



MVS Behaviour Policy

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Individual Responsible:	Toby Fisher, Senior Deputy Head
Approved by:	Board of Directors

This policy should be read alongside: Anti-Bullying Policy, Safeguarding and Child Protection Policy, Suspension Policy, SEND Policy, Attendance Policy, Online Safety Policy and Staff Code of Conduct.

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1. Introduction

All students and staff at Maida Vale School are entitled to learn and work in a safe and supportive environment where everyone is valued. We believe that effective learning takes place where principles of high moral, ethical and personal standards are clearly communicated. All members of the school community are expected to show kindness, respect and tolerance and should understand the impact of their behaviour on the mental health and wellbeing of others. Maida Vale School takes a child-centred approach; all procedures in this policy operate with the best interests of the child at heart.

All members of the school community will be made aware of and must agree with the expectations of behaviour outlined in this policy. This is achieved through initial staff induction, staff training, staff meetings and through a period of student induction, school assemblies and personal tutor time.

Parents are provided with a clear explanation of the school's ethos via the website and open events before they choose the school. The school's behaviour expectations and an overview of the pastoral care is explained in the Student and Parent Handbook. Students and parents are made aware that families and the school are working in partnership.

The purpose of this policy is to ensure that students, parents and staff are aligned with a clear understanding of the expectations, standards and procedures relating to the maintenance of good order in the school so students can learn and reach their full potential. Good behaviour is encouraged through a mixture of high expectations, clear policy and an ethos which promotes discipline and mutual respect between students, and between staff and students.

The aim of any response to misbehaviour should be to maintain the positive culture within the school, restore a calm and safe environment in which all students can learn and thrive, and prevent the recurrence of misbehaviour. Where possible, the school takes a restorative approach: recognising that repairing relationships and understanding the impact of behaviour on others is more effective in the long term than purely punitive measures.

This policy has been updated to reflect the Children's Wellbeing and Schools Act 2026 (Royal Assent 29 April 2026), the Independent School Standards Guidance (April 2026), the Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025 (in force 1 April 2026), and KCSIE 2026.

This policy references and has regard to the DfE statutory guidance Behaviour in Schools (February 2024). Specifically, we observe our duties under the Equality Act 2010, including issues related to students with special educational needs and disabilities and how reasonable adjustments are made for these students. We will provide appropriate support systems for students, liaise with parents and other agencies, manage students' transition, and take appropriate disciplinary action against students who are found to have made malicious allegations against staff.

The expectations and standards of behaviour are defined in detail in this policy and apply both in and out of school, including on trips or external activities where students are representing the school, and online.

This policy is available on the school's website.

2. Aims

The aims for behaviour at Maida Vale School are that all children will:

- be supported to achieve the behaviour standards through an induction process that familiarises them with the expectations, procedures and an overview of the school's ethos and culture;
- show kindness, respect and tolerance and understand the impact of their behaviour on the mental health and wellbeing of others;
- acquire an awareness of right and wrong and differentiate between acceptable and unacceptable behaviour;
- contribute to a safe environment;
- be able to work in an orderly atmosphere;
- understand the role of and need for discipline as a positive part of school life;
- be protected against any form of physical intervention which is either unnecessary, inappropriate, excessive or unlawful.

Maida Vale School does not discriminate against young people contrary to Part 6 of the Equality Act 2010, nor do we undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. Discriminatory or extremist opinions or behaviours will be challenged as a matter of routine. The school acknowledges its legal duties in respect of students with special educational needs and disabilities. Reasonable adjustments will be made for disabled students and students with special educational needs.

The school aims:

- to have systems for rewards and sanctions appropriate to the age of the children which are applied fairly and consistently;
- to teach students about safe behaviour, including the safe use of technology and the internet, the risks posed by social media, and the dangers of misinformation, disinformation and conspiracy theories online (as referenced in KCSIE 2026);
- to help staff to protect themselves against a physical attack;
- to provide a supportive environment with an emphasis on taking a proactive approach to minimise risk of any accusation or action of improper conduct towards a student.

All members of the community work towards the school's aims by:

- respecting young people as individuals;
- providing a safe and orderly environment in which all are fully aware of behavioural expectations;
- encouraging, praising and rewarding good behaviour;
- actively promoting fundamental British values;
- providing good role models and always supporting one another.

3. Roles and Responsibilities

Board of Directors

The Board of Directors is responsible for monitoring this behaviour policy's effectiveness and holding the Headteacher to account for its implementation.

The Pastoral Leadership Team

The Pastoral Leadership Team consists of the following staff members.

- Toby Fisher, Senior Deputy Head and DSL
- Dena Deedat, Head of Sixth Form and DDSL
- Matthew Greenfield, Head of Year 7 & 8 and DDSL
- Millie Pocock, Head of Year 9 and DDSL
- Kate Ware, Head of Year 10 & 11 and DDSL
- School Nurse
- School Counsellor

Headteacher and Senior Deputy Head

The Headteacher and Senior Deputy Head are responsible for:

- reviewing and approving this behaviour policy;
- ensuring the policy is implemented effectively, fairly and consistently;
- ensuring that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour quickly, fairly and consistently;
- monitoring how staff implement this policy to ensure expectations are maintained and rewards and sanctions are applied fairly and consistently;
- ensuring that staff are appropriately trained to enforce this policy including the use of reasonable force, seclusion and other restrictive interventions, in line with the Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025;
- ensuring that authorised staff are trained in how to carry out searches for prohibited items lawfully and safely.

All Members of Staff

All members of staff are responsible for:

- implementing this policy fairly and consistently;
- promoting good behaviour throughout the school community;
- modelling expected behaviour and positive relationships around the school;
- ensuring that the school values are enforced in their classrooms and around the school site, and that students behave in a responsible manner whilst under their supervision;
- ensuring that all lessons are well planned and organised and are suitable for the ability of the students;
- challenging students to meet the school's expectations and maintaining boundaries of acceptable conduct;
- providing a personalised approach to the specific behavioural needs of individual students;
- being aware of the online safety risks to students, including misinformation and disinformation, and challenging inappropriate online behaviour.

