

POLICY FOR	BEHAVIOUR
PERSON RESPONSIBLE	Deputy Headteacher
REVIEW DATE	July 2026
NEXT REVIEW DATE	July 2027
APPROVED BY	GOVERNING BODY
APPROVED DATE	July 2026

BEHAVIOUR

This policy has been put in place to promote good behaviour, self-discipline and respect. It is to be used in conjunction with the school Rewards Policy and the focus is on the correction and prevention of incidences of poor behaviour. It will ensure that our students and staff follow a strict, consistent and caring behaviour policy that complements 'The Malling School Way'.

Aims of Behaviour Policy

The DFE guidance states that the behaviour policy must set out to:

- Promote good behaviour, self-discipline, respect, develops character and promotes personal development;
- Prevent bullying;
- Ensure that pupils complete assigned work;
- Regulate pupils' conduct.

Have regard to the Governing Body's guidance on:

- Screening and searching pupils;
- The use of reasonable force;
- Disciplining pupils beyond the school gate;
- Working with other local agencies to assess the needs of pupils who display continuous disruptive behaviour;
- Pastoral care for staff accused of misconduct.

Key Principles

The Malling School believes in a supportive, friendly and hard -working community, in which all members are valued equally. Pupils should be encouraged to regulate their own behaviour, and positive behaviours are recognised and rewarded. Prevention of poor behaviours is better than sanctions.

- Consistency of approach and application of policy provides support for all members of staff and pupils;
- High quality planning and methods of teaching will prevent low level disruption;
- Pupils are received into a classroom where routines are established and high standards are expected;
- The curriculum will provide opportunities for students to develop SMSC skills and will be monitored continuously;
- The policy is a pupil centred policy. The expectation is that pupils will self-manage. Consequently, instances of poor behaviour will be few;
- Where possible this policy will also cover behaviour incidents that occur outside of school, but there will be liaison with other authorities if deemed necessary.

Implementation of the policy

- Staff will record all sanctions on BROMCOM;
- Staff training is in place to promote consistency of application of behaviour management systems
- with a focus on Positive Behaviour Strategies (PBS);
- Student training is in place throughout the year to ensure that students know how to behave well
- throughout their school day.
- The policy will be communicated to pupils through the assembly programme, Period One curriculum
- and through classroom displays;
- The policy will be communicated to parents through the school website and direct communication;
- Monitoring of the policy will be through tracking by year group teams, Middle Leadership and
- Senior Leadership and developmental learning walks.

ROLES AND RESPONSIBILITIES

Staff

- Staff are in a position of trust and are expected to work within the agreed parameters of this document;
- Teachers should plan effective, challenging and scaffolded lessons, catering for those foreseeable situations in which poor behaviour may arise.

- Staff should model expected behaviours such as punctuality, appropriate dress and respect.
- Staff should look for opportunities to praise and reward excellence.
- Staff should follow the behaviour policy consistently, asking for advice if in doubt and recording all incidents in a timely manner.

Parents

- Parents are expected to support the school behaviour systems, and reinforce expectations of pupils when in school, as stipulated in the home-school agreement.
- Parents are free to contact staff in regard to behaviour incidents, but this should usually be through the Guidance Manager in the first instance.
- Parents of pupils at risk of exclusion will be involved in Pastoral Support meetings and there may be a referral to the Maidstone and Malling Inclusion Panel (IYFA) if the behaviour policy is not adhered to.

