Guildhouse School London
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STUDENT BEHAVIOUR POLICY

Date of policy review:	August 2025
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Lead for review:	Deputy Headteacher Pastoral

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Introduction

Students at Guildhouse School are expected to behave with respect and consideration, exhibiting an inclusive and respectful attitude. The Guildhouse School Student Behaviour policy aims to ensure that all students, staff, parents/carers, and stakeholders clearly understand the boundaries between acceptable and unacceptable behaviour. The policy also recognises that student behaviour is also influenced by rewards and sanctions. The School's Behaviour Discipline processes will always be firmly, fairly, and consistently applied. The Student Behaviour Policy supports Guildhouse School's values by encouraging students to Aim High in their personal conduct, to Work Hard in creating a positive learning environment, and to Be Kind in their interactions with others. These values guide expectations and help us build a safe, respectful and ambitious school community.

This policy aims to:

- Promote a positive learning environment and ensure that all students can learn in a calm, safe, and supportive environment.
- Encourage respect and tolerance and foster a culture of mutual respect among students, staff, and the wider school community.
- Define Acceptable Behaviour and clearly outline what constitutes acceptable and unacceptable behaviour, including bullying and harassment.
- Provide a consistent approach to behaviour management across the school.
- Summarise the roles and responsibilities of students, staff, and parents in maintaining high standards of behaviour.
- Establish a system of rewards for positive behaviour and sanctions for unacceptable behaviour.
- Encourage students to develop self-discipline, responsibility, and a sense of accountability for their actions.
- Encourage students to be positive role models and ambassadors of the school.
- Ensure the health and safety of all members of the school community.
- Support the emotional and mental well-being of students through positive behaviour practices and take consideration of disabilities, learning needs or additional learning support.

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

Leadership and Management

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

meet their duties, functions in alignment to the school's ethos for behaviour management and also includes adequate training opportunities on matters such as special educational needs and their effect on student behaviour.

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

Guidelines

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

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

- follow the Student Contract and *Meeting School Expectations* agreement as part of the Induction Programme which students are expected to sign.
- attend all lessons and be punctual.
- be fully supportive and make a positive contribution in all lessons.
- abide by all School rules and UK law.
- attend regular meetings with their Personal Tutor and strive to develop a positive relationship with them.
- work with complete dedication towards the targets set for them.
- inform their Personal Tutor or another member of the school if they need help.
- always show respect and consideration towards staff, visitors, and other stakeholders.
- respect and show consideration towards other students and their property.
- behave in a manner which ensures the safety and welfare of all members of the school community.
- avoid inappropriate contact with others.
- respect the school buildings, equipment, and grounds.
- behave transparently, communicate kindly and act inclusively in line with the school values.

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

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

Mobile Phones and electronic devices

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

Removal from classrooms

In circumstances of serious disciplinary concern, and only when necessary to maintain a positive and safe learning environment, a student may be removed from the classroom. Removal is a serious sanction and must only be used as a last resort, once other behavioural strategies and interventions have been considered, or immediately in response to extreme behaviour that poses significant disruption or risk.

Any period of removal will be time-limited, proportionate, and supervised at all times by a member of the Senior Leadership Team or the Pastoral Director. The purpose of removal is to allow learning to continue for others while enabling the student to reflect and regulate, not as a long-term solution.

Following removal, a reintegration process will take place to support the student's successful return to lessons. This will normally involve restorative discussions, consideration of further support needs, and clear expectations for future conduct. Direct communication with parents/guardians will be made whenever a removal occurs.

All removals will be logged to ensure consistency, transparency, and accurate monitoring of behaviour. In cases of persistent or serious behaviour issues, the SLT Callout Process outlined in **Appendix 3** will be followed.

Public Displays of Affection

Guildhouse School recognises that genuine feelings of friendship and affection may exist between students. However, all members of the school community are expected to conduct themselves in a manner that is respectful, safe, and appropriate in all contexts – including on school premises, in the boarding house, during school trips, and in online interactions associated with the school.

Students must not engage in sexual or romantic behaviours that may compromise the safety, wellbeing, or inclusion of others, or that risk causing distraction from learning. Where such behaviour occurs, staff will address it in line with safeguarding responsibilities and the school's behaviour policy.

