



Maidstone Grammar School
for Girls

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Behaviour Management and Discipline Policy

Governors Policy

2022-2023

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A forward-thinking community with a tradition of excellence

History Log

Last Revised	Revised By	Ratified By Governors	Next Review Date	Time Scale
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Core Values (RISE)

At Maidstone Grammar School for Girls we are a forward thinking community with a tradition of academic excellence.

We encourage **R**esilient, **I**nspirational & **S**upportive students who strive for **E**xcellence in all that they do.

Core Purpose

All students should achieve and in many cases exceed their educational potential, in a friendly, welcoming and distinctive environment. By adhering to our values we develop kind, courageous and responsible young people who understand that others with their differences can also be right. In time our young people will become intelligent and compassionate leaders who promote intercultural understanding and respect.

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 for learning 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 will 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:

- Acceptable Use Policy
- SEN Policy
- Drug Incident Management Policy
- Online Safety Policy
- Homework Policy
- School Uniform Policy
- Anti-bullying Policy
- Trips and Visits Policy
- Child protection and Safeguarding Policy
- Online Safety Policy
- Relationship and Sex Education policy
- Personal, Social and Health Education 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 Behaviour 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 overseeing 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 ECTs 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 communicating with parents/carers in the first instance and keeping 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.
- Supporting the whole school Department detention system.
- 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
- 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 students who display continuous disruptive behaviour
- pastoral care for staff accused of misconduct.

The Headteacher must decide the standard of behaviour expected of students at the school. The Headteacher determines 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.

Recognition and Rewards

Recognition and Rewards form the basis of our behaviour for learning at Maidstone Grammar School for Girls; we encourage students to enjoy learning and feel that their achievements are recognised and celebrated within the school community. 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 recognition and rewards system links rewards to house points. All students in Key Stages 3-5 receive house points according to the criteria that departments have identified. These are recorded in the student planner and on SIMS termly. Heads of Study 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.

The range of recognition and rewards students can achieve include:

- House Points
- MEGA awards which underpins our curriculum
- Year group recognition assemblies
- Headteacher Awards
- School Colours
- Inclusion in the weekly News and Blog
- Recognition and Celebration Assemblies
- Recognition for excellent or improved attendance
- Positive contact with home e.g., telephone call, note in planner, RISE postcard or letter
- Inclusion in reward trips
- Displays e.g., samples of outstanding work.

Mindset, Enrichment, Google, Advanced Thinking Skills (MEGA) Awards

Students can achieve a MEGA award for displaying outstanding attitude to learning and excellence. MEGA awards are allocated to students on a termly basis. To achieve a MEGA award students are required to demonstrate the outstanding and excellent contribution they have made to our MEGA principles that underpins our curriculum.

Headteacher Awards

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.

	Bronze Award	Silver Award	Gold Award	Platinum Award
Y7-8	30	60	80	100
Y9-11	20	40	60	80

Heads of Study reward students in assemblies held, normally but not exclusively, at the end of each term. A RISE 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.

School Colours

Student colours are awarded to students who have made an excellent contribution to the school, either through a one off event or over a sustained period of time, in addition to house points and Headteacher Awards. Colours will be awarded to students twice a year; at Christmas and in the summer term through assemblies.

Behaviour and Sanction Procedures

Sanctioning 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 student misbehaves, breaks a school rule or fails to follow a reasonable instruction the teacher can impose a sanction. To be lawful, the sanction (including detentions) must satisfy the following three conditions:

- The decision to sanction a student must be made by a paid member of school staff or a member of staff authorised by the headteacher.
- The decision to sanction the pupil and the sanction itself must be made on the school premises or while the student is under the charge of the member of staff.
- 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 student's age, any special educational needs or disability they may have, and any religious requirements affecting them.

The Headteacher 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 school's 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 fixed term suspensions 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 will 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 supported 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 another student who is displaying negative behaviour.

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.