Pupils

- Pupils need to be made aware that this policy exists, its rationale and implications
- Pupils are responsible for their own actions and are expected to behave in a manner that shows pride and respect for all members of the school community
- Pupils are expected to work hard in lessons, be polite and respectful in their manner and treat all property and equipment in a way that ensures that all members of the community can enjoy what the school has to offer
- Pupils are expected to follow The Malling School Way and show our core values of being caring, determined and reflective
- Pupils should celebrate the success of others

Governors

- Governors should monitor the implementation of this policy
- Governors should support the school to implement this policy, including sitting on an appeals panel if required

Positive Behaviour Strategies:

- Teachers should design engaging and challenging lessons to support all pupils in engaging effectively and minimising disruptive behaviour.
- When concerns arise about a pupil's behaviour, staff should employ every strategy to de-escalate the behaviour and support the pupil in reintegrating into the learning environment.
- Teachers should clearly communicate their expectations and instructions, allowing sufficient time for students to listen and transition between activities.
- Teachers should promptly address all instances of poor behaviour and low-level disruption to ensure lessons remain disruption-free and every student has the opportunity to learn.

- When making corrections, teachers should provide focused and concise narration using the SWAT process, ensuring students understand what behaviour is not acceptable and how to improve.
- The SWAT system offers opportunities for reflection and correction. If improvements are not made by the fourth correction, a student may be removed from the lesson.
- In rare cases of severe disruption or extremely poor behaviour, teachers are encouraged to use their professional judgment and immediately transfer students when necessary.

REWARDS

A focus on rewarding positive behaviour for all pupils will result in a classroom environment that supports progress and high achievement.

Our Rewards system includes:

- TMSW reward points logged on BROMCOM.
- Public recognition of showing a good piece of classwork under the classroom visualiser.
- Letter of congratulations sent home at the end of every term to praise a student for not receiving a single late mark, equipment mark, transfer from lesson or knowledge organiser mark
- Letter of congratulations sent home at the end of every term to praise a student for producing a piece of work to such a high standard that it is displayed in a subject's termly Gallery of Excellence
- Termly postcards
- Bi-termly Rewards Assembly
- Certificates, badges and vouchers
- Reward trips

Recording

Guidance on how to record incidents:

- Incidents (both rewards and sanctions) should be recorded on BROMCOM.
- All records should be completed by the end of the day of the incident.
- Staff should not enter more than one sanction for any incident and should look for the most appropriate level.
- It is encouraged that parents download the BROMCOM parent app as this will enable them to receive notifications of any logs made on BROMCOM.

SANCTIONS

- Sanctions are needed to respond to inappropriate behaviour. A range of sanctions is clearly defined in these procedures and the consistency of their use will be monitored carefully. The procedures make a clear distinction between the sanctions applied for minor and major offences.

- Some behaviours are so serious that they may bypass the usual staged sanctions and result in immediate removal from lessons, off-site reflection, suspension or permanent exclusion.

Uniform

At The Malling School, we believe that uniform is an essential part of the ethos and discipline structure and that all pupils in Years 7 to 13 manage the way in which they present themselves and comply with the school uniform rules. As a school, we firmly believe that our school uniform, and our rules regarding it, help to promote a sense of pride in The Malling School. It supports our commitment to inclusion as it is practical, smart and is considered good value for money. In addition to this, our uniform establishes a clear sense of identity and fosters a clear sense of inclusive belonging as well as encouraging positive behaviour and self-discipline, which in turn supports teaching and learning. Our uniform expectations for years 7-11 are a choice of two options:

Option 1	Option 2
Black blazer, badged	TMS black blazer, badged
Black or dark grey trousers	TMS plaid kilt skirt
White shirt, long or short sleeved (always tucked-in and top button fastened)	White blouse, long or short sleeved, revers collar OR white shirt, long or short sleeved
TMS tie (TMS logo showing below the knot)	
Plain black V-neck long-sleeved jumper (optional)	Plain black V-neck long-sleeved jumper (optional)
Black or navy socks	Black or navy socks OR black or natural tights
Black school shoes	Black school shoes

Alternatively, girls may wear school blazer, white shirt with tie and black or grey school trousers

In addition to the above, the following points are also rules regarding our uniform:

