Behaviour Management and Discipline Policy

Governing Body Policy

2020-2022

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A forward-thinking community with a tradition of excellence
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Ethos

A clear behaviour policy, consistently and fairly applied, underpins effective education. All members of the school community have the right to work within a safe, well ordered and supportive environment where effective learning can take place. Everyone is expected to behave in a responsible manner, showing consideration, courtesy and respect for other people at all times.

Behavioural management is based on the principle of positive reinforcement of good work and behaviour and the mutual respect shared between staff and students. This will not only encourage students to respect one another and adults, to respect property, and respect the process of learning, but it will also enable students to be valued and rewarded for their achievements.

The behaviour management and discipline policy depends on a consistent approach by all colleagues and a commitment by them that they have a full part to play in ensuring that students do meet our common expectations of the highest standards, both academic and social.

Any action that does not allow teachers (or cover supervisors) to teach, students to learn or is clearly disrespectful towards people or property must be challenged.

Context
This policy has been written using guidance and adheres to legislation from:
- [D for E Behaviour and Discipline in Schools: Advice for Headteachers and Schools January 2016](#)
- Education Act 2011
- School Standards and Framework Act 1998
- Education and Inspections Act 2006
- Equality Act 2010
- Schools Information (England) Regulations 2008
- [Exclusion from maintained schools, academies and pupil referral units in England 2017.](#)

This policy does not stand alone and is used alongside other school policies including:
- Bring Your Own Device Student Policy
- SEN Policy
- Drug Incident Management Policy
- Online Safety Policy
- Homework Policy
- School Uniform Policy
- Anti-bullying Policy
- Trips and Visits Policy
- Child protection Policy.

Aims
The implementation of this policy will:
- encourage students to adhere to an agreed set of principles of behaviour – the MGGS Code of Conduct.
- encourage students to take responsibility for their own actions.
- allow all students to develop academically and socially.
● develop a sense of justice, fairness and tolerance towards others.
● create a positive learning environment.
● engender cohesive and consistent behaviour management by all staff.
● enable students to be recognised and rewarded for work and behaviour.
● ensure that sanctions applied are appropriate to the misdemeanour and dealt with at the right level.
● ensure that sanctions are applied for the deed not the person.
● ensure that the reward system is understood, used and valued by everyone.

**Principles of Behavioural Management at Maidstone Grammar School for Girls**
The school should be working towards achieving the following principles:

**Students**
● Students feel that rewards and sanctions are applied consistently and fairly.
● Students take responsibility for their own behaviour and learning.
● Students take a collective responsibility for maintaining a clean and safe working environment.
● It is expected that students with their parents will have signed the Home-School Agreement.

**Staff**
● Staff feel confident asking for advice and support from fellow colleagues, the HOD or HOS or members of the Leadership Team.
● Staff feel confident applying the rewards and sanctions firmly, fairly and consistently.
● Staff feel confident that all colleagues are applying the rewards and sanctions firmly, fairly and consistently.

**Roles and Responsibilities**

**The Governing Body is responsible for:**
● Ensuring that their functions are carried out with a view to safeguarding and promoting the welfare of children.
● Establishing, in consultation with the Headteacher, staff, parents and students, the policy for promotion of good behaviour and to keep it under review.
● Ensuring that the policy is communicated to parents and students, supports safeguarding and promoting the welfare of children and is non-discriminatory and in respect of pupils with SEND.
● Supporting the school in maintaining good behaviour.

**The Headteacher is responsible for:**
● Working with all members of the school community to ensure high standards of behaviour at all times.
● Providing support and training for staff to ensure high standards of behaviour of pupils.
● Ensuring that statutory procedures and guidelines are followed.
● Ensuring that the policy outlines the standard of behaviour expected of pupils at the school, the school rules and any disciplinary procedures for breaking the school rules.
● Ensuring that the behaviour policy is publicised to staff, parents and pupils at least once per year.
● Managing staff and oversee the day-to-day management of the policy and procedures.
• Working with unions and other agencies in developing disciplinary strategies.
• Monitoring the number of behaviour incidents in school and feeding back to the governing body.

