



St Mary Magdalene C of E School
with
Christ Church C of E Primary School

BEHAVIOUR POLICY

SECONDARY PHASE

KS3-KS5

This policy was:	Written in	
	Reviewed	September 2025

Statement of Vision, Ethos and Values

St Mary Magdalene's secondary phase behaviour policy serves to complement and continue the primary phase's policy.

We are fully committed to creating and maintaining a culture that promotes excellent behaviour that is firmly rooted and driven by our Christian Ethos and Values. Both students and staff have a right to work in a safe environment which is free from disruption, violence, bullying and any form of harassment or discrimination.

Our mission is to provide excellence in academic achievement and to ensure that every member of our school community will go out into the world happy, courageous, resilient, motivated with a lifelong love of learning and fully equipped to make a positive contribution to society.

Federation Vision and Values:

"Do unto others, as you would have them do unto you."

Luke 6:31

In the Koinonia Federation we strive for excellence and high standards through:



A Koinonia student will go out into the world happy, courageous, resilient, motivated with a lifelong love of learning, fully equipped to make a positive contribution to society.

1. Aims

This policy aims to:

- Provide a clear and consistent whole school approach to behaviour management so that students fully understand what is always expected of them
- Promote a culture of high expectations and achievement

- Create an inclusive and caring learning environment by consistently promoting our Christian ethos and values so that students develop mutual respect, resilience and a strong sense of responsibility and family
- Promote a culture of positive reinforcement and encouragement where all students can achieve the best possible academic outcomes and personal development
- Provide every student with the knowledge, skills, self-belief and motivation to be successful in their learning
- Provide clarity for all stakeholders of our reward and sanction system
- Define what we consider to be unacceptable behaviour, including bullying

2. Legislation and statutory requirements

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

- Behaviour in schools: advice for headteachers and school staff 2024
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping Children Safe in Education
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Special Educational Needs and Disability (SEND) Code of Practice
- Sharing nudes and semi-nudes: advice for education settings working with children and young people

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

- [https://assets.publishing.service.gov.uk/media/5a7dcb85ed915d2ac884d995/SEND Code of Practice January 2015.pdf](https://assets.publishing.service.gov.uk/media/5a7dcb85ed915d2ac884d995/SEND_Code_of_Practice_January_2015.pdf)

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its students
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate students' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate students' property

- DfE guidance explaining that maintained schools should publish their behaviour policy online

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

What other Federation policies/documents do we want parents/carers to read?

- ***Anti-bullying***
- ***Cyber bullying***
- ***Positive handling***

3. Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Disruption in Collective and Family Group Worship
- Non-completion of classwork or homework
- Poor attitude towards learning and school expectations
- Incorrect uniform
- Not upholding our Federation or school values - Responsibility & Respect

Serious misbehaviour is defined as:

- Repeated breaches of the school rules, values and behaviour policy
- Bringing the school into disrepute
- Any form of bullying
- Defiance
- Truancy
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour such as interfering with clothes
 - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking
- Recording staff on mobile phones and sharing on social media platforms

- Racist, sexist, homophobic or any form of discriminatory behaviour
- Possession of any prohibited/banned items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - E-cigarettes or vapes
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)
 - Inappropriate use of school toilets. Eg. Multiple students being in the same cubicle at the same time

These lists are not exhaustive and there may be times when other types of misbehaviour are displayed by students.

4. School routines and expectations

Punctuality

Ensuring that students arrive at school on time is crucial to their academic success and personal development. It is important that the school and home work together to ensure that students attend school on time, every day.

Students will be rewarded for excellent punctuality and attendance. Persistent lateness will result in consequences as per the school's punctuality and attendance policy. To encourage excellent punctuality, the following measures are in place to ensure consistently high standards from students:

- Rewards – post card, phone call
- KS3 Line ups for lesson and Collective Worship
- Regular communication with parents/carers
- Parental meetings
- Consequences such as detention, community service detention

5. Classroom expectations – Behaviour for Learning

Students are expected to follow simple classroom rules in every lesson and every Family Group time. We strive to create an effective and calm working atmosphere through 'Respect, Responsibility and Resilience. These rules and expectations help us learn and work together effectively. Our reward system is in place to celebrate students' success and to motivate them to work hard in every lesson. We think it is vital that students get recognition for high and consistent levels of effort.

