



Guiseley School

Behaviour & Discipline Policy

2020/21



GUISELEY SCHOOL BEHAVIOUR & DISCIPLINE POLICY

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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 November 2011 “Behaviour and Discipline 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 (June 2015).

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 co-ordinated 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 a data capture is taken weekly to ensure monitoring and intervention can occur in a timely manner.



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 directing students to stand and make uniforms perfect, get out planners and equipment then sit down. 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 need to 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 will be given a ten second amnesty to correct uniform and ensure equipment is out and ready for use. These conditions provide critical support to 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.

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.

5. Listen carefully when the teacher or another student is talking.

This promotes a good working environment in which learning can take place. Students should be sitting up and looking at the person speaking.

6. Put your hand up and wait for permission to speak

All students need to be given the opportunity to contribute a thought or opinion during a lesson without having the interruption of others.



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 and should be evident at all times.

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

As is the case with the 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 health and safety risk. 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.

6. ~~Walk around the building quietly~~ Follow school guidance on ‘Soft Transitions’ which requires KS3 students to move in silence on the left side of the corridors and staircases and KS4 students to move quietly on the left side of the corridors. All Key Stages must follow the one way system at all times.

Students and teachers are expected to work hard to ensure that Guiseley School remains a calm and orderly learning environment.

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

Use of mobile phones is forbidden on the school premises between the hours of 0830 and 1450.



SECTION 4 – 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.

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 **Fixed Term** 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 5: Equality, Diversity & Discrimination

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 or sexuality. We are committed to reviewing systems and processes to ensure we are free from bias and constantly moving towards equal opportunity.

Guiseley School firmly positions itself as anti-discrimination. Prejudice and discrimination on any level are not tolerated 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. As a school, it is our responsibility to ensure that the victims of discrimination 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 discriminatory behaviour including, if required, Fixed Term 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.



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. Staff should also seek to issue **one positive note a lesson.**

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.

Key Stage 3 Rewards

Universal rewards:

Rewards will be awarded termly, based on the achievement of pupils in that particular term. Any behavior points that a student has accrued will be subtracted from their total number of house points to calculate a net points score. Any pupil who has a net point score of 300 each term (250 in the spring term) will be eligible to access a reward experience. 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:

- 250 house points = Bronze award
- 750 house points = Silver award
- 1250 house points = Gold award
- 1750 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 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.

Culture and Ethos of Rewards

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

- Acknowledging and celebrating students that work hard and behave well consistently
- 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 achievement (consistent or excellent performance) and 'Improvement' ensuring a range of children can access the rewards and the two objectives outlined above are met.



SECTION 7 – CONSEQUENCES FOR LESSON BASED MISDEMEANOURS

There are seven 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 - SECOND WARNING if it is 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 – SECOND WARNING – 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**).

Strict Liability 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 with a SUBJECT TEACHER DETENTION after the second negative comment in the student planner and a CURRICULUM DETENTION after the third negative comment for that half term.

Equipment

Failure to bring equipment will result in a negative comment. A negative comment should be placed in the student planner with a SUBJECT TEACHER DETENTION after the second negative comment in the student planner and a curriculum detention after the third negative comment for that half term.

Lates

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

A similar system operates within the tutor base. Students who are late (arriving at the tutor room after 8:35 am) will receive a negative comment. From that point onwards, another late will result in a SUBJECT TEACHER DETENTION with the form tutor and three lates within a half term will result in a PASTORAL DETENTION.

Form Tutors and Subject Teachers are responsible for recording and monitoring comments and must log any necessary detentions on SIMS.

Curriculum and pastoral detentions both run after school as a whole school detention, the name just denotes the route a student has taken to get there.

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.

After the lesson the student must serve a subject teacher detention. They will be detained for a period of ten minutes at the convenience of the member of staff, but on the same day as the misdemeanour has occurred. The place, time and nature of this personal consequence will be decided by the member of staff concerned and recorded in the planner. As the period should not exceed ten minutes, staff are not required to give a formal twenty-four hour notice if they choose to detain the student after school. In the event a student doesn't arrive for their subject teacher detention they will receive an after school detention the following day.