The Leadership Team is responsible for:
• Working with Heads of Study and Heads of Department, and other members of teaching and support staff, including NQTs and trainee teachers, to support them in their role.
• Ensuring that all staff and students are aware and achieve the standards of expected behaviour.
• Ensuring that students are emotionally and physically safe in school.
• Dealing with incidents in the higher stages of the sanctions procedure and liaise with parents/carers as necessary.
• Reviewing incidents and their causes with Heads of Department and Heads of Study.
• Supporting students with any behaviour issues through pastoral support and support from external agencies.

Heads of Study are responsible for:
• Ensuring high standards of behaviour of students in their year group.
• Supporting form tutors to ensure high standards of behaviour.
• Dealing with incidents of poor behaviour for students in their year group and communicate with parents/carers in the first instance and keep a log of incidents.
• Monitoring behaviour of students and detentions.
• Passing on information and behaviour concerns to the relevant member of the Leadership Team.

Heads of Department are responsible for:
• Supporting staff in their curriculum area with regards to behaviour management issues.
• Dealing with incidents of low level behaviour in the first instance following a referral from staff.
• Liaising with Heads of Study, parents and the leadership team over student behaviour.

All staff are expected to:
• Create a high quality learning environment, modelling and teaching good behaviour and implementing the agreed policy and procedures consistently.
• Ensure all students are aware of expectations relating to good behaviour.
• Challenge inappropriate behaviour.
• Ensure high standards of behaviour including uniform, punctuality and homework.
• Ensure high standards of behaviour personally to provide students with a good role model.
• Report instances of continuous low level behaviour or more serious incidents to their line manager.

Parents and carers are expected to:
• Take overall responsibility for the behaviour of their child both inside and outside of the school.
• Work in partnership with the school in maintaining high standards of behaviour.
• Support their child in meeting the requirements of the Code of Conduct and signing their planners regularly, including using it as a means to contact the school when appropriate.
• Have access to the behaviour policy and have the opportunity to raise with the school any issues arising from the operation of the policy.
• Ensure that their child attends school and arrives on time.
• Ensure that their child has and wears the correct uniform and has the correct equipment for their lessons.
• Support the school if sanctions are applied to their child for inappropriate or unacceptable behaviour.

Students are expected to:
• Take responsibility for their own behaviour and abide by the rules of the school policies and Code of Conduct (Appendix 1).

Discipline in Schools – Teachers’ Powers

Key points:
(DfE Behaviour and Discipline in Schools: Advice for Headteachers and Schools, January 2016):
• Teachers have power to discipline pupils for misbehaviour which occurs in school and, in some circumstances, outside of school.
• The power to discipline also applies to all paid staff (unless the headteacher says otherwise) with responsibility for pupils, such as teaching assistants and cover supervisors).
• Headteachers, proprietors and governing bodies must ensure they have a strong behaviour policy to support staff in managing behaviour, including the use of rewards and sanctions.

What the law says:
(Education and Inspections Act 2006)

The headteacher must set out measures in the behaviour policy which aim to:
• promote good behaviour, self-discipline and respect
• prevent bullying
• ensure that pupils complete assigned work; and which
• regulate the conduct of pupils.

When deciding what these measures should be, the headteacher must take account of the governing body’s statement of behaviour principles. The headteacher must have regard to any guidance or notification provided by the governing body which may include the following:
• screening and searching pupils
• the power to use reasonable force and other physical contact
• the power to discipline beyond the school gate
• when to work with other local agencies to assess the needs of pupils who display continuous disruptive behaviour
• pastoral care for staff accused of misconduct.

The headteacher must decide the standard of behaviour expected of pupils at the school. He or she must also determine the school rules and any disciplinary penalties for breaking the rules.
Teachers’ powers to discipline include the power to discipline pupils even when they are not at school or in the charge of a member of staff.

The headteacher must publicise the school behaviour policy, in writing, to staff, parents and pupils at least once a year.

The school’s behaviour policy must be published on its website (School Information (England) Regulations 2008). Where they do not have a website the governing body should make arrangements for the behaviour policy to be put on a website and to make the address and details (of the website) known to parents.