Parents and Carers

Parents are expected to:

- support their child in adhering to procedures outlined in this policy;
- inform the school of any changes in circumstances that may affect their child's behaviour;
- discuss any behavioural concerns with the Personal Tutor or other staff member promptly;
- support the school in any procedures which it believes are necessary to improve their child's behaviour.

4. Procedures

Standards for good behaviour outlined in this policy are discussed with students at the start of every academic year and reinforced throughout the year.

Where a student joins midway through the year, the Senior Deputy Head will conduct an induction meeting to ensure they understand the school's expectations, culture and curriculum. This is then followed up by the Personal Tutor who will assign them a buddy to support them and help them settle into school life.

The following statements apply to all members of staff at Maida Vale School:

- It is always unlawful to use force as a punishment.
- Any act of corporal punishment, or the threat of such an act, which causes or threatens harm or the expectation of harm to a student is strictly forbidden and constitutes gross misconduct.
- No student is to be locked in a room.

4.1 Supporting Students

When responding to misbehaviour, teachers should consider whether changes in behaviour indicate that a student needs help or protection, has an unidentified SEND or mental health need, or is affected by circumstances outside School such as bereavement, family separation, caring responsibilities or housing instability, including living in temporary accommodation. Teachers should report any concerns to the DSL or SENCo. The school recognises that behaviour is often a form of communication and seeks to understand the underlying cause before determining a response.

The school considers its approach to meet the needs of all students, including those with SEND and disabilities, to ensure high expectations are maintained for all students.

The school will:

- take reasonable steps to ensure no student experiences substantial disadvantage caused by the school's policies or practices;
- where applicable, provide additional support to enable students to meet the school's behaviour expectations;
- consider behaviour in relation to a student's SEND (although not every incident will be connected to their SEND);
- take a graduated approach (assess, plan, deliver, review) to manage behaviour;
- anticipate any triggers of misbehaviour and put in place support to prevent these; teachers should speak to the Pastoral Leadership Team or SENCo for advice about supporting a student with SEND;
- take particular care when applying sanctions to students who are looked-after children, those with a social worker, or those with SEND, as these groups are disproportionately represented in suspension data.

The school adopts a restorative approach wherever appropriate. Following an incident, students will be supported to understand how their behaviour fell short of expectations through structured conversations, restorative meetings and, where applicable, peer mediation. These may involve Personal Tutors, Heads of Key Stage, the school counsellor or parents.

4.2 Restrictive Interventions, including the use of reasonable force, in schools

Reasonable force should never be part of a general regime and Maida Vale School follows the April 2026 DfE guidance. Please refer to our separate Restrictive Interventions Policy on our website.

4.3 Searching, Screening and Confiscation

The Headmaster, and staff authorised by the Headmaster, may search a student or their possessions where they have reasonable grounds to suspect the student has a prohibited item, or an item listed at 4.3.1 below as an item for which a search may be made. Consent is not required for either category.

Searches, screening, the use of reasonable force in a search, the examination of electronic devices, strip searches, confiscation and the disposal of items found are governed in full by the Conducting a Search Policy, which is published on the school website. Staff must follow that policy and must not rely on this section as a summary of it. Only staff authorised in writing by the Headmaster may conduct a search.

Any search that reveals, or may reveal, a safeguarding risk is reported to the DSL or a Deputy DSL without delay, in accordance with the Safeguarding and Child Protection Policy.

4.3.1 Items banned under school rules for which a search may be made

The Headmaster has determined, under section 550ZB of the Education Act 1996, that in addition to the prohibited items set out in law, a search may be made for the following items, which are banned under school rules:

- e-cigarettes, vapes, vaping liquids, pods, nicotine pouches and any associated equipment or paraphernalia;
- lighters and matches;
- energy drinks and other high-caffeine or guarana-based products;

- laser pens;
- aerosols;
- solvents, nitrous oxide canisters, chargers and balloons;
- any medicine, including over-the-counter medicines, not held or administered in accordance with the Medical Conditions Policy;
- mobile phones, smart watches and other electronic devices, where their possession or use is in breach of the Student Phone Policy and Guidelines;
- Yondr unlocking stations, magnets or any other device capable of opening a Yondr pouch.

Reasonable force may **never** be used to search for an item on this list. It may only be used to search for items prohibited by law. This list is reviewed at each annual review of this policy.

4.4 Mobile Phones and Electronic Devices

The DfE guidance 'Mobile Phones in Schools' now has statutory power following the Children's Wellbeing and Schools Act 2026. Maida Vale School is a mobile-phone free school and expectations cover the whole school day.

Mobile phones are now an established feature of society, with most students, staff, and parents owning one. However, the increasing sophistication of mobile phone technology presents several challenges for schools, including:

- The high value of devices
- The integration of cameras, raising child protection and data protection concerns
- The potential for distraction from learning during the school day

We have partnered with Yondr, specialists in creating distraction-free learning environments. The Yondr Programme has been implemented in over 3,000 schools across eighteen countries and uses a simple, secure pouch system to store mobile devices.

Our objective is to create a safe and focused learning environment where students can:

- Fully engage in their academic studies
- Build positive relationships with peers and teachers
- Develop healthy and responsible habits around mobile phone use

While phones have clear benefits, we have found that learning and social behaviour improve significantly when students are free from digital distractions.

Use of Yondr Pouches

- This policy applies to all students in **Years 7–11**, who are each assigned a labelled Yondr pouch for their mobile phone and/or smartwatch.
- Students must bring their pouch to school every day and keep it in good working condition.
- On arrival, students place their phone in the pouch, which remains in their possession but locked until the end of the school day.

Sixth Form students are **not required to use Yondr pouches**, but:

- They must not use phones in front of younger students (including in lessons, corridors, or outdoor areas).