These expectations are consistent with the school's safeguarding duties under Keeping Children Safe in Education (KCSIE) and the Equality Act 2010. All behaviour will be addressed in a way that promotes student welfare, prevents discrimination or harassment, and upholds the right of every student to feel safe, respected, and included, regardless of their background or personal characteristics.

Corporal Punishment

Corporal punishment is prohibited at Guildhouse School. 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.

Child-on-child abuse

The school promotes a culture of listening, ensuring that students know how to raise concerns, as outlined in the Safeguarding and Child Protection Policy. Prevention of child-on-child abuse is further supported through the Personal Development Policy, including Relationships and Sex Education (RSE).

All reported incidents of abuse, including bullying, will be taken seriously, investigated promptly, recorded in line with safeguarding and behaviour procedures, and appropriate action taken (see Appendix 5). Parents will be informed where appropriate to ensure transparency and support.

This approach is consistent with the Anti-Bullying Policy and the statutory guidance in Keeping Children Safe in Education (KCSIE), September 2025, which emphasises the importance of safeguarding, accurate record-keeping, and effective communication in protecting children.

Anti-Bullying

The school has a separate policy for Anti-bullying.

Rewards and Sanctions

At Guildhouse School, we value and celebrate the achievements, progress, and personal growth of our students. Positive behaviour is recognised through meaningful reinforcement when students go beyond expectations or show genuine improvement.

Recognition and Rewards

- The Merit System **(Aim High / Be Kind / Work Hard)** is our main tool for acknowledging positive behaviour.
- Merits are awarded for actions that exceed expectations, not simply for meeting them. Totals are tracked and published weekly in the Student Bulletin.
- Students may also be recognised through verbal praise, written commendations, special mentions (including from the Headteacher), academic reports, and public recognition in assemblies.

- End-of-term rewards and prizes are presented during assemblies, with parents regularly informed of progress and achievements.
- Achievements in wider competitions—academic, artistic, sporting, or cultural—are also celebrated.

Staff Commitment

All staff are expected to:

- Actively use the merits system to reinforce school values.
- Award commendations to individuals and tutor groups, announced in assemblies and shared with parents.
- Deal with all bullying concerns sensitively and with a not tolerated approach in accordance with the anti-bullying policy.
- Maintain a safe, orderly, and stimulating learning environment that promotes self-responsibility and community.
- Support students in understanding the importance of good behaviour and cultural differences.

Sanctions and Restorative Practice

Where behaviour requires correction, staff may apply proportionate sanctions, such as restorative conversations, protected study time, or parental contact. Sanctions follow the principle that the "consequence fits the action," encouraging students to reflect and take responsibility. For example, if homework is missed, the student may be required to stay after school to complete it.

Demerits notes and Behaviour Support
To maintain a positive learning environment and ensure school rules are respected; teachers may issue demerits when expectations are not met. Demerits notes are recorded, monitored, and reviewed regularly.

Examples of behaviours that may result in a demerit include:

Disrespect or rudeness towards others

Persistent lateness

Poor classroom etiquette

Inappropriate use of technology

Missed deadlines

Accumulating demerits may lead to follow-up meetings, sanctions in line with the School Behaviour Ladder, and communication with parents or guardians. The purpose of demerits is not simply to punish but to encourage reflection, promote accountability, and support students in making better choices. By balancing recognition with appropriate consequences, we aim to build each student's

confidence, sense of self-worth, and commitment to contributing positively to our school community.

Supporting Students following a sanction

At Guildhouse School, sanctions are always paired with structured support to help students reflect, take responsibility, and make positive changes. Our restorative approach focuses on learning from mistakes, building resilience, and fostering a respectful, inclusive school environment.

Support measures may include:

A restorative discussion with clear, time-bound targets, where the student reflects on their actions, the impact on others, and how to improve, along with agreed next steps if behaviour does not improve.

Issuing a Report Monitoring Card, which provides daily or weekly tracking of behaviour and progress, helping students stay accountable and reflect on their choices.

Follow-up communication with parents and stakeholders via email, MS Teams, or telephone, ensuring shared understanding and support.

A review meeting with a member of staff, to monitor progress and adjust support where necessary.