- Cardigans are not allowed instead of the optional jumper
- No jewellery may be worn except a wristwatch and one pair of plain earlobe studs
- Piercings, other than one in each earlobe, are not allowed
- Discreet make-up may be worn
- Hair colour must be natural
- False nails are not allowed
- Baseball caps are not to be worn with the school uniform at any time
- Hooded tops are not to be worn with the school uniform at any time
- School shoes are leather and not canvas or trainer style

Uniform and Equipment

- Each morning during the period one session, form tutors will conduct a uniform and equipment check.
- If a student is not in the correct uniform, they will be given the opportunity to rectify any issues.
- If a pupil arrives at school without the correct uniform, they will have the chance to correct this by borrowing ties and school shoes from the school's supply.
- If a pupil refuses to correct their uniform issue when given the opportunity, they will be issued an SLT Reflection after school.
- The Pastoral Leader and Assistant Pastoral Leader will visit tutor groups each morning to support tutors with equipment and uniform checks.
- If a pupil does not have their correct equipment for the day during the morning check then the tutor will provide replacement equipment so that the student is prepared to access all of their day of learning.
- Tutors will log uniform and equipment codes on BROMCOM which will be monitored and reviewed by the pastoral team.
- Pupils who regularly are not in the correct uniform or well-equipped each day will meet with their pastoral team and may receive after-school reflections.

Every pupil must have the following equipment at all times:

- A mini-whiteboard
- A black board pen
- A black/blue writing pen
- A green pen

Each case will be considered individually but one of the following decisions will be taken, in no particular order:

1. Parents/carers informed and asked to bring the correct item(s) to school so that their child may continue their learning in full correct uniform.
2. New uniform and school shoes will be provided when available and pupils will be expected to wear this. If a pupil refuses to wear items of uniform provided by the school, we will impose sanctions according to our behaviour policy.
3. If points 1 and 2 do not resolve the issue, pupils may receive sanctions, including missing their break and lunch times. If the issue persists, parents will be invited to meet with the pastoral team to discuss how to overcome the barriers to good uniform.

Inside the classroom

All staff are given clear guidance on how to use our procedure for using Positive Behaviour Strategies to manage low-level disruption in the classroom. Our approach when classroom rules are broken is to apply SWAT:

1. Teacher provides a correction to expectations not being met

2. Teacher provides a correction to expectations not being met
3. Teacher provides a correction to expectations not being met
4. Transfer the student to the Transfer Room – BROMCOM logged as Lesson Transfer, classroom teacher contacts parents, automatic 30 minute after-school reflection with the Pastoral Leader.

Consistency and uniformity is the key to successful implementation of the policy.

Sanctions for persistent disruption to learning

Number of lesson transfers in one term	Sanction
1	After-school reflection for each transfer
3	At 3 transfers there is a supportive meeting held with parents/carers and the Pastoral Leader
5	Meeting held with a member of the Senior Leadership Team
10	Meeting held with a Deputy Headteacher
Failure to improve	Off-Site reflections at our partner schools, Possible IYFA referral for Off-site Direction or MMAP placement. Suspensions and Permanent Exclusion.
Failure of the transfer room	SLT reflection and same-day parental meeting, OSR's and further escalations.

Punctuality

To maintain our success, punctuality to lessons is crucial. Here's how our pupils can ensure success:

- Arrive promptly to tutor time at 08:50 and avoid visiting toilets after the bell.
- Register with your tutor before moving between classes or seeking permission to use facilities.
- Ensure you fill your water bottle and drink water before the bell, not after.
- Move swiftly to lessons at the first bell and be ready to enter the classroom promptly after the second bell.

Teachers record all instances of lateness, with reflections starting at three or more occurrences.

Pastoral leaders and SLT are present during transitions and monitor corridors and facilities, ensuring safe and calm transitions between lessons.

Significant lateness and truancy results in an SLT reflection after school, with persistent lateness leading to meetings and sanctions.

Students with ongoing lateness require face-to-face parent meetings and further reflections at our partner schools.

