/teamwork, enthusiastic participation, improvement and excellent prep.
- Community Awards are given outside of academic activities for leadership and teamwork in the community, kindness to others, participation in community and house activities, behaviour consistently meeting expectations, being an Ambassador for the school.

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.

5.2 Commendations

Staff will award a Commendation to pupils for exceptional performance in any area of school life. Commendations are announced in the first assembly after the Commendation has been awarded.

6. BEHAVIOUR BETWEEN PUPILS

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

7. SERIOUS 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.

1. Breaking bounds
2. Unauthorised absence (truancy) from any 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.

8. 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.

8.1 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.

8.2 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.

8.3 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.

a) Academic support

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

Pupils will be supervised during a prep session where a teacher assesses that this will benefit the pupil's learning progress.

b) Support for community behaviour

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 support plan

Overseen by the Head of Boarding, a behaviour support plan may be issued by pastoral or academic staff 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.

Referral to additional support (internal/external)

If during the management of behaviour issues, staff become aware of challenges for the pupil that might be assisted by specialist staff within the school, they will contact the relevant team or department. This might include: English as an Additional Language, Learning Development, or Counselling or support outside the school.

8.4 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.

a) Sanctions for academic matters

For behaviours observed in the classroom or for relating to academic matters, the class teacher together with the Head of Department 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.

<i>Academic behaviour not meeting expectations</i>	<i>Sanction</i>	<i>Issued/Record/Monitor</i>
<ul style="list-style-type: none"> • Disruption to others' learning • Missing work • Work not completed to required quality • Repeated lack of device/ equipment • Repeated Lateness to lesson (>5 min) • Not following staff requests • Behaviour not meeting community values 	Departmental Detention OR Removal from lesson	Issued and recorded by Teacher Monitored by Tutor/HSM
<ul style="list-style-type: none"> • Repeated behaviour not meeting classroom expectations • Deliberately missing a lesson • Missing two departmental detentions • Repeatedly not meeting community behaviour expectations 	Academic Detention*	Issued by Teacher (authorised by Director of Studies) Director of studies to inform pupil and HSM
<ul style="list-style-type: none"> • Significant academic issues (plagiarism, cheating) • Repeated Academic issues • Missing two Academic Detention 	Head's Supervision	Issued by Senior Deputy Head Recorded by HSM HSM to send letter to parents

*Pupils missing one academic detention will be gated to house on that evening

Departmental detention

- A short supervision of no more than 30 minutes reported and administered by a class teacher or Head of Department for behaviour for relating to academic matters.

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.

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

b) Sanctions for community behaviour not meeting expectations

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.

House sanctions

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

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

- Number of days at the discretion of the HSM/ Senior Deputy Head.
- Gated to boarding house during free time and in the evenings.
- Restrictions card to be signed as directed by teachers and members of staff.
- Not permitted on social trips.
- Attendance at evening activities at the discretion of the HSM.
- Lower School pupils remain in school uniform for signing in up to and including evening callover.

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.

Head's Supervision

- Significant supervision usually carried out at the weekend, supervised by the Head or member of the Senior Leadership Team.

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 lessons, but all other times under the direct supervision of an appropriate member of staff.
- Withdrawn from all sport and activities.
- Restrictions.
- Where a suspension takes place over a weekend there may be inclusion in Head's Supervision.

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.

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.

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 Head's decision is subject to a Governor Review if requested by a parent. A review will be conducted by a panel of up to three Governors. The pupil will be suspended from School until the decision to expel or remove has been set aside or upheld. The request

for a Review must be made as soon as possible and in any event within seven days of the decision being notified to the parents. A review may be requested of a decision to expel or require the removal of the pupil from the school or from boarding (but not a decision to suspend the pupil unless the suspension is for 11 School days or more or would prevent the pupil from taking a public examination).

Withdrawal in Other Circumstances

In accordance with the Terms and Conditions, parents may be required by the Head, during or at the end of term, to remove 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 by reason of the pupil's conduct or progress, the pupil is unwilling or unable to benefit sufficiently from the educational opportunities or the community life of the School. A Review may be requested, as above.

9. 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 against staff by pupils

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

Allegations of harm against staff or pupils by pupils

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.

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).

10. RESPONSIBILITIES

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.

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 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 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 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 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.