



# **Guiseley School**

# **Behaviour & Discipline**

# **Policy**

# **2023/24**

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# **GUISELEY SCHOOL BEHAVIOUR & DISCIPLINE POLICY**

## **CONTENTS**

<b>SECTION 1</b>	<b>P.3</b>	<b>Introduction</b>
<b>SECTION 2</b>	<b>P.6</b>	<b>Lesson Expectations</b>
<b>SECTION 3</b>	<b>P.7</b>	<b>Around School Expectations</b>
<b>SECTION 4</b>	<b>P.8</b>	<b>School &amp; Community Based Expectations</b>
<b>SECTION 5</b>	<b>P.10</b>	<b>Guiseley Approach to Bullying, Discrimination &amp; Abuse</b>
<b>SECTION 6</b>	<b>P.12</b>	<b>Rewards</b>
<b>SECTION 7</b>	<b>P.14</b>	<b>Consequences for Lesson Based Misdemeanours</b>
<b>SECTION 8</b>	<b>P.20</b>	<b>Consequences for Around School Misdemeanours</b>
<b>SECTION 9</b>	<b>P.21</b>	<b>Use of the Student Planner</b>
<b>SECTION 10</b>	<b>P.22</b>	<b>Contents of the Student Planner</b>
<b>SECTION 11</b>	<b>P.24</b>	<b>Attitude to Learning</b>

### **Appendices:**

Appendix 1: School Uniform

Appendix 2: Negative Comment Directory

Appendix 3: Attitude to Learning

Appendix 4: Misdemeanours and Consequences

Appendix 5: Graduated Support

Appendix 6: Roles & Responsibilities

Appendix 7: Banned Items

Appendix 8: a) Online Behaviour Guidance b) Acceptable Use Policy



## SECTION 1 – INTRODUCTION

At Guiseley School we believe that high standards of behaviour and discipline are a key driver to secure the ongoing success of our school. This document sets out our Behaviour Policy and the underpinning philosophy which is designed to support our vision for exemplary behaviour and a school of which the entire community is proud.

This policy takes account of legislation enacted by the Education Act 2011 which reinforces, supersedes and replaces previous guidance, particularly in relation to:

- Education and Inspections Act 2006, Section 93;
- Education Act 2002;
- Equality Act 2010.

The policy also considers Department of Education guidance July 2022 “Behaviour in Schools – a guide for headteachers and school staff”, Guiseley School Child Protection Policy, Safer Working Practice Guidance and Keeping Children Safe in Education Guidance.

School policy and practice also reflects DFE guidance around Searching, Screening & Confiscation (Jan 2018) and the Use of Reasonable Force in Schools (July 2013). For more information on how they are used, see Page 17. We also ensure, through our curriculum, culture, monitoring and reporting that we are compliant with all expectations outlined in the Prevent Duty guidance and the updated guidance for schools in KCSIE 2023/24.

### **Purpose:**

The Guiseley School Behaviour & Discipline Policy serves three distinct purposes:

- 1) To provide a clear and coherent framework that allows every member of staff to contribute to the maintenance of good order and an exceptional climate for learning.
- 2) To provide all students with clear boundaries around expectations alongside clear consequences for poor behaviour or a failure to adhere to school expectations
- 3) To provide all staff and students with the foundations, expectations and routines that will ensure an environment where every child feels safe and is able to learn

Engagement with the policy is a non-negotiable for all stakeholders. All staff will undertake training on use of the behaviour policy and supporting processes as part of their induction and will receive regular updates and refresher sessions throughout the academic year. More bespoke training is available through mentors, pastoral teams and school leaders for colleagues who are new to the profession or who are keen to develop classroom management, or around school behaviour skills.

School leaders are committed to regular updates for staff and students to ensure a thorough understanding of expectations as well as any changes to routines.

The Guiseley School Behaviour Policy successfully identifies and explains a number of key areas that are pivotal in ensuring the success of our behaviour systems.



The policy ensures:

- i. the student planner is an essential tool that ensures a central record of each student's progress for both achievement and behaviour;
- ii. clarity and understanding of the discipline process for students, parents/carers, teachers and governors;
- iii. an emphasis on the process of praise, recognition and rewards ensuring all students have the right to have their achievements celebrated;
- iv. staff in the classroom are empowered to manage inappropriate or challenging behaviour. It enables teachers to focus on teaching students who want to learn and who behave in a positive manner;
- v. all stakeholders are clear about what is required to achieve great learning within a community we are proud of;
- vi. students of Guiseley school represent the school's core values and behaviour expectations whether in school or within the local community.

Excellent behaviour requires a **consistent** commitment from all staff to operating within the agreed framework. Consistent expectations and application of the policy allows for a safe, predictable learning environment that ensures every child can achieve. Flexibility and reasonable adjustments should always be planned for to enable individual needs to be met while ensuring the school community remains able to thrive.

Teachers in all subject areas should seek to praise and reward students wherever appropriate. Teaching Assistants and Support Staff will also be expected to formally praise students. This should be communicated through planners wherever appropriate.

Staff must also understand the importance of operating within the recognised framework for consequences. Each phase provides an opportunity to correct behaviour and must be worked through systematically. Departmental approaches to Phase 4 should be planned, documented and shared by each Curriculum area.

When a particular misdemeanour takes place an identified consequence or range of consequences must follow. The identified consequence is not open to negotiation or debate. **This is the key area of consistency.** Appendix 4 provides a summary of the appropriate range of consequences for misdemeanours.

Once the consequence has taken place it is up to the member(s) of staff concerned to decide upon an appropriate 'follow-up' strategy with each student's case being viewed in an individual sense. **This is the key area of flexibility.** Follow up strategies may be coordinated within the confines of your classroom but there are also other support structures available and some students may require more 'targeted' support (pastoral teams / departmental support) or specialist support (SENCo / Student Support Centre). See appendix 5 for how to access additional support.



Members of staff are not permitted to 'opt out' of the agreed framework as the operation of the Guiseley School Behaviour Policy is mandatory.

Senior members of staff will operate within the framework at all times and are expected to role model the constant application of high standards and discipline throughout all areas of school life.

The student planner is central to our communication between students, teachers and parents and carers, and complete familiarity with its format and procedures is essential. The planner also provides the basis for our central tracking systems and is reviewed weekly by form tutors to ensure consistent application of systems.

## **No Touch Policy**

It is a well-established expectation that Guiseley School students must refrain from unnecessary physical contact. While this is not a policy, per se, it is understood by students and other stakeholders as a 'no touch policy' and any processes that support adherence to this expectation will be managed through the 'Behaviour & Discipline Policy'.

The purpose of this directive is to ensure that there is a calm and supportive climate around school, both in and out of lessons, where students demonstrate mutual respect and are kind to each other.

The 'No Touch Policy' also helps to ensure clear boundaries in support of safeguarding. Rowdy behaviour around school such as pushing, barging, pulling, heavy-handed contact or inappropriate touch can leave students either witnessing this or on the receiving end of it feeling anxious and intimidated and in some cases can lead to injuries.

The existence of this expectation, coupled with other avenues of input and support, means that students are clear on what is healthy and appropriate and avoids any intended or unintended unease between peers which consequently means that Guiseley School remains a calm and safe school environment.



## **SECTION 2 – LESSON EXPECTATIONS**

At Guiseley School we have agreed a set of expectations which are positive and inclusive so that we can operate in a safe, calm and controlled environment. Every lesson staff will start the lesson by applying the 'Great Starts' micro-routine which will include ensuring students get out planners and equipment then sit down in silence. This is designed to provide a strong routine at the start of each lesson that removes some of the face-to-face conflict away from situations and ensures all students are prepared for learning.

The following sit alongside the Guiseley School Lesson Routines and represent the agreed lesson expectations and must be evident as a central feature of every lesson:

### **1. Arrive on time fully equipped and ready to work for every lesson**

We want all students to recognise the importance of operating in a punctual and time-efficient manner. Additionally, we want students to understand the usefulness of being settled and ready to work with appropriate equipment. Alongside required school equipment, each teacher should clearly identify with their teaching group any subject specific equipment / resources they should have ready at the beginning of the lesson. Staff will be punctual and on the door of their classroom in order to positively meet and greet students as they arrive. At the start of the lesson, students may be given a ten second amnesty to correct uniform and ensure equipment is out and ready for use. These conditions uphold the 'Great Starts' section of the Guiseley School Learning Framework.

