

MAYFIELD GRAMMAR SCHOOL
GRAVESEND

BEHAVIOUR POLICY

Approved by:
Last reviewed on:
Next review due by:

January 2022
September 2022

Date: September 2021

Behaviour Policy

1. Introduction

The purpose of this policy is to instil in our students a sense of belonging and to develop their personal qualities of courtesy, integrity, hard work and respect for others, whilst upholding the values and ethos of our school.

Mayfield Grammar School is committed to:

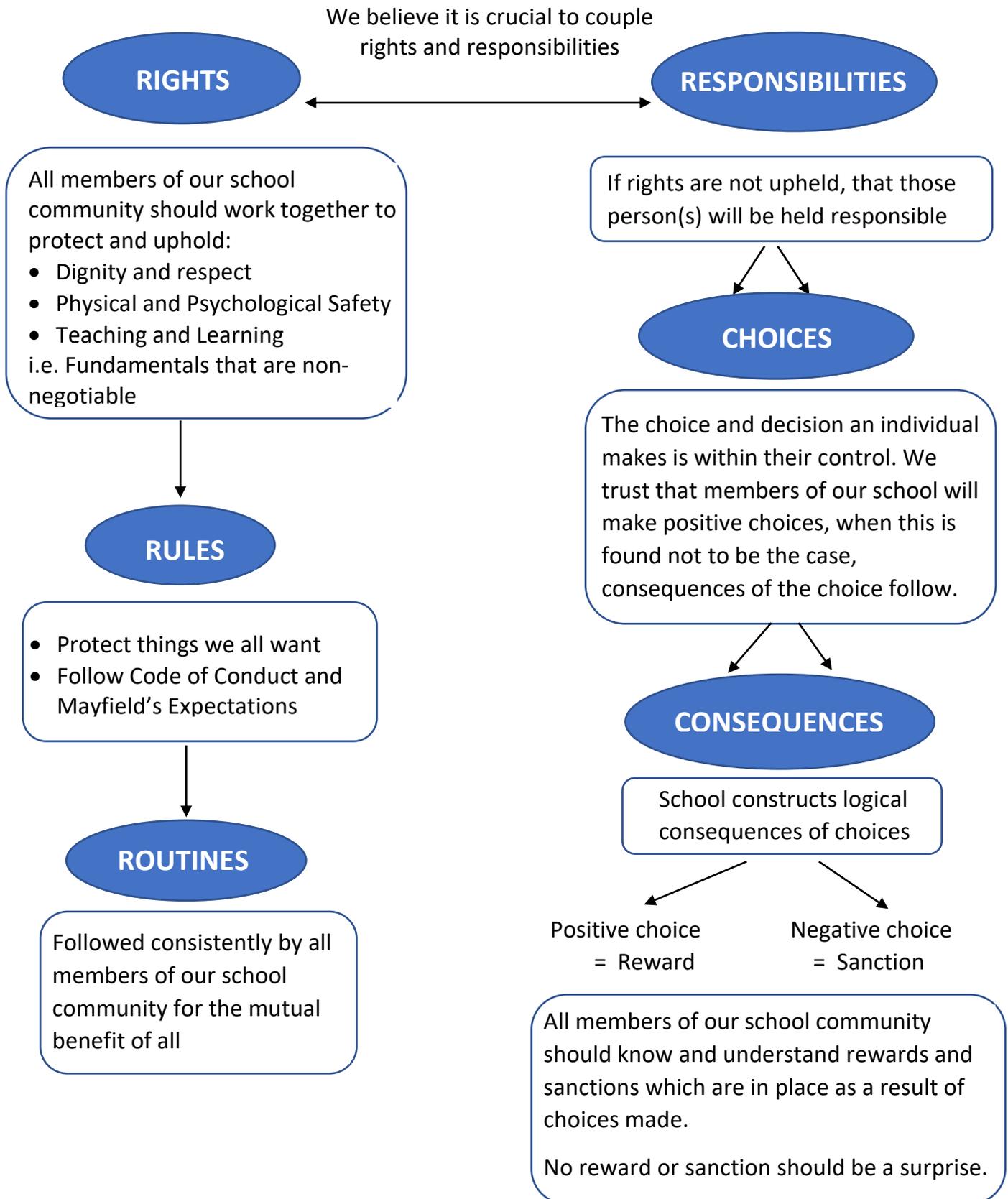
- Ensuring all our students have the opportunity to learn and prosper.
- Ensuring our school is a calm, caring and safe environment conducive to learning.
- Encouraging all students to make a positive contribution to the life of the school and to the wider community.
- Supporting students to develop skills to behave responsibly.
- Supporting and encouraging students to develop a sense of trust, respect and tolerance for others, upholding the values of our school.

To achieve this students follow our Code of Conduct (which can be seen in full in appendix 1). The following points outline the ethos and purpose of our code of conduct.

- If I am positive and act responsibly with consideration, I can expect to be praised and rewarded.
- If I choose to behave in a way that falls below the school's high standards and expectations, whether in school, outside of school or online, I must accept the consequences of my actions.
- To ensure an orderly community with mutual respect: Being part of a caring community means that I must always be reasonable and treat others and their property, as well as school property, as you yourself would want to be treated.
- To create the conditions for effective learning: It is every student's right to be able to learn effectively in every lesson without undue and unreasonable distraction from others.
- To have due regard to the Health & Safety of yourself, your fellow students and all members of the school community.

2. The 4 R's Framework

The purpose of this framework is to establish a clear and fair process that empowers the students through choice and responsibility and to provide a common language of support.



We believe that sanctions only limit behaviour; rewards, praise, recognition and acknowledgement change behaviour.

3. Responsibility for behaviour

All staff are responsible for upholding the school's Code of Conduct to ensure that all students have the opportunity to learn and prosper in a calm, caring and safe environment conducive to learning. Under the leadership of the Headteacher and Senior Team, teachers and others are entrusted to manage student behaviour for the mutual benefit and success of all members of the school community.

In the majority of cases:

- Concerns regarding student wellbeing should be directed to the Form Tutor and for more serious problems to the Learning Leader.
- Academic concerns should be directed to the subject teacher in the first instance and then to the relevant Curriculum Leader.

4. Rewards and Celebrating Achievement

The school believes it is important to encourage and praise positive conduct across all areas of school life by rewarding and celebrating academic success and positive behaviour. The following are examples of ways this is rewarded and celebrated:

- Achievement Points (logged via Edulink)
- Targeted verbal praise.
- Note in planners.
- Parents' Evening feedback.
- Letters home
- Post cards.
- Certificates.
- Awarding of House Colours
- Via Learning Leader Newsletter.
- Via School Bulletin/end of year review
- Awards at Presentation Evenings.