Reintegration Plan

Following any significant sanction or period of removal, a reintegration plan will be agreed with the student, parents, and staff. This will include:

- Initial meeting: Restorative conversation with clear expectations and agreed short-term behaviour targets.
- Time-bound targets: Specific, measurable goals (e.g. improved punctuality, positive classroom participation) with a defined review period (typically 2–4 weeks).
- Support and reasonable adjustments: Consideration of individual needs in line with the Equality Act 2010 and the SEND Code of Practice, ensuring barriers to behaviour improvement are addressed.
- Monitoring: Use of report cards, mentoring sessions, counselling sessions, or pastoral support to track progress.
- Review points: Formal review meetings at agreed intervals to assess progress, celebrate improvements, and set new targets if required.
- Final review: Confirmation of successful reintegration or escalation to further support if targets are not met.

Student Leadership

Student Council Leaders play a key role in promoting positive behaviour and ensuring that student voice is heard and valued. They provide a platform for feedback, set a strong example for their peers, and encourage an open, respectful environment.

In their remit, Student Council Leaders organise and run meetings, represent the school at events, and may also support peers through initiatives such as mentoring in academic subjects. By modelling the school's values and standards, they contribute to a supportive, disciplined, and inclusive community where positive behaviour is recognised and encouraged.

Exclusions

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

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

- the earlier stages of the Discipline Ladder and/or suspension have been used, and the student's behaviour does not improve.
- the use or threatened use of violence against any person inside or outside the school, including intimidation or threats against staff, fighting or assault.
- the behaviour being addressed puts the student's or others' safety at risk.
- purposeful breaches of examination regulations or any other forms of cheating.
- illegal drugs possession/use/supplying/dealing. Supplying alcohol to under eighteens.
- making/possessing/distributing indecent images of a minor without consent
- GDPR breach/serious online safety breaches. Further illegal behaviour
- Repeated dangerous behaviour/dangerous item possession (see Appendix 6)/ use/ threat.
- In possession of a Prohibited item List 3 (see Appendix 6)
- the student has seriously breached School rules or UK law.
- Any actions that severely violate the school's rules and endanger the wellbeing of the school community.
- Severe or persistent bullying, harassment, or engagement in inappropriate sexual behaviour.
- Serious Theft or Vandalism
- If, in the reasonable judgement of the Headteacher, this is in the best interests of the student, their peers, staff or the school.

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

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

Appeals against a permanent exclusion.

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

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

The Chair of Governors will ensure that the exclusion is considered either by them where possible, or by a Senior member of staff who was not directly involved with the decision to exclude. The Chair of Governors, or their delegated representative, will review the evidence and the process followed, thereafter coming to a decision either to uphold or repeal the permanent exclusion. The decision of the appeal will be sent in writing to the person appealing the decision within ten working days. The Chair of 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 any Student Visa will not have their sponsorship withdrawn until ten working days have elapsed. After ten working days, as required by UKVI policy, students will have their sponsorship withdrawn meaning that their visa will be curtailed.

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

Consideration of Disabilities and Additional Learning Support

Individual Approach: All students are treated on an individual basis. Staff must consider each student's identified needs when responding to behavioural issues.

Reasonable Adjustments: Staff have a statutory duty under the Equality Act 2010 (s.20) to make reasonable adjustments for students with SEND or disabilities.

Consultation: Before imposing any sanction where SEND or disability may be relevant, staff must consult the SENCO.

Decision-Making: Staff must consider the impact of the student's SEND or disability when deciding whether a sanction is appropriate.

Recording: Any sanction imposed where SEND is a factor must include a written record of:

The student's needs and relevant adjustments considered

Consultation with the SENCO

The rationale for the sanction

Role of Personal Tutors

Personal Tutors, supported by Pastoral Directors, SENCO and the Deputy Headteacher (Pastoral), will:

- Explain behaviour expectations clearly during induction and structured tutorial time.
- Monitor and evaluate student progress through reports, reflection days, and the rewards and sanctions systems.
- Identify and mentor students not meeting behaviour expectations, referring for additional support where necessary (including attendance concerns).
- Work constructively with external agencies when required, in line with the school's Safeguarding Policy.
- Report concerns promptly to the relevant Pastoral Director/SENCO.
- Engage quickly with parents/stakeholders, providing regular updates in consultation with the Welfare Team.