### **2. Adopt a positive, engaging and active attitude to learning and achievement**

We want all students to succeed in a positive learning environment, being rewarded for their achievements and wanting to learn. This approach is the key strand of 'Being Guiseley'

### **3. Do as you are asked by all staff – first time, every time**

It is important that students respond to instructions from any member of staff immediately when they are issued. There are clear procedures which can be followed if a student takes issue with what he/she has been asked to do and this should never have an impact on learning within the lesson. In order to clarify what constitutes defiance, staff will enunciate the words "you have ten seconds to do what you are told and if you do not, it will be Isolation" and will count down to ensure children are absolutely clear what is expected of them.

### **4. Work to the very best of your ability and allow others to do the same**

It is a basic right of every student to work to the best of their ability unhindered by the distractions of others. Students are expected to 'Be Guiseley' and allow all others to do the same. There is an expectation that students will always be in the correct Learning Mode, as directed by your teacher.

### **5. Listen carefully and wait for permission to contribute**

This promotes a good working environment in which learning can take place. Students should be sitting up and looking at the person speaking and when a student wants to contribute to a discussion, they must put their hand up and wait for the teacher to invite their contribution.



## **SECTION 3 – AROUND SCHOOL EXPECTATIONS**

It is vital that all students conduct themselves to the same high standard when around school, and when not under direct supervision, as when they are in class. The following expectations are non-negotiable for student conduct in and around school and the local community.

### **1. Be polite and respect others**

Respect, tolerance and kindness are important values within our school. Care is also one of our core values and this should be evident in the way you treat every member of our school community.

### **2. Do as you are asked by any member of staff – first time, every time**

As with Lesson Expectations, there are procedures which can be followed if students take issue with what they are told to do, however, it is important to respond to instructions immediately when they are issued. There are situations where failure to comply immediately with instructions could present a significant risk to discipline or Health & Safety. In order to clarify what constitutes defiance, staff will enunciate the words “you have ten seconds to do what you are told and if you do not, it will be Isolation” and will count down to ensure children are absolutely clear what is expected of them.

### **3. Wear your school uniform correctly at all times**

Throughout the school day students must wear the uniform appropriately. Please read the agreed uniform expectations – **Appendix 1**.

### **4. Only eat and drink in the right place at the right time**

Respect for our premises and a concern for promoting a healthy and clean environment are key features of our whole school aims. There should be no chewing gum in school at any time and energy drinks are not permitted anywhere on the school site.

### **5. Look after school and personal property and put litter in bins**

Respect for our premises and a concern for promoting a healthy and clean environment are key features of our whole school aims. This is a community responsibility. If a member of staff asks you to clear some litter, you are required to comply with that request.

### **6. Follow the one way system at all times and ensure calm movement through school**

Movement around school is integral to students feeling safe and secure, and to ensuring that students arrive at lessons calm, focussed and ready to learn.

### **7. Mobile phones and electronic devices must be switched off and kept out of sight within the school buildings.**

Use of mobile phones is forbidden anywhere in the school building and anywhere on the school premises between the hours of 0830 and 1500.



## Section 4: School & Community Based Expectations

### SECTION 4.1: GUISELEY STUDENTS WITHIN THE COMMUNITY

At Guiseley School we are immensely proud of our students. We have high expectations of student behaviour and the vast majority of students meet these expectations at all times ensuring the school community is safe, happy and all students are able to thrive. It is our commitment to parents / carers and the students of Guiseley School that our behaviour systems, and their application, are designed to give everybody the best chance of success.

This commitment also extends to student behaviour while out of school. As a school, we reserve the right to respond to behavioural concerns involving Guiseley School students while they are out of school. This is important as it continues to protect both our students and the wider local community as well as preserving the good reputation of Guiseley School, which is important to staff, governors, students and families.

Where we have concerns about the conduct of students on the way to or from school, we will work with other members of the community, and other professionals, to identify students and will put an appropriate consequence in place. Any Guiseley School student wearing uniform and behaving in an inappropriate manner out of school will be dealt with through this behaviour policy and in line with the consequences identified in Appendix 4. Where a student is not wearing uniform, we reserve the right to take action through the behaviour policy where student conduct has a detrimental impact on either the reputation of the school or the wellbeing of any member of our community.

Guiseley School is committed to responding to concerns that are raised around student conduct on social media. Staff may monitor social media feeds or respond to reports of bullying or discriminatory behaviour. Each incident will be investigated on its merits and an appropriate course of action will be agreed; responses are likely to be a balance of restorative, disciplinary and educational actions.

In the event that a Guiseley School student is involved in a serious incident directly affecting the wellbeing of a member of the school community, for example an act of violence against any other Guiseley Student, then we reserve the right to use the most significant consequences at our disposal including **Suspension** or **Permanent Exclusion**. This applies at any time, regardless of whether or not a student is in school uniform and also extends to the inappropriate use of social media.

### SECTION 4.2: Guiseley School Online

As with Section 4, Guiseley School believe it is a vital part of our school work to respond to concerns that are brought to our attention as a result of conduct online.

It remains parental responsibility to monitor and manage their child's behaviour, conduct and ability to remain safe while online, although this is proactively supported by the Guiseley School PSHE curriculum and wider pastoral work. However, when student conduct while online is reported to school as it is offensive, discriminatory, abusive or impacts on the wellbeing of other Guiseley School students, we reserve the right to respond in line with the guidance in Section 5, and to utilise the full range of the Behaviour and Discipline Policy right up to **Suspension or Permanent Exclusion**.

Guiseley School's work in exploring these concerns may necessitate looking at student's mobile phones as part of an investigation to establish roles, responsibilities, intention and impact. Therefore, in line with our Child Protection Policy, we reserve the right to examine a student's mobile phone if





we believe it will help prevent, or respond to, any safeguarding or bullying concerns or issues that may compromise the maintenance of good discipline within school.

### **SECTION 4.3: The Use of Reasonable Force**

There are times, regrettably, where it may be necessary for school staff to use reasonable force to manage a situation in which a student is placing themselves, or others, at risk. While all members of school staff have a legal power to use reasonable force, we also have a number of staff certified through TeamTeach to use physical intervention in line with the DFE guidance issued through the Use of Reasonable Force document. Physical Intervention will only ever be used in the event that a child is at risk of hurting themselves or others, damaging property or causing disorder. The decision to physically intervene is down to the professional judgement of the member of staff and will reflect individual circumstances.

### **SECTION 4.4: Screening, Searching & Confiscating**

Similarly, there are times when we may consider it appropriate to screen or search a child for prohibited items. This may either be planned, for example as part of a risk assessment, or may be in response to a behaviour or safeguarding concern. The Headteacher will designate a small number of staff who will operate in line with the Searching, Screening and Confiscation guidance from the DFE. All prohibited items found during such a search will be confiscated and can only be returned to parents or carers through a member of the school leadership team. School also reserve the right to search a student's phone in order to enable effective safeguarding or the maintenance of good discipline. This should be done with the student's consent wherever possible. If a student refuses to be searched, they are likely to receive a suspension. For a list of items that are considered 'banned' see appendix 7.

### **SECTION 4.5: Malicious Allegations**

All allegations will be investigated in line with the appropriate policies and utilising the 'Guiseley Approach' (see Section 5). If the investigating officer considers an allegation to be malicious, as defined by KCSIE, we reserve the right to utilise the Behaviour & Discipline Policy including the use of sanctions.

### **SECTION 4.6: Supporting Students with SEN**

Guiseley School has a comprehensive and expert approach to supporting students with Special Educational Needs. We are proud to retain high expectations of all students as this is vital in ensuring excellent standards of behaviour for all pupils, preparing all students for transition to adulthood and securing a climate for learning in which every student can thrive.

Teachers, pastoral and SEN support staff know students well and, when it is required, reasonable adjustments can be agreed for students to ensure they continue to operate within school behaviour systems. These adjustments are agreed pro-actively and form part of the Teaching and Learning Passport.