Number of late codes in one term	Sanction
3	Every 3 lates triggers an after-school reflection. At 3 lates there is a supportive meeting held with parents/carers and the Pastoral Leader
5	Meeting held with a member of the Senior Leadership Team
10	Meeting held with a Deputy Headteacher
Failure to improve	Off-Site reflections at our partner schools, Possible IYFA referral for Off-site Direction or MMAP placement. Suspensions and Permanent Exclusion.
1 truancy or significantly late code	SLT reflection and same-day parental contact, OSR's and further escalations.

Mobile Phones

At The Malling School, mobile phones must not be seen or used during the school day. Pupils may bring mobile phones into school, but they do so on the understanding that they agree to the following expectations:

- Mobile phones must be switched off by 08:45 at the latest.
- Mobile phones must remain switched off and kept securely in pupils' bags from 08:45 until 15:20.
- Phones must not be carried in pockets, blazers or clothing during the school day.
- Phones must not be used at breaktime, lunchtime, between lessons or during lesson time unless expressly authorised by the Senior Leadership Team or as part of an agreed reasonable adjustment.
- No pupil may take a mobile phone into any examination room or other area where examinations are taking place.

The majority of pupils consistently meet these expectations. This supports a calm, focused learning environment and positive relationships across the school.

If a pupil is in breach of the above expectations, their phone will be confiscated. Pupils and parents/carers should be clear that the school is within its rights to confiscate a phone where these expectations have been breached.

Confiscation of Mobile Phone Procedure

If a mobile phone is confiscated:

- The phone will be handed to reception and returned at the end of the school day.
- The confiscation will be recorded for monitoring purposes.

- The school will ensure confiscated equipment is stored securely and returned to the correct pupil.
- In cases of repeated or serious misuse, the phone will only be returned to a parent/carers by appointment. At the discretion of the Headteacher, the phone may be returned to the pupil at the end of the confiscation period.

Escalation for Repeated Breaches

- First instance: Phone confiscated, logged and returned at the end of the school day.
- Second instance (within the same term): As above, with an additional SLT reflection.
- Third instance (within the same term): SLT reflection, parent/carers meeting and a phone restriction plan.
- Refusal to hand over a phone: Immediate SLT reflection for failing to follow a reasonable instruction.
- Continued breaches or failure to comply with the restriction plan may result in internal reflection, off-site reflection or suspension in line with this policy.

In addition, using a mobile phone outside school hours to intimidate or upset staff or pupils, or to undermine the stability of the school, will be treated as a breach of this policy.

Important Notes

- Pupils should be aware that the police will be informed if there is serious misuse of a mobile phone or suspected criminal activity.
- If a pupil commits an act that causes serious harassment, alarm, or distress to another pupil or member of staff, the ultimate sanction may be permanent exclusion. The school will consider the impact on the victim when deciding the sanction.
- If a pupil is found to be taking pictures or recording staff or pupils, and/or distributing that material, appropriate sanctions will be issued.
- In cases where a pupil records a violent incident and shares that material, they will be subject to serious consequences and sanctions.

Differentiation

In extreme or particular circumstances our behaviour policy is differentiated to ensure that our more vulnerable pupils are not discriminated against. Any differentiation to the application of the behaviour policy will be agreed via consultation with all stakeholders. The final decision will be made by the SLT.

Isolation 'Reflection' Room

The Malling School employs the Isolation 'Reflection' Room when incidents require investigation. This ensures that pupils are removed from circulation while statements are taken and an investigation is conducted by the Pastoral Team.

In extreme cases where behaviour does not improve and previous sanctions have already been implemented, it may be necessary to remove pupils from their lessons to enable other pupils to work effectively. This is a significant sanction that can be used as an alternative to exclusion.

Repeat visits by pupils are closely monitored, and senior staff will strive to find alternative routes and support for pupils where this sanction is not effective.

