MAIDSTONE GRAMMAR SCHOOL
FOUNDED 1549

Behaviour and Anti-Bullying Policy

Agreed July 2026 by Governors (subject to ratification by Full Governors)
To be reviewed July 2027

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 student 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:

- Children's Wellbeing and Schools Act 2026
- Behaviour in Schools - Advice for headteachers and school staff Feb 2024
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping Children Safe in Education
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement
- Use of reasonable force and other restrictive interventions guidance
- 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 (but not limited to):

- 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:

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

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 and staff 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.
- Take a part in the breaktime call back system / arrange for the Department to support the Department / Faculty exit room procedure (where possible) and / or act as a Senior Duty Manager on duty.
- 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 behaviour across the Department / House 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.
- Take a proactive role in the Breaktime call back system and also the duty rota system for unstructured time.

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, use of personal or MGS issued devices.
- 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, including as listed in the MGS Procedures for Behaviour and Conduct Escalation Table (**Appendix 5 + 6**)
- 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. Where there is another student commitment at the time of the sanction such as an extra curricular activity or part time work, the sanction will always take precedence and parents / carers will support this approach.

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. As a member of the MGS community, all students are subject to school disciplinary procedures

and must comply with and complete any sanction set as directed by the school, irrespective of whether student and / or parent / carer is in agreement with the school's decision. 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; Emailing 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 – Use of Smart Devices including all Personal Phones and Devices and MGS Issued 1:1 Devices

As stated in the Code of Conduct students in Year 7-13 should have their MGS issued laptops (Year 7-9), personal laptops, tablets, mobile phones, smartwatches, headphones/earphones etc off and out of sight at all times during the school day (other than for Sixth Form students during Sixth Form Private Study periods or when in the Sixth Form Common Room or when authorised in lessons by staff OR if authorised by staff to use an MGS issued laptop in lessons).

An exception is where a student has a medical or SEN reason which requires them to have access to a phone or a personal device / laptop / tablet. Where such cases are agreed by the school, parents / carers will have been required to provide appropriate medical or SEN evidence and documentation to support the request. In these cases, a school issued pass will be provided to the student as evidence of this adjustment.

Rules for Sixth Form Use

	Sixth Form (*unless a school issued medical pass for phone access)
Before School / Free periods	• Phones / devices permitted in Common Room ONLY from 8am. • Ensure ALL phones, devices, smart watches, headphones/earphones etc are off and out of sight BEFORE coming on site or leaving the Common Room. • Students studying in the library in Free periods will follow the rules as for Sixth Form Private Study – see below
Form Time	• Laptops, tablets, mobile phones, smartwatches, headphones/earphones etc off and out of sight at ALL times.
Lessons (+ trips and out of class activities during the school day)	• Laptops / tablets only permitted with staff approval (unless a device pass). • They must be closed or facing the front when staff are speaking, unless instructed otherwise. • Most work and all formal assessments to be completed on paper. • School-appropriate apps/websites only; Save work to the school system (OneNote/shared drive). • Laptops / tablets must use school Wi-Fi. • ALL Phones, smartwatches, headphones/earphones etc must be off and out of sight (unless a medical pass)
Sixth Form Private Study	• Phones / devices may be used in private study (SFSC/Library) for learning only, with staff permission. • Listening to music on headphones/earphones is allowed with staff permission only. • Staff will decide when sessions are phone/device free. • Misuse or failure to follow instructions will result in confiscation for the session and a 40-minute ASD, with escalating sanctions for repeat issues. • All devices must be off and out of sight BEFORE leaving the study area.
Break / Lunchtime	• Phones / devices permitted in Common Room only if on site. • No use of any personal devices in the library (unless a device pass)
After School	• Phones may be switched on once students have been dismissed from Period 5 if leaving site.
Any After School Activity on or off site e.g. fixtures / trips / clubs / activities / library	• ALL personal laptops, tablets, mobile phones, smartwatches, headphones/earphones etc will be off and out of sight at all times unless permission granted by staff. This will usually only be at the end of the activity / trip to communicate with home if required. • Students may use Phones and personal devices in the library after school for learning only.

Use of Sixth Form personal laptops / tablets in lessons:

- Use of personal devices (e.g. laptops, tablets) in Sixth Form lessons is a privilege, not a right — they may only be used with staff permission.

- In cases where a student requires a device to access learning at all times, this will be agreed by the SENCo and a device pass issued.
- Devices must be closed or facing the front when staff are speaking, unless instructed otherwise.
- To support cognition and learning, most work and all formal assessments will be completed on paper, unless staff direct otherwise.
- Students should only use school-appropriate apps/websites and save work to the school system (OneNote/shared drive).
- All devices must use school Wi-Fi (not hotspots).
- Mobile phones, smartwatches, headphones/earphones must be off and out of sight at all times.

See 6th Form device policy for full details.

Rules for Year 7-11 Use

	Years 7-11 (unless a school issued medical / SEN pass)
Before school	• From 8am ensure ALL personal laptops, tablets, mobile phones, smartwatches, headphones/earphones etc are off and out of sight BEFORE coming on site. • MGS issued devices on but out of sight.
Form Time	• ALL personal laptops, tablets, mobile phones, smartwatches, headphones/earphones etc must be off and out of sight at ALL times. MGS issued devices on but out of sight.
Lessons (+ trips and out of class activities during the school day)	• ALL personal laptops, tablets, mobile phones, smartwatches, headphones/earphones etc off and out of sight at ALL times. • Year 7-9 students may use MGS issued devices permitted in lesson time when directed by supervising staff. • Year 10-11 students requiring a laptop to access learning and with a school issued device pass will use an MGS loaned laptop.
Break / Lunchtime	• Ensure ALL personal laptops, tablets, mobile phones, smartwatches, headphones/earphones etc are off and out of sight at ALL times. MGS issued devices out of sight. No use of MGS or any personal devices in the library (unless a device pass).
After School	• Phones may be switched on once students have been dismissed from Period 5 if students are leaving site.
Any After School Activity on or off site e.g. fixtures / trips / clubs / activities/library	• ALL MGS issued devices and personal laptops, tablets, mobile phones, smartwatches, headphones/earphones etc will be off and out of sight at all times unless permission granted by staff. This will usually only be at the end of the activity / trip to communicate with home if required. • Students may use Phones/MGS and personal devices in the library after school for learning only.

