GIGGLESWICK
SCHOOL

Behaviour, Rewards and Sanctions Policy

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1 INTRODUCTION

Giggleswick School's ("the School") Behaviour, Rewards and Sanctions Policy is designed to promote and encourage good behaviour in and around School, travelling to and from School, on any School activity, and on any occasion when a pupil may be identified as being a member of the School. It is based on clear values which the School promotes. These include those of courage, commitment, compassion, curiosity and integrity.

It places a great emphasis on the positive behaviour to be expected and rewarded, as well as prevention of what is deemed unacceptable through a series of clearly defined sanctions. Boundaries are made clear and the School's 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. At its heart is the promotion of a good teaching and learning environment in which all pupils feel safe and can fulfil their potential.

The Policy aims to safeguard and promote the welfare of all pupils, aiming to protect them from all kinds of discrimination, harassment and bullying. It recognises the duty of the School to promote racial and gender equality and to take action to tackle inequalities and discrimination of any kind that are identified, including with respect to pupils who have special educational needs or disability. It relies on a spirit of mutual respect between parents, pupils and staff; it takes into account non-statutory guidance for headteachers and school staff published in 'Behaviour in Schools' (September 2022) and the Equality Act of 2010. It is subject to at least annual review by the Second Master in consultation with others.

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.

The School's Anti-Bullying Policy, the School Rules, the Pupil BYOD Policy, Acceptable (Online) Use Policy, and this Behaviour, Rewards and Sanctions Policy are included on the School 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 bulletin, *In Touch*. Pupils are expected to know and understand the School Rules. These will be reinforced in assemblies, by house staff and tutors, and on other appropriate occasions.

The School ensures that all pupils have clear guidance and instruction at the start of term, and throughout the academic year, via assemblies, House meetings and tutor times, to ensure that they are aware of the additional expectations.

2 EXPECTED BEHAVIOUR

The School is a community where the welfare of all is protected and promoted. To this end, certain standards of behaviour are expected of all pupils in and around the School, on the way to and from School, on any School activity and on any occasion when a pupil may be identified as being a member of the School. These expectations are promoted and reinforced, within the overall School Behaviour, Rewards and Sanctions Policy, and by a system of rewards and sanctions. We expect all pupils to:

Show compassion and respect for others and the environment:

- Show good manners, tolerance, regard for authority and for individual privacy.
- Understand and celebrate difference and diversity in others.
- Support, promote and adhere to the School's Anti-Bullying Policy.
- Avoid bad language and any behaviour which might cause offence.
- Respect the property of others.

- Look after the fabric and property of the School.
- Think 'green' in attitude to the School and wider environment.
- Respect other people's working and living environment by avoiding undue noise.
- Avoid dropping litter.

Make a positive contribution to the School community by:
- Taking pride in the School and being its ambassador.
- Engaging with and committing to a wide range of activities.
- Developing skills and interests by full commitment to co-curricular activities.
- Supporting activities to help the wider community outside the School.

Be ambitious at, and for, their School:
- Value effort and achievement.
- Take responsibility for learning and academic progress.
- Help promote a positive learning atmosphere in the classroom and elsewhere.
- Prepare for life after School by developing good work habits and social skills.

These are summarised by Giggleswick's 'The Little Things' which are displayed throughout School and in Houses and Classrooms (see Appendix A).

Through the PSHE programme and co-curricular activities, pupils are also encouraged to build resilience by identifying and assessing risk and adjusting their behaviour accordingly.

3 PROMOTING GOOD BEHAVIOUR

It is important to establish a culture in which praise and encouragement far outweigh the frequency of sanctions and admonition. Rewarding pupils for achievement, effort, improvement, and positive behaviour motivates them and creates the best climate for effective teaching and learning. The School takes pride in celebrating the success of its pupils and in communicating this success to them and to their parents.

Relationships between pupils and between pupils and staff at the School are founded in the mutual respect that is gained and developed in shared participation in the life of the community.

The expectation of the conduct of staff and pupils is that they model good behaviour, such as politeness, courtesy, good manners and care for each other and for the environment.

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 commendations 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 Director of Studies.

- Teachers set high expectations and challenge misbehaviour but try also to encourage pupils to understand the positive reasons for rules and guidelines, through PSHE, and through the explanation of sanctions and disciplinary incidents.

