



MAIDSTONE
GRAMMAR SCHOOL
FOUNDED 1549

Maidstone Grammar School Behaviour and Anti-Bullying Policy

(Also incorporating the Search, Screening and Confiscation Policy and the Reasonable Force Policy)

Ratified by Governors July 2024

To review July 2025

MAIDSTONE GRAMMAR SCHOOL

Behaviour and Anti Bullying Policy

Aims:

- Create a positive and safe learning environment for all.
- Make clear our positive behaviour expectations for students.
- Make clear what we consider to be unacceptable behaviours.
- Make clear our approach to bullying.
- Establish a consistent understanding of and approach to behaviour across the school by all staff.
- Encourage students to take responsibility for their actions.
- Involve and engage with parents / carers to support students to meet expectations.
- Outline the consequences of and response to behaviour through our Rewards and Sanction system.
- Summarise the roles and responsibilities of different members of the school community with regard to behaviour.
- Provide information on Searching, Screening and Confiscation
- Provide information on the Use of Reasonable Force
- To uphold the school's written statement of Behaviour Principles (See **Appendix 1**)

Legislation, Statutory Requirements and Statutory Guidance:

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

- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)

This policy should be read in conjunction with other school policies including:

- MGS Safeguarding and Child Protection Policy
- MGS Online Safety Policy
- MGS SEND Policy and Information Report
- MGS Attendance Policy
- MGS Uniform and Dress Code
- MGS Personal Mobile Device Policy

All of these policies are available on the MGS school website at:

Roles and Responsibilities:

Governors:

- Review and approve the written statement of Behaviour Principles (Appendix 1).
- Review this Behaviour Policy in conjunction with the Headteacher and Deputy Headteacher (Inspire to Belong-Students).
- Monitor the policy's effectiveness, ensure that it supports safeguarding, the welfare of children and is non discriminatory in respect of children with SEND.
- Hold the Headteacher to account for its implementation.
- Support the school in maintaining good behaviour.

The Headteacher / Deputy Headteacher (Inspire to Belong-Students):

- As appropriate, regularly review, update and approve this policy in conjunction with the Governors.
- Work with all members of the school community to ensure that they understand the behavioural expectations of the school, the importance of maintaining them and the school's system of Rewards / Sanctions.
- Provide staff training in relation to the policy, support staff in its implementation and monitor its consistent application.
- Implement and monitor the school's behaviour management systems.

The Senior Leadership Team:

- Work with other members of teaching and support staff, including ECTs and trainee teachers, Heads of House and Heads of Department to support them in their roles, including through the Line Management structure.
- Ensure that all staff are implementing the MGS Behaviour Policy appropriately.
- Ensure that students are emotionally and physically safe in school.
- Deal with higher level incidents and concerns at the upper end of the escalation process and liaise with parents / carers where required. Ensure appropriate disciplinary measures and support are put in place and undertake work with external agencies where appropriate.

Heads of Department / Heads of House:

- Support staff in their Department or House with regards to behaviour and ensure that staff are implementing the Behaviour Policy appropriately and consistently.
- Ensure that staff are following the MGS classroom routines and using the MGS positive behaviour management techniques fully prior to removing a student from class.
- Liaise with parents/carers and students where there are higher level or persistent concerns within the subject, raising concerns and seeking support from the Line Manager / SLT where appropriate.
- Ensure that there is full logging in Talaxy and / or Sims comm as required.
- Ensure all staff are awarding Rewards so that students in all classes can be recognised for doing well.

- Monitor Talaxy behaviour reports for the Department and act on any trends as appropriate.

All Teaching Staff, Form Tutors, Support Staff and Trainee Teachers:

- Always model good behavior and positive relationships and lead by example when interacting with all members of the community.
- Treat all students with dignity and respect and remember that every lesson is a chance for a fresh start and a chance to build positive relationships.
- Create a calm and safe environment for pupils.
- Follow the MGS lesson / form time routines and employ a range of positive behaviour management techniques to minimise inappropriate behaviour or de-escalate it.
- Establish high expectations and maintain clear boundaries of acceptable pupil behaviour with regular reminders; explicitly praise and reinforce when students meet or exceed expectations; challenge any behavior which does not meet expectations.
- Be vigilant and proactive in their presence around the school, in both formal duties and informal walk arounds, in order to ensure that positive behaviour is maintained.
- Follow and implement the MGS Behaviour Policy consistently and ensure that there is full logging in Talaxy and / or Sims comm as required.
- Providing a personalised approach to the specific behavioural/other needs of particular pupils, including those with SEND, where appropriate.
- Liaise with parents/carers and students where there are lesson or form time concerns, raising concerns and seeking support from the Head of Department, Head of House or SLT as appropriate.

Parents / Carers

- Take overall responsibility for the behaviour of their child in all aspects of school life including in relation to their academic studies, conduct, attendance/punctuality, uniform.
- Work in partnership with the school to help students to uphold high standards of behaviour.
- Inform the school of any changes in circumstance which might affect their child's behaviour, presentation or engagement in school.
- Support the school where interventions / strategies are put in place to help their child to meet expectations.
- Support the school where any sanctions are issued. Please note that students will be expected to serve any sanction set and this may require parents / carers to make adjustments to travel / transport arrangements to ensure that their child attends at the specified time.

Students

Students-Code of Conduct

All students in Years 7-13 are expected to adhere to the Maidstone Grammar School Student Code of Conduct and the MGS Behaviour Policy. Student members of the House and School Councils, contributed to the creation of the **MGS Student Code of Conduct (Appendix 2)**.

Students-Reporting Concerns

Students are encouraged and taught how to report any concerns, however low level, as part of our whole school approach. This includes speaking in person to ANY member of staff; Teams messaging a chosen member of staff 1:1; Using the school ReportAnyConcern email or the ReportAnyConcern confidential reporting form on the school website. All staff and students receive safeguarding updates and training/assemblies including in relation to child on child abuse, online safety and harmful sexual behaviours.

Students – Phones and Devices

As stated in the Code of Conduct students in Year 7-13 should have their phones off and out of sight at all times during the school day (other than in Private Study, Library, Common Room for Sixth Form Students).

The only exception is if phone use is specifically directed by a teacher in a lesson for an educational purpose (Year 7-11) or if directed by a Head of House/ E-SLT in form time (All years). The same also applies to smart watches. When doing this, students must ensure appropriate use of the device at all times only as permitted by the teacher or staff member.

Students in Years 12-13 may only use phones in lesson with staff permission. They may bring their own mobile devices (e.g. laptops, tablets etc) into school to support learning, including for use in lesson, when staff have given permission.

Students are not permitted at any time to take photos or videos of staff or other students on their devices.

Students are not permitted to make any type of recordings (visual / audio or other) of any other student or staff member without their consent at any time.

Students must not share or send images, videos or content of any kind to other students, staff, or other parties without consent. Please also see the School's Online Safety Policy:

<https://mgs.kent.sch.uk/wp-content/uploads/2023/02/Online-Safety-Policy-2023.pdf>

Any member of staff is able to confiscate a phone / earphones / devices at any time if they have reason to believe it has been used inappropriately or to contravene school rules. The confiscation procedures are as follows:

First Confiscation - student receives a verbal warning (or formal warning + other sanction if appropriate) and the phone/device will remain at Reception until 3.20pm when the student may collect it.