School staff never assume that because a pupil has SEND, it must have affected their behaviour on a particular occasion. Staff use their professional judgement to consider the child's needs, their behaviour and their understanding of the situation based on the facts.

While staff consider whether a pupil's SEND has contributed to their misbehaviour, the crucial test is whether the pupil understood the rule, or instruction, and whether the pupil was unable to act differently at this time as a result of their SEND. Even where a member of staff considers that a student's SEN or disability has contributed to an incident, they may still receive a consequence, however, this may occasionally be adapted to ensure it is reasonable and proportionate.

## **SECTION 5: The Guiseley School Approach to Bullying, Discrimination and Abuse**

Guiseley School celebrates the diversity of our student body. We embrace our responsibility to ensure equality for all students regardless of race, ethnicity, class, gender, ability, sexuality or any other differences. We are committed to reviewing systems and processes to ensure we are free from bias and constantly moving towards equality of opportunity, access and experience.

Guiseley School firmly positions itself as anti-discrimination. Prejudice, discrimination or intolerance on any level is not accepted and the school resolves to take any action that is required in order to address discriminatory behaviours on either an individual or a systemic level.

We understand and accept that children can harm and abuse children: this is often known as 'child on child abuse'. Abusive behaviour can be physical, sexual, psychological or ritualistic. Child on child abuse can be considered on a continuum that includes bullying, harassment, abuse and violence. Child on child abuse can take place in school, outside of school or online.

The Guiseley School Behaviour & Discipline Policy, alongside the Child Protection policies, seek to ensure that we have an informed approach that allows us to respond thoroughly and robustly to all reports of abuse. Guiseley School is clear that we have a zero tolerance approach to all forms of abuse. Every incident of bullying, harassment, abuse or violence will be investigated thoroughly with a determination based on the balance of probabilities (rather than beyond reasonable doubt).

As a school, it is our responsibility to ensure that the victims of discrimination or abuse feel supported, and understand the school's response, and that the perpetrators of discrimination are challenged. Responses to discriminatory behaviours are likely to include a combination of the following:

- **Educational Actions:** As a school, we are uniquely positioned to educate our students around the ills of discrimination. Whether this is addressing ignorance, misconceptions or developing a wider understanding of the impact of discrimination, we believe educational responses are most likely to lead to long term, sustained change.
- **Disciplinary Actions:** Guiseley School will utilise every level of the behaviour system to challenge repeat discriminatory behaviour including, if required, Suspension or Permanent Exclusion.



- **Restorative Actions:** Where appropriate, and where desirable, Guiseley School will utilise restorative practices to challenge discrimination and support the educational actions outlined above.

This is referred to as the 'Guiseley approach' to tackling abuse and discrimination. The determination as to the appropriate level of educational, disciplinary or restorative work will be based upon:

- Any previous / historical issues from the person who has been abusive
- Any previous work completed with the individual or group
- The professional judgement of understanding and intent of the person who has been abusive
- The professional judgement of navigating the best way forward for both the person who has been abused and the person who has been abusive
- Any other contextual drivers

The 'Guiseley approach' is rooted in our core values of 'care' and 'grow'; it is vital that students trust that we care enough to respond to every concern, they will be believed and our actions will be designed to ensure they feel safe, secure and protected. Alongside this, we have to ensure that children learn from their mistakes and that our actions and determinations towards children who have been abusive enable them to 'grow' as people. This is why the combination of educational, restorative and disciplinary responses are absolutely essential.

*For further information on the definition of bullying, how it can be reported, how it is recorded and dealt with and for our bullying curriculum, please read 'The Guiseley School Anti-Bullying Policy' available on the school website.*



## SECTION 6 – REWARDS

As identified earlier, there is an expectation that all teachers will praise students, including contacting parents, as a matter of routine. Positive encouragement and high-quality teaching are driving forces behind engaging students and enhancing their learning experience.

Stamps will be converted into 'house points' which will provide the 'currency' of rewards at Guiseley School. Subject teachers and form tutors will award Stamps throughout their lessons and form period to recognise students' contribution to their and others' learning and to award students for their achievements. **One stamp is equal to one House Point.** Each lesson a **minimum of eight stamps** should be issued to acknowledge student contributions to learning. While there is no upward limit, staff are reminded to keep it proportionate and in line with other rewards.

A '**clean slate**' in terms of no negative comments will be rewarded with a Form Tutor reward each week. 100% Attendance will also be rewarded with a Form Tutor reward each week. In order to receive these awards students will have ensured that in terms of parental signatures, their planner has been kept up to date, thus encouraging the involvement of parents/carers within the Guiseley School behaviour framework. A clean slate will be rewarded with five stamps and 100% attendance will also be rewarded with five stamps.

### **Universal rewards:**

Rewards will be awarded termly, based on the achievement of students in that particular term. Any behaviour points that a student has accrued will be subtracted from their total number of house points to calculate a net points score. There will be a range of rewards offered in each year group.

In addition, pupils will be rewarded when they reach the different house point thresholds:

- 500 house points = Bronze award
- 1000 house points = Silver award
- 1500 house points = Gold award
- 2250 house points = Platinum award

For the bronze, silver and gold awards, pupils will receive a certificate in their Year group assembly. For the platinum award, they will receive a certificate and a pin badge to wear on their blazer.

### **Bespoke rewards:**

Each pastoral team will agree and implement criteria for access to half termly 'rewards breakfasts'. These will be determined based on the achievements of specific groups of students in their year groups.

### **Postcards:**

Teaching staff, pastoral teams and form tutors will reward pupils through postcards. When pupils meet the school's core values of care, aspire, succeed, grow, staff will send a personalised post card home to parents/carers, celebrating their success. Once a pupil has received a postcard for all four of the core values, they will be awarded a pin badge to wear on their blazer.



### **Pastoral Leader and Senior Leader Link Involvement**

Pastoral teams are attached to year groups. They will routinely visit form groups during registration time and identify individuals who are deserving of praise and acknowledgement. Students who are working exceptionally well are referred on to the Deputy Head or Headteacher.

### **Praise Time**

There will be a period of time allocated each week where staff will make contact with parents and carers to acknowledge and celebrate children in their classes. This contact will ensure that parents and carers understand their child's endeavours, and the impact it is having on their learning, and will enable the student to be recognised by both home and school.

### **Headteacher's Award**

Each week staff will nominate students for the Headteacher's award. This will occur when a member of staff feels a student, or group of students, have performed exceptionally well, worked exceptionally hard, or acted in a manner which upholds or reflects the core values of the school. All nominations for Headteacher's Awards should be celebrated as it reflects the very best of Guiseley School.

### **Culture and Ethos of Rewards**

It is important that Guiseley School's use of rewards serves three objectives;

- Acknowledging and celebrating students that work hard and behave well consistently
- Rewarding students who are constantly meeting the expectations of 'Being Guiseley'
- Incentivising behaviour change

While there are areas of reward that will remain consistent throughout the year, for example the Attendance and Clean Slate process described above, throughout the year, as different priorities emerge, Pastoral Teams and Form Tutors may focus on different areas of student performance and invest more heavily in rewarding the desired behaviour. The key principle within this is that staff must ensure the criteria for success is known and understood by all so that students have a clear understanding of what they are expected to do in order to achieve rewards.

Guiseley School will use existing school systems, for example assemblies, house events and awards evenings to celebrate success. We are proud of our students and want to recognise this and so every half term a year group assembly will focus on the achievements of the half term before. This will focus on both 'Success' (consistent or excellent performance) and 'Growth' ensuring a range of children can access the rewards and the two objectives outlined above are met.

It is our belief that great behaviour is not shaped by eye-catching, set piece rewards, or days out of school. Rather, a culture of great learning is achieved through consistently great relationships, regular review, acknowledgement and praise and a shared understanding between school and home of where students are meeting and exceeding expectations.



## SECTION 7 – CONSEQUENCES FOR LESSON BASED MISDEMEANOURS

There are six key phases to the consequences used within the Guiseley School Behaviour System. **The majority of students spend their time operating within the rewards framework.**

It is essential that all students, parents/carers and teachers understand this policy and its consequences. At all times the intention of the policy is to prevent unacceptable behaviour and encourage each student to pursue achievement.