- They may use phones in the Independent Learning Centre during break and lunch.

This arrangement for sixth form students is a justified exception with the rationale that the approach balances discipline with independence, helping older students develop responsible phone use in preparation for life beyond school, and any phone use is out of sight of the younger students. This exception was implemented in April 2026, when the new guidance was issued, but will be reviewed annually for its effectiveness.

Guidance for Year 7 Students

We recommend that Year 7 students do not have a smartphone. Where a phone is necessary, a basic mobile device capable of calls and texts is advised.

All phones (smart or non-smart) must be stored in Yondr pouches. If a student does not bring a phone to school, a pouch is not required.

Communication and Emergencies

- If a student needs to contact home urgently, they should go to the school office, where they can use a school phone.
- If parents need to contact their child, they should call the school office, and messages will be passed on promptly.

Sanctions and Responsibility

- Misuse of the Yondr system will result in sanctions (see Student Mobile Phone Guidelines for full details).
- The school accepts no responsibility for the theft, loss, damage, or health effects (actual or potential) related to mobile phones.
- Parents and students are responsible for ensuring devices are properly insured and cared for.

Staff Use

We recognise that mobile phones can be a convenient way to check Teams and emails during the day, particularly when away from a laptop. However, staff are expected to limit mobile phone use in front of students to essential work-related tasks only, and to ensure that phones are kept out of students' sight when in use.

4.5 School Uniform

The school has high expectations for our students' dress code. The uniform signifies the students are representing the school.

- Maida Vale School uniform consists of the school blazer, shirt, tie, trousers, or a skirt. The school jumper is optional.
- Students must be smartly turned out on sports fixtures, where possible arriving in uniform or MVS kit.
- A gum shield/guard and personal protective wear, shin guards and cricket box must be provided for Games lessons and fixtures. It is the responsibility of each student to bring these to sessions, and failure to do so may preclude them participating in an activity on the grounds of safety.
- Students must always wear full uniform, when in school. Ties must cover the top button and be neither worn long or too short.

- Blazers may be removed in class, but students must wear blazers when not in class. There will be a relaxing of this in a summer dress code for hot days. Students will be advised when this is in operation.
- Skirts should be purchased in the right length so that they are worn at knee length. Never should skirts be more than three inches above the knee. Students will be asked to purchase a longer length skirt if theirs becomes too short.
- All students should wear dark blue or black socks; sports socks are not acceptable. Socks do not need to be purchased from our uniform supplier (as they are plain without logos) but must be the right colour.
- Opaque navy-blue tights are the only style and colour permitted. Skirts must be worn with opaque navy-blue tights from October half term until Easter.
- Parents must clearly label all items of property with their child's name.
- Short sleeve shirts can be worn in the summer term.

Shirt Sleeve Order is called by the Senior Deputy Head when there is an extended period of warm weather, usually only in the summer term. Students and parents will be informed of this in good time via email and students will be permitted to remove their ties and blazers and can untie the top button of their shirt. We still expect students to look smart and have their shirt tucked in during this period.

Hair, makeup and jewellery

- Students may wear a necklace under their shirt, but it must remain unseen. This must be removed for PE/ Games.
- A single plain stud earring may be worn in each ear. No other piercings are permitted.
- Rings are not permitted in Years 7-8, and a single ring may be worn in Years 9-11. Students may be requested to remove these for a safety concern, for example in Science, Design Technology, Food Preparation and Nutrition or Games/ PE. The school will not accept any responsibility for the loss or damage of removed jewellery.
- Makeup is not permitted in Years 7-8. In other Year Groups, students may wear discreet makeup and will be asked to remove excessive makeup. Neither lipstick nor nail varnish is permitted.
- Long hair (shoulder-length and longer) must always be tied back, and out of students' faces. Headbands and hair ties must be of a single dark colour or be of MVS colours.
- Unnaturally looking dyed hair or eyebrows, are not acceptable.

Footwear

- All students should wear polished leather shoes.
- Boys may wear gloss brown, boat or brogue-style polished shoes (no suede or contrasting soles). Laces must be tied or tucked in for safety.
- Girls may wear either gloss brown or navy-blue leather polished shoes. Neither ballet pumps nor high heeled shoes are permitted, on safety grounds.
- Black shoes are not permitted.

Sports Kit

- All uniform must be purchased through Billings & Edmonds, Maida Vale's uniform supplier.
- One pair Maida Vale tracksuit bottoms, one Maida Vale mid-layer top, one pair Maida Vale shorts or Maida Vale skort, one Maida Vale sports polo top, one Maida Vale Rugby Top and Maida Vale hooped socks or white sports socks.

DT/Art/Textiles

- Students will not be allowed to wear casual clothes in school therefore students should wear a set of overalls or a white coat to prevent damage to school attire.

Basic Equipment Requirements

Students will need:

- School rucksack large enough to hold an A4 lever arch file (to carry equipment and clothes to and from school. Any colour; labelled with named inside).
- A tote bag (to be used in and around the school building), some students use a handheld laptop bag.
- Exercise books/ prep folders for the given day*
- PE bag of their choice, labelled.
- Laptop and charger.
- Reading Book*
- Pencil case, clearly named.
- Fountain pen or rollerball pen (blue or black).
- Purple pen.
- Writing pencil.
- 30cm ruler.
- A geometry set, a compass and a scientific calculator (Casio FX83GTPLUS is recommended)*

Students will be provided with subject textbooks and exercise books. Please ensure all items, especially uniform and clothing, are labelled with your child's name. We also recommend students bringing a labelled water bottle.

Items marked * are compulsory. Where students do not have these items, they will be issued a stage as students cannot access the learning without them.

Other missing items are tracked by Personal Tutors. Students have three strikes each week before they are issued a stage for not being fully equipped. These strikes are logged on our equipment tracker, which all staff have access to.

