STUDENT BEHAVIOUR POLICY

Date of policy review:	August 2024
Date for review:	August 2025
Lead for review:	Assistant Headteacher Pastoral
Approved By	Head Teacher

Contents

Guildhouse School London - Registered in England: 07442735
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Introduction

Students at Guildhouse London are expected to behave with respect and consideration, exhibiting an inclusive and respectful attitude. The Guildhouse School Student Behaviour policy aims to ensure that all students, staff, parents/carers, and stakeholders clearly understand the boundaries between acceptable and unacceptable behaviour. The policy also recognises that student behaviour is also influenced by rewards and sanctions. The School's Behaviour Discipline processes will always be firmly, fairly, and consistently applied.

This policy aims to:

- Promote a positive learning environment and ensure that all students can learn in a calm, safe, and supportive environment.

- Encourage respect and tolerance and foster a culture of mutual respect among students, staff, and the wider school community.

- Define Acceptable Behaviour and clearly outline what constitutes acceptable and unacceptable behaviour, including bullying and harassment.

- Provide a consistent approach to behaviour management across the school.
- Summarise the roles and responsibilities of students, staff, and parents in maintaining high standards of behaviour.
- Establish a system of rewards for positive behaviour and sanctions for unacceptable behaviour.
- Encourage students to develop self-discipline, responsibility, and a sense of accountability for their actions.
- Encourage students to be positive role models and ambassadors of the school.
- Ensure the health and safety of all members of the school community.
- Support the emotional and mental well-being of students through positive behaviour practices and take consideration of disabilities, learning needs or additional learning support.

To maintain high standards of behaviour; bullying, discrimination and/or harassment will not be tolerated by any member of the school community.

Leadership and Management

The Senior Leadership Team are committed and play a key role in promoting positive behaviour and supporting all staff in doing the same. They ensure all new staff are inducted clearly into the school's behaviour culture and understand its systems and routines in this regard. All staff are supported by the behaviour systems detailed in this policy and in the Student Handbook and are empowered to manage student behaviour. To further support this, there is a Pastoral structure in place with Personal Tutors (Form tutors) and Pastoral Directors (Heads of Year) in addition to collaboration with the Curriculum Directors (Academic Heads of Faculties) Appropriate training is provided for staff to meet their duties, functions in alignment to the school's ethos for behaviour management and also includes adequate training opportunities on matters such as special educational needs and their effect on student behaviour.

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This policy takes account of the advice given in [Behaviour in Schools advice DfE (Department for Education) (February 2024)](#).

Guidelines

All students are expected to follow the Student School and Boarding (Premier House) Handbooks, which are available through the respective Personal Tutor Microsoft Teams class *Files* folder. The Student Handbook contains the school rules, expectations, routines, norms, and values, as well as other useful guidance for students. High standards of behaviour and excellence will be recognised directly by all members of school Staff. Expectations are made clear through a thorough and easy-to-digest student induction programme where students are made aware of the school behaviour standards, expectations, pastoral support and consequences, and therefore there is no excuse for poor behaviour: it is expected that students take responsibility for their transgressions and remedy the matter as a mature young adult should – through reflection, restorative conversations, taking responsibility and moving forward positively. Good behaviour is expected in all contexts and is central to students achieving excellence in all aspects of School life: when engaging with any member of the school community and whether in the classroom or outside of it. In the context of the classroom, this would also include effort, self-discipline, meeting deadlines, etc.

All students are expected to behave in a responsible manner, showing courtesy, respect, and consideration towards other people always. **All students are therefore expected to:**

- follow the Student Contract and *Meeting School Expectations* agreement as part of the Induction Programme which students are expected to sign.

- attend all lessons and be punctual.

- be fully supportive and make a positive contribution in all lessons.

- abide by all School rules and UK law.

- attend regular meetings with their Personal Tutor and strive to develop a positive relationship with them.

- work with complete dedication towards the targets set for them.

- inform their Personal Tutor or another member of the school if they need help.