Levels of Behaviour Breaches and Actions

Level	Examples of behaviour	Actions
Level 1 It is expected that most incidents will be dealt with at level 1	In class disruption, calling out in class, not completing work, rudeness.	Please see a classroom based approach below.
	Incorrect uniform	Conduct point e.g - issued for incorrect uniform or wearing makeup. Students remove make-upand/or rectify uniform breach.
	Not completing homework - single offence.	Subject detention - issued by teacher.
Level 2 - repeated behaviour - examples shown	Use of mobile phone	Conduct point 'Phone confiscation - 'phone confiscated and given to the school office. Parent collect at the end of the school day and a letter is sent home.
	Completed Conduct Card (Negative Side)	Pastoral detention - After School detention See details below.
	Not turning up to a detention	Leadership detention - Student receives an LT detention for 1 hour after school. Parents are informed.
	Mobile device confiscated two times	Extended confiscation - students hand in their mobile device to the school office each day for a week. Parents are informed in writing by HoS.
Level 3	Ongoing disruptive behaviour.	Telephone call/meeting with parents/carers - with subject teacher and/or Head of Department (HoD). Subject report - to be issued by HoD

	<p>Ongoing disruptive behaviour across many areas..</p> <p>Ongoing incorrect wearing of school uniform.</p> <p>Ongoing incompleteness of homework.</p> <p>Ongoing inappropriate use of mobile phone.</p>	<p>As appropriate:</p> <p>‘Telephone call/meeting with parents/carers - with HoS and/or form tutor.</p> <p>HoS report - to be issued by HOS. Student reports to HoS at end of each day.</p> <p>ATL(Attitude to Learning) report</p> <p>Loss of home study - for sixth form students</p> <p>Student hand phone in to Main Reception each day for one week.</p>
Level 4	No improvement in	Behaviour contract/Personal Support Plan (PSP) - parents/carers meet with HoS and/or AHT in school and targets are set and

	behaviour/school rules not adhered to following being on report.	<p>agreed. PSP is reviewed after a period of 2 weeks.</p> <p>Internal lunch or internal withdrawal - for breach of behaviour contract, reviewed at the end of each day.</p> <p>Consider Early Help referral in some cases.</p>
	Significant incident such as extreme rudeness to a member of staff	Internal withdrawal - set by Assistant Headteacher. Parents contacted.
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 Individual Learning Day / Fixed Term Suspensions

	Serious single incident (endangering others, swearing or aggression towards a member of staff)	Fixed Term Suspensions - 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 suspension, or one single significant suspension for which a fresh start at a new school supported by MGGS would be beneficial for the student.	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 <i>"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"</i>

Behaviour for Learning – Classroom-based Responses

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 consequence of any action must be proportionate to the misbehaviour and should always aim to directly challenge the infringement of BFL expectations, offering learning opportunities to address the initial action and minimise disruption to learning.

	Action	Further Action	Recording	Communication home/HoD/HoS
Reminder	Teacher reminds student of the behaviour expectation.	Teacher monitors	NA	NA
Action	Teacher informs student they have breached Behaviour expectations	Teacher issues student with a Conduct Point	Completed conduct card is recorded on SIMS	NA
Sanction	Student is sent/ removed to another department classroom	Student is issued with a detention. Teacher writes this in the student planner.	Teacher completes detention referral	Parents are informed of the detention and behaviour breach.
Serious incident	For serious persistent concerns -student is collected by a member of LT On Call.	Teacher to supply students with work to be completed.	Teacher to record behaviour incident on SITES and inform HoD. HoD to complete LT detention referral.	HoD to email parents informing them of behaviour breach and LT detention.
Stages can be missed where there is a serious incident	Some incidents: In these situations the classroom teacher will complete an incident form and will share with HoD, LT and HoS who will decide on the appropriate sanction and communication with parents/carers.			

On Call Rota

If a student cannot stay in class due to failure to follow the instructions of the classroom teacher, refusing or has used physical or verbal aggression, teachers are to use AA High Alert or in an emergency send a student to Main Reception with a note. Parents will be contacted by a member of the Pastoral team, Head of Department or Leadership Team. Students could be asked to complete a reflection sheet and have a learning conversation with the classroom teacher before returning to their lesson.

Detentions

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

- Teachers have the power to issue a detention to pupils (aged under 18).
- Schools must make clear to pupils and parents that they use a detention (including a detention outside of school hours) as a sanction.
- The times outside normal school hours when a detention can be given (the 'permitted day of detention') include:
 - any school day where the pupil does not have permission to be absent
 - weekends - except the weekend preceding or following the half term break
 - 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.
- Whether suitable travel arrangements can be made by the parent for the pupil.

It is not a matter for consideration if in making these arrangements it is inconvenient for the parent.

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).

Department Detentions	Pastoral Detentions
30 mins lunch time detention	30 min lunch time detention
1 hour after school detention	1 hour after school detention
1 hour Leadership detention	1 hour Leadership detention
Internal Isolation	Internal Isolation
Fixed term suspension	Fixed term suspension

A student may be issued with a detention for the following reasons:

- Repeated lateness to school or to lessons
- Uniform breach
- Unacceptable language used around the school site
- Breach of school policies.