Use of MGS Issued 1:1 devices in Years 7-9

Students in Years 7-9 who are part of the MGS whole school device roll out will follow the rules and expectations laid out in the MGS Code of Conduct, this policy and the MGS Issued 1:1 Device Acceptable Use policy document which all relevant students and their parents/ carers have signed. The following sanctions may apply if the school's MGS Issued 1:1 Device Acceptable Use Policy is contravened:

- The 1:1 device may be confiscated in line with the school behaviour policy and sanctions applied.
- The privilege of being able to use a 1:1 device in school may be removed and access to the wireless network revoked.
- Access to other IT services within school may be limited or withdrawn.
- A detention will be issued to any student who is unable to access any educational activity during a school lesson due to their MGS issued 1:1 device being unavailable. This includes forgetting to bring the MGS issued 1:1 device to a lesson and the MGS issued 1:1 device not being sufficiently charged.

See MGS Issued 1:1 Device Policy for full details.

In the case of ALL school issued devices and personal devices (Years 7-13 inclusive):
Students are not permitted at any time to take photos or videos of staff or students on their devices.

Students are not permitted to make any type of recordings (visual / audio or other) of any student or staff member at any time.

Students must not share or send images, videos or content of any kind to other students, staff, or other parties. Please also see the School's Online Safety Policy:

Our Policies and Documents - Maidstone Grammar School (mgs.kent.sch.uk)

Confiscation / MGS Device Sanction Escalation Process

Any member of staff is able to confiscate a student's personal phone / headphones / earphones / smartwatch / smart glasses / laptop, tablet or any other device with internet connectivity at any time if they have reason to believe it has been used inappropriately or to contravene school rules. The procedures are as follows:

EITHER: Phone / any personal device OFF but seen by staff: Staff will check that it is off.

- If confirmed off and accidentally seen – a reminder issued and student puts it away immediately.

OR: Phone /any personal device ON – including on, seen, heard or used in ANY way contrary to the school rules (incl to check Time / Teams / Timetable / message / call / or for any other reason)

- Immediate confiscation or Use Staff Callforsupport if in lesson/form. Device removed and handed to Headteacher's Office and MGS device sanction escalation process followed as below.

  NB: Where students are wearing headphones / earpods contrary to the school rules staff will assume that these are or have been connected to a phone / device contrary to school rules and so they will be confiscated immediately and the MGS device sanction escalation process followed as below:

1.Immediate confiscation of item/s by staff and hand in to Headteacher's Office; Student collects end of day (3.20pm/ or 2.45pm on Tuesdays); 20 minute ASD issued. Talaxy Alert to parents / carers.

2.Immediate confiscation by staff and hand in to Headteacher's Office; Student collects end of day (3.20pm/ or 2.45pm on Tuesdays); 40 minute ASD issued. Talaxy Alert AND email to parents / carers.

3.Immediate confiscation by staff and hand in to Headteacher's Office; Student collects at end of day (3.20pm/ or 2.45pm on Tuesdays); 2 hour detention issued and ESLT contact to parent.

4.Immediate confiscation by staff and hand in to Headteacher's Office; Parent required to collect phone from school and internal isolation of student the next day. In the event that a parent cannot be contacted and / or collect the phone immediately and the phone must be returned to the student for safeguarding reasons at the end of the day, parents/carers will be required to attend a meeting with ESLT in school at their earliest opportunity. The student will remain in isolation over following day/s until this parental meeting has taken place with the school and the student will also be required to hand in the relevant device when in school until the meeting outcomes are agreed.

***5* or more confiscations. Immediate confiscation by staff and hand in to Headteacher's Office; Parent required to collect phone from school and high level sanction for persistent non compliance with school rules including suspension. In the event that a parent cannot be contacted and / or collect the phone immediately and the phone must be returned to the student for safeguarding reasons at the end of the day, parents/carers will be required to attend a meeting with a member of SLT in school at their earliest opportunity. Following suspension, the student will remain in isolation over following day/s until this parental meeting has taken place with the school and the student will also be required to hand in the relevant device when in school until the meeting outcomes are agreed. In addition, where students have broken school rules AND used ANY phones or devices for inappropriate activity higher level sanctions including suspension will apply and parent will be required to collect the phone / device and attend a meeting with ESLT/SLT as described above.**

In exceptional cases of high level or persistent concerns, the school may direct that a student must not bring their personal device/s onto the school site at any time OR may require the student to hand in the device/s to a designated member of staff at the start of each school day for collection at the end of the school day.

Students bring their personal devices (e.g. phones, laptops, tablets, headphones, ear pods, smartwatches etc) to Maidstone Grammar School at their own risk. Students are fully responsible for the safe keeping, security and responsible use of their devices at all times, including adhering to the school expectations set out in this policy.
Maidstone Grammar School is in no way responsible for:

- Personal devices that are broken whilst at school or during school-sponsored activities.
- Any data lost on personal devices.
- Personal devices that are lost or stolen at school or during school-sponsored activities.
- Maintenance or upkeep of any device (keeping it charged, installing updates or upgrades, fixing any software or hardware issues).
- Parents should ensure they have adequate insurance cover in place to cover the cost of repair/replacement of a personal ICT device in the event of loss/damage to the device.

Toilet Use – Procedures during lesson time (Year 7-11)
The expectation is that students in all years will use the toilet before school and at break and lunchtimes – not during lesson times. However, unless there is a very good reason, staff will not prevent a student from going to the toilet in lesson if they really need to.
The school procedure is that if a student in Year 7-11 asks to go to the toilet in lesson they should expect staff to challenge them (unless they have a medical or other reason to leave the lesson which is agreed by the school and for which they have a laminated MGS card), including asking if they can wait until the next break or lesson changeover. However, if the student does need to go during the lesson then the procedure is as follows:

1.The student is required to hand in their phone to the staff member who will keep it until their return to class.
2.When the phone is handed over the staff member will complete and provide a blue toilet pass slip to the student. If the student is challenged in the corridor while going to / from the toilet they will need to present this pass to staff to show they have permission.
3.On return to the lesson the student must return the blue slip to the staff member and they can then collect their phone.
Senior staff will use toilet slips to monitor use of toilets in lessons, particularly to identify students regularly taking excessive time out of class without good reason, which is unacceptable.