Second confiscation - student receives a verbal warning (or formal warning + other sanction if appropriate), parents are notified and the phone/device will remain at Reception until 3.20 when the student may collect it.

Third confiscation - the student receives a Level 2 or 3 pastoral detention; the phone will be retained by the School until the parent/carer can collect it in person from Reception.

Persistently misuse - the school may ban the student from having the phone in school. In addition, where the School considers that a student has misused a device the School will apply further sanctions.

In all cases, students bring phones / devices into school at their own risk.

Students – Permission to Go Off Site

Students in Years 7-11 must NOT leave the site at any time during the school day without permission which will usually be obtained following communication in writing to the school by parents/ carers, in which case they must sign out / in at the Attendance Office or Reception.

Students in Year 12 -13 will be permitted to leave the site during the school day in free periods and breaks/lunch time only once permission has been granted by SLT. This arrangement will usually commence at the start of Term 3 and following the release of Term 2 assessment data in Year 12. Sixth Form students are not permitted to leave site if they have a lesson, statutory registration or Private Study period. This arrangement will continue to be reviewed and in individual cases this privilege may be removed by a member of the SLT for a variety of reasons including where students have not achieved satisfactory Attitude to Learning Scores in their A level subjects or where there are disciplinary / attendance / punctuality concerns leading to SLT revoking this privilege.

Students-Off Site Conduct

Our students are ambassadors for Maidstone Grammar School, including when they are off school premises and out of school hours, and we expect them to act accordingly. When they are wearing their school uniform students can clearly be identified as members of MGS. Any students in Year 7-13 who are caught or known to have been misbehaving on the way to or from school, on public transport, in public places, near the school premises or where the school considers it reasonable to impose sanctions for behaviour outside school whether or not they are in school uniform and including online (e.g. cyberbullying; online abuse of any type towards other members of the MGS community or students in other schools where this is brought to the school's attention; sharing of inappropriate / indecent content, images or videos with others within or beyond the MGS community etc) may be sanctioned by the school. This also applies to students who behave inappropriately during work experience, school trips, or any other school activity on or offsite.

Students-Attending Sanctions / Detentions

All students are required to serve sanctions/detentions where these have been set by staff.

Failure to serve a sanction is a serious disciplinary matter and the original sanction will be escalated and / or referred to the Senior Leadership Team / Headteacher with the expectation of further disciplinary action and an escalated sanction.

Where students have another school commitment such as an extra curricular activity / CCF or sporting fixtures (for example) the sanction / detention takes precedence. In some cases, suspensions may be issued for failure to attend sanctions as this is a disciplinary matter.

Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our Safeguarding and Child Protection Policy on the MGS school website:

<https://mgs.kent.sch.uk/about-us/our-policies-and-documents/>

The Behaviour Curriculum at MGS

There is a whole school approach to promoting excellent behaviour at MGS. This permeates every aspect of school life. It includes but is not limited to:

- The Behaviour Policy for everyone.
- The MGS Code of Conduct for all students.
- Lesson routines and use of positive behaviour management techniques used by all teaching staff
- Staff will make clear the expectation of the “One Voice” approach in lessons. During whole class discussion or instruction students are expected to take it in turns to speak as guided by the teacher – only one person will speak at a time and everyone else will listen.
- A system of recognitions, rewards and also sanctions
- Attitude to Learning marks for every student in every subject.
- Explicit teaching of what good behaviour looks like for all students, including a particular focus at KS3.
- A pastoral system which provides continuity of care through the tutor group and House system and supports relationship building between key pastoral staff and students.
- Vertical tutor groups which support interaction and the development of relationships between students of different year groups.
- Student voice including House and School Councils and many student voice opportunities as part of the departmental review process.
- Our assembly programme which covers many and varied themes with a strong focus on equality, diversity and inclusivity - we encourage students to be kind, support one another and accept individual differences.
- Many events and occasions throughout the year where we celebrate the best of MGS, develop pride in the school and demonstrate high standards of behaviour across the community and to one another e.g. House assemblies, Whole school Quad assemblies, Founders’ Day Services and speech days, Remembrance events, other events such as our recent 475 celebrations, sports day, open day events and many others.
- Communication and engagement with parents / carers.
- Staff training.

In lesson time staff will support positive behaviour by following the **MGS lesson routines** as follows:

- Students enter classroom quietly and sensibly as soon as the previous group has vacated (except for practical / computer rooms / labs where they line up in single file outside). Please clear the corridor as quickly as possible.
- Students immediately sit in seating plan (required for all classes Year 7-12; optional Year 13)
- Phones away (All years), coats off, books out and bags under desk, sit facing forwards.
- Students complete starter activity, silent reading etc / staff complete register in first 10 minutes (class silent) and issue Punctuality Marks where required.
- Students follow instructions of ALL staff at ALL times, adhere to the “One Voice” rule and proactively / positively engage in learning.
- To exit – pack away when staff instruct. Stand behind chair facing forwards / in silence for a prompt dismissal on the pips.

Throughout lessons and particularly where there is a behaviour concern, staff will use a range of **positive behaviour management techniques**:

1. Remember that every lesson is a fresh start; every interaction is an opportunity for staff to model behaviour and have a positive interaction or intervention; treat all students with respect and dignity.
2. Set high expectations with regular reminders throughout the lesson.
3. Explicitly and regularly thank, praise and reinforce when students meet or exceed expectation- do not take this for granted; “catch them” doing the right thing.
4. Constantly scan the room and address ANY issues immediately to avoid escalation.
5. Use positive language where possible – “Everybody quiet now, thank you” rather than “Stop...”, “Don’t....”

6. Use non verbal communication where possible – stop / pause and be silent / steady stare / reduce volume + slow pace rather than raising voice.
7. Speak to the whole class without singling out an individual or ask a question: “Eyes front and listening for your next instruction, please” /” Is there someone who has not understood the instruction?”;
8. Walk around the room / stand near a specific student or group / speak 1:1 quietly in class or outside.
9. Use verbal reminders / redirections where possible.
10. Ask a specific student to step outside for a short time out and “reset” (up to 5 minutes).
11. Stop the class and re- establish expectations if required. Do not continue until expectations are met.
12. Make it clear that you care about the students and that you are invested in them.

Recognition and Rewards

Recognition of positive behaviour, good work and good effort supports and encourages students to do their best and achieve their full potential and helps to develop positive relationships between staff and students and a positive whole school culture and ethos.

Students thrive on positive recognition and feedback and it is important to share these successes with home.

The recognition system at MGS is based on the principle of recognising and reinforcing positive behaviours directly with students, including through the use of verbal praise and written feedback from staff, and also through timely and specific communications with home, including via Talaxy, to share information where students have either improved to meet minimum expectations or have gone “above and beyond”. In this way parents / carers can provide further positive reinforcements to support and encourage their child’s efforts.