- always show respect and consideration towards staff, visitors, and other stakeholders.

- respect and show consideration towards other students and their property.

- behave in a manner which ensures the safety and welfare of all members of the school community.

- avoid inappropriate contact with others.

- respect the school buildings, equipment, and grounds.

- behave transparently, communicate kindly and act inclusively in line with the school values.

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High standards of behaviour and attitude will be recognised directly by all members of School Staff. Breaches of the Student Behaviour Policy will be dealt with by the School's Five Stage Disciplinary process detailed in **Appendix 1.**

Student behaviour must follow school expectations when on the premises, when traveling to and from school, when wearing the school lanyard, when taking part in any school event or activity and whenever the student is in anyway identifiable as a student at the school. The way in which students relate to each other online can also lead to behaviour incidents and therefore the same standards of behaviour are expected online as offline to ensure that everyone is treated with kindness and respect.

Mobile Phones and Electronic devices

Guildhouse School is committed to creating a focused and respectful learning environment. To minimise distractions and ensure the responsible use of technology, a comprehensive system exists to regulate the use of mobile phones and electronic devices **(see Appendix 2).** Any misuse of devices will result in appropriate consequences.

Removal from classrooms

When it comes to serious disciplinary reasons, depending on the circumstances, a student may be required to spend a limited time out of the classroom to ensure a positive learning environment is maintained for all students. Removal from the classroom is a serious sanction and a final measure that should only be used, when necessary, once other behavioural strategies and support have been sought, or the behaviour is deemed so extreme for immediate removal. Direct engagement with Parents is made when their child has had to be removed from the classroom. In cases of serious behaviour problems, the SLT Callout Process outlined in **Appendix 3** is to be followed.

Public Displays of Affection

Guildhouse School acknowledges that genuine feelings of affection exist between students. However, it is expected that students refrain from engaging in inappropriate behaviours of a sexual or romantic nature on the school premises, in the boarding house, or during school-related events and trips. Students should expect a member of staff to challenge such behaviour and are urged to exercise good taste and judgment to foster a distraction-free environment conducive to learning, respecting communal spaces.

Corporal Punishment

Corporal punishment is prohibited at Guildhouse School. The prohibition includes the administration of corporal punishment to a student during any activity, whether or not within the school premises. The prohibition applies to all staff and volunteers.

Child-on-child abuse

The school promotes a culture of listening and ensures how students can raise concerns is known, as per the Safeguarding and Child Protection Policy. There is also an extensive Personal Development Policy, inclusive of RSE (Relationships and Sex Education), which aids prevention of child-on-child abuse. Any reported incidences of abuse will be taken seriously, investigated, logged, and appropriate action taken (see logging in Appendix 6)

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Anti-Bullying

The school has a separate policy for Anti-bullying.

Rewards and Sanctions

The school will promote positive behaviour by means of meaningful positive reinforcement when a student is deserving of it. Broadly, this is when a student exceeds school expectations or has demonstrated genuine improvement in behaviour.

Such acknowledgement might be in the form of verbal feedback, a written comment/commendation, issuing of a merit, special mention (including Head Teacher) or on academic reports. The primary tool for recognising positive behaviour is through the merits system (Aim High/Be Kind/Work Hard). All members of staff are encouraged to identify and bring to the attention of others in the school any instance of praiseworthy behaviour or achievement for recognition and communication to parents by means of a Merit Note on the School's Shackleton.

It is the ethos of the school to do its utmost to develop each student's sense of self-worth and a desire to contribute positively.

To achieve consistency in applying this policy all staff will:

- Actively use the merits system available in School and Boarding to promote positive behaviour in line with school values.

- Give commendation awards to individuals and tutor groups, announced in assemblies. Parents are also informed of these.

- Ensure that students are aware that all bullying concerns will be dealt with sensitively and effectively – there is a zero-tolerance approach.

- Maintain an orderly and stimulating working environment with an emphasis on self-responsibility and community.

- Support students in understanding the importance of good behaviour and assist in understanding cultural differences between their own home and the UK.