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.

During academic year 2020/21 the Relocation Timetable will operate within specific bubbles. 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 curriculum detention.

If a student is given two detentions in a half term, parents are contacted in order to discuss the situation. This is because parents and students need to be made fully aware of the seriousness of the situation and the consequence of a third Detention being received.

When a third school detention for curriculum misdemeanours is given to any student, that student will automatically move into PHASE FIVE – ISOLATION.

An SLT 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.

PHASE FIVE – ISOLATION

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

Students are 'isolated' in the fullest sense of the word. A shorter lunch-break is taken at a different time to the rest of the school and at no time is the isolated student allowed to socialise with other students. Students who are in Isolation will not have access to the school dining facilities and will be expected to bring a packed lunch. Alternatively, a packed lunch may be provided by the school.

All students who are placed in Isolation must wear full uniform and bring their books and equipment for that day.

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 will receive a phone call from the Pastoral Team notifying them as to whether the day has been completed to our satisfaction.

A student who works well will re-join mainstream education the following day, though a record of the period of Isolation will be kept in the student's personal file. 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 a student receives three curriculum or after school detentions in one half term they will serve a one day period of isolation. Students who continue to under-perform will work through further periods of two and three days triggered after six detentions and then nine detentions in total.



There is an increased level of counselling with an automatic 'trigger' after which:

After a **form tutor** discussion following two school detentions – 1 day Isolation on the third detention in a half term **and** counselling by Pastoral support staff.

After a **Pastoral team** warning following five school detentions – 2 day Isolation on the sixth detention in a half term **and** counselling by Pastoral Leader.

After a **Pastoral Leader** warning letter following eight school detentions – 3 day Isolation on the ninth detention in a half term **and** counselling by Deputy Headteacher – Pastoral including arrangement of a Phase 6 contract meeting in the event of any further periods of Isolation.

Where possible the Form Tutor and parent should be present at these counselling sessions.

PHASE SIX – CONTRACT MEETING

Students are placed on CONTRACT once the final three-day period of ISOLATION has been served. Each time the CONTRACT is broken the student serves one day in ISOLATION. The contract meeting will include the student, parent / carer, Pastoral Leader and a Senior Leader.

Once the CONTRACT has been broken on five occasions the student will be excluded from school for a fixed term period.

Students will remain on CONTRACT for a period of six weeks. Each time the CONTRACT is broken the six week period begins again.

Alongside the existing behavioural expectations the targets of the CONTRACT are individually tailored to the student and should reflect the underlying reasons the student has arrived on CONTRACT.

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.

Less serious misdemeanours committed by students who are on CONTRACT are placed in the appropriate section of the student planner.

The very small number of students who have served a three day period of ISOLATION but have not been placed on CONTRACT are reviewed individually. **All other students are given a 'clean slate' at the beginning of each academic year.**

PHASE SEVEN – FIXED TERM AND PERMANENT EXCLUSION

Students who persistently break the contract **or** who commit a particularly serious misdemeanour can expect to find themselves in PHASE SEVEN. **For an indication of which misdemeanours may lead to a consideration of Fixed Term or Permanent Exclusion, please see Appendix 4, however, Appendix 4 does not provide an exhaustive list and each incident will be considered on it's individual merits.**



The control of fixed-term or permanent exclusion is entirely in the hands of the Headteacher and Governing Body. A fixed 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 fixed term exclusion** a student will be automatically placed on an agreed **Behaviour Contract** for a six-week period and could be required to serve a period of time in Isolation where his/her behaviour is closely monitored to ensure that it is acceptable prior to returning to lessons.

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.

All students moving beyond the three-day period in Isolation and any student receiving exclusions for repeated disruption or defiance in the same term, will follow the same tariff:

- **First time: One day FTE:** return on contract (if not already in place)
- **Second time: Three day FTE:** open Early Help Plan
- **Third time: Five day FTE:** Notify Area Inclusion Partnership & convene Governors Behaviour & Discipline Panel to discuss risk of Permanent Exclusion

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

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.

