Malbank School & Sixth Form College

Behaviour Policy 2026-2027

Contents

Page No.

Behaviour for Learning Policy

1. Aims	3
2. Principles	3-5
3. Recording and reporting behaviour and attitude in lessons (Lesson monitor protocols)	5-9
4. Reports and sanctions	10-16
5. Culture of Praise	16-17
6. Behaviour expectations during free time	17-8
7. Truancy	18
8. Smoking/Vaping	18
9. Uniform	18-20
10. Bullying	20
11. Child on Child Abuse	19
12. Child on Child abuse	20-21
13. Search and confiscation	21
14. Restrictive Intervention	21
15. Malicious Allegation made Against a Member of Staff	21-22
16. Off-Site Behaviour	22
17. Bus behaviour code of conduct	22-24
18. Mobile phone policy	24-25
19. Staff protocols and guidance	25-27

Behaviour and Attendance Handbook 2024-25

1. Aims

Malbank School aims to provide a safe and structured environment in which teachers can teach and students can learn.

This policy aims to:

- Ensure adherence to an agreed set of principles of behaviour.
- Support effective teaching and learning.
- Contribute to a culture of mutual polite, courteous respect.
- Gain the support of parents, students and all members of staff.
- Help pupils to take responsibility for their own behaviour.
- Help pupils to understand the consequences of both good and poor behaviour and be accountable for the choices they make.

2. Principles

At **Malbank School** we believe that everyone has the right to enjoy school life in a safe, friendly environment. We encourage respect for others and their property, and we strive to ensure that everyone is valued equally and treated with respect, regardless of aptitude, ethnic origin, sexual orientation, gender, disability or social status. **Malbank school** understands that it has an important role to play in supporting the mental health and wellbeing of pupils.

Our shared expectations are that we will have a school where…

- **Learning and teaching experiences are interactive, engaging and varied, both inside and outside of the classroom.**
- **Relationships are based on mutual respect, harmony and shared values.**
- **The learning environment is safe, and all resources are used to their fullest extent to promote achievement for life.**
- **Everybody can achieve their potential and feels valued for what they are good at.**
- **Every voice is heard and every individual matters.**

Students are required to follow the Code of Conduct and be good ambassadors for the school at all times. They are expected to behave responsibly on their journey to and from school and on school trips. This is outlined in the Bus Code of Conduct (Appendix 1).

Parents are asked to actively support all school policies and encourage their sons/daughters to contribute positively to the learning environment.

The Code of Conduct states as a student of **Malbank School** you are expected to:

Adhere to the **Malbank** Way:

- Be polite and show respect at all times,
- Make the 60 matter in all lessons,
- Show pride in our standards at all times.

Also to:

- Arrive to all lessons **on time**, with the **correct equipment**, wearing the **correct uniform** as indicated in the uniform guide and student planner
- **Be respectful of others** opinions, beliefs, property and the contributions of others
- Ensure that they do not use **a mobile phone** or device with access to the internet whilst on the school site**.**
- Move around the school in a **quiet and orderly** manner, **keep to the left** in corridors and stairways
- **Wait outside classrooms** until instructed to enter by a member of staff.
- **Not to eat in classrooms,** unless you have the permission from a member of staff.
- Take pride in yourself and your environment.
- **Be responsible** for your possessions at all times.
- Students are expected to be in the designated areas at break and lunch times.
- **Stay on site** unless you have obtained an 'out of school pass' eg for a medical appointment
- **Put litter in the bins** provided and **recycle** wherever possible

As a school we will not tolerate:

- **Physical or verbal abuse of another member of the school community**
- **Child on child abuse**
- **The use of mobile phones / electronic devices whilst on the school site in accordance with the school's mobile phone policy.**
- **Students bringing to school chewing gum, cigarettes, e-cigarettes (including e-liquids) alcohol, illegal substances or fizzy drinks/energy drinks or any form of weapon.**
- **Interference with other people's property**
- **Vandalism, graffiti or theft**
- **The selling of items for profit on the school premises without the permission of a member of the Senior Leadership Team**

All members of staff must insist upon high standards of behaviour, discipline and uniform from all students and must follow and consistently apply the Behaviour system, as outlined in the Behaviour policy and the **Malbank** Way document.

3. Recording and reporting behaviour and attitude in lessons.

The school has adopted a ‘Lesson Monitor’ system. The aim of the system is to ensure consistency in applying rewards and sanctions across the school.

Lesson Monitor codes can be seen below:

1=Outstanding

2=Good

3=Unsatisfactory

4=Unacceptable

5=left lesson to use the toilet

6=Inadequate work completed

7= failure to hand in homework

8=Incorrect uniform

9=Incorrect equipment

The grades must be monitored and reviewed on a daily and weekly basis so that pupils can be rewarded or sanctioned as appropriate.

