Maidstone & Malling Alternative Provision

INSPIRING ACHIEVEMENT THROUGH INCLUSION AND SUPPORT

Behaviour Policy

2026 - 2027

November 2026 updated

Ratified by MC; Updated November 2026
Management Committee Lead; David Jones
Policy updated by Lee Aitken-Cooper
Review Date; November 2027

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MAIDSTONE AND MALLING
BEHAVIOUR POLICY

Legal Framework:

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force and other restrictive interventions guidance
- Supporting pupils with medical conditions at school
- Mental Health and behaviour in schools guidance
- Keeping Children Safe in Education 2025 to 2026

It is also based on the special educational needs and disability (SEND) code of practice.
In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property

We aim to provide a caring community in which all members work together to create a climate in which each individual can achieve his/her full potential. We endeavour to encourage a positive approach towards behaviour based on trust and the development of self discipline.

Aims

The overarching aims are:

- To promote good behaviour and encourage achievement
- To support pupils in learning self-discipline and regard for authority
- To enable effective teaching and learning
- To create a safe and secure environment for pupils and staff
- To develop pupils' understanding, acceptance and tolerance of the differences in individuals

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Responsibility for Behaviour and Discipline

Under the Leadership of the Headteacher, teachers and others who are entrusted with managing pupil behaviour within the school are empowered to act in loco parentis, responsible for the good of the whole pupil body whilst respecting and caring for the integrity and needs of the individual.
The school believes that positive links with parents/carers are essential in maintaining and reinforcing high standards of behaviour.

The school will endeavour to maintain regular contact with parents/carers regarding all pupil issues. Where a school matter is being investigated, the school reserves the right not to contact parents/carers until the initial investigation has been completed.

The school's central concern must always be the child's welfare, and also the safety of the other children and young people for whom the school is responsible.
Under the DfEs February 2024 guidance – *'Behaviour in Schools Advice for headteachers and school staff'* the Headteacher must:

- encourage good behaviour and respect for others;
- secure an acceptable standard of behaviour of pupils;
- promote, among pupils, self-discipline and proper regard for authority;
- prevent all forms of bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- ensure that pupils complete any tasks reasonably assigned to them in connection with their education; and
- otherwise regulate the conduct of pupils.

https://www.legislation.gov.uk/ukpga/2006/40/section/89

- The headteacher must act in accordance with the current statement of behaviour principles made by the governing body and have regard to any guidance provided by the governing body on promoting good behaviour at the school.
- This is a core responsibility of a headteacher. It cannot be delegated.

All staff are responsible for the behaviour and discipline of pupils in their charge and should use effective strategies and sanctions to maintain an orderly environment for learning. In dealing with matters of indiscipline or unacceptable behaviour, staff should always:

- Act justly and fairly and be seen to do so and in accordance with the schools' policies
- Establish a relationship of respect with pupils
- Deal promptly and personally in matters of discipline
- Apply a consistent approach

Both rewards and sanctions will be used by staff to promote a positive ethos in the school and every lesson should incorporate praise and encouragement of pupils.

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School Routines

Pupils are expected to arrive at school on time for both the morning and afternoon lessons (9am lesson start, breakfast including toast is available on site between 8.30-8.55am). On arrival they will remove their outer garments and hand this to a member of staff who will be supervising the entry of a pupil into school. Phones and other electronic devices are also handed in at this point. Pupils must be wearing full school uniform: MMAP sweatshirt (with logo), and or MMAP polo shirt (with logo), black jeans/trousers and appropriate footwear (no sandals).

Rules: Jackets/Hoodies/Hats/Baseball Caps/Bags/Phones/Cigarettes/Vapes/Sweets and energy drinks are items banned by the school, and as such these items will be requested to be handed over or searched for. To reiterate the following routines will have to be followed by all pupils before entry into school:

- Pupils to hand over outer jackets/hoodies/hats/ baseball caps
- Pupils to hand over bags
- Pupils to hand over their mobile phone(s)
- Pupils to hand over ALL Cigarettes, Vape Machines, Tobacco, Filters, papers and lighters
- Pupils to hand over all sweets and energy drinks

No drugs or any paraphernalia, weapons or alcohol are allowed on the school site. If a pupil arrives at school under the influence of drugs and or alcohol, they will not be allowed on school premises. A phone call will be made to parents/carers asking them to collect the student and the school may also contact the local safeguarding team or police. MMAP operate a 5 day minimum suspension for bringing in illegal drugs into school.

Searching, Screening & Confiscation

At MMAP, pupils will be screened before they enter the school, and any member of staff may screen a pupil for banned items outlined above.

The Headteacher and staff authorised by the Headteacher have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items are:

- Knives or weapons
- Alcohol
- Illegal Drugs
- Stolen Items
- Vapes, Tobacco and cigarette papers
- Fireworks
- Pornographic images

- Any item that is likely to be used to commit an offence or to cause personal injury to any person or damage property
- Any item banned by the school rules which has been identified in the rules stated above as an item which may be searched for

If a pupil fails to comply, then the pupil will not be let in, the school has not suspended the pupil and the pupil's absence should be treated as unauthorised. The pupil should comply with the rules and attend.

Confiscation

School staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline. Controlled drugs must be delivered to the police as soon as possible unless there is a good reason no to do so. In these cases, the member of staff must safely dispose of the drugs. Where a person conducting the search finds alcohol, tobacco, cigarette papers, vapes or fireworks, they may retain or dispose of them as they think appropriate but should not return them to the pupil.

For further information please refer to the DfE statutory guidance:
Searching, screening and confiscation in schools - GOV.UK (www.gov.uk)

Roles and Responsibilities

Effective behaviour management at the provision depends upon the whole staff working together to achieve a consistency of approach which reflects the positive ethos. Students voice is used to develop a Bullying Charter that is signed each year by a member of the school community. (see Appendix A).