Achievement points are awarded at the discretion of school staff for a wide range of subject successes, for example, High Achievement, Excellent Progress, Sustained Improvement, Sustained Effort, Excellent Punctuality, etc. Mayfield Grammar School operates a House System comprising of several houses (Atholl, Chadwick, Darnley, Lynton, Penfold, Reekie and Westbrook). Achievement points accumulate across the academic year and contribute towards the Wood Cup. Community points are awarded to students for service to the school and contribute towards the Wills Cup. Sports points are awarded by the PE Department and contribute towards the Atalanta Cup. At the end of the Academic Year, the individual scores for each Cup are added and will contribute towards the Aster Trophy. The Aster Trophy is awarded to the house with the highest points contributions at the end of each academic year.

When a student reaches a milestone in their points total, a certificate will be presented by their Head of House. Certificates are awarded for the following Points Totals:

No. of Achievement Points	Certificate
15	Bronze
30	Silver
50	Gold
75	Platinum
100	Diamond

Parents/carers can see their child's total achievement points via Edulink.

House Colours will be awarded to those students who have excelled in a specific area of school life at the end of each academic year.

Upper School students (Years 9-11) may use their positive points to request a privilege pass. A privilege pass can be requested following the award of a certificate, as outlined in the table above.

5. Behaviours of concern

The school expects and trusts its students to act responsibly and with consideration at all times for the mutual benefit of all members of our school community. The following are examples of behaviours which would be of concern to the school (this is not an exhaustive list) and when observed or brought to the school's attention will be investigated and sanctioned as appropriate as outlined in section 6. Students will be offered support appropriate to and in line with the nature and level of the concern.

- Work related issues
- Organisation issues
- Behaviour which falls below our Code of Conduct and Mayfield's Expectations
- Truancy
- Punctuality
- Incorrect uniform
- Inappropriate language
- Discriminatory language
- Damage to property
- Verbal aggression
- Physical aggression
- Inappropriate use of social media
- Repeated or serious misuse of social media
- Theft
- Alcohol
- Tobacco and e-cigarettes
- Illicit substances, including legal highs, illegal and controlled drugs
- Knives or weapons
- Bullying
- Peer-on-peer abuse

a) Peer-on-peer abuse:

Children can abuse other children. This is most likely to include, but may not be limited to:

- Bullying (including cyberbullying, prejudiced based bullying and discriminatory bullying).
- Abuse within intimate partner relationships.
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm.
- Sexual violence, such as rape, assault by penetration and sexual assault.
- Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse.
- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually or to engage in sexual activity with a third party.
- Upskirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm;
- Consensual or non-consensual sharing of nudes (also known as youth produced sexual imagery or sexting).
- Initiation/hazing type violence and rituals.

b) Bullying:

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Homophobic and transphobic	Homophobic taunts, graffiti, gestures Transphobic taunts, graffiti, gestures
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

c) Sexual violence and sexual harassment:

These can occur between two children of any age and sex, it can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and face-to-face (both physical and verbally) and are never acceptable. Any victims will be taken seriously and will be supported and kept safe. Evidence shows girls, children with SEND and LGBT children are at greater risk.

Sexual violence offences, under the Sexual Offences Act 2003, are rape, assault by penetration, sexual assault (including kissing without consent or intentionally touching someone's bottom/breasts/genitalia without consent) and causing someone to engage in sexual activity without consent.

Sexual harassment is unwanted conduct of a sexual nature and is likely to violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment. Sexual harassment can include sexual comments, sexual jokes or taunting, physical behaviours (such as deliberately brushing against someone) and online sexual harassment (consensual and non-consensual sharing of nude and semi-nude images and/or videos).

6. Processes and sanctions

i) Behaviour points on Edulink

There are three types of negative behaviour points, these are labelled as (Notification), (Academic) and (Behaviour).

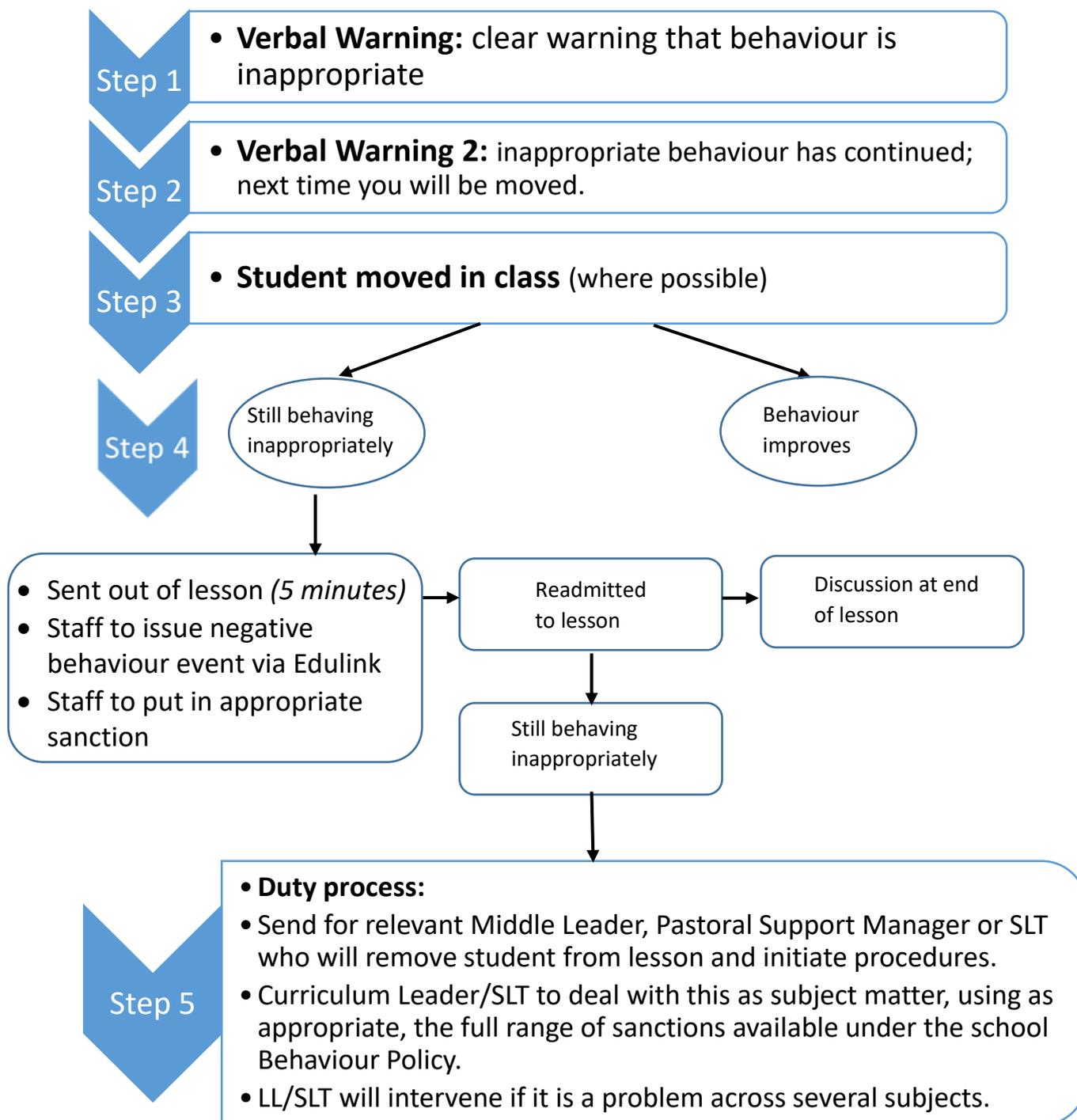
(Notification) points are for information, they do not lead directly towards a detention, they are to alert you to something which can be easily corrected, such as lateness to school, uniform infringements or chewing gum. If a student receives 3 (Notification) points for the same issue over two consecutive terms, this will become a (Behaviour) point.

