



GUILSBOROUGH ACADEMY
POSITIVE BEHAVIOUR POLICY
'The Guilsborough Way'

Policy Name	Positive Behaviour Policy
Policy Owner	Vice Principal
Statutory	No
Authorisation	Standards and Curriculum

Date Ratified	Review Date
September 2025	September 2026



Legislative Guidance

DfE – Behaviour in Schools
DfE – Suspensions and Permanent Exclusions
DfE – Keeping Children Safe in Education
DfE – Searching, Screening and Confiscation
DfE – Use of Reasonable Force
DfE – SEND Code of Practice

Linked Policies

Vision and Values
Anti-bullying Policy
Suspension and Permanent Exclusion Policy
Personal Mobile Digital Device Policy
Curriculum Policy
Assessment, Recording and Reporting Policy
Physical Intervention Policy
Inclusion Policy
Safeguarding Policy



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This Policy should be read in conjunction with our:

- Vision and Values
- Anti-bullying Policy
- Exclusions and Suspensions Policy
- Personal Mobile Digital Device Policy
- Curriculum, Assessment and Reporting Policy
- Physical Restraint Policy
- Special Educational Needs and Disabilities Policy
- Safeguarding Policy

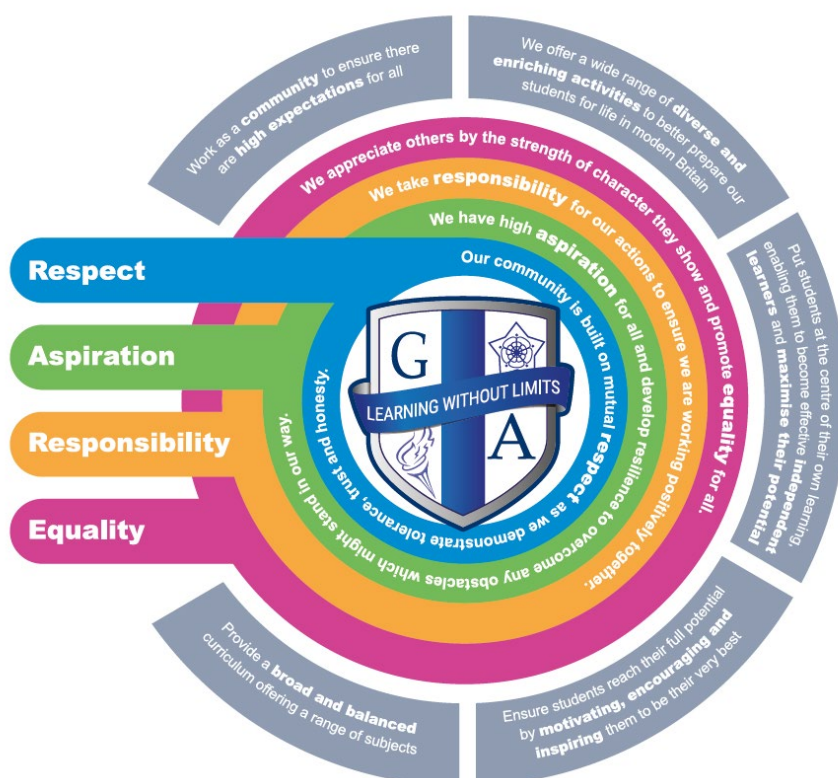


Guilsborough Academy Values

Guilsborough Academy's Positive Behaviour Policy demonstrates our high expectations of students' behaviour and conduct in ensuring a calm, safe and supportive environment conducive to effective learning. **Our Positive Behaviour Policy aims to support and promote good behaviour by developing the school community through shared values.** Our students contribute to the design and implementation of our Positive Behaviour Policy through timely student voice as we strive to ensure that everyone treats one another with dignity, kindness and respect.

Education concerns academic values, in addition to the social, moral and emotional development of children. We aim to develop each child's capacity for self-discipline, good personal relationships and a tolerant understanding of other people's rights and perspectives. **Positive contributions** to the ethos and culture of Guilsborough Academy are rewarded and behaviour that limits the learning opportunities of others is not tolerated.

Our four values of **Respect, Aspiration, Responsibility** and **Equality** are the cornerstones of our Positive Behaviour Policy and importantly, provide the overarching values and character traits of our school community. These four values provide greater opportunity for positive behaviour beyond a prescribed list of 'school rules' by encouraging students to fulfil and exceed each value. Our assembly and Registration programmes ensure common understanding of each value and its demands.



‘The Guilsborough Way’ – it’s how we do things here...