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

As a member of the MGS community, all students are subject to school disciplinary procedures and must comply with and complete any sanction set as directed by the school, irrespective of whether student and / or parent / carer is in agreement with the school's decision.

All students are required to serve all break time callbacks or other sanctions/detentions where these have been set by staff.

Failure to serve a callback / 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 and treat them with respect.
- A system of recognitions, rewards and also sanctions
- Attitude to Learning marks for every student in every subject.
- Explicit teaching of what good behaviour/ The MGS Way looks like for all students, including a particular focus at KS3 through our Year 7/8 assembly programme.
- 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 may others.
- Communication and engagement with parents / carers.
- Staff training.

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, are doing consistently well 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 Attendance Commendation (Talaxy)	0	Recognition where students have met attendance expectation of 95%+ Issued Terms 2,4 and 6
R10 Commendation (Talaxy)	10	Commendation for students achieving 100% attendance. Issued Term 4 and 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 and around the school. 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. very good 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.
R10 Commendation	10	Significant / substantial and sustained academic performance in a subject area
R25 Commendation	25	Awarded termly by subject area for student / student book of the term.

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 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. being helpful to other students or staff
R5 Postcard (Talaxy)	5	House Team, Head of Keys Stage or EST - Recognising sustained or significant contributions to the school or wider 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.
R25 SLT Commendation (Talaxy)	25	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
R25 Commendation.	25	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 the student in the Year with the highest average grades.
		Awarded to students for outstanding performance in a subject area or for giving outstanding service or leadership.

R80 Special Award	80 & trophy	

Celebration of Achievements

It is important that we acknowledge and celebrate student contributions and achievements with the whole school community. Positive reinforcement 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; information may also be included in the Maidstonian Magazine.

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 and include information in the MGS newsletter.

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 using a common set of behaviour expectations, applying the MGS Code of Conduct, 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.

There is a staged behaviour and sanction system (Level 1-4) to support a consistent approach across the school. This can be found in **Appendix 5 and 6** and is broken down into four areas: Organisation, Punctuality, Uniform and Conduct. This structure is designed to help staff identify specific areas where students are not meeting expected standards so that appropriate interventions and / or sanctions can be put in place in a timely manner.

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.

In addition, it must be stressed that where students are not meeting school expectations, including in relation to behaviour, attendance . punctuality or in any other area, the school will look to limit or remove privileges such as participation in extra curricular activities, fixtures, training, trips, clubs or curriculum time events. This will include in instances of significant concerns and also persistent concerns. The school will decide and implement restrictions on a case by case basis. It is for the school to decide the level, nature and duration of these restrictions. The Headteacher's decision will be final.

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.

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.

All students in the school, including those with Additional and Special Educational Needs follow the MGS Code of Conduct Expectations and are subject to the MGS behaviour procedures and sanction system. 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 may consider whether any reasonable adjustments need to be made to a specific sanction in response to any disability the pupil may have. The school may also consider whether any additional support is needed, depending on the circumstances of each case.

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.

Misconduct by Students

The usual procedure (with variation where required) for lessons is laid out in **Appendix 5 and 6.**

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 and all personal devices away, 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 sign punctuality / appearance card for infringements 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 (unless immediate removal is required). Examples of these include:

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 – "Remember the One Voice rule" 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.

Staff may sign the punctuality / appearance card where students are late to lessons period 1-5; A Uniform Mark is issued in Talaxy if the issue cannot immediately be corrected, requiring an SLT 8.30 check in at Reception; Organisation Marks or callbacks / detentions are issued where there are occasional or higher level organisation concerns. The procedure and escalation processes for these are shown in **Appendix 5 and 6**

The key intention in lessons is to intervene at an early stage when there is unacceptable and / or persistent disruption to the learning environment. This is actioned through the Breaktime Callback, Formal Warning and Removal process which is laid out fully in **Appendix 7.**

Where staff issue a student with a "Formal Warning" there are only two possible outcomes- either the student complies and meets conduct expectations (with the application of breaktime callback if appropriate) OR the student will be removed from the lesson.

There are a range of interventions, sanctions and reports which may be applied in relation to one off and / or persistent concerns in lessons or in non lesson time.

These are laid out in **Appendix 5 and 6** with escalation processes and also include (but are not limited to) the following:

