

STUDENT BEHAVIOUR POLICY

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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(intuition) in their personal conduct, to Work Hard(creativity) in creating a positive learning environment, and to Be Kind (impact) in their interactions with others. These values guide expectations and help us build a safe, respectful and ambitious school community. This policy should be read alongside the Safeguarding and Child Protection Policy, Anti-Bullying Policy, Attendance Policy, Online Safety Policy, Mobile Phones Policy, Bring Your Own Device (BYOD) Policy, Artificial Intelligence (AI) Acceptable Use Policy, Search, Screening and Confiscation Policy, Use of Reasonable Force and Restrictive Intervention Policy, Substance Misuse Policy, Boarding Handbook and Student Handbook. Behaviour concerns may also constitute safeguarding concerns and will be managed in accordance with the school's safeguarding procedures

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. The Governing Body receives regular reports on behaviour, attendance, suspensions, exclusions, bullying, discriminatory incidents, child-on-child abuse concerns and safeguarding trends. This oversight helps ensure that behaviour systems remain effective, equitable and compliant with statutory requirements.

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.

Guildhouse School promotes a culture of respect and inclusion. Behaviour which discriminates against, intimidates or harasses another person because of a protected characteristic will not be tolerated. Incidents involving racism, religious discrimination, misogyny, sexism, homophobia, biphobia, transphobia, disability-related discrimination or other prejudicial behaviour will be investigated, recorded and addressed promptly and may be treated as both behaviour and safeguarding concerns

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, respectful and safe learning environment. The use of mobile phones, smart devices, headphones, wearable technology and other electronic devices is governed by the school's Mobile Phones Policy, Bring Your Own Device (BYOD) Policy, Artificial Intelligence (AI) Acceptable Use Policy and Online Safety Policy.

Students are expected to comply with the requirements contained within these policies including whilst attending school, participating in school activities, residing in boarding accommodation and when otherwise identifiable as members of the school community. Failure to do so may result in behaviour sanctions and, where appropriate, confiscation of devices in accordance with the Search, Screening and Confiscation Policy.

Misuse of technology, including inappropriate recording, photography, cyberbullying, online harassment, misuse of artificial intelligence, academic malpractice, impersonation, deepfake content, the sharing of inappropriate images or content, or behaviour that compromises the safety and wellbeing of others, may be treated as both a behaviour and safeguarding matter.

The school's arrangements for the management, confiscation and return of mobile phones and electronic devices are informed by current Department for Education guidance and are detailed further within the Mobile Phones Policy and Search, Screening and Confiscation Policy.

Search, Screening and Confiscation

The school may search, screen or confiscate items where there are reasonable grounds to do so in order to maintain safety, welfare and good order. Searches, screening and confiscation will be conducted in accordance with the Search, Screening and Confiscation Policy and relevant statutory guidance.

Prohibited items include those detailed in Appendix 6 and may include weapons, illegal drugs, alcohol, stolen items, vaping devices, tobacco products, pornographic material, prohibited electronic content and any item likely to cause harm.

Appropriate records will be maintained and parents informed where necessary

Removal from classrooms

Guildhouse School recognises that, in exceptional circumstances, staff may need to use reasonable force to prevent a student from:

- causing injury to themselves or others;
- committing a criminal offence;
- causing serious damage to property;
- causing serious disruption to the good order of the school.

Any use of reasonable force or restrictive intervention will be lawful, proportionate, necessary and recorded in accordance with the school's Use of Reasonable Force and Restrictive Intervention Policy. Parents will normally be informed of significant incidents and appropriate support, and restorative measures will be provided following any such intervention. 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 2 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).

Child-on-child abuse may include:

- bullying and cyberbullying;
- sexual harassment;
- sexual violence;
- harmful sexual behaviour;
- coercive or controlling behaviour;
- image-based abuse;
- initiation or hazing behaviour;
- discriminatory or prejudicial behaviour;
- misogynistic behaviour;
- abuse facilitated by technology or artificial intelligence.

Such concerns will always be considered within a safeguarding context and referred to the Designated Safeguarding Lead where appropriate.

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 2026, 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 one of the tools 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.

House System and Community Awards

Guildhouse School promotes positive participation, contribution and school spirit through its House System.

Students may earn House Points for:

- academic achievement;
- academic progress and improvement;
- exceptional effort and resilience;
- positive attendance and punctuality;
- contributions to boarding life;
- leadership and service;
- participation in enrichment activities;
- community engagement;
- acts of kindness and positive citizenship.