(Academic) points are related directly to a subject matter such as incorrect equipment or incomplete homework. These will lead to Academic detentions, see section x) detentions.

(Behaviour) points are related to incidents which are either outside of lesson time or are directly related to a student's poor choice regarding their behaviour, such as rudeness to staff or not following direct instructions. Five (Behaviour) points result in a behaviour detention, see section x) detentions.

ii) Behaviour for learning

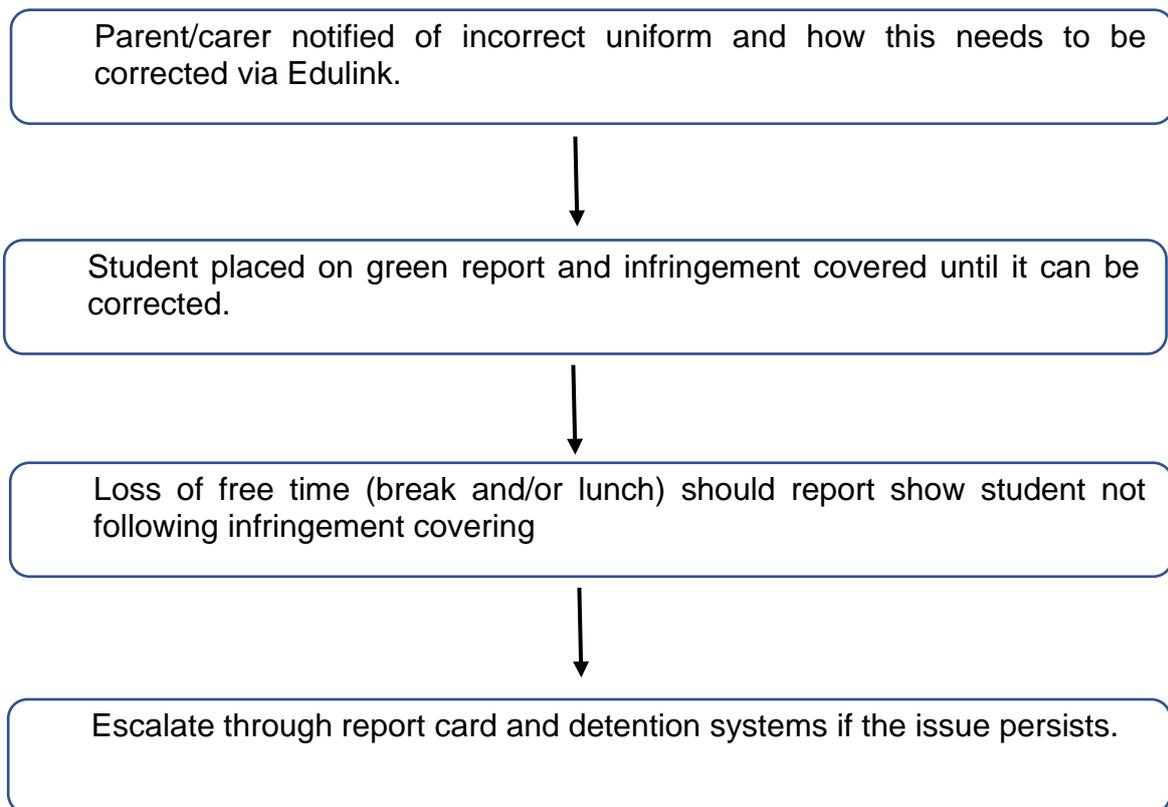
We expect all our students to follow our Code of Conduct and uphold Mayfield's Expectations for the mutual benefit of all members of our community. In lessons where this is found not to be the case the following will be followed.



Extreme behaviours of concern, e.g. aggression to students/staff, extreme rudeness, total refusal to do as requested will result in steps being missed by teacher going straight to Step 5.

Persistent low level disruption which achieves Step 2 on two close occasions should result in a last warning before automatically reaching Step 4 or 5 on the next occasion.