- Verbal reprimand, discussion, meeting with student
- Organisation Mark (low level / occasional organisational issue), staff sign punctuality / appearance card for low level uniform concerns or lateness to lessons.
- Break time call back (10 minutes at next day's break). Staff will direct the student to attend the next day's break session in the designated subject area/room and this takes precedence over other commitments. Failure to attend or late arrival after the callback pips will result in a same day Lunchtime Detention. We are mindful of still wanting to provide supervising staff and students with an opportunity for a convenience break and therefore the Breaktime Callback is for 10 minutes only in the 20 minute breaktime. Pips mark the start and end of the callback session. The Breaktime Callback system is a key aspect of the School's behaviour system – non attendance without reason will lead to a rapid escalation e.g. 2 hour detention or Individual Learning Day.
- Parental contact and involvement by relevant staff members.
- Pastoral lunchtime detention (20 minutes)
- Pastoral after school detention (20 minutes)
- Pastoral after school detention (40 minutes)
- Extended after school detention (2 hours / overseen by the extended leadership team)
- Report (for conduct, attendance, punctuality and /or organization – this will usually be reporting to a subject teacher/ Head of Department for subject concerns or to House Staff / SLT for cross curricular or wider concerns. Parents will be informed when students are placed on report. This is usually for a two week cycle to support positive improvement with daily checkins at 8.30 at reception with ESLT to monitor progress. Where report feedback is below the expected level or the student fails to meet report expectations in any other way an immediate 20 minute Lunchtime Detention will be issued. If there is a more significant concern staff may use higher level sanctions as deemed appropriate.
- Removal of one or more break / lunch times
- Removal from one or more lessons for individual learning
- One or more Individual Learning Days out of lesson- a supportive measure to support students to self regulate their behaviour. The duration will be decided by ESLT on a case by case basis. Teachers will provide work so that the time is used productively. Students are out of circulation at break / lunch time. Students are required to hand in their phone which will be locked away until the end of the day. Staff will organise access to the toilet and food/ drink during the day. Parents/carers will be informed where these are arranged.
- The school reserves the right not to permit students with significant conduct concerns to participate in MGS extra curricular involvement/ other school activities / trips / visits / any other event or occasion as deemed by the school etc. This will include in cases where there has been or potentially will be a significant concern in relation to health and safety, abuse of staff, any type of aggression towards staff / students, serious defiance or non compliance with staff instruction, previous or future risk of reputational harm to the school. The school will decide each case on an individual basis. The decision of the Headteacher is final. Where a trip/visit etc has been paid for by parents and the student's behaviour (or concerns as listed above) means they are no longer permitted to attend the parent will also be responsible for covering the full cost of the activity.
- Community Service as directed by the ESLT
- Removal from Trips and Visits
- Attend school on INSET Day e.g. to complete community service

- Pastoral Support Plan – a highly individualised plan agreed between ESLT and home and employed where students are at significant risk of further suspension or there are other significant concerns.
- Direction off Site and / or Managed Move to another school
- Transfer to Alternative provision or provision of online learning
- Other as judged appropriate by SLT
- Suspension
- Permanent Exclusion

Heads of Departments and members of ESLT may also arrange other detentions / interventions where required but must give notice to parents if this is to take place out of school hours.

Where detentions are scheduled to take place outside the school day students and parents/carers will usually be given 24 hours notice. There may occasionally be circumstances where it is appropriate to detain a student in an after school detention on the same day, in which case staff will make contact with the parent to inform them beforehand.

The usual method of notification to parents / carers about sanctions issued is via an automatically generated Talaxy alert. Students will be verbally informed of Breaktime Callbacks by staff and the school also issues a green reminder slip where possible on the morning of the callback. Students are responsible for ensuring they attend callbacks or any other detentions at the appointed time. School staff will follow up any non attenders and place them in a missed callback lunchtime detention on the same day so that the sanction is served swiftly. The Breaktime Callback system is a key aspect of the School's behaviour system – non attendance without reason will lead to a rapid escalation e.g. 2 hour detention or Individual Learning Day. For other pastoral lunchtime and afterschool detentions yellow reminder slips will be issued to students through the form folders.

Whole class detentions / holding a class back after school or calling a class back at break / lunch are not an appropriate sanction for staff to use, except in exceptional circumstances agreed by SLT e.g. if there is significant disruptive behaviour and it is not possible to identify the student/s responsible. The usual expectation is that students will read silently (not on devices) or complete private 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 or complete another activity as directed by supervising staff.

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, failure to comply with instruction or lying to staff.
- 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 – taking place in or out of school; on school or non school devices / platforms
- Significant phone / device / network / Teams misuse- in or out of school
- 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
- Recurring 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 on site.
- 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

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 student 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 or "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 1:1 email, 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- variations may apply depending on each case:

- 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, unless the matter can be immediately dealt with by the member of staff.

- 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; suspend the student's access to the school network; 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 personal 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 (usually 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 confidentially 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 further 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 our school or community police officers 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/DDSLs 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 makes 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:

  Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement

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.

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. If directed, students are required to hand over their phone or personal device to key staff for safekeeping when an investigation is taking place.

Searching, Screening and Confiscation

These will occur in line with the DfE's latest guidance:
https://assets.publishing.service.gov.uk/media/62d1643e8fa8f50bfbefa55c/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 confiscated and not returned to the student.

Banned items:

- Smart glasses (ie spectacles) of any type
- Laser pens
- Permanent markers
- Water guns
- Energy drinks
- Skateboards
- E-scooters
- Novel psychoactive substances (sometimes/ formerly known as "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. Where phones and devices are confiscated staff will follow the school's escalating response procedure. Other banned items should either be returned at the end of the lesson, passed to Reception to return at the end of the day, passed to SLT or returned to parents / carers following communication home if appropriate.
Typically such items will include:

- Mobile phones, smart watches, smart glasses, headphones, earphones, tablets, laptops, games consoles or any other internet enabled device
- 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 Restrictive Interventions, Reasonable Force, Restraint and Seclusion

This will occur in line with the DfE's most recent guidance:
Use of reasonable force in schools - GOV.UK

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. The terms we use in this policy are defined as follows. These definitions are based on the Department for Education's guidance on restrictive interventions

- **Restrictive interventions** are used to prevent, restrict or subdue movement of the body or part of the body. The term 'restrictive interventions' is used as the umbrella term to describe both physical and non-physical actions aimed to restrain pupils in different ways. Examples of restrictive interventions could include:
    - Supervised seclusion of a pupil in an area away from others, where the pupil is prevented from leaving for their own safety and/or the safety of others
    - Passive physical contact, such as a staff member blocking a pupil's path if they're running towards danger (like a busy road), or staff standing between pupils to prevent a fight
- **Reasonable force** refers to the broad range of actions used by staff that involve a degree of physical contact to restrain children, using no more force than is needed for the least amount of time, the application of which will depend on the circumstances. Examples of the use of reasonable force could include:
    - A staff member guiding a pupil to safety by the arm
    - Staff breaking up a fight between pupils
    - A staff member restraining a pupil to prevent injury to the pupil, or others
- **Restraint** is a form of non-disciplinary intervention which immobilises a pupil or limits their movement. This may or may not include direct physical contact. Examples could include:
    - A staff member holding a pupil's arms to their sides when the pupil is attempting to harm themselves or others
- **Seclusion** is a non-disciplinary intervention that keeps a pupil confined to a place away from others and prevents them from leaving, for the safety of that pupil and/or others. This could be through physical obstruction or by making the pupil believe that they will be punished if they leave. For example, putting a pupil into a 'holding' room until they calm down is a form of seclusion.
- **A significant incident** is any incident where the use of force goes beyond appropriate physical contact between a member of staff and a pupil. This includes when physical force is used to implement a non-physical restrictive intervention.

