



Maidstone Grammar School
for Girls

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Behaviour Management and Discipline Policy

Governors Policy

2026-2027

History Log

Last Revised	Revised By	Ratified By Governors	Next Review Date	Time Scale
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A forward-thinking community with a tradition of excellence

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Core Values (RISE) and Core Purpose

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

We encourage **Resilient, Inspirational & Supportive** students who strive for **Excellence** in all that they do.

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 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 will be challenged.

Context

This policy has been written using guidance and adheres to legislation from:

- DfE Behaviour in schools: advice for headteachers and school staff February 2024
- Searching, screening and confiscation: advice for schools July 2022 (updated 2023)
- Education Act 2011
- School Standards and Framework Act 1998
- Education and Inspections Act 2006
- Equality Act 2010
- Keeping Children Safe in Education 2023
- Schools Information (England) Regulations 2008
- Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement August 2024.
- Use of reasonable force in schools 2013
- DfE Mobile phones in schools February 2024

This policy does not stand alone and is used alongside other school policies including:

- Acceptable Use of Mobile Phones Policy
- Anti-bullying Policy
- Attendance and Punctuality Policy
- BYOD Students (use of mobile phones in school) Policy
- Child protection and Safeguarding Policy
- Chromebook Acceptable Use Policy
- Drug Management Policy
- Homework Policy
- Online Safety Policy
- Outdoor Learning and Educational Visits Policy
- Personal, Social and Health Education Policy
- Relationships and Sex Education policy
- School Uniform Policy
- Sixth Form Contract
- Special Educational Needs and Disability Policy
- Suspensions and Exclusions 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 and other policies (via Google Form).

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 students 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 students.
- Ensuring that statutory procedures and guidelines are followed.
- Ensuring that the policy outlines the standard of behaviour expected of students 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 students 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 Year 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 Year.
- Supporting students with any behaviour issues through pastoral support and support from external agencies.

Heads of Year 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 Year, 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.
- Use de-escalation to manage behaviour
- Adopt restorative practices as integral to our approach in managing 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 in Schools: Advice for Headteachers and School Staff, February 2024):

- Teachers have power to discipline students 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 students, 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 self-discipline and proper regard for authority
- encourage good behaviour and respect for others
- preventing all forms of bullying

- ensure that students complete any tasks reasonably assigned to them in connection with their education a
- regulate the conduct of students.

The head teacher of a relevant school must determine measures to be taken with a view to:

- (a) promoting, among pupils, self-discipline and proper regard for authority,
- (b) encouraging good behaviour and respect for others on the part of pupils and, in particular, preventing all forms of bullying among pupils,
- (c) securing that the standard of behaviour of pupils is acceptable,
- (d) securing that pupils complete any tasks reasonably assigned to them in connection with their education, and
- (e) otherwise regulating 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 students
- 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 students 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 SIMS/Edulink.

Heads of Study award students house points for achievement and progress based on tracking analyses and end of year reports. They also reward excellent or significantly improved attendance and contribution to the life of the form.

The range of recognition and rewards students can achieve include:

- House Points

- MEGA awards
- 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
- 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 5 house points for exceptional work or for exceptional achievement in extracurricular activities or achievement outside school.

Students who achieve a certain number of house points are awarded a Bronze, Silver,

Gold or Platinum certificate, depending on the number of house points they have achieved, as outlined below:

	Bronze Award	Silver Award	Gold Award	Platinum Award
Y7-8	40	80	120	160
Y9-11	30	60	90	120

Heads of Year 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 in Schools: Advice for Headteachers and School Staff, February 2024):

Teachers and other authorised staff can discipline students 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 an unpaid member of staff authorised by the Headteacher.
- The decision to sanction the student and the sanction itself must be made on the school premises or while the student is under the lawful charge of the member of staff (including school trips and visits).
- It must not breach any other legislation (for example in respect of equality, Special Educational Needs, and human rights) and it must be reasonable in all the circumstances.