House Points contribute towards individual, tutor group, boarding and House awards throughout the academic year.

Awards may be presented for:

- Academic Achievement
- Academic Improvement
- Outstanding Effort
- Attendance and Punctuality
- Boarding Contribution
- Service and Leadership
- Contribution to School Life
- Personal Development
- House Champions

Individual students, tutor groups, boarding communities and Houses may be recognised through weekly, termly and annual awards.

Sanctions and Restorative Practice

Where behaviour requires correction, staff may apply proportionate sanctions designed to promote reflection, accountability and improved conduct. Sanctions may include restorative conversations, protected study time, detention, report monitoring, parental contact, temporary removal from lessons or other appropriate measures.

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.

Detentions

Detentions may be issued where students fail to meet the school's expectations regarding behaviour, effort, punctuality, attendance, completion of work or compliance with school procedures. Detentions are intended to provide students with an opportunity to reflect on their behaviour, complete missed work and re-engage positively with school expectations as per the detention guidance.

Staff will ensure that detentions are reasonable, proportionate and communicated clearly to students. Parents will normally be informed where detentions form part of a wider pattern of concerns.

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.

Where concerns persist despite previous interventions, the school may implement a Behaviour Contract or Attendance Contract. These agreements are designed to support students in achieving sustained improvement through clearly defined expectations, measurable targets and regular review meetings.

Contracts will normally be developed in partnership with the student, parents, Personal Tutor and relevant pastoral staff and may include:

- expected standards of behaviour and conduct;
- attendance and punctuality targets;
- academic expectations;
- boarding expectations where applicable;
- agreed support strategies;
- review dates and success criteria.

Failure to meet the agreed targets may result in escalation through the school's Behaviour Discipline Ladder, whilst successful completion may lead to de-escalation of concerns and removal from monitoring.

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.
- The school recognises that repeated behaviour concerns may indicate unmet needs. Where appropriate, students may be referred for additional pastoral support, counselling, safeguarding assessment, or external agency support.

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

Before any suspension or permanent exclusion is considered, the Headteacher will take account of safeguarding information, SEND, disability, vulnerability factors, previous interventions, reasonable adjustments and the proportionality of the proposed sanction. 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 (see Appendix 5)
- 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. Behaviour, removal, suspension, exclusion, bullying and safeguarding data will be analysed regularly by year group, gender, boarding status, SEND status, EAL status and other relevant student groups. This monitoring helps identify trends, supports early intervention and promotes fairness and consistency. It also can inform 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 concerns may indicate wider safeguarding needs. Persistent absence, severe absence, repeated lateness, online misconduct, misuse of artificial intelligence, possession of prohibited items, discriminatory incidents, sexual harassment or child-on-child abuse will be considered in the context of safeguarding and, where appropriate, referred to the Designated Safeguarding Lead. The school also recognises the importance of early identification and intervention. All students are expected to behave in a manner that promotes their own safety and

the safety of others. Staff will follow the procedures outlined in the school's **Safeguarding Policy**, **RSE Policy**, and **Online Safety Policy** when responding to incidents.

Appendix 1: Guildhouse School Behaviour Discipline Ladder

Level	Examples of Misbehaviour (not limited to)
Stage 0 Verbal Warning Issued by Personal Tutor/House Parent	Emerging problems with: • Missed deadlines • Sleeping in class • Littering • Lack of engagement in class and/or low-level disruption • Lateness to timetabled sessions • An unauthorised absence from a timetabled session/personal tutor session • 98% overall attendance • Rudeness to staff/students • Lack of preparedness for class • Inappropriate use of digital device • Missing lanyard/ID card • Late return to the Boarding House • Untidy room • Absent/leaving early from Boarding study time without prior approval • Low-level noise and disruption in the Boarding House Consequences: Logged behaviour notes, reduced curfew time, detention, refused EXEAT Review: After 1 week
Stage 1 First Warning Issued by Personal Tutor/House Parent	• Failure to improve after verbal warning • Repeated incidents or behaviour from Stage 0 • Three instances of lateness • Three instances of unauthorised absence • Three instances of missed deadlines • 95% overall attendance • Repeated disregard of medical absence procedures • Failure to attend detention/early curfew • Repeatedly forgetting ID/key card • Admitting other Guildhouse students into school/boarding house with ID card • Repeated late return to the Boarding House • Repeated untidy room • Leaving bedroom after lights out without prior approval Consequences: Restorative conversation, email to parents, reduced curfew time, detention, refused EXEAT Review: At monthly review date