Non-Classroom Time

At break time and lunch time, the member of staff witnessing the incident should deal with it appropriately using the sanctions/rewards list. If it requires intervention from a more senior member of staff then a request for support will be made.

Teachers take action themselves and enter the details on BROMCOM on the day of the incident.

Any incident involving exposure, lighting objects, possession of ignition sources, or viewing/distributing prohibited items must be reported immediately to the Pastoral Leader or SLT.

Action could be:

- A verbal warning
- Phone call home
- Detention: at break or lunch
- Detention: 30 minutes after-school with the Pastoral Leader
- Detention: 60 minutes after-school with a member of SLT
- One week's worth of lunchtime detentions

If a pupil is offsite at lunch time the pupil will receive an after-school detention and be taken out of circulation for the rest of the lunch/break

Pupils should not be allowed to go to the toilet unless absolutely necessary or with a toilet pass. However, we will always use our professional discretion.

Staff should meet and greet pupils in the corridor, and when walking between lessons should pick up on any issues quickly. Staff are expected to greet pupils in a positive and welcoming manner. They should deal with them and record them as appropriate.

Pupils should not be sent outside classrooms unsupervised.

Confiscation and Searching Pupils

In accordance with the DfE guidance:

Staff may search pupils with their verbal consent. Written permission does not need to be sought. Should the pupil not comply with this request then the usual sanctions procedure will be put into place; Only the Headteacher, or a member of staff appointed by the Headteacher can

search a pupil without their consent. The only exception to this is if the member of staff feels there is an immediate threat to the pupil or others.

The only articles that can be searched for without consent are:

- Articles that are suspected to have been used to commit an offence (see DfE guidance);
- Articles that are banned from school (lighters, matches, ignition devices, or any item used to start a fire, drugs, alcohol, cigarettes, nicotine products, vapes etc).
- During a search only pupils' outer clothing (eg coats and blazers) can be removed and the search must be conducted in their presence;
- Reasonable force can only be used if searching for prohibited items listed in the DfE guidance.

After the search:

Confiscated items such as alcohol, tobacco, vapes, catapults, fireworks, lighters, matches or ignition sources etc. should be disposed of and not returned to the pupil;

Pornographic images must be locked and stored as they could form part of a criminal enquiry; electronic pornographic images seen on computer must not be viewed, the device must be closed, locked and the ICT Strategy Manager informed immediately as they could form part of a criminal enquiry

Offensive weapons and controlled drugs should be passed to the police as soon as possible;

Whilst informing the police of low-level stolen items is not necessary, the school may deem it necessary to inform the police of other stolen items.

USE OF REASONABLE FORCE

The Malling School recognises that there may be occasions when a member of staff has to take action that involves a degree of physical contact with a pupil.

The Malling School uses the definition of reasonable force as being “no more than is necessary in the circumstances”. The Malling School recognises the DfE guidance contained in the 2013 document Use of Reasonable Force that reasonable force is used most often to restrain or to control a pupil.

All members of staff at The Malling School have the power to use reasonable force.

The Malling School may use reasonable force to:

- Prevent pupils committing an offence.
- Prevent pupils injuring themselves or others.
- Damaging property.

PROCEDURE FOR MAJOR OFFENCES

A major incident is defined as any behaviour that poses a significant risk to the safety, welfare or order of the school community. This includes, but is not limited to:

- Unprovoked assault on a pupil and/or member of staff
- Serious verbal threats of violence made towards pupils or staff
- Behaviours with the intention to threaten, intimidate or confront, which will be treated as a serious breach of safety and of the behaviour policy
- Intimidation of a member of staff, whether verbal, physical or virtual
- Any behaviour that causes significant disruption, endangers safety, or requires positive handling or physical intervention
- Filming and distributing footage of physical altercations
- Displaying, showing or circulating prohibited, harmful or inappropriate items to other pupils
- Accepting or offering money to view prohibited items (e.g. vapes, weapons, sexualised content)
- Exposure of genitalia or any form of sexualised display
- Selling illegal products to children, including drugs, cigarettes, vapes, nicotine products and alcohol
- Any criminal act, including drug abuse, extortion, pornography, bringing a knife or weapon into school, or making malicious allegations
- Criminal damage to personal or school property
- Defiant or continued refusal to obey a reasonable instruction
- Possession of lighters, matches or any item capable of starting a fire
- Attempting to start a fire on school premises
- Setting fire to property, equipment or objects within school
- Lighting objects or materials in school