- Pupil Progress Reports (PPRs) are analysed carefully, and special recommendations awarded publicly to those pupils who secure an average attainment score above 4.2.

- 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 Online 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 teamwork. The Giggleswick Diploma encourages pupils to engage in a wide range of activities; the Year 9 Giggleswick Certificate, where all pupils work together to develop skills and resilience, culminates in a two-day self-reliance 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. They are also encouraged to lead CASE activities.

- 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. Upper Sixth pupils are appointed as mentors to new pupils in younger year groups.

- The Praepostors (School Prefects) meet weekly with the Headmaster andSecond 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 Second Master 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. They are recorded on the School's Management Information System (iSAMS).

- 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) or staff support document 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 iSAMS. This enables them to be monitored, so that any patterns of behaviour, patterns of behaviour by particular groups, or inconsistent application of sanctions are identified and preventative intervention put in place.

3.1 REWARDS

Credit 1 – worth 1 point
Rewards **good** individual achievement within the school context including classroom learning, independent study, and co-curricular activities. It also rewards positive behaviour around school and in House.
Certificates are given in the end of term assembly for highest number of credits within a year group. The top 3 pupils are recognised.

Headmaster's Commendation – worth 2 points
Rewards **exceptional** individual achievement within the school context including classroom learning, independent study and co-curricular activities. It also rewards leading by example and a high level of service to others.
Prizes will be given in the bi-weekly assembly to those pupils achieving 5 Headmaster's Commendations within one term.

Commendation for Distinguished Achievement – worth 3 points
Rewards sustained and transformative impact often recognised outside of the school community at regional, national or even international level, influence others beyond oneself.
Recipients will be recognised at the bi-weekly assembly with a certificate.

4 SANCTIONS

Sanctions are necessary in a school community to: promote positive behaviour; to support a good teaching and learning atmosphere; to encourage a proper regard for authority; to protect all members of the community; and, to reinforce rules as laid down in the School Rules. They are most useful when seen by everyone as a deterrent, although there are circumstances when they can be effectively employed as a supportive intervention to encourage a pupil. When used, they must be applied fairly and consistently and be proportionate to the seriousness of the offence. This means that there must be a scale of sanctions with clarity over whose responsibility it is to apply them at the appropriate level.

Sanctions can be applied for unacceptable academic work as well as behavioural issues. It is important to recognise that sanctions may be applied for misbehaviour outside of School and that in certain situations teachers may confiscate items and search without consent for specific items (see policy on searching and confiscations). In addition, in some clearly defined circumstances teachers may use reasonable physical force as a way of resolving behavioural issues (refer to the Restraint Policy). However, physical restraint as a method of imposing or enforcing a sanction is prohibited, whether or not within the School premises.

In setting out this scale of sanctions, 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. The intention is to provide clarity in empowering members of staff to deal with situations themselves or know how and when to pass it on to higher authority. It should not preclude simple remedies like dealing directly with low-level poor behaviour in the classroom, or reporting a pupil to his Housemaster/mistressor Second Master. It is important that clear records of sanctions are maintained and that parents are informed at an appropriate time – this will depend on the nature of the offence and the level of sanction imposed.

The use of corporal punishment as a method of imposing or enforcing a sanction is prohibited.

4.1 HOUSE SANCTIONS

These are imposed by Senior House Staff ("SHS") or other members of the House Pastoral Team for misbehaviour in House or, occasionally, for School matters reported to SHS. A certain degree of flexibility is given to SHS, but the sanctions can include extra community duties, detentions in the House and withdrawal of privileges for a defined period of time. No pupil may impose a sanction on another pupil. House Seniors can discuss situations with their SHS and request that sanctions be applied. Sanctions must not involve deprivation of sleep or food.

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.

The House Report card is a single 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.

SHS keep a record of sanctions imposed at this level.

The list below gives examples of misdemeanours which may be sanctioned through a House Report card:

- Sleeping in/missing registration
- Misbehaviour after lights out (being out of one's room, excessive noise, disruption to others)
- An untidy room despite warnings to tidy
- Poor behaviour towards staff in House (if serious, this may be elevated to a School-level sanction)
- 'Burner' phone/device misuse in House
- Missing meals
- Issues with uniform (wearing incorrect uniform in School, being continuously untidy in School)
- Disrupting other pupils during 2nd Prep

4.2 LIST OF SANCTIONS

Admonishing a pupil is often as effective as any formal sanction and should be the first recourse for any member of staff. Constructive discussions that actively engage pupils with their teachers build goodwill and encourage reflection. This engagement and reflection is more likely to resolve issues before they escalate, giving pupils ownership of the solution.