The criteria for our Lesson Monitor systems is displayed in all classrooms. The full criteria for LM codes can be seen on the following page:

LESSON MONITOR CODES

LM1

- You are highly considerate and supportive of others
- You have demonstrated outstanding attitudes towards learning
- You actively contribute to the lesson
- The quality and quantity of your work is exemplary

LM2

- You respect other people's learning and the classroom
- You take responsibility for your behaviour
- You remain on task throughout the lesson
- You work towards your expected targets

LM3

- You continue to disrupt the learning of others after a warning
- You speak when others are speaking
- You use unacceptable language
- You fail to follow staff instructions
- You have broken the mobile phone policy

LM4

- Your behaviour continues to be disruptive after an LM3
- You have directly challenged a member of staff
- You have demonstrated a lack of respect
- You are sent to an SOS classroom
- A red card has been issued

LM6

- You have not made sufficient progress against your targets
- You have lacked focus during the lesson
- You have disengaged with the lesson-learning
- You have not completed the required amount of work

LM5

- You have gone to the toilet during the lesson.

LM7

- You have failed to submit your homework or an assignment.

How does it work?

- Rather than marking a pupil as present or absent, in each lesson all pupils will get a mark for their behaviour.

- At the start of every lesson, registers should be taken identifying pupils that are present. It is assumed that student's behaviour in lessons is good, as all pupils are initially marked with a grade 2.

- If a student's behaviour is better than good, the '2' should be changed to a '1' on the register.

- The pupil must be told that their mark has been changed.

Recording disruption

- If a pupil disrupts a lesson, they will receive a warning and their name will be written on the board. This includes arriving late without a genuine reason. The only genuine reason is that a student has been held back by a member of staff. If this is the case, the member of staff will issue the student with a late slip, which must be presented to the class teacher upon request.
- If a pupil disrupts the lesson for a second time, a lesson monitor grade 3 will be issued and a 3 will be written next to their name, on the board.
- The teacher will also issue a teacher detention which will be scheduled for a break or lunchtime.
- If there is further disruption after a 3 has been issues, then a lesson monitor grade 4 will be issued and a 4 will be written next to the name on the board. At this point, the pupil will be removed from the classroom and will have to carry out the remainder of the lesson in another classroom that they will be directed to (SOS).
- The teacher will then issue a break or lunch time detention and contact home with the details of what happened during the lesson.
- Students who receive two or more '3's or '4's for disruption in a day will automatically be red-carded and spend a period of 5 lessons, a break and a lunch in Reflect.

Recording a lack of effort

- A pupil's effort falls below expectations – first warning – name on the board.
- The pupil continues to work at a rate that is below expectations – final warning – tick on the board.
- Pupil continues to work at a rate that is below expectations – LM grade 6 issued – 6 written next to name on the board. Change LM grade and add comments to SIMS.

TACKLING POOR BEHAVIOUR

WARNING

ISSUE A WARNING IF:

A student is late without an acceptable reason.

A student disrupts learning.

TEACHER ACTION:

Remind the student about expectations and give them the opportunity to improve.

WARNING

FURTHER ACTION:

The student's name will be written on the LM3/4 board at the front of the classroom.

LM3

ISSUE AN LM3 IF:

Additional issues arise

TEACHER ACTION:

3 is written next to the student's name on board.

LM3 ISSUED

FURTHER ACTION:

A Lesson Monitor 3 (LM3) is logged on SIMS and record the details of the disruption in comments.

Action a teacher detention on MARS.

ISSUE A RED CARD IF:

It is the second LM3 or LM4 of the day for disruption. *If 2 x 3/4 red card for disruption is actioned, NO further follow-up is required by the teacher.*

LM4

ISSUE AN LM3 IF:

Additional issues arise.

TEACHER ACTION:

Add a 4 to the board next to the student's name.

The student is removed to the timetabled SOS classroom/teacher.

LM4 ISSUED

FURTHER ACTION:

Change the Lesson Monitor (LM) code on SIMS to 4 and record details of the disruption in comments.

Action a teacher detention on MARS & contact home with details.

ISSUE A RED CARD IF:

It is the second LM3 or LM4 of the day for disruption. *If 2 x 3/4 red card for disruption is actioned, NO further follow-up is required by the teacher.*

DEPARTMENT DETENTION ISSUED

A department detention is issued if the student fails to attend a teacher detention.

AFTER-SCHOOL DETENTION ISSUED

An after-school detention is issued if the student fails to attend a department detention.

SLT COMMUNITY SERVICE ISSUED

2 x lunchtime SLT community service detentions issued if the student fails to attend an after-school detention.

TACKLING POOR EFFORT

⚠ WARNING

ISSUE A WARNING IF:

A pupil's effort and progress falls below teacher expectations.

TEACHER ACTION:

The student is verbally issued their first warning and reminded pf expectations.

⚠ WARNING

FURTHER ACTION:

The student's name will be written on the LM6 board at the front of the classroom.

⚠ FINAL WARNING

ISSUE A FINAL WARNING IF:

If the pupil continues to work at a rate below expectations.

TEACHER ACTION:

Verbally issue a final warning and offer additional support where necessary.

⚠ FINAL WARNING

FURTHER ACTION:

A tick is added to the student's name on the LM6 board at the front of the classroom, indicating the final warning.

LM6

ISSUE AN LM6 IF:

There has been no improvement in effort, and progress is below the teacher's expectations of the student.

TEACHER ACTION:

Ensure the student is aware that they have been issued an LM6.

LM6 ISSUED

FURTHER ACTION:

A 6 is written next to the student's name on the whiteboard, indicating that an LM6 has been issued.

Teacher can issue a detention on MARS.