A sanction must be proportionate. In determining whether a sanction 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 any special circumstances relevant to its imposition, including 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, students and parents. These can include:

- A verbal reprimand.
- Short time kept behind at the end of a lesson
- Confiscation
- Extra work or repeating unsatisfactory work until it meets the required standard.
- Loss of privileges – for instance the loss of a prized responsibility or loss of home study
- Missing break time.
- Detention including before school, during lunch-time or after school.
- Attending school on an INSET day
- 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.

- Independent Learning Days
- 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 table below indicates examples of behaviour breaches and likely sanctions. However it is possible to move more than one level at a time or jump levels to a more serious sanction should the behaviour justify this.

Behaviour for Learning - Staged Sanction Procedure

The table below provides comprehensive examples of behaviour and related action/sanctions. However this list is not exhaustive, and different actions/sanctions may be applied depending on the circumstances and individual needs of the pupil.

It is expected that staff apply de-escalation strategies to effectively manage any behavioural incidents and use restorative conversations where appropriate.

Sixth Form: Additional or alternative consequences may be applied to Sixth Form students in response to breaches of the school behaviour policy. In addition to the sanctions detailed in the whole-school Behaviour for Learning framework, the Sixth Form Team may also withdraw specific privileges that are afforded to Sixth Form students.

Level	Examples of breaches	Examples of consequences	Issued by
		Additional examples of consequences, which may be considered for Sixth Form Students are shown in bold.	
1	Disrupting learning of others Not following instructions Calling out in class Rudeness Bad language (low level) Not completing homework Incorrect school uniform Chromebook misuse Chewing gum Not having equipment to learn Consuming food in prohibited area	Stage 1 - Simple Direction: <i>State/Remind of expected behaviour (redirect if necessary)</i> Stage 2 - Choice: <i>Reiterate expected behaviour and inform of consequences if student chooses not to follow expected behaviour</i> Stage 3 - Consequence: <i>Apply appropriate sanction according to the behaviour (e.g move seat, confiscation, detention, On Call)</i> Behaviour continues/escalates further: <i>Use ON CALL system</i> NB Stages 1-3 can be skipped if behaviour warrants this.	All staff

2	Repeated incidents of Level 1 behaviour Missing lunchtime detention	After School Detention issued Sixth Form: Replacing one Independent Study session with a Supervised Silent Study session Removal of one Home Study with a Supervised Silent Study session	Teachers, HoY, AHT, DHT, HT
3	More than one instance of Level 2 behaviour Persistent Level 1 behaviour breaches Defiance Truancy Phone/pouch misuse	LT detention on Friday after school Communication with parents/carers Subject Report Card or Head of Year Report Card Sixth Form: Replacing Independent Study sessions with Supervised Silent Study for a fixed period of time e.g. a week Removal of Home Study sessions with Supervised Silent Study sessions for a fixed period of time Removal of lunchtime privileges for a fixed period of time e.g. a week Removal of privilege to have mobile phone in Sixth Form only spaces and required to use a Yondr Pouch for a fixed period of time e.g. a week	HoY, AHT, DHT, HT
4	No improvement from Level 3 or a significant one off incident such as: extreme rudeness/defiance to a member of staff Offensive language/conduct towards another person (staff or student) Bringing prohibited item in	Independent Learning Day Behaviour Contract/PSP Sixth Form: Removal of a combination of privileges mentioned in stage 3 Supervised throughout lunch time for a fixed period of time e.g. a week	AHT, DHT, HT

5	Breach of behaviour contract from Level 4 Repeated breaches of behaviour policy Serious single incident (e.g Physical assault or verbal abuse against staff member or pupil, bullying, discriminatory abuse, bringing prohibited/dangerous item into school)	Fixed Term Exclusion	HT
6	More than one suspension, <u>or</u> one single significant suspension for which return to the school could be problematic	Managed move to another school explored	HT
7	Continued failure to meet conditions of behaviour contract and school code of conduct <u>or</u> a very serious incident (such as bringing prohibited items that may cause risk, harm or endanger others; drug-related offence)	Permanent Exclusion	HT