iii) Uniform Infringement

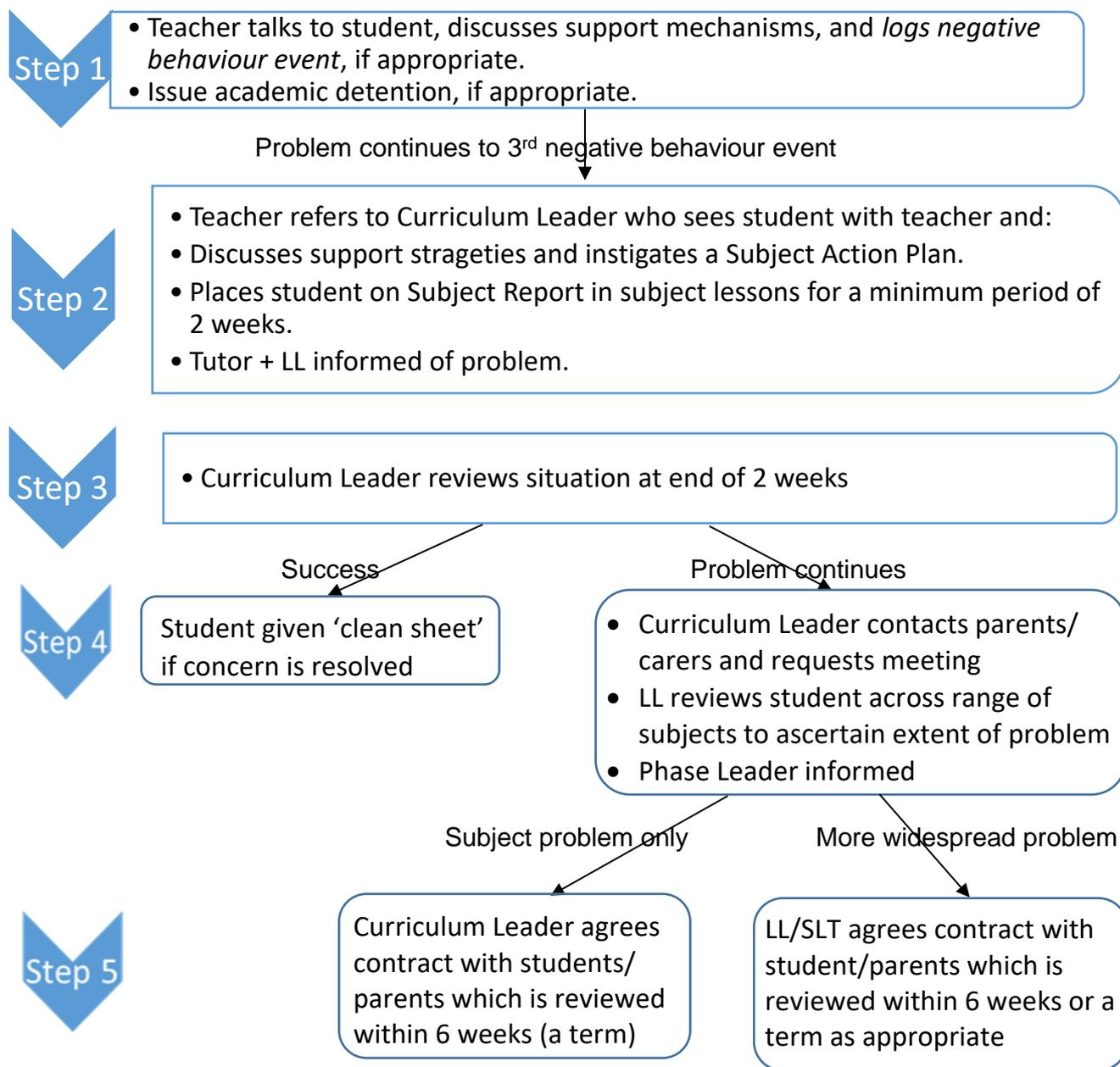


Where appropriate items will be confiscated e.g. jewellery, hair accessories.

Item confiscated for one week, on first occasion, until the end of term, on second occasion, and until a parent/carer collects on any subsequent occasions.

iv) Work related offences

Issues include: persistent poor quality work, homework not completed or not handed in on time, persistent failure to bring books etc to lesson, truancy of lesson, persistent low level disruption (step 3 on behaviour offences); this list is not exhaustive.



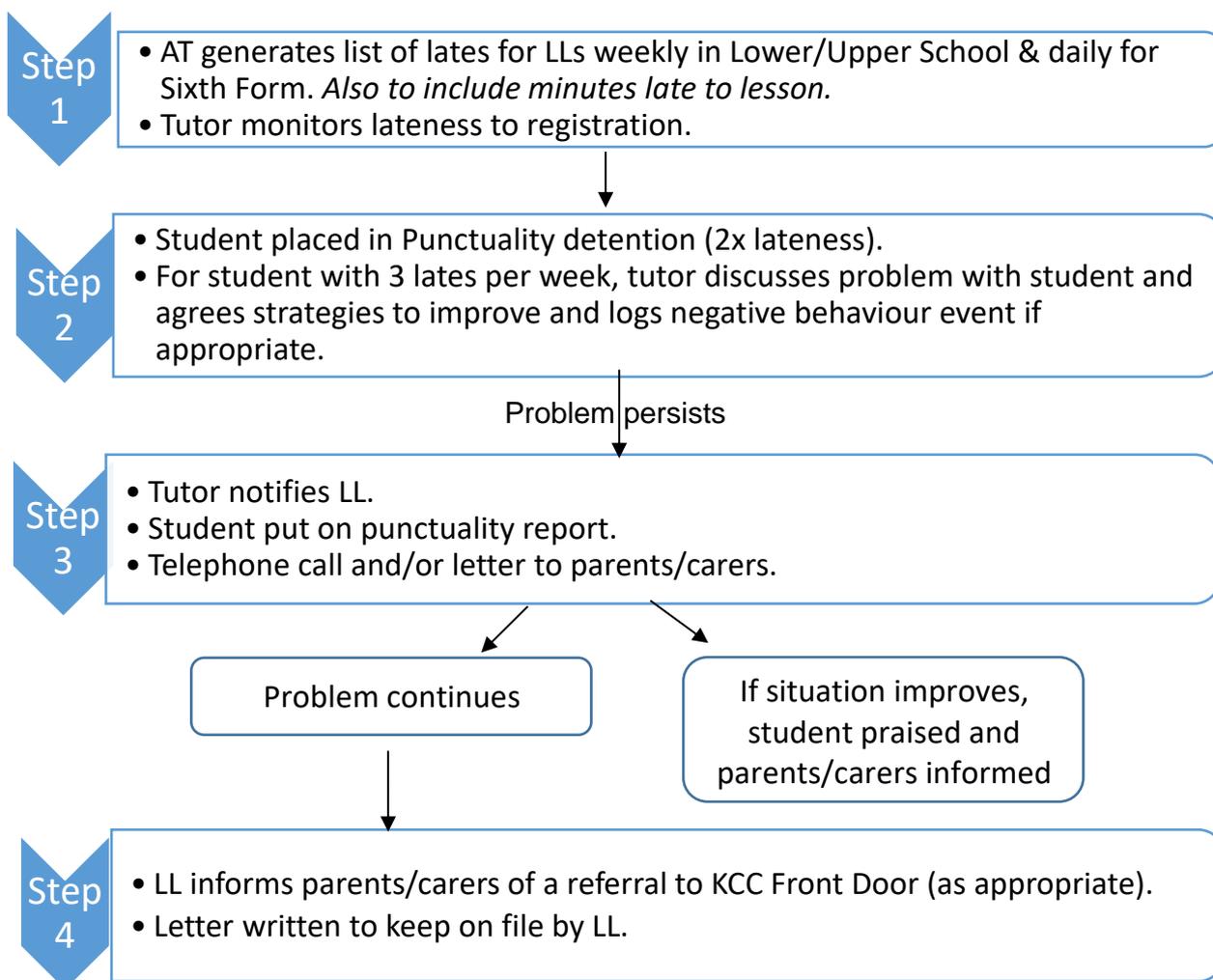
In the event of continued problems, SLT/Headteacher will be involved with meeting with parents to discuss student's future in school.

After any formal review, involving parent/carer contact, a letter or email must go home to parents/carers, informing them of the outcome and next steps.