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



SECTION 8 – CONSEQUENCES FOR MISDEMEANOURS COMMITTED AROUND SCHOOL

All members of staff need the support of a clear framework whilst being able to view each incident's severity from a professional and experienced stance. Students need to know what the 'minimum' consequence they can expect to receive actually is, whilst also being in a position to understand what the 'maximum' consequence might be.

'Refusal or failure to follow staff instructions' offers an interesting case in point. It might be that the incident is so minor that the member of staff concerned simply makes a comment in the appropriate section of the Student Planner. Alternatively, the situation could be so serious, prolonged and / or confrontational that the teacher concerned, with the support and agreement of the appropriate Pastoral Leader and Senior Leader, decides that a period of isolation is the most appropriate consequence.

LEVEL ONE

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 at any time a member of staff considers a student to have chosen to behave in an inappropriate way around school they must, make a comment in the Student Planner for that week. It is important that the comment, though brief, is informative for parents / carers.

Form Tutors, through the monitoring of planners each week, keep a record of comments.

LEVEL TWO

A student, who accrues two comments, within a half term, will serve a SUBJECT TEACHER DETENTION with the Form Tutor. If a student receives three comments, within one half term, they automatically move into LEVEL THREE though appropriate counselling at an earlier phase normally reduces the chances of this happening.

LEVEL THREE

School Detention. The student will attend a Pastoral Detention, as appropriate.

LEVELS FOUR & FIVE

These will operate in exactly the same way as PHASES 5, 6 and 7 of the 'Consequences for Classroom-based Misdemeanours'.



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 Student Planner every week as well as monitoring the volume of homework being set for their students.

Once students have completed their Student Planner based work in the PEP they should complete the work provided.

The PEP session must not be used as an opportunity for students to socialise.

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: 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) **Disengaged:** may have some of the great learning characteristics but rarely apply them or showcase them publically. The level of effort is likely to be neglectful and require urgent attention.
- 2) **Room for Improvement:** 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 sometimes leave room for improvement.
- 3) **Good:** 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
- 4) **Great:** show 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 supporting framework that underpins the ATL Grade is available in **Appendix 3** and is an area that will undergo wider development throughout 2019/20.

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.



APPENDIX 1

School Uniform

White shirt with collar, fastened top button with tie.

Tie: School tie in correct colour for appropriate Key Stage. Tie must be clip on, if the clip is broken, a replacement must be purchased.

Blazer: Guiseley School navy blazer with school crest
and

Optional Jumper: Guiseley School navy jumper with school crest

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

Or

Skirt: Guiseley School navy skirt with school logo

Shoes: Plain black shoes – no trainers including black trainers, no sport logos, mules, sandals, stilettos, flip flops, or thin heeled shoes.

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

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.

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.

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. A doctor's note must be provided where, **for medical reasons**, students cannot wear school shoes.