Not all major incidents will lead to exclusion or referral to the Internal Reflection room, with every case being assessed on an individual basis, but consistency of sanctions will be maintained. Under no circumstances should pupils be placed unsupervised outside the classroom, but there may be some special circumstances when pupils are taken from the classroom to another supervised teaching area e.g., a heated argument, dangerous behaviour, violent conduct etc. If the pupil cannot be quickly returned to their classroom, the HOD, PL or SLT member on call should be immediately contacted. This may be recorded on BROMCOM as a lesson transfer.

Pupil statements should be taken by the pastoral team and are referred to the Pastoral Leader and SLT.

EXCLUSIONS

The school is committed to an inclusive policy, and the Headteacher will typically only consider suspension or permanent exclusion when all other methods of support and sanction have failed or are deemed inappropriate. In exceptional cases, the Headteacher may decide to exclude a

pupil for a first offence or if the pupil has not been previously monitored for behaviour, if the offence is severe enough.

The Headteacher will follow the guidance in DfE Circular 10/99 and the procedures outlined in Annexe D of Circular 10/99 and its revisions (2012 Guidance on the 2006 Education Act) when making the decision to exclude.

A decision to suspend or exclude a pupil will only be made in response to serious breaches of the school's discipline policy or where allowing the pupil to remain in school would seriously harm their educational welfare or that of others in the school.

The school participates in a partnership with local schools, using the isolation room in the partner school for an Off-Site reflection, which is utilised when improvements to behaviour have not been sufficient or as a consequence for more serious behaviour issues.

The school also participates in the Maidstone and Malling protocols for Managed Moves, allowing pupils to transfer to other schools for a six to twelve week trial period as an alternative to permanent exclusion in certain cases.

Suspension (previously referred to as 'Fixed Term Exclusion')

If the behaviour is severe enough, it may be appropriate to suspend a pupil from the school for a fixed period. Under the Education and Inspections Act 2006, parents are responsible for ensuring their children are supervised during the first five days of a suspension. If pupils on suspension are seen by staff or police unsupervised, parents or guardians will be liable to a penalty fine. For suspensions lasting more than six days, the school is responsible for providing full-time education from day six onwards.

Following any suspension, parents or guardians will be expected to attend a reintegration interview with a member of staff at the school to discuss the reason for the suspension and seek reassurances from the pupil about their future conduct.

Permanent Exclusion

Some behaviour types may result in permanent exclusion.

These include:

- The use or possession of illegal substances or paraphernalia on the school grounds or while wearing school uniform
- The distribution of illegal substances or paraphernalia on the school grounds or while wearing school uniform.
- The use or possession of any object deemed to be a weapon by the police (including catapults and any blade or knife) on school grounds or while wearing school uniform
- Serious threatened or actual violence towards another student or member of staff
- Sexual harassment or persistent bullying.
- Serious online abuse of a student or member of staff

- Persistent and systematic disruptive behaviour resulting in the learning of others being significantly affected.

VIOLENCE

Physical violence of any sort has no place at The Malling School. All cases of violence will be subject to a consequence and the more serious examples will lead to either fixed term or permanent exclusion and, for the severest cases, referral to the police.

ILLEGAL SUBSTANCE-RELATED INCIDENTS

The school's policy and practice on illegal substance-related incidents is based on DfE Circular 4/95.