There are also a handful of sanctions available to staff that can be used to try and modify behaviour where required. These include restorative conversations, personalised protected study time, parental engagement emails/contact home.

With the age group that the school serves, research suggests that sanctions are often more effective than rewards. The general principle is that the 'punishment fits the crime' - the student may be asked what sanction they believe is warranted because of their transgression, not for them to make such a decision, but in line with the spirit of taking responsibility and reflecting on poor decisions. A good example of a punishment that fits the crime of missing a deadline for turning in homework, would be for the teacher to instruct the student to return at the end of their school day and complete the homework.

Supporting Students following a sanction

Supporting students following a sanction is essential for their growth and improvement. Guildhouse School provides a series of structured approaches with the aim of helping students reflect on their

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behaviour, understand the consequences, and further consequences, if no improvement is made. Such restorative approach aims to put in place support to help students learn from their mistakes, develop resilience, and foster a more positive approach and school environment.

Such measures may include:

- A restorative discussion with set targets with the student reiterating what they did wrong, the impact and how they can do better in the future. This also includes what will happen if their behaviour fails to improve.

- A follow-up communication via email or MS Teams with parents.

- A review meeting with a member of staff thereafter if required.

Student Leadership

Student Council Year Group Leaders and Prefects/Ambassadors play a crucial role in fostering positive behaviour within the school and providing a clear voice and platform for students to feedback. They also set a strong example and encourage and open and respectful environment. Prefects run focus group meetings in their remit and assist with peer mentoring in academic subjects and represent the school in various events and interactions, displaying the values and standards expected of all students. Together, these roles help create a supportive and disciplined atmosphere, where positive behaviour is recognised and encouraged, aiming to contribute to a harmonious and productive school community.

Exclusions

Students may be placed directly onto any stage of the discipline ladder according to the severity of a misdemeanour. Equally, persistent poor behaviour without improvement over time will mean that a student is escalated up the ladder further. When a student is placed on Stage 4, they will be internally suspended from timetabled commitments. Failure to improve thereafter will result in escalation to Stage 5 (Permanent Exclusion) by which time such student cases go through the *principal checklist* and permanent exclusion consideration process.

Permanent exclusion may be applied when certain situations have arisen in line with the School Behaviour Discipline Ladder, including:

- the earlier stages of the Discipline Ladder and/or suspension have been used, and the student's behaviour does not improve.

- the use or threatened use of violence against any person inside or outside the school, including intimidation or threats against staff, fighting or assault.

- the behaviour being addressed puts the student's or others' safety at risk.

- purposeful breaches of examination regulations or any other forms of cheating.

- illegal drugs possession/use/supplying/dealing. Supplying alcohol to under eighteens.

- making/possessing/distributing indecent images of a minor without consent

- GDPR breach/serious online safety breaches. Further illegal behaviour

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- Repeated dangerous behaviour/dangerous item possession (see Appendix 7)/ use/ threat.

- In possession of a Prohibited item List 3 (see Appendix 7)

- the student has seriously breached School rules or UK law.

- Any actions that severely violate the school's rules and endanger the wellbeing of the school community.

- Severe or persistent bullying, harassment, or engagement in inappropriate sexual behaviour.

- Serious Theft or Vandalism

- If, in the reasonable judgement of the Headteacher, this is in the best interests of the student, their peers, staff or the school.

Before a permanent exclusion, the Headteacher or in his/her absence the Deputy Headteacher, will meet with the student and encourage the student to share their version of what happened. A Senior member of staff will also be present to support the student and assist with their written or verbal communication.

Once a permanent exclusion is confirmed, a letter detailing the decision will be sent to the parents, and their nominated representative if relevant, as well as any necessary internal staff.

Appeals against a permanent exclusion.

Appeals must be made in writing to the Chair of Governors, setting out reasons for appeal and must be received within five working days of the date of the letter confirming the permanent exclusion decision.