In addition, teaching staff use Attitude to Learning marks to provide feedback on Behaviour for Learning in the classroom and Attitude to Independent Learning. This feedback is shared with parents/carers and students three times a year through assessment feedback and highlights where what is going well in lessons as well as areas for improvement (if relevant). See

Appendix 3

The Recognition options available on Talaxy are as follows (these are also summarised in **Appendix 4**):

Attendance Recognition

The DfE definition of good attendance is that of 95% or above and this is our target for students at Maidstone Grammar School. Good attendance is a critical element of both academic achievement and wider well being.

The Attendance Officer will continually monitor attendance and report attendance figures to Pastoral Leaders.

Attendance may be recognised by awarding:

Award	House Points	Reason
Verbal praise	0	House Teams - Acknowledging an improvement in attendance.
R0 Positive Improvement (Talaxy)	0	House Teams - Improvement in attendance, towards the minimum expected standard. Issued on a termly basis.
R10 Commendation (Talaxy)	10	Attendance Officer Congratulations parentmails to all students achieving 95%+ at the end of Term 2,4,6. 10 House points for those with 100% attendance at the end of Term 6.

Behaviour Recognition

Students are expected to meet the expectations laid down in the behaviour policy. This will require all staff to consistently and persistently apply the policy and students will understand that there is a certainty that poor behaviour will be challenged. In return, students that model best practice behaviour or go above and beyond, should expect to be recognised for their positive contribution to a positive learning environment.

Behaviour may be recognised by awarding:

Award	House Points	Reason
Verbal praise	0	All staff - Acknowledging good behaviour in class. Staff contacts home by telephone or email if appropriate.
R0 Positive Improvement (Talaxy)	0	All staff - Improvement in behaviour, towards the minimum expected standard. Issued where a member of staff wishes to formally recognise an improvement in behaviour and alert parents / carers.
R1 Merit (Talaxy)	1	All staff - Performance on or above the expected standard, e.g. a particularly helpful or supportive act of kindness or consistently demonstrating best behaviour. These should not be issued to a whole class nor for merely meeting the expected standard.

Academic Recognition

Recognition of academic performance should not be limited to outcomes of assessments. It is also important that students are recognised for demonstrating the right attitude, e.g. perseverance, work ethic, supporting others and excellent presentation.

Academic progress can be recognised by awarding:

Award	House Points	Reason
Verbal praise	0	All staff - Acknowledging good effort or contribution in class. Staff contacts home by telephone or email if appropriate.
R0 Positive Improvement (Talaxy)	0	All staff - Improvement in focus, application and work effort to meet the minimum expected standard. Issued where a member of staff wishes to recognise an improvement in academic endeavours/ class conduct and notify parents.
R1 Merit (Talaxy)	1	All staff - Performance on or above the expected standard, e.g. outstanding contribution in class, excellent piece of homework or working hard and perseverance with a difficult task. These should not be issued to a whole class or for merely meeting the expected standard.
R5 Postcard (Talaxy)	5	All staff - Recognising noteworthy, sustained or significant performance. Awarded according to teacher judgement.

Contribution, Commitment & Service

Service & Leadership and Enrichment are central strands of the Inspire to Belong Pillar. The school values the contributions that students make to their school and the wider community. The personal resilience and confidence students develop as they give service and leadership, embrace change and develop new skills is a key element of personal growth.

Recognition and celebration of these positive contributions to wider school life will be shared in assemblies, newsletters, Maidstonian Magazine, plasma screens and social media. Sustained contributions can be recognised through the award of School Colours.

Award	House Points	Reason
Verbal praise	0	All staff - Acknowledging good effort or contribution in House and school assemblies, the MGS newsletter and Maidstonian Magazine, school plasma screens and MGS social media platforms.
R1 Merit (Talaxy)	1	All staff - Recognising contributions to the school community and the wider community, e.g. making a presentation in tutor time or an assembly, helping a member of public.
R5 Postcard (Talaxy)	5	House Team, Head of Department or Head of Keys Stage - Recognising sustained or significant contributions to the school community, e.g. mentoring a student in tutor time, contribution to sports (DNA award) or arts (Palladium Award), assisting in charities day activities.
R10 House Commendation (Talaxy)	10	House Team - For a significant service or leadership to the House, e.g. organising a charity event, leading on a themed assembly.
R20 SLT Commendation (Talaxy)	20	SLT - significant service and leadership to the school or wider community, e.g. whole school assemblies, outreach events, running clubs and societies.

School colours are awards that recognise a significant and sustained commitment to the ethos of MGS. The awards panel consisting of the Headteacher and members of SLT will consider nominations at the end of Term 2 and 4. Any member of staff can nominate a student. The nomination must give details of how the nominee has given a significant and sustained contribution to the school community. Representing the school in a sporting team, the CCF, in a show or by being a prefect are not sufficient to be recognised with a School Colour. However, a student that demonstrates a commitment to these over a sustained period of time, demonstrating outstanding leadership and service, whilst upholding the values of the Inspire to Belong Pillar will be considered.

The Assistant Headteacher with responsibility for Personal Development will invite nominations during December and March, for awards to be made at the end of term whole school assemblies. The nominations will be reviewed by the awards panel.

Award (Talaxy for all)	House Points	Reason
------------------------	--------------	--------

Junior Half Colours	25 & badge	Year 7 – 10. For outstanding commitment and service over a minimum period of an academic year.
Junior Full Colours	35 & badge	Year 7 – 10. For outstanding commitment and service over a minimum period of two academic years.
Senior Half Colours	45 & tie	Year 11 – 13. For outstanding commitment and service over a minimum period of an academic year.
Senior Full Colours	55 & tie	Year 11 – 13. For outstanding commitment and service over a minimum period of an academic year.

Speech Day Prizes

Junior and Senior Speech Day are opportunities for the school and parents/carers to come together to celebrate the academic success of our students. It is important that we recognise both academic excellence and a commitment to academic studies. The school values hard work and resilience and therefore we must also recognise those students who may not be a top scholar, but who have particularly impressed staff with their efforts to reach their academic potential.

Prizes will be awarded by the Head of Key Stage, from the data generated from academic examinations and where necessary in consultation with the appropriate Head of Department.

Award (Talaxy for all)	House Points	Reason
R10 Commendation.	10	Recognition of significant academic performance. For students who did not receive a prize.
R55 Subject Prize	55	Top performing student in the subject based on exam performance. Where there is a tie, Value Added will be taken into consideration.
R55 Best Value Added	55	Formally the PA prize, the Value Added award will recognise those students with the highest performance against their targets.
R55 Most Improved	55	Awarded to the student that has made the most progress in an academic year.
R55 Most Postcards	55	Awarded to the student with the most postcards in each year.
R65 House Scholar	65	Awarded to the student in each House with the highest average grades.

R75 Top Scholar	75	Awarded to students for outstanding performance in a subject area or for giving outstanding service or leadership.
R85 Special Award	85 & trophy	

Celebration of Achievements

It is important that we acknowledge and celebrate student contributions and achievements with the whole school community. Positive reinforcement of those that extol the virtues of hard work, commitment and service are key to developing the culture of Inspire to Belong.