Students must arrive at school in the correct clothing. Students should be in uniform unless they have games or PE. Students doing sporting enrichments after school will have the opportunity to change at the end of the day.

Personal Tutors have a list of when students should be in uniform or PE kit and will check this each morning to ensure students get into good habits. When students turn up in the wrong kit, the personal tutor will issue a stage.

4.6 Rewards

At Maida Vale School, we place a strong emphasis on the celebration of student achievement. Staff are encouraged to reward students throughout the full age range, ensuring this is fair and consistent. Staff are also encouraged to actively provide positive reinforcement and rewards to students that meet the expected standards in all areas, not just academic.

The table below outlines the differing levels of reward. There are additional prizes given out at the end of each term, which are outlined below.

Other forms of celebration and reward are used across the school; verbal and written praise, public recognition through school and house assemblies and leadership opportunities such as school council and Anti-Bullying ambassadors. There are also termly reward lunches hosted by the Headteacher for students who achieve the highest number of merits each term.

A record of all merits and awards are logged and monitored using the Reward and Conduct Manager on iSAMS.

Tier 1 Merits (1 House Point)

Academic merits can be awarded by any teacher for very good work (in class, prep, practical/ performance work, tests etc.)

Non-academic merits can be awarded by any member of staff for considerate and helpful behaviour towards others or around the school.

Merits at Maida Vale School are issued in line with the school's learning values; Resilience, Creativity and problem-solving, Supporting and inspiring others and Reflection.

Tier 2 Postcard Home (2 House Points)

Academic – awarded by staff for an exceptional piece of work or outstanding contribution in practical or performance work.

Non-Academic – awarded for notable considerate and helpful behaviour around the school, excellent contribution to competitive house competitions, charity fundraising or other extra-curricular achievements.

Tier 3 Student of the Week (10 House Points)

Academic – awarded on a weekly basis in each Personal Tutor group for the student showing outstanding contribution to learning that week in that subject. For example – high exam score, excellent work, consistently outstanding in lessons. Nominations are celebrated in PT time and Key Stage Assemblies.

Non-Academic – awarded for exceptionally considerate and helpful behaviour around the school, outstanding contribution to competitive house competitions, charity fundraising or other extra-curricular achievements.

Tier 4 Student of the Term (20 House Points)

Awarded for consistently outstanding contributions and/or achievements throughout the term to one student in each Personal Tutor Group.

Tier 5 Headteacher Commendation (25 House Points)

This is the highest accolade in the school. The Headteacher's commendation is awarded by members of the Senior Leadership Team, by specific nomination by a member of staff and for an exceptional piece of work or contribution to the whole school.

Teachers and Heads of Department will award merits to students using Reward and Conduct Manager on iSAMS and will liaise with the school office when sending postcards home. Personal Tutors will track and celebrate individual Student achievements, and the school will ensure Parents are informed in a timely manner, which they will be able to view on MySchoolPortal.

Attendance Awards

Each term, students with 'excellent' attendance, which consist of attendance above 95% across the term, are entered into a draw to win a £30 amazon voucher. We deliberately chose the word 'excellent' instead of '100% attendance' to avoid making students with attendance under 100%—due to illness or circumstances beyond their control—feel marginalised, worried, or guilty.

Cumulative Merit Prizes

Over the course of an Academic Year as Students accumulate merits then they can achieve the following prizes.

Bronze = 100 Merits - £10 Amazon Voucher – Awarded by PTs

Silver = 200 Merits - £20 Amazon Voucher – Awarded at Head's EOT achievement assembly

Gold = 300 Merits - £50 Amazon Voucher – Awarded at Head's EOT achievement assembly

At the end of the academic year, all house points are totalled up and the **House Cup** is awarded to the House who has accumulated the most merits. Termly updates are provided to students at the end of each term in the end of term celebration assembly.

4.7 Sanctions

When a member of staff becomes aware of misbehaviour, they should respond promptly and assertively in line with this policy.

Staff have the authority to discipline students whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction.

Staff can discipline students at any time the student is in school or elsewhere under the charge of a teacher, including on school visits and at sports fixtures.

Staff can also discipline students in certain circumstances when a student's misbehaviour occurs outside school (e.g., when travelling to or from school, whilst in school uniform, when it poses a threat to another student or could adversely affect the reputation of the school).

All responses to poor behaviour must:

- be consistent, fair and proportionate,
- consider a student's personal circumstances,
- act as a deterrent,
- protect students from themselves or others,
- support students to understand and meet the behaviour expectations of the school in the future,
- support students to re-engage with meaningful education.

Personal Tutors and Heads of Key Stage are the first point of call and will have oversight of any behavioural concerns about behaviour and they will liaise with the Senior Deputy Head to determine an appropriate course of action.

Staff should always consider what the motivation was behind any poor behaviour and be aware that poor behaviour can be a cry for help or a symptom of other needs which are not being addressed.

Where a student with SEND has misbehaved, teachers should consider whether the student understood the rule or instruction, was unable to act differently because of their SEND or tends to act aggressively due to their SEND. If a teacher has any concerns about applying a sanction to a student with SEND, they should speak to the DSL or SENCo.

Responses for Academic Concerns - For issues relating to missing prep deadlines, poor-quality classwork and poor-quality prep with the aim being to help students improve organisation, effort and academic habits.

Stage	All Years
Warning	Verbal warning from teacher
1	Stage 1 School Reflection (20-minutes)
2	Stage 2 School Reflection (40-minutes) Issued when three stage 1s have been accumulated.
3	Stage 3 Friday School Reflection (60-minutes) Academic Support Plan and parent meeting when a further two Stage 1s are accumulated. Compulsory restorative conversation chaired by Head of Key Stage and Teacher
4	Stage 4 Saturday School Reflection (120-minutes) Additional period of Academic Support Plan when a further Stage 1 is accumulated.
5	Suspension Further period of Academic Support Plan and parent meeting with the Headteacher Other serious breach of the Behaviour Policy.