Stage 2 Second Warning Issued by Personal Tutor/House Parent	• Failure to meet targets at Stage 1 • Repeated incidents or behaviour from Stage 0 • 92% overall attendance • Repeated missed detention • Verbally insulting any member of the school community • First offence of academic dishonesty or misuse of AI • Bringing an Independent Accommodation student into the Boarding House without prior permission • Leaving the Boarding House without official leave Consequences: Restorative conversation, email to parents, reduced curfew time, detention, refused EXEAT, report monitoring card (2 weeks) Review: At monthly review date
Stage 3 Third Warning Issued by Pastoral Director/House Leader	• Failure to meet targets at Stage 2 • Repeated incidents or behaviour from Stage 2 • Bullying, intimidation, harassment, and/or abuse of any member of the school community, including online • Any form of hate speech • 89% overall attendance • Submission or creation of false, altered, or misleading documentation • Repeated academic dishonesty or misuse of AI or academic dishonesty in assessment and/or coursework • Capturing, possessing, accessing, or sharing audio, images, or video recordings of students or staff without their explicit consent • Bringing a non-Guildhouse person into the Boarding House without prior permission • Fraudulent EXEAT • Possession of prohibited item* • Deliberate damage to school/accommodation property • Failure to evacuate during a fire alarm or to follow fire safety instructions or regulations in school and the boarding house • Suspicion of smoking or vaping on school/boarding premises Consequences: Restorative conversation, email to parents, parent meeting, reduced curfew time, refused EXEAT, removal of approved host where applicable, report monitoring card (3 weeks), pastoral director/curriculum director/house leader weekly intervention meeting Review: After 4 weeks

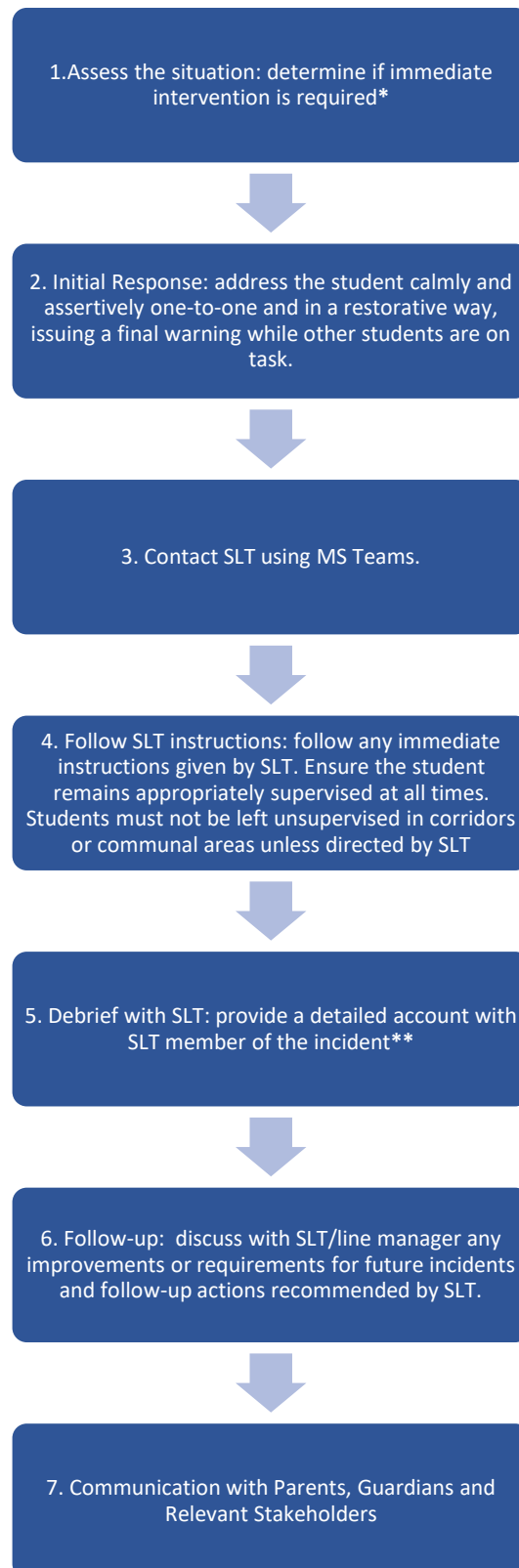
Stage 4 Fixed internal/external suspension Issued by Deputy Headteacher Pastoral	• Failure to meet targets at Stage 3 • Repeated incidents or behaviour from Stage 3 • 85% overall attendance • Dangerous, illegal, or abusive behaviour • Discriminatory behaviour (including racist, sexist or homophobic abuse) • Serious antisocial behaviour towards students, staff, or the public • Intimidation, threats or verbal abuse towards staff • Repeated bullying or harassment including online • Misuse of fire, smoke or intruder alarms • Theft • Capturing, possessing, viewing or sharing unlawful or inappropriate content • Repeated failure to follow fire safety procedures • Possession of prohibited items • Entering another student's room/cluster without permission • Significant breaches of boarding routines or supervision expectations • Behaviour likely to damage the school's reputation • Fraudulent EXEAT or dishonesty relating to travel • Smoking or vaping on school or boarding premises Consequences: Fixed internal/external suspension, email to parents, parent meeting, a week's reduced curfew time, refused EXEAT, removal of approved host where applicable, reintegration meeting with Deputy Head Pastoral and behaviour Contract and report monitoring card (4 weeks). Review: After 4 weeks
Stage 5 External suspension/Permanent exclusion Issued by Head Teacher	• Failure to meet targets at Stage 4 • Repeated incidents or behaviour from Stage 4 • 80% overall attendance • Serious assault, fighting, or violent behaviour • Use of, or threat with, a weapon or dangerous item • Serious threats to staff or students • Sexual assault, sexual harassment, or harmful sexual behaviour • Inappropriate or illegal sexual activity (on or off-site during school activities) • Use, possession, supply, or dealing of illegal drugs or substances • Possession of alcohol • Being under the influence of alcohol on school premises • Supplying alcohol or vaping/smoking materials to under-18s • Underage smoking or vaping • Continued or escalated bullying, harassment, or abuse, including online