Staff should share success stories with the following:

Deputy Head for Staff Learning, who will edit and upload to the school social media accounts and the school plasma screens

Head of House, who will acknowledge achievement in House assemblies.

Significant achievements should also be shared with the Headteacher, who may wish to pass on personal congratulations.

The Assistant Headteacher with responsibility for Personal Development will also arrange for celebration events with a member of the SLT present to recognise those students that may not be recognised by the formal events, e.g. students with no conduct marks or who have achieved 100+ house points.

Responding to Misconduct

When a student's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so that students know with certainty that misbehaviour will always be addressed.

The school does not share specific information on how students have been sanctioned or dealt with in relation to disciplinary matters with other parents / carers etc nor does it provide information on the identity of other students involved.

All information in relation to sanctions issued to their child can be viewed by parents / carers in Talaxy and automatic notifications will keep parents / carers updated.

Sanctions may be applied using a staged approach OR applied at any level, including Suspension or Permanent Exclusion, depending on the nature of the concern.

Sanctions are adapted relating to the seriousness and frequency of the behaviour concern/s. Sanctions may also be issued by staff for other issues such lack of classwork or homework, poor quality work, failure to meet deadlines etc.

Uniform marks / other sanctions will also be issued to students who do not comply with the School's uniform / dress code and expectations. Where there is a concern in relation to dress, staff will direct students to present themselves correctly attired for a uniform check at a designated time and, in addition, will apply a sanction as they deem appropriate. In the case of Sixth Form students who fail to meet uniform expectations, members of the Senior Leadership Team may direct the student to return home to get dressed correctly before returning to school. Students who persistently do not adhere to uniform / dress code expectations may not be permitted to attend in class lessons until such time as they have complied with expected appearance standards.

Sanctions are also applied where students are late to form time and statutory registration (8.40-8.45am / 1.55-2pm) or late to lessons without a justified reason (Punctuality Marks). Sanctions will be applied for truancy, including where Sixth Form students miss Private Study periods or statutory registrations without permission.

Staff will usually deal with low level concerns via a verbal direction, verbal reprimand and / or by issuing a Conduct Mark/ Uniform Mark/Punctuality Mark. Parents can view information on Conduct marks/ Uniform Marks / Punctuality and all sanctions on TALAXY. When a student has accrued 5 Conduct Marks or 5 Uniform Marks or 5 Punctuality Marks they will automatically receive a lunchtime detention. Thereafter there is an escalating ladder of interventions/ sanctions which will be applied where students continue to accrue these marks.

Staff may also issue a Lunchtime Detention (LTD), After School Detention (ASD) or Extended Detention (2hr) as deemed appropriate. Staff may also use Removal from one or more lessons or Internal Isolation for Individual Learning period/s or day/s.

Where deemed appropriate by staff they may also employ other strategies by way of sanctioning such as loss of privileges (e.g. representing the school in a sporting fixture or participation in a school related event, removal of school team membership or loss of a position of responsibility within the school); school based community service; loss of break or lunch times etc. MGS also has a staged intervention system whereby students may be placed on Report for a period of time to a designated member of staff to support the student to meet school expectations.

Where students do not comply with initial redirection from a member of staff in a lesson, staff will use "Redirect-Choice-Exit" and issue a further sanction, calling for SLT "On Call" assistance if required. Where students do not comply with initial redirection from a member of staff in unstructured time they will be escorted to Student Services Department or removed by a member of the Extended Leadership Team. In some circumstances key staff may judge that it is appropriate for a student to have a period of removal from lessons to work under supervision for a specified period of individual learning during which school expectations can be clarified. As a further strategy, key staff may judge that it is appropriate to remove unstructured time (break / lunchtimes) so that the student remains under supervision at these times for an agreed period as a further incentive to meet expectations.

Behaviour information can be viewed by parents via TALAXY. In addition, whenever a detention is scheduled an email notification will be sent home so that parents/ carers are informed.

Whole class detentions are not an appropriate sanction for staff to use, except in exceptional circumstances agreed by SLT.

The usual expectation is that students will read silently (not on devices) or complete provide study /catch up work in detention time so that it can be used for a positive purpose. If students do not have an appropriate task to complete they will be required to sit in silence for the duration.

Students with SEN

The school recognises its duties under the Equality Act 2010 in relation to safeguarding and in relation to students with special educational needs.

Where a student has a diagnosis documented in an MGS Pupil Pupil Profile Document (for students with Additional Education Needs or Special Educational Needs) or the student is known by the school to be on an assessment pathway for a possible diagnosis, the school will consider whether any reasonable adjustments need to be made to the sanction in response to any disability the pupil may have. The school will also consider whether any additional support is needed.

In line with DfE guidance, the school will not assume that because a pupil has SEND, it must have affected their behaviour on a particular occasion – this is a question of judgement for the school on the facts of the situation and will be determined on a case by case basis.

Significant Unacceptable Behaviours

While outcomes are determined on a case by case basis, the following behaviour is regarded as completely unacceptable and will in most cases result in disciplinary actions at Level 3 / Level 4, including possible suspension or exclusion. Please note this is not an exhaustive list and SLT may include other concerns at their discretion:

- Significant conduct concerns – one off or persistent – in structured or unstructured time.
- Significant rudeness / verbal abuse directed at staff or failure to comply with instruction.
- Significant inappropriate language including discriminatory racist, sexist, misogynistic, homophobic, transphobic, biphobic or other etc
- Significant bullying concerns.
- Indecent / harmful sexual behavior of any type including sexual comments, gestures, sexual harassment of other harmful sexual behaviours.
- Significant misconduct online
- Significant cases of physicality
- Significantly endangering health and safety
- Theft
- Truancy
- Significant cases of unacceptable conduct out of school / bringing the school into disrepute (all years)
 - Threats against or intimidation of others
 - Damage to / vandalism of property- school or other
 - Arson
 - Unacceptable behaviour which has previously been reported and where school sanctions and other interventions have not been successful in modifying the pupil's behaviour
 - Malicious allegations against others
 - Truancy/ persistent lateness / leaving site without permission.
 - Buying or selling of items on the school site without the specific permission of staff
 - Gambling
 - Doing any of the above listed concerns when off site where it is a school activity or trip or a concern is raised with the school about off site conduct out of school hours.

It is also prohibited to carry or bring any of the following items onto school site or be in possession of them while engaged in any school related activity / in school uniform or be under the influence of any banned substance during the school day or supply any banned item to others:

- Alcohol, solvents or any illegal drugs or other non prescription or prescription drugs without lawful reason including novel psychoactive substances (sometimes/ formerly known as “legal highs”)
- E-Cigarettes, vapes, cigarettes, matches, cigarette papers and lighters or any smoking related paraphernalia
- Weapons of any kind or instruments/substances intended to be used as weapons
- Material that is inappropriate or illegal for children to have; such as racist or pornographic material or indecent images of any kind
- Any article which a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student)
- Or having any other item which is judged inappropriate/ unsuitable for school purposes by a member of the Senior Leadership Team.

Other Information

In addition, students are reminded of the following:

- Chewing gum is not permitted.
- Laser pens, permanent markers, water guns, skateboards, e- scooters are not permitted
- Energy and fizzy drinks are banned in school and staff will confiscate and dispose of these if brought onto the site.

