



BEHAVIOUR & EXCLUSION POLICY

The school aims to encourage good behaviour through high expectations and a values-based ethos that fosters discipline and mutual respect between pupils and between staff and pupils.

- 1.1 Every effort is made to encourage good behaviour and to ensure that all pupils are aware of the school's expectations with regard to general good conduct. Boundaries are made clear and our aim is to educate pupils to consider the consequences of their actions and the decisions and choices that they make and to encourage them to accept responsibility for their behaviour.
- 1.2 Pupils are made aware that rules, as well as often representing the Law, are essential in ensuring the rights, health, wellbeing and happiness of all of the different individuals living within this school community.
- 1.3 Through the C4L curriculum and co-curricular activities children are encouraged to build resilience by identifying and assessing risk and adjusting their behaviour accordingly.
- 1.4 We seek opportunities for pupils to show initiative and understand how they can contribute positively to the lives of those living and working in the local community and society as a whole.
- 1.5 The staff handbook contains separate guidance for rewarding academic merit, for responding to low level disruption in the classroom and for implementing academic sanctions. There is also guidance outlining *Classroom Culture and Basic Expectations* to ensure a positive learning environment.
- 1.6 The school's **Anti-Bullying Policy**, the **School Rules**, the **e-Safety User Agreement** and this **Behaviour & Exclusion Policy** are included in the Student on-line Planner and on the website policies section, which is signposted in the Parents' Handbook. They are updated from time to time and at least annually. Parents are encouraged to read updates on the school's website via the school's weekly bulletin, *InTouch*. Pupils are expected to know and understand the school rules. These will be reinforced in assemblies, by house staff and tutors, and during other appropriate occasions.
- 1.7 **The expected behaviour and measures put in place to respond to the Covid-19 pandemic must be regarded as expected behaviour for all students at Giggleswick. Any student who deliberately ignores or disregards a Covid-19 measure will be dealt with using the processes outlined in this policy. It will be regarded as a high level offence, and the sanctions will reflect this classification.**

We will ensure that all students have clear guidance and instruction at the start of term, and throughout the academic year, via assemblies, the student handbook, and tutor times, to ensure that they are aware of the additional expectations.

2. PROMOTING GOOD BEHAVIOUR

- 2.1 Relationships between pupils and between pupils & staff at Giggleswick are founded in the mutual respect that is gained and developed in shared participation in the life of the community.
- 2.2 The expectation of the conduct of staff and senior pupils is that they model good behaviour, such as politeness, courtesy, good manners and care for each other and for the environment.
- 2.3 Ways in which the school acknowledges and promotes good behaviour are outlined below:
 - Staff and pupils alike are encouraged to show an interest in individual progress and achievement both in and out of school and to use meaningful praise and encouragement wherever possible.



- Good behaviour is recognised through commendation in school assemblies, house meetings, tutorials, Chapel etc. We have a rewards system in place for positive behaviour, with credit 1s awarded for strong achievement and/or effort, and credit 2s awarded for exceptional contributions/effort. The running totals and the recognition for these take place continuously throughout the academic year, and are coordinated by the Divisional Heads.
- Teachers set high expectations and challenge misbehaviour but try also to encourage pupils to understand the positive reasons for rules and guidelines, through Curriculum for Life (PSHCE), and through the explanation of sanctions and disciplinary incidents.
- Frequent reminders are issued to staff and to pupils to ensure a consistent approach to behaviour management that is known and understood by all.
- Discriminatory or extremist opinions or behaviours are challenged as a matter of routine.
- The school's e-Safety User Agreement sets out rules to help protect pupils by describing acceptable and unacceptable computer and mobile device use. They are intended to ensure that pupils are responsible users and stay safe while using digital technologies for educational, personal and recreational use.
- Through the co-curriculum pupils are encouraged to take responsibility for themselves and others by participating in activities that require team work. For example the Year 9 Giggleswick Certificate where all pupils work together to develop skills and resilience, culminating in a two-day self-reliant expedition. Experienced cadets take on leadership and instructing roles within the three sections of the Combined Cadet Force.
- High standards of dress and personal appearance are expected at all times as indicators of self-discipline, self-respect, personal organisation and a positive attitude to learning.
- Sixth form pupils are encouraged to take on the role of subject mentors in academic activities, working collaboratively with younger pupils and modelling good study skills and learning habits.
- Within the boarding house structure, House Seniors play a key role in supporting the pastoral welfare of all pupils. They work in conjunction with Senior House Staff in building a culture of mutual respect within the House and school.
- The Praepostors (School Prefects) meet weekly with the Headmaster, Deputy Head and Senior Master. Patterns of behaviour are discussed as are ways in which the school responds and ways in which good behaviour can be promoted or modelled.
- As a community the school seeks to develop pupils who are self-aware and understand the impact of their behaviour on others and are aware and tolerant of differences.
- Strong and supportive friendships are formed between year groups in House that enable pupils to share experiences and help them to develop greater resilience in dealing with any setbacks they may encounter.
- All staff are encouraged to highlight positive behaviour to the Head or Deputy Head who will seek opportunities to commend a pupil informally or formally in writing. There is a culture of saying 'thank you'.
- Credits can be awarded by any member of staff for good behaviour, positive contributions to any activity, volunteering and acts of kindness. Such behaviour can also be acknowledged by a pupil being recommended to go to Headmaster's Time, which is followed up by a letter home.