APPENDIX 2

Negative comment directive

L – English – KCK – 5.9.20

E – Exercise Book – History – PC – 7.10.20

U – Top Button – PCA – 12.12.20

H – Technology homework – CMR – 17.11.20 to be done for 20.11.20

B – Shouting Out – Sci – SVY – 1.3.21

SUBJECT TEACHER Detention – Break – room EN2 – English – PJD – 2-.4.21

Around School – AS

U – AS – Top button – PCA – 5.9.20

B – AS – Eating in the corridor – PCA – 28-4-2021

L – AS – Late to school – RPT – 28/2/21



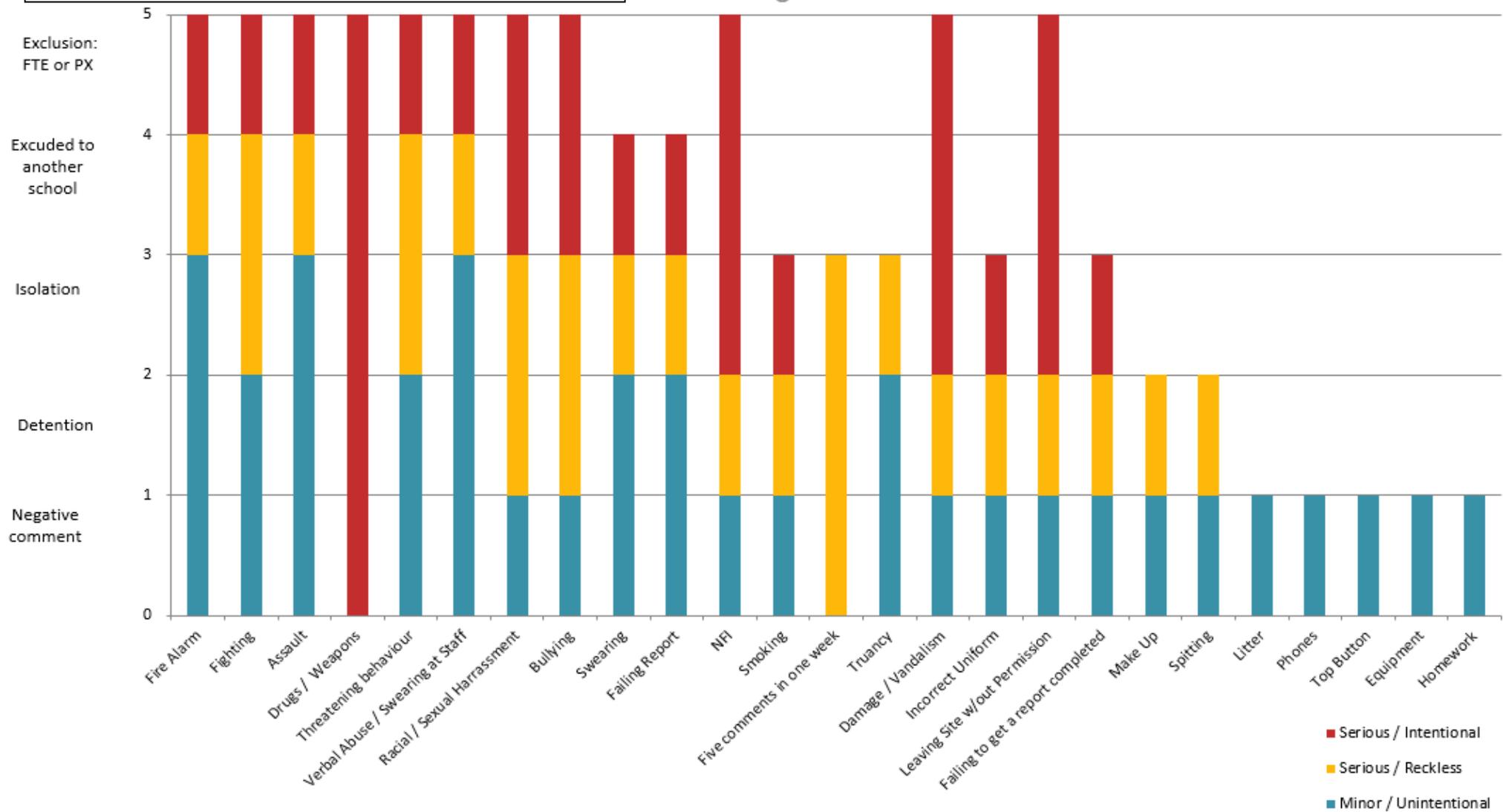
**Appendix 3:
Attitude to Learning**

1 Disengaged	2 Room to improve	3 Good	4 Great
You regularly stop others from learning and do not respond to staff requests to correct your behaviour. This discourteous or disruptive behaviour can affect the learning of others.	You are sometimes off task and require staff prompts to get back on task. Your behaviour has not been kind and / or considerate throughout the lesson.	You take a positive role in lessons by listening, asking questions, thinking and completing work. You have shown kind and considerate behaviour throughout the lesson.	Your behaviour for learning is excellent, you work hard and contribute lots to the lesson. You have shown kind and considerate behaviour throughout the lesson.
Your work is incomplete or you have made little effort.	The quality or quantity of your work is not as good as it can be. You have given up when it has become challenging.	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.	Your work is completed to the highest standard and reflects the high level of effort you have made. You have demonstrated great resilience when work has been challenging.
You take little pride in the presentation of your work and it is below school's expected standard.	You do not take enough pride in your work and have to be reminded to meet the Guiseley Expectations for Presentation.	You present your work with pride and meet the Guiseley Expectations for Presentation.	You have presented your work with pride and care, following the Guiseley Expectations for Presentation
You give up easily, and rarely respond to advice or support. You show little desire to improve your work and this lack of desire risks limiting your progress.	You do not take enough care to improve work based on feedback. You think finishing something is enough and don't think about quality or how to improve.	You listen to the teacher and take care to improve your work based on feedback. If you are unsure, you seek advice from a range of possible sources.	You listen to the teacher, act on advice and actively push yourself to achieve greater success. You have also supported the learning of others by answering questions, thinking deeply about other people's work and / or offering feedback to them.