The school is committed to tackling misuse among young people and any incidences of possession, use, supply or agreement to supply illegal substances on the school's premises will be regarded with the utmost seriousness.

These items include drugs, cigarettes, vapes, nicotine products, and alcohol.

The Headteacher has the responsibility of deciding how to respond to particular incidents taking account of factors such as the age of the pupil concerned, whether the incident involved one pupil or a group of pupils and whether there is evidence of particular peer group pressure.

Possession, use or distribution of illegal substances outlined above on the school premises may well lead to suspensions, off-site direction or permanent exclusion and in cases where it is clear that a pupil is selling illegal substances and the health and safety of other pupils is directly at risk permanent exclusion will always be an option the Headteacher will consider. For a second offence permanent exclusion will be almost inevitable.

Where a pupil has been excluded for a substance related offence there is clearly a particular continued need to provide education and support. The Headteacher may well wish to refer the student to a support programme such as one run by Kent County Council's Youth and Community Service and in some cases may make a reintegration into the school conditional on attendance on such a programme.

DfE Circular 4/95 states that "the Secretary of State for Education would expect the police to be informed when drugs are found on a pupil or on the school premises" and it also states that "where a teacher is told, or is aware of possible criminal activity outside the school premises, the Secretary of State would also expect the police to be informed in the interests of safeguarding the health and safety of young people in the area". The school will inform the police in both these incidences and co-operate fully in any enquiries they may wish to carry out.

DfE Guidance (2004) states Headteachers are within their rights to test pupils on the school premises.

The Malling School does not carry out random drug testing but reserves the right to test pupils who are suspected of contact with illegal drugs or alcohol. In such cases parents will always be informed of the outcome of such a test.

Smoking, vaping or the consumption of alcohol are not permitted on the school premises. Parents will always be informed of such incidents and, if necessary, the police. The range of sanctions will depend on the circumstances but serious incidents could lead to exclusion.

BULLYING

The Malling School has a zero-tolerance approach to bullying. Sanctions and support are put in place for both victim and bully. A full anti-bullying programme is delivered through our school curriculum and assembly programme. Please see separate anti bullying policy for full details.

RACISM

The school believes that all pupils, regardless of their ethnicity, colour or creed should be treated equally.

The school has adopted the definition of racism found in law following the Stephen Lawrence inquiry. This deems that if an incident is perceived to be racist by the victim then it must be treated as such.

Racist remarks and behaviour at The Malling School ranging from the unintentionally hurtful comment to the outright malicious act, will always be challenged and, where necessary, sanctions will be applied.

All racist incidents are reported to and audited annually by the LEA. They also are included in a regular pastoral report to governors.

SEXISM and SEXUAL HARASSMENT

The School's Equal Opportunities policy underpins the school's position on discrimination on the grounds of gender and sexual harassment. Neither will be tolerated by anyone in The Malling School community and will be recorded, investigated and actioned in the same way as other breaches of the school's code of conduct.

CHILD-ON-CHILD ABUSE

The Malling School has a zero-tolerance approach to all forms of child-on-child abuse. This includes any behaviour by a pupil, or group of pupils, that is physically, sexually, emotionally or psychologically harmful to another pupil. Child-on-child abuse is contrary to The Malling School Way and to our values of being caring, determined and reflective.

Child-on-child abuse includes, but is not limited to:

- physical abuse
- bullying (including discriminatory bullying such as racist, sexist, homophobic, biphobic or

- transphobic behaviour)
- sexual harassment or sexual violence
- harmful sexual behaviour (HSB)
- online abuse, including the sharing of sexualised content
- emotional abuse, coercion or controlling behaviour
- initiation, hazing or degrading treatment

All reports of child-on-child abuse are taken seriously and are responded to in line with statutory guidance in Keeping Children Safe in Education (KCSIE 2024) and Kent Safeguarding Children Multi-Agency Partnership (KSCMP) procedures. The school does not dismiss behaviours as “banter” or “just joking”, and all incidents are investigated appropriately by the pastoral or safeguarding teams.