Change the LM code on SIMS to 4

⚠ ADDITIONAL MEASURES

If a consistent pattern is identified where a student is receiving LM6s in a specific subject and dropping below their target grade, the Curriculum Lead should follow up, implement support, and/or report as necessary.

If a consistent pattern is identified where a student is receiving LM6s across multiple subjects and dropping below their target grades, the Progress Manager should follow up, implement support, and/or report as necessary.

4. Reports and Sanctions

If a pupil receives 3 or more lesson monitor grades 3 or 4, they will be placed onto a report. Dependant on how many times this has happened previously during the term will determine what colour and level of report that they will be placed on. A detention will also be issued alongside the report. The details of this can be seen below:

Green report	30-Minute Monday lunchtime detention
Amber Report	30-minute Monday lunchtime detention and a 15-minute Tuesday lunchtime detention
Red Report	30-minute Monday and Tuesday lunchtime detention

The lesson monitor grade 6 catch-up sessions that are issued for persistent lack of effort in lessons will run on a dinner time (different for each year group) for any students who receive 3 lesson monitor grade 6's or more within a week.

If the Lesson Monitor Reports do not drive the desired improvements in effort or behaviour or if a student is displaying negative behaviour outside of lessons, a head of key stage report may be put into place. The report will run for 8 weeks and will be run by the head of key stage.

Detentions

If a student's choice of behaviour results in a LM3 or 4 being issued, the teacher will action a break or lunch time detention. These detentions are issued through our MARS system. An automatic e-mail with the details of the detention will be sent to parents/carers and the student through their school e-mail. If the student does not attend the teacher detention, then an a departmental detention will be put into place. If the student does not attend a departmental detention, this will be escalated to a headteachers detention. The headteachers detention is held on a Friday lunch time for 30 minutes.

The sanction ladder of escalation can be seen below:

Teacher detention. 10 minutes.	**Departmental detention.** 20 minutes	**Headteacher detention.** 30 minutes.

High Order Sanctions and reports.

Repeated failure by an individual to respond to support offered within school and/or by external agencies in order to turn behaviour round and improve behaviour choices, could lead to one or more high order sanctions being put into place. These include, external seclusions, suspensions, a managed transfer to a partner secondary school, alternative provision or being placed on a Pastoral Support Programme (PSP) or Governor's contract.

A PSP involves being placed on a 16-week support programme. The student is supervised by a member of the Senior Leadership Team daily who will attend the initial meeting as well as interim and final review meetings, along with parents and any representatives from external agencies who have been involved. A pupil only does one PSP. If the behaviour of the pupil remains unacceptable, the pupil will be referred to a Governor's contract meeting. Failure to modify behaviour can lead to permanent exclusion.

The full report flow chart can be seen on the next page.

REPORT SYSTEM FLOWCHART

A students' behaviour/progress is raising concerns.

Student issued GREEN REPORT*. Student reports to their form tutor.

Has the **GREEN REPORT** been successful? ***YES/NO***

YES → **Report kept on file.**

NO

Now moves to AMBER REPORT*. Student reports to their PM/LM.

Has the **AMBER REPORT** been successful? ***YES/NO***

YES → **Student issued GREEN REPORT*. Student reports to their form tutor.**

NO

Now moves to RED REPORT*. Student reports to their PM/LM.

Has the **RED REPORT** been successful? ***YES/NO***

YES → **Student issued GREEN REPORT*. Student reports to their form tutor.**

NO

The student now moves to a HEAD OF KEY STAGE REPORT

Has the **HEAD OF KS REPORT** been successful? ***YES/NO***

NO

PUPIL SUPPORT PLAN (PSP)

- A **PSP** is initiated, and a review of the students' needs is carried out.
- Each PSP review is shared with the Assistant Headteacher who has the overall responsibility for behaviour.
- If, at the review, it is evident that all interventions & strategies are unsuccessful, a final warning will be issued by the PSP lead.
- At this stage, a managed move may be considered.

Has the **PSP** been successful? ***YES/NO***

NO

Governor's Contract - *Student at risk of Permanent Exclusion*

LM GREEN REPORT

INTERVENTIONS

Parents are informed, individual needs assessments completed, pastoral support provided through form tutor.

LM AMBER REPORT

INTERVENTIONS

Parents are informed, individual needs assessment completed, STAR referral made, additional LM pastoral support.

LM RED REPORT

INTERVENTIONS

Parental meeting is arranged, individual needs assessed, STAR referral made, additional pastoral support provided by the access team.

**Reports run on a fortnightly cycle.*

Upon the implementation of an Education, Health and Care Plan (EHCP), individualised behaviour pathways may supersede the standard report ladder.

Exclusions and suspensions

Exclusions and suspensions can only be carried out on the authority of the Head teacher or a Deputy/Assistant Head teacher acting on behalf of the Head. The school will comply with all statutory guidelines governing exclusions. (See Exclusions Policy).

If a student failed to respond to suspensions, the Headteacher has the right to insist that a student is educated off site and given alternative provision. In extreme circumstances, students can be permanently excluded.

Curriculum Leader Intervention

If a pupil continues to behave in a negative way in an *isolated subject area* there may be a need to ask the Curriculum Leader for support.