Pupils

- To arrive to lesson on time
- To be prepared to listen and learn
- To control his/her own behaviour
- To let others, work and make progress
- To sort out disagreements without resorting to physical/verbal aggression
- To show respect to staff by listening to what they have to say
- To respect property. Not to damage, take or misuse the property of other people or the school
- To respect differences and the individuality of everyone and to be particularly supportive to minorities in terms of race, abilities, sexual orientation and background
- To work to the best of their ability
- To follow school rules:
    - To have respect for yourself and others
    - To be in the right place at the right time

Parents/Carers

The partnership between staff and parents/carers is crucial to the successful implementation of this policy. Parents/Carers therefore need to make sure students are dressed in full uniform, equipped for learning and support students to attend on time for a 9.00am start. Parents/Carers also need to make sure contact numbers and addresses are current to allow effective communication to and from school.

Staff

The management of behaviour in the classroom is the responsibility of the person in charge of that group who should: -

- Seek to create a positive working atmosphere that is appropriate to the learning requirements of the subject, the individual and the group
- To have prepared exciting lessons that will engage the pupils in learning
- Be ready to start the lesson promptly
- Acknowledge successful work and good behaviour in line with the identified rewards system
- Report any instances of continued low level behaviour by a pupil using the CPOMS system and noting this down on their points sheet.
- Resolve minor behaviour problems immediately by talking with the pupil concerned. The staff member needs to reinforce what is expected of the pupil, set targets for improvement and explain clearly the consequences of any further lapses
- Staff should use the ARC behavior management system of ASK, REMIND and CONSEQUENCE and follow this warning system throughout the lesson (See Appendix E) Thinking time' out of the main classroom may be used as a strategy to give pupils space to compose themselves, use of the reflection room to support re-integration
- If the problem persists, then the appropriate concern should be added to CPOMS and allocated to the correct member of staff. (Incident chart appendix B) must be completed and passed to Headteacher/Deputy Headteacher. This system provides an early warning of any developing difficulties for tutors and parents
- In situations where difficulties continue, the Behaviuoral Team should be consulted and/or involved
- On occasions when a situation cannot be contained or managed, the staff member should send a TA to or telephone a member of the Behavioral Team or SLT
- No member of staff should use physical intervention unless they have been authorised to do so by the Head teacher (the majority of staff have been trained in the TEAM TEACH approach)
- In all instances of physical intervention, a member of the Senior Management Team must be informed immediately and must complete a restraint recording form Appendix F
- Completion of reflective log during detentions to reflect on behaviour.

- During investigations staff to use restorative conversation/Practices to support students Appendix G

Senior Management Team

The Senior Management Team has a significant role in terms of behaviour management on site and has a major responsibility for the induction of new members of staff to ensure that they understand the approach to behaviour in the learning place.

When individual staff face difficulties within the learning place, a member of the Behavioral Team or Senior Management Team should be alerted in order to support them in working towards a positive solution for all those involved.

Termly analysis of the behaviour records to be shared with staff, highlighted whole school areas for concern to be considered as areas for improvement and strategies put in place to support staff and pupils. Termly review of strategies to be fed back and tweaks to enhance systems to be agreed and implemented.

The action taken by the Senior Management Team might include: -

- Re-organisation of groups to support new dynamics due to the constant changing roll in KS3 and KS4
- Increase in number of groups where staffing permits, should dynamics of groups change rapidly
- Short-term use of external hub for students unable to transition to MMAP, or who may need time-out, again where staffing permits
- Use of reflection room, for calm transition back to lesson
- Discussing with the staff member a range of approaches to consider in relation to that teaching group
- Identifying achievable targets with the pupil and staff member concerned
- Removing the pupil concerned from that learning situation as a temporary measure whilst re-establishing a positive working climate
- Establishing a 'review date' with the staff member and pupil to continue to monitor the situation
- Contacting parents, or supporting the staff member to do so, to inform them of emerging difficulties and involving them in their resolution
- Short-term part-time timetable
- Twilight sessions for a short period of time and then re-integration back into lessons.
- Students to complete a restorative toolkit (see Lee Aitken-Cooper)

The Senior Management Team liaises closely with staff and is kept informed by them of both major successes and emerging difficulties. The Senior Management Team:

- Seeks to encourage an atmosphere where good behaviour and hard work are the norms and to acknowledge and praise such standards where they are evident
- Awards certificates and other rewards for excellent attendance and high achievement
- Offers advice/training to the staff when pupils with problems have not responded to initial approaches and agree appropriate action: supports all members of staff in their efforts to achieve high levels of work and sound behaviour within the classroom and around the buildings
- Regular SENCO updates via bulletins to support teaching and learning/behaviour for learning
- Involves a range of outside agencies for advice or specific advanced counselling for individual pupils and where appropriate, their families
- Attends meetings in respect of individual pupils
- Deals with matters of a confidential nature, disseminating information in accordance with legal limits
- Establishes smart targets to improve performance of pupils presenting difficulties
- Involves parents if targets are not met

Headteacher

The Headteacher has the ultimate responsibility for setting the standards of behaviour in school. The Senior Management Team has responsibility for the management of the behaviour and the implementation of the agreed school policy.

The Head teacher must be kept informed of pupils' behaviour and attendance. The Head teacher has the right to impose the ultimate sanction of exclusion in accordance with current legislation.

Management Committee

To monitor the effectiveness of the school's positive behaviour and attendance policy. To support the Head teacher and senior leadership group.

Rewards and Sanctions

Rewards

Good work, behaviour and attendance are the expected norms. Pupils' progress towards improvement should be acknowledged as well as their achievements. Staff should communicate through comments, either verbal or written on their daily reward points sheet (see Appendix B) which recognises positive behaviour. The traffic light system was developed with consultation with pupils.

- Work
- Attendance

- Behaviour
- Extra points for work of a high standard

Other ways of recognising pupils' everyday achievements are by:

- Displaying work
- Sharing success (sensitively) with the whole group
- Informing parents
- Awarding of certificates – e.g Student of the Week awarded to the student with the most reward points during whole school assembly/student voice
- Contacting the home school and other agencies as appropriate.
- Reward trips.