- Arrive on time in full school uniform with all necessary equipment
- All students should take out equipment and books immediately at the start of the lesson and these should be placed on the table in front of them
- Listen to instructions and follow them the first time they are given
- Be respectful to everyone in the class
- Listen to others without interrupting
- Give their best effort throughout the lesson
- Contribute to classroom discussions
- Students must not call out during the lesson
- Do not drink, eat or chew in class. Water is allowed with the teacher's permission
- Students are not permitted to go the toilet during lesson time unless they have a toilet pass (for a medical reason)
- Students should not leave the lesson unless there are exceptional circumstances
- At the end of the lesson students are expected to leave the classroom calmly and in a tidy manner and should ensure chairs are tucked under tables
- Students must be in full school uniform when they leave the lesson; they should not be wearing outdoor clothing
- Students must follow our uniform policy which can be found on the school's website

6. Bullying

As a school, we take bullying and its impact very seriously. Bullying of any kind, whether by a child or an adult, is not tolerated. Staff, children, and parents/carers are regularly informed of our firm position on bullying. Bullying behaviour is unacceptable in any form.

Different types of bullying are classified as follows:

- **Physical Bullying:** Hitting, kicking or other physical harm.
- **Verbal Bullying:** Name-calling, insults or threats.
- **Social/Relational Bullying:** Exclusion, spreading rumours, or damaging relationships.
- **Cyberbullying:** Online harassment via messages, social media, sexting or emails.
- **Prejudicial Bullying:** Targeting based on race, religion, gender or other protected characteristics.
- **Sexual Bullying:** Inappropriate comments, gestures or actions.
- **Property Bullying:** Stealing or damaging belongings.
- **HTB Bullying (*homophobic, transphobic, biophobic*)**

Any hostile or offensive action against lesbians, gay males, bisexuals or trans-gender people, or those perceived to be lesbian, gay, bisexual or trans-gender.

How does the Federation deal with perpetrators of bullying?

We believe that education and raising awareness are the most effective ways of dealing with children and young people who have been perpetrators of bullying. Our aim is to get the person who has been using bullying behaviour to show empathy for the victim and to understand the impact of bullying can have on others. The parents of students who have been accused of bullying will be contacted straight

away and made fully aware of the allegations. Perpetrators of bullying will have to take account for their actions and apologise to their victims.

A restorative approach will be used to try to resolve any conflict and repair relationships. It is logged electronically and also an internal exclusion or external exclusion from school may be given. An exclusion or suspension would only be considered in a case of extreme and continuing severe behaviour, bullying, etc. The Co-Principals will notify the Chair of Governors of any exclusion, even for a short period, that results from such behaviour. For more information on bullying, please refer to the Koinonia Federation Anti-Bullying policy on the website.

7. Positive Reward System

Rewards can be given out for positive behaviour in class, in school and within the wider school community. The students who obtain the highest number of reward points each half-term and term, will be awarded with certificates and whole school recognition. The expectation of our staff is to recognise and celebrate students' hard work, achievement and excellent behaviour. Students are also provided with the opportunity to go on reward trips for consistently exemplary behaviour and their attitude to learning and school life. All 'Rewards' are logged on Arbor so that students and parents have access to it. Parents can access this with the Arbor app to track the number of reward points their child has achieved.

Reward	Description and action
R1	A verbal recognition from the teacher in class.
R2	An award recognising good work in lesson time, homework, extracurricular activities or contributions to the wider Federation community. Issued by the class teacher/family tutor and recorded on Arbor.
R3	An award recognising outstanding work in lesson time, homework, extracurricular activities or contributions to the wider Federation community. Positive phone call/email/postcard/letter home from the class teacher and recorded on MIS.
R4	A commendation for going above and beyond. An R4 is issued by a member of the Senior Leadership Team where the student is awarded with a certificate. This reward can also be used to recognise outstanding achievement outside of school.
R5	A termly prize presented by the Co-Principals for consistently outstanding performance over the term and significant contribution to the school community of wider community. A certificate is also awarded to the student.

8. Sanctions

Our consequence system is based around the three principles below:

- Recognition that behaviour is predominantly a choice
- Everyone needs to respond and take responsibility for their own behaviour
- Responding to behaviour should always focus on reconciliation and restoring positive professional relationships

The main aims are for the behaviour system to encourage fellowship and harmony, and to enable students to take responsibility for their actions. However, there are times when students need consequences. Consequences are put in place to help students understand how to reform their actions.