Maidstone Grammar School's Approach to Bullying

Maidstone Grammar School is committed to tackling bullying in all its forms. All forms of bullying, especially if left unaddressed, can have a devastating effect on individuals; it can create a barrier to learning and have serious consequences for mental wellbeing. By effectively preventing and tackling bullying our school can help to create a safe and disciplined environment, where students are able to learn and fulfil their potential. The School's antibullying approach and policy was drawn up in conjunction with the School Council.

Definition of Bullying

Bullying can be defined as “*behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally*”. (DfE “Preventing and Tackling Bullying”, July 2017)

- Bullying can include name calling, taunting, mocking, making offensive comments; kicking; hitting; taking belongings; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours.
- This includes the same unacceptable behaviours expressed online, sometimes called online or cyberbullying. This can include: sending offensive, upsetting and inappropriate messages by phone, text, instant messenger, through gaming, websites, social media sites and apps, and sending offensive or degrading photos or videos.
- Bullying is recognised by the school as being a form of child on child abuse. It can be emotionally abusive and can cause severe and adverse effects on children's emotional development.

Forms and Types of Bullying

Bullying can happen to anyone. Types and forms of bullying include:

- Bullying related to physical appearance
- Bullying of young carers, children in care or otherwise related to home circumstances
- Bullying related to physical/mental health conditions
- Physical bullying
- Emotional bullying
- Sexual bullying
- Bullying via technology, known as online or cyberbullying
- Prejudicial bullying (against people/students with protected characteristics) including:
 - Bullying related to race, religion, faith and belief and for those without faith
 - Bullying related to ethnicity, nationality or culture
 - Bullying related to Special Educational Needs or Disability (SEND)
 - Bullying related to sexual orientation (homophobic/biphobic bullying)
 - Gender based bullying, including transphobic bullying
 - Misogynistic bullying / sexual harassment / sexual violence
 - Bullying against teenage parents (pregnancy and maternity under the Equality Act)

Our Whole School Approach:

- Monitors and reviews our anti-bullying policy, practices and procedures on a regular basis.
- Includes students voice in devising the anti-bullying approach through House and School Councils.

- Will endeavour to respond as promptly and effectively as possible to resolve any concerns raised.
- Recognises that some members of our community may be more vulnerable to bullying and its impact than others; these may include children with SEND and LGBTQ+ children and young people.
- At Maidstone Grammar School we make it clear to all staff that even if there are no reports of bullying in the school it does not mean it is not happening, it may be the case that it is just not being reported. Staff should maintain an attitude of professional curiosity and an approach of “It could happen here”. It is important that if staff have any concerns regarding bullying / child on child abuse they should pass this on immediately to the DSL / Deputy Designated Safeguarding Leads (DDSLs)
- At MGS we make it clear that everybody has a responsibility to challenge inappropriate behaviours between peers. We do not dismiss inappropriate behaviours, as “just banter”, “just having a laugh”, “part of growing up” or “boys being boys” as this can lead to a culture of unacceptable behaviours where children accept this as normal and do not come forward to report it.
- Ensures that our students understand the school’s expectations for their behaviour as laid out in the MGS Student Code of Conduct; that they understand how they can report a concern (including face to face to any member of staff , via Teams 1:1 chat, via “Report Any Concern” on school email and through the ReportAnyConcern Confidentially form on the school website); how the school deals with concerns, including dealing with them as sensitively and effectively as possible.
- Recognises the potential impact of bullying on the wider family of those affected so will endeavour to work positively and in partnership with parents/carers regarding bullying concerns, keeping them informed of key developments.
- Will deal promptly with grievances regarding the school response to bullying in line with our complaints policy
- Utilises support from the Local Authority and other relevant organisations when appropriate.

Responding to Bullying

Maidstone Grammar School recognises that every individual and every concern will be different and therefore require a level of tailored, individualised response.

The following steps outline our standard school procedures when dealing with any behaviour incident, including incidents of bullying / cyberbullying:

- If bullying is seen, suspected or reported, the incident will be dealt with as soon as possible. All concerns should be passed on as soon as possible to the DSL/ DDSLs (where there are safeguarding concerns), Student Services Department and / or House Teams (Head of House / Assistant Head of House).
- If staff are present at the time and witness an incident/ concern then they should immediately intervene to support the victim and ensure that the perpetrator is escorted to or brought to the attention of the Student Services Department as soon as possible.
- Students concerned, including the victim, the alleged perpetrator, other witnesses (if relevant) will be interviewed and / or asked to write a statement giving full details of the incident. This will be co-ordinated by the DSL/ DDSL (where there are safeguarding concerns) and / or Student Services Department.
- In cases involving cyberbullying / online activity the school may: look at activity on school IT systems; contact the service provider and / or police, if necessary; contact safeguarding staff in other schools if students from other settings are involved; work with the individuals, parent/carers and online service providers to prevent the incident from spreading and assist in or advise on removing offensive or upsetting material from circulation; confiscate and search student electronic devices, such as mobile phones, in accordance with the law and the school searching and confiscation policy; request the deletion of locally-held content and content posted online if they contravene school behavioural policies; make a referral to Kent Integrated Children’s Services if appropriate.
- Once the incident has been investigated the school will take steps to resolve the matter as promptly and effectively as possible (drawing upon the responses listed below)

- The school will provide appropriate support to the victim. The school will take steps to ensure that they are not at risk of immediate or future harm and will involve them in decision-making about next steps, where reasonably possible.
- The school will work with and support the perpetrator/s in order to ensure that they understand why their conduct is unacceptable, using its best endeavours to ensure that the behaviour will not happen again.
- The school will ensure parents/carers are kept informed about concerns and actions taken, as appropriate and in line with safeguarding and child protection and confidentiality policies. The school will not provide detailed information about how it deals with students to other parents / carers / parties.

Depending on the circumstances of each case, the school's response to bullying may draw on one or more of the following strategies:

- Key staff giving guidance to students involved to clarify behaviour expectations moving forward and ensure that the perpetrators understand the impact of their actions.
- Providing ongoing pastoral support e.g from the form tutor, Head of House / Assistant Head of House or members of the Student Services Department.
- Using restorative justice approaches (where agreed with the victim);
- Issuing community service to perpetrators so that students can "give something positive back to the community";
- Removing school privileges for perpetrators such as representing the school in sports' teams or removing prefect status; placing the student under supervision during unstructured time for a fixed period.
- Drawing upon the full range of school sanctions, including suspension or permanent exclusion where appropriate.
- Exploring how both the victim and the perpetrator can be supported going forward and making sure the victim knows what to do if there are any further concerns e.g. report immediately; making sure the perpetrator knows what will happen if there are further concerns (such as escalating sanctions).
- Working towards restoring student self-esteem and confidence e.g. through participation in the school's extra curricular programme or involvement in the vertical form group.
- Offering additional 1:1 support to the victim and / or perpetrator via the school counsellor or Mind worker.
- Signposting external sources of support such as <https://www.kooth.com/>
- Provide information to staff and students regarding steps they can take to protect themselves online.
- Communicating with relevant staff members, where appropriate, so that they can monitor, exercise vigilance and make adjustments to support the victim where appropriate e.g. amend seating plans.
- Engaging with community police to work with and educate the perpetrator about acceptable behaviours.
- If necessary, other agencies may be consulted or involved, such as the police, if it is suspected that a criminal offence may have been committed, or other local services including Early Help or Children's Social Care, if a child is felt to be at risk of significant harm. The school may seek advice from the Kent Education Safeguarding Service. The school will endeavour not to take any actions which might hinder or undermine any active Police investigations.
- Where the bullying of or by students takes place off school site or outside of normal school hours (including cyberbullying), the school will take all reasonable steps to ensure that the concern is fully investigated. If required, the DSL will collaborate with other schools. Appropriate action will be taken, including providing support and implementing sanctions in school in accordance with this policy and the school's Behaviour Policy and Safeguarding and Child Protection Policy.
- The school records, tracks and monitors all behaviour and bullying incidents and will make every effort to respond to concerns raised in a swift and timely manner.