Each member of staff must operate within the framework. We cannot tolerate a situation in which students are removed from classes for trivial reasons or sent out to work elsewhere at the inconvenience of other staff other than within exceptional circumstances. In short, we operate within a well-planned and systematic structure.

Additionally, when students do disturb the academic progress of their peers or make the working life of the teacher unacceptably stressful and unpleasant, despite the application of the behaviour and discipline system, then they must be removed from that class.

For the structure to work it is essential that consistency and flexibility work in harmony and no apologies are given for repeating this key section of the introduction:

**‘When a particular misdemeanour takes place an identified consequence or range of consequences must follow. The identified consequence is not open to negotiation or debate. This is the key area of consistency’.**

**‘Once the consequence has taken place it is up to the member(s) of staff concerned to decide upon an appropriate ‘follow-up’ strategy with each student’s case being viewed in an individual sense. This is the key area of flexibility’.**

### PHASE ONE – VERBAL WARNING

It is anticipated that many students will receive the occasional VERBAL WARNING in their time with us. Hopefully, as students mature, become more self-disciplined and move towards positive self-regulation the great majority of student/teacher contact will be positive and enthusiastic. Students should become accustomed to operating within the confines of our learning framework. This will include settling to work quickly, listening properly to the ideas of others and participating constructively in discussion.

The VERBAL WARNING, though not recorded, has two clear purposes:

- i. to indicate to students that they have done or are doing something unacceptable;
- ii. to form a link to the more serious PHASE TWO – NEGATIVE COMMENT if required.

Students must clearly understand the fact that they have received each warning and that the words ‘VERBAL WARNING’ will be used by the member of staff. It is also effective practice



to name the student and the behaviour that is being challenged. For example: “**Paul, this is your verbal warning for talking; next time it will be a negative comment.**”

**The VERBAL WARNING must not be given as a blanket warning to the full class.**

## **PHASE TWO –Negative Written Comment**

A student who continues to behave unacceptably despite being given a VERBAL WARNING is moved to PHASE TWO and receives a SECOND WARNING - NEGATIVE COMMENT. This must be recorded in the appropriate page of the Student Planner with a brief comment followed by staff initials (please see Negative Comment Directive: **Appendix 2**). This must be recorded on PARS on the same day.

### **Immediate Negative Comments**

The following comments should be issued to tackle key behaviours but sit outside of the management of behaviour. So, for example, if a student is late and doesn't have a pen, they would not be extracted on the next comment received. These comments, however, are included in the accumulation of negative comments over a half term.

#### **Homework**

Failure to complete/hand in homework will result in a negative comment. An immediate NEGATIVE COMMENT should be placed in the student planner and on PARS.

#### **Equipment**

Failure to bring equipment will result in a negative comment. A negative comment should be placed in the student planner and on PARS.

#### **Lates**

Any student arriving to a lesson after all others have arrived and/or **two minutes** after the start of the lesson must receive a negative comment.

Students who are late to form time in the morning (arriving at the tutor room after 8:30 am) will receive a break time detention on the same day. Students arriving late to form time in the middle of the day will receive a negative comment like they do for lessons.

Subject Teachers are responsible for tracking and monitoring comments to support preventative discussions. It is strongly recommended that each comment is tracked in the student planner by numbering whether it is 1,2 or 3.

Following the accumulation of negative comments over time from the same curriculum area, students will receive an after-school detention. These are divided into two types:

- **Organisation:** 30 minute detentions issued once a student has received a total of 3 negative comments for either homework or equipment within a half term
- **Behaviour:** 45 minute detentions issued once a student has received a total of 3 negative comments for behaviour, lateness or uniform within a half term.



If any student receives five negative comments within a week, they will automatically receive a Leadership Detention which takes place after school on Friday for 60 minutes.

If any student receives ten negative comments within a week, they will automatically receive a day in isolation on the next available day to support a review of support and provision.

### **PHASE THREE – STUDENT BEING MOVED WITHIN THE CLASSROOM – Second Written Comment**

Occasionally, students will continue to behave in an unsatisfactory manner despite receiving both a VERBAL and a SECOND WARNING. Such behaviour always results in the student moving into PHASE THREE.

The onus is clearly on the class teacher trying to retain control of their own teaching groups and, though the student may well be moved out of the room for a brief (2 minutes) cooling off period, the emphasis should be on rapidly reintegrating them into the group.

Teachers are strongly advised not to place more than one student outside the classroom at any one time.

In most cases students will be moved to another area of the room as the first part of the consequence. A further negative comment from the teacher must be placed in the students' planner and on PARS.

While Guiseley School does not routinely issue private detentions, class teachers are encouraged to ask any child who has received two comments in a lesson to stay behind at the end of the lesson to discuss their behaviour choices. Where a lesson follows immediately afterwards, the discussion should be brief. Where there is a break, lunch or home-time this discussion should take no longer than ten minutes.

### **PHASE FOUR – RELOCATION and AFTER SCHOOL DETENTION**

At this point the classroom teacher would come to the decision that a student is persisting in undermining the work of everyone in the room. This is despite receiving three clear and distinct warnings by this phase.

Alternatively, it may be that a student behaves in such an unacceptable way that the teacher chooses to move straight to PHASE FOUR. Though there is always the possibility of this occurring, for example during a **serious incident**, best practice demonstrates the importance of **working through the phases in a cumulative manner** whenever possible.

Curriculum Leaders will each produce a Relocation Timetable which will operate across departments. The timetable will ensure that for each lesson of the week two colleagues are identified as being available to 'receive' students who enter PHASE FOUR.





The main emphasis in terms of the identification of members of staff who will be available to 'receive' difficult students will lie in two areas:-

- i. such teachers are likely to have subject leader responsibilities e.g. curriculum area leader or experienced teacher
- ii. the groups being taught by them at that time are likely to be well-behaved and accommodating.

A student who has entered PHASE FOUR is likely to have caused considerable disruption and inconvenience to learning. Consequently, they should be received in an appropriate manner. The student should be acknowledged, directed to their seat, but not engaged in discussion. The referred student will bring work with them and will work in silence in an appropriate part of the room. When referring a student to another teacher, it is the original teacher's responsibility to ensure that the student has sufficient work to do.

Ideally, the student will be debriefed immediately after the lesson though, if this is not possible, the debriefing should take place at the earliest practical opportunity. Automatically, the student will receive an after-school behaviour detention.

A Leadership Team On Call rota will operate throughout the week to ensure that staff are supported in extreme cases. It is very important that senior staff are not called to trivial incidents so that they can be much more effective when called upon to deal with serious incidents. In addition, a Hot Spot Timetable will exist to support members of staff with 'great starts' and maintaining high levels of engagement throughout their lessons.

## **PHASE FIVE – ISOLATION**

Isolation is an extremely serious consequence. The isolation room has a functional and purposeful environment with a with work provided from each subject area. The Isolation day runs from 08:30 until either 15:30. If a student receives warnings for their behaviour through the day it can be extended to 16:00.

Part of the role of Isolation is to provide a deterrent for poor behaviour choices and, as such, students are 'isolated' in the fullest sense of the word. At no time is the isolated student allowed to socialise with other students. Students who are in Isolation will have limited access to the school dining menu and are encouraged to bring a packed lunch.

All students who are placed in Isolation must wear full uniform and bring their books and equipment for that day. If this is not the case, the Isolation will be classed as a fail.

**Students placed in Isolation and arriving after 8:35am, without good reason, will repeat the full day at the earliest opportunity.**

A student who is absent must repeat the full period of Isolation at the earliest opportunity.



The level of commitment displayed by the student is recorded on the Isolation Record Sheets at the end of each period with the student's performance being monitored at the end of each school day. Parents / carers can be assured that their child has successfully met school expectations, however, if this is not the case they will receive a phone call / email from the Isolation Manager or Year Manager notifying them of any concerns.

A student who works well will re-join mainstream lessons following their isolation period, though a record of the Isolation will be kept on the student's record. This consequence, as with any consequence, can be reached through a gradual process of continued unacceptable behaviour or through the committing of a misdemeanour which is considered sufficiently serious to warrant such an immediate consequence.

If any student receives ten negative comments within a week, they will automatically receive a day in isolation on the next available day.