All staff issuing sanctions should make a record of the pupil's behaviour and their action(s) in response to this behaviour on iSAMS using the SS Sanctions function.

The Sanctions section of ISAMS will contain the following options:

1. Teacher Detention: 10.45 or 15.45 (Monday to Friday)
2. Department Detention: 10.45 or 15.45 (Monday to Friday)
3. Lunchtime Detention: 13.00 to 13.15 (Monday to Friday)
4. Whole School detention: 16.00 to 17.00 (Friday)
5. Headmaster's Detention: 13.00 to 15.00 (Saturday)

Teacher Detention (Academic and Behaviour)
Before awarding a teacher detention, the pupil should have received a warning.
The following misdemeanours could lead to a teacher detention:

a) Late prep/ no prep
b) No equipment/book
c) Poor attitude in lesson (LLD) (not bad enough to warrant removal)

Department Detention
Heads of department will support members of staff within the department by awarding a department detention.
This will be for repeat misdemeanours

a) Late prep/ no prep
b) No equipment/book
c) Poor attitude in lesson (LLD) (not bad enough to warrant removal)

Lunchtime detention
This will be staffed by a senior member of staff. Pupils attend in full school uniform in the Sharpe Library and fill in a reflection form which is sent to their Housemaster/Housemistress.
The following misdemeanours could lead to a lunchtime detention:

a) Late to a lesson or activity
b) Escalation of repeat misdemeanours
c) Missing a teacher/department detention
d) Disrespect
e) Chewing gum
f) Uniform
g) Phone out

Whole School detention
This will be staffed by the Duty Team member. Pupils will attend in full school uniform in the Sharpe Library. No devices will be allowed. A written exercise will be given. Parents will be informed of this detention by their academic tutor/Senior House Staff.
The following misdemeanours could lead to a whole detention:

a) Missing a lesson or CASE
b) Missing Chapel
c) Missing Games
d) Missing a lunchtime detention
e) Out of bounds
f) Removal from a lesson
g) Accumulation of detentions

Headmaster's Detention
This detention is for serious offences. Only the Assistant Head Pastoral or Second Master will place a pupil in this detention. Pupils attend in full school uniform in the Assembly Hall. No devices will be allowed. Pupils will be given a written exercise which is relevant to the misdemeanour. Parents will be informed of this detention by the Assistant Head Pastoral or Second Master via the pupil's Housemaster/Housemistress. The Detention takes place from 1300-1500hrs on Saturday. In exceptional circumstances, the time of the detention may be

moved or for a higher tariff sanction that does not meet the suspension threshold, a pupil may be placed in an internal suspension. On exeat weekends/half terms, the detention may be scheduled at other times or carried over.

The following misdemeanours could lead to a Headmaster's detention:

a) Vaping
b) Alcohol consumption
c) Homomisian (defined as the hatred or prejudice against homosexuals)/Racist/Misogynistic comment
d) Swearing directly at a member of staff
e) Repeated removal from lessons/high level disruption
f) Repeated misdemeanours from Whole School detention.
g) Missing Whole School detention.

Whole School detention and Headmaster's detention will take precedence over any other school activity.

In the event of a possible breach of one of the cardinal school rules a pupil may be awarded an internal suspension. This is normally for one working day whilst there is an investigation into the incident. The pupil will be removed to the Sharpe Library and will be set academic work to complete in an exercise book as no device will be allowed. The pupil will be supervised by the member of staff 'on call' and at all other times will be escorted by a member of House staff. A day pupil will be picked up by a parent or guardian at 17.00. A boarder will return to house after tea and will be supervised in 2nd prep. Thereafter, the pupil will be gated to house.

4.3 OTHER SANCTIONS

Other sanctions which may be awarded include the use of **Satis Cards** – these are normally issued for a period of time to pupils who repeatedly fail to complete academic work to a high standard or who are exhibiting poor standards of behaviour during lessons. Satis Cards can be issued for any misdemeanour ranging from 3 days to an indefinite period until the pupil corrects their behaviour. Parents will be informed by Senior House Staff and the pupil's Tutor is also involved in discussions around the Satis Card.