Creating a safe and supportive culture and reducing bullying at MGS

There are many ways in which we proactively seek to create a safe and supportive culture and environment in the school and reduce bullying:

- Our practices and procedures are underpinned by our whole school policies which are regularly reviewed.
- We train all of our staff and students about safeguarding e.g. our whole school safeguarding training and assemblies which highlight safeguarding procedures at MGS, how to report a concern and focus on key safeguarding issues such as child on child abuse, racism and sexual harassment/ harmful sexual behaviours amongst many other areas. We are

explicit about the issues and our expectations. We are explicit about the fact that we do not dismiss inappropriate behaviour as just banter”, “just having a laugh”, “part of growing up” or “boys being boys”

- The MGS Student Code of Conduct make clear to everyone what our key expectations for conduct and behaviour are. It emphasises the importance of accepting all our individual differences through our words and actions and we have a “hands off” rule. There are strict rules in relation to the use of mobile phones and devices.
- We have a highly experienced pastoral team and Student Services Department to support our students and address issues arising. Key staff work with external agencies to support students in our care.
- There are regular opportunities for “Student Voice” including through the House and School Council system and tutor groups and via our regular confidential online welfare surveys.
- Our vertical tutor group and house system fosters and supports the development of positive relationships between different age groups through our vertical tutor group system.
- Our extensive extra curricular programme supports students to meet interact with others from the wider school community and develop and share interests together.
- Key safeguarding and social issues are focused on by our form time programme and student led Inspire to Belong themes throughout the year, including an anti-bullying month focus in November.
- Our wider academic curriculum includes equality, diversity and inclusivity (EDI) themes and topics e.g. PSHCE, RS, Art, History, English, Performing Arts schemes of work.
- Safeguarding issues and EDI themes are highlighted in the whole school assembly programme.
- Our high quality PSHCE curriculum focuses on safeguarding and EDI issues.

Suspension and Permanent Exclusion

Suspensions and Permanent Exclusions may only be issued by the Headteacher or by the Deputy Headteachers, who have been appointed by the Governing Body to act on the Headteacher’s behalf when required.

When establishing the facts in relation to a suspension or Permanent Exclusion decision Headteachers must apply the civil standard of proof ie “on the balance of probabilities” it is more likely than not that a fact is true rather than the criminal standard of “beyond reasonable doubt”.

The school follows the DfE guidance on suspensions and exclusion:

- Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement Guidance for maintained schools, academies, and pupil referral units in England May 2023:
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1162401/Suspension_and_permanent_exclusion_guidance_May_2023.pdf

MGS Investigation Procedures

The usual process will be that the student will be asked to complete an MGS incident statement form. This enables them to clearly state/ record what has happened from their point of view so that staff can establish a clearer understanding of the circumstances of each case. This is a usual and regular part of school practice and procedure and there is no requirement for parental permission to be obtained or for parents/carers to be informed when this takes place.

Other students and staff may also be asked to provide statements where appropriate to gain a better understanding of what happened and to cross check the authenticity of accounts.

Where students report a concern confidentially either directly to a member of staff, via Teams 1:1 messaging, via ReportAnyConcern on the school email system or via the ReportAnyConcern on the school website staff will do their very best to preserve confidentiality in relation to the identity of the reporting student/s. Depending on the nature of the incident / concern this may not always be possible.

Key staff including members of the Student Services Department, IT staff and ESLT team may use school CCTV footage to establish what has happened. Other than exceptional circumstances agreed by the Headteacher, the school does not share CCTV footage with parents/carers but can provide details of what it shows either verbally or in writing. Where requested the school will only share incident statements written by their own child with parents / carers. Names of other students will be redacted.

It is not the School's usual practice to respond to reports or concerns raised anonymously.

Where the school considers it appropriate concerns / incidents will be referred to the Police or other external agencies.

Students Out of Circulation

While relevant staff are investigating significant incidents (including but not limited to rudeness / inappropriate conduct towards staff or excessive use of physicality) students may be kept out of circulation and under supervision until directed by SLT. This will usually be until the investigation is completed and senior staff have made a decision on the school's response and put a sanction in place.

Searching, Screening and Confiscation

These will occur in line with the DfE's latest guidance:

https://assets.publishing.service.gov.uk/media/62d1643e8fa8f50bfefa55c/Searching_Screening_and_Confiscation_guidance_July_2022.pdf

Headteachers and staff they authorise have a statutory power to search a student or their possessions where they have reasonable grounds to suspect that the student may have a **prohibited** item (see below) or any other **banned** item that the school rules identify as an item which may be searched for.

Schools are not required to inform parents / carers before a search takes place or to seek consent to search a child.

At MGS the Headteacher may conduct a search. In addition, the Headteacher has authorised either of the Student Services Managers, Deputy Headteachers and Assistant Headteachers to carry out pupil searches, without consent.

Pupil searches, without consent should be carried out with two staff present from those stated above. At least one must be the same sex as the pupil. If a member of staff of the same sex as the student being searched is not available at the time of the search, an alternative appropriate member of staff may be authorised by the Headmaster to assist one of the staff members listed above.

Prohibited Items:

- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;
- any article that the member of staff reasonably suspects has been, or is likely to be used:
- to commit an offence, or
- to cause personal injury to, or damage to property of; any person (including the student).
- tobacco and cigarette papers;
- fireworks;
- pornographic images.

Any prohibited items found in the student's possession will be confiscated and not returned to the student.

Banned items:

- Laser pens

- Permanent markers
- Water guns
- Energy drinks
- Skateboards
- E-scooters
- Legal Highs
- Any smoking / vaping related paraphernalia
- Solvents
- Offensive material (pornographic, homophobic, racist)

In most cases these items would be returned to the parent / carer only.

Confiscation:

Staff at MGS have the authority to confiscate items not permitted by the school, including but not limited to the items listed above.

If it is a prohibited item then in most cases staff will first seek the advice of the DSL, Headteacher or Police.

If it is a banned item or other item not permitted in school staff can confiscate, in which case the item then become the responsibility of the staff member and should either be returned at the end of the lesson, passed to Reception to return at the end of the day or returned to parents / carers following communication home if appropriate.