Consistent negative LM grades in the same lesson/subject will mean that:

- The Curriculum Leader will **discuss the problem with the teacher**, review lesson monitor and check that all the intervention strategies have been adopted.
- The Curriculum Leader will arrange a meeting with the student, member of staff and the parent/carer. During the meeting, the issues will be discussed, and specific targets will be put into place which are aimed at improving performance in lessons.
- **The student will be removed from the next 2 lessons (SOS to another classroom).** The student will then return to the class and the report will run for 10 lessons.
- During this period, if a pupil receives a 3, 4 or 6 then they will have to serve a break/lunchtime sanction at the first opportunity. Any detentions that are issued will be communicated to the student and parent/carer via our MARS system.
- If a pupil fails to show up for the detention, then they can be put onto the departmental detention.
- After the 10-lesson period, the recent performance of the student should be discussed with the teacher and the Curriculum Leader and a decision should be made as to whether the report is put into place again or if the report has been passed. This needs to be clearly communicated to home and to the pupil, and parent/carer.
- If the CL report has not had the desired improvements in behaviour and attitude in the lesson then a meeting will be set up with the HOD, class teacher, critical friend

  to the subject, pupil and parent/carer. The CL report process that is outlined above will then be repeated.
- If student performance remains to be unsatisfactory after the 10 lesson cycle then they will be placed on a whole school report at Amber level.

If poor behaviour is an issue in a *range of subject areas* this will be identified by lesson monitor and the key stage team will intervene as indicated in the lesson monitor guidance.

Red cards

Red cards are used when a student has behaved in a way that they need to be removed from circulation. They should not be used if pupils are complying with your requests, e.g., to SOS. They should not be used as an alternative to the Departmental SOS system.

If a pupil is persistently disrupting teaching and learning the member of staff should put in place alternative strategies or make alternative arrangements with the curriculum leader or departmental colleagues.

If a red card is issued this must be recorded as a '4' on lesson monitor and detailed comments added.

What Constitutes an emergency

Where a pupil has:

1. Refused to leave the room following an SOS.
2. Been awarded a second Lesson Monitor grade of 3 or 4 in a day.
3. Used Verbally aggressive and confrontational language against a member of staff or pupil, including the use of homophobic, racist or sexualised language.
4. Become engaged in a serious fight with another pupil or behaved in a way that has put a member of the Mabank community at serious risk of harm
5. Physically abused a member of staff.
6. Left the lesson without permission.
7. Refusal to hand over a prohibited item.

How to issue a red card

The member of staff either:

- A red card must be issued using the MARS system.

  OR

- Through the radios if during free time.

What happens next?

- The pupil will be removed and will be isolated for a period of 5 lessons, a break and a lunch. Parents/carers will be informed that their child has received a red card and that they will be out of circulation. Appropriate work will be provided.

- The member of staff issuing the red card must email an account of the incident to the Reflect/KS team and their Curriculum leader ASAP. Further follow up may be required.

- The teacher who has issued the red card should contact parents at the first possible opportunity to follow up on the holding email that they would have received from the Reflect team.

- The red card will be recorded on the pupils record in CPOMS.

NOTE: If there is an issue regarding the reason for, or implementation of the Red Card, the Reflect team/KS/SLT duty staff have the professional responsibility to rescind the sanction at any time.

Reflect

Pupils may be referred to spend a day in the Reflect room. Whilst in Reflect, pupils must adhere to the strict rules laid down by the Reflect team. If a student is red carded or booked into the reflect room, the sanction duration will be for 5 lessons, a break and a lunchtime. For example, If a pupil is placed into reflect during period 2 on Tuesday, they will go back into circulation at the end of period 2 on Wednesday. Pupils will be supplied with academic work for them to complete whilst they are in the reflect room.

- It is the responsibility of subject staff, NOT the Reflect Manager, to ensure that appropriate work has been set for each child entering seclusion.

- Requests for work and reminders will be sent by email.

Depending on the severity of the problem, some pupils may be referred to Reflect for a number of days or asked to attend seclusion in a partner school. Where a pupil's behaviour has resulted in suspension from school for more than 5 days, alternative provision will be put into place.

Persistent lateness to lessons

A late report is run by key stages on Thursday at 3pm. The report is run from Monday - Thursday. Any pupil that has been 30 minutes late or more in-between lessons during that time period will sit a 30-minute key stage dinner time detention during Monday dinner time. If students are persistently late to lessons and standard support and intervention strategies have not resulted in improved punctuality, they may be placed on the Internal Truancy list. Students on this list are expected to arrive promptly to all lessons and will be supported by the relevant learning manager who will try to unpick the issues and look at Push and Pull factors. Any student on the Internal Truancy list who continues to arrive late without a genuine reason will be issued with a suspension.

Uniform and equipment sanctions.

We have a system in place in school that encourages all students to be in the correct uniform and to have the correct equipment at all times.

- If a student turns up to form without items of uniform/equipment, they will be sent over to the relevant key stage office. This will be recorded by the form tutor as a strike.
- If a student refuses to lend an item of uniform to wear (without a medical reason), they will be red carded.
- If a student turns up to any lesson or form time, with incorrect uniform or equipment, it will be recorded as a strike.
- A student can ONLY receive 1 uniform, and 1 equipment strike per lesson. So, maximum 2 strikes per lesson.
- A student cannot receive multiple strikes for uniform in the same lesson. A student cannot receive multiple strikes for equipment in the same lesson.
- Teaching staff will be able to choose from the following uniform issues ONLY; Tie. Blazer. Trousers. Shoes. Facial piercings.
- Teaching staff will be able to choose from the following equipment issues ONLY; Pen. Pencil. Ruler.
- The strike data will be pulled on a weekly basis. 7 strikes = detention.
- The detention will run on a Thursday dinner time for a duration of 30 minutes.