You are late to lesson, disorganised and / or are not prepared for learning. This lack of organization hampers your learning.	You are late to lesson and / or are slow to start tasks and focus. You have not arrived full equipped to start the lesson.	You arrive on time, prepared and ready to learn.	You arrive on time, prepared, with a positive attitude and eager to learn.

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

Any actions from Phase 4 onwards should be recorded on SIMS as an intervention

Phase	Possible Interventions	Staff / Agency
Phase 1	Verbal reprimand - Words of advice / Coaching	Universal
Phase 2	Negative comment - Words of advice - Corrective Action: i.e. equipment loan / uniform correction	Universal
Phase 3	Repeat negative comment - Time out of class - Words of advice - Change of seating plan - Form Tutor discussion	Universal
Phase 4	Detention(s) - Form Tutor discussion - Phone Call home (2+) - Departmental interventions: Class / seating plan / subject report (2+) - Pastoral Leader discussion (3+) - Mentoring / counselling	FT Class Tch (CT) CT / HoD CT
Phase 5	Isolation - Phase 5a: (1 day +) Letter to parent - Phase 5b: (2 day +) o Triage of support: SEN / Wellbeing / Pastoral - Parental meeting to feedback triage outcomes o Pastoral Support Plan / T&L Passport update o Mentoring / counselling - Phase 5c: (3 day +) o Team Around Child referral o Agency Involvement: Cluster / AIP / other	KST SEN / KSC / WB SEN / WB / KSC KSC SEN / WB / KSC Apt Adult SEN
Phase 6	Contract - Reintegration Meeting - Early Help Plan - Agency involvement - Governors Panel	DHT / KSC Social Worker KST / DHT
Phase 7	Exclusion - 7a: 1 incident = Behaviour Contract - 7b: 2 incidents = Managed Move Proposal or Alt Provision - 7c: 3 incidents = Governors Panel o SEMH Panel o Professional Involvement: Ed Psych o Direct to Alternative Provision	DHT

Bold: Mandatory intervention at this phase



Appendix 6: CoViD-19 Addendum

CoViD-19 has necessitated changes to the way schools operate. It has also brought a new series of potential risks and challenges for schools in the way they manage behaviour. It is now more important than ever to ensure a safe, orderly and routine driven school environment. The routines that Guiseley School require of students are designed to promote those conditions. It is imperative, therefore, that all students follow school expectations.