For appeals regarding exclusions, send correspondence to the Chair of Governors via studentservices@guildhouseschool.com

The Chair of Governors will ensure that the exclusion is considered either by them where possible, or by a Senior member of staff who was not directly involved with the decision to exclude. The Chair of Governors, or their delegated representative, will review the evidence and the process followed, thereafter coming to a decision either to uphold or repeal the permanent exclusion. The decision of the appeal will be sent in writing to the person appealing the decision within ten working days. The Chair of Governor's decision is final, and the School's Complaints Policy cannot be applied.

In a case where the permanent exclusion is repealed, the Headteacher must convene a meeting with relevant senior staff to discuss and confirm the plan for reintegrating the student.

Students on any Student Visa will not have their sponsorship withdrawn until ten working days have elapsed. After ten working days, as required by UKVI policy, students will have their sponsorship withdrawn meaning that their visa will be curtailed.

In the event of an appeal within five working days, sponsorship will not be withdrawn until the decision of the appeal is sent in writing. The sponsorship withdrawal date given to UKVI will be the date that the decision was made on the appeal.

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Consideration of Disabilities and Additional Learning Support

Students will be treated on an individual basis. For students with additional needs, reasonable adjustments will be made by the relevant School staff (SLT, Pastoral Directors, House Leader/Senior House parents) where behavioural issues arise considering the identified needs and how they impact in each circumstance. School Staff do not simply assume that because a student has SEND (Special Educational Needs and Disabilities), it has affected their behaviour on a particular occasion. On the other hand, consideration should be made whether a student's SEND, or disability has contributed to a misbehaviour incident, and if so, whether it is appropriate to sanction the pupil.

All Personal Tutors, supported by the Pastoral Directors and the Assistant Headteacher, will:

- explain the school expectations regarding behaviour to students through induction and ongoing structured tutorial time.

- monitor and evaluate the success or otherwise of each student through reports, reflection days, and the rewards and sanctions systems.

- identify students who are not meeting school behaviour expectations and mentor appropriately, referring for further support as necessary, including attendance cause for concerns.

- work constructively and in partnership with external agencies if required and following the school Safeguarding Policy.

- report back quickly to the relevant Pastoral Director regarding any concerns.

- Engage quickly and provide updates to parents/stakeholders regarding any concerns in consultation with the Welfare Team.

Parental engagement

Guildhouse School aims to actively engage with parents/stakeholders to work together to address student behaviour or attendance issues through regular and open communication and by means of regular updates and follow-up via email, phone calls and online parent-teacher meetings where required ensure parents are informed about their child's conduct and progress. Every effort is also made to communicate with parents regarding students' rewards and successes. The objective is always to collaborate with parents to encourage students to meet the school's behaviour expectations.

How We Engage Parents:

1. **Regular Communication:** We maintain open lines of communication through newsletters, emails, and our school reporting, keeping parents informed about their child's progress and school events.
2. **Parent-Teacher Meetings:** Scheduled online meetings provide an opportunity for parents to discuss their child's behaviour, achievements, and areas for improvement with teachers.
3. **Pre-arrival Webinar:** We offer a Pre-arrival Webinar which goes into information on Pastoral care and supporting students on their road to success.

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4. **Feedback/Voice:** We value parental input and provide various channels for feedback, by means of surveys, to continuously improve our approach to student behaviour and engagement.

Staff induction and training

All new staff will be briefed by the Assistant Headteacher Pastoral/Pastoral Directors as to how the school manages student behaviour. Behaviour management will also form part of the annual CPD (Continuing Professional Development) programme for all staff.

Monitoring and Review

The Senior Leadership Team will undertake systematic monitoring and conduct regular reviews of this policy to ensure that the operations and processes are effective, fair, and consistent. In addition, the anti-bullying policy and guidance will be discussed, monitored, and reviewed on a regular basis. Guildhouse School makes use of Student and Staff voice and captures such data in a way for evaluative purposes, including behaviour incident data, attendance data, any incidents of searching, screening and confiscation and surveys for students, staff and parents on their perceptions which may detail their perceptions and experiences of the school behaviour culture.