Any student who arrives at school in incorrect uniform, for example wearing inappropriate footwear or facial piercings, and refuses to comply with the school's uniform policy after being given reasonable opportunities to rectify the issue, will be suspended.

Verbal abuse of staff:

Students who swear directly at a member of staff will be issued with a suspension.

5. Culture of Praise:

As a school we believe that Quality First Teaching creates a positive atmosphere where children feel valued and successful, and effort is celebrated.

Praise should be personal, specific, credible and differentiated, fair and consistent.

We consider it is important not just to praise and reward good work and behaviour but also to recognise positive contributions to school life. Staff should make at least 2 contacts a week home to praise pupils.

The following praise mechanisms are used:

- Awarding Lesson Monitor grade 1 and 2
- Entry into the weekly ‘golden ticket’ draw.
- House stars inter-house competitions
- Postcards of praise

- Certificates
- Attendance certificates
- Prizes and trophies
- Privileges, for example, Year 11 Prom attendance and rewards events and trips.
- Praise assemblies which reflect achievements such as Student of the Week for citizenship, successes in competitions, excellent attendance and A2L achievements
- Celebration of Achievement Days

Additional rewards are linked to the 'Lesson Monitor' system. The House system further raise the profile of praise and reward through inter House competition.

6. Behaviour expectations during free time.

All students should behave in a polite and respectful manner during their free time in school. Behaviour expectations that have been outlined to students can be seen below:

- Put your litter in the bins provided. Use the recycling bins also when possible.
- Do not damage any property. The school's property or anyone else's.
- Behave in a calm manner. Break and lunch allow you the chance to release some energy, but this has to be done in a sensible manner.
- Queue up respectfully by not pushing in and waiting your turn calmly. This includes waiting for food and waiting to use the toilet.
- Do not use bad language or any language that you know will offend someone
- Ensure that you follow instructions from all members of staff.
- Talk to staff and each other in a polite and respectful manner.
- Respect the prefects by listening to them and following their instructions

General behaviour during your free time

- Stay out of the blocks during break and lunch unless you are attending a club or working with a teacher.
- Stay out of the project court.
- Do not use your phone at any time.
- Only play ball games in the allocated areas. These are: The back field when it is open or the tennis courts when the field is shut.
- No play fighting – unfortunately, this can escalate quickly.
- If there is an issue, do not gather around it or follow people. This can cause a health and safety issue.
- Ensure that you head to your next lesson slightly before the bell so that you are on time.

- If you are staying in the boulevard, then you must remove your coat.

Wet weather protocols for students

- Only go to permitted areas. These are the boulevard, the sports hall and the main hall.
- Do not walk around the buildings – head to the designated wet areas.
- Do not stay out in the rain allowing yourself to get wet. This will affect your next lesson and will leave you feeling uncomfortable for the rest of the day.
- Ensure that you behave in a calm and respectful manner.
- Do not interfere with any equipment or furniture in wet break spaces.
- Ensure that any rubbish is placed in the bins and you leave your indoor area clean and tidy so that lessons that follow are not affected.

7. Truancy

All students are expected to attend all lessons unless agreed otherwise. If a student truants a lesson, then a break/dinner time detention will be issued. If a student is repeatedly found to truant lessons, sanctions may be increased as follows: break/dinner time detention, reflect, external seclusion, suspension.

8. Smoking/Vaping

Smoking and vaping is not permitted anywhere at **Malbank** School. If a student is found smoking/vaping or in the possession of smoking/vaping paraphernalia, then a day in reflect will be issued to the student. If a student repeats this behaviour, then sanctions will be increased to external seclusion and suspension. If a student continues to be found smoking/vaping on school grounds, then they are at risk of permanent exclusion.

9. Uniform

All students are expected to wear correct uniform. Items of incorrect uniform will be confiscated by members of staff and held in student services until the end of the school day. Repeated confiscations will result in parents having to collect the confiscated item from the school office. Pupils who consistently break uniform rules will be put onto a uniform report. If a pupil turns up to school without the correct uniform, then they will lose their free time.

Correct Malbank school uniform consists of the following:

- Official School Blazer (Navy in colour with embroidered school badge – available from and ‘School’s In’ 01270 618957)
- White school shirt (short, ¾ or long sleeves are equally acceptable) This must be a collared, button up shirt worn tucked in that will allow you to wear a tie – not a white polo shirt.
- School house tie available from school

- Grey school trousers - please note “grey” includes “charcoal”. Male and female fit trousers should be tailored and have a zip and button. No black trousers are allowed.
- Low-thigh to knee length grey pleated school skirt available from any distributor– must have pleats and must not be stretch material.
- One of either plain black or grey coloured tights or plain black or grey knee/ankle length socks.
- Plain black leather school shoes (No canvas, no other colours, no metal or plastic lace tags, no bubble, air or coloured soles, no boots, no heels)
- A school bag including a pencil case featuring our essential equipment list.