Management of the Points System

The daily reward points sheet records the successes of individual pupils and highlights any concerns to Form Tutors. If a pupil fails to achieve at least 4 points per lesson in the am sessions, they are given a 15-minute detention with their form tutor that night or lunchtime (if they are on a PSP). If the students fail to achieve their points in the pm sessions they will also receive a 15 mins detention (students could therefore have a 30min detention after school). It is the duty of the Form Tutor to address this with the pupil and a phone call is made home to inform parents/carers if necessary which is then recorded on CPOMS. At the end of each day the points are added to the behaviour log on the shared system by the Tutor. At the end of the week, the student with the most points in KS3 and KS4 are awarded a £5 voucher which is banked on the school system. At the end of the term the person with the most points in KS4 is awarded a bonus of £50 (See Appendix C).

Sanctions

In many cases minor behavioural problems can be resolved immediately by talking with the pupils concerned and reminding them of what is expected of them. The staff member should reinforce the standards required ensuring that acceptable levels of behaviour are adhered to and that pupils' complete tasks in connection with education, explain the consequences of any further lapses and set clear targets (see Appendix D)

Behaviour out of school:

In accordance with the Education and Inspections Act (2006) the same expectations of behaviour are expected of our students when they are recognisable as a member of our school both on and off the school site. Therefore, we expect the following:

- Good order on all transport (including public transport) to and from school and during educational visits
- Positive behaviour which does not threaten the health, safety or welfare of our students, staff or members of the public

Resources and Training

Staff are trained in behaviour management and awareness of influences affecting pupils' behaviour. Team Teach is the adopted strategy used to respond to challenging behaviour. Staff are regularly given behavior strategies and support throughout training days and during professional development.

Use of Restrictive intervention (Physical Restraint/Force)

There are circumstances when it is appropriate for staff in schools and colleges to use restrictive intervention including reasonable force to safeguard children and young people. The term Restrictive intervention means to prevent, restrict, or subdue movement of the body, or part of the body, of a pupil. This guidance uses 'restrictive interventions' as the umbrella term to describe both physical and non-physical actions aimed to restrain pupils in different ways. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children (this term used in legislation includes restrictive intervention). This can range from guiding a child to safety by the arm, using the double C method, which staff have been trained to use by Team Teach to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'. Again, restraint techniques that staff have been trained in by Team Teach include the single elbow hold, double elbow hold and seated hold, all methods are safe and minimise risk to the pupil(s) or staff members involved. Each of these restraint techniques can be used to reduce risk to staff or pupils. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom. Other situations where reasonable force may be required are outlined below:

- The prevention of a criminal offence (including behaving in a way that would be an offence if the pupil were not under the age of criminal responsibility)
- Searching for 'Prohibited Items (see section 4 above); Behaviour, Discipline, Exclusions, Restraint and Searches 8
- To prevent a pupil injuring themselves or others
- To prevent a pupil causing damage to property (including the pupil's own property); and
- To stop pupils causing disorder among pupil at the school, whether during teaching sessions or otherwise.

At MMAP we aim to offer a welcoming, secure and safe environment in which our pupils will flourish. We also aim to create an environment in which the use of force in relation to a pupil is unlikely. However, it must be clear that the Department for Education believes that the adoption of a 'no contact' policy at a school can leave staff unable to fully support and protect their pupils and students. It encourages Headteachers, Principals, governing bodies and proprietors to adopt sensible policies, which allow and support their staff to make appropriate physical contact. The decision on whether or not to use reasonable force to control or restrain a child is down to the professional judgement of the staff concerned and should always depend on individual

circumstances and as such the majority of staff have been fully trained on the Team Teach model of control and restraint. This policy outlines the methods used and the statutory guidance that the school follows from the DfE (Department for Education), Keeping Children Safe in Education September 2025: Keeping Children Safe in Education 2025 to 2026

The objectives of the physical restraint section of this policy:

- Maintaining the safety of pupils and staff
- Preventing serious breaches of school discipline
- Preventing serious damage to property; and
- Preventing criminal offences (or if under the age of criminal responsibility, from committing what would be a criminal act for an older pupil)

We aim to minimise the need to use force by:

- Creating a calm environment that minimises the risk of incidents arising that might require using force
- Using social and emotional aspects of learning approaches to teach pupils how to manage conflict and strong feelings
- De-escalating incidents if they do arise
- Only using force when the risks involved in doing so are outweighed by the risks involved in not using force; and

Staff authorised to use force:

The Head teacher and all members of the teaching staff have the statutory power to use pupil restraint/force at all times. In addition, support staff, teaching assistants, lunchtime supervisors and office staff may be authorised by the Head teacher to use restraint/force. The Head teacher has the responsibility to ensure that staff are fully informed of the school's policy and understand what authorisation entails. Temporary authorisation may be given to others who do not normally supervise children, for example, volunteers and parents/carers accompanying pupils on school-organised visits. Staff will only use force when:

- The potential consequences of not intervening are likely to be sufficiently serious to justify considering use of force
- The chances of achieving the desired result by other means are low; or
- The risks associated with not using force outweighed those of using force

Wherever possible these judgements will take account of the particular characteristic of the pupil, including age, special educational needs or disability. Before taking steps to restrain pupils, all members of staff will tell the pupil to stop misbehaving and what will happen if they do not. The member of staff will communicate in a calm and measured manner throughout the incident. The minimum force necessary will be used, to prevent harm to the pupil or to another pupil or adult.

In applying this policy, the school acknowledges its legal duty to make reasonable adjustments for disabled children and children with special educational needs.