**Behaviour and Sanction Procedures**

**Punishing Poor Behaviour; what the law allows** ([DfE Behaviour and Discipline in Schools: Advice for Headteachers and Schools, January 2016](#))

Teachers and other authorised staff can discipline pupils whose conduct falls below the standard which could reasonably be expected of them. This means that if a pupil misbehaves, breaks a school rule or fails to follow a reasonable instruction the teacher can impose a punishment on that pupil. To be lawful, the punishment (including detentions) must satisfy the following three conditions:

a. The decision to punish a pupil must be made by a paid member of school staff or a member of staff authorised by the head teacher.

b. The decision to punish the pupil and the punishment itself must be made on the school premises or while the pupil is under the charge of the member of staff.

c. It must not breach any other legislation (for example in respect of disability, Special Educational Needs, race and other equalities and human rights) and it must be reasonable in all the circumstances.

- A punishment must be proportionate. In determining whether a punishment is reasonable, section 91 of the Education and Inspections Act 2006 says the penalty must be reasonable in the circumstances and that account must be taken of the pupil’s age, any special educational needs or disability they may have, and any religious requirements affecting them.
- The head teacher may limit the power to apply particular punishments to certain staff and/or extend the power to discipline to adult volunteers, for example to parents who have volunteered to help on a school trip.
- Corporal punishment is illegal in all circumstances.
- Schools should consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, school staff should follow the schools’ safeguarding policy. They should also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the school should consider whether a multi agency assessment is necessary.
- When poor behaviour is identified, sanctions should be implemented consistently and fairly in line with the behaviour policy. Sanctions will be implemented on the basis of each individual event and will depend upon the severity of the misbehaviour and the student’s previous behaviour record. Good schools will have a range of disciplinary measures clearly communicated to school staff, pupils and parents. These can include:
• A verbal reprimand.
• Extra work or repeating unsatisfactory work until it meets the required standard.
• The setting of written tasks as punishments, such as writing lines or an essay.
• Loss of privileges – for instance the loss of a prized responsibility or not being able to participate in a non-uniform day.
• Missing break time.
• Detention including during lunch-time, after school and at weekends.
• School based community service or imposition of a task – such as picking up litter or weeding school grounds; tidying a classroom; helping clear up the dining hall after meal times; or removing graffiti.
• Regular reporting including early morning reporting; scheduled uniform and other behaviour checks; or being placed “on report” for behaviour monitoring.
• In more extreme cases schools may use temporary or permanent exclusion.

Maidstone Grammar School for Girls Sanction Procedures
Students displaying behaviour contrary to school expectations or that run counter to the policy statement above must be challenged. Sanctions are most effective when they are applied fairly and consistently. It may be appropriate to remove privileges, withhold participation on school trips, carry out some form of community service and to actively involve parents throughout the process. At all stages the student should be made to take responsibility for their actions and to be involved in the decisions being made. On occasion, the use of a student ambassador may be considered to support a student who is displaying negative behaviour.

Behaviour management works on the following principles, led by the teacher or cover supervisor in charge:
• Direct – state explicitly what the student is expected to do/ not do.
• Redirect – if a student attempts to deflect away from the request, the instruction is repeated using may be and but eg. ‘That may be true but I want you to…’
• Choice – give the student a choice: ‘If you do not do as I request…I will have to…’
• Sanction – see table below

The following levels should be used when dealing with misbehaviour:
It is possible to move more than one level at a time or jump levels should the behaviour justify this.