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Appendix 1: Guildhouse School Behaviour Discipline Ladder and Low Attendance Thresholds

SCHOOL	STAGE ACTION OUTCOME	BOARDING
STAGE 0 - Verbal warning Meeting with Personal Tutor [Email to Parents]		**STAGE 0 - Verbal warning** Meeting with House Parent [Email to Parents]
STAGE 1 Meeting with Personal Tutor [Email to Parents]		**STAGE 1** Meeting with House Parent/ Senior House Parent [Email to Parents]
STAGE 2 Meeting with Personal Tutor [Email to Parents]		**STAGE 2** Meeting with Senior House Parent [Email to Parents]
STAGE 3 Meeting with Pastoral Director [Final Warning & Meeting with parents]		**STAGE 3** Meeting with Senior Houseparent/ House Leader [Final Warning & Meeting with parents]
STAGE 4 Meeting with Assistant Headteacher and Deputy Headteacher [Internal Suspension]		**STAGE 4** Meeting with Assistant Headteacher and Deputy Headteacher [Internal Suspension]
STAGE 5 Meeting with Headteacher [Permanent Exclusion]		**STAGE 5** Meeting with Headteacher [Permanent Exclusion]

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STAGE 0

Examples of misbehaviour/breaches:

- Failing to submit homework on time.
- Lack of engagement in class.
- Lateness to timetabled sessions.
- An unauthorised absence from a timetabled session.
- Rudeness to staff/students.
- Lack of preparedness for class.
- Inappropriate use of digital devices.
- Smoking outside designated smoking area.
- Persistent lateness in Boarding

Consequences: Reduced curfew time in Boarding. Support Study time during school day.

STAGE 1

Examples of misbehaviour/breaches:

- Failure to meet all targets at Stage 0. Continuous
- low-level issues while on Stage 0. Smoking
- outside designated smoking area. Persistent
- lateness in Boarding

Consequences: Reduced curfew time in Boarding. Support Study time during school day.

STAGE 2

Examples of misbehaviour/breaches:

- Failure to meet all targets at Stage 1.
- Continuous breaches of school/boarding rules while on Stage 1.
- Persistent lateness/unauthorised absence. First
- offence of academic dishonesty.
- Fraudulent EXEAT submission.
- Absence without official leave.
- Possession of prohibited item.
- Bringing an Independent Accommodation student into PH without permission from staff
- Going into other clusters or bedrooms

Consequences: Reduced curfew time in Boarding. Support Study time during school day. Refusal to grant EXEAT

STAGE 3

Examples of misbehaviour/breaches:

- Failure to meet all targets at Stage 2.
- Continuous breaches of school rules while on Stage 2.
- Persistent lateness/unauthorised absence.
- Repeated cases of absence without official leave or authorisation.
- Fighting/bullying or racism with mitigating circumstances. Repeated academic dishonesty or serious case of
-

academic dishonesty in assessment and/or coursework.

- Persistent lying or dishonesty.
- Underage possession of smoking/vaping related paraphernalia.
- Possession of alcohol in Boarding
- Bringing a non-Guildhouse person into Premier House without permission from staff

Consequences: Reduced curfew time in Boarding. Support study time during school day. Refusal to grant EXEAT

STAGE 4

Examples of misbehaviour/breaches:

- Failure to meet all targets at Stage 3.
- Continuous breaches of school rules while on Stage 3
- Fighting, bullying or discriminatory behaviour without mitigating circumstances.
- Smoking or Vaping anywhere in School or the Boarding House, drinking or being under the influence of alcohol. Petty Theft.
- Willful damage to school property
- Serious repeated incidents/prolonged absence without
- official leave. Causing damage to school's reputation. Misuse
- of fire/smoke alarms.
- Possession of a dangerous item. Possession of
- prohibited item.
-

Consequences: Suspension.