- Service to the community, self-discipline and sustained positive behaviour leads to the award of positions of responsibility within school.
- Open Speech Day prizes are awarded for those who lead by personal example, are good ambassadors and who achieve success in the face of adversity. Citations which go along with these awards promote the positive behaviour that led to the award being made.
- Colours can be awarded not only for excellence in sport and the performing arts but also for good sportsmanship and sustained commitment.
- Where concerns about patterns of behaviour emerge House Staff contact parents and will liaise with them to devise and implement shared strategies to support a pupil. Support may also involve liaison with external agencies and behavioural strategies may be incorporated into a LaMP (Learning and Management Profile) for an individual pupil.
- All staff have a responsibility to be aware of the contents of the LaMPs of the children they teach and to consistently implement any behavioural strategies they contain.
- Sanctions are recorded on the school's Management Information System (iSAMS). This enables them to be monitored, so that any patterns of behaviour; or patterns of behaviour by particular groups; or inconsistent application of sanctions are identified and preventative intervention put in place.

3. SANCTIONS

3.1 In addition to academic sanctions the school has behavioural sanctions for disciplinary matters. When school rules are broken there is a series of sanctions that are intended to be reasonable, proportionate to and where possible related to the broken rule.

With particular regard to the protected characteristics set out in the Equality Act 2010 the school has a duty to consider making **reasonable adjustments** to any of these sanctions where a pupil has a special educational need or disability. These sanctions may also be adjusted to take account of a pupil's age and any other special circumstances.

Below is an illustration of some of the sanctions the school uses with illustrations of the types of behaviour where they may apply.

The use of corporal punishment is prohibited.

3.2 NEGATIVES

For misbehaviour in lessons, around the School and outside the School, there is a clear process to follow. At the negative 1 level, this is for disruption to learning, and can result in a Faculty or teacher level detention at a time to suit the teacher. A negative 2 detention is for **persistent** disruption of learning, whereby it is affecting the teacher's ability to teach, other students' ability to learn effectively and the student's own ability to learn and progress. These are **repeated** Level 1 behaviours and despite the reminders, the student chooses not to co-operate with expectations. The detention is from 1615-1645 each evening with a member of the wider Leadership team, where they will discuss what went wrong in the lesson and how to ensure that there is no repeat going forwards. A missed Level 2 detention without a valid reason will result in an escalation of sanctions.

If a pupil is adversely disrupting the learning of others within a lesson, and despite all of the warnings and the aforementioned process they have not addressed their behaviour, then they will be removed from the lesson immediately. They will be taken to the library with a member of the wider leadership team with the learning materials from the lesson. They will be re-integrated back into lessons when the member of staff feels that it is appropriate to do so.



Appendix A outlines the thresholds for sanctions and parental contact for persistent poor behaviour.

3.3 A VERBAL REPRIMAND OR WARNING, LOSS OF FREE TIME

A member of staff can issue a verbal reprimand and give a clear warning about future conduct. Subsequently, members of staff may detain a pupil for 10 minutes at break, lunchtime or after lessons; however, this must still allow a pupil reasonable time to eat, drink and use the lavatory. In these circumstances it must be reported to Senior House Staff and recorded on the management information system.

3.4 HOUSE SANCTION

For misbehaviour in and around a House, a pupil may be given tasks (max 30 minutes duration) by House Staff. This is recorded by Senior House Staff on the school's management information system and worked off, usually with tasks around the House, under the supervision of the duty house staff.

3.5 BEHAVIOUR DETENTION

There is also a detention for behaviour which takes place usually on Thursday evening (1625 - 1755) for students who have missed timetabled lessons, games or activities and is supervised by a senior member of staff on the week's duty team. The teacher who has put the pupil in detention adds them to iSAMS, states what additional work has to be done and Senior House Staff must be informed. Senior House Staff must contact parents to make them aware of this detention in advance.

