

# STUDENT BEHAVIOUR POLICY

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## Preface

Students at Guildhouse London are expected to behave with respect and consideration, exhibiting an inclusive and respectful attitude. Expectations are made clear through a thorough and easy-to-digest induction programme and therefore there is no excuse for poor behaviour: it is expected that students take responsibility for their transgressions and remedy the matter as a mature young adult should – through reflection, restorative conversations, taking responsibility and moving forward positively. Good behaviour is expected in all contexts: when engaging with any member of the school community and whether in the classroom or outside of it. In the context of the classroom, this would also include effort, self-discipline, meeting deadlines, etc.

In order to maintain high standards of behaviour, bullying or harassment will not be tolerated by any member of the school community.

The leadership and management are committed to promoting positive behaviour and support all staff in doing the same. All staff are supported by the behaviour systems detailed in this policy and in the Student Handbook and are empowered to manage student behaviour. To further support this, there is a pastoral structure in place with Personal Tutors (Form tutors) and Pastoral Directors (Heads of year group).

This policy takes account of the advice given in [Behaviour in School \(September 2022\)](#).

## Guidelines

All students are expected to follow the Student School and Boarding (Premier House) Handbooks, which are available through the respective Personal Tutor Microsoft Teams class *Files* folder. There are also physical copies available. The Student Handbook contains the school rules, expectations, routines, norms and values, as well as other useful guidance for students.

High standards of behaviour and excellence will be recognised directly by all members of school Staff.

Breaches of the Student Behaviour Policy will be dealt with by the school's five Stage Disciplinary process detailed in **Appendix 1**.

Student behaviour must adhere to school expectations when on the premises, when traveling to and from school, when wearing the school lanyard, when taking part in any school event or activity and whenever the student is in anyway identifiable as a student of the school.

There may be an occasion where a student requires searching or physical restraint.

## Searching

As stated in [Searching, Screening and Confiscation Advice for schools \(July 2022\)](#), Headteachers and staff (authorised by the headteacher) have a statutory power to search a student or their possessions where they have reasonable grounds to suspect that the student may have a prohibited item or any other item that the school rules identify as an item which may be searched for. There are also sanctions in line with the school discipline ladder for students found in possession of a prohibited item. This is communicated in the Student Handbook.

The list of prohibited items is:

- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;
- any article that the member of staff reasonably suspects has been, or is likely to be used:
  - to commit an offence, or
  - to cause personal injury to, or damage to property of; any person (including the student).
- an article specified in regulations:
  - tobacco and cigarette papers;
  - fireworks; and
  - pornographic images.

When exercising these powers, the school will consider the age and needs of students being searched or screened. This includes the individual needs or learning difficulties of students with Special Educational Needs (SEN) and making reasonable adjustments that may be required where a student has a disability.

The school recognises that being in possession of a prohibited item – especially knives, weapons, illegal drugs or stolen items – may mean that the student is involved, or at risk of being involved, in anti-social or criminal behaviour including gang involvement, and in some cases may be involved in child criminal exploitation. A search may play a vital role in identifying students who may benefit from early help or a referral to the local authority children's social care services.

Searches will be safe, proportionate, and appropriate. Staff conducting searches will be trained in how to lawfully and safely search a student who is not co-operating.

Under common law, school staff have the power to search a student for any item if the student agrees. The member of staff should ensure the student understands the reason for the search and how it will be conducted so that their agreement is informed.

The guidance in [Searching, Screening and Confiscation Advice for schools \(July 2022\)](#), must be followed (pages 5-16). Any search of boarders' personal belongings should be carried out in accordance with section 550ZA of the Education Act 1996 and with regard to any guidance issued by the Secretary of State.

If a student refuses to co-operate, the student will be informed that they will be issued with an appropriate Stage Warning (appendix 1) for failure to follow reasonable instructions. The student must then be isolated and monitored whilst a member of the Safeguarding Team is summoned. If

the student continues to refuse, reasonable force may be applied to search the student without their consent if the item to be searched for is prohibited (as per government guidance).

The DSL should be informed of any searching incidents where the member of staff had reasonable grounds to suspect a student was in possession of a prohibited item as listed above. The staff member should also involve the DSL (or a deputy) without delay if they believe that a search has revealed a safeguarding risk. (See Safeguarding and Child Protection Policy.)