STAGE 5

Examples of misbehaviour/breaches:

- Failure to meet all targets at Stage 4.
- Continuous breaches of school rules while on Stage 4.
- Further illegal behaviour.
- Repeated dangerous behaviour.
- Serious assault, threatening or bullying behaviour.
- Possession of dangerous item
- Illegal drugs/substance use: possession/use/supplying/ dealing.
- GDPR breach. Theft.
- Serious breach of Health and Safety rules.
- Supplying alcohol or smoking/vaping paraphernalia to under
- 18s. Accessing/making/possessing/distributing indecent images.
- Serious incidents that may bring the school into disrepute. Possession of prohibited item.
-
-

Consequences: Expulsion.

The School Behaviour Ladder (as per School Behaviour Policy) is to be followed and adhered to in terms of issuing the necessary sanctions for poor attendance below expectations. The below % threshold in line with Stage Warnings is to be followed:

Stage 0- 98%
Stage 1- 95%
Stage 2- 92%
Stage 3- 89%
Stage 4- 85% and below
Stage 5- 80% and below

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Appendix 2: Mobile Phones/Electronic Devices in Boxes Classroom Procedure

<div style="border:1px solid">

Each classroom has a box for storing students' mobile phones and IPODS/EarPods (or similar)

1. At the start of the lesson, students place their phones turned off and iPod/EarPods in the box. Boxes are to stay in rooms.
2. Students recollect their phone/electronic device at the end of the class or at a time when the teacher thinks it will benefit learning during class time.
   No/uncharged laptop or IPAD: please inform any student that they are to make sure they have one next time and instruct that they are to work from their exercise book/lined paper, while the teacher puts the task on the board using freeze mode.

If, students have any phones and iPods/ear pods in class (even if in bag, not using, if seen) please confiscate and pass onto SLT with a post it notes of date, time, and student name & CEG for 2 hours. Any issues should be treated as a behavioural issue and the behaviour process followed.

</div>

(UK Guidance for Schools reference)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1091132/Searching__Screening_and_Confiscation_guidance_July_2022.pdf (point 80 and 81)
    (UK Law – Education and Inspections Act 2006)

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Appendix 3: SLT Callout Procedure

The following step-by-step SLT Callout process is to be adhered to by staff in the case of a major behaviour discipline issue or disruption.

1.Assess the situation: determine if immediate intervention is required

⬇

2. Initial Response: address the student calmly and assertively one-to-one and in a restorative way, issuing a final warning while other students are on task.

⬇

3. Contact SLT using SLT Callout on MS Teams.

⬇

4. Follow SLT instructions: follow any immediate instructions given by SLT. Do not leave the student unattended outside the classroom.

⬇

5. Debrief with SLT: provide a detailed account with SLT member of the incident.

⬇

6. Follow-up: discuss with SLT/line manager any improvements or requirements for future incidents and follow-up actions recommended by SLT.

⬇

7. Communication with Parents/Guardians: SLT member communicates with parents or guardians as per Student Behaviour Policy

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Appendix 4: Shackleton Management Information System and Reporting Notes for Rewards and Sanctions.

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Merit Note

Core Value * [Aim high ▾]

Reason for merit * [1000 characters left]

Do you think this above and beyond? If so, would you like any additional recognition made? [1000 characters left]

Behaviour Note

* [Lack of engagement ▾]

Reason *
- Lack of engagement
- Rudeness/disrespect
- Inappropriate use of technology
- Missed deadlines
- Other*

How can the student improve? (Targets) * [1000 characters left]

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Discipline Note

*	Lack of engagement ▾
Reason *	1000 characters left
How can the student improve? (Targets) *	1000 characters left
Further action required? *	This is a warning - PT to follow up ▾

This is a warning - PT to follow up
This is the second time it has happened- PT to follow up (SW0)
This has happened many times - MLT discussion
This is serious / several occasions - SLT discussion

Follow-Up Date [ ]

Discipline Level *	Stage - Discipline Cleared ▾ ⑦
Reasons for stage warning *	⑦

Stage - Discipline Cleared
Stage 0 - Verbal Warning
Stage 1 CATS Discipline Level
Stage 2 CATS Discipline Level
Stage 3 CATS Discipline Level
Stage 4 CATS Discipline Level
Stage 5 CATS Discipline Level