Pupils are encouraged to report concerns to any trusted adult in school. Concerns may also be raised through the school’s online reporting systems or worry boxes. Staff will follow the school’s safeguarding procedures and record concerns on MyConcern.

Sanctions for child-on-child abuse will be applied in accordance with this Behaviour Policy.

Depending on the seriousness of the incident, this may include:

- verbal warnings
- break or lunch detentions
- after-school reflections
- lesson transfers
- internal reflection
- off-site reflection at a partner school
- suspension
- permanent exclusion for the most serious behaviours

Behaviours that may result in suspension or exclusion include serious bullying, persistent harassment, intimidation, violence, the recording or sharing of harmful content, and any form of sexual harassment or sexual violence.

Any form of indecent exposure or sexualised behaviour will be treated as a serious breach of this policy and may result in suspension or permanent exclusion.

The school will also work to support both the victim and the pupil responsible for the behaviour. Support may include referral to the pastoral team, counselling, Early Help, targeted interventions or external agency involvement. The safety and wellbeing of the victim will always be prioritised.

Education to prevent child-on-child abuse is delivered through the RSHE and PSHE curriculum, assemblies, the Period One programme and wider personal development opportunities. The school promotes respectful relationships, consent, boundaries, online safety and equality in line with statutory guidance.

BEHAVIOUR WHEN TRAVELLING TO AND FROM SCHOOL

Poor behaviour on the way to and from school and any behaviour that brings the school into disrepute will be taken very seriously. Full uniform should be worn on the way to and from school. Poor behaviour on school buses or public transport may result in removal of the right to travel.

STAFF TRAINING

Staff training will be conducted throughout each academic year and will be bespoke for some members of staff.

LIAISON WITH PARENTS

The school will liaise with parents when the pupil's behaviour necessitates the need to implement further strategies.

Parents will be informed by a notification on the BROMCOM parent app when there is an after-school reflection or an internal suspension (reflection).

A Pastoral Support Programme may form part of the support meetings and may be put in place for pupils who have been excluded to mitigate the possibility of a repeat exclusion.

Parents will be fully involved in this process. This plan will actively seek to support pupils to pre-empt escalating negative behaviour, truancy and attendance problems.

A referral to Early Help or other agencies may be made, and parents will be fully involved in this process.

The Home School Agreement outlines the expectation of pupils in and around the school. Expectations are also made available on the school website.

TRANSITION OF PUPILS

Clear transition for pupils between schools and years, with communication between staff, will ensure that there can be support in place. This will minimise some behaviours. Liaison with the Transition Coordinator and the SENCo will be important at difficult times for pupils. The school have a year group system and the Guidance Managers are supportive of the pupils.

MALICIOUS ALLEGATIONS

Pupils found to have made malicious allegations, either direct or inferred through online postings, against school staff will be sanctioned through the normal behaviour system. If this allegation is thought to be damaging, then an alternative place for the pupil may be sought at another institution through the In-Year Fair Access (IYFA) process or a permanent exclusion could be considered.

The pupil may be offered support through 360 support meetings, Early Help, Social Services or referred to CAMHS if mental health issues or safeguarding concerns are raised.

COMPLAINTS

The availability of a clear policy about behaviour and involvement of parents should reduce the likelihood of complaints but may not eliminate them.

Any complaints about staff will be investigated through the school's Complaints Policy. If necessary the complaint will be dealt with by the Staff Disciplinary Procedures and/or Safeguarding Policy.

MONITORING AND EVALUATION

The school acknowledges the school's legal duties under the Equality Act 2010, and those in respect of safeguarding and supporting pupils with special educational needs.

The school recognises that all pupils are individuals, and some pupils require a more sensitive and differentiated approach.

This policy will be reviewed in line with the review procedures of The Malling School Governing Body.