Due to the exceptional nature of responding to CoViD-19 and the absolute focus on keeping all staff and students safe through comprehensive risk management, School Leaders and Governors reserve the right to make the following adaptations to the Guiseley School Behaviour & Discipline Policy:

- 1) **Risk Management Processes:** Where Guiseley School staff have a concern that a child is repeatedly breaking school rules, thereby placing others at risk of harm, they will be subject to a risk management process between a member of the Guiseley School Pastoral Team, the student and a parent / carer
- 2) **Use of Part Time Programmes:** Where students are unable to meet the demands of operating in bubbles, or any other aspect of the school risk assessment, leaders may determine that a part time programme is in the best interests of the child. This will usually be the result of a risk management process and will be done in consultation with parents / carers.
- 3) **Twilights:** Guiseley School seeks to avoid Exclusions wherever possible. Where there are concerns that a student is unable, or unwilling, to follow school expectations and it is perceived that this could put them, or others, at risk then School Leaders may utilise Twilight(s) to ensure daily contact with the student and enable both restorative work and educational input. Ideally, this could be the result of a risk management process but there are times this decision may need to be taken without parental input, although parents and carers will always be notified of specific arrangements.

Specific Rules

CoViD-19 has had enormous impact. Many aspects of society have changed and the school environment is no different. We accept that students will need to be supported to understand new routines and CoViD-19 specific behaviour expectations, Guiseley School is clear that it will utilise the Behaviour & Discipline Policy to reinforce these expectations. Below is a non-exhaustive list of potential behavioural challenges and suggested responses:

Concern	Response	Escalation
Social Distancing	Warning	Comment or Removal
Leaving bubble	Isolation	FTE / Risk Management
Threat to Sneeze/Cough	Removal or Exclusion	Risk Management Process



Appendix 7: Online Behaviour Protocol

During periods of school closure, it may be necessary for students and staff to work remotely in order to ensure good ongoing good progress for all students. 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 remain polite and courteous to others while they are online
- Students will not send group emails under any circumstances
- Students will no post gifs, memes or other material that is not related directly to their school work
- Swearing, abuse and threatening behaviour will not be tolerated
- Students are not permitted to post external links unless directly connected to specific school work

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
 - If a student is removed from the group, please notify the appropriate Pastoral Leader and cc Pastoral DHT into the notification.
- If a member of staff sees something that is abusive or threatening they should:
 - Instantly delete the post
 - Remove the student from the group
 - Notify the appropriate Pastoral Leader and cc DHT (Pastoral) into the notification

SLT Expectations:

- Ensure the tracking spreadsheet for removals has been updated for each notification
- Ensure alternative methods of work setting have been agreed 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:



Acceptable Use Agreement: Students

- I will only use ICT systems in school, including the internet, e-mail, digital video, mobile technologies, etc. for school purposes.
- I will not download or install software on school technologies.
- I will only log on to the school network/ Learning Platform with my own user name and password.
- I will follow the schools ICT security system and not reveal my passwords to anyone and ask the ICT support staff to change it for me if I think it has been revealed to anyone else.
- I will only use my school e-mail address for work purposes & in a sensible manner.
- I will make sure that all ICT communications with students, teachers or others is responsible and sensible.
- I will be responsible for my behaviour when using the Internet. This includes resources I access and the language I use.
- I will not deliberately browse, download, upload or forward material that could be considered offensive or illegal. If I accidentally come across any such material I will report it immediately to my teacher.
- I will not give out any personal information such as name, phone number or address. I will not arrange to meet someone unless this is part of a school project approved by my teacher.
- Images of students and/ or staff will only be taken, stored and used for school purposes in-line with school policy and not be distributed outside the school network without the permission of the teacher.
- I will ensure that my online activity, both in school and outside school, will not cause my school, the staff, students or others distress or bring into disrepute.
- I will support the school approach to online safety and not deliberately upload or add any images, video, sounds or text that could upset or offend any member of the school community
- I will respect the privacy and ownership of others' work on-line at all times.
- I will not attempt to bypass the internet filtering system.
- I understand that all my use of the Internet and other related technologies can be monitored and logged and can be made available to my teachers.
- I understand that these rules are designed to keep me safe and that if they are not followed, school sanctions will be applied and my parent / carer may be contacted.