Sanctions

<table>
<thead>
<tr>
<th>Level</th>
<th>Examples of behaviour</th>
<th>Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Level 1</strong>&lt;br&gt; It is expected that most incidents will be dealt with at level 1.</td>
<td>In class disruption, calling out in class, not completing work, rudeness.</td>
<td><strong>Stage 1</strong> - first warning - state expected behaviour&lt;br&gt;<strong>Stage 2</strong> - second warning - reiterate expected behaviour and inform of consequences if student chooses not to do as expected&lt;br&gt;<strong>Stage 3</strong> - move student to front of class/other seat for a fixed time&lt;br&gt;<strong>Stage 4</strong> - subject detention, written in student planner (pastoral detention if incident during form...</td>
</tr>
<tr>
<td>Level 4</td>
<td>No improvement in</td>
<td>Behaviour contract/PSP - parents/carers meet with HOS and/or AHT in school and targets are set and</td>
</tr>
<tr>
<td>Level 3</td>
<td>Ongoing disruptive behaviour</td>
<td>‘Phone call/meeting with parents/carers - with subject teacher and/or HOD. Subject report - to be issued by HOD</td>
</tr>
<tr>
<td>Level 2 - repeated behaviour - examples shown</td>
<td>Three uniform slips</td>
<td>Pastoral detention - at lunchtime for KS3 After School detention - for KS4</td>
</tr>
<tr>
<td></td>
<td>Not turning up to an after school detention</td>
<td>LT detention - rescheduled after school detention and detention with a member of the Leadership Team. Parents contacted.</td>
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<td></td>
<td>Mobile ‘phone confiscated three times</td>
<td>Extended ‘phone confiscation- students hand in their ‘phone to the school office each day for a week.</td>
</tr>
<tr>
<td>Incorrect uniform</td>
<td>Uniform slip - issued for incorrect uniform or wearing makeup. Students remove make-up.</td>
<td></td>
</tr>
<tr>
<td>Not completing homework - single offence</td>
<td>Subject detention - issued by teacher.</td>
<td></td>
</tr>
<tr>
<td>Use of mobile phone (other than for educational purposes)</td>
<td>‘Phone confiscation - ‘phone confiscated and given to the school office. Student collects at the end of the school day and a letter is sent home.</td>
<td></td>
</tr>
</tbody>
</table>

**Stage 5** - removal to exit room by contacting on call member of LT or moving to sit with HOD if accessible, and detention. ‘Phone call/email/letter home if required.

**Stage 6** - Behaviour escalates beyond 4 (see below).
| Level 5 | Persistent poor behaviour and conditions of behaviour contract/PSP not met | Meetings with parents/carers with Leadership Team - possible referral to external agencies  
Internal Isolations / Fixed Term Exclusions |
|---|---|---|
| | Serious single incident (endangering others, swearing or aggression towards a member of staff) | Fixed Term Exclusion - to be issued by the Headteacher. In the absence of the Headteacher this responsibility is delegated to the Deputy Headteacher. In the absence of both this responsibility is delegated to the Assistant Headteacher with the longest period of service at MGGS.  
A reintegration meeting will occur with parents/carers upon student’s return to school. See appendix 2. |
| Level 6 | More than one exclusion, or one singlesignificant exclusion for which return to the school could be problematic. | Refer to Local Inclusion Forum Team (where appropriate)  
Managed move to another school. |
| Level 7 | Continued failure to meet conditions of behaviour contract and school code of conduct.  
Very serious incident. | Permanent Exclusion - see appendix 2  
"A decision to permanently exclude a pupil should only be taken:  
In response to a serious breach, or persistent breaches, of the school's behaviour policy; and  
Where a pupil’s behaviour means that allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school" |
Detentions

What the law allows (DfE Behaviour and Discipline in Schools: Advice for Headteachers and Schools, January 2016):

● Teachers have a power to issue detention to pupils (aged under 18).
● Schools must make clear to pupils and parents that they use detention (including detention outside of school hours) as a sanction.
● The times outside normal school hours when detention can be given (the ‘permitted day of detention’) include:
  o any school day where the pupil does not have permission to be absent
  o weekends - except the weekend preceding or following the half term break
  o non-teaching days – usually referred to as ‘training days’, ‘INSET days’ or ‘non-contact days’.
● The headteacher can decide which members of staff can put pupils in detention. For example, they can limit the power to heads of year or heads of department only or they can decide that all members of staff, including support staff, can impose detentions.

Matters schools should consider when imposing detentions:

● Parental consent is not required for detentions.
● As with any disciplinary penalty a member of staff must act reasonably given all the circumstances when imposing a detention.
● With lunchtime detentions, staff should allow reasonable time for the pupil to eat, drink and use the toilet.

Detentions outside school hours:
School staff should not issue a detention where they know that doing so would compromise a child's safety. When ensuring that a detention outside school hours is reasonable, staff issuing the detention should consider the following points:

● Whether the detention is likely to put the pupil at risk.
● Whether the pupil has known caring responsibilities which mean that the detention is unreasonable.
● Whether the parents ought to be informed of the detention. In many cases it will be necessary to do so, but this will depend on the circumstances. For instance, notice may not be necessary for a short after school detention where the pupil can get home safely; a
● Whether suitable travel arrangements can be made by the parent for the pupil. It does not matter if making these arrangements is inconvenient for the parent.