Parental engagement

Guildhouse School aims to actively engage with parents and stakeholders to support student behaviour, attendance, and overall progress. We believe that working collaboratively with parents helps students meet the school's behaviour expectations and achieve their full potential.
Our approach includes:

- **Regular Communication:** Parents are kept informed about their child's conduct, progress, and school events through newsletters, emails, phone calls, and school reports. The iSAMS portal provides a platform for parents to access/receive updates from school.
- **Parent-Teacher Meetings:** Scheduled online meetings offer opportunities to discuss behaviour, achievements, and areas for improvement with teachers.
- **Pre-arrival Webinar:** A webinar is provided before students start, outlining pastoral care and ways parents can support their child's success.
- **Parental Feedback and Voice:** We value parental input and provide channels such as surveys and the iSAMS portal for feedback, enabling continuous improvement in our approach to student engagement and behaviour.
- **Recognition of Success:** Every effort is made to inform parents about student rewards, achievements, and positive contributions, ensuring accomplishments are celebrated alongside addressing areas for improvement.

Parental Communication on Significant Sanctions and Confiscations

- Parents will be informed promptly (within 24 hours for urgent matters) of any significant sanction or confiscation.
- Where required, parental consent must be obtained before returning confiscated items.
- Parents will receive the rationale for the sanction or confiscation.
- Staff collaborate with parents to support the student's behaviour.

Staff induction and training

All new staff are briefed by the Deputy Headteacher (Pastoral) and Pastoral Directors on the school's approach to managing student behaviour. Behaviour management is also included in the annual

Continuing Professional Development (CPD) programme for all staff. Training covers a range of aspects, including:

- Behaviour policies and expectations
- Annual refresher on behaviour, SEND, SSC (searching/confiscation), mobile phones, and reasonable force updates and training
- Strategies for supporting students with SEND (Special Educational Needs and Disabilities)
- Approaches for Additional Learning Support (ALS)
- Guidance provided by Curriculum Directors and the SENCO on subject-specific and individualised support

This ensures that all staff are equipped with the knowledge and skills to promote positive behaviour and support every student effectively.

Monitoring and Review

The Senior Leadership Team (SLT) undertakes systematic monitoring and regular reviews of this policy to ensure that all processes are effective, fair, and consistently applied. The anti-bullying policy and guidance are also regularly reviewed, monitored, and discussed as part of this process where necessary.

Guildhouse School actively uses student and staff voice and captures a wide range of data for evaluative purposes. This includes:

- Behaviour incident logs
- Attendance data
- Records of searching, screening, and confiscation
- Surveys of students, staff, and parents detailing perceptions and experiences of the school's behaviour culture

The Pastoral Management and Welfare Team continuously monitors behaviour data to identify trends and patterns, with SLT reviewing findings half-termly. This analysis informs reactive interventions, such as awareness sessions, assemblies, external speaker talks, or workshops with the school counsellor, to address emerging issues and reinforce positive behaviour. This also guides CPD and policy updates. Through this ongoing monitoring and data-driven approach, Guildhouse School ensures that its behaviour policies remain effective, relevant, and supportive of a positive, safe, and inclusive school environment.

Safeguarding and Behaviour

The school recognises that behaviour and safeguarding are closely linked. All students are expected to behave in a manner that promotes their own safety and the safety of others. Unacceptable behaviour—including bullying, discrimination, sexual harassment, peer-on-peer abuse, sharing inappropriate online content, or any conduct that may put a child at risk—will be treated seriously and may trigger both disciplinary and safeguarding procedures. Staff will follow the procedures outlined in the school's **Safeguarding Policy**, **RSE Policy**, and **Online Safety Policy** when responding to incidents. The school takes a zero-tolerance approach to behaviour that compromises the wellbeing or safety of any member of the school community.