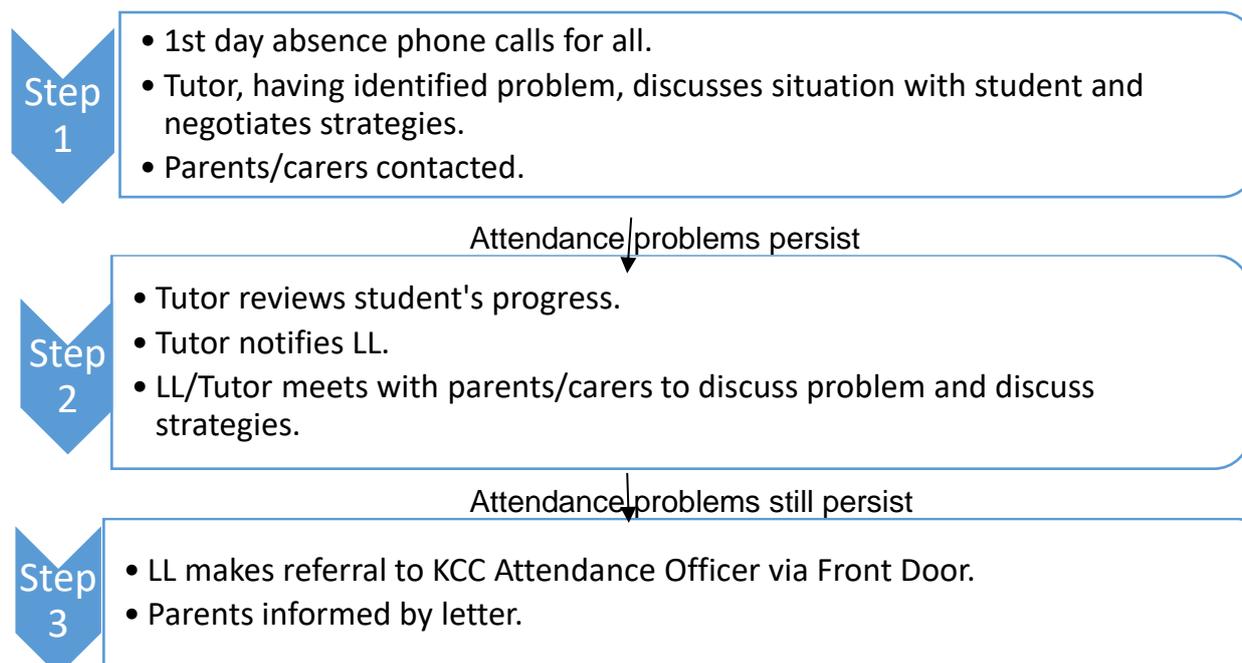
Accurate notes must be kept, emails printed for student file.

v) **Attendance and punctuality concerns**

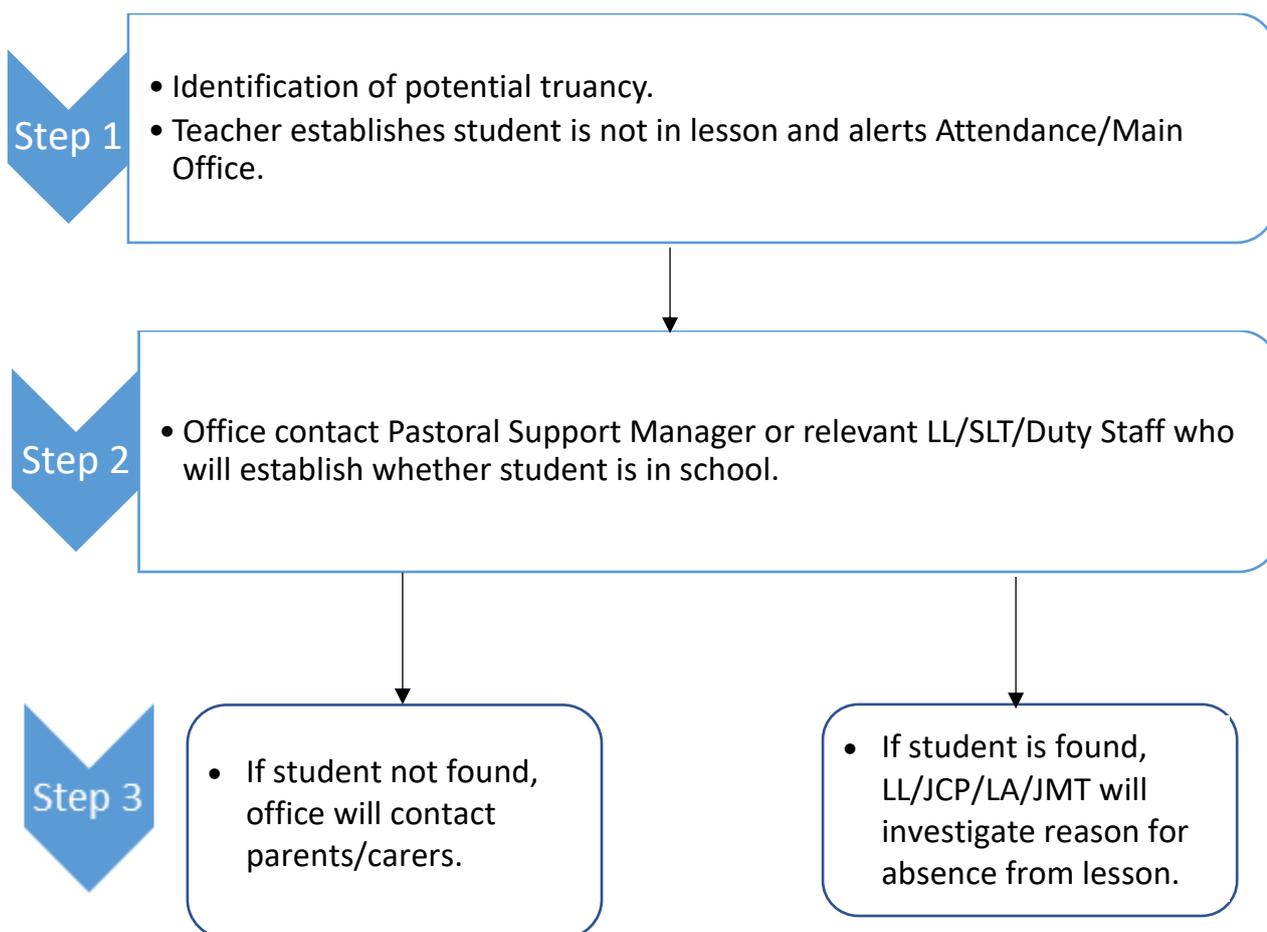
a) Punctuality



b) Attendance



vi) Truancy



If found to be truancy student will:

- be placed on attendance report
- make up work missed in Truancy detention.

The Deputy Headteacher and Headteacher are kept informed at each stage and/or may direct the process as required.

vii) **Less serious behaviour offences**

Step 1

Any member of staff should deal with the offence as observed and *log a negative behaviour event*, as appropriate.