On Call Rota

If a student cannot stay in class due to failure to follow the instructions of the classroom teacher which continues to cause disruption to learning, or has used physical or verbal aggression, teachers are to use the Call Out function in Edulink (or in an emergency send a student to Main Reception with a note). The On Call member of staff will come and remove the student from the classroom. 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 School Staff, February 2024](#)):

- Teachers have the power to issue a detention to students.
- Schools must make clear to students 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 student 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 students 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 student 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 student at risk.
- Whether the student 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 student can get home safely.
- Whether suitable travel arrangements can be made by the parent for the student.

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 up to 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 student 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).

Types of Detention

- 30 minute lunchtime detention
- 45 minute after school detention
- 1 hour Friday Leadership detention

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

- Repeated lateness to school or to lessons
- Uniform or Sixth Form dress code code breach
- Unacceptable language used around the school site
- Rudeness or defiance
- Insufficient work (homework or classwork)
- Any breach of school policies.

This list is not exhaustive.

Independent Learning Day (ILD):

The duration of independent learning days will be determined by the nature and seriousness of the behaviour breach. The staff member in charge will determine what students may and may not do during the time they are there. Schools should ensure that students are kept out of circulation no longer than is necessary and that their time spent there is used as constructively as possible. Staff should also allow students 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 Independent Learning Day 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 in self-regulating their behaviour during this time.

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

- Refusing to obey a reasonable instruction from a senior member of staff
- Repeated breaches of school policies

- Verbal aggression
- Use of discriminatory language or behaviour
- Failure to attend a Leadership Detention

This list is not exhaustive.

Investigation Procedures

Following a serious incident, the pastoral team and Leadership Team are expected to carry out a swift and fair investigation.

In investigating an incident there may be times when a student is spoken to by a member of staff because the student is a witness, complainant or in a position to provide further information to the school to support its investigation. Generally, students will be asked to write a statement of their account. In order to conduct a timely investigation parents are not generally informed when a student is asked to write a statement. Students are expected to provide a full and accurate account of events. This should be based on what they have witnessed, not what others have said has happened. If it is necessary to relay what others have said, this should be made clear in the statement.

Members of staff may further ask students about their statement in order to gain a better understanding of the incident and to cross check the authenticity of accounts.

Whilst this investigation into a serious incident is carried out, students may be isolated at short notice. Parents will be contacted by a member of the pastoral or Leadership Team in these instances.

Fixed Term Suspension

At Maidstone Grammar School for Girls we believe that feeling safe and learning are the most important aspects of school and that every child deserves disruption-free learning. To support this ethos, it may be necessary to consider a fixed term suspension 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 Headteacher 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 suspension for the following reasons:

- Verbal aggression
- Physical aggression
- Harmful behaviour towards others
- Having a prohibited item on the school premises
- 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. See Appendix 4 for full details.

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, both teaching and support staff, including lunchtime supervisors, 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 online 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.

For students in Years 7 to 11 phones are not to be used during school. Every student is assigned a personal phone pouch. It is each student's responsibility to bring their phone pouch with them to school every day and keep it in good working condition. Phones should be switched off and locked in individual pouches when students are in school.

Pouches will be regularly checked to make sure they are being used as directed, and have not been damaged.

If a student is found in possession of a phone outside of their phone pouch, or the phone pouch is not locked as required, the phone will be confiscated, and an after school Leadership detention will be issued. The phone will be kept in the school office until collected by parents. If a student damages their phone pouch intentionally, then the student's phone will be confiscated and kept in student reception for parents to collect. Students will not be permitted to collect their phone at the end of the school day. In addition, they will receive a Leadership Detention for deliberate breach of the behaviour policy. They will also be required to pay £20 for a replacement pouch.