All searches for a prohibited item will be recorded and parents will be informed.

### Screening

The school does not operate any screening processes.

### Confiscation

If an item is found as a result of a search (or otherwise) it will be confiscated if there are reasonable grounds for suspecting, it:

- poses a risk to staff or students;
- is prohibited, or identified in the school rules for which a search can be made; or
- is evidence in relation to an offence.

The item will be handled in accordance with the guidance in [Searching, Screening and Confiscation Advice for schools \(July 2022\)](#), (pages 17-20).

### Use of reasonable force

The school staff have the power to use reasonable force, as per the non-statutory guidance, [Use of Reasonable Force \(July 2013\)](#). Reasonable force will only be applied as a last resort mechanism to safeguard the school community and/or members of it. For example, to prevent a student harming themselves or others; or if a student refuses to follow instructions, is disrupting the school environment and all other avenues have been exhausted.

The school will make reasonable adjustments for disabled children and children with special educational needs (SEN) in the application of reasonable force.

If reasonable force is non-urgent and therefore can wait before it is applied without any safeguarding risks, a member of the Safeguarding Team must be contacted and the student isolated under supervision.

For any incident where reasonable force is applied, a record must be made, and parents told.

### Corporal Punishment

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

## Rewards and Sanctions

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

Such acknowledgement might be in the form of verbal feedback, a written comment/commendation or on academic reports. The primary tool for recognising positive behaviour is through the merits system. All members of staff are encouraged to identify and bring to the attention of others in the school any instance of praiseworthy behaviour.

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

In order to achieve consistency in applying this policy all staff will:

- Actively use the merits system available in School and Boarding to promote positive behaviour in line with school values;
- Give commendation awards to individuals and tutor groups, announced in assemblies. Parents are also informed of these;
- Ensure that students are aware that all bullying concerns will be dealt with sensitively and effectively – there is a zero-tolerance approach;
- Maintain an orderly and stimulating working environment with an emphasis on self-responsibility and community;
- Support students in understanding the importance of good behaviour and assist in understanding cultural differences between their own home and the UK.

There are also a handful of sanctions available to staff that can be used to try and modify behaviour where required. These include restorative conversations, personalised detentions, Cause for Concern emails home and demerits. Demerits are the main sanction for low level transgressions and are linked to the formal discipline ladder. Details regarding demerits are contained within the Behaviour Framework and the Student Handbook.

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

## Exclusions

Students may be placed directly onto any stage of the discipline ladder according to the severity of a misdemeanour. Equally, persistent poor behaviour (sanctioned with demerits) without improvement over time will mean that a student climbs up the ladder further and further. When a student is placed on Stage 5 they will be internally suspended from timetabled commitments or permanently excluded. Permanent exclusion is a sanction to be used sparingly.

Permanent exclusion may be applied when:

- the earlier stages of the Discipline Ladder and/or suspension have been used and the student's behaviour does not improve;
- the use or threatened use of violence against any person inside or outside the school, including intimidation or threats against staff;
- the behaviour being addressed puts the student's or others' safety at risk;
- breaches of examination regulations or any other forms of cheating;
- the student is found to be in the possession of drugs or drug paraphernalia;
- the student has seriously breached school rules or UK law;
- or if, in the reasonable judgement of the Headteacher, this is in the best interests of the student, their peers, staff or the school.

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

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

### **Appeals against a permanent exclusion.**

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

Send correspondence to the Chair of Governors via [studentservices@guildhouseschool.com](mailto:studentservices@guildhouseschool.com)

The Chair of Governors will ensure that the exclusion is considered either by them where possible, or by a Senior member of staff who was not directly involved with the decision to exclude. The Chair of Governors, or his delegated representative, will review the evidence and the process followed, thereafter coming to a decision either to uphold or repeal the permanent exclusion. The decision of the appeal will be sent in writing to the person appealing the decision within 10 working days. The Chair of Governors' decision is final, and the School's Complaints Policy cannot be applied.

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

### **Students on a visa and permanent exclusions**

Students on a Student Visa will not have their sponsorship withdrawn until five working days have elapsed.

After five working days and before ten working days, as required by UKVI policy, students will have their sponsorship withdrawn meaning that their visa will be curtailed.