Stage 1

Classroom teachers will notify parents by email when they have issued a **Stage 1** School Reflection (20-minutes).

If a Year 11 student is issued a **Stage 1** School Reflection but also has an academic clinic after school, the intervention will take priority, and the School Reflection will be rearranged.

Stage 2

The Head of Key Stage will notify parents by email when a **Stage 2** School Reflection has been issued (40-minutes).

Students can be issued a **Stage 2** School Reflection for the following reasons:

- For a one-off incident that surpasses the threshold for an Academic Stage 1 e.g. the first incident of plagiarism.
- When they receive **three** Academic **Stage 1s**.

Stage 3

The Assistant Head Academic will notify parents by email when a **Stage 3** School Reflection has been issued (60-minute Stage 3 Friday Reflection).

Stage 3 is activated when a **further two Stage 1s** are accumulated after having a **Stage 2**. **Stage 3** involves a Saturday Reflection (120-minutes), an Academic Support Plan and a parent meeting.

Prior to going on a **Stage 3** Academic Support Plan, parents would meet with the Assistant Head Academic / relevant Head of Key Stage to agree targets. Academic Support Plans generally last two

weeks and students would generally report to their Personal Tutor or a Head of Department. If targets are not met, the student fails their support plan and move to **Stage 4**. Students automatically fail their Support Plan if they receive an **Academic Stage 1**.

Stage 4

The Deputy Head Academic will notify parents by email when a **Stage 4** School Reflection has been issued (120-minute Saturday Reflection).

Stage 4 is activated if **Stage 3** is failed. Students are issued a **120-minute Saturday Reflection**.

Prior to going on a **Stage 4** Academic Support Plan, parents would meet with the Deputy Head Academic to agree targets. Academic Support Plans generally last two weeks and students would report to an appropriate member of the Leadership Team. If targets are not met, the student fails their support plan and move to **Stage 5**. Students automatically fail their Support Plan if they receive an **Academic Stage 1**.

Stage 5

A member of the Senior Leadership Team will inform parents when a child is suspended.

Suspensions are issued for a one-off incident that surpasses the Stage 4 threshold or another serious breach of the Behaviour Policy. Please also see the MVS Suspension and Permanent Exclusion Policy for more details on suspensions.

Responses for poor conduct

Responses for poor conduct - For issues including poor behaviour for learning, disruption, poor punctuality, truancy, misuse of IT, repeated lack of equipment, incorrect uniform, chewing gum, mistreatment of others and plagiarism.

Stage	All Years
Warning	2x verbal warnings from teacher
1	Stage 1 School Reflection (20-minutes)
2	Stage 2 School Reflection (40-minutes) Issued when two stage 1s have been issued in one-day (excluding AM lateness) or for a one-off incident that surpasses the Stage 1 threshold.
3	Stage 3 Friday School Reflection (60-minutes) Issued when students accumulate three stage 1s in a week or two stage 2s (excluding AM lateness) One-off incident that surpasses the Stage 2 threshold Compulsory restorative conversation chaired by Head of Key Stage and Teacher
4	Stage 4 Saturday School Reflection (120-minutes) Issued when students accumulate five stages (of any level) in a week (excluding AM lateness) One-off incident that surpasses the Stage 3 threshold

	Other serious breach of the Behaviour Policy
5	Suspension One-off incident that surpasses the Stage 4 threshold Other serious breach of the Behaviour Policy.

Stage 1

Classroom teachers will notify parents by email when they have issued a Stage 1 School Reflection (20-minutes)

If a Year 11 student is issued a Stage 1 School Reflection but also has an academic intervention after school, the intervention will take priority, and the school reflection will be rearranged.

Stage 2

Classroom teachers will notify parents by email when they have issued a Stage 2 School Reflection (40-minutes)

These are issued when two conduct stages have been issued in one day (excluding AM Lateness) or for a one-off incident that surpasses the Stage 1 threshold.

If a Year 11 student is issued a stage 2 school reflection but also has an academic intervention after school, the intervention will take priority, and the school reflection will be rearranged.

Stage 3

Pastoral Leadership Team will notify parents by email when they have issued a Stage 3 School Reflection (60-minutes). These reflections will take place every Friday. These are issued when

- Students accumulate three stage 1s in a week or two stage 2s for poor conduct (excluding AM lateness)
- There is a one-off incident that surpasses the Stage 2 threshold

A compulsory restorative conversation will take place (chaired by Head of Key Stage and Teacher) when a Stage 3 is issued.

Stage 4

Pastoral Leadership Team will notify parents by email when they have issued a Stage 4 School Reflection (120-minutes).

These are issued when

- Students accumulate five stages (of any level) in a week for poor conduct
- A one-off incident that surpasses the Stage 3 threshold
- Another serious breach of the Behaviour Policy

Stage 5

A member of the Senior Leadership Team will inform parents when a child is suspended.

Suspensions are issued for a one-off incident that surpasses the Stage 4 threshold or another serious breach of the Behaviour Policy. Please also see the MVS Suspension and Permanent Exclusion Policy for more details on suspensions.

Pastoral Support Plans

Support Plans are a proactive tool designed to give students additional guidance and structure at the earliest opportunity, rather than waiting for concerns to escalate. A plan may be put in place whenever we feel a student would benefit from extra support — whether relating to their conduct, their academic progress, or both.

Support Plans are not a sanction; they are a meaningful opportunity for students to reflect, self-regulate, and develop their approach, attitude, behaviour and/or effort with the backing of our pastoral and academic teams.

The Pastoral Leadership Team reviews conduct data weekly to identify students who would benefit from a plan, and parents will always be informed when their child is placed on one. Plans run for a minimum of two weeks — or longer if continued support is needed — during which students will report to an appropriate member of the leadership team, usually their Personal Tutor in the first instance, and work towards agreed targets. Failing to meet those targets, or receiving a conduct stage during the plan period, will result in the student failing their support plan. This would then escalate through the Pastoral Leadership Team — to the Head of Key Stage, the Deputy Head, and finally the Head.