Students may also:

- Choose to wear the optional blue school jumper. This is not a compulsory item but available for those requiring added warmth
- Choose to wear a white t-shirt or base layer for comfort under their white shirt. This must be white, have no visible logos and must not be visible.
- Wear a coat over their blazer during cold weather when outside the building. (Hoodies are not an acceptable replacement for a coat – further details later in this document)
- Wear one earring stud in each ear.
- Wear a clear plastic retainer for any facial piercing or additional earrings. New facial piercings should not be obtained during school term time. New piercings that require a student to wear a metal stud will not be accommodated – please note students will no longer be given the option to wear a plaster to cover the piercing – if you are considering getting a piercing and a clear retainer cannot be used, the piercing should not be undertaken.

Uniform and clothing which is not allowed:

- Over the knee socks
- Fluffy or fleece lined socks
- Earrings other than studs - only one pair of ear studs. No hoops, flesh tunnels or ear bars.
- Gilets, hoodies or other jumpers worn over the top of school uniform. Gilets or hoodies are not a replacement for a school coat.
- No chains or necklaces on view.
- No bracelets unless worn for medical or religious reasons.
- No earphones or earpods on show at any point during the school day.
- No facial piercings are allowed.

• Make up must be natural looking - no false eyelashes

• No nail extensions should be worn to school

• Hair – all natural colours are acceptable (no pink, blue or purple etc.)

• No patterns shaved into hair e.g., zig zags or logos

• Jewellery – one small ring is acceptable.

• Uniform must not be rolled including blazer sleeves or skirt

10. Bullying

Bullying of all kinds is unacceptable whether it is between students and students, staff and students or staff and staff. The school has a clear anti-bullying policy which has been written and regularly updated by a cross section of the student community. The entire school community has signed up to our Anti-bullying pledge. The school is proactive in preventing and dealing with bullying through such things as staff training, curriculum lessons, drama workshops, surveys and input from the house captains' team. (See the Anti-Bullying Policy).

11. Child on Child Abuse

Children can abuse other children (often referred to as child-on-child abuse and teenage relationship abuse). This is most likely to include, but may not be limited to:

- bullying (including cyberbullying)
- 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 • 'Upskirting' is where someone takes a picture under a person's clothing (not necessarily a skirt) without their permission and or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone of any gender, can be a victim.
- Teenage relationship abuse
- initiation/hazing type violence and rituals

Staff are clear on our procedures with regards to child-on-child abuse and do not take it any less serious than adult to child abuse; they are aware that it should never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up".

Where sexual violence or sexual harassment between children is alleged then the school follows the guidance issued by the DfE in 2021.

https://www.gov.uk/government/publications/sexual-violence-and-sexualharassmentbetween-children-in-schools-and-colleges

Where youth produced sexual images are part of the abuse then the school follows the UK Council for Child Internet Safety (UKCCIS)

https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-adviceforeducation-settings-working-with-children-and-young-people

Child on child abuse will not be tolerated- see further information in the bullying section of the School Safeguarding policy.

12. Search and Confiscation

A member of the Senior Leadership Team can conduct a search if they believe that a pupil has a prohibited item in his/her possession. This can be made without consent if there are reasonable grounds to suspect a pupil may have these items in their possession. The search must be carried out with another member of staff present and will usually be carried out by a member of the same sex. ***Parental permission is not required***. If staff believe there is a risk involved, they must call the police.

A teacher can confiscate and retain an item for one day if: it poses a threat to others e.g. a laser pen; it poses a threat to the good order of learning e.g. a mobile phone or personal music player is being used in lesson; it is against school uniform rules e.g. a hoodie; it is a health and safety threat e.g. inappropriate jewellery; it is counter to the ethos of the school For example, offensive literature, or it is an item which it is illegal for a child to have e.g. cigarettes, vapours, racist or pornographic material.

If appropriate to return the item to the student, the member of staff must make the item available for collection from Student Services at 3.15pm by the pupil or, if appropriate, by the parent.

Items brought into school for the purpose of making a profit (including fizzy drinks, cigarettes, alcohol and sweets) will also be confiscated and the parents contacted in order to make arrangements for their collection. Illegal items will be handed over to the police.

An addition that we have made to the search and confiscation procedure is the use of metal detectors. This amendment has been put into place due to the changing nature of smoking and the increasing use of vapes. If we suspect that a student or group of students have been vaping or are intending to vape, then we may use the metal detector to help us ascertain if a student is in possession of a vape.

If a student refuses to be searched they will be red carded and/or suspended for refusal to follow instructions.

13. Restrictive interventions

Please see the separate Restrictive Interventions policy.

14. Malicious Allegation made Against a Member of Staff

Any allegation made against a member of staff will be investigated thoroughly and on an individual basis. If an allegation has been found to be made up by a pupil, this will be

sanctioned as appropriate. This may include the use of seclusion and / or suspension. Parents will be kept informed throughout the investigation.

15. Off-Site Behaviour

The Head reserves the right to sanction pupils for misbehaviour outside of the school premises to such an extent as is reasonable.

Conduct outside the school premises, including online conduct, that the school might sanction pupils for include misbehaviour:

• when taking part in any school-organised or school-related activity.

• when travelling to or from school.

• when wearing school uniform.

• when in some other way identifiable as a pupil at the school.

• that could have repercussions for the orderly running of the school.