Positive handling training has been provided by Team Teach, this is an accredited trainer for all key staff members to ensure best practice at all times. All staff will continue to receive training on an annual basis in pupil restraint from Team Teach. Staff identified and agreed on areas required for training and as such, we will focus on the following:

- De-escalation
- How to positively handle pupils who present particular risks to themselves or others
- How to minimise the highest risks, for example, by calling the police if a pupil suspected of having a weapon seems likely to resist a search

Positive handling practices established and agreed by all staff via annual training provided by Team Teach. Further guidance is contained in the Use of Reasonable force (DFE 2013)

Using appropriate restricting holds in the MMAP setting can be used in more extreme circumstances such as preventing a student from:

- Causing damage to the property of the school or staff
- Causing injury to themselves, staff or students
- Removing a student from a situation where they could be at risk of physical violence from another student(s)
- Leaving a classroom to find another student with the intention to cause disruption to lessons or intimidation/violence to staff or students in another area of the building

There are some types of restraint that are unacceptable because they present an **unacceptable** risk. These are:

- The seated double embrace (which involves two members of staff forcing a person into a sitting position and leaning them forward)
- The double basket hold (which involves holding a person's arms across their chest)
- A distracting blow under the pupil's nose

Staff have been trained in safe holds by Team Teach and have been made fully aware of the holds listed above which under any circumstance should not be used.

It is illegal to use force on the pupil as a form of punishment. Pupils should not be restrained in a way that affects airways, breathing or circulation. For example, by covering the nose or mouth or applying pressure to the neck or abdomen.

The new guidance in place for April 2026 emphasises that any restraint carries a risk of physical and psychological harm and should be avoided where possible. Before staff use any restrictive

intervention, they should assess whether it is necessary and proportionate and consider pupils welfare.

Seclusion

We may use Seclusion - a non-disciplinary intervention involving keeping a pupil confined to a place away from others and prevented from leaving this should only be used as a safety measure to protect others from harm when a pupil is experiencing high levels of emotional or behavioural dysregulation. In such circumstances, the pupil is not acting with intent. Seclusion should not be implemented by staff through threat of punishment.

The place to which the pupil is confined should be safe and not feel threatening or intimidating to the pupil. The pupil should be supervised at all times during the period of seclusion. As soon as the immediate risk of harm has reduced, the pupil should be allowed to leave. An incident involving the use of seclusion must be recorded and reported in accordance with the procedures outlined in the section on 'Recording and reporting duties'.

What happens after a restrictive intervention

If appropriate the pupils and staff members will be medically assessed and any injuries treated. Injuries will be recorded according to school procedures. The school also records and reports the intervention. The senior leaders have a follow up conversation with the staff member and pupil involved, so they can understand what happened during the incident and why, repair and rebuild the relationships and foster a culture of continuous improvement.

The headteacher will evaluate the incident to understand why the restrictive intervention was used, the impact on pupils and staff, any patterns or trends and how the school could avoid using restrictive interventions in the future. Leaders will continue to monitor the wellbeing of the pupil and staff member and provide additional support where needed. Pupils who witnessed the incident may also need support.

Pupils with SEND and/or disabilities

Restrictive interventions, including reasonable force can be used on pupils with SEND. A risk assessment will be in place for any student where pupils behaviour is more likely to use reasonable force or other restrictive interventions. School leader work with the student and family to reduce the risk by trying to understand the triggers, de-escalation strategies, behaviour plan and providing staff training.

Depending on the circumstances, examples of strategies may include:
- removing stimuli that may be causing distress
- changing body language, facial expression, and/or tone of voice
- supporting the pupil to express their emotions before getting overwhelmed
- engaging the pupil in an activity which can help them manage their feelings of anxiety
- distracting the pupil in something that interests them or by introducing familiar objects and activities to redirect their attention

Where appropriate, school staff should work with pupils with SEND and their parents in the co-production of any necessary behaviour support plans. Behaviour support plans should outline any adjustments, such as to address aspects of the school environment which the pupil finds challenging and ways for pupils to communicate their needs effectively.

Recording Incidents

From April 2026, the school has a legal duty to record and report significant incidents in which a member of staff uses force on a pupil and any incidents where a member of staff uses seclusion or restraint on a pupil (see appendix F).

Minimising the need to use restrictive interventions

Staff aim to minimise the need to use restrictive interventions, such as through prevention and de-escalation.

Whole-school measures can include:
• consideration of how the school and classroom environment can support all pupils to achieve and thrive
• sharing best practice for whole-class behaviour management, and for managing communal spaces such as corridors and playgrounds
• training staff in effective communication strategies, such as using appropriate tone of voice and empathy to aid de-escalation
• development of working staff-pupil relationships and trust
• recording and analysing data on the use of restrictive interventions to inform improvement planning

Individual approaches can include:
• working closely with parents to support individual pupils
• strategies to support individual pupils based on their identified needs, including the development of behaviour support plans. Where a pupil has a disability, schools have a legal obligation under the Equality Act 2010 to support pupils with reasonable adjustments, making sure they can benefit from what the school offers and by giving time, space and strategies to calm down before their behaviour escalates.

Suspensions

Suspension is used as a sanction for breaches of school discipline and attitude to learning. Internal/external suspensions are used sparingly and can only be issued by the Headteacher and only when other alternative sanctions have not succeeded in changing behaviour. Permanent Suspension is reserved for serious misbehaviour. Support and advice are seen as important behaviour modification measures and will be used alongside sanctions such as suspensions as well as other intervention measures appropriate for the welfare of the student. We also follow the Suspension and

permanent exclusion from Maintained school, academies and pupil referral units in England, including pupil movement July 2026 before any decision is made.

MMAP will let parents/carers know about a suspension as soon as possible and follow up with a letter including information about how long a child is excluded for, the reasons why and a time for a reintegration meeting with a senior member of staff prior to the student returning back to school. Targets will be agreed by all stakeholders in this meeting.

Types of suspensions

There are 2 kinds of suspensions - fixed term suspension and permanent exclusion

Fixed period suspension

A fixed period suspension is where a child is temporarily removed from school. If a child has been suspended for a fixed period, the school should set and mark work for the first 5 school days. If the suspension is longer than 5 school days, the school must arrange full-time education from the 6th school day.

Permanent exclusion

Permanent exclusion means a child has been permanently excluded from the school, subject to appeal if the parent/guardian exercise the right to do so. The local council must arrange full-time education from the 6th school day.

Alternative education and suspension.

The school must tell the parent/carer about any alternative education they or the local council arrange. It is the parent/carers responsibility to make sure the child attends.