All consequences are logged on the Arbor system so that the Family Group Tutor, staff and parents/carers can access this information. If required, personalised support plans will be put in place to help students take ownership of their behaviour (for instance, reports monitoring punctuality and uniform). Family Group Tutors /Heads of Year /Student Welfare Assistants / SLT will set the student specific targets.

An example of the consequences structure is below with some examples. It is important that staff have conversations about the meaning of the term 'consequence' so that students know it is not always a negative word and is there to help them correct their behaviour.

Consequence	Action
	Verbal warning
C1	Student is given another opportunity to correct their behaviour (not recorded on Arbor)
C2	20 minutes faculty detention (after school)
C3	1 hour detention with the HoY/Director (after school) on the same day.
C4	Reset Room (Internal exclusion)
C5	Suspension

Other sanctions:

- Lunch time & after school community service
- Lunch & break time detentions

9. Mobile phones/devices

If a member of staff sees or hears a student with a mobile phone that is not switched off:

- The phone will be confiscated, placed in a labelled envelope, and secured in the school's safe.
- The parent/carer will be informed.
- The phone will be returned at the end of the school day.
- A C3 detention will be issued or lunchtime community service detention

In some circumstances, for example, persistent breaches or inappropriate use of social media, the student may have to hand their phone into a staff member at the start of the day and then collect it at the end of the day

10. Searching students

- Whilst we do not wish to carry out searches of students unless otherwise necessary, we acknowledge that sometimes it is in the best interests of the child, and other students and staff members to do so. As such, we follow the DfE guidance 'Searching, Screening and Confiscation (2022)' in this matter.

- Under common law, staff have the power to search for any item if a student agrees. The member of staff undertaking the search should ensure the student understands the reason for the search and how it will be conducted so their agreement is informed.
- When exercising these powers staff must consider the age and needs to students being searched or screened. This includes the individual needs or learning difficulties of students with Special Educational Needs (SEN) and making reasonable adjustments that may be required where a student has a disability.
- Where a search is considered necessary, but does not need to be carried out urgently, the advice of the Principal/Vice Principal/Leadership team or HOY will be sought. During this time the student should be supervised and kept away from other students.
- If staff are concerned that a student has a prohibited item (i.e. knives and weapons, alcohol, illegal drugs, stolen items, items suspected of being used to commit an offence or cause personal injury/damage to property, tobacco and cigarette papers, fireworks, and pornographic images) then the Co-Principals or staff they authorise have a statutory power to search a student or their possessions. If the student refuses to be searched then they may be sanctioned; in cases when there is a risk to the student or other students, or a danger to property, or disorder, then the Co-Principals or a member of staff the Principal authorises may under Section 550ZB (5) of the Education Act 1996 search the student without their cooperation.
- Staff will be the same sex as the student being searched and there will be a witness (also a staff member) who, if possible, will be the same sex as the pupil being searched. As a limited exception to this rule, staff can carry out a search of a pupil of the opposite sex and / or without a witness present, but only where staff reasonably believe that there is a risk that serious harm will be caused to a person; if a search is carried out as a matter of urgency and in the time available it is not reasonably practicable to summon another member of staff.

11. Positive handling

The Legal Framework

There is no legal definition of when it is reasonable to use force. It will always depend on all the circumstances of the case. Positive handling should be limited to emergency situations and should only be used as a last resort. Article 4 of the Education Act 1989 clarifies powers that already exist in common law. It enables teachers and other members of staff in schools, authorised by the Co-Principals or Executive Headteachers, to use such force as is reasonable in the circumstances, to prevent a student from:

- Committing an offence
- Causing personal injury to a person
- Engaging in behaviour prejudicial to the maintenance of good order and discipline at the school or among its students; whether during a teaching session or otherwise.

Examples of possible situations are:

- A student attacks another child or adult
- Students fighting

- A student trying to run away from school
 - A student in danger of causing injury through the misuse of substances, materials or objects
 - A student shows persistent and extreme acts of defiance disrupting the safety of those around them
 - A student persistently refuses an instruction to leave an area putting themselves or others in danger
- This list is not exhaustive and professional judgement will be used.*

Only staff who have had positive handling training should restrain a student. Please refer to the Koinonia Federation Positive Handling Policy.