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

### **Liaison with parents**

Every effort is made to communicate with parents regarding students' rewards and sanctions, in particular when a student is issued with a formal warning in line with the school discipline ladder. The objective is always to work with parents to encourage students to meet the school's behaviour expectations.

## Consideration of Disabilities and Additional Learning Support

Students will be treated on an individual basis. For students with additional needs, reasonable adjustments will be made by the school where behavioural issues arise.

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

- explain the school expectations regarding behaviour to students through induction and ongoing structured tutorial time;
- monitor and evaluate the success or otherwise of each student through reports, reflection days, and the rewards and sanctions systems;
- identify students who are not meeting school behaviour expectations and mentor appropriately, referring for further support as necessary;
- work constructively and in partnership with external agencies if required and following the school Safeguarding Policy;
- report back quickly to the relevant Pastoral Director regarding any concerns.

## Anti-Bullying

The school has a separate policy for Anti-bullying.

## Staff induction and training

All new staff will be briefed by a Pastoral Director as to how the school manages student behaviour. Behaviour management will also form part of the annual training programme.

## Child-on-child abuse

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

## Appendices

### Appendix 1: SW DISCIPLINARY LADDER/PROCESS

THE LADDER Stages	DETAILS (IN THE SCHOOL) Examples of misbehaviour (not limited to)	DETAILS (IN PH) Examples of misbehaviour (not limited to)
<b>Stage 1</b> Managed by: Personal Tutor or House Parent  <i>Written Warning – letter home to parents</i>	<b>Three demerits</b>	<b>Three demerits</b> <ul style="list-style-type: none"> <li>Repeated failure to collect laundry.</li> <li>Two late morning departures from Premier House in the same week.</li> <li>Second curfew lateness (sanction will include two school nights gating).</li> <li>Third curfew lateness (sanction will include another demerit and five school nights gating).</li> <li>Untidy room (sanction will include 1 demerit and 1 school night gating).</li> </ul>
<b>Stage 2</b> Managed by: Personal Tutor or House Parent  <i>Written Warning – letter home to parents</i>	<b>Six demerits</b> <ul style="list-style-type: none"> <li>First offence of plagiarism or use of AI.</li> <li>Found in a pub underage.</li> <li>Underage smoking.</li> <li>Possession of any prohibited item on list 1 (see next page).</li> </ul>	<b>Six demerits</b> <ul style="list-style-type: none"> <li>Bringing an Independent Accommodation student into PH without permission from staff.</li> <li>Fraudulent leave/exeat submission.</li> <li>Fourth or more curfew lateness (sanction will include another demerit and 5 school nights gating).</li> </ul>
<b>Stage 3</b> Managed by: Pastoral Director or House Leader  <i>Written Warning – letter home to parents</i>	<b>Nine demerits</b> <ul style="list-style-type: none"> <li>Contraband (including alcohol) found on person.</li> <li>Going Absent Without Official Leave (AWOL).</li> <li>Fighting, bullying or racism with mitigating circumstances.</li> <li>First offence of academic dishonesty in assessments and/or coursework.</li> </ul>	<b>Nine demerits</b> <ul style="list-style-type: none"> <li>Failure to attend a cluster meeting.</li> <li>Bringing a non-Guildhouse person into Premier House without permission from staff.</li> </ul>
<b>Stage 4</b> Managed by: Assistant Head Boarding or Assistant Head Pastoral  <i>Final Warning</i>	<b>12 demerits</b> <ul style="list-style-type: none"> <li>Repeated or serious case of plagiarism, academic dishonesty and/or cheating.</li> <li>Repeated cases of Absent Without Official Leave (AWOL).</li> <li>Fighting, bullying or discriminatory behaviour without mitigating circumstances.</li> <li>Wilful damage to the school property (costs borne by student).</li> <li>Smoking or drinking alcohol on school premises.</li> <li>Theft.</li> <li>Possession of any prohibited item on list 2 (see next page).</li> </ul>	<b>12 demerits</b> <ul style="list-style-type: none"> <li>Going into other clusters and bedrooms.</li> <li>Tampering with cluster alarm/door sirens.</li> <li>Tampering with window restrictors.</li> </ul>
<b>Stage 5</b> Managed by: Headteacher or Deputy Head <i>Suspension/Exclusion</i>	<b>15 demerits</b> <ul style="list-style-type: none"> <li>Serious or unavoidable risk of academic failure without mitigating circumstances.</li> <li>Serious assault, threatening and/or undertaking ABH/GBH, carrying a weapon.</li> <li>Serious aggression and/or persistent bullying or hate crime.</li> <li>Serious health and safety issues.</li> <li>Serious substance misuse (including alcohol).</li> <li>Serious repeated and/or prolonged Absent Without Official Leave (AWOL).</li> <li>Serious incidents that may bring the School into disrepute.</li> <li>Making/possessing/distributing indecent images of a minor.</li> <li>GDPR breach.</li> <li>Possession of any prohibited item on list 3 (see next page).</li> </ul>	<b>15 demerits</b> <ul style="list-style-type: none"> <li>Serious case of boy in girl's room in Premier House (or vice versa).</li> </ul>