To support our students to achieve these values, we have non-negotiable behaviours that all students must meet, known as ‘**The Guilsborough Way**’:

1. Be on time and attend all lessons.
2. Use appropriate language at all times.
3. Wear uniform correctly (Sixth Form to follow dress code).
4. Have correct equipment for all lessons.

Our non-negotiables are consistently communicated with our students at the beginning of every term, as well as during assemblies and Registration programmes throughout the terms. The Guilsborough Way weekly registration programme explicitly teaches students of how to meet and uphold the Academy’s non-negotiable behaviours. Guilsborough Academy is committed to informing parents/carers of their child’s successes in fulfilling our values, as well as shortfalls. ‘Live’ behaviour (positive and negative) information is communicated daily via Bromcom, along with attendance data.

Student Support – Team Around the Year

Our Team Around the Year structure ensures that students have a range of staff supporting their academic and personal progress, as depicted below. Form Tutors remain the first point of contact for students and parents/carers regarding any concerns.



In addition to this, Guilsborough Academy monitors students whose behaviour causes concern for their own and others development. In response, the Academy organises appropriate support to meet their individual needs. This support is differentiated to help the individual fulfil their behavioural and/or academic potential and might include:

- Contact with parents/carers such as email, telephone calls or meetings (face-to-face and virtual)
- Responsibility Card – a staged approach to monitoring students’ behaviour (positive and negative) across a fortnight where students pledge to achieve a specific number of ‘points’. The responsibility card escalates across staff leadership levels. Specifically, Form Tutor, Head of Year, Senior Leadership Team, Vice Principal and Principal.



- Restorative conversations
- Assertive or peer mentoring
- 'Meet and Greet' sessions
- Short interventions on elements of social, emotional and behavioural skills (Thrive)
- Designated keyworker member of staff
- Access to a careers advisor
- Social passport (where social time is organised for the student through a range of activities)
- Timetable amendment
- Pastoral Support Plan (PSP) that collaborates with the family in supporting the child's improvements
- Support from the community (e.g. PCSO)
- Referrals for specialist advice relating to behaviour and attendance such as the School Attendance Support Officer (SASO) and the Office of Police Fire and Crime Commissioner (OPFCC) Youth Service
- Referral to the Academy's counselling provisions (the LowDown or Mental Health Support Team)
- Consideration of an alternative curriculum that may include access to the Academy's Outreach
- Establishing a Family Help Plan/Early Help Assessment (EHA) to support a child's need in school and at home, which will enable wider multi-agency support
- Reviewing a student's Personal Education Plan (PEP) if they are Child in Care (CIC)
- Support from Children's services
- Off-site direction where a student is directed to study elsewhere than the Academy
- Referral to the Academy's SENCO with an IEP/student passport devised
- Referral to Education and Inclusion Partnership Team (formally known as EIPT and now part of the School Attendance Support Service (SASS))

In addition to the above, Guilsborough Academy also works with individual students to identify barriers to their positive behaviour. Specifically, through one-to-one mentoring and meetings.

Where a student is identified as having a Special Education Need and Disabilities (SEND), we utilise the Graduated Approach (assess, plan, do review) to evaluate the impact of support strategies for promoting positive behaviour. As far as possible, Guilsborough Academy seeks to anticipate likely triggers of misconduct for students with SEND and endeavour to prevent these.



Rewarding Positive Behaviour and Achievement – 'Empowered'

At Guilsborough Academy, we believe that every member of our community deserves to have their successes acknowledged and we are therefore committed to celebrating achievement, including those outside of school. To facilitate this, we encourage parents/carers to email their child's Form Tutor regarding accomplishments such as musical, sporting, artistic, social etc.



The Academy's reward system is called 'Empowered' and all Academy staff are encouraged to award students for their successes via this system and Bromcom. Students earn positive points throughout the academic year and aim to achieve the following awards:

- Form Tutor – 250 points
- Assistant Head of Year – 500 points
- Head of Year – 1,000 points
- Senior Leadership Team – 1,250 points
- Vice Principal – 1,500 points
- Principal – 2,000 points

An example of some of the types of positive points students can earn are:

Points	Description
5	Excellent written work Excellent staff support Excellent practical work Excellent peer support excellent manners Excellent leadership Excellent homework Excellent effort Excellent demonstration of Academy RARE values Excellent contribution to lesson
10	Tutee of the Fortnight Student voice participation Student leadership Improved attendance (termly)
25	Student of the Term Represented the Academy No negative points (termly) Millionaire Reader Excellent progress between assessments Competition winner Charity event (organised/led) 100% attendance of extra-curricular activity (termly) 100% attendance (termly)
5	Volunteering Peer-support Litter-picking Impeccable manners Competition entry Extra-curricular activity attended



Students' successes are recognised in a termly Celebration Assembly, as well as weekly during Registration sessions with their Form Tutors.