This list is not exhaustive.

Individual Learning Day (ILD):

Each school decides the duration of an individual learning day, 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 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.

ILDs are recorded on the student's file. Parents/carers are informed of the ILD by telephone and a letter. All relevant paperwork is placed on the student's file. Whilst students are in an internal suspension they will hand their mobile device in to a member of staff. This will not form part of their behaviour record but is a supportive measure to support students to self-regulate their behaviour during this time.

Students may be issued with an ILD for the following reason:

- Bringing the school into disrepute
- Repeated breaches of school policies
- Having a prohibited item on the school premises.

This list is not exhaustive.

Pending Investigation Placement

Following a serious incident, the pastoral team and leadership team are expected to carry out a swift and fair investigation. Whilst this investigation is carried out, students may be isolated at short notice. Parents will be contacted by a member of the pastoral or Leadership Team.

Fixed Term Suspension

At Maidstone Grammar School for Girls we believe that feeling safe and learning are the most important aspect of school and that every child deserves disruption-free learning. To support this ethos, it may be necessary to consider exclusion when all other strategies have been exhausted, as a consequence of behaviour which may threaten these core principles. In some incidents the behaviour(s) may be so serious that a student is issued with a fixed term suspension. A student may be given a fixed term suspension for a set period of time as determined by the Headteacher, during which the student does not attend school. Parents will be notified in writing. Following a fixed term suspension, the student and their parent/carer will attend a formal re-admittance meeting with the Headmistress and/or Senior Member of Staff prior to the student's return to school. At this point, a Reintegration Support Plan will be put in place, outlining any support measures agreed and setting clear targets, which will be monitored by a member of the pastoral or leadership team. In some circumstances it may be necessary to implement a Pastoral Support Plan for the student reinforcing the School's expectations of positive conduct. All fixed term suspensions are reported to the Local Authority. For further information on fixed term suspensions please refer to Appendix 2.

A student may be issued with a fixed term exclusion for the following reasons:

- Verbal aggression
- Physical aggression
- Repeated breaches of school policies.

This list is not exhaustive

Corridor Code and Movement around the School

The Corridor Code is displayed in key areas around the school, reinforcing expectations for behaviour in and around the school site before school, at lesson change-over, break, lunchtime and at the end of the day. The Corridor Code is given [here](#).

Break and Lunch Time

Students are required to adhere to the Behaviour policy at break and lunch time. Students are not permitted to eat hot food in their classroom or use their mobile devices during this time. If challenged or reminded of the school expectations students are required to follow the instructions of the member of staff on duty. We encourage students to take part in the range of lunch time enrichment clubs and activities on offer across Key Stage 3 - 5.

Mobile Devices Including Smart Watches

At Maidstone Grammar School for Girls, we do not allow students in Years 7 to 11 to use mobile phones, smart watches or similar devices on the school site .

This approach aims to:

- encourage students to enjoy their social time, engaging in shared conversation and activities
- prevent disruption to learning time
- prevent the escalation of minor peer disputes through social networks
- prevent cyber-bullying
- restrict access to inappropriate websites during the school day, including sites which are blocked on the School's computers by the School's ICT filters.

If students bring a mobile phone or other similar device into school, it must be kept switched off and out of sight throughout the school day. The school cannot accept responsibility for any mobile devices brought on to the school premises. A mobile phone or similar device seen on the school site will be confiscated, returned at the end of the school day or parents contacted to collect the confiscated item. The mobile phone or other similar device agreement is in place for the safety and protection of all our students and the school expects the full support of all parents and carers to enforce this policy. Parents/carers who need to contact their child during the school day can do so via the School Office. Students may contact home via Main Reception at break or lunch time.

Sixth Form students: Mobile phones may be used for the purposes of learning only. Mobile devices are permitted in Sixth Form Central but should not be used elsewhere on the school site, unless directed by a member of staff.

Repeated breaches of the school mobile device agreement will result in a formal school sanction.

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.

The School will work closely with the British Transport Police and Kent Police to identify any young people who behave inappropriately on public transport. We encourage members of the public to report concerns to Kent police and the British Transport Police as this allows identification through CCTV of those involved.

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. If a student breaches this policy prior to attending a school trip, depending on the severity of the breach, the student may be withdrawn from the school trip. All students attending school trips must adhere to all school policies. For those students who are on a Pastoral Support Plan, the Assistant Headteacher for KS3/4/5 will decide whether the student is able to attend the trip.