Challenging fixed period suspension

Parent/Carers can challenge fixed period suspension if a pupil has been suspended for more than 5 school days in a term or a suspension will mean they will miss a public exam or national curriculum test. For suspensions of 5 school days or less, parents can ask the governing body to consider their views.

Challenging permanent exclusion

Parents/Carers can challenge permanent exclusion with the governing body. If they agree with the exclusion, Parents/Carers can appeal to the local council. The governing body must tell Parents/Carers how to do this. Please see Section 89 of the Education Act 2006 for compliance and further information.

Discrimination and other complaints

Please read this document in conjunction with the Equalities, SEND and Complaints policies if you feel that your child has been discriminated against. You can also make a claim to a court or a tribunal if you think your child's been discriminated against. Contact the Equality Advisory Support Service for help and advice. For more general complaints (e.g., if you don't want to challenge the exclusion but you're not happy with the way the school handled it), follow the normal school complaints procedure which can be found on the school's website.

Key updates in July 2026

Under the **Department for Education guidance effective 26 July 2026**, Pupil Referral Units (PRUs) now hold **statutory powers to make off-site directions** alongside updated compliance duties:

Off-Site Direction for Academies & PRUs: The legal framework for directing pupils off-site to improve behaviour now applies consistently to academies and Pupil Referral Units (PRUs) in line with maintained schools. This requires 2 school days' notice to parents and regular reviews

Strict Procedural Compliance. When a PRU directs a pupil off-site, it must follow the exact statutory procedures required of mainstream schools. This includes sending a compliant written notice to parents (and the local authority if the pupil has an EHCP) detailing the address, reporting contact, timings, duration, and behavioural objectives.

Mandatory Review Meetings. PRU management committees must hold regular, documented review meetings with parents and the local authority to evaluate whether the off-site placement should continue

Safeguarding Separation Power: Schools are explicitly allowed to temporarily forbid a pupil from attending the premises to separate two or more pupils for safeguarding purposes (drawing on principles from *R (CHF) v Newick CE Primary School*). This is managed separately and **does not count as a formal suspension or exclusion**

Managed Moves: Clarified expectations that managed moves are permanent transitions rather than temporary trials, with a stronger emphasis on pupil voice

Day-Six Provision: Statutory duties to arrange suitable full-time education by day six of a suspension or exclusion are more strictly aligned across maintained schools, academies, and PRUs

Off-Rolling & Part-Time Timetables. PRU management committees face heightened scrutiny over informal exclusions, unlawful roll removals, and the inappropriate use of part-time timetables.

Remote Meetings Safeguard. Management committees have a new explicit power to hold exclusion or off-site review meetings remotely if there are safeguarding concerns or risks of disruption

Scrutiny & Data Monitoring: Governing boards, academy trusts, and PRU management committees face enhanced expectations to monitor exclusion data, off-rolling risks, and informal or part-time timetable

Behaviour Curriculum

We follow the DfE expectations on a behaviour Curriculum with the aim to explicitly teach, model, and reinforce positive conduct rather than just listing prohibitions, ensuring a calm, safe, and disruption-free environment.

Key Components for a 2024 DfE-Compliant Behaviour Curriculum:

- **Explicit Teaching & Modelling:** Just as academic subjects are taught, positive behaviours is taught, practiced, and reviewed regularly. We use our ARC, Antibullying Charter, traffic light, point sheets, self-reflection questions, PSHE curriculum, Careers curriculum, student voice and tutor time to teach and model good behaviour (See appendix A, B D, E and G).
- **Clear Expectations:** We define what success looks like in different settings (e.g., "we listen when others speak" rather than just "be quiet". We use our ARC, Antibullying Charter, traffic light, point sheets, self-reflection questions, PSHE curriculum, Careers curriculum, student voice and tutor time to teach and model good behaviour (See appendix A, B D, E and G).
- **Consistency & Fairness:** High standards applied uniformly by all staff to ensure a calm, safe environment.
- **Proactive Approaches:** We focus on rewarding good behaviour and using intervention strategies to prevent disruption, rather than solely reacting to incidents.
- **Support & Routines:** Our daily routines structured and predictable to help pupils understand and meet expectations.
- **Parental Communication:** We have clear procedures for involving parents and carers in supporting their child's behaviour, this is through phone calls, emails and letters home.

In addition to the above, we have our Mobile phone expectation, complete regular training with all stakeholders and monitor and review our data to identify areas of improvement and refine policy and curriculums.

Mobile Phones

MMAP is a mobile free school (from September 2026). The Department for Education (DfE) updated its guidance to mandate that phones should not be accessed at all during the school day. Therefore, mobile phones will be collected on entry to school they will be locked away in safe locked area. Students will be able to have access to their phones at the end of the day.

Students found not handing in phones will receive a detention and a call home. Continuous failing to follow the school's expectation would lead to an escalation in sanction and further education support.

Updates from the Safeguarding updates July 2026

Safeguarding updates that have a direct impact on behaviour management include:

Misogyny and harmful attitudes towards women and girls

- As a School we recognise misogynistic language, sexist behaviour, and online influences (such as "incel" content) as safeguarding concerns, not just behaviour issues.
- Our staff challenge discriminatory language and identify when behaviour may indicate a child is vulnerable to harmful online ideologies.

Online behaviour and AI-related risks

- Greater emphasis is placed on AI-generated abuse, deepfakes, sextortion, image manipulation and online exploitation.
- Behaviour such as sharing manipulated images, coercion online or using AI to harass peers will trigger safeguarding responses rather than solely disciplinary action.

Sexual harassment and harmful sexual behaviour

- MMAP will continue to treat sexual harassment, sexualised language, inappropriate touching, coercive behaviour and image sharing as safeguarding concerns.
- Low-level behaviours will not be dismissed as "banter."

Serious violence

- Persistent aggression, threats, weapon-related behaviour and links to gangs or criminal exploitation remain key safeguarding indicators.
- Behaviour changes may indicate vulnerability to exploitation rather than simply poor conduct.

Mental health linked to behaviour

- Sudden withdrawal, aggression, emotional dysregulation or risk-taking behaviours may indicate unmet safeguarding needs.
- Staff are reminded that mental health concerns alone are not safeguarding issues, but they can become safeguarding concerns where there is risk of harm.

Children questioning their gender

- New statutory guidance introduces procedures for supporting children questioning their gender.
- Our school makes child-centred safeguarding decisions, consider parental involvement carefully, assess risks individually and avoid assumptions. Behaviour changes around identity should be explored through a safeguarding lens where appropriate.

Attendance and behaviour

- Persistent absence and emotionally based school avoidance continue to be viewed as possible indicators of wider safeguarding concerns rather than attendance issues alone. Early help is emphasised.

Safeguarding and behaviour

Safeguarding and behaviour are intertwined schools are increasingly expected to distinguish between behaviour that requires discipline and behaviour that may indicate abuse, neglect, exploitation or vulnerability. We do this by looking at the behaviours and linking to possible safeguarding concerns.

For example:

Behaviour	**Possible safeguarding concern**
Repeated sexist comments	Misogyny, online radicalisation
Sharing explicit AI-generated images	Sexual harassment, online abuse
Sudden aggression	Mental health, domestic abuse, exploitation
Persistent bullying	Child-on-child abuse
Carrying a weapon	Serious violence, criminal exploitation
Extreme online views	Radicalisation or harmful online influence

Behaviour viewed through a safeguarding lens

At MMAP our staff ask the key question **"What is this behaviour communicating?"** rather than treating every incident solely as misconduct. This means earlier identification of vulnerabilities, stronger information sharing and earlier intervention. A summary of the updates to Stakeholders can be seen in **Appendix 8 Behaviour and Safeguarding Update (September 2026).**

MMAP is a Thrive School

MMAP uses the Thrive Approach which is a trauma-informed, whole-school program that supports children and young people's social and emotional wellbeing. It uses neuroscience, attachment theory, and child development to help educators understand and manage student behavior, improve emotional regulation, and build resilience.

Key Components of Thrive

Targeted Interventions: Staff use the Thrive-Online assessment tool to identify a student's emotional developmental stage and create personalized action plans.

Right-Time Activities: Teachers and practitioners use age-appropriate play, art, and structured conversations to help students move through developmental stages.

Safe Spaces: Many schools set up "Thrive rooms" as a safe, calming environment for children who are feeling emotionally overwhelmed.

Staff Training: Educators are trained to view challenging behavior as a form of communication, allowing them to respond consistently and build trusting relationships.

Schools that implement this approach typically see higher attendance rates, fewer behavioral disruptions, and a significant boost in student engagement and academic readiness.

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Review Date; November 2027

Appendix A

Maidstone & Malling Alternative Provision

Anti-Bullying Charter (Child on Child Abuse)

2025-2026

This document has been developed and implemented in consultation with students and staff.

1. Be respectful, kind and considerate to everyone at all times.
2. We will not tolerate either in jest or dialogue derogatory comments regarding race, sexuality or gender.
3. Treat people in the same way you would like to be treated.
4. We will not tolerate name calling and making personal comments.
5. We will not tolerate behaviour that makes it difficult for those being bullied to defend themselves
6. Listen to the views of others, showing empathy and respect even if you do not agree.
7. Think before you speak and always use appropriate language. Language that is hurtful, discriminatory or malicious to others will not be tolerated.
8. Behave responsibly in and outside school, ensuring that your behaviour does not have a negative effect on others.
9. Any bullying concerns will be reported to and dealt with promptly by staff. The results of any investigation will be reported back to the appropriate people as soon as possible.
10. Look out for one another in and outside of school and report any concerns you may have about the well-being of others.
11. We will not post or share comments on social media that may cause upset and harm to ourselves and others.
12. Be supportive and encouraging towards everyone in school.
13. Ensure your behaviour does not disrupt teaching or the learning of others.
14. Bring a positive attitude to school at all times.

We will sign the Charter to show that we support and will adhere to the Maidstone and Malling Alternative Provision Anti-Bullying Charter.

Signed: _____Print: Date:

(On behalf of the pupils at Maidstone and Malling Alternative Provision)

Signed: _____Print: Mrs Stacie Smith Date:

(On behalf of the Staff at Maidstone and Malling Alternative Provision)

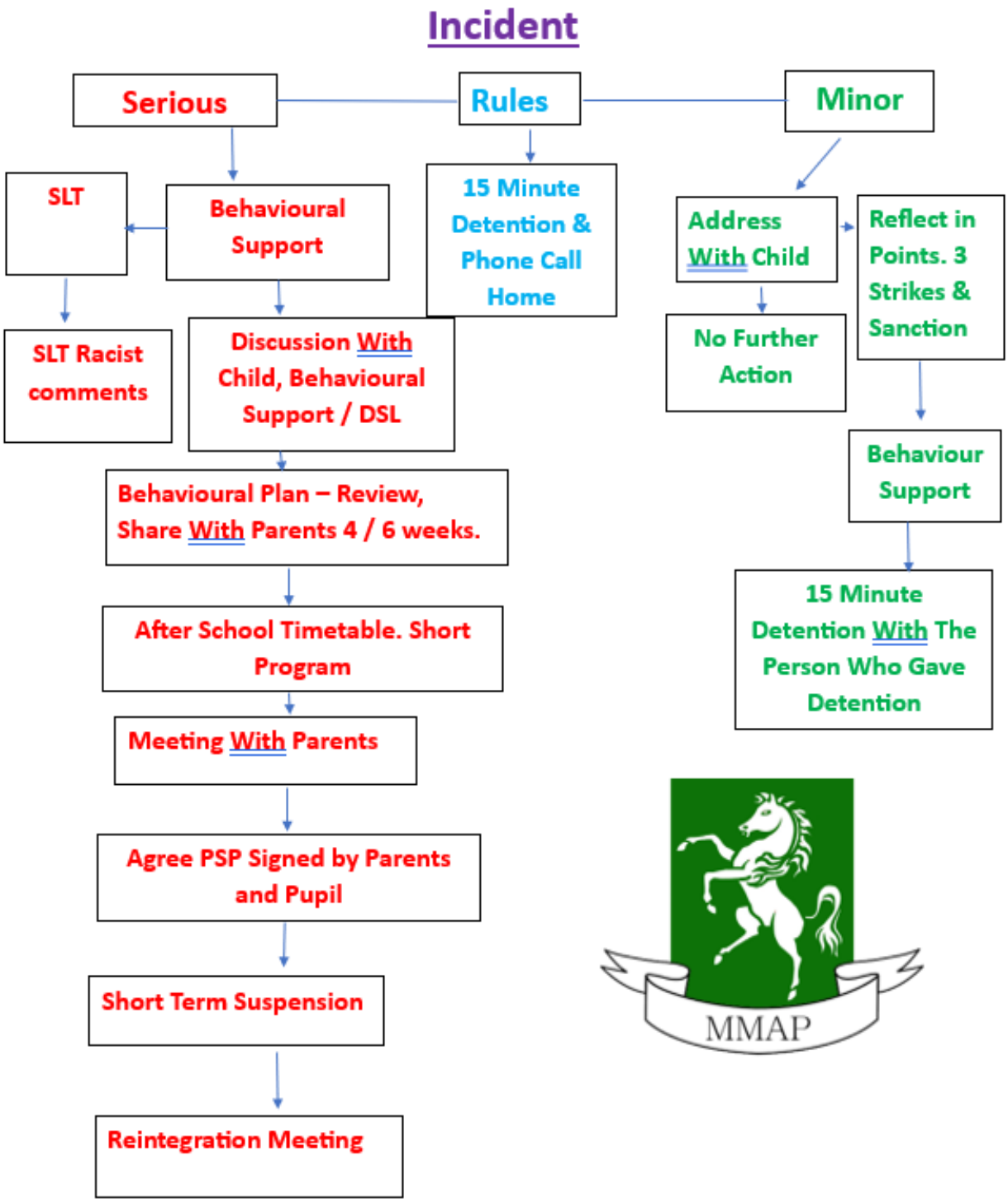
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Appendix B Traffic Lights



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Appendix C Flow Chart



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Appendix D Points sheets

Maidstone and Malling Alternative Provision - 11-3

Name:		Tutor Group / One-to-One:	Marie Ben E	Date:	##########	Monday	
User name:	RGasson	Uniform received (Signature)		Uniform Returned (Signature)		Password:	re&uz9br

2 points	Full attendance	2	Work fully completed	2	Behaved well	2	Completed extra work to high standard
1 point	Part attendance	1	Satisfactory amount of work completed	1	Needed reminders		
0 points	Less than 25%	0	Unsatisfactory amount of work	0	Unsatisfactory behaviour	1	Completed some extra work

	Attendance 0 - 2	Work 0 - 2	Behaviour 0 - 2	Total Points	Comments (including extra points, deductions and detentions)
Breakfast				/4	
Maths Room 7				/6	
Art Room 1				/6	
Points **earned** a.m.	Out of 16 12 10 6 4 Needs 12 9 8 5 3			/16	
Achieved? Yes / No	Points		≥4 each lesson		Comments:
Tutor Time Room 8				/6	
English Room 5				/6	
Science Room 4				/6	
Points **earned** p.m.	Out of 18 12 6 Needs 12 9 5			/18	
Achieved? Yes / No	Points		≥4 each lesson		Comments:
Total points **earned**				/34	

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Appendix E ARC Behaviour system

ARC Behaviour

ASK

Politely ASK the student stop what they are doing, explaining why you want them to stop?

REMIND

Politely REMIND the student to stop what they are doing, explain why you want them to stop and explain if this continues there will be a consequence?

CONSEQUENCE

Politely explain that you have ASKED, REMINDED and are now giving a CONSEQUENCE
A-Move seats, B-go outside with the TA for a period of time for a discussion/reflection time
Once returned repeat the ARC then get a member of the behaviour team to have 10mins timeout discussion/reflection with the student
Failing all the above, discuss the possibility of A- Call home/Meeting with parents to discuss behaviour, B- discuss with behaviour lead
Possible Additional consequence, After school sessions, part time timetable, Suspension (to be decided by the leadership team)

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Appendix F Physical Intervention Sheet/Serious incident

The Maidstone & Malling Alternative Provision

Serious Incident Report

Incident Details

Date of Incident	
Time of Incident	
Location	
Pupils Name	
Year Group	
Special Educational Needs or Circumstances	
Does the Pupil have an EHCP	
Other Staff Present	
Witnesses	
Staff Involved in the restraint	
Name and Job Title of person reporting	
Date and Time the report is made	
Related Incidents (attach copies of forms)	

1. Antecedents & Early Intervention (Known Triggers, Environmental Factors, Pupil Presentation

De-escalation strategies attempted, including those prior to restraint (where CPI is used):

☐ Verbal de-escalation

☐ Limit setting

☐ Redirection / distraction

☐ Time / space offered

☐ Help prompt / support offered

☐ Other (specify):

2. Brief description of de-escalation attempts and pupil response:

3. Rationale for Physical Restraint (where applicable)
Reason restraint was necessary:
☐ Risk of harm to self
☐ Risk of harm to others

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☐ Serious damage to property

☐ Absconding with immediate safety risk

Other (Please detail):

Reason restraint was proportionate:

4. Details of Physical Restraint

Details of the techniques for Child Physical Restraint (What was used);

Position of the child when restrained Standing, Sitting, other;

Duration of the restraint;

Upon review, was restraint proportionate and in line with CPI training?

☐ Yes ☐ No

If no, explain:

5. Full Description of the Incident

Include:

- Causes and lead up to the incident.
- All known people involved and their role in the incident.
- Use of offensive weapons (including a description), if applicable.
- Presence of emergency services, if applicable.
- Who assisted the affected person.
- If any injuries were sustained (Full details to be recorded in section 7).
- If any first aid or medical intervention was required (Full details to be recorded in section 7).

6. Names, roles and contact details (if non-employee) of witnesses:

Attach witness Statements to this document

Outcome & Post-Incident Support

How did the incident end?

(e.g. pupil calmed, moved to safe space)

Pupil presentation immediately after incident:

☐ Calm

☐ Distressed

☐ Angry

☐ Withdrawn

☐ Other (please specify):

Support provided to pupil post-incident:

☐ Check-in / restorative conversation

☐ Time out / safe space

☐ First aid (details below in section 7)

☐ Parent / carer informed

☐ Senior leader informed

☐ Other(Please specify):

Additional details:

Pupil absences caused by incident, and length of absence (if known):

Support offered to staff involved:

☐ Immediate check-in

☐ Opportunity to step away

☐ First aid (details below in section 7)

☐ Follow-up debrief scheduled

Additional details:

Staff absences caused by incident, and length of absence (if known):

7.Injuries & Medical Attention

Were there any injuries?

☐ No

☐ Yes – Pupil (take photos of injury with permission)

☐ Yes – Staff (take photos of injury with permission)

Details of injuries and actions taken:

Medical treatment/first aid provision required (including the name of person giving first aid):

Has this incident resulted in any member of staff sustaining a RIDDOR-reportable injury, or being absent from work for more than 7 days?
If yes, state who and for how long:
Initial actions taken by school following the incident:

8. Reflection & Learning (CPI Debrief)

What went well in managing this incident?
What could be done differently next time to reduce risk?
Has a risk assessment been carried out? If so, list conclusions and suggested actions:

Any changes required to the pupil's support plan or risk assessment?
☐ Yes ☐ No
If yes, details:

Does anyone involved require further support/guidance, including further training? If yes, include details:

9. Follow-Up Actions

Follow-up actions taken by school:

Have outside services (e.g. police, family services, child protection services) been informed?

If yes, provide details (including if currently being supported by services):

10. Compliance Checklist (Must Be Completed)

☐ CCTV footage reviewed (where available)
☐ Bound book entry complete (where applicable)
☐ Incident entries logged on CPOMs
☐ Statements taken
☐ Accident reporting procedures followed (where applicable, including evidence/photo)
☐ Senior leader/s notified
☐ Parents / carers informed (usually by SLT or CPI Facilitator when CPI used)
Date/Time_____
by_____
☐ Wider staff team informed and debriefed (where appropriate)

☐ Home school notified of incident (where applicable)
☐ Local authority / relevant agencies notified (as applicable)
☐ Recorded for report to Governors
☐ Risk assessment/s updated (as necessary)
☐ PSP/s updated (as necessary)

11. Signatures
Staff Member Completing Form if not SLT: Name: Signature: Date: Reviewed by Senior Leader: Name: Signature: Date: Reviewed by CPI Facilitator (If CPI used): Name: Signature: Date:

For Management/HR Use Only:
RIDDOR Reportable? Yes / No
Followed up by Management/HR on (date):

Appendix G

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Self Reflection

- **What Happened?**
- **How did it make you feel?**
- **How did it make them feel?**
- **Who did it affect?**
- **What needs to happen now to fix it?**
- **How can you stop this happening again in the future?**

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Appendix 8 Behaviour and Safeguarding Update (September 2026)

Key Message

The latest safeguarding guidance reinforces that behaviour should not be viewed simply as a disciplinary issue. Changes in behaviour may be an indicator that a child is experiencing abuse, neglect, exploitation, trauma or unmet needs.

When responding to behaviour, staff should consider:

"What is this behaviour communicating?"

New and Emerging Behaviour-Related Safeguarding Concerns

Harmful Online Influences

Be alert to pupils who:

- Display extreme or concerning online views.
- Repeat misogynistic or discriminatory language.
- Engage with harmful online communities.
- Share AI-generated inappropriate or abusive content.

Possible indicators:

- Sudden changes in attitudes or beliefs.
- Increased secrecy around devices.
- Hostility towards particular groups.
- Sharing manipulated or explicit images.

Misogyny and Harmful Attitudes

Sexist language and behaviour should not be dismissed as "banter."

Staff should challenge:

- Sexualised comments.
- Sexist jokes.
- Gender-based intimidation.
- Online influences promoting hatred of women or girls.

These behaviours may indicate wider safeguarding concerns and require recording and appropriate follow-up.

Child-on-Child Abuse

Continue to recognise:

- Sexual harassment.
- Sexual violence.
- Coercive or controlling behaviour.
- Image sharing without consent.
- Bullying motivated by protected characteristics.

Even behaviours considered "low level" should be taken seriously if they form a pattern.

Online Safety and Artificial Intelligence

Emerging risks include:

- Deepfake images or videos.
- AI-generated explicit images.
- Sextortion.
- Online coercion and blackmail.
- Use of AI tools to bully or humiliate others.

Children should know how to report concerns, and staff should record and escalate incidents appropriately.

Behaviour That May Indicate Vulnerability

Changes in behaviour can sometimes signal:

- Domestic abuse.
- Neglect.
- Criminal or sexual exploitation.
- Mental health difficulties.
- Self-harm.
- Serious violence.
- Substance misuse.

Examples include:

- Increased aggression.
- Withdrawal from friends.
- Persistent disruptive behaviour.
- Risk-taking behaviour.
- Poor attendance or emotionally based school avoidance.

Attendance and Behaviour

Persistent absence or sudden changes in attendance should be viewed alongside safeguarding information.

Ask:

- Is the child safe?
- Are there unmet needs?
- Is an Early Help assessment required?
- Does this need discussing with the Designated Safeguarding Lead (DSL)?

Professional Curiosity

Staff should:

- Notice changes in behaviour.
- Record factual observations.
- Share concerns promptly with the DSL.
- Avoid making assumptions.
- Consider the child's lived experience and any known vulnerabilities.

Recording Concerns

Record:

- What you saw or heard.
- The child's own words where possible.
- Date, time and context.
- Actions taken.
- Who the concern was shared with.

Do not investigate—report concerns to the DSL.

Remember

Behaviour can be a communication of need.

Good safeguarding practice asks:

- **What has happened to this child?**
- **What might they be trying to communicate?**
- **What support do they need?**

Early recognition and timely intervention help keep children safe.

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