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 to listen to music during study time, to purchase food and in Sixth Form specific areas during break and lunchtime. Mobile devices are permitted in Sixth Form

Central and Sixth Form form rooms during break and lunch time. Sixth Form students must not use their mobile phones elsewhere on the school site, unless directed by a member of staff. If a Sixth Form student is seen using their mobile phone elsewhere in the school, it will be confiscated and held in the school office, where the student can collect it at the end of the day.

Failure to hand over the phone when requested by a member of staff constitutes defiance, which will be dealt with in line with this policy.

Repeated breaches of the school mobile device agreement will result in an escalated sanction in line with this policy.

Students' Conduct Outside the School Gates – Teachers' Powers

What the law allows (DfE Behaviour and Discipline in Schools: Advice for Headteachers and School Staff, February 2024):

Teachers have the power to sanction students for misbehaving outside of the school premises “to such an extent as is reasonable”. Subject to the behaviour policy, teachers may discipline students for:

- misbehaviour when the student 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 student 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 student or member of the public, or
 - that could adversely affect the reputation of the school.

In all cases of misbehaviour the teacher can only discipline the student on school premises or elsewhere when the student 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 School Staff, February 2024):

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

The **general power to discipline** enables a member of staff to confiscate, retain or dispose of a student's property as a disciplinary penalty, 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, cigarette papers and lighters
- 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 (in line 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'. July 2022 (updated 2023). 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

- any items of food being consumed in areas of the school where it is prohibited to do so
- Any prohibited item as detailed in this policy

These items should be stored securely and returned to students in line with school policy or arrangements made for parent/carer to collect the item from school. The school should retain, hand over to the police or dispose of any prohibited items, these should not be returned to students in line with the safeguarding policy and procedures.

Restrictive Interventions

[Separate advice is available in 'Restrictive interventions, including use of reasonable force, in schools Guidance for schools in England'](#)

Power to use Reasonable Force

All members of school staff have a legal power to use reasonable force in certain circumstances. To prevent or stop a pupil from: causing injury to themselves or others; committing a criminal offence; damaging property; causing disorder among pupils at the school, whether during a teaching session or otherwise.

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.

Staff who are likely to need to use reasonable force and/or other restrictive interventions should be adequately trained in its safe and lawful use and in preventative strategies.

When reasonable force is used parent(s)/carer(s) must be informed at the earliest opportunity

Separate advice is available in ['Use of Reasonable Force – advice for school leaders, staff and governing bodies'](#).

Seclusion

Seclusion is a non-disciplinary intervention involving keeping a pupil confined to a place away from others and prevented from leaving; it should only be used as a safety measure to protect others from harm when a pupil is experiencing high levels of emotional or behavioural dysregulation. In such circumstances, the pupil is not acting with intent. Seclusion should not be implemented by staff through threat of punishment. The place to which the pupil is confined should be safe and not feel threatening or intimidating to the pupil. The pupil should be supervised at all times during the period of seclusion. As soon as the immediate risk of harm has reduced, the pupil should be allowed to leave. An incident involving the use of seclusion must be recorded and reported in accordance with the procedures outlined in the section on 'Recording and reporting duties'. Seclusion, as defined in this guidance, is not a disciplinary response to deliberate or wilful misbehaviour. There are disciplinary measures that are similar, such as removal from the classroom.

Recording and Reporting the use of reasonable force and other restrictive interventions

The school will ensure that each significant incident where a restrictive intervention (including reasonable force) is recorded by the member of staff involved, using the school's 'Staff Account' form, as part of the school's duty under section 93A of the Education and Inspections Act 2006. All forms will be uploaded to Cpoms.