Appropriate physical contact with pupils

Maidstone Grammar School does not have a 'no contact' policy. We do not grant any requests by parents/carers or staff members not to use reasonable force and/or other restrictive interventions.

There are circumstances when it is appropriate for staff to have some physical contact with pupils which does not give rise to any question over the use of reasonable force or other restrictive interventions. Examples include:

- Providing first aid to a pupil
- Guiding or escorting a pupil through the school building
- Comforting a pupil who is upset
- Offering congratulations or praise, such as with a pat on the back or handshake
- To demonstrate how to use a musical instrument
- When demonstrating exercises or techniques during PE lessons or sports coaching

In assessing whether physical contact is appropriate in any given situation, staff should use their professional judgement, and have regard to:

- Our school's child protection and safeguarding policy
- The specific circumstances, such as whether there are other adults present
- Factors including, but not limited to:
  - The pupil's age
  - Any known vulnerabilities, including whether the pupil has special educational needs and/or disabilities (SEND)
  - Whether any alternative strategies that don't involve physical contact can be used

Seclusion

As defined above, seclusion is a non-disciplinary intervention that keeps a pupil confined to a place away from others and prevents them from leaving, for the safety of that pupil and/or others. This could be through physical obstruction or by making the pupil believe that they will be punished if they leave. For example, putting a pupil into a 'holding' room until they calm down is a form of seclusion.

We only use seclusion as a safety measure when a pupil is experiencing high levels of emotional or behavioural dysregulation. Seclusion is not used as a threat or punishment. Seclusion is not a disciplinary response to deliberate or wilful misbehaviour.

During seclusion:

- The pupil will be secluded in a safe place that, as far as reasonably possible, does not feel threatening or intimidating to them e.g in the Student Services Area, the Hub or in an office of a senior member of staff (accompanied by an appropriate member of staff)
- The pupil will be supervised at all times, by at least 1 member of staff
- As soon as the immediate risk of harm has reduced, the pupil will be allowed to leave if they wish to.

Any incident involving the use of seclusion will be recorded and reported in accordance with the procedures set out in this policy.

Acceptable uses of force

All our school staff have a legal power to use reasonable force in certain situations.

Staff can use reasonable force to prevent or stop a pupil from:

- Hurting themselves or others
- Committing a criminal offence
- Damaging property
- Causing disorder among pupils, in or out of lessons

While all staff have this power, some staff, especially those who work closely with pupils who might show challenging behaviour, are more likely to need to use it than others.

Any significant incident involving the use of force will be recorded and reported in accordance with the procedures set out in this policy.

Unacceptable uses of force

It is illegal to use force on a pupil for the purpose of punishment. We never use force as a sanction, threat or deterrent.

Our staff understand that any form of force or restraint carries a risk of physical and psychological harm, so we always avoid using these measures where possible.

The following uses of force are **never acceptable**:

- Staff using force for the purpose of punishment
- Staff restraining a pupil in a way that affects their airway, breathing or circulation, for example by covering their nose and/or mouth or applying pressure to their neck or abdomen
- Staff using force on the ground. If a pupil is unintentionally held on the ground, staff should release their hold or move into a safer position as quickly as possible
- Section 5 of this policy sets out the instances where staff may use reasonable force. Section 9 of this policy provides guidance for staff on what to consider before using it.

Using reasonable force to search pupils

The headteacher and any member of staff authorised by the headteacher have a statutory power to search a pupil or their belongings if they have reasonable grounds to suspect that the pupil may have a prohibited item (as listed in the DfE's searching, screening and confiscation guidance) or an item banned under our school rules.

They **can** use reasonable force to search for prohibited items (as listed in the DfE's searching, screening and confiscation guidance), such as knives, weapons, stolen items or illegal drugs. They **cannot** use reasonable force to search for items that are banned under our school rules only.

The decision to use reasonable force to carry out a search should be made carefully, on a case-by-case basis and taking into consideration the level of risk to pupils and staff.

Students with SEN

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 seclusion, restrictive interventions, restraint or reasonable force upon such students.

Recording incidents

When there has been any significant incident involving the use of seclusion, restrictive interventions, restraint or reasonable force upon a student this must be reported immediately to the DSL/DDSL. The MGS record form in **Appendix 8** must be completed and the incident must be reported to the student's parents/carers by the DSL or DDSL or a member of the SLT.

When reporting to parents/carers, we will have regard to data protection requirements when deciding what information to share. For example, we will not include any identifying details of any other pupil nor will parents be permitted to view CCTV footage.

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.
The school is not able to insist that students who damage items belonging to other students or their parents financially reimburse them for repair / replacement but can request this; nor will the school cover the costs in any such cases.

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

- 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 student 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 <u>Maidstone Grammar School Code of Conduct: Years 7-13 - overarching code and information by area</u>

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. Ensure ALL MGS laptops and personal devices (phones / headphones / earphones / smartwatch / laptop, tablet etc) are off and out of sight at all times (Sixth Form to follow MGS 6th form device rules for private study, free periods and lessons, where staff give permission).
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 out of sight at all times (MGS laptops and 6th form laptops / tablets permitted in lessons only and when authorised by staff only); 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 all phones, headphones, earphones and other devices are off and out of sight 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 all MGS laptops and personal phones, headphones, earphones and other devices are off and out of sight at all times (other than for 6th form in Common Room)
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 all MGS laptops and personal phones, headphones, earphones and other devices are off and out of sight at all times from 8am.

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 all MGS laptops and personal phones, headphones, earphones and other devices are off and out of sight at all times (other than 6th form private study / free periods if permitted by staff).
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. Ensure all MGS laptops and personal phones, headphones, earphones and other devices are off and out of sight at all times- these must not be used in the toilets.
5. 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
• 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.	• 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.
• GRADE 2 • The pupil often contributes to the lesson and is rarely off task. • The pupil is generally well-focussed 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.	• 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.
• 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.	• 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.
• 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.	• 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.