Litter/form room mess infringement:	extra litter duty/locked out
Removable silly graffiti:	loss of lunchtime to clean desks
Chewing gum:	confiscated and non-returnable, loss of lunchtime to clean desks
Possession of Tippex:	confiscated and non-returnable
Dining room offences:	loss of lunchtime for cleaning up dining rooms
Back chat/thoughtless rudeness:	<i>log a negative behaviour event</i> + face-to-face apology
Mobile phone:	confiscation for 4 days (to be handed in to school office during this period or parent may confirm mobile phone is at home)

Persistent offenders on any of these = negative behaviour event per offence after official warning

Step 2

- Loss of free time.
- Five (behaviour) points will result in a behaviour detention.
- LL will discuss with student and agree a way forward.
- Student put on appropriate report.
- Student to be given appropriate community work to do.

Step 3

- Student receives positive feedback and taken off action

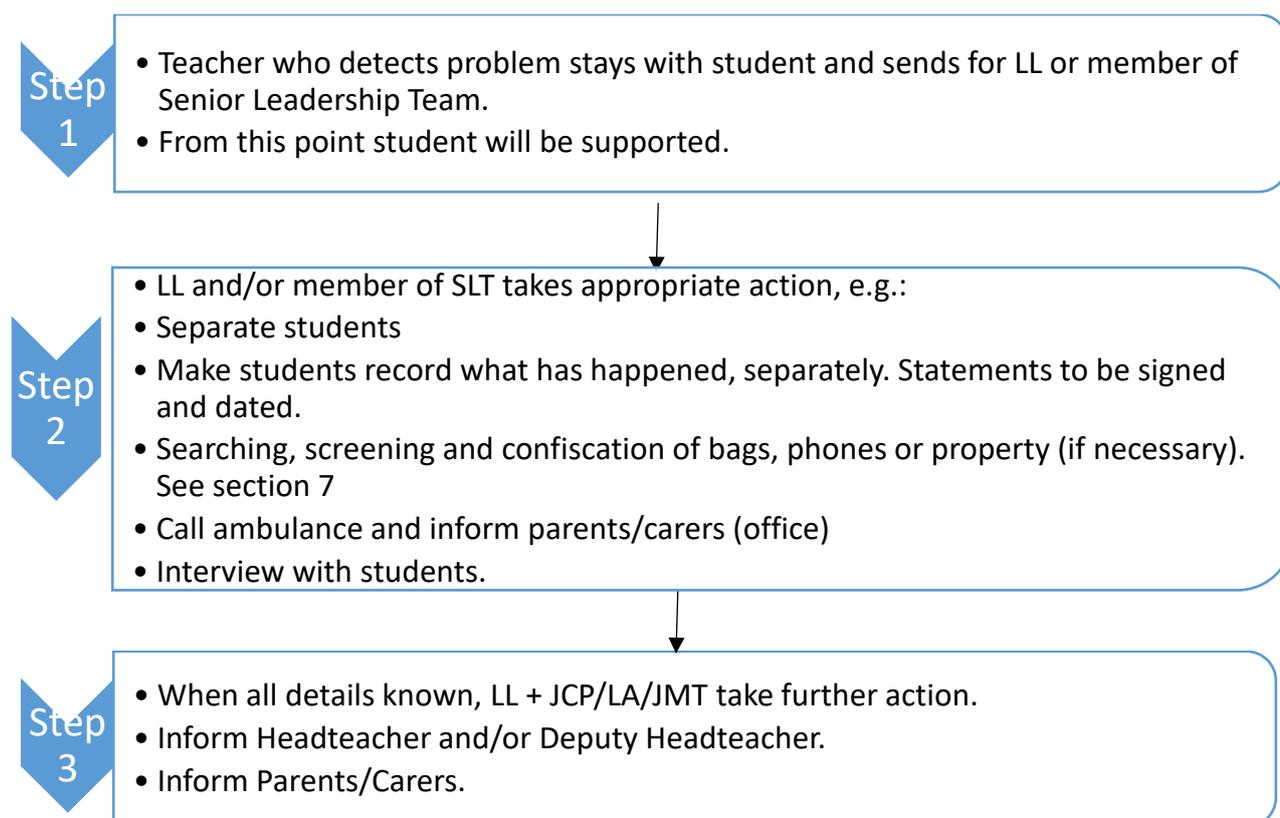
- Student continues to behave inappropriately
- Automatic after-school detention
- Parents called in
- Student put on contract – to be reviewed in half a term
- Parents to be informed of outcome. Referral to Headteacher if no improvement

viii) Serious behaviour offences

Problems include:

- Inappropriate online behaviour
- Smoking/drugs/alcohol
- Vandalism
- Assault
- Theft
- Carrying of weapons
- Unruly behaviour, including inappropriate language, in or outside lessons
- Unruly behaviour which brings school into disrepute in community
- Going off-site without permission during school day

This list is not exhaustive.



Further action may include:

- Loss of free time
- Report
- Student placed on behaviour contract
- Senior Leader or SLT detention
- Internal exclusion
- Invite parents/carers to take student home for cooling-off period
- Initiate suspension procedure (Headteacher)
- Initiate exclusion procedure (Headteacher)
- Call Police or other relevant services.

- N.B.**
- When a student is sent home, plans must be made to reintegrate them.
 - Headteacher, with appropriate members of the Senior Leadership Team, LL to finalise these as part of this procedure.
 - School Drugs Policy details procedures for drug incidents.

ix) Use of Mobile Phones and other electrical devices

For Years 7 – 11 mobile phones and any other electrical devices should be switched off and out of sight from arrival onto school premises until leaving school premises and for movement between sites during the school day. They may only be used with specific instructions from a member of staff. Any mobile phone or other electrical device seen during the school day will be confiscated, students will then be required to hand this in for 4 days. Repeat offenders will face further sanctions (see detentions below).

Students in Years 12 and 13 may use their mobile phones in the sixth form common rooms or in a lesson with permission from the member of staff, otherwise they will face the same sanctions as the younger students.

x) Detentions

Parents/carers will be notified, wherever possible, 24 hours in advance of a detention via Edulink. Depending on the severity of the sanction the following detentions can apply.