4.4 REMOVAL FROM CLASSROOMS

There is always a senior member of the teaching staff or Senior Leadership Team allocated to the On Call rota during the teaching day. Teaching staff are able to use the designated (#remove) email address to summon the On Call duty member of staff. This is most likely for assistance in helping an unwell pupil to be escorted to the Wellbeing Centre or back to House.

Removal may also be for serious disciplinary reasons: to maintain the safety of pupils and to restore stability following an unreasonably high level of disruption, to enable disruptive pupils to be taken to a place where education can be continued in a managed environment, or to allow the pupil to regain calm in a safe space. If the member of staff on call can facilitate the reintegration of the pupil into the classroom then they will do so. Otherwise, pupils will be expected to work silently in the Library under supervision until they can be reintegrated into lessons.

Removal from the classroom should be considered a serious sanction. It should only be used when necessary and once other behavioural strategies in the classroom have been attempted, unless the behaviour is so extreme as to warrant immediate removal. It would then normally be accompanied by a Whole School Detention.

4.5 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 an offence relating to breaking one of the cardinal School Rules. This sanction would be imposed by either the Assistant Head, Pastoral, Second Master or the Headmaster, often after discussion with the Housemaster or Housemistress. The Report Card is issued by, and recorded by, the Second Master and has to be signed at stated times by the Second Master, members of staff on meal duties and House Staff. Pupils are normally gated to house in the evenings and banned from Settle for the duration of their report. For each week that a pupil is on Report, he/she may also undertake tasks as directed by the Second Master, 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 supervised study time in first and second prep.

A pupil may be on Report for any designated period of time up to three 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 for up to one week. The Housemaster/mistress or the Second Masterwrites to the pupil's parents.

b) Scale 2: on Report for up to two weeks, the Second Masterwrites to the pupil's parents.

c) For further, or more serious offences, the Second Masteror Headmaster may repeat the Scale 2 punishment for longer, but the Headmaster reserves the right to suspend pupils for persistent smoking or drinking.

d) These sanctions are recorded and monitored by the Second Master.

4.6 SUSPENSION AND EXCLUSION

These are only given by the Headmaster, or the Second Master in the Headmaster's absence. The Headmaster may, at his discretion, require parents to remove or may suspend or permanently exclude a pupil from the School if he considers that the pupil's attendance, progress or behaviour (including behaviour outside the School) is seriously unsatisfactory and in the Headmaster's reasonable opinion, the removal is in the School's best interests or those of the pupil.

For temporary suspension, a distinction is made between a neutral suspension and one which is punitive in nature; the Headmaster will make it absolutely clear to the parents and to the pupil which of these is being invoked. In certain circumstances, for example when an allegation made against a pupil requires an investigation and, additionally, when the pupil's presence in School might influence this investigation, the Headmaster may require the pupil to be suspended pending the outcome of the investigation. This suspension would not automatically be recorded nor viewed as a sanction but would, rather, be a neutral act. If, following the investigation, the allegation is not upheld then the pupil may return to School without any disciplinary consequences. If the allegation is upheld and the Headmaster deems a suspension to be appropriate, the time already spent away from School can, at the Headmaster's discretion, be viewed as the recorded sanction.

For a punitive temporary suspension, the Headmaster will write a letter to the parents, which might include a formal warning, and see the pupil and parents on return. A notice may be published on the Staff Room noticeboard at the Headmaster's discretion. The Second Master or Housemaster/mistress would have the responsibility of informing parents before a pupil is suspended, arranging a collection time and ensuring that appropriate work is taken home. The length of the suspension will vary according to the circumstances and nature of the offence, but will generally not be longer than a week.

4.7 PERMANENT EXCLUSION

A distinction is made between permanent exclusion and requirement to leave. A pupil is liable to expulsion for a grave breach of School discipline, for example a serious criminal offence or some wilful act calculated to cause serious damage to the School, its community or any of its members. In the event that a pupil makes a malicious allegation or is violent towards a member of staff this is likely to result in exclusion.

Formal exclusion means that the pupil's name will be removed from the School roll and reference to the facts and circumstances will be made in response to every request for a reference. For a breach of School discipline falling short of one for which expulsion is necessary, a pupil may be required to leave permanently. In such circumstances, reasonable assistance will be given in helping the pupil to make a fresh start at another School. A boarder may also be required to leave the boarding House without necessarily being required to leave the School. In any circumstances where permanent exclusion is being considered, the Headmaster is required to act fairly and in accordance with the principles of natural justice. He will use every reasonable endeavour to contact parents before any final decision is taken.