Appendix 4 MGS Ladder or Recognitions and Rewards

Reward and Recognition Flow Chart (including house point allocations)

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

Appendix 5 MGS Behaviour Procedures – overview
Please note that the escalation process for Phones / Devices is given on page 7 of this policy.

MGS PROCEDURES FOR BEHAVIOUR Adjustments will be made for students with SEN / AEN where appropriate				
Examples given are indicative only	**Organisation**	**Punctuality**	**Uniform**	**Conduct** All tutors/staff must check callback / detention reminders in registers and remind students during the day.
Level 1 – **All Staff** Staff MUST inform the student in person of actions taken.	Verbal reminder or Contact home + extension or ***Organisation Mark*** (Talaxy) for low level / occasional concerns e.g. missing pen or exercise book Occasional missed HW Lend equipment for lesson if possible House Team monitoring and interventions to support.	**P/A Card** (Year 7-11) (Punctuality/Attendance Card) – sign student card for lessons lateness Year 7-11 ***Punctuality Mark*** (Year 12-13) (Talaxy)- issue for lateness to 6th Form lesson time only. Unjustified lateness to lesson. NB AM / PM reg – Attendance team only oversee and action.	(**P/A Card** (Yr7-11) – if uniform issue can be corrected or item can be removed immediately OR **Uniform Mark + Uniform Reception SLT 8.30am Check** in Talaxy if item missing or cannot be removed (Yr7-13) Uniform slip issued by SLT where this has been logged to avoid repeat recording for the same concern.	**-All staff MUST follow MGS lesson routines.** **-All staff MUST use positive behaviour management techniques and verbal reminders in the first place.** Low level / occasional behaviour concerns disrupting the lesson e.g. talking out of turn, calling out, partial lack of work, low level inappropriate comment, low level phone concern +confiscate phone), interfering with other student's work / items. 1.First give verbal reminder / redirection, if possible 2. Issue Breaktime 10 minute Callback for next day break. Log at end of lesson making clear required break and faculty room (Rm105, 4 or 50). 3. If ongoing concerns move to Formal Warning: **""[Name] I am giving you a formal warning that you either need to meet expectations by.....or by stopping.....or you will be removed from the lesson".** **Once a Formal Warning is issued there are only two possible options – improved behaviour and Breaktime Callback stands OR Removal + other sanction (see below). There are no further formal warnings given.**
Level 2 – All Staff issue Staff MUST inform the student in person of actions taken.	***Organisation LTD 20*** or Departmental Detention (Talaxy) For higher level or persistent concerns e.g. no HW after extension, No HW – key task, Inability to participate in lesson due to equipment failure e.g. no PE kit HOD monitoring and intervention	5 signatures on P/A Card) trigger a LTD. Other sanctions in line with Behaviour or Attendance Policy.	5 signatures on P/A Card) trigger a LTD. AND / OR SLT Morning Callback- 8.30 at Reception Persistent concerns- SLT issue detention at Level 2+ and contact home	Persistent significant disruption-student has not responded to Level 1 interventions and Formal Warning **Or** One off serious concern that requires immediate removal without Formal Warning stage e.g. endangers health and safety (incl. throwing item), rudeness to staff, physicality, failure to follow staff instruction, sexist, discriminatory or other very inappropriate language, ongoing refusal to complete work or follow staff instructions, serious phone misuse (+confiscate phone) Remove the student to the designated removal room (faculty timetable) **OR** If no exit room available or incident is very serious use ***StaffCallforSupport@mgs.kent.sch.uk***: Staff will agree a response with the appropriate leader from the following: ***Removal + LTD (All staff)*** ***Removal + ASD 20 (HOD/ESLT)*** ***Removal + ASD 40 (HOD / ESLT)*** ***Removal + Level 3 / 4 sanction (ESLT)*** ***Removal + Individual Learning period/s (HOD/ESLT)*** ***Removal + Individual Learning day/s (ESLT)***

Level 3 – **HOD/HOH/HOKS/ SLT issue + oversee** Staff MUST inform the student / parent of actions taken.	***HOD communication Home + Subject report (1-2 weeks) and/or Removal of lesson and / or unstructured time until work complete.*** Persistent concerns and organisation marks issued or significant one off concern e.g. non submission of major assignment / draft NEA	5 signatures on P/A Card) trigger a LTD. Other sanctions in line with Behaviour or Attendance Policy including escalation and Level 3 sanctions and / or interventions as judged appropriate by staff. Attendance Team, HOH and CFC process monitor and action.	5 signatures on P/A Card) trigger a LTD. AND / OR SLT Morning Callback- 8.30 at Reception Persistent concerns- SLT issue detention at Level 2+ and contact home	**Concerns including:** Significant L2/3 conduct concerns – one off or persistent – in structured or unstructured time. Significant lateness to school or lessons Significant rudeness directed at staff or rudeness about staff or failure to comply with instruction. Significant inappropriate language including discriminatory racist, sexist, homophobic, transphobic, harmful sexual behaviour or language etc Significantly endangering health and safety Truancy Significant misconduct online / misuse of devices Significant cases of physicality Significant case of unacceptable conduct out of school / bringing the school into disrepute. Significant Bullying Persistent punctuality, uniform concerns Other significant conduct concerns as judged by the school	**Response including:** Discussion of appropriate sanctioning and intervention with HOD / Line Manager / ESLT (as appropriate) to be agreed on a case by case basis and may include one or more of the following: Detention-After School 20 Detention-After School 40 Detention-2 hour Removal of one or more break / lunch times MGS Report Removal from one or more periods for individual learning One or more Individual Learning Days out of lesson Removal of free periods / privileges in 6th Form Removal of MGS extra curricular involvement/ activities Community Service Other as judged appropriate by SLT
Level 4 – **HOD/HOH/HOKS/ SLT issue and oversee** Staff MUST inform the student / parent of actions taken.	***A Level 4 sanction and / or intervention*** Serious organisational concerns Or one off serious concern e.g Final coursework not submitted.	Automatic escalation. Level 4 sanctions and / or interventions Attendance Team, SSD, HOH and CFC process monitor and action.	Level 3/4 Response as appropriate	**Concerns including:** Serious L3/4 conduct concerns- Serious one off conduct concerns in structured or unstructured time including towards staff or other students Persistent Level 2+ conduct concerns Significant lateness to school or lessons Theft Abusive behaviour towards staff Serious cases of physicality, bullying or discriminatory behaviour. Sexual harassment, harmful sexual behaviour. Serious cases of inappropriate conduct online. Serious cases of inappropriate conduct while in school uniform but off site / bringing the school into disrepute. Malicious allegations Other serious conduct concerns	**Response including:** Discussion of appropriate sanctioning and intervention with HOD / Line Manager / SLT (as appropriate) to be agreed on a case by case basis and may include one or more of the following: Any Level 3 response as above Removal from lessons for individual learning Removal from unstructured time for a fixed period determined by SLT Removal from Trips, Visits, events, school extra curricular activities Attend school on INSET Day Suspension Permanent Exclusion Direction Off Site and / or Managed Move to another school Transfer to Alternative provision Other as judged appropriate by SLT