Attendance and Punctuality

Students arriving after 8.30am, without a reasonable reason provided by a parent, will be deemed late and will **receive a school reflection that will take place after school on the day**, where students are persistently late, the Pastoral Leadership Team would follow the process below.

Stage	All Years
1	Personal Tutor Meeting with the student and email home to parents if a child <u>accumulates four lates in a half term period</u> .
2	Head of Year Meeting with parents and student if a student <u>accumulates four additional lates (eight in total) in a half term period</u> . Student will be issued with a Stage 2 School Reflection.
3	Senior Deputy Head Meeting with parents and student if a student <u>accumulates two additional lates (ten in total) in a half term period</u> . Student will be issued with a Stage 3 Friday School Reflection.
4	Headmaster meets with parents and student if a student <u>accumulates two additional lates (twelve in total) in a half term period</u> . Student will be issued with a Stage 4 Saturday School Reflection.
5	A suspension would be issued to a student if they continued to be late after the meeting with the Headmaster.

Attendance and Punctuality data is monitored closely on a weekly basis, and we intervene where patterns occur. See our Attendance Policy and Registration Protocols for more details.

Temporary removal from lesson

On rare occasions where the behaviour of a student is significantly disrupting the learning of others, a teacher may require the student to leave the classroom. In the first instance, the student will be sent to the Head of Department, if this is not possible, they will contact the Extended Senior Leadership Team, who will collect the student and will issue an appropriate sanction.

This should only be used if a student is disrupting lessons and the usual strategies have not worked and where, despite our best efforts, the indiscipline of the student is preventing others from learning.

In addition to the formal sanctions above, students who are struggling to meet expectations for academic organisation, behaviour for learning and effort may also be provided with a compulsory (or voluntary) mechanism of support, as follows.

Behaviour Contracts

Where the behaviour of a student has been unacceptable, the Head reserves the right to offer that student a Behaviour Contract, which will be reviewed after an agreed period. The purpose of a Behaviour Contract is to support the student in understanding the impact of their behaviour, to rebuild positive relationships and to clarify expectations moving forward. Developed in partnership with the student and parents or guardians, the contract sets out agreed targets, support strategies and consequences, providing a structured opportunity for the pupil to re-engage positively with learning and school life.

Glossary of sanctions (all recorded on the students' record via the MIS)

Stage 1 School Reflection (20-minutes)

These take place in G07 for 20 minutes after school (4.00pm-4.20pm). If students have an enrichment activity, the reflection takes priority and students are then permitted to attend the session once they have completed the reflection.

Stage 2 School Reflection (40-minutes)

These take place in G07 for 40 minutes after school (4.00pm-4.40pm). If students have an enrichment activity, the reflection takes priority and students are then permitted to attend the session once they have completed the reflection.

Stage 3 Friday Reflection (60-minutes)

These take place in G07 for 60 minutes after school each Friday (4.00pm-5.00pm).

Saturday Reflection (120-minutes)

These take place in the ILC on a Saturday morning between 9.00am-11.00am. Parents will be informed by the Senior Deputy Head with at least 24 hours' notice of the student's obligation to attend in school uniform. Students will be set work to complete by subject teachers.

Suspensions

A suspension is when a student is temporarily removed from school for a set number of days because of a serious breach of the Behaviour Policy. During this period, the school will set work for the student to complete at home, and a reintegration meeting will take place before the student returns.

Government guidance has recently changed and schools are required to use the term suspension, rather than 'exclusion or fixed-term exclusion', which can be misleading.

Permanent Exclusion

A permanent exclusion is the most serious sanction available to a school and is only ever used as a last resort, in response to a serious and/or sustained breach of the Behaviour Policy where it is determined that allowing the student to remain in school would be harmful to the wellbeing and safety of others, or where all other avenues of support have been exhausted. A permanently excluded student will not return to the school.

4.8 School suspensions and Permanent Exclusions

In serious cases of misconduct, a student may be temporarily removed from school via a suspension, or in the most serious of circumstances, Permanently Excluded.

In the event of a permanent exclusion, parents will be invited to make representations, which will be given due consideration, and the Headteacher will consult the Managing Director before reaching a final decision.

Parents have the right to appeal permanent exclusions, and full details of this process will always be provided at the time and is available in our Suspension and Permanent Exclusion Policy.

More details can be viewed in the MVS Suspension and Permanent Exclusion Policy.

4.9 Malicious accusations against staff

All members of staff are aware that there are procedures in place aimed at protecting them from malicious accusations against them made by students. The school will consider the application of an appropriate sanction, which could include a suspension or permanent exclusion (as well as referral to the police if there are grounds for believing a criminal offence may have been committed).

4.10 CCTV and Vape Alarms

CCTV is installed throughout the building to ensure the safety of all stakeholders, including any visitors. There is no CCTV in toilets or changing rooms.

To help safeguard students' health and wellbeing, vape alarms have been installed in all student toilets as a preventative measure and to deter vaping in these areas.

4.11 Reporting and recording

A good relationship between parents and school is essential and the staff endeavour to build a supportive dialogue between home and school and will inform parents at an early stage if there are concerns about their child's welfare or behaviour.

The aim is that parents should feel welcome at the school and have access to their child's teacher each day and to the Head, usually within 24 hours of a request for a meeting. Reports on behaviour issues include:

- daily verbal reports,
- written reports,
- e-mails,
- parent/teacher evenings,
- records on the school management system (iSAMS) and MyConcern.

Teachers are also committed to communicating positive feedback to parents concerning behaviour as well as pointing out areas requiring improvement. Students will be given the opportunity to discuss incidents, and if they wish for a record to be made of their feelings and opinions. This record must be completed with a nominated member of the SLT.