All incidents where reasonable force or other restrictive interventions have been used must be reported to the parents as soon as practicably possible and within the same school day. Parents will be informed by phone wherever possible and this must be followed up in writing via Edulink. A report of the incident made to parents should include the following details as a minimum:

- time, date, location and approximate duration of the intervention
- brief account of why the intervention was assessed as necessary in that instance
- brief account of what type of force was applied, and the degree of force
- details of any physical injuries sustained, if applicable

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 depending 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 students with special educational needs (SEN). The school will work with local agencies where necessary to assess and support the needs of students 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 in schools guidance, 2024). 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 November 2018)

The school builds the capacity for resilience by:

- Celebrating success through the whole school recognition and rewards system
- Through the PSHE curriculum
- Mindfulness
- Peer Mentoring
- Building a culture where students can talk to adults
- ad hoc workshops offered by charities such as MIND
- 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 Care Plan in more severe cases.

Child on Child Abuse

All staff at MGGS understand that children can abuse other children (often referred to as child on child 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 child on child 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 child on child 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 13.20 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 or vaping
- 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
- Energy drinks
- Any illegal substances, including alcohol
- Any legal highs including e cigarettes
- Offensive weapons
- Use of mobile telephones or smart watches on 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, they are responsible for them at all times. The school cannot accept responsibility for the loss or damage of a mobile device. Mobile phones must be locked in the individual's phone pouch before they enter the school building in the morning and must remain locked away until the end of the school day and the student has left the building. a If a mobile telephone is found not locked away in the phone pouch, the mobile telephone will be confiscated and held in the office until a parent/guardian comes to collect it. The student will be issued with a Leadership detention 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

Please refer to the school's Suspensions and Exclusions policy

Good discipline in schools is essential to ensure that all students can benefit from the opportunities provided by education. The Government supports headteachers in using suspension and permanent exclusion as a sanction where it is warranted. A decision to suspend or exclude a pupil will be taken only:

- In response to serious or persistent breaches of the school's behaviour policy, and
- If allowing the pupil to remain in school would seriously harm the education or welfare of others

The Headteacher will only use permanent exclusion as a last resort.

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

The school adopts the statutory guidance from the Department for Education: [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - August 2024](#).

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.
- Suspensions and exclusions will only be used as a last resort, and the behaviour policy outlines the processes involved in fixed-term suspensions and permanent 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.

Appendix 4: Out of Classroom Student Code of Conduct

In order to reinforce our school motto, *Non sibi sed Omnibus*, and to ensure that MGGS remains a pleasant and happy place to work and study, it is important that all students show respectful and courteous behaviour at all times, including outside of the classroom.

Out of classroom examples include: lunch, breaktime, before and after school, transitions between lessons, travel to and from assemblies and other similar events.

1. In the Corridors

In the corridors, any member of adult/staff has the authority to enforce the expectations:

These are the expectations:

- Wear full uniform correctly (see uniform policy).
- Walk on the left without running.
- Walk in silence when asked (e.g going into assembly or when there is a fire alarm)
- No eating, drinking or chewing.
- No standing or sitting in the corridors
- Hold doors open for others
- Refrain from pushing or shoving when a corridor has become congested
- No electronic devices or headphones (unless you have a pass) visible inside the building at any time.
- No disturbance to lessons through windows or doors.
- No swearing or use of inappropriate language.
- Respect exam barrier sign and reduce noise levels near any room where examinations
- No waiting for friends outside a classroom; move straight to your next lesson.

If a member of staff has to challenge a student then it is because they have drawn attention to themselves by not adhering to the above expectations, or behaving in a way that is unsafe or inappropriate.

2. Canteen

- Stack bags up neatly in the outside storage area (bag rack) when using the canteen
- Stand sensibly in the canteen queue, behind the designated barriers, in ones or twos. No pushing in, wait your turn.
- Plated food or food requiring cutlery cannot be taken out of the canteen
- Be polite to canteen staff and lunchtime supervisors and follow instructions accordingly
- Clear away all rubbish, plates and cutlery after using them, using the bins/trays provided.
- Follow all instructions from ANY adult or member of staff without argument.