## Appendix 2: ADDITIONAL BEHAVIOUR MANAGEMENT GUIDANCE

Student Transgression	Suggested Behaviour Management Guidance
A student is dozing or not paying attention in class	<ul style="list-style-type: none"> <li>• Ask them a direct question</li> <li>• Change the activity to refocus attention</li> <li>• Move into pair work or small group work where they will be forced to contribute</li> <li>• Have a quiet word after class</li> <li>• Have a quiet word in class!</li> <li>• Make a joke of it and re-focus class</li> <li>• Make everyone stand up and walk round, then sit down again – they may be flagging!</li> <li>• Do a mini-plenary with class – what are they learning? Is it working?</li> <li>• Get them to write key points or ideas on whiteboard</li> <li>• What are they finding difficult? Feedback in pairs, on paper, to whole class – whatever appropriate</li> <li>• Make sure you praise good behaviour</li> <li>• Are there issues at their accommodation? Are they sleeping? Refer issue to pastoral team to check if an ongoing issue</li> </ul>
If a student is late for your lesson	<ul style="list-style-type: none"> <li>• Make sure your lessons always start promptly – have a sheet on their desks/task on the board so they have something to work on as soon as they come in</li> <li>• <b>Always</b> challenge lateness – ask why while the rest of the class are working and explain that it is unacceptable. Make your expectations clear and insist on them</li> </ul>
If a student is persistently late, not attending or not paying attention in Class. (Are there difficulties in accessing the Learning?)	<ul style="list-style-type: none"> <li>• Refer to the Personal Tutor and ensure notes are recorded on Shackleton</li> <li>• Ask the student to come and see you on their own and ask for an explanation</li> <li>• Check with English CD– are there language issues – are they reluctant to come because they don't understand lessons?</li> <li>• Check the SEN register to see if they are on it and if there are strategies you could be using</li> <li>• Is your material appropriate? Talk to your CD or another teacher for another opinion – this can be helpful</li> <li>• Is your lesson differentiated enough? Can you do more to meet the student's specific needs? Individual worksheet, recapping on work more – individual explanations etc.</li> <li>• Ask them to come to an extra workshop class with you or someone in your Dept.</li> <li>• Tried the above? - Keep the Personal Tutor informed – are there ways you can work together to help? Perhaps the student needs to be referred to the Pastoral Director for monitoring</li> <li>• Keep your CD informed</li> </ul>
If a student is aggressive to another student	<ul style="list-style-type: none"> <li>• Intervene immediately</li> <li>• Calmly invite the student to explain the issue to you outside the class</li> </ul>

	<ul style="list-style-type: none"> <li>• Contact a member of the SLT – you may need to ask a student to go to the Academic and Pastoral Hub, or use Teams</li> <li>• Ensure the “victim” talks to you and/or a senior member of staff immediately after the lesson</li> <li>• Supervise an apology</li> <li>• Record on Shackleton</li> <li>• Inform the Pastoral Director (if not already aware/ involved) who will liaise with Boarding and perhaps other stakeholders.</li> </ul>
If a student is aggressive towards you	<ul style="list-style-type: none"> <li>• Respond calmly and quietly</li> <li>• Say you are sorry they are upset</li> <li>• Avoid moving towards them, pointing or using angry gestures</li> <li>• Ask them to step outside of the class and wait</li> <li>• Contact a member of the SLT – you may need to ask a student to go to the Academic and Pastoral Hub, or use Teams</li> <li>• Continue to teach</li> </ul>