4.12 Harassment and child-on-child abuse

The school is committed to providing students with a learning environment free from harassment and ensuring all students are treated, and treat others, with dignity and respect.

A single incident can amount to harassment. Harassment may involve conduct of a sexual nature, or it may be motivated by someone's individual characteristics, for instance disability, gender reassignment, race, nationality, religion or sexual orientation. A person may be harassed even if they were not the intended target. Any student who has been harassed or who has witnessed someone else being harassed or has witnessed unacceptable behaviour from other student(s) should report this to their Personal Tutor or a member of the extended senior leadership team. The school will take all reports seriously and will investigate and act as appropriate and according to the process outlined in this policy. This includes serious allegations that have taken place away from school or online.

Where appropriate, the school will liaise with external agencies such as the police and children's services. Where staff become aware of incidents of harassment or child-on-child abuse this must be reported to the designated safeguarding lead without delay.

All staff should be aware that children can abuse other children (often referred to as child-on-child abuse). And that it can happen inside and outside of school and online. It is important that all staff recognise the indicators and signs of child-on-child abuse and know how to identify it and respond to reports.

Child-on-child abuse is any form of physical, sexual, emotional and financial abuse, and coercive control exercised between children, and within children's relationships (both intimate and non-intimate), friendships, and wider peer associations. All abuse of this kind is unacceptable and will be taken seriously.

Online child-on-child abuse is any form of child-on-child abuse with a digital element, for example, making or sharing of nudes or semi-nudes, online abuse, coercion and exploitation, child-on-child grooming, threatening language delivered via online means, the distribution of sexualised content, harassment and serious physical assault and harm, or the threat of harm with a weapon.

It is important to remember that boys can also be impacted by sexual harassment and violence and may need support.

All staff should understand, that even if there are no reports in their schools it does not mean it is not happening; it may be the case that it is just not being reported. As such it is important if staff have any concerns regarding child-on-child abuse they should speak to their designated safeguarding lead or deputy. Staff should also understand that children may not feel ready or know how to tell someone that they are being abused.

Staff should challenge inappropriate behaviours between peers, many of which are listed below, that are abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

Child-on-child abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying),
- abuse in intimate personal relationships between peers,
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse),
- sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence),
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone 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,
- consensual and non-consensual sharing of nudes and semi nudes' images and or videos (also known as sexting or youth produced sexual imagery),
- upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the recipient humiliation, distress or alarm,
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

All staff should be clear as to the school's policy and procedures with regards to child-on-child abuse and the important role they must play in preventing it and responding where they believe a child may be at risk from it.

Child-on-child abuse is likely to result in suspension. The impact of child-on-child abuse must be considered in terms of shared classes, transport, and school trips in keeping the recipient safe. If at any point, there is a concern that a student is at risk of harm from any of the above, a referral should be made to children's social care and/or the police immediately.

We will support recipients of child-on-child abuse by support of the Personal Tutor, the School Nurse and 'buddying up' of students. The school counsellor may also support students both in terms of recipients of abuse and the initiators of abuse. Both the recipient and the initiators are at risk and therefore the needs of both must be accommodated. If it is considered the recipients of child-on-child abuse may be suffering, or at risk of significant harm, this will be reported to the local agencies.

When dealing with child-on-child abuse, the school follows the key safeguarding documents, the latest issues of KCSIE and Working Together to Safeguard Children. This will entail:

- effective implementation of the school's usual safeguarding and Anti-Bullying policies (and recognition that sexualised abuse, including verbal abuse, by peers is a potential safeguarding issue),
- seeking advice from statutory agencies, as appropriate, and readiness to make a referral if an incident meets the referral threshold set by the Safeguarding Partners,
- if a child is in immediate danger or is at risk of harm, an immediate referral to children's social care and/or the police,
- following the advice for practitioners in: What to do if you are worried a child is being abused,
- effective information sharing with any agencies or other professionals involved,
- where allegations of abuse or assault have been made against one or more of its own Students, a thorough risk-assessment of the situation and risk-based decision-making is carried out with a view to ensuring the safety of all Students and that both alleged recipients and initiator students receive appropriate support. Decisions arising might include, for example, whether the accused student should be removed from school for a period, or whether contact with certain individuals should be prevented or supervised, the availability of counselling, the adequacy of arrangements for listening to children etc.
- good record keeping of related conversations, meetings, and communications.

Minimising Risk

Maida Vale School's academic, pastoral and extra-curricular programmes create an environment that helps to minimise the risk and occurrence of child-on-child abuse.

The opportunities outlined below provide teaching and learning opportunities to our Students, including education about abusive behaviour.

- School assemblies.
- Personal Tutor programme delivered in Personal Tutor Time.
- Engagement between Students and the wider pastoral team, including the School Nurse and Counsellors.

- Individuals in Society Curriculum.
- Presentations from external speakers.
- School Council.

Such lessons should be delivered in an emotionally safe environment; ground rules of confidentiality should be given, and any vulnerable Students identified and managed in line with our Safeguarding and Child Protection Policy.

We recognise that young people can face challenges talking about such issues and so learning opportunities should aim to develop confidence in our students so that they feel they can communicate about safeguarding issues, including asking questions and disclosing concerns.

Recording Allegations

The DSL will discuss the concern(s) or allegation(s) with the member of staff who has reported it/them and will, where necessary, take any immediate steps to ensure the safety of those affected.

Where any concern(s) or allegation(s) indicate that indecent images of a child or children may have been shared online, the DSL should consider what urgent action can be taken, to seek specialist help in preventing the images spreading further and removing the images from the internet.

Allegations are recorded on the serious sanctions register by Senior Deputy Head. This document includes details of the staff and students involved, locations, dates, times, actions and outcomes.

Whether concerns are raised verbally or electronically, all information is logged on the MyConcern with all actions, minutes of meetings and other relevant information is recorded.