Detention	Length and time	Generally issued for
Academic detention	30 minutes Lunchtime	<ul style="list-style-type: none"> Poor organisation Unsatisfactory work Incomplete work
	up to 1 hour Friday afternoon (between 2.30 – 3.30pm)	
Punctuality detention	2x late to school or lesson/s Lunchtime	<ul style="list-style-type: none"> Late to school Late to lessons
	2x late to school or lesson/s Friday afternoon (between 2.25 – 3.25pm)	
Mobile phone detention	30 minutes Lunchtime	<ul style="list-style-type: none"> Repeat offence or continuous breaking of mobile phone policy
	up to 1 hour Friday afternoon (between 2.30 – 3.30pm)	
Truancy detention	2x lesson/s missed Wednesday or Friday	<ul style="list-style-type: none"> Deliberate missing of a lesson or lessons
Behaviour detention	1 hour detention Wednesday (3.30-4.30pm)	<ul style="list-style-type: none"> Accumulation of 5 negative behaviour points Exited from a lesson (following an investigation) Malpractice in an examination or assessment (following an investigation)
Senior Leader detention (SLT, CL, LL)	2 hour detention Friday (2.30 – 4.30pm)	<ul style="list-style-type: none"> Serious issues Accumulation of 20 negative behaviour points (every subsequent 5 negative behaviour points will result in this 2 hour detention) Escalated concerns
SLT detention	3 hours Saturday morning (9.00am-12.00pm)	<ul style="list-style-type: none"> Serious issues Very serious issues Escalated concerns

Reports and behaviour contracts will be used to follow up on repeated offences and the severity of the detention may be increased.

xi) Reports

Reports are used to monitor a student where there is a concern regarding, for example, attendance, punctuality, behaviour, organisation, etc. Both positive and negative comments can be recorded. The report will be checked by a member of staff at certain points throughout the day, depending on the report, and parents/carers will be asked to sign the report each evening.

Report type	Checked by
Green report	Form Tutor or Subject Leader at lunch time each day, minimum of 2 weeks, can be escalated to a yellow report.
Yellow report	Learning Leader or Faculty Leader at break and lunch time each day, minimum of 2 weeks. Can be deescalated to a green report or escalated to a red report.
Red report	A member of the Senior Leadership Team before school, at break and lunch time, minimum of 2 weeks and will be deescalated to a yellow report.

xii) Behaviour contracts and learning contracts

Where behaviour concerns persist, parents will be asked to attend a meeting to discuss these concerns. A behaviour or learning contract will be agreed, which outline the agreed expectations needed to improve the behaviour concern.

xiii) Malpractice in an Internal Assessment

The Curriculum Leader will investigate any alleged case of malpractice. In instances where a case of malpractice is identified following the investigation, the student will be given zero marks for that assessment and will be required to attend a detention where they may be required to sit another assessment. The relevant Learning Leader and members of SLT (phase leader and AHT APA) will be made aware.

Malpractice in an external assessment or examination – the Examination Board regulations will be strictly adhered to.

xiv) Isolations

Students may be removed from lessons and/or free time in the following situations (this is not an exhaustive list):

- Whilst an investigation is taking place.
- When a uniform infringement is not correctly covered up/rectified.
- When removed from lessons via step 5 of i) Behaviour for Learning.
- Unpleasant behaviour towards other students.
- Inappropriate online/social media behaviour.
- Bringing the school into disrepute.

- Inappropriate language or rudeness to staff.
- Accumulation of negative behaviour points (subject specific).

While a student is in isolation:

- Their mobile phone will be confiscated until the end of the isolation period.
- Work will be collected for students to complete
- They will not be allowed to communicate with their peers.
- They will be escorted to comfort breaks and the canteen if they need to purchase food and drinks.

xv) Lunchtime parental supervision offsite

For those students whose behaviour at lunchtime is very disruptive, parents/carers may be required to supervise their child offsite for the duration of the lunchtime period.

xvi) Exclusions and Suspensions

Only the Headteacher can suspend or exclude a student from school. A decision to suspend or exclude a student will be taken only:

- following a thorough investigation of the offence;
- in response to serious breaches of the school's discipline policy; and
- if allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school.

a) Suspension

In the case of suspensions, the Headteacher may suspend a student for up to 45 days in any one school year. A suspension may be given for:

- Repeated or serious bullying of a member of the school community.
- Offensive behaviour towards a member of staff.
- Defiance.
- Repeated or serious misuse of social media.
- Repeated or serious use of unacceptable language, including discriminatory language.
- Behaviour that would bring the school into disrepute.
- Repeated unacceptable behaviour following internal isolation.
- Unacceptable behaviour during an internal isolation.
- Physical, aggressive contact.
- Alcohol.
- Knives and weapons.
- Pornographic images.
- Illegal drugs etc.
- Setting off the fire alarm deliberately.

b) Permanent Exclusions

Permanent exclusions will normally be used only as a last resort when a range of other strategies has been exhausted.

In exceptional circumstances, the Headteacher might consider it appropriate to permanently exclude a student for a first or one-off offence. Such circumstances might include:

- Where there has been serious actual or threatened violence against another student or member of staff;
- Sexual misconduct;
- Supplying an illegal drug or harmful substance.
- Carrying an offensive weapon.

Parents/carers have the right to make their case about the exclusion of their child to the governing body.

For suspensions, unless the exclusion takes a pupil's total number of school days of suspension past five in that term, the governing body must consider any case made by parents and may place a copy of their findings on the pupil's school record, but it cannot make the school reinstate the pupil and is not required to meet the parents.

Parents/carers may wish to make representations by contacting the Headteacher's PA who acts as Clerk to the Governors.

If parents/carers feel a suspension or exclusion relates to a disability their child has, and they think disability discrimination has occurred, they have the right to appeal, and/or make a claim, to the First Tier Tribunal, information and advice regarding this can be found at <https://www.autism.org.uk/advice-and-guidance/topics/education/exclusions/exclusion-england/appealing-an-exclusion>

For all permanent exclusions, the governing body must consider, within 15 school days of being told about the exclusion, whether the excluded pupil should be reinstated. This is the same for suspensions where the pupil will miss more than 15 days in one term, or will miss a public examination (e.g. a GCSE).

For a suspension that brings a pupil's total excluded days to more than five but under 15 days the governing body must consider reinstatement within 50 school days if the parent/carer requests this.

If the governing body decides not to reinstate the pupil who has been permanently excluded, parents/carers can request an independent review panel to review the governing body's decision.

A link to the statutory guidance on exclusions
<https://www.gov.uk/government/publications/school-exclusion>

Links to sources of impartial advice for parents:
Coram Children's Legal Centre www.childrenslegalcentre.com
ACE Education <https://www.ace-ed.org.uk/> and their advice line service on 3000 142 (Monday to Wednesday from 10 am to 1 pm during term time)

7. Searching and confiscation

i) Searching

The school can search a pupil for any item if the pupil agrees.

The school has a statutory power to search pupils or their possessions, without consent, where the school has reasonable grounds for suspecting that a pupil may have a prohibited item.

Prohibited items:

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

Any item banned by the school which include:

- Chewing gum
- Tippex
- Cigarette lighters or matches
- E-cigarettes
- Illicit substances, such as legal highs
- High energy and or caffeinated drinks

The school can also search electrical devices, including mobile phones, if reasonably suspected of being, or being likely to be, used to commit an offence or cause personal injury or damage to property. The school may examine any data or files on the device where there is a good reason to do so. The school may also delete data or files if there is a good reason to do so, unless the school are going to give the device to the police.