### Appendix 3: BEHAVIOUR FRAMEWORK, RESTORATIVE CONVERSATION and RECORDING GUIDANCE

Demerit						
Area of concern*	Department*	Details	Has a restorative conversation taken place? *	Action taken/ outcome of restorative conversation and any other sanctions*	Private note	Follow-up date
Missed deadlines	SS Faculty LAH Faculty STEM Faculty Pastoral Boarding	<i>Not required but some explanation may be necessary - particularly if 'other' has been selected. <u>Examples</u> may be helpful.</i>	<i>A tick box to confirm – yes.</i>	-Teacher had a <b>restorative conversation</b> with student. -Teacher instructed student to come back at end of school day to sit in back of classroom and complete the work.	<i>Not mandatory</i>	<i>Not mandatory but may be useful to remind teacher to review.</i>
Lack of engagement				-Teacher had a <b>restorative conversation</b> with student. Response of student...		
Rudeness/disrespect				-Teacher had a <b>restorative conversation</b> with student – apologised and assured that s/he won't do this again. -Student was rude to another student – apologised and took responsibility.		
Inappropriate use of technology				-Student's mobile phone was taken after 2 <sup>nd</sup> warning and kept by teacher for remainder of lesson. -Teacher had a <b>restorative conversation</b> with student.		
Unauthorised absence (PT/PD)				-PT had a <b>restorative conversation</b> with student. -CfC email send to parent/guardian and/or agent. -Student to attend Reading Room and make up lost time.		
Lateness				-Teacher had a <b>restorative conversation</b> with student. -Student to attend Reading Room and make up lost time.		
Other						

### General rules:

- First time = warning > second time = sanction (demerit)
- Action to be taken should be proportionate and 'linked to the crime' – always a restorative conversation.
- Three de-merit points = Stage Warning

<b>Definition of restorative conversation:</b>	<p>The aim of a restorative conversation is simple – to enable the student to reflect on their poor behaviour and address it. The member of staff leading the conversation should seek to elicit from the student what specific behaviour displayed is unacceptable and why, taking responsibility for their actions (in line with the Student Behaviour Policy). The conversation should then move onto how this matter will be addressed moving forward – a commitment from the student. And what (if any) sanction should be issued to make up for the poor behaviour.</p> <p>Summary:</p> <ul style="list-style-type: none"> <li>○ What behaviour was unacceptable and why?</li> <li>○ Apology and commitment from student</li> <li>○ Are additional sanctions required to make up for the misbehaviour?</li> </ul>
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### Guidance Notes

- Demerits remain on the student record (Shackleton profile) for the entire academic year.
- Stage Warnings for Attendance issues will be reviewed every two weeks while Stage Warnings for Behaviour issues will be reviewed every four weeks.
- If a student accumulates two or less demerits over the review period, their Stage Warning will be removed entirely.
- If a student reaches the next Stage within a review period, the review period will restart.
- If a student is removed from the Ladder upon review, but then accrues more demerits later, they will be placed on the level that corresponds to the number of demerits accumulated since the start of the academic year.
- In addition to the above, a 'case by case' approach may well be applied in some instances.
- For Stage Level 4 & 5 Warnings issued, there may be the additional measure of the respective Pastoral Director drawing up a Student Contract (see below template) and liaising with the AHPP/SLT to issue it (see below template).

## Appendix 4: LIST OF PROHIBITED ITEMS (as per Student Handbook)

### Prohibited items

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

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

List 1	List 2	List 3
<ul style="list-style-type: none"> <li>Alcohol</li> <li>All types of cigarettes, tobacco, vapes, e-cigarettes, shisha pipes</li> <li>Lighters, matches and candles</li> <li>Pornographic images</li> </ul>	<ul style="list-style-type: none"> <li>Illegal drugs and drug paraphernalia such as grinders</li> </ul>	<ul style="list-style-type: none"> <li>Weapons, including knives, BB guns, fireworks, tasers, or any other article that the member of staff reasonably suspects has been, or is likely to be used: <ul style="list-style-type: none"> <li>- to commit an offence, or</li> <li>- to cause personal injury to, or damage to property of; any person (including the student).</li> </ul> </li> <li>Stolen items</li> </ul>



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