All records of suspensions and exclusions will be kept by the Headmaster's PA and must be notified to the Chairman of Governors. The Second Master retains a log of such sanctions and includes these within the termly safeguarding report issued to the Governing Body. The procedure for appealing against a permanent exclusion is set out in the 'Appeal Against Exclusion Procedure' to be found on the School's website.

4.8 ADDITIONAL NOTES ABOUT SANCTIONS

Any pupil who is admitted to the Wellbeing 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.

5 EXTERNAL AGENCIES

Any incident of bullying or other forms of child-on-child abuse 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 Children's Social Care.

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.

5.1 POLICE INVOLVEMENT

Government guidance requires that any report of rape, assault by penetration or sexual assault should be referred to the police as these are potentially criminal offences. Ultimately, the School reserves the right as to when to tell/involve the police and any decisions are for the School to make on a case-by-case basis, with the DSL (or a deputy) taking a leading role, using their professional judgement, and being supported by other agencies, such as children's social care and the police as required.

In respect of "Sharing nudes and semi-nudes" – where there are abusive and/or aggravating factors, incidents should always be referred to the police. The decision to respond to the incident without involving the police or children's social care should only be made in cases where the DSL is confident that they have enough information to assess the risks to any child or young person involved and the risks can be managed within the School's pastoral support and disciplinary framework and, if appropriate our local network of support. In such cases, advice will always be sought from the local MAST professional advice service.

At this stage, the School will generally inform parents or carers unless there are compelling reasons not to, for example, if informing a parent or carer is likely to put a child at additional risk. In circumstances where parents or carers have not been informed, it will be especially important that the School is supporting the pupil in any decision they take. This should be with the support of children's social care and any appropriate specialist agencies. Where a report has been made to the police, the School should consult the police and agree what information can be disclosed to staff and others, in particular, the alleged perpetrator(s) and their parents or carers. They should also discuss the best way to protect the victim and their anonymity.

Ultimately the decision as to whether to discuss with pupils and parents pre and/or post police involvement will be taken on a case-by-case basis considering various factors such as those set out above and also GDPR, confidentiality and the risk of harm to the pupil and/or to others. Age, capacity and pupil wishes are also relevant factors as to what is discussed with a) pupils and b) parents pre and post police involvement.

6 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.

7 DISCIPLINE BEYOND THE SCHOOL GATE

The School Rules, available on the School website, 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.

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.

8 RESTRAINT OR REASONABLE FORCE

Guidance for staff on the use of restraint and reasonable force is incorporated into the Staff Code of Conduct and the Restraint Policy, which is made available to parents and pupils on the School's website.

9 MONITORING AND EVALUATION

Feedback on the School's approach to rewards and sanctions will be sought from pupils via a variety of means, including School Council, Pupil Wellbeing Surveys and other occasional questionnaires.

The monitoring and evaluation of the effectiveness of this policy and its implementation will be carried out by the Second Master, taking account of information provided by the Senior House Staff. It is reviewed annually.

All rewards and sanctions are saved on pupil records and patterns of behaviour are assessed using logs in iSAMS.

The Little Things

Living Our Values Every Day

At Giggleswick, we believe that character is shaped by everyday actions. These "Little Things" help us build a community grounded in:

Courage, **Commitment**, **Curiosity**, **Compassion**, and **Integrity**

1. Appearance

Wear the correct uniform, properly and with pride. It reflects self-respect and a shared commitment to the standards we uphold together.

2. Punctuality and Organisation

Be on time and ready for action. It shows reliability, respect for others, the courage to meet your responsibilities head-on and a commitment to doing things properly

3. Classroom Courtesy

Listen well. Speak kindly. Engage thoughtfully. These habits create a space where curiosity can flourish and everyone feels valued.

4. General Courtesy

Acknowledge others. Look up, not down. Be present. Small gestures of respect and compassion help build a stronger, more connected community.

5. Prep

Do it on time and to the best of your ability. It's not just about getting it done—it's about taking pride in your learning and pushing yourself to grow.

6. Gratitude

Say thank you—and mean it. Whether spoken or written, gratitude shows awareness of others and a generous spirit.