Required Actions for Student (Targets) *	1000 characters left ⑦
	☐ Is it smoking related?
Support or advice you have provided/will provide	10000 characters left ⑦
Review Date *	[ ] ⑦

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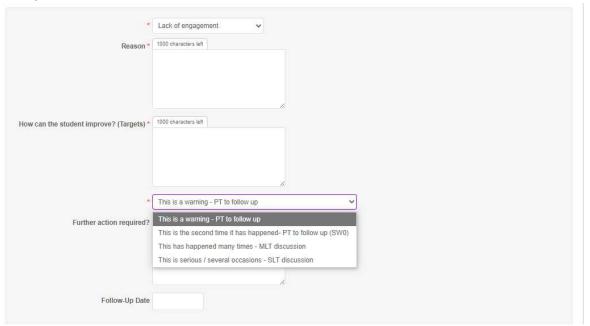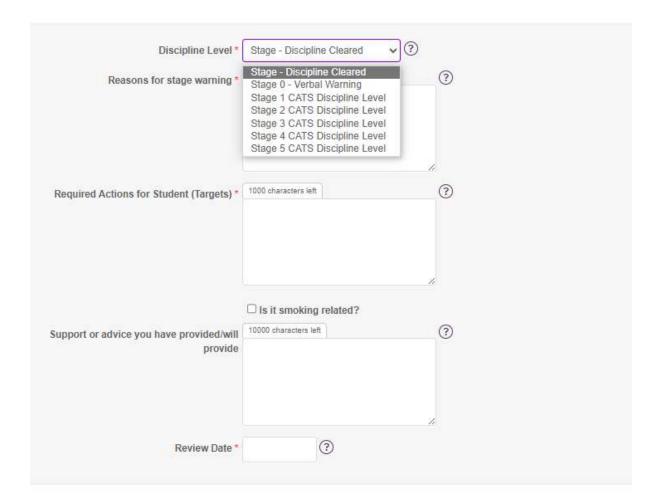
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Appendix 5: Behaviour Management Guidance

Dealing with a Behaviour Incident- General rule of approach

- First time = warning > second time = sanction (email home and appropriate Stage Warning)
- Action to be taken should be proportionate and 'linked to the crime' – always a restorative conversation.
-

Definition of **restorative conversation**:	The aim of a restorative conversation is simple – to enable the student to reflect on their poor behaviour and address it. The member of staff leading the conversation should seek to elicit from the student what specific behaviour displayed is unacceptable and why, taking responsibility for their actions (in line with the Student Behaviour Policy). The conversation should then move onto how this matter will be addressed moving forward – a commitment from the student. And what (if any) sanction should be issued to make up for the poor behaviour.
	
	Summary:
	  o What behaviour was unacceptable and why?
	  o Apology and commitment from student
	  o Are additional sanctions required to make up for the misbehaviour?

<u>Guidance Notes</u>

- Stage Warning Engagement record remains on the student record (Shackleton profile) for the entire academic year in Documents.
- Stage Warnings for Attendance issues will be reviewed every two weeks while Stage Warnings for Behaviour issues will be reviewed every four weeks.
- If a student reaches the next Stage within a review period, the review period will restart.
- If a student fails to meet all targets fully, they will escalate to the next Stage Level.
- If a student meets all targets fully, they will deescalate by one Stage Level accordingly.
- In addition to the above, a 'case by case' approach may well be applied in some instances.
- For Stage Level 4 & 5 Warnings issued, there may be the additional measures put in place to support the student, such as the respective Pastoral Director drawing up a Student Contract and consulting with the AHP/SLT to issue it.