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Appendix 1: Guildhouse School Behaviour Discipline Ladder

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THE LADDER	DETAILS Examples of misbehaviour (not limited to)
Stage 0-Verbal Warning Meeting with Personal Tutor/ House Parent	• Failing to submit homework on time. • Lack of engagement in class. • Lateness to timetabled sessions. • An unauthorised absence from a timetabled session. • Rudeness to staff/students. • Lack of preparedness for class. • Inappropriate use of digital devices. • Smoking outside designated smoking area. • Persistent lateness in Boarding. Consequences: Reduced curfew time in Boarding, Support Study time during the school day
Stage 1 Meeting with Personal Tutor/ House Parent/ Senior House Parent	• Failure to meet all targets at Stage 0. • Continuous low-level issues while on Stage 0. • Repeated smoking outside designated smoking area. • Persistent lateness, • Less than 85% attendance in the previous week, Consequences: Reduced curfew time in Boarding, Support Study time during school day
Stage 2 Meeting with Personal Tutor/ Senior House Parent	• Failure to meet all targets at Stage 1. • Continuous breaches of school/boarding rules while on Stage 1. • Persistent lateness/unauthorised absence. • First offence of academic dishonesty. • Fraudulent EXEAT submission. • Absence without official leave. • Possession of prohibited item. • Bringing an Independent Accommodation student into PH without permission from staff • Going into other clusters or bedrooms. Consequences: Reduced curfew time in Boarding, Support Study time during school day, Refusal to grant EXEAT, Report Card

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Stage 3 Meeting with Pastoral Director/ Meeting with Senior Houseparent/ House Leader	• Continuous breaches of school rules while on Stage 2. • Persistent lateness • Repeated cases of absence without official leave or authorisation. • Fighting/bullying or racism with mitigating circumstances. • Repeated academic dishonesty or serious case of academic dishonesty in assessment and/or coursework. • Persistent lying or dishonesty. • Underage possession of smoking/vaping related paraphernalia. • Possession of alcohol in Boarding • Bringing a non-Guildhouse person into Premier House without permission from staff Consequences: Reduced curfew time in Boarding, Support Study time during school day, Refusal to grant EXEAT, Report Card
Stage 4 Meeting with Deputy Headteacher	• Failure to meet all targets at Stage 3. • Continuous breaches of school rules while on Stage 3 Fighting, bullying or discriminatory behaviour without mitigating circumstances. • Smoking or vaping anywhere in School or the Boarding House, drinking or being under the influence of alcohol. • Petty Theft. • Wilful damage to school property • Serious prolonged absence without official leave. • Causing damage to school's reputation. • Misuse of fire/smoke alarms. • Possession of a dangerous item. • Possession of prohibited item. • Illegal/dangerous/abusive behaviour • Inappropriate sexual activity Consequences: Internal/External Suspension, Report Card
Stage 5 Meeting with Headteacher/ Senior Deputy Headteacher in absentia	• Failure to meet all targets at Stage 4. • Continuous breaches of school rules while on Stage 4. Further illegal behaviour. • Repeated dangerous behaviour. • Serious assault, threatening or bullying behaviour. Possession of dangerous item • Illegal drugs/substance use: possession/use/supplying/ dealing.

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	• UK GDPR breach. • Serious breach of Health and Safety rules. • Supplying alcohol or smoking/vaping paraphernalia to under 18s. • Accessing/making/possessing/distributing indecent images. • Serious incidents that may bring the school into disrepute. • Possession of prohibited item. • Theft Consequences: External Suspension/Expulsion

These examples are not an exhaustive list. Stage Warnings are decided at the discretion of the Senior Leadership Team.

Appendix 2: Mobile Phones and electronic devices in Boxes Classroom Procedure

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

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

If students are found with phones, iPods, or ear pods in class, having not placed into the box and disregarded expectations, confiscate the item and pass it to SLT with a Post-it note stating the date, time, student's name, and CEG. The device will be kept securely in a locked locker until the end of the day and returned to the student. Any refusal or related issues should be treated as a behavioural matter and managed through the behaviour process.

(UK Guidance for Schools reference)