3.6 HOUSE REPORT

For pupils who misbehave in House by failing to turn up for Registration/Lines or being out of bounds or where a pupil fails to attend a school event or commitment such as meals, etc. a pupil may be put on House report. This sanction is imposed by the Housemaster or Housemistress. A house report may also be issued by the Deputy Head or Senior Master to denote a behavioural concern, as a pre-cursor to the full school report.

The House Report card is issued by, and recorded by, the Housemaster or Housemistress and has to be signed at stated times by members of House Staff and/or a member of the Senior Leadership Team. Whilst on House Report, a pupil may not go beyond the main School area (except to games) and may not leave his/her House after tea.

3.7 SCHOOL REPORT

For persistent or serious misbehaviour, a pupil may be put on School Report. As an illustration only this would include being out of bounds, persistent poor behaviour, or use of unacceptable language. This sanction would be imposed by either the Deputy Head, the Senior Master or the Headmaster, after discussion with the Housemaster or Housemistress. The Report Sheet is issued by, and recorded by, the Deputy Head or Senior Master and has to be signed at stated times by the Deputy Head or Senior Master, members of staff on meal duties and House Staff.

If on report, a pupil may not go beyond the main School area (except to games) and may not leave his/her House after tea. For each week that a pupil is on Report, he/she may also undertake tasks as directed by the Deputy Head, which are of use to the School Community. These will usually be at the weekend and may include a detention session. It may also include study time.

A pupil may be on Report for anything up to two weeks depending on the seriousness of their misbehaviour. Parents are informed in writing if their son or daughter is placed on School Report.

- (a) Scale 1: (for the first offence): on Report one week. The Deputy Head or Senior Master writes to the pupil's parents;



- (b) Scale 2: on Report for two weeks, the Deputy Head or Senior Master writes to the pupil's parents;
- (c) For further, or more serious offences, the Deputy Head, Senior Master or Headmaster may repeat the Scale 2 punishment, but reserve the right to suspend pupils for persistent smoking or drinking;
- (d) These sanctions are recorded and monitored by the Deputy Head.

3.8 **SUSPENSION**

For serious indiscipline, such as a breach of a significant school rule, a pupil is liable to be suspended. This sanction can only be imposed by, and recorded by, the Headmaster after discussion with the pupil's Housemaster or Housemistress. The parents would be informed and, unless they lived abroad, would be invited to see the Headmaster, who would explain the situation to them.

The period of suspension would normally be for a minimum of three days to a maximum of two weeks spent at the pupil's home, or the home of the pupil's guardian in the case of a pupil living abroad. A pupil who has been suspended might well receive a warning that a further serious breach of discipline would lead to a permanent exclusion. Before returning to school the pupil and parents meet with the Headmaster.

3.9 **INTERNAL SUSPENSION**

There may be occasions when the Headmaster feels that internal suspension is the most appropriate punishment. When a pupil is on Internal Suspension they must attend lessons, games, meals at 07:30, 13:15, 18:15, Chapel and Assemblies and House Meetings. They will not be around the School/Flat area at Breaktime, Lunchtime or other free times and are not allowed to visit other Houses. They may not be allowed to attend trips, or represent their House or School in team events. Visitors will be allowed into their study and they are allowed to visit other areas of their House.

3.10 **PERMANENT EXCLUSION**

The ultimate sanction is permanent exclusion from the School. This might be after several serious breaches of discipline or after only one if it were deemed to be extremely serious. This sanction can only be imposed, and recorded, by the Headmaster, in consultation the Chairman of Governors.

In the event that a pupil makes a malicious allegation or is violent towards a member of staff this is likely to result in expulsion.

3.11 **Additional notes about sanctions**

Any pupil who is admitted to the Medical Centre as a result of drinking alcohol will be given a significant fine (currently £75). This is to cover associated cleaning costs and the additional costs involved in their specialist overnight care. Similarly this fine may also be levied with regard to additional cleaning costs incurred in a House or other school buildings.

This outline of sanctions is intended as an illustration and in some instances the school may decide after careful consideration that the seriousness of the behaviour may warrant a higher level of sanction.

Should a parent wish to **make an appeal** against a permanent exclusion, they should follow the same process as the complaints procedure, a copy of the current procedure may be found on the school's website.