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Student Transgression	Suggested Behaviour Management Guidance
A student is dozing or not paying attention in class	• Ask them a direct question. • Change the activity to refocus attention. • Move into pair work or small group work where they will be forced to contribute. • Have a quiet word after class. • Have a quiet word in class! • Make a joke of it and re-focus class. • Make everyone stand up and walk round, then sit down again – they may be flagging! • Do a mini-plenary with class – what are they learning? Is it working? • Get them to write key points or ideas on whiteboard. • What are they finding difficult? Feedback in pairs, on paper, to whole class – whatever appropriate • Make sure you praise good behaviour. • Are there issues at their accommodation? Are they sleeping? Refer issue to pastoral team to check if an ongoing issue
If a student is late for your lesson	• Make sure your lessons always start promptly – have a sheet on their desks/task on the board so they have something to work on as soon as they come in. • **Always** challenge lateness – ask why while the rest of the class are working and explain that it is unacceptable. Make your expectations clear and insist on them
If a student is persistently late, not attending or not paying attention in Class. (Are there difficulties in accessing the Learning?)	• Refer to the Personal Tutor and ensure notes are recorded on Shackleton. • Ask the student to see you on their own and ask for an explanation. • Check with English CD– are there language issues – are they reluctant to come because they do not understand lessons? • Check the SEN (Special Educational Needs) register to see if they are on it and if there are strategies you could be using. • Is your material appropriate? Talk to your CD or another teacher for another opinion – this can be helpful. • Is your lesson differentiated enough? Can you do more to meet the student's specific needs? Individual worksheet, recapping on work more – individual explanations etc. • Ask them to come to an extra workshop class with you or someone in your Dept. • Tried the above? - Keep the Personal Tutor informed – are there ways you can work together to help? The student needs to be referred to the Pastoral Director for monitoring. • Keep your CD informed
If a student is aggressive to another student	• Intervene immediately. • Calmly invite the student to explain the issue to you outside the class. • Contact a member of the SLT – you may need to ask a student to go to the Academic and Pastoral Hub or use Teams. • Ensure the "victim" talks to you and/or a senior member of staff immediately after the lesson. • Supervise an apology.

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	•	Record on Shackleton
	•	Inform the Pastoral Director (if not already aware/ involved) who will consult with Boarding and other stakeholders.
If a student is aggressive towards you	•	Respond calmly and quietly.
	•	Say you are sorry they are upset.
	•	Avoid moving towards them, pointing, or using angry gestures.
	•	Ask them to step outside of the class and wait.
	•	Contact a member of the SLT – you may need to ask a student to go to the Academic and Pastoral Hub or use Teams.
	•	Continue to teach

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Appendix 6: Serious Behaviour Concerns and Child-on Child Incidents Recording Log

Serious behaviour concerns (SW4&5)

Forename	Surname	Age	CEG	Date	Details (incident + sanction)

Child-on-child incidents (inc. Bullying)

Forename	Surname	Age	CEG	Date	Details (incident + sanction) Nature: online/F2F + emotional/gender/racist/LGBT (or another protected characteristic)

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Appendix 7: List of Prohibited Items (as per Search, Screening and Confiscation Policy)

Staff (authorised by the Headteacher) have a statutory power to search a student or their possessions where they have reasonable grounds to suspect that the student may have a prohibited item or any other item that the school rules identify as an item which may be searched for.

Possession of prohibited items results in sanctions in line with the school discipline ladder and may be reported to the Police. Such items are:

List 1	List 2	List 3

• Alcohol
• All types of cigarettes, tobacco, vapes, e-cigarettes, shisha pipes
• Lighters, matches and candles
• Pornographic images
	• Illegal drugs and drug paraphernalia such as grinders	• Weapons, including knives, BB guns, fireworks, tasers, or any other article that the member of staff reasonably suspects has been, or is likely to be used:
		  - to commit an offence, or
		  - to cause personal injury to, or damage to property of; any person (including the student).
		• Stolen items

Related Documents

•   Substance Misuse Policy

•   Complaints Policy

•   Attendance Policy

•   Anti-bullying Policy

•   Safeguarding Policy

•   Search, Screening and Confiscation Policy

•   Use of Reasonable Force Policy

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