Typically such items will include:

- Mobile phones
- Items of jewellery e.g. nose studs / inappropriate earrings etc
- Items of clothing which do not conform to the uniform or dress code e.g. hoodies, branded belts and other items.
- Energy drinks (will be confiscated and disposed of)
-
- Chewing gum (will be confiscated and disposed of)
- Food being consumed in areas where it is not permitted to do so (will be confiscated and disposed of)

Use of Reasonable Force

This will occur in line with the DfE's most recent guidance:

https://assets.publishing.service.gov.uk/media/5a819959ed915d74e6233224/Use_of_reasonable_force_advice_Review_ed_July_2015.pdf

MGS regards the use of reasonable force on students by its staff as a last resort which is therefore necessary only in exceptional and rare circumstances.

What is Reasonable Force?

- i. The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with students.
- ii. Force is usually used either to control or restrain. This can range from guiding a student to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
- iii. "Reasonable in the circumstances" means using no more force than is needed.
- iv. Staff generally use force to control students and/or to restrain them.

- Control means either passive physical contact, such as standing between students or blocking a student's path, or active physical contact such as leading a student by the arm out of a classroom.
 - Restraint means to hold back physically or to bring a student under control. It is typically used in more extreme circumstances, for example when two students are fighting and refuse to separate without physical intervention.
- v. MGS staff should always try to avoid acting in a way that might cause injury, but it is understood that in extreme cases it may not always be possible to avoid injuring the student.

Teachers and staff will have regard to their legal duties to make reasonable adjustments for students with disabilities and / or Special Educational Needs (SEN) when using or considering the use of reasonable force upon such students.

When force has been used on a student by staff this should be a matter of written record and reported to the student's parents.

The written incident report should be written by the member of staff as soon as possible after the event. The report should be forwarded to the Designated Safeguarding Lead who will then arrange for the parents to be informed. The report should include:

- The student's behaviour and level of risk presented at the time of the incident
- The degree of force used
- The effect on the student of the use of force
- The student's age
- Names of any students or staff who have witnessed the use of force

The Record of Use of Reasonable Force Record Form will be used to record the incident (See **Appendix 5**).

Other Physical Contact with Students; A Clarification

It is not illegal to touch a student. There are occasions when physical contact, other than "reasonable force," with a student is proper and necessary; DfE guidance includes the following examples where touching a student might be proper or necessary:

- When comforting a distressed student;
- When a student is being congratulated or praised;
- To demonstrate how to use a musical instrument;
- To demonstrate exercises or techniques during PE lessons or sports coaching;
- To give first aid.

Staff are encouraged to seek verbal permission first before having contact with a student. Corporal punishment is illegal.

Property

The School accepts no responsibility (i.e. for loss, theft or damage etc) for any personal items or property, phones, devices, money etc brought on to the school premises. Students are advised not to bring such items into school and they remain the responsibility of the student at all times.

The school is able to seek reimbursement for repair or replacement costs from students and their parents / carers where, for example, they have damaged school property or the fabric of the school.

However, the school is not able to insist that students who damage items belonging to other students financially reimburse them for repair / replacement but can request this.

Right of Appeal

Students have the right of appeal against disciplinary action taken by any member of staff in most circumstances. For students to appeal they must be supported by a parental letter or email to school@mgs.kent.sch.uk and in most cases the

sanction will be suspended while a review takes place. The exception is in the case of suspensions and exclusions where the DfE Exclusion Guidance for schools takes precedence.

Complaints

Any complaint about a member of staff should be made in writing to the Headteacher. The matter will then be investigated according to the School's Complaints Policy. If the complaint is regarding the Headteacher, then the matter should be put in writing for the attention of the Chair of Governors and sent to the Clerk to Governors at the School as outlined in the Complaints Policy.

Monitoring and Review

- The school will regularly review this policy.
- The school tracks and monitors behaviour and bullying incidents in the school to identify any significant trends; information is reported to the Governors by the DSL.
- Any issues identified will be incorporated into the school's action planning.

Appendix 1 Maidstone Grammar School Statement of Behaviour Principles 2024-2025

- Every student and member of staff has the right to feel safe, listened to, respected and protected from abuse / discrimination.
- We will encourage students to be kind, support one another and accept our individual differences.
- Students will be encouraged to be the best they can be.
- Behaviour expectations will be high across all areas of the school and school life.
- Students will be explicitly taught what positive behaviour looks like and there will be regular reminders at a whole school, class, year and individual level.
- Students have the right to learn free from the disruption of others.
- Staff have the right to teach without disruption.

- Students will be taught to take responsibility for their actions and supported to understand the impact their actions can have on others.
- Staff will act as positive role models and demonstrate high standards of behaviour to students, leading by example at all times.
- The Behaviour Policy will support a consistent understanding of what positive / unacceptable behaviour looks like amongst all staff, students and parents/carers and a consistent response to behaviour by staff.
- Where students do well the school will praise, recognise and reward this and there will be a consistent approach.
- Where there are concerns, the school will strive as far as reasonably possible to involve / work with students, parents / carers to develop shared strategies to support the student to improve and meet expectations.
- Where there are concerns there will be a consistent approach and set of procedures as outlined in the Behaviour Policy so that all parties know what to expect; at the same time we will deal with student concerns on a case by case basis, including fulfilling our duties under the 2010 Equality act – using our best endeavours and making reasonable adjustments for SEN/AEN and vulnerable students where the school judges this to be appropriate.

Appendix 2

Maidstone Grammar School Code of Conduct: Years 7-13 2024-2025

At ALL Times:

1. Follow instructions the first time and show respect to ALL members of staff at ALL times.
2. Treat everyone as you would wish to be treated yourself –respect others and accept individual differences.
3. Think carefully about your language to ensure it is appropriate.
4. Avoid physicality and adopt a “hands off” approach at ALL times.
5. Phones off and out of sight at all times unless directed by staff for educational purpose or by HOH/ESLT in form time (Sixth Form may use devices in Private Study, Library, Common Room only).
6. Respect school and personal property – do NOT touch, take or damage things which do not belong to you.
7. Follow and take pride in the school uniform/dress code and remember that you represent MGS in public places.

In Lessons / Tutor Times:

1. Always be polite and respectful to ALL staff; follow instructions at the first request.
2. Follow the MGS “One Voice” rule, including silence for the register.
3. Respect other students, their work space and possessions.
4. Work hard and engage proactively in learning.
5. Bring the correct equipment; ensure phones/devices are off and put away; coats off, books out and bags under desk, sit facing forwards.
6. Arrive punctually, enter/exit quietly and sensibly; sit in your allocated seat

In Corridors

1. Stay LEFT at all times.
2. Take extra care on staircases.
3. Walk calmly and sensibly with pace and purpose; use a “talking” voice.
4. Pause and wait patiently if there is congestion – watch out for others.
5. Ensure phones and devices are off and put away at all times.
6. Queue for practical rooms in single file.