There is an increased level of support following the issuance of each of these isolations:

**Year Manager** discussion after the first day in Isolation followed by a summary call to Parent/Carers

**Year Manager** meeting with Parent/Carers following a second day in Isolation with targets set

**Assistant Pastoral Leader** to review targets set by Year Manager in previous meeting following a third day in Isolation with a summary call home

**Assistant Pastoral Leader** meeting with Parent/Carers following a fourth day in Isolation with new targets set

**Pastoral Leader** to review targets from previous meeting with the student following a fifth day in Isolation with possible next steps discussed and a summary call home

**Pastoral Leader** meeting with Parent/Carers following a sixth day in Isolation with next steps agreed.

Progress through these steps could be accelerated based on the individual needs of a student or the timescale between the issuance of days in isolation.

Students receiving Isolations will be placed on a PASTORAL SUPPORT PLAN. The plan will be agreed with the student initially, and in the event of repeat incidents will be reviewed by school and home, outlining the responsibilities of child, parent and school staff.

Once the pastoral support plan is not successful, and the student continues to receive isolations, they should be discussed at a triage meeting between SEN, Pastoral and Wellbeing colleagues to identify any specific support that may be required.

In the event of repeat breaks, it is likely the student will receive a **suspension** for persistent breaches of the behaviour policy.



## PHASE SIX – SUSPENSION AND PERMANENT EXCLUSION

Students who persistently break the Pastoral Support Plan **or** who commit a particularly serious misdemeanour can expect to find themselves in PHASE SIX. **For an indication of which misdemeanours may lead to a consideration of suspension or Permanent Exclusion, please see Appendix 4, however, Appendix 4 does not provide an exhaustive list and each incident will be considered on its individual merits.**

The control of suspension or permanent exclusion is entirely in the hands of the Headteacher and Governing Body. A suspension or permanent exclusion can be imposed by the Headteacher for either an **accumulation of incidents** or a **one off serious offence** in line with the Guiseley Behaviour Policy. Examples of such one-off offences may include a significant assault on another student, or abuse either directly to or about a member of staff. Suitable work will be provided for these students.

On **re-entry to school after a period of suspension** a student will be automatically placed on an agreed **Behaviour Contract** for a six-week period.

While the school will always work with other partners, such as the Local Authority and Area Inclusion Partnership(s) to prevent Permanent Exclusion, each case will be considered on its individual merits and the needs of an individual may need to be considered against the needs of the wider school community including staff and other students.

**Students receiving repeat suspensions for similar behaviours in the same term are likely to follow the same tariff:**

- **First time: One day suspension:** return on Behaviour Contract
- **Second time: Three day Suspension:** Consider Early Help Plan and consider managed move
- **Third time: Five day Suspension:** Notify Area Inclusion Partnership & convene Governors Behaviour & Discipline Panel to discuss risk of Permanent Exclusion. The Headteacher may also choose to direct to Alternative Provision at this stage.

For **isolated incidents**, suspension length and severity will be determined on the merits of each incident.

Following each period of suspension, the student will return on a BEHAVIOUR CONTRACT.

Students will remain on CONTRACT for a period of six weeks. Each time the CONTRACT is broken the six-week period begins again. If a student is already on a CONTRACT, it will be reviewed with new targets and likely outcomes following a second Suspension. Alongside the existing behavioural expectations, the targets of the contract are individually tailored to the student and should reflect the underlying reasons the student was excluded.

At the end of the academic year students who are on CONTRACT will have their circumstances reviewed by the Pastoral Leader who will determine whether they need to complete the full six-week period in the next academic year. **All other students are given a 'clean slate' at the beginning of each academic year.**



## **SECTION 8 – CONSEQUENCES FOR MISDEMEANOURS COMMITTED AROUND SCHOOL**

It is essential that staff combine firmness with an acceptance that many students will occasionally make genuine mistakes which do not need pursuing. We need to make a clear distinction between carelessness and deliberate intent to disobey school rules.

If a student is behaving in a manner that falls below school expectations, or is directly contravening any of the around school expectations, staff will respond as follows:

- I. Verbal Warning:** The majority of behaviours can be corrected with a verbal warning
- II. Removal:** If a student repeats their behaviour following a verbal warning or refuses to correct it following staff instruction e.g. following the one way system, they can be directed to break/lunch detention for the remainder of that social time.

**Written Comment:** Where a student doesn't follow staff instructions, or contravenes an established rule, they may receive a written comment. An example of this may be:

- Dropping litter and refusing to pick it up
- Refusing to clear their table in the dining room
- Using the 'staff only' stairs in General Teaching Block
- Being out of bounds behind the SSC

**School Detention.** Where a student receives a number of comments over the half term, they will accrue in the same manner as for a Behaviour Detention, with a 45 minute after school detention being issued after 3 around school comments in a half term.

### **Serious Incidents**

In the event of a serious incident of around school behaviour, the student may receive an instant detention, Isolation, or a suspension. Each incident will be considered on it's merits. For guidance on what incidents may qualify as a serious incident see appendix 4.



## **SECTION 9 – THE USE OF THE STUDENT PLANNER**

Each student will be issued with a new student planner at the start of each academic year or at such a time that the form tutor or Pastoral leader feels that the planner has not been kept appropriately. In this case, the student will be expected to pay for their replacement. While the student is responsible for the planner, it remains the property of the school at all times.

### **Monitoring of Student Planners**

#### **Student Self-Monitoring**

The success of the Guiseley Behaviour Policy depends upon the effective monitoring of student planners. Central to this success is the need to provide students with the opportunity to reflect upon their own school performance; in other words, to ensure that student self monitoring is central to the weekly operation of the student planner. With this in mind it is essential that a reasonable amount of time is given each week to allowing students to reflect upon their performance in school.

#### **Parental Monitoring**

Parents and carers will also have a key role in monitoring their child's planner. Most importantly it is expected that parents will inspect and sign the planner each week, encourage their child to keep the planner clean and up to date, support the habit of completing homework in an organised and efficient manner, and use the planner to communicate with us as a school.

The most effective use of the planner is when the contents of the planner are discussed and used as a framework for students to reflect on their week in conversation with their parent / carers. This allows both success and difficulties to be celebrated or worked through and prepares students for greater success the following week.

#### **Form Tutor Monitoring**

Within school, student planners will be monitored each week by the form tutor. When monitoring student planners, form tutors look to identify or confirm a number of points:

- i. that the planner is free from graffiti and is being kept in a tidy manner
- ii. that homework details are being recorded in sufficient detail
- iii. that, whenever they occur, comments made in the student planner by other members of staff are responded to in an appropriate way
- iv. that, whenever they occur, comments made in the student planner by parents are responded to in an appropriate way



- v. in order to communicate as form tutor to parents upon any school based issue which they feel would be best communicated through the student planner
- vi. in order to monitor the awarding of rewards or official consequences.

Each form tutor will keep a separate record form of incidents associated with each of their tutees in their form group. Details will be brief and should reflect both negative and positive performance.

### **Guidance for referring Students to Pastoral Leaders:**

- Students should be referred to Pastoral Leaders during class visits
- Students should be referred for any of the following reasons:
  - they have established six or more weeks of consecutive 'clean slates'
  - they have performed outstandingly in any way in which the form tutor feels needs to be brought to the attention of the Pastoral Leader
  - They have shown a significant and sustained improvement in effort, attendance or achievement.
- The Pastoral Leader will then identify a cohort of students who will be celebrated through the appropriate rewards structure.

### **SECTION 10 – THE CONTENTS OF THE STUDENT PLANNER**

Absolutely no personalising of the student planner is allowed. The Planner must be carried closed in the student's bag. In short the student planner must be kept as if it were a best exercise book. It is provided by the school and **remains the property of the school throughout the year.**

Lost, defaced or damaged student planners will need to be immediately replaced at a cost of £5.00. Should this occur on a second occasion the student will receive a school detention as well as having to purchase a replacement. On a third occasion the student will serve a period of ISOLATION as well as purchasing a replacement. At the beginning of registration students will take out their student planners.

Students who have not brought their Student Planner should be issued with a Planner Sheet by Form Tutors and a negative comment administered. In the event this happens a second time over the year, an after-school detention will be issued.