	• Theft of valuable items • Fraud or serious dishonesty • Serious damage to property or reputation of the school • Accessing, creating, possessing or distributing indecent images • Serious misuse of IT systems or illegal digital activity • Breaches of UK GDPR or misuse of personal data • Serious breach of health and safety regulations • Possession of weapons or other highly dangerous prohibited items***
	Consequences: External suspension/Permanent exclusion
	<i>These are examples and are not an exhaustive list. Stage warnings are decided at the discretion of the Senior Leadership Team.</i>

STAGE LEVEL	ACTION	MANAGED BY
0	Verbal Warning	Managed by Personal Tutor or House Parent
1	First Warning	Managed by Personal Tutor or House Parent
2	Second Warning	Managed by Personal Tutor or House Parent
3	Final Warning	Managed by Pastoral Director or House Leader
4	Internal/External Suspension	Managed by Deputy Head Teacher Pastoral
5	External Suspension/Permanent Exclusion	Managed by Head Teacher

Appendix 2: 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.



**Determine whether there is an immediate risk to the safety, welfare or wellbeing of any student, member of staff or visitor. Where there is an immediate safeguarding concern, medical emergency, suspected criminal offence, possession of a prohibited item or risk of harm, contact SLT immediately and follow safeguarding procedures.*

***Following the incident, the SLT member will determine whether the matter should be referred to the Designated Safeguarding Lead (DSL). Incidents involving child-on-child abuse, sexual harassment, discriminatory behaviour, online safety concerns, prohibited items, harmful sexual behaviour, self-harm concerns, exploitation concerns or significant welfare concerns must be considered within a safeguarding context.*

Recording

The incident, actions taken, outcomes and any safeguarding considerations must be recorded on the school's behaviour management system as soon as practicable following the incident. Where reasonable force or restrictive intervention has been used, staff must follow the school's Use of Reasonable Force and Restrictive Intervention Policy, including recording and reporting requirements.

Appendix 3: 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?
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Guidance Notes

- 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

Appendix 4: Serious Behaviour Concerns and Child-on Child Incidents Recording Log

Behaviour, Bullying and Discriminatory Incidents Log

Students Involved (Alleged Perpetrator/ Target/Victim/ Witnesses)	Age	Year	Date/Time /Location	Type of Incident: Behavioural/ Bullying/ Inappropriate or Discriminatory remark/Online misconduct/Other	Action/Sanction Taken/Follow-up & Support	Protected Characteristic Category (Y/N) If yes which Race Religion Disability Sex Sexual Orientation Gender reassignment Other	SEN/Learning Difficulty involved Y/N If yes, detail	Safeguarding Concern Identified? DSL informed?	Staff member recording (initials)	Outcome Resolution and follow-up completed? Parental Contact?