Procedure for dealing with allegations of Child-on-child abuse

Responding to initial disclosure/allegation

- Any disclosure by a student of an incident of abuse will be taken seriously and managed sensitively. The protocols of listening sensitively, providing reassurance, not asking leading questions and not guaranteeing confidentiality should be remembered.
- Any incident should be referred to the DSL and/or the DDSL without delay.
- The DSL will meet with staff involved and conduct interviews with the young people involved, if appropriate.
- All incidents should be responded to in line with the Safeguarding and Child Protection Policy.

Investigation

- Following the interviews with the young people involved, the DSL will decide if further information is required to decide on the best response. This might involve liaison with the Headteacher, DDSL and/or any other members of staff which will enable the DSL to undertake a rigorous contextual assessment.
- Regarding incidents that involve young people outside of Maida Vale School, the DSL will decide if there is a need to contact another school, setting or individual.
- When necessary, the DSL will take advice from the local authority when investigating such allegations and will take all appropriate action to ensure the safety and welfare of all students involved including the student or students accused of abuse.
- If a student against whom an allegation of abuse has been made is required to be interviewed by the police, then the student will be supported during the interview by an appropriate adult.

Risk Assessment and Referral

- The DSL will assess the risk presented by the incident to the student(s) involved and in conjunction with the Headteacher decide whether a referral to the police or Local Area Designated Officer is required or other support from our Safeguarding Partners as outlined in the Safeguarding and Child Protection Policy.

- The DSL will inform parents at an early stage and involve them in the process unless there is good reason to believe that involving parents would put the young person at risk of harm.
- At any point in the process, if there is a concern a young person has been harmed or is at risk of serious harm a referral should be made to Children's Social Care. Any staff member can make such a referral but should inform the DSL as soon as possible that a referral has been made.

Our approach is to minimise risk and be proactive in educating our students to prevent such behaviour occurring. Maida Vale School is also committed to responding appropriately and quickly to reports of sexual violence and sexual harassment, within a framework of effective safeguarding practice. Allegations and/or disclosures of incidents relating to child-on-child sexual violence and sexual harassment, will be led by the DSL and will involve the following protocols:

- Initial responses, considering the needs of both recipient(s) and alleged initiator(s).
- Record keeping.
- Risk assessment.
- Consideration of the various options to manage the report, including internal management, the need for early help, referral to Children's Social Care and/or referral to the Police.

Ongoing response – safeguarding and support for all involved students

Reports of sexual violence and sexual harassment are almost always complex, and decisions are likely to be made on a case-by-case basis. The needs and wishes of the recipient should be paramount (along with protecting the child) in every response.

Maida Vale School's response will be underpinned by the principle that sexual violence and sexual harassment is never acceptable and will not be tolerated.

Serious violence

All staff should be aware of the indicators, which may signal children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries.

Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation.

All staff should be aware of the range of risk factors which increase the likelihood of involvement in serious violence, such as being male, having been frequently absent or permanently excluded from school, having experienced child maltreatment and having been involved in offending, such as theft or robbery.

In the event of considering a permanent exclusion, the Headteacher of the school will inform parents of their right to make further representation to the Managing Director and Board of Directors. Please see the school's Suspension and Permanent Exclusion Policy.

5. Bullying (see also our Anti-Bullying Policy)

The school aims to create a safe and secure environment in which students develop confidence and self-discipline and expects all members of the community to treat one another with kindness. We strive to ensure that all Students' time at Maida Vale School is a happy one, encouraging kindness for one another and actively discouraging bullying.

Maida Vale School takes a child centred approach; all systems, processes and policies operate with the best interests of the child at their heart.

Definition

'Bullying is behaviour by an individual or group, ... that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.' (Preventing and tackling bullying: Advice for headteachers, staff and governing bodies, 2017)

Bullying can be:

- physical: hitting, kicking, taking or interfering with someone's property or belongings,
- verbal: teasing/ name calling, insulting, offensive remarks, threats,
- emotional: spreading rumours, exclusion, ostracising,
- online bullying: using technology – mobile phone, social networks, email, etc. - deliberately to hurt or humiliate another,
- sexual: unwanted physical contact including 'upskirting', 'sexual violence' or 'sexual harassment' as detailed in the Safeguarding and Child Protection Policy and/ or sexually abusive comments.
- Initiation ceremonies that are intended to cause pain, anxiety or humiliation (NMBS 2.4)

For more details, including our processes for dealing with instances of bullying, see the Anti-Bullying Policy.

6. Monitoring

Behaviour data is monitored on a weekly basis at a school, year group and individual level to identify any trends, and possible factors contributing to the behaviour including procedural issues or failure to provide additional support.

Maida Vale School will also analyse data by protected characteristic to help inform policy and ensure the school is meeting its obligations under the Equality Act 2010.

Students are asked about their experience of behaviour and the school's behaviour culture through termly student surveys and via the School Council. Feedback will be used to support the evaluation of the policy.

This Behaviour Policy will be reviewed every year. At each review the policy will be approved by the Headteacher and Board of Directors.

7. Legislation and Guidance

This policy pays due regard to the following statutory guidance and other government advice.

DfE guidance the latest edition of 'Keeping children safe in education'

DfE Advice 'Behaviour in schools' (February 2024)

DfE Supporting students with medical conditions at school (December 2015)

DfE Advice 'The Prevent Duty' (December 2023) from The Counter-Terrorism and Security Act (2015)

DfE Statutory guidance "Special education needs and disability (SEND) code of practice 0 – 25 years (January 2015)

The Education (Independent School Standards) Regulations (2014)

DfE Advice 'Screening, searching and confiscation: advice for schools' (July 2023)

DfE Advice 'Restrictive Interventions, including the use of reasonable force, in schools (April 2026)

The Equality Act (2010)

The Schools (Specification and Disposal of Articles) Regulations 2012

The Education Act (2011)

The Education and Inspections Act (2006) Health and Safety at Work etc. Act 1974