Seclusions/Isolations:
It is for individual schools to decide how long a pupil should be kept in seclusion or isolation, and for the staff member in charge to determine what pupils may and may not do during the time they are there. Schools should ensure that pupils are kept in seclusion or isolation no longer than is necessary and that their time spent there is used as constructively as possible. Schools should also allow pupils time to eat or use the toilet.

Detentions at Maidstone Grammar School for Girls
The School adopts the statutory guidance provided by the DfE and detentions will be issued as deemed appropriate.
Detentions inside school hours may be given during the school day without prior notice to parents and carers. A student may be detained at break time or for part of the lunchtime.

Detentions outside of school hours will last for one hour and parents and carers will usually be given 24 hours’ notice. Parents and carers will be informed using the standard letter/email and this will be recorded on the student file. Detentions will be set as per the guidance in the sanctions procedure above.

Where an issue requires a longer period of detention, the detention can take place as all or part of a Staff Development Day. Again 24 hours’ notice will be given. The school reserves the right to issue no notice after school detentions if a pupil displays consistent poor behaviour or serious misbehaviour during the school day that warrants this. Parents will be informed by telephone that their child has been detained, the reason for this, and the time the detention will finish (usually 4:30pm).

**Rewards**

Through sensible and appropriate use of praise and rewards we can establish a positive ethos within the school that encourages all students to achieve their full potential. General classroom management involves praise being given on a daily basis, including verbal encouragement and recognition of good work, behaviour and effort.

Our rewards system links rewards to house points. All students in Key Stages 3-5 receive house points according to criteria that departments have identified. These are recorded in the student planner and on SIMS termly.

HOS award students house points for achievement and progress based on tracking analyses and end of year reports. They also reward 100% attendance and contribution to the life of the form.

In addition, examples of good work are passed to the headteacher, who then sees the student in order to offer praise for the work, to discuss the work with the student, and to award a Headteacher’s certificate. The work that is brought to the attention of the headteacher could be identified for its very high standard, for the effort shown in improved performance, or for its presentational qualities. The headteacher will award between 5-10 house points for exceptional work or for exceptional achievement in extracurricular activities or achievement outside school.

<table>
<thead>
<tr>
<th></th>
<th>Bronze Award</th>
<th>Silver Award</th>
<th>Gold Award</th>
<th>Platinum Award</th>
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</thead>
<tbody>
<tr>
<td>Y7-8</td>
<td>30</td>
<td>60</td>
<td>80</td>
<td>100</td>
</tr>
<tr>
<td>Y9-11</td>
<td>20</td>
<td>40</td>
<td>60</td>
<td>80</td>
</tr>
</tbody>
</table>

Heads of Study reward students in assemblies held, normally but not exclusively, at the end of each term. For older students, a postcard or letter home may inform parents of the awards. House Points are collected termly and totalled across the school. All house points contribute to the house league. The House Cup will be presented annually.
Achievements in public examinations are celebrated at special events, such as Speech Day, GCSE Presentation afternoon and the KS3 celebration at the end of Year 9.

**Pupils’ Conduct Outside the School Gates – Teachers’ Powers**

**What the law allows** (*DfE Behaviour and Discipline in Schools: Advice for Headteachers and Schools, January 2016*): Teachers have the power to discipline pupils for misbehaving outside of the school premises “to such an extent as is reasonable”. Subject to the behaviour policy, teachers may discipline pupils for:

- misbehaviour when the pupil is:
  - taking part in any school-organised or school-related activity
  - travelling to or from school
  - wearing school uniform
  - in some other way identifiable as a pupil at the school.

- or misbehaviour at any time, whether or not the conditions above apply, that:
  - could have repercussions for the orderly running of the school
  - poses a threat to another pupil or member of the public
  - could adversely affect the reputation of the school.

In all cases of misbehaviour the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

**Behaviour and Incidents on School Trips**

The School’s code of conduct and behaviour policy apply on all school trips. Sanctions will be issued as appropriate and further investigation once the trip or visit has concluded may be necessary.