**Bullying logs and investigation into cases/forms are stored separately*

Significant Attendance Concerns

Student Name	Age	Year	Date	Attendance % (to date)	Nature of Concern Persistent Absence Severe Absence Repeated Lateness Unauthorised Absences Patterned Absences Medical/Mental Health Related School Avoidance Other Safeguarding- DSL notified?	Reason for Absence	SEN/Additional Needs Y/N	Actions Taken and Support/ Intervention	Parental Contact

Appendix 5: List of Prohibited Items (as per Search, Screening and Confiscation Policy)

Any item can become a prohibited item if it is used in a way that threatens safety, wellbeing or school discipline.

Category	Examples	Staff Response	Sanction Guidance
*** High Risk	- Knives, blades, weapons (including tasers, pepper spray replicas or improvised weapons) - Illegal drugs (possession, use, supply, dealing) - Fireworks, explosives - Pornographic or indecent images (including digital) - Stolen items (especially high-value or organised theft) - Any item intended or used to: - Cause injury - Commit a criminal offence - Damage property	1. Inform SLT + DSL immediately 2. Confiscate immediately (if safe) 3. Isolate student if appropriate 4. Record incident 5. Consider police involvement	Likely Stage 5 (Expulsion) + DSL + Police Consideration: items that are illegal, highly dangerous, or pose immediate safeguarding risk. Consider safeguarding and contextual factors (exploitation, coercion)
** Harmful/Controlled substances	- Tobacco, cigarettes, vapes, e-cigarettes - Vaping/smoking paraphernalia - Misuse of prescription medication - Solvents or “legal highs” - Drug paraphernalia (no substances present) - Alcohol Aggravating Factors (move to Stage 5) - Supplying to others - Repeated offences	1. Inform Deputy Head Pastoral/ SLT 2. Confiscate item 3. Assess student/undertake testing (are they under the influence?) 4. Record incident 5. Inform parents	Stage 4 (Final Warning) → Stage 5 if escalated

	- Significant intoxication - Coercion or safeguarding risk	6. DSL referral if safeguarding concerns	
*School-banned/situational items	Items that are not inherently illegal, but: - Are banned by school rules, or - Become dangerous or harmful through misuse Everyday items used inappropriately - Scissors, tools or equipment used to threaten - Sports equipment used aggressively - Improvised objects used to intimidate Fire / risk-related items - Lighters, matches - Aerosols used inappropriately - Candles Technology misuse - Phones used to film without consent - Sharing inappropriate (non-illegal) images - Bypassing school filters (VPN use) - Misuse of school IT systems	- Confiscate where appropriate - Address behaviour (restorative conversation) - Record if repeated/serious - Escalate to Deputy Head Pastoral/SLT if needed	Stage 2–4 depending on use, intent, and impact Move up sanction level if: - Item is used to intimidate / harm - Behaviour is repeated - There is defiance or refusal to comply Significant disruption or distress caused

	School-rule banned items • Laser pens Disruption / harm to others • Items used in pranks causing distress • Offensive materials (non-criminal but harmful) Boarding-specific • Unauthorised electrical items • Devices breaching privacy in boarding • Items taken into another student's room		
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Related Documents

- Substance Misuse Policy
- Complaints Policy
- Attendance Policy
- Anti-bullying Policy
- Safeguarding and Child Protection Policy
- Online Safety Policy
- Mobile Phones Policy
- Bring your Own Device (BYOD) Policy
- Artificial Intelligence (AI) Acceptable Use Policy
- Search, Screening and Confiscation Policy
- Use of Reasonable Force and Restrictive Intervention Policy
- Student Handbook
- Boarding Handbook
- DfE: Behaviour in schools – Advice for headteachers and school staff (February 2024)
- DfE: Searching, screening and confiscation (July 2023)
- DfE Mobile Phones in Schools (June 2026)
- DfE: Restrictive Interventions, including the Use of Reasonable Force in Schools (April 2026)
- Education and Inspections Act 2006, (Section 91)
- Independent School Standards Part 3 welfare, paragraph 9 (promotion of good behaviour).
- Equality Act 2010
- KCSIE (September 2026)



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