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

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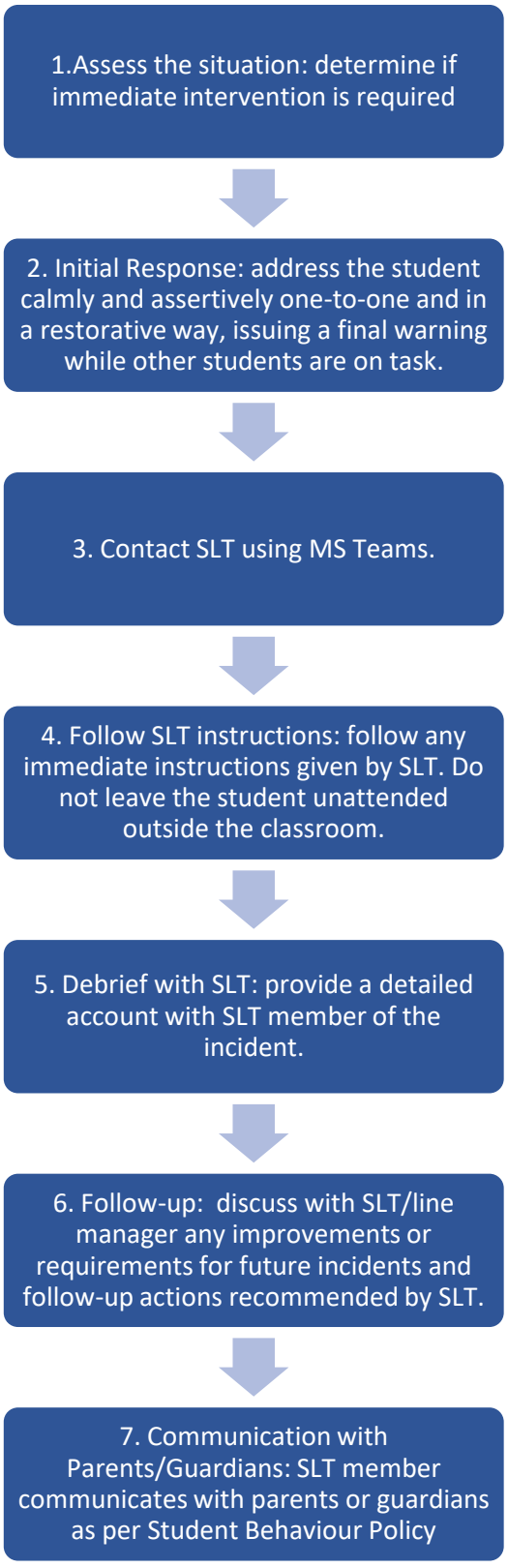
Appendix 3: SLT Callout Procedure

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



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Appendix 4: Behaviour Management Guidance

Dealing with a Behaviour Incident- General rule of approach

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

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

<u>Guidance Notes</u>

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

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

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

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Appendix 5: Serious Behaviour Concerns and Child-on Child Incidents Recording Log

Serious behaviour concerns (SW5)

Forename	Surname	Age	CEG	Date	Details (incident + sanction) Nature: online/F2F SEND / Learning Difficulty Protected Characteristic Involved (Y/N) Type of Protected Characteristic

Child-on-child incidents (inc. Bullying)

Forename	Surname	Age	CEG	Date	Details (incident + sanction) Nature: online/F2F SEND / Learning Difficulty Protected Characteristic Involved (Y/N) Type of Protected Characteristic

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Significant Behaviour/Attendance Issues (Level Four) Final Warnings

Forename	Surname	Age	CEG	Date	Behaviour related Y/N	Attendance related Y/N	Details (incident + sanction) Nature: online/F2F SEND / Learning Difficulty Protected Characteristic Involved (Y/N) Type of Protected Characteristic

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Appendix 6: List of Prohibited Items (as per Search, Screening and Confiscation Policy)

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

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

List 1	List 2	List 3
• Alcohol • All types of cigarettes, tobacco, vapes, e-cigarettes, shisha pipes • Lighters, matches and candles • Pornographic images	• Illegal drugs and drug paraphernalia such as grinders	• Weapons, including knives, BB guns, fireworks, tasers, or any other article that the member of staff reasonably suspects has been, or is likely to be used: - to commit an offence, or - to cause personal injury to, or damage to property of; any person (including the student). • Stolen items

Related Documents

- Substance Misuse Policy
- Complaints Policy
- Attendance Policy
- Anti-bullying Policy
- Safeguarding Policy
- Search, Screening and Confiscation Policy
- Use of Reasonable Force Policy
- DfE: Behaviour in schools – Advice for headteachers and school staff (February 2024).
- DfE: Searching, screening and confiscation (July 2022)
- DfE: Use of reasonable force in schools (January 2025)
- Education and Inspections Act 2006, (Section 91)
- Independent School Standards Part 3 welfare, paragraph 9 (promotion of good behaviour).
- Equality Act 2010, Section 20 (reasonable adjustments).
- KCSIE (September 2025)

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