3. Form Rooms

- Show respect for your form room by ensuring that all rubbish is put in the bin and any spillages are cleared up or reported if necessary
- Ensure displays and other classroom items / teaching materials are not damaged in any way
- Sit on chairs, not tables, windowsills or the floor
- Remain in your allocated form room and meet friends outside - do not enter another form room during out of lesson times
- Use indoor voices (i.e keep the volume down to a normal conversational level)
- Packed lunches can only be consumed in Form rooms in Terms 1-4. In Terms 5 and 6, no food should be consumed indoors (unless it is a wet weather day).

4. Toilets

- During break and lunchtimes, ensure that toilets are used with plenty of time before the bell goes for lessons
- Toilets should be treated with respect and left clean and tidy.
- Taps should be turned off before exiting.
- Use the bins provided to dispose of rubbish, not the toilets or sinks
- You should not congregate in the toilets
- You must not be in a cubicle with anyone else
- Any breakages / malfunction should be reported to a member of staff

5. Assemblies

- Walk quickly, in single file and in silence to assemblies. Enter as directed and listen quietly, showing respect for the person who is delivering

6. General

- No littering. Place all rubbish in the bins provided.
- Follow all instructions from ANY adult or member of staff without argument.
- Stop and listen if a member of staff asks to speak to you; respond politely and appropriately

Appendix 5: Classroom Protocols

These protocols are to be followed in registration and lessons. Teachers will wish to establish their own in addition to this list, e.g. for gathering materials for practical work, for sorting students into groups, for indicating the end of group work etc.

1. Start of Lesson

- **Entry protocol:** As directed by the teacher, students should either:
 - KS3: Wait outside until invited in by staff; staff to greet students at the door.
 - KS4 and KS5: As directed by the teacher, other than in practical rooms where students must wait outside until supervised.
 - Enter the lesson: books, pens and Chromebook (if required) on desk, but not opened, bag on the floor and under student desk
- **Beginning expectations:** A silent starter activity should be available for students to complete upon entry, e.g. retrieval quiz. Heads of Department to establish what activity/s are appropriate.
- **Register:**
 - Must be taken within the first **5 minutes** of the lesson while students complete the silent starter.
 - **Late arrivals** should apologise and provide a reason. The teacher must log them with an **L code** and record the number of minutes late.

2. During the Lesson

- **Getting attention:** Teacher to clearly establish their signal for gaining attention (e.g. “3, 2, 1”)
- **Chromebooks:** Must only be used **under the direction of the teacher**.
- **Leaving the classroom:**
 - Students are not permitted to leave lessons unless there is an immediate need; teachers must issue the **‘Out of Class’ pass**. Must be logged on SIMS/Edulink.
 - Only **one student** is permitted out of the classroom at any one time; unless an additional provision is required.
- **Food and drink:**
 - **No drinks** are permitted in **laboratories or ICT rooms**; only **water** may be consumed in general classrooms.

3. End of Lesson

- **Closure routine:**
 - Every lesson must have a **defined end** e.g. Students should **stand behind their chairs in silence**.
 - Students must not be dismissed until the bell at the end of the period.
- **Classroom reset:** The classroom must be left **tidy and orderly**:
 - **Desks** must be straightened and **chairs tucked in**.
 - **Rubbish** should be placed in the bin.
 - **Whiteboards** must be wiped clean
 - At the **end of Period 5**, chairs should be placed on desks.

4. Digital Protocols

- **Google Classroom**

- All staff **must** read and follow the  Google Classroom Protocol .
- Each class **must** have a dedicated Google Classroom, named as per the protocol.
- Homework tasks must be set as **assignments** on Google Classroom.
- **Senso**
 - Staff should make use of [Senso](#) to monitor students' devices in lessons.