**Searching, Screening and Confiscation of Inappropriate Items**

**What the law allows** (*DfE Behaviour and Discipline in Schools: Advice for Headteachers and Schools, January 2016*):

There are two sets of legal provisions which enable school staff to confiscate items from pupils:

- **The general power to discipline** enables a member of staff to confiscate, retain or dispose of a pupil’s property as a punishment, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully (Education and Inspections Act 2006). The legislation does not describe what must be done with the confiscated items.
● **Power to search without consent** for “prohibited items” including:
  ○ knives and weapons
  ○ alcohol
  ○ illegal drugs
  ○ stolen items
  ○ tobacco and cigarette papers
  ○ fireworks
  ○ 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 banned by the school rules which has been identified in the rules as an item which may be searched for.

The legislation sets out what must be done with prohibited items found as a result of a search.

Weapons and knives and extreme or child pornography must always be handed over to the police, otherwise it is for the teacher or cover supervisor to decide if and when to return a confiscated item (inline with school policy).

More detailed advice on confiscation and what must be done with prohibited items found as a result of a search is provided in ‘Screening, Searching and Confiscation – advice for head teachers, school staff and governing bodies’, updated January 2018. The Drug Incident Management Policy is also relevant here.

**Power to use Reasonable Force**

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

Head teachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

Schools can also identify additional items in their school rules which may be searched for without consent. Force **cannot** be used to search for these items.

Separate advice is available in ‘Use of Reasonable Force – advice for school leaders, staff and governing bodies’.

**Students with SEND**

Headteachers and governing bodies must take account of their statutory and legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEN). The school will work with local agencies where necessary to assess and support the needs of pupils who display continuous disruptive behaviour.
Allegations Against Staff

Any allegation against staff will be investigated by a member of the Leadership Team. Pupils who are found to have made malicious accusations against school staff will be sanctioned as per the sanction procedure in section 3 of this policy. Pastoral care will be provided by the school for staff accused of misconduct.
Appendix 1: Code of Conduct Years 7-11

A high standard of self-discipline and behaviour is expected from all students at MGGS. Consideration and courtesy should be in evidence at all times with regard to other people and their property within school and members of the general public on journeys to and from school. We wish our school to provide a learning environment that is friendly, respectful, orderly and safe. Members of the school community should:

- Behave courteously and show due care and consideration for the rights and feelings of others
- Abide by all school policies and procedures and follow instructions from staff
- Show respect for their environment by not defacing or damaging property or leaving litter
- Be in form rooms for registration (morning 8.40 a.m., afternoon 2.25 p.m.)
- Meet deadlines set for homework and coursework
- Bring all appropriate books and equipment to lessons
- Be appropriately dressed for school by following the guidelines for school uniform.

The following are not allowed:

- Smoking
- Wearing make-up and nail varnish
- Jewellery except one pair of small, plain gold or silver ear studs, a watch and a cross and chain (to be under the shirt)
- Body piercing (other than earlobes)
- Un-natural hair colour or streaks
- Chewing/bubble gum
- Any illegal substances, including alcohol
- Offensive weapons
- The use of mobile telephones (unless permission has been granted)
- Tippex or liquid paper.

Inappropriate items of clothing or jewellery other than the above will be confiscated and kept in the office for two weeks. After this time, students may request the return of the item.

Mobile Telephones/Valuables

If a student brings a mobile telephone or other valuables into school, she needs to be responsible for them at all times. The school cannot accept responsibility for the loss or damage of mobile telephones or other valuables. Mobile telephones must be switched off at all times while on the school premises. If a mobile telephone is found to be switched on it will be confiscated and held in the office and may be kept until a parent/guardian comes to collect it.
Appendix 2: Exclusions

The School adopts the statutory guidance provided by the DfE; further information can be accessed through the document “Exclusion from Maintained Schools, Academies and Pupil Referral Units in England” from September 2017.

Key points:

● The legislation governing the exclusion process remains unchanged. This statutory guidance has been updated in a small number of areas, in particular to provide greater confidence to head teachers on their use of exclusion and to provide greater clarity to independent review panels and governing boards on their consideration of exclusion decisions.

● In January 2015, the Department amended regulations to clarify that a governing board’s duty to arrange education from the sixth day of a fixed-period exclusion is triggered by consecutive fixed-period exclusions totalling more than five days.