It must be emphasised that **forgetting the Student Planner is extremely serious.** Any student who forgets their Student Planner on three occasions within an academic year will automatically serve a one day period of ISOLATION.



Homework must be recorded by students in an appropriate level of detail.

Form Tutors must ensure that they inspect and sign each student's Planner every week as well as monitoring the volume of homework being set for their students.

## **COMMUNICATION**

At the beginning of each academic year a large part of the time that the students spend with their form tutors will involve delivering and reinforcing the Guiseley Behaviour Policy.

A detailed delivery plan, which must be carefully worked through with all students, will be given to all form tutors.

All assemblies on the first day back and in the second week of the new academic year are used to support the delivery and communication of the Guiseley Behaviour Policy.

Throughout the year the Guiseley Behaviour Policy is 're-taught' to students through identified form time at the beginning of each term as well as through assemblies and ongoing weekly foci.



## SECTION 11: Being Guiseley (Attitude to Learning)

We believe that it is a student's attitude to learning that is the single greatest determinant of their success while at school. As well as the standards, expectations, rewards and consequences we have covered within the policy, we are also explicit about the learning behaviours we look to nurture and develop in our young people.

As part of the feedback students and parents receive during each Assessment Point, they will receive an Attitude to Learning (ATL) grade that provides an insight into the performance of each learner across each subject area. This grade will, wherever possible, be evidence based. Experience tells us that this grade means a great deal to both parents and students and as such we must ensure it accurately reflects their learning behaviours. Within the termly reports, the ATL grade will also identify where each student is in relation to their peers. So, for example, 123/240 means that there are 122 other students with a higher ATL grade over the last term.

There are four potential ATL Grades:

**1: I Choose Not To Be Guiseley:** may have some of the characteristics of Guiseley Students but rarely apply them or showcase them publicly. The level of effort is likely to be neglectful and require urgent attention. Behaviour may prevent great learning.

**2: I Am Learning To Be Guiseley:** can demonstrate a number of desirable learning characteristics but can be guilty of 'coasting' or settling for what they consider to be 'good enough'. They may be well behaved but will rarely do what is required to thrive or their behaviour can occasionally leave room for improvement.

**3: I Am Becoming Guiseley:** shows many desirable learning behaviours which, while often on display, are not central to every piece of work. Although there is much to be proud of, there are moments that require the learning to go that extra mile. The student is demonstrating the core values of Care, Aspire, Grow and Success most of the time.

**4: I am Being Guiseley:** shows many desirable learning characteristics lesson after lesson. They understand that progress and improvement are the product of hard work and resilience and they will rarely 'settle' or give up. The core values are evident in everything the student does and they contribute to a high quality and harmonious learning community.

The supporting framework that underpins the ATL Grade is available in **Appendix 3**

As with all other areas of the Behaviour & Discipline Policy, this area is non-negotiable and consistency is absolutely key in setting expectations and developing an excellent work ethic in all our students. Students will receive House Points for every lesson where they receive a grade 3 or 4.





## APPENDIX 1: School Uniform

**White shirt** with collar, fastened top button with tie.

**Tie:** School tie in correct colour. Tie must be clip on. Broken ties / clips must be replaced.

**Blazer:** Guiseley School navy blazer with school crest and

**Optional Jumper:** Guiseley School navy jumper with blue piping

**Trousers:** Traditional tailored style plain navy blue trousers – no jean style, lycra or leggings

Or

**Skirt:** Guiseley School navy skirt with school logo

**Shoes:** Plain black shoes – no trainers including black trainers, no sport logos, stilettos, flip flops, or thin heeled shoes. **Boots** may be worn to ankle length providing they are plain, black and smart.

**Belt:** Plain black. Small, plain buckle. Belts only to be worn with trousers with belt loops.

**Jewellery:** No jewellery, other than:

- A watch
- A single bracelet

**Piercings:** No nose, tongue or facial piercings. Only piercings allowed are:

- Two small stud earrings per ear to be worn in the ear lobe or helix
- Students who refuse to remove their piercings will be asked to work from Isolation

**Make-up:** Must be discreet and natural colours only. No nail varnish, acrylic, gel or shellac nails.

**Religious Wear:** must be black or navy and only one colour.

**Hair:** Hairstyles must be a conventional style. Hair colourings should be a natural colour only. Hair must have no patterns or stripes, either cut into the hair or in a different colour. No hair accessories to be worn including bandanas. If a hairband is required, they must be plain, black or navy.

**Outdoor wear:** No outdoor wear, such as coats, hats scarves to be worn in the building. No hoodies to be worn on the school grounds. Coats must be kept in lockers or bags other than at break and lunch time. Non-school uniform jumpers must not be worn underneath the blazer.

**Bags:** Bags must be big enough to carry books without creasing them. (Clutch) Handbags, 'ManBags' and 'Messenger / Pouch Bags' are not allowed.

Students not conforming to correct standards of uniform will be isolated from other students throughout the day. Where an explanatory note is provided by parents, they shall be allowed to work in an appropriate area for up to two days following the regular timings. After this time, or where there is no parental explanation, students shall work in the Isolation Room until the infringement is rectified. Medical evidence must be provided where, **for medical reasons**, students cannot wear school shoes.

Students who fail to consistently wear specific parts of their uniform in an appropriate manner may face a period of restrictions on the uniform options available to them.



## APPENDIX 2

### Negative comment directive

L – English (1) – KCK – 5.9.23

E – Exercise Book – History (2) – PC – 7.10.23

U – Top Button – RWD – 12.12.23

H – Technology homework (3) – CMR – 17.11.23 to be done for 20.11.23

B – Shouting Out – Sci (1) – SVY – 1.3.24

### Around School – AS

U – AS – Top button – PCA – 5.9.23

B – AS – Eating in the corridor – PCA – 5/9/23

L – AS – Late to school – RPT – 28/2/24

***Best Practice is to record the number for each comment you have issued in your subject so, for example, if issuing the second English comment of the half term you would write:***