• that poses a threat to another pupil; or

• that could adversely affect the reputation of the school.

16. Bus Behaviour – Code of Conduct

Principle

At **Malbank School** we believe that everyone has the right to enjoy school life in a safe, friendly environment. We encourage respect for others and their property, and we strive to ensure that everyone is valued equally and treated with respect, regardless of aptitude, ethnic origin, sexual orientation, gender, disability or social status.

Students are required to follow the basic rules and codes of conduct and be good ambassadors for the school at all times. They are expected to behave responsibly on their journey to and from school. The aim of this code of conduct is to ensure that all parties are clear of the behaviour expectations whilst waiting for and travelling on a school bus.

All students who travel on buses must follow the bus code to ensure safe travel.

Student responsibilities.

- All students must line up as directed by the members of staff on duty if they are waiting for a bus to arrive. Students must get on the bus in an orderly way and must not push in.
- Students must make sure that they are using the correct bus – the bus that they have a pass or ticket to use.
- Passes / bus tickets must be shown to the bus driver as students get onto the bus. If students do not do this, they may be asked to pay a fare.
- Students must be polite to the bus driver.

- All students must remain in their seat until the bus stops. If standing is allowed on a bus, students standing must remain still while the bus is moving. Students should not stop other students from sitting down.
- Where they are available, seatbelts must be worn by all students.
- Students must not distract the driver; this is not safe.
- Students should not throw any objects on the bus and must make sure that any litter is picked up before getting off the bus.
- If students see poor behaviour on the bus, they must report it. This can be reported to form tutors, the Key Stage team or to Mrs Sproston.
- Treat one another with respect.
- Students who chose to use their mobile phones must do so responsibly.
- To follow the main school code of conduct.

Should a pupil behave inappropriately and not follow the code of conduct then the following sanctions may be put into place.

- Warnings may be given by the bus company that continued poor behaviour may result in a ban from using the bus.
- Bans may be issued by the bus company, either a time fixed ban or a permanent ban. If the behaviour of a student is deemed to be putting the health and safety of others at risk a warning may not be issued.

- Sanctions may be put into place by the school including detentions, reflect or suspensions in line with the school behaviour for learning policy. **To help students to follow the code on conduct.**

School.

- There will always be a team of staff who are on bus duty at the front and the back of school.
- The staff on duty will ensure that students are lining up when waiting for a bus and ensure that students get on the bus without pushing.
- The staff on bus duty will ensure that any inappropriate behaviour is dealt with as soon as possible.
- The school will liaise with the bus companies to investigate any reports of poor behaviour.

The Bus Driver.

- Will check all passes / tickets as students get onto the bus.
- Should try to develop positive relationships with students by greeting them as they get onto the bus.
- Will ask students to use the seats when they are available and ensure that students are not standing if this is not permitted.
- Will not use personal headphones or any mobile devices that could have a negative effect on the health and safety of the passengers. All speed limits will be adhered to.
- Should speak to students in an appropriate way when informing them of expectations on the bus and always use safety as a reference point.

The Bus Company.

- Will ensure that only suitably qualified drivers will be employed, and that appropriate training is given.
- Where possible CCTV will be used and shared with school as necessary to help investigate incidents of poor behaviour.
- Will investigate when there are reports of inappropriate driver conduct, such as using headphones when driving and follow company procedures regarding this.
- Will communicate clearly with school and parents when issuing a ban from the bus, providing reasons for the ban.

Parents.

- Should reinforce the importance of the bus code of conduct.

- Support the school in ensuring that the safety of students is paramount
- Report any issues relating to bus behaviour to the relevant Key Stage team or Sarah Sproston (Strategic Business Manager)

This Code of Conduct was written by

- The student Council of **Malbank School and Sixth Form College**
- Staff representatives
- Parent representatives
- Bus company representatives • Local Authority representatives.

17. Mobile Phone Policy

Rationale

Malbank School and Sixth Form College takes its responsibility of keeping all children safe seriously. The Keeping Children Safe in Education (KCSIE) statutory guidance (September 2016) states that schools must ensure that children are safeguarded from potentially harmful content on the internet, including the need to consider mobile phones and devices which can access 3G and 4G.

This policy applies to the main school, students in Years 7 – 11. The Sixth Form College has a separate policy on the use of mobile phones etc.

Strategy

Mobile Phones or any device which has access to the internet must not be used on site during the school day. Pupils who choose to bring their phones into school for the purposes of travelling to and from school must have their phones switched off and out of sight in their school bag during the school day.

Should a pupil need to contact a parent during the school day, this must be done via the relevant Key Stage Office. Should a parent need to make contact with their child during the school day they should contact the school office directly.

Any pupil found using a mobile phone or device during the school day will:

- Have the item confiscated by a member of staff and it will be placed in a labelled envelope in the school safe in the main school office and it should be collected at the end of the school day.

- Pupils who repeatedly use mobile phones or devices during the school day will have the item confiscated as above and will need a parent / carer to collect it from school.

  Repeated use of mobile phones will be considered to be defiance, and this will be dealt with in line with the Behaviour for Learning Policy.

- Pupils who refuse to hand over a mobile phone or device when requested to do so will be referred to a member of the Senior Leadership team through the red card system outlined in the Behaviour for Learning policy.