● Good discipline in schools is essential to ensure that all pupils can benefit from the opportunities provided by education. The Government supports head teachers in using exclusion as a sanction where it is warranted. However, permanent exclusion should only be used as a last resort, 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.

● The decision to exclude a pupil must be lawful, reasonable and fair. Schools have a statutory duty not to discriminate against pupils on the basis of protected characteristics, such as disability or race. Schools should give particular consideration to the fair treatment of pupils from groups who are vulnerable to exclusion.

● Disruptive behaviour can be an indication of unmet needs. Where a school has concerns about a pupil’s behaviour, it should try to identify whether there are any causal factors and intervene early in order to reduce the need for a subsequent exclusion. In this situation, schools should consider whether a multi-agency assessment that goes beyond the pupil’s educational needs is required. • Schools should have a strategy for reintegrating a pupil who returns to school following a fixed-period exclusion and for managing their future behaviour.

● All children have a right to education. Schools should take reasonable steps to set and mark work for pupils during the first five school days of an exclusion; and alternative provision must be arranged from the sixth day. There are obvious benefits in arranging alternative provision to begin as soon as possible after an exclusion.

● Where parents dispute the decision of a governing board not to reinstate a permanently excluded pupil, they can ask for this decision to be reviewed by an independent review panel. Where there is an allegation of discrimination (under the Equality Act 2010) in relation to a fixed-period or permanent exclusion, parents can also make a claim to the First-tier Tribunal (Special Educational Needs and 1 Education (Provision of Full-Time Education for Excluded Pupils) (England) (Amendment) Regulations 2014, amending the Education (Provision of Full-Time Education for Excluded Pupils) (England) Regulations 2007. 7 Disability) for disability discrimination, or the County Court for other forms of discrimination.

● An independent review panel does not have the power to direct a governing board to reinstate an excluded pupil. However, where a panel decides that a governing board’s decision is flawed when considered in the light of the principles applicable on an
application for judicial review, it can direct a governing board to reconsider its decision. The panel will then be expected to order that the school must make an additional payment of £4,000 if it does not offer to reinstate the pupil. Whether or not a school recognises a pupil as having SEN, all parents have the right to request the presence of an SEN expert at a review meeting. The SEN expert’s role is to advise the review panel, orally or in writing or both, impartially, of the relevance of SEN in the context and circumstances of the review. For example, they may advise whether the school acted reasonably in relation to its legal duties when excluding the pupil.

- Excluded pupils should be enabled and encouraged to participate at all stages of the exclusion process, taking into account their age and ability to understand.
Appendix 3: Behaviour Principles Statement

- Every student should understand that they have the right to feel safe, valued and respected, and learn free from the disruption of others.
- All members of the school community have the right to work within a safe, well ordered and supportive environment where effective learning can take place.
- All students, staff and visitors are free from any form of discrimination.
- Staff set an excellent example to students at all times.
- Everyone is expected to behave in a responsible manner, showing consideration, courtesy and respect for other people at all times.
- A high standard of self-discipline and behaviour is expected from all students at MGGS.
- Consideration and courtesy should be in evidence at all times with regard to other people and their property within school and members of the general public on journeys to and from school.
- We wish our school to provide a learning environment that is friendly, respectful, orderly and safe.
- Students are encouraged and expected to take responsibility for their actions.
- Behavioural management is based on the principle of positive reinforcement of good work and behaviour and the mutual respect shared between staff and students. This will not only encourage students to respect one another and adults, to respect property, and respect the process of learning, but it will also enable students to be valued and rewarded for their achievements.
- A clear behaviour policy, consistently and fairly applied, underpins effective education.
- The behaviour policy is understood by students, parents and staff.
- Rewards and sanctions are used consistently by staff, in line with the behaviour policy.
- There is a commitment by staff that they have a full part to play in ensuring that students do meet our common expectations of the highest standards, both academic and social.
- Any action that does not allow teachers (or cover supervisors) to teach, students to learn or is clearly disrespectful towards people or property must be challenged.
- Exclusions will only be used as a last resort, and the behaviour policy outlines the processes involved in permanent and fixed-term exclusions.
- Parents and carers are informed of behaviour incidents to foster good relationships between the school and students’ home life.

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

History Log

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