H      English (2) RPT      2/11/23



**Appendix 3:  
Being Guiseley: Attitude to Learning**

**ATTITUDE TO LEARNING GRADES**

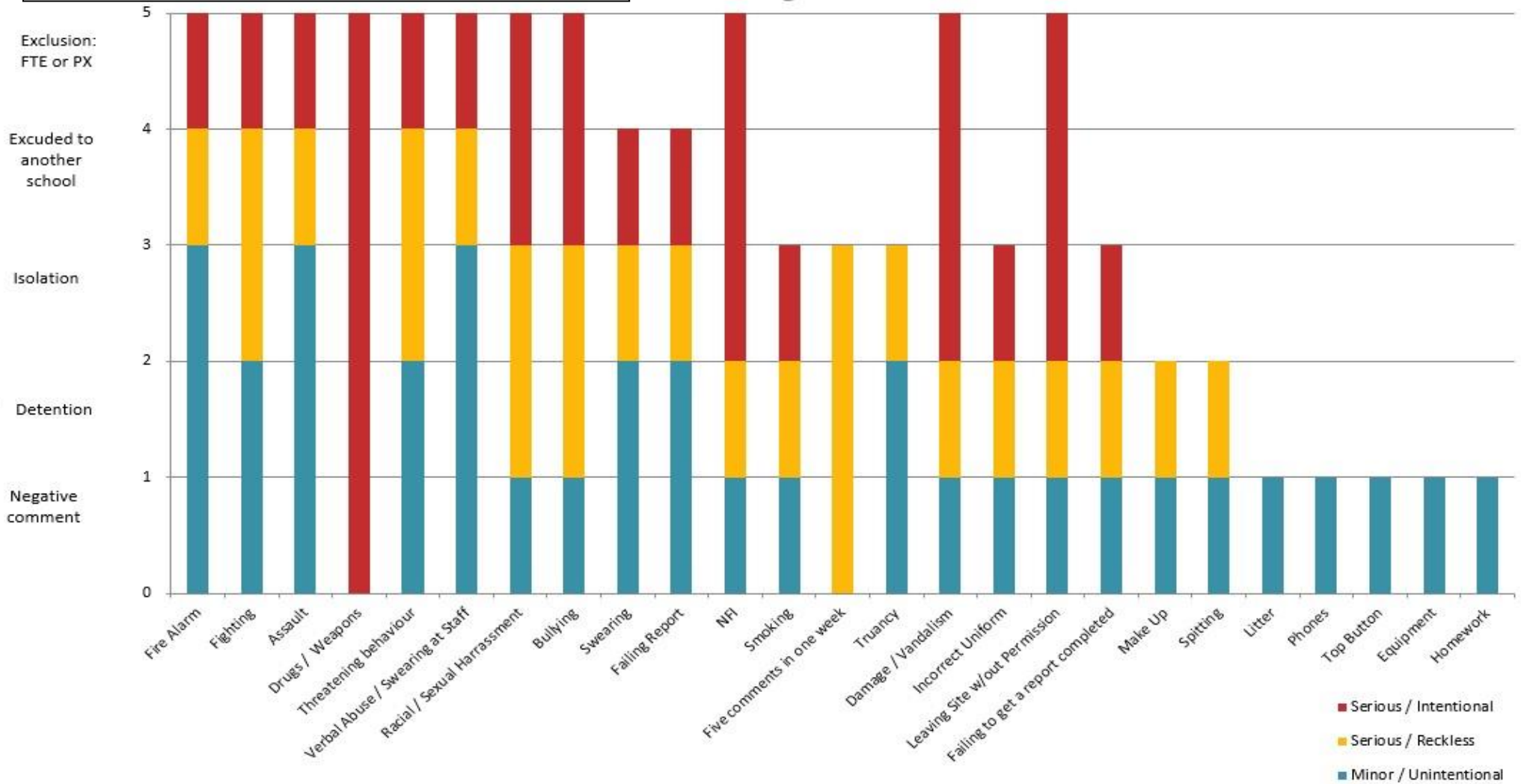
	1 I choose not to be Guiseley	2 I am learning to be Guiseley	3 I am becoming Guiseley	4 I am being Guiseley
<b>Being Guiseley in lessons</b>	<ul style="list-style-type: none"> <li>I say phrases like "I don't know" and I don't try</li> <li>I choose not to work</li> <li>I ignore feedback and don't learn from my mistakes</li> <li>I don't show pride in my uniform, work or our School community</li> <li>I have been inconsiderate to other students or staff</li> <li>I choose not to stay in the learning modes set by the teacher</li> <li>I arrive either late or unequipped to class</li> </ul>	<ul style="list-style-type: none"> <li>I give simple / one word answers</li> <li>I don't engage with my learning and / or give up easily</li> <li>I take feedback but don't learn from my mistakes</li> <li>I don't show much pride in my uniform, work or School community</li> <li>I have shown little consideration for others</li> <li>I require direction to move into or to stay in the learning mode in the lesson</li> <li>I am on time and equipped for class</li> </ul>	<ul style="list-style-type: none"> <li>I SHAPE my answers when asked because I want to succeed</li> <li>I work hard because I aspire to do well, but sometimes rely on others</li> <li>I accept feedback and ask for support to help me learn from my mistakes and to grow</li> <li>I take pride in my uniform, work and our school community because I care</li> <li>I am considerate of staff and students in our school community</li> <li>I work in the correct learning mode and rarely need reminders from the teacher</li> <li>I am on time and equipped for class</li> </ul>	<ul style="list-style-type: none"> <li>I SHAPE my answers without prompt because I want to succeed</li> <li>Even if I am not sure, I will work hard because I aspire to learn and grow</li> <li>I accept and respond to feedback and learn from my mistakes to help me succeed</li> <li>I take pride in my uniform, work, and our community because I care</li> <li>I am always kind and considerate to staff and students in our school community</li> <li>I always work in the correct learning mode when directed by the teacher</li> <li>I am on time and equipped for class and have thought about and prepared for the lesson before arrival</li> </ul>
<b>Tips to help you "Be Guiseley"</b>	<p>Actions to take</p> <ul style="list-style-type: none"> <li>Focus on the learning and try your best</li> <li>Take advice on board and apply it</li> <li>Take your time with your written work</li> <li>Check your uniform regularly</li> <li>Listen carefully</li> <li>Use SHAPE and plan your answers. If you need thinking time, ask for it.</li> <li>Get on with your work quickly and listen carefully. Ask for help if you need it.</li> <li>Your work is completed to a high standard and you have tried to ensure the work reflects what you are capable of. You have shown resilience when work has challenged you.</li> </ul>		<p>Reflective questions to help you Become Guiseley</p> <ul style="list-style-type: none"> <li>Have I planned my answer?</li> <li>Can I SHAPE my answer through my written and verbal contributions?</li> <li>Can I have a go even if I am not sure?</li> <li>Have I asked for help to get advice and feedback on how to improve?</li> <li>Have I checked my uniform?</li> <li>Have I done the extension task(s)?</li> <li>Can I explain what I have learnt and why? Can I say what I have achieved in the lesson?</li> <li>Can I explain where I was challenged with my learning, and how I overcame the challenges?</li> <li>Am I doing the right things?</li> <li>What worked for me? What didn't work? Do I need to do something differently?</li> <li>Where can I use this next time?</li> </ul>	



### Appendix 4: Misdemeanours & Consequences

\*Please see Appendix 6 for CoVid-19 Addendum

\*\* Please be aware this is a guide and as such is non-exhaustive





## Appendix 5: Graduated Support for Behaviour + Additional Needs

\*This must be used as a best practice guide, rather than a set of explicit instructions. Professional judgement will determine the veracity and timing for each intervention

Phase	Possible Interventions	Staff / Agency
Phase 1	<b>Verbal reprimand</b> - Words of advice / Coaching	Universal
Phase 2	<b>Negative comment</b> - Words of advice - Corrective Action: i.e. equipment loan / uniform correction	Universal
Phase 3	<b>Repeat negative comment</b> - Time out of class - Words of advice - Change of seating plan - Form Tutor discussion	Universal
Phase 4	<b>Detention(s)</b> - Form Tutor discussion - Phone Call home (2+) - Departmental interventions: Class / seating plan / subject report <b>(2+)</b> - Pastoral Leader discussion <b>(3+)</b> - Mentoring / counselling <b>Relocation(s)</b> - 1 <sup>st</sup> – Phone call home from CT to outline concerns and secure support - 2 <sup>nd</sup> – Phone call home from HoD (or second) to outline concern and plan to put student on a departmental report alongside commitment to feedback - 3 <sup>rd</sup> – Meeting between home and school to discuss class-based performance	FT Class Tch (CT) CT / HoD  PL  CT  HoD  HoD

<b>Phase 5</b>	<b>Isolation</b> <ul style="list-style-type: none"> <li>- <b>Phase 5a: (1 day +)</b> ○ Pastoral Team contact home ○ PSP Target setting</li> <li>- <b>Phase 5b: (Second day +)</b> ○ Home School Meeting <ul style="list-style-type: none"> <li>○ Pastoral Support Plan / T&amp;L Passport update ○ Mentoring / counselling / monitoring</li> </ul> </li> <li>- <b>Phase 5c: (2 day +)</b> ○ Home / School Pastoral Leader meeting ○ Pastoral Support Plan <ul style="list-style-type: none"> <li>○ Triage: consider SEN / Wellbeing / Agency referral</li> </ul> </li> </ul>	Pastoral Team YM / APL / PL  SEN / WB / PL PL SEN / WB / PL  PL / TSL / SEN
<b>Phase 6</b>	<b>Exclusion</b> <ul style="list-style-type: none"> <li>- <b>7a: 1 incident = Behaviour Contract</b></li> <li>- <b>7b: 2 incidents = Managed Move Proposal or Alt Provision</b></li> <li>- <b>7c: 3 incidents = Governors Panel</b> <ul style="list-style-type: none"> <li>○ SEMH Panel</li> <li>○ Professional Involvement: Ed Psych</li> <li>○ Direct to Alternative Provision</li> </ul> </li> </ul>	PL AHT DHT

**Bold:** Mandatory intervention at this phase



## **Appendix 6: Roles & Responsibilities**

### **Headteacher:**

- Ensure high expectations that are clearly understood and consistently applied across school so as to ensure an exceptional climate for learning
- Issue suspensions or permanent exclusions as appropriate
- Report back key trends and performance indicators to the Governing Body