12. Behaviour outside of school

- A pupil's behaviour outside school can be considered grounds for a suspension or permanent exclusion. Any decision of Co-Principals or Executive Headteachers, including suspension or permanent exclusion, must be made in line with the principles of administrative law, i.e. that it is: lawful (with respect to the legislation relating directly to suspensions and permanent exclusions and a school's wider legal duties); reasonable; fair; and proportionate.

Examples of unacceptable behaviour outside the school may include when a student is:

- Taking part in any school organised or school related activity
- Travelling to and from school
- Wearing school uniform

Further examples also include where:

- In extreme cases (such as cyber bullying) this would also include misbehaviour at any time that could have repercussions for the orderly running of the school
- Pose a threat to another student or member of the public
- Could adversely affect the reputation of the school
- Criminal or alleged criminal behaviour that demonstrates risk to other students and/or staff and/or the good order of the school

13. Internal Exclusion (C4) – Reset Room

- The Reset Room is our internal exclusion room. If a student has been given an internal exclusion, they will be placed in the Reset Room from 8:30am – 4:15pm. The student will be kept out of circulation from other students within the school. This includes break and lunch times. Parent/Carers will be informed in advance if their child has been given an internal exclusion. The Reset Room is also used when we are investigating an incident and students may be placed in there while this is happening.
- Students will register at the Reset Room when they arrive to school in the morning. They will not miss out any learning, students will complete work in line with their timetables and teaching staff and support staff will proactively assist them to complete their learning. All students are expected to follow all instructions from teaching staff while they are in the Reset Room, failure to do so will result in their internal exclusion being extended or their consequence will be upscaled. Students will not

leave the Reset Room early to complete any extra-curricular activities or sporting fixtures. The only time they may leave slightly earlier would be to attend a tuition/intervention session and this is assessed on a case-by-case basis. Students who fail to attend their C3 detention will be placed in the Reset Room.

14. Suspensions (C5)

- A suspension, where a student is temporarily removed from the school for a fixed period of time, is an essential behaviour management tool that should be set out within a school's behaviour policy.
- Only the Co-Principals or Executive Headteachers¹ can suspend or permanently exclude a student on disciplinary grounds. A student may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently excluded.
- When establishing the facts in relation to a suspension or permanent exclusion decision the Co-Principals or Executive Headteachers must apply the civil standard of proof, i.e. 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt.' This means that the Co-Principals or Executive Headteachers should accept that something happened if it is more likely that it happened than that it did not happen. The Co-Principals or Executive Headteachers must take account of their legal duty of care when sending a student home following a suspension.
- It is important that during a suspension, students still receive their education. The Co-Principals or Executive Headteachers should take steps to ensure that work is set and marked for students during the first five school days of a suspension. This can include utilising any online pathways such as Microsoft Teams.¹⁸ The school's legal duties to students with disabilities or SEN remain in force, for example, to make reasonable adjustments in how they support disabled students during this period. Any time a student is sent home due to disciplinary reasons and asked to log on or utilise online pathways should always be recorded as a suspension.

Reintegration meeting

- If a student has been given a C5 (Suspension) then the first day back after the suspension, the student and parent must attend a reintegration meeting with either the Head of Year (HoY) or a member of SLT. The purpose of the reintegration meeting is to provide the student with a fresh start after their period of suspension. The HoY or member of SLT will write an action plan and targets for the student with agreed outcomes. When a student returns from a suspension they may be placed on either HoY/SLT report as part of the student's agreed action plan for an effective reintegration back into school.

15. Short-term placement

- The school has the power to direct that a student be educated off-site with the aim of improving their future behaviour. It is not used as a disciplinary sanction or punishment for misconduct.
- The short-term placement may be to attend one of our Primary schools in the Federation, a Pupil Referral Unit (PRU), an Alternative Provision, or another school (or unit therein).

- Parental consent is not required for a short-term placement, and students are expected to attend the other setting as directed. If they do not attend, their absence will be unauthorised and dealt with in the same way as it would if they failed to attend school.
- The arrangements for the short-term placement will be based on an understanding of the support the student needs in order to improve their behaviour, as well as any SEND or health needs the student has. It may be full-time, or part-time in combination with attendance at school or another setting. The expectation is that the student will continue to receive full-time broad and balanced education.