4. EXTERNAL AGENCIES

- 4.1 The school has an Anti-Bullying Policy. Any incident of bullying is taken seriously and severe and persistent bullying could result in suspension or permanent exclusion. Some types of harassing or threatening behaviour, or types of communication, could be a criminal offence and may involve contacting the police or other agencies. A bullying incident will be addressed as a child protection concern when there is reasonable cause to suspect that a child is suffering or is likely to suffer significant harm. In such cases, the Designated Safeguarding Lead will report concerns to North Yorkshire Social Care.
- 4.2 There is also a procedure in place for conducting a search or confiscating any illegal items or items that are prohibited under the school rules. The school has a legal duty to report the possession of some items to the police.

5. CONFISCATION and CONDUCTING A SEARCH

A member of staff may confiscate or retain a pupil's property as a punishment or for the safety of the pupil/s so long as it is reasonable in the circumstances. What happens to confiscated items is detailed in the school's separate policy for conducting a search of pupils and their possessions. This is included in the Parents' Handbook.

6. DISCIPLINE BEYOND THE SCHOOL GATE

- 6.1 The school's rules and standards of behaviour apply when a pupil is on a school trip; when a pupil is travelling to or from school; and when a pupil is in school uniform or identifiable as a pupil at the school. Any breach of a school rule in these circumstances will be treated seriously.
- 6.2 The school may also take disciplinary measures where a pupil misbehaves in a way that: poses a threat to another pupil or member of the public; could have repercussions for the orderly running of the school; or could adversely affect the reputation of the school.

7. RESTRAINT OR REASONABLE FORCE

- 7.1 Guidance for staff on the use of restraint and reasonable force is incorporated into the Staff Code of Conduct which is made available to parents and pupils on the school's website.
- 7.2 **Corporal punishment is illegal in all circumstances.**

8. MONITORING AND EVALUATION

- 8.1 Feedback on the School's approach to rewards and sanctions will be sought from pupils via a variety of means, including School Council, and occasional questionnaires.
- 8.2 The monitoring and evaluation of the effectiveness of this policy and its implementation will be carried out by the Deputy Head, taking account of information provided by the Senior House Staff. It is reviewed annually.
- 8.3 All rewards and sanctions are saved on pupil records and patterns of behaviour are assessed using logs in iSAMS.

Reviewed by: A Simpson, Deputy Head
NA Gemmell, Senior Master
MM Turnbull, Headmaster

Review period: Annual
Updated: February 2021
Approved by: Governors' Boarding & Pastoral Committee, March 2021
Next review date: February 2022



Guidance

Behaviour and Discipline in Schools published by the DfE (updated January 2016)

Getting the simple things right: Charlie Taylor's behaviour checklists published by the DfE (2011)

APPENDIX A: Thresholds for addressing persistent poor behaviour

Early intervention:

The tutor will need to intervene if a student receives more than one negative in a 24 hour period – they should talk to the student and communicate home to make them aware of what has occurred and what they have done to support the child.

This should be supported by the lower-level sanctions contained within this policy, e.g. departmental and faculty detentions

Any intervention or detention should be logged in iSAMS by the tutor or class teacher, either as a SS Comment or as a SS Sanction.

Whole-school intervention (totals for the year):

- 10 negatives - Divisional Head intervention
 - SATIS/House Report + contact home
- 20 negatives – Assistant Head (Academic) intervention
 - Full school report (level 1) + parents invited into school for a meeting
- 30 negatives– Deputy Head intervention
 - Full school report (level 2) and parents back into school for a meeting
- 40 negatives – Headmaster intervention
 - Likely suspension and parents in to meet with the Headmaster
- Persistent poor behaviour after this point will require further escalation and possible exclusion from the school.

Failure to adhere to any above sanctions will necessitate an immediate escalation.

These thresholds will hold if the student continues to accrue negatives, however, if the student demonstrates sustained positive conduct then progression to the next stage can be delayed whilst this performance is maintained. The student's behaviour will then continue to be monitored to ensure that there is no regression, which would then require further intervention and escalation.

In order to ensure that each student has the opportunity to achieve positive conduct, we will 'reset' the conduct scores at the start of each term, but we will continue to monitor closely any student who has had intervention in the previous term. This does not mean that a student loses all of their accrued negatives, but it does give them a chance to exhibit positive behaviours without significant intervention. If a pattern of poor behaviour continues then they will return to their previous point on the intervention cycle.

The Deputy Head has the ability to amend any entries on iSAMS if deemed inappropriate or if mitigating circumstances come to light. Special consideration will be given to any patterns of behaviour if linked to SENs or known concerns.