Use of mobile phones on school trips

In the initial trip letter, it will specify whether pupils will be allowed to take a mobile phone on that trip. If a mobile phone is not permitted and a student is using their phone or device, it will be confiscated for the remainder of the school trip.

Pupils are responsible for their own belongings. **Malbank School and Sixth Form College** accepts no responsibility for any loss or damage to mobile phones or devices.

18. Staff protocols and guidance.

At **Malbank** when a pupil's behaviour is giving cause for concern staff must follow the procedures laid out in the Behaviour policy and **Malbank** Way document, which illustrates the 'Lesson Monitor' guidelines.

Staff must accept responsibility for behaviour in their lessons and take action to facilitate this. **All staff should plan for good behaviour.** All members of staff must insist upon high standards of behaviour, discipline and uniform from all students and must follow and consistently apply the Behaviour for Learning (BfL) policy.

At **Malbank**, all staff must follow the behaviour systems and protocols that are outlined in the behaviour policy and the **Malbank** Way document.

<u>Quality First Teaching</u>

As far as managing behaviour is concerned, members of staff are the most important people in the classroom. A teacher's behaviour and attitude will influence and affect how pupils behave.

'I've come to the frightening conclusion that I am the decisive element in the classroom. It's my personal approach that creates the climate. It's my daily mood that makes the weather. As a teacher, I have a tremendous power to make a child's life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or humour, hurt or heal. In all situations, it is my response that decides whether a crisis will be escalated or de-escalated, and a child humanised or dehumanised.'

Hiam Ginnot, between teacher and child: A book for parents and teachers

The following are common examples of skills and strategies that are known to be effective in promoting positive behaviour:

- **Quality first teaching** – plan; make clear your learning outcomes; use a range of teaching styles; ensure all children are clear about their learning targets; personalise learning so that all needs are catered for; foster independent learning; involve pupils in self-assessment, setting targets, establishing learning style and reviewing learning etc.

- **Model good behaviour** – arrive on time, meet and greet at the doorway, know the children as individuals, call them by their first name, model the standards of courtesy expected from pupils, say thank you following each instruction, avoid sarcasm, keep to time in the lesson and finish on time, ensure an orderly exit.

- **Create a positive atmosphere** – treat the children with respect, create an atmosphere whereby children feel important, known, valued and successful, celebrate effort, give positive reinforcement and praise, praise should be personal, specific, credible and differentiated, be fair and consistent, make your expectations positive and clear, make good use of rewards, use humour.

- **Deal with difficult situations in a quiet and confident manner** – talk to a child quietly and privately, don't shout or humiliate, remove the struggle for power, provide choices so that children take responsibility for their own behaviour, make mistakes a normal part of learning, follow up on issues which count, be a good listener and give a right of reply, be prepared to apologise after a mistake.

- **Separate the behaviour from the person** – don't' make it personal, don't bear grudges, treat every lesson as a fresh start, don't issue threats which are not then carried out, never give whole class punishments, look for a compromise.

- **Ensure that the classroom environment re-enforces good behaviour** – follow the boy/girl seating plan, use co-operative learning strategies, display work done by the pupils and keep it up to date, keep the room tidy and interesting.

. **Praise**

Praise and reward is the most effective tool in behaviour management.

Praise helps to build positive relationships which are central to success in the classroom.

It is important not to just praise good work but also to recognise good behaviour and positive contributions to school life.

Make a point of catching students doing well.

Remember – PIP & RIP - Praise in public, Reprimand in private.

All staff should make at least 3 positive contacts with parents each week. This may include a call home or a postcard of praise.

Other examples of good practise are:

- Stickers in books
- Certificates
- Emails to tutors
- Using student of the week in assemblies
- Making every effort to engage with pupils both inside and outside the classroom • Using displays to celebrate students work.
- Issuing Random Acts of Kindness cards to students.

Guidance to staff on Out of Lesson Behaviour

- Members of staff are requested to be proactive at all times in maintaining good order around the site.
- Do not ignore bad behaviour.

Duty expectations for staff.

- Ensure that you are on time to your duty spot.
- Wear the high visual Jacket.
- Have your radio on. Check in at the start of duty to let the duty team know that you are in your zone and that you have your radio.
- Make sure that you are aware of your duty patrol area.
- Do not stand still, patrol your area and smile at students.
- Use the radio to communicate any issues throughout the duty. For example, students found in a block or out of bounds.
- Try and spark conversations with students as you patrol your zone.
- Address any uniform issues and confiscate items where necessary.
- Address any inappropriate behaviour, including inappropriate language.
- Tackle any students who are out of bounds.
- Help clear the yard at the end of duty – if you are not teaching following your duty, please stay to clear the last students.
- Report any relevant issues that have occurred during the duty to key stage offices.

Duty expectations that are specific to the Boulevard

- Ensure that students remove their coats whilst they are in the boulevard. Students can enter the boulevard and queue up in their coats, **but they must be removed once they sit down.**
- Please remove your coat as a member of staff to reinforce this message.

- Support the red coat team with the queues if they are busy (especially on chip day.)
- Rotate around the tables to start conversations with students and to encourage them to tidy up their areas.

If you cannot make your duty, pre-arrange cover and make CJY aware that there has been a swap.

Date: ……Sept 2026…….

Signed:

Headteacher _____

Chair of Governors_____

Date ----------

Date for renewal: Sept 2027