Opportunities for Students

Students have many opportunities to demonstrate leadership skills and qualities at Guilsborough Academy.

Student leadership opportunities

All students are encouraged to apply for a range of leadership opportunities throughout their time at Guilsborough Academy to develop their confidence and gain skills for future employment. For example, Year 7-11 are invited to participate in the Student Parliament with focussed student voice meetings with a member of the Senior Leadership Team throughout each term. Additionally, Year 11 students can participate in planning committees for their end of year Prom and yearbook. Moreover, Sixth Form students are encouraged to apply for a position on the Student Leadership Team, which also works closely with the main school.

Guilsborough Academy also offers focussed leadership opportunities such as Peer Mentoring, Reading Buddies, Eco-Committees and Student Receptionists for students who wish to work with a smaller group of peers.

Music

There are frequent opportunities for students to showcase their musical talents across each academic year. Students can perform in assemblies, concerts, 'live lounges' and at community events such as Open Evenings. Students can perform solo or within ensembles such as Rock Band and Strings.

Cross curricular days

Our whole-school regular Life Skills days provide opportunities for students to experience curriculum enrichment activities throughout the year and greater detail of the curriculum journey can be found on our school website. Student voice is complimentary of these additional experiences, particularly when external practitioners support its delivery.

Special events

Special days and visiting speakers punctuate the year, where British values and diversity are central to our desire to develop well rounded future citizens. Our assembly programme celebrates the achievements of individuals, as well as pertinent historical events which are explored further during bespoke Registration activities.

Uniform-free charity days

Charity uniform-free days aim to raise awareness of local, national and international charities, as well as raise funds to support their work. A range of smaller events also occur on these days such as cake sales.

Extra-curricular activities

Across the school there is a fantastic range of activities and events that are available to the students. These range from sporting activities to music, drama and art clubs, as well as table-top gaming and clubs that are based within the Learning Resource Centre. Students regularly attend these activities and develop a wider range of friends and social experiences.

Educational and residential visits

The huge range of educational and residential visits are arranged to cater for all of our students during their time with us, where trips are always oversubscribed. Examples of the educational visits that we offer include ice-breakers, Universities tours, theatre performances and Maths challenges.

Residential visits in the past have included skiing in the United States, Geography and Science field trips, Longtown, and the World Challenge.



Promoting Positive Behaviour and Sanctions

At Guilsborough Academy, we utilise three basic principles when managing students' behaviour:

- Rewards – the Academy's system for rewarding students who try hard, show commitment and demonstrate clear improvement and progress.
- Identifying and not tolerating behaviour that is anti-social, dangerous or harmful to others and their learning in the Academy community.
- Implementing strategies to deal appropriately with poor behaviour.

The overarching intention of the Academy is to work positively with our students and recognise their achievements. To secure a safe and effective environment conducive to learning, sanctions are required to support individual students, as well as minimise the impact of their behaviour on the wider school community. Regular professional development regarding positive teaching strategies and behaviour management is afforded for Academy staff via briefings and training days. Importantly, the Academy's sanctions draw a clear distinction between minor and serious misconduct and are applied consistently and fairly across the school.

Behaviour points

Similar to positive points, students are issued with negative behaviour points when their conduct does not meet the Academy's expectation. Negative behaviour points allow stakeholders (school, parents/carers and the student) to monitor behaviour over time and identify any arising trends that need supportive intervention. The list below gives an example of some of the negative behaviour points that may be issued.

Points	Description
-1	Lack of equipment Lack of effort Lack of homework Incorrect uniform Low-level disruption Incomplete work Inappropriate language Late Warning Failure to attend detention Poor behaviour during social time
-2	'Move' stage reached
-3	'Remove' staged reached Truancy Poor behaviour in detention
-10	Internal suspension

Responsibility Cards

Responsibility cards provide important monitoring of students positive and negative behaviour across a fortnight. Depending on the level of behaviour demonstrated, students can be placed on a responsibility card that is monitored by their Form Tutor, Head of Year or a member of the Senior Leadership Team, including the Vice Principals and Principal. Responsibility cards set clear and achievable targets in negotiation with the individual student, which encourages them to take responsibility for their behaviour and improvements. The targets are to be met over a fortnight and parents/carers will be informed if a student is placed on report to allow the monitoring to continue at home. The thresholds for each responsibility card is:

- Form Tutor – 10 negative incidents in a fortnight (white)
- Head of Year – 20 negative incidents in a fortnight (blue)
- Senior Leadership Team – 30 negative incidents in a fortnight (red)

Lesson time: Consequences for Disrupting Learning

The poster below depicts our system for ensuring a calm, safe and supportive environment conducive to effective learning. The **Warn, Move, Remove** system allows students to self-manage and take responsibility for their actions before sanctions escalate.