### **Senior Leaders:**

- Model the expectations and application of the behaviour policy at all times
- Quality assure consistency of policy across school
- Feedback any strengths or concerns to Head of Department and AHT – Behaviour & Discipline

### **Pastoral Teams:**

- Manage administration of the behaviour systems
- Ensure thorough communication with parents and carers
- Monitor data trends to affect early intervention and tackling barriers to behaviour and learning

### **Deputy Headteacher / Assistant Headteacher:**

- Undertake compliance checks on application of policy
- Deputise for the Headteacher when required in administering suspensions
- Ensure all suspensions are compliant with legal requirements
- Review and report back on efficacy of school behaviour systems
- To monitor and review student performance

### **Safeguarding Lead:**

- To ensure vulnerable children have a level of support that is commensurate with their level of need
- To advise on suspensions for vulnerable children wherever appropriate
- To ensure external partners, such as social workers or Virtual School, are notified of any changes to provision, suspensions or emerging concerns

### **Teaching and Support Staff:**

- To maintain the highest standards and expectations for all students
- To utilise T&L passports as appropriate to make reasonable adjustments for students in a pro-active manner
- To apply the Guiseley School Behaviour & Discipline Policy at all times
- To ensure students know and understand class based routines and expectations
- To develop and role model excellent pro-social relationships with all students



## **Appendix 7: List of banned and prohibited items**

The following is a list of banned and prohibited items at Guiseley School. The list is non exhaustive and Governors and School leaders reserve the right to ban additional items over the course of the year. All banned items should be agreed by either the Headteacher, or the Pastoral Deputy Headteacher.

In agreeing this list, we have considered the DFE Guidance on Searching, Screening and Confiscation (July 2022) as well as other local needs.

### **Items that prohibited by the Education Act 1996:**

- Knives and weapons
- Alcohol
- Illegal Drugs
- Stolen items
- Any article that has been, or is likely to have been used to:
  - Commit an offence
  - Cause personal injury to, or damage the property of, a person
- Fireworks
- Pornographic images

In addition, Guiseley School considers the following to be banned items:

- Tobacco
- Cigarettes
- Smoking paraphernalia (including grinders etc)
- Lighters
- Vapes / Vape Pens

Finally, Guiseley School also considers any items that compromise an effective and safe learning environment to be a banned item. This includes, but is not limited to:

- Water Pistols
- Mobile phones that are turned on between 0830 and 1500
- Laser pens
- Energy drinks (including Lucozade, Monster and Red Bull)
- Waterbombs

School leaders reserve the right to ban individual students from bringing specific items on to site if they feel it is prejudicial to the maintenance of good order. An example might include a student being banned from bringing their phone on to the school site for refusing to engage with a screen and search process.



## Appendix 8a: Online Behaviour Protocol

It is likely throughout the school year that students and staff will be required to work from home but using school systems. This may be as part of planned curriculum delivery or in response to absence. Therefore, expectations around student conduct and behaviour online remain high. The following protocol outlines expectations of staff and students during the period of closure and applies to use of the VLE, use of Teams and use of school email:

### Student Conduct:

- Students will meet the expectations outlined in the Acceptable Use Policy (Appendix 8)
- Students will remain polite and courteous to others while they are online
- Students will not send group emails under any circumstances
- Students will not post gifs, memes or other material unrelated directly to their schoolwork
- Swearing, abuse and threatening behaviour will not be tolerated
- Students are not permitted to post external links unless directly connected to specific schoolwork

### Staff Expectations:

- All staff are expected to monitor the groups for which they are responsible or contributing members
- If a member of staff sees something that is inappropriate, they should:
  - Issue a warning and delete the post
  - In the event they have to issue a second warning, the student can be removed from the group and be emailed the work
  - Issue the appropriate behaviour sanction in school
- If a member of staff sees something that is abusive or threatening, they should:
  - Instantly delete the post
  - Remove the student from the group
  - Issue the appropriate behaviour sanction in school

### SLT Expectations:

- Ensure a clear line of escalation for online concerns
- Ensure established systems and training for the monitoring of online conduct
- Ensure alternative methods of work setting are available for the student (i.e. via the VLE)
- Ensure concerns have been communicated to parents and carers.

### Behavioural Consequences:

- Guiseley School reserves the right to utilise the school's behaviour system in the event that students show disregard for these expectations or are involved in significant or recurring issues.

ICT Code of Conduct • A reminder that every student in school has signed up to an 'Acceptable Use' agreement. This code of conduct is available overleaf:



## Appendix 8b: Acceptable Use Policy

### Acceptable Use Policy (AUP) Agreement

I understand that I must use school systems in a responsible way, to ensure that there is no risk to my safety or to the safety and security of the systems and other users, or the safety of other members of the school community.

For my own personal safety:

- I understand that the school will monitor my use of the systems, devices and digital communications.
- I will keep my username and password safe and secure – I will not share it, nor will I try to use any other person's username and password. I understand that I should not write down or store a password where it is possible that someone may steal it.
- I will be aware of "stranger danger", when I am communicating on-line.
- I will not disclose or share personal information about myself or others when on-line (this could include names, addresses, email addresses, telephone numbers, age, gender, educational details, financial details etc.)
- I will immediately report any unpleasant or inappropriate material or messages or anything that makes me feel uncomfortable when I see it on-line.

I understand that everyone has equal rights to use technology as a resource and:

- I understand that the school systems and devices are primarily intended for educational use and that I will not use them for personal or recreational use unless I have permission.
- I will not try to make large downloads or uploads that might take up internet capacity and prevent other users from being able to carry out their work.
- I will not use the school systems or devices for on-line gaming, on-line gambling, internet shopping, file sharing, or video broadcasting (e.g. YouTube).

I will act as I expect others to act toward me:

- I will respect others' work and property and will not access, copy, remove or otherwise alter any other user's files, without the owner's knowledge and permission.
- I will be polite and responsible when I communicate with others, I will not use strong, aggressive or inappropriate language and I appreciate that others may have different opinions.
- I will not take or distribute images of anyone without their permission.
- I will not contact teachers outside of normal school working hours (08:00-16:00), and I will not expect a response to any messages outside of these times.

I recognise that the school has a responsibility to maintain the security and integrity of the technology it offers me and to ensure the smooth running of the school:

- I will not use my personal devices in school to access the school network, unless I am a sixth former.



- I will not access social media whilst in school.
- I will not try to upload, download or access any materials which are illegal, inappropriate, offensive or harmful, or which may cause harm or distress to others, including images, videos, music and written content.
- I will not try to use any programmes or software that might allow me to bypass the filtering/security systems in place to prevent access to such materials.
- I will immediately report any damage or faults involving equipment or software, however this may have happened.
- I will not open any hyperlinks in emails or any attachments to emails, unless I know and trust the person/organisation who sent the email, or if I have any concerns about the validity of the email, due to the risk of the attachment containing viruses or other harmful programmes.
- I will not install or attempt to install or store programmes of any type on any school device, nor will I try to alter computer settings.

I understand that I am responsible for my actions, both in and out of school:

- I understand that the school also has the right to take action against me if I am involved in incidents of inappropriate behaviour, that are covered in this agreement, when I am out of school and where they impact on the safety or wellbeing of any member of the school community (examples would be online-bullying, use of images or personal information).
- I understand that if I fail to comply with this acceptable use agreement, I may be subject to disciplinary action. This could include loss of access to the school network/internet, detentions, suspensions, contact with parents and in the event of illegal activities involvement of the police.
- I understand that school has the right to search any personal device used or brought onto the school premises or connected to the school network as part of any investigation.

Sixth formers are bound by the following additional terms when using their own devices:

- I will connect my devices to the school network using Wi-Fi only.
- I will ensure these devices are protected with anti-virus software.
- I understand that my usage of the internet is monitored when using my own devices in school.
- I will use my own devices for educational use only whilst in school.

## Declaration

I confirm that I have read and understand the above and agree to follow these guidelines when:

- I use the school systems and devices (both in and out of school)
- I use my own equipment in school where permitted
- I use my own equipment out of the school in a way that is related to me being a member of this school e.g. communicating with other members of the school, accessing school email, VLE, website etc.