16. Long-term direction off-site (former managed move)

- A long-term direction off-site (former managed move) is used to initiate a process which leads to the permanent transfer of a student to another mainstream school/academy following a trial period. It is designed to give students who is at risk of permanent exclusion a fresh start in another school/academy without a permanent exclusion on their educational record.
- As it is a proposed permanent transfer to another setting, parental consent is required, and parents/carers will be consulted while this is being explored.
- If a temporary move to another setting is needed with the aim of improving the student's behaviour, rather than as a trial period before a proposed permanent transfer to that setting, then off-site direction (as described above) must be used. An off-site direction can be made without parental consent.
- A planned managed move will only happen when it is in the student's best interests.
- During the trial period, the student will be dual registered at both St Mary Magdalene School and the new school/academy. If the managed move breaks down during the trial period, the new school/academy will terminate the trial period and delete the student's name from the register. The student will then return to St Mary Magdalene School and an alternative Personal Support Plan will be put in place.

17. Managed Transfer

- A managed transfer is an intervention process developed by Royal Borough of Greenwich (RBG) Inclusion Service, to support children who are at the verge of being permanently excluded (PEX) from school. This alternative intervention avoids a permanent exclusion (PEX) on the child's school record whilst also providing an opportunity for the child to be reintegrated into mainstream school at the end of a successful intervention process.
- At the stage of PEX, the headteacher may refer the child to the RBG Inclusion Service for support with a managed transfer to Newhaven Assessment Centre (Pupil Referral Unit) or other suitable alternative provision.
- This referral process meets the requirements of the Government's statutory guidance on PEX DfE Exclusion Guidance August 2024 and allows the issuance of a PEX letter to the student and the family. Most London boroughs deploy similar processes as part of an early intervention model.

A managed transfer means that:

- In the event that a school moves to PEX a child who resides in RBG, the RBG Inclusion Service will review if it is suitable for the family to consider the option of a managed transfer for their child.
- RBG's name Exclusion Office will review the documents provided by the school (i.e, full PEX pack) for its legality and to ascertain if the necessary evidence and processes are evident.
- The family has the option of an alternative intervention that is in the best interest of their child and encourages a fresh start when assessed to be ready to reintegrate into a mainstream school.
- The child will not receive a PEX letter, neither have a PEX on their school record and the managed transfer will prevent the exclusion progressing through to the school's governing body.
- If the family agrees to a managed transfer, the family effectively waives their right to appeal the PEX and consent for their child to be removed from their current school roll. If the family do not agree to the managed transfer, they will go through the normal PEX procedure.
- If an educational health care (EHC) needs assessment is deemed most appropriate for the child, then original mainstream school must lead on compiling the application.
- Reintegration into a mainstream school through the fair access panel (FAP) or special school is considered if and when appropriate.

18. Permanent exclusion (PEX)

- Permanent exclusion (PEX) from school will only be imposed for a serious breach or breaches and/or persistent breaches of the school's behaviour policy and where, allowing a student to remain in school would seriously harm the education and/or welfare of the student and/or others (such as staff or students) in the school.
- The principles, guidance and procedure set out in the Exclusion Guidance will be followed at all times. This includes the statutory procedure for notifying parents, challenging the decision, and holding meetings/hearings, including the deadlines for these.

19. Responding to misbehaviour from vulnerable students

- When responding and addressing misbehaviour of students with disabilities and Special Educational Needs (SEN), including those with Educational Health and Care Plans (EHCP) or looked-after children, the school recognises that students' behaviour may be impacted by a special educational need or disability (SEND) or their circumstances.
- When incidents of misbehaviour arise, we will consider them in relation to a student's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a student's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.
- When dealing with misbehaviour of look-after children, the school will consider their circumstances on a case-by-case basis and use a supportive and collaborative approach when making decisions.
- With regard to the sanctioning of vulnerable students, the school will make reasonable adjustments on a case-by-case basis to protect the safety and welfare of the student as well as rest of the school community.

20. Monitoring of this policy

This behaviour policy will be reviewed by the Co-Principals, Executive Headteachers and Governing Body at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data and to comply with any statutory changes.