In Unstructured time (including break / lunchtime)

1. Always be polite and respectful to ALL staff and duty Prefects; follow instructions at the first request.
2. Avoid any type of physicality – the “Hands Off” rule.
3. Do not touch or take other people’s possessions or interfere with other people’s games.
4. Eat sensibly; put all rubbish in the bin; fill water bottles and use the toilet.
5. Ensure phones and devices are off and put away.
6. Play ball games in the correct areas and using authorised items only.

In the Refectory

1. Always be polite and respectful to ALL school and catering staff
2. Queue calmly and sensibly in single file -wait your turn.
3. Pay in full for items you take.
4. Sit down to eat and leave once finished.
5. Clear plates and rubbish away when leaving- leave it as you found it.
6. Leave bags outside; Ensure phones and devices are off and put away (except pre 8.30am)

On the All-Weather Pitch

1. Always be polite and respectful to ALL staff; follow instructions at the first request.
2. Show good sportsmanship – respect and stay out of other play areas; return footballs immediately.
3. Play safely and sensibly – no excessive physicality, slide tackles etc or bad language.
4. Respect the pitch -wear the correct shoes; no food/drink or litter.

In the Library

1. Always be polite and respectful to ALL library staff; follow instructions at the first request.
2. Move around calmly and sensibly; sit down if you wish to stay.
3. Use a quiet talking voice only.
4. Ensure phones and devices are off and put away (other than 6th form private study / free periods).
5. Respect the Library including books, resources and computers-no food/drink or litter.

In the Toilets

1. Only enter the toilet area if you wish to use the facilities; Use the facilities immediately and exit promptly
2. Use the toilet at the correct times – before / after school; break or lunchtime.
3. Respect the facilities and other users– turn off the taps and leave it clean after use
4. Report any concerns immediately and confidentially to the nearest staff member or via **ReportAnyConcern email/website**

Appendix 3 Attitude to Learning Descriptors for Term 2,4 and 6 assessment feedback

Behaviour for learning in the classroom	Attitude to independent learning
<ul style="list-style-type: none"> ● GRADE 1 ● The pupil is always prepared for lessons and ready to learn. ● The pupil regularly contributes with enthusiasm to the lesson, asks relevant questions and is always on task. ● The pupil is keen to improve, completes all work to a high standard, and shows persistence when they find something hard. ● The pupil's behaviour is exemplary in lessons. They follow instructions at all times, are fully focused and engaged in their learning. 	<ul style="list-style-type: none"> ● GRADE 1 ● Home learning and coursework deadlines are always met and work is consistently of a high quality. ● The pupil is able to work very well independently. They frequently go "above and beyond" to achieve in this subject, including reading extra material to enrich their learning further. ● The pupil frequently extends his/her learning experience by supporting others or attending extension & enrichment sessions.
<ul style="list-style-type: none"> ● GRADE 2 ● The pupil often contributes to the lesson and is rarely off task. ● The pupil is generally well-focused on their learning, following the teacher's instructions as required. ● Work is usually completed to a good standard. The pupil will often try to improve the quality of their work ● The pupil is fully equipped for the majority of lessons and is ready prepared to learn. 	<ul style="list-style-type: none"> ● GRADE 2 ● Home learning tasks and coursework deadlines are usually met with no significant concerns raised by the teacher. ● The pupil is able to work independently, sometimes going "above and beyond" when completing work or reading enrichment material. ● At times, the pupil extends their learning by supporting others or attending extension or enrichment sessions.
<ul style="list-style-type: none"> ● GRADE 3 ● The pupil is involved in the learning process but does not readily contribute to lessons and / or is off task too often. ● The pupil's effort is sometimes reasonable, but they do not always persist when they find work hard. ● The pupil's focus is sometimes on the task in hand, but they are too often poorly engaged or passive in their learning. Work may often be incomplete or lack depth. ● The pupil usually has basic equipment for lessons. 	<ul style="list-style-type: none"> ● GRADE 3 ● Deadlines for homework or coursework have been missed on too many occasions. ● Home or independent work sometimes lacks depth or effort. ● Rarely does the pupil extend their learning further through extra reading or going "above and beyond" in their study. ● The pupil does not always make the most of opportunities for extra support or intervention.
<ul style="list-style-type: none"> ● GRADE 4 ● The pupil does not readily engage in their learning, making few contributions to lessons and spending a significant amount of time off task. ● Written exercises frequently lack depth or are incomplete. They rarely meet the expectations of the teacher. ● The pupil puts in little effort and takes little responsibility for their progress. They give up quickly and when they find work challenging. ● The pupil's behaviour has negatively impacted their progress and / or that of others. ● The pupil is often unprepared for lessons, arriving without the required equipment. 	<ul style="list-style-type: none"> ● GRADE 4 ● Homework or coursework deadlines are often missed with no good reason. ● Home or independent work is frequently of a poor quality, lacking depth and effort. ● There is little evidence of the pupil completing any wider review/revision outside of the classroom. ● The pupil does not seek help or make the most of opportunities for extra support/intervention.

Reward and Recognition Flow Chart (including house point allocations)

Attendance	Behaviour	Academic	Service/Competition	Speech Day
<p>R0 Positive Improvement</p>	<p>R0 Positive Improvement</p>	<p>R0 Positive Improvement</p>		
<p>R0 >95% Commendation Terms 2, 4 & 6</p>	<p>R1 Merit. Performance above the expected standard.</p>	<p>R1 Merit. Performance above the expected standard.</p>	<p>R1 Merit. Contribution to the school</p>	
		<p>R5 Postcard. A significant academic performance</p>	<p>R5 Postcard. A substantial contribution</p>	
<p>R10 100% House Points Terms 4 & 6</p>		<p>R10 Commendation. Significant & sustained performance</p>	<p>R10 House Commendation. Significant contribution to House</p>	
		<p>R25 Student or Book of the Term (by subject and for each year group)</p>	<p>R25 SLT Commendation. A significant contribution to the School or others</p>	<p>R25 Commendation. R55 Subject Prize R55 Best Value Added R55 Most Improved R55 Most postcards R65 House Scholar R75 Top Scholar R80 Special Award</p>
			<p>School Colours R25 Junior Half R35 Junior Full R45 Senior Half R55 Senior Full</p>	

Appendix 5 Record of Use of Reasonable Force Record Form

MGS Record of Incident Involving Use of Reasonable Force Please complete as soon as possible after the incident occurred and return to the DSL/DDSL
Date, time and location of incident
Names of staff involved (directly or as witnesses)
Details of other students involved (directly or as witnesses), including whether any of the students involved were vulnerable for SEN, disability, medical or social reasons.
Description of incident by the staff involved, including the student's behaviour and level of risk presented at the time of the incident; any attempts to de-escalate and warnings given that force might be used.
Reason for using force and description of force used. Single hand hold of student's left upper arm.
The effect of the use of force including any injury suffered by staff or students and any first aid and/or medical attention required.
Follow up, including post-incident support and any disciplinary action against students.
Any information about the incident shared with staff not involved in it and external agencies.
When and how those with parental responsibility were informed about the incident and any views they have expressed. If parents/carers have not been informed a brief explanation of the reasons for this should be recorded here.
Other information
Name of person completing form:

Date