Promoting Positive Behaviour at Guilsborough Academy		
	What will happen?	What consequence will you be given?
<p>Warn</p>	You will be given a warning that your behaviour does not meet our expectations . You will be told what you need to do to improve	You have the opportunity to improve your behaviour
<p>Move</p>	Your teacher will move you to another seat and/or outside of the classroom to reflect on your behaviour	Values detention (Monday–Friday break time)
<p>Remove</p>	You will be removed from the lesson and sent to work in another classroom	SLT detention (Tuesday–Thursday lunch time)

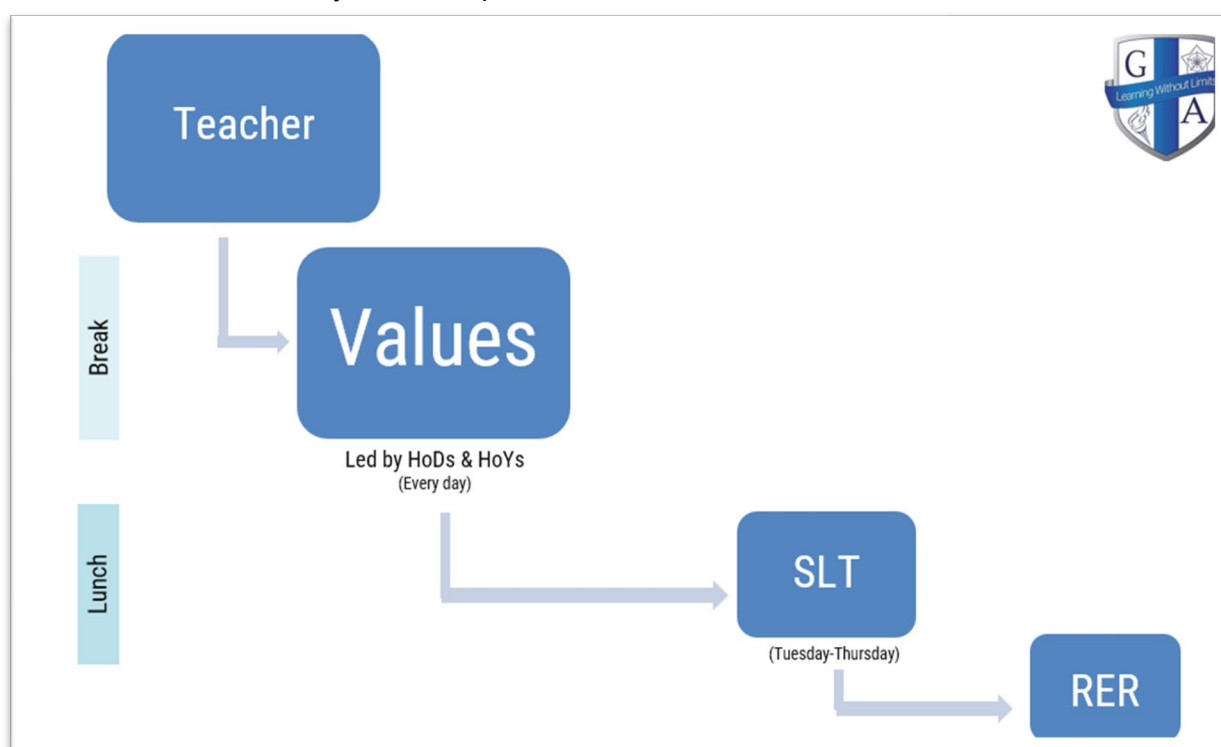
For more serious behavioural incidents where the safety and stability of a classroom have been breached, a student may be removed from their classroom and placed in a **Departmental Parking** room. Where behaviour does not improve, a student may be placed in the **Re-Engagement Room** (RER – internal suspension) which also supports the individual in reframing their conduct. Where this happens, parents/carers will be informed and a more significant sanction may be given. In extreme cases of poor behaviour such as bullying, refusal to follow instructions, persistent disruptive behaviour, threatening, racist, sexist, transphobic or homophobic actions, a student will be immediately removed from the classroom and placed in the RER or follow a restructured day. This may result in a suspension. Following these incidents, students will be supported in reflecting on their conduct, to make apologies to students and staff offended and demonstrate that they are able to fulfil our Academy values. In line with this policy, disciplinary action will be taken

where students are found to have made malicious accusations against Academy staff. Where a student has received three or