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
- E cigarettes and related paraphernalia
- fireworks
- Mobile telephones

- 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.

Confiscation

Staff at Maidstone Grammar School for Girls have the authority to confiscate items not permitted in school. These include:

- mobile devices (see above)
- items of jewellery e.g. earrings, necklaces, piercings
- items of clothing which break school uniform rules e.g. non-school jumpers
- energy drinks
- chewing gum.

These items should be stored securely and either returned to students at the end of the school day or arrangements made for parent/carer to collect the item from school. The school should retain or dispose of any prohibited items such as energy drinks, alcohol or cigarettes/e-cigarettes: these should not be returned to students in line with the safeguarding policy and procedures.

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.

Headteachers 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’.

Understanding Challenging Behaviour

Equality, Diversity and Inclusion

We recognise that our students bring with them a variety of behaviours influenced by life experiences outside school. We respond to each case professionally, objectively, and compassionately. We are sensitive when working with children and families with specific needs and experiences and we continuously seek ways to promote successful partnerships. The basis of differentiation will vary dependent on the needs of each case, but we will consider the views of parents, staff and external agencies. We will also ensure compliance with the MGGS Equality and Diversity policy considering students with protected characteristics and making reasonable adjustments for students with a disability within the meaning of the Equality Act 2010.

Special Educational Needs (SEN) and Child Protection

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. At MGGS we recognise that persistent disruptive behaviour can be an indication of an underlying concern e.g. unidentified Special Educational Needs or a young person experiencing or at risk of significant harm (Behaviour and Discipline in Schools, DfE, January 2017). Further investigation may be needed to identify such underlying causes. For further details, please read the MGGS Child Protection and Safeguarding policy and Special Educational Needs policy.

Mental/Emotional Health and Behaviour

Many children and young people will experience difficulties at some point in their lives, but in general, those with balanced emotional/mental health are able to:

- make and maintain relationships with others
- be able to be by themselves
- empathise with others and be aware of views that are different to their own
- socialise and learn
- have a sense of right and wrong
- show resilience
- tackle setbacks and learn from them.

(Mental Health and Behaviour in Schools, DfE March 2016)

The school builds the capacity for resilience by:

- Celebrating success through the whole school recognition and rewards system
- Through the PSHE curriculum
- Mindfulness in Schools Programme
- Peer Mentoring
- Building a culture where students can talk to adults

- Social Skills Club and Social Space at lunchtimes – by invitation.

There are a number of mental health disorders which can lead to students presenting with behavioural difficulties e.g. conduct disorders, developmental disorders and attachment disorders. Where there is suspicion of a potential underlying mental health condition, referrals can be made via the GP or CYPMHS (Child and Young People's Mental Health Services) which could lead to an Education Health and Care Plans in more severe cases.

Child on Child abuse

All staff at MGGS understand that children can abuse other children (often referred to as peer on peer abuse) and that it can happen both inside and outside of school.

All staff at MGGS will engage with safeguarding training so they can recognise the indicators and signs of peer on peer abuse and know how to identify it and respond appropriately to Reports. All staff at MGGS are aware that "it might happen here", even if there are no reports of it occurring.

All staff at MGGS understand their responsibility to challenge, and not downplay, inappropriate behaviours between peers that are abusive in nature. Child on child abuse is most likely to include, but may not be limited to*:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- abuse in intimate personal relationships between peers
- physical abuse
- sexual violence
- sexual harassment
- causing someone to engage in sexual activity without consent
- consensual and non-consensual sharing of nude and semi-nude images and/or videos
- upskirting
- initiation/hazing type violence and rituals.

*As defined in Keeping Children Safe in Education

All staff at MGGS must ensure they understand the School's procedures with regards to peer on peer abuse, and the important role they have to play in preventing it and responding where they believe a child may be at risk from it.

MGGS will not tolerate any form of child on child abuse and will take swift and decisive action in line with our Behaviour Policy, Safeguarding and Child Protection policy and Anti-bullying policy.

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 or acrylic nails
- Wearing false eyelashes
- 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
- Any legal highs including e cigarettes
- Offensive weapons
- The use of mobile telephones or smart watches on the school site
- 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 and smart watches

If a student brings a mobile device to school, he/she is responsible for them at all times. The school cannot accept responsibility for the loss or damage of a mobile device. 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. Smart watches are not permitted on the school site. Smart watches will be confiscated if seen by a member of staff.

Appendix 2: Suspensions and 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, updated April 2022.

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 headteachers 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.
- Behaviour 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.