During a search:

- Wherever possible 2 members of staff will be present.
- Wherever possible 1 member of staff will be the same sex as the student.
- If student has given consent the school can search for any item. The student will be asked to empty pockets, bags, lockers and open books, pencil cases, purse/wallets and any other objects as directed by staff present.
- If student has not given consent, the school can only search for the prohibited and banned items listed above. Staff will empty pockets, bags, lockers and open books, pencil case, purse/wallets and any other objects as deemed necessary. The student will be present throughout. The school may also ask a parent or carer to be present.
- The school may ask students to remove outer articles of clothing, such as coats, blazers and or jumpers or cardigans, if there is an item of clothing underneath, such as a school blouse or PE top.

- The school may contact the police to conduct a search if the school feels that a student has concealed items under inner clothing.

The school is not required to inform parents or carers before a search takes place or to seek their consent to search their child or their child's electrical devices.

There is no legal requirement to make or keep a record of a search.

The school works in partnership with parents/carers so will endeavour to inform parents/carers when alcohol, illegal drugs or potentially harmful substances are found, although there is no legal requirement to do so. If a safeguarding matter has been raised against a parent/carer the school will determine if the circumstances warrant informing the student's parents/carers or not. Under this situation the school will seek advice from the school's Designed Safeguarding Lead (DSL) or outside agencies if appropriate.

ii) Confiscation

The school can seize anything the school has reasonable grounds for suspecting is a prohibited item or is evidence in relation to an offence.

Items confiscated during a search will be dealt with in the following ways:

- Illegal drugs, controlled drugs and substances such as legal highs will be given to the police or destroyed.
- Knives or weapons will be given to the police.
- Tobacco, cigarette papers, e-cigarettes, alcohol, cigarette lighters, fireworks, matches, high energy drinks, chewing gum and tippex will be retained and disposed of.
- Stolen items will be returned to the student the item was stolen from or passed to the police.
- Other objects or substances will be returned, if appropriate, either to the student or to a parent or carer after an agreed time period.

8. Use of reasonable force

Reasonable force means using no more force than is needed in that particular circumstance.

In line with national guidance, this school does not have a no contact policy as there are forms of physical contact that may be needed, examples of such are:

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

All members of school staff and people whom the headteacher has temporarily put in charge of students, such as unpaid volunteers or parents accompanying students on a school organised visit, have a legal power to use reasonable force.

- Reasonable force can be used to prevent students from hurting themselves or others, from damaging property, or from causing disorder.

- Force may be used for two main purposes – to control students or to restrain them.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member or adult concerned and should always depend on the individual circumstances.
- The school has a legal duty to make reasonable adjustments for disabled children and children with special educational needs (SEND).

The following list is not exhaustive but provides some examples of situations where reasonable force can be used.

- Remove disruptive students from the classroom where they have refused to follow an instruction to do so;
- Prevent a student behaving in a way that disrupts a school event or a school trip or visit;
- Prevent a student leaving the classroom where allowing the student to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- Prevent a student from attacking a member of staff or another student, or to stop a fight;
- Restrain a student at risk of harming themselves through physical outbursts;

The school cannot and will not use force:

- As a punishment – it is always unlawful to use force as a punishment;
- To search a student without consent for banned items (see above).

Schools do not require parental consent to use reasonable force towards a student.

Relevant staff training/updates will be provided as and when appropriate.

This policy complies with section 89 of the Education and Inspections Act 2006

Appendix 1

Code of Conduct for Students

Ethos:

- If I am positive and act responsibly with consideration, I can expect to be praised and rewarded.
- If I choose to behave in a way that falls below the school's high standards and expectations, whether in school, outside of school or online, I must accept the consequences of my actions.

Purpose of Code:

- **To ensure an orderly community with mutual respect:**
- Being part of a caring community means that I must always be reasonable and treat others and their property, as well as school property, as you yourself would want to be treated.
- **To create the conditions for effective learning:**
- It is every student's right to be able to learn effectively in every lesson without undue and unreasonable distraction from others.
- **To have due regard to the Health & Safety of myself, my fellow students and all members of the school community.**

Treatment of others:

- I will speak to and treat others in the same way I myself would wish to be spoken to/treated.
- I will not be unkind to other students, or engage in behaviour that could be classed as bullying, for example name calling, leaving others out, taunting, etc.
- I will not take or share images of other students without their permission.
- I will not make unfounded accusations or unpleasant comments, in person or online about other students, staff or any other person.
- I will uphold the school's Speak Out Charter and report any concerns to a member of staff or via email to speakout@msgq.kent.sch.uk

In lessons and formal time I am expected to:

- arrive at registration and lessons on time;
- be quiet when the teacher enters the room, stand up and be ready to start the lesson;
- listen and respond in an appropriate manner to each other and to the teacher so that everyone can progress in their learning;
- show respect at all times to each other and to the teacher;
- work to the best of my ability in lessons and at home;
- enter my homework in my planner when it is set;
- hand in completed homework on time;
- observe the health and safety guidelines, as appropriate;
- leave the lesson in an orderly and quiet manner.

Outside lessons and in social time I am expected to:

- have consideration for other people in our narrow corridors and staircases, e.g. walk on left, no running, hold doors open, look behind me;
- clear up after myself wherever I eat, leaving behind an acceptable environment for other people;
- for health and safety reasons, eating and drinking are not permitted in Science labs, computer rooms, Art rooms, or corridors;
- communicate with each other in a quiet, considerate way, using appropriate language;
- avoid any behaviour that may lead to harm;
- have consideration and respect for property, my own as well as other people's, and the school's property. Do not bring valuable items to school as the school cannot accept responsibility for them
- remember that I am a role model for the school, especially when wearing the school uniform, and so these considerations apply whenever and wherever I am in the 'school' situation or in school uniform, i.e. moving between sites, travelling to and from school, on the buses, in the town etc.

Totally unacceptable in all circumstances:

- Anything that could cause harm whether physical or emotional – any type of bullying or action that brings the school into disrepute.
- Use of mobile technology (smart phones, iPads, laptops, etc) or any other electrical equipment, in school without specific permission from a member of staff.
- Body piercing except for one pair of ear-studs.
- Any form of graffiti.
- Leaving the school premises without prior written permission (some exemption in Sixth Form) or written permission from a member of staff.
- Smoking, including cigarettes, vaping, lighters and matches, alcohol, drugs, knives or any other weapon.
- Using school property (e.g. whiteboards, overhead projector, PE equipment, etc) without permission or being told to.
- High energy drinks.
- Chewing gum.
- Tippex.

Code of conduct is in Student Planners. The code of conduct and school's expectations are explained to all students at the beginning of each academic year with regular reminders.