Appendix 6 Escalation Processes- overview

MGS ESCALATION These are guidelines for expected action but may need to be adjusted in some circumstances				
	Organisation	**Punctuality**	**Uniform**	**Conduct**
Level 1 – **All Staff**	***Organisation Mark*** (Talaxy) These are not dealt with via the sanction system. Monitored/ Escalation through pastoral team with Talaxy alerts and interventions to support organisation as follows: **5**=-Referral to Form Tutor for discussion + strategies **10**=-Form tutor initiates buddy support **15**=Referral to AHOH -strategies **20**=AHOH contact home for support **25**=Referral to HOH – strategies **30**=HOH contact home + House Report for organisation **35+** Individualised responses by HOH / HOKS	***Punctuality Mark*** (Talaxy) (for periods 1-5) Students make up unjustified minutes late to am/pm registration through the whole school detention system- see Attendance Policy for further details	P/A Card signature by staff (Year 7-11) ***Uniform Mark*** (Talaxy) + SLT Morning Callback – 8.30 next morning in reception (Year 7-13)	***Breaktime Callback (for lesson conduct only)*** *Issuing staff to direct to designated faculty area next day break– Rm 105, 4 or 50* Student serves 10 minute callback at next day break and completes reflection sheet. Start and end of callback session marked by pips. Students arriving late will not be admitted. Lateness / failure to attend without good reason leads to automatic same day LTD with further escalating sanctions for non attendance. **1-5 callbacks in a subject**- issuing staff contacts home if required. Student completes reflection. **6 callbacks in a subject**-HOD discuss with student and contact home + subject report 1 week or 3 lesson minimum. **7 callbacks in a subject**-HOD- individual learning period next lesson and contact home **8+** callbacks in a **subject**- HOD refer to Subject Line Manager to agree next steps
Level 2 **All Staff**	***Organisation LTD*** HODs to monitor with interventions as follows: **1-4** Organisation LTD- Issuing staff discuss with student / agree how work will be caught up; contact home if required. **5+** Organisation LTD-Issuing staff discuss with HOD who communicates with home + discuss with student	5 signatures on P/A Card trigger a LTD- Years 7-11 **6th Form Punctuality Marks:** Escalation of Punctuality Marks (lessons) **5** = Detention-Lunchtime 20 **10** = Detention-Lunchtime 20 (Alerts to tutors)	5 signatures on P/A Card trigger a LTD- Years 7-11 **SLT Uniform Callbacks:** **1-4**= Discuss with SLT at morning uniform check on each occasion **5**= Detention-Lunchtime 20 + SLT communication home	Head of Departments and ESLT to monitor ALL ***Removals*** and respond as follows: **1 removal in a subject**= issuing staff contacts home **2 removals in a subject** = issuing staff discusses with HOD who will see student and contact home + subject report-1 week or 3 lesson minimum. **3/4 removals in a subject**=HOD sees student, contacts home + individual learning period next lesson. **5 removals in a subject** = HOD discuss with Line Manager who meets with student + Line Manager contact home + 1-3 individual learning periods in subject
Level 3 – **HOD/HOH/ HOKS/ SLT oversee**	**6+** Organisation LTDs Or Significant one off organisational failure e.g. completion of draft coursework or NEA:	5 signatures on P/A Card trigger a LTD- Years 7-11 **6th Form Punctuality Marks:** **15**= Detention-After School 20	5 signatures on P/A Card trigger a LTD (Years 7-11) + other sanction or intervention at L2 or 3 for persistent concerns	House Teams to monitor persistent Level 2+ ***Removals* across subject areas** for conduct with escalation as follows:

	-Communication with home by HOD + discuss with student + subject report (1-2weeks) where appropriate with organisation focus. OR -Communication with home by HOD + discuss with student + removal of unstructured time or lesson time until completion of work to required standard as directed by HOD.	**20**=Detention After School 40 **25**= Detention 2 hour + House Team contact Home Staged alerts to tutor and AHOH/HOH.	**SLT Uniform Callbacks:** **6/7= *Detention-After School 20*** + SLT communication Home	**6/7 (across more than one subject)** = Discuss with student + communication with home + Detention-After School 20 and / or other L3 action as appropriate **8/9 (across more than one subject)**=Discuss with student + communication home + Detention After School 40 and / or other L3 action as appropriate **10**=Discuss with student + communication with home + Detention 2 hour and / or other L3 action as appropriate **11+**=Discussion with student + communication with home + Individual learning day/s + other L3/4 action as appropriate House teams will also monitor persistent conduct concerns/ sanctions outside of lessons and escalate to Level 3 / 4 as appropriate for sanctions and interventions.
Level 4 – HOD/HOH/ HOKS/ SLT oversee	**8+** Organisation LTDs OR Serious one off organisational failure e.g. completion of final coursework or NEA: Discussion on case by case basis with sanctions / interventions applied from: - Detention 2 hour -Removal of break / lunch times to complete work -Removal from one or more lessons until work is completed and caught up. -Other as judged appropriate by SLT	Attendance Team, HOH and CFC process monitor and action. **30+** HOH/HOKS/SLT Level 3 / 4 sanctions	5 signatures on P/A Card trigger a LTD (Years 7-11) + other sanction or intervention at L3 or 4 for persistent concerns. **SLT Uniform Callbacks** **8/9**= Detention After School 40 + SLT communication Home **10+** Further sanctioning as agreed on a case by case basis.	**12+** Discussion with student + communication/meeting with home + involvement of SLT + Level 4 sanctions on a case by case basis.

Appendix 7 – Class teacher flow diagram with routines and behavior management techniques, breaktime callback process and removal procedures

Maidstone Grammar School Classroom Procedures
Adjustments will be made for students with SEN / AEN where appropriate

All staff MUST follow the MGS lesson / Form Time Routines as listed in the Behaviour Policy

All staff MUST deploy a range of positive Behaviour Management Techniques in all classes / ~~form~~ time to minimise the likelihood of poor conduct and de-escalate if a concern arises as listed in Behaviour Policy

Punctuality
Unjustified lateness to lesson

(Level 1) Sign **P/A Card** for Yr7-13 lessons ONLY
Attendance staff oversee am/pm reg concerns and follow up.

Uniform / Dress Code
Incorrect or missing item

(Level 1) Sign **P/A Card** for Yr7-~~13~~ if it can be corrected or item can be removed immediately
OR
Sign P/A card and issue Uniform Mark + Uniform Reception SLT 8.30am Check in ~~Talaxy~~ if item missing or cannot be removed (Yr7-13)

Organisation (Level 1)
Low level / occasional concern
e.g. missing pen or exercise book, occasional missed HW

(Level 1) Verbal reminder or contact home + extension OR
Organisation Mark (Optional)

Organisation (Level 2)
Higher level or Persistent concerns
e.g. No HW after extension;
No HW – key task
Unable to participate in lesson / activity due to equipment failure e.g. no PE kit

(Level 2) **Organisation LTD**

Conduct (Level 1)
Low level / occasional behaviour disrupting the lesson
e.g. talking out of turn, calling out, partial lack of work, low level inappropriate comment, interfering with other student's work / items.

(Level 1) **Breaktime Conduct Callback**-all staff
1.First give verbal reminder / redirection, if possible
2. Issue Breaktime ~~10 minute~~ Callback for next day break. Log at **end** of lesson making clear required break and faculty room (105,4 or 50).
3. If ongoing concerns move to Formal Warning:
""[Name] I am giving you a formal warning that you either need to meet expectations by.....or by stopping.....or you will be removed from the lesson".

Once a Formal Warning is issued there are only two possible options – improved behaviour and Breaktime Callback stands OR Removal + response (see below) logged instead of breaktime callback. There are no further formal warnings given.

Conduct (Level 2)
Persistent significant disruption-student has not responded to Level 1conduct interventions and Formal Warning
Or
One off serious concern that requires immediate removal without Formal Warning stage
e.g. endangers health and safety (incl. throwing item), rudeness to staff, physicality,
sexist, discriminatory or other very inappropriate language, ongoing refusal to complete work, failure to follow staff instructions, phone / device misuse (+confiscate phone)

(Level 2) **Conduct Removal**
Remove the student to the departmental removal room
Or
If the removal room is not available or the incident is very serious use ~~StaffCallforSupport~~ email.

Staff will agree a response with the appropriate leader from the following:
Removal + LTD - All staff
Removal + ASD 20 -HOD/ESLT
Removal + ASD 40-HOD / ESLT
Removal + Level 3 / 4 sanction-ESLT
Removal + Individual Learning period/s-HOD/ESLT
Removal + Individual Learning Day/s-ESLT

See Appendix 6 for escalation

MGS Response to Devices:

Personal phones / headphones / earpods / smartwatches / smart glasses / laptops, tablets or any other device with internet connectivity

If seen, heard or used at any time after 8am and contrary to the school rules the procedures is as follows:

EITHER

Phone / any personal device (other than headphones/earpods) OFF but seen by staff:

- **Staff will check that it is off. If confirmed off and accidentally seen – a reminder issued and student puts it away immediately.**

OR

Phone /any personal device ON – including on, seen, heard or used in ANY way contrary to the school rules (incl to check Time / Teams / Timetable / message / call / or for any other reason)

- **Immediate confiscation or Use Staff Callforsupport if in lesson/form. Device removed and handed to Headteacher's Office and MGS device sanction escalation process followed.**

NB: Where students are wearing headphones / earpods contrary to the school rules staff will assume that these are or have been connected to a phone / device contrary to school rules and so they will be confiscated immediately and the MGS device sanction escalation process followed.

Appendix 8 Maidstone Grammar School Record of Use of Seclusion/ Restrictive Interventions/ Restraint/ Reasonable Force

MGS Record of Incident 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 an intervention might be used.
Reason for using intervention and description of intervention used.
The effect of the use of intervention 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.
Other information
Name of person completing form:
Date

Appendix 9

Extra-curricular Participation

At MGS we encourage all students to participate in extra-curricular activities, however participation is a privilege, not an entitlement.

Tier	Definition	Typical Access
Tier 1: Full Access	Meets expectations or concerns are low-level/managed	All activities (fixtures, trips, clubs, CCF, PA) including curriculum time events.
Tier 2: Restricted Participation	Concerns present: behaviour, attendance, punctuality or AtL, but not red-line	Training/rehearsals allowed; no representation / reduced high-profile activity / no curriculum time events.
Tier 3: Exclusion	Significant Behaviour concern or active sanction (e.g. current suspension)	No participation of any type for a designated period of time decided by the school and / or during sanction period

Student participation in extra-curricular activities sits within a tiered framework to support participation.

Please note Tier 3 action may also be taken where there are persistent concerns. The school will decide and implement restrictions on a case by case basis. It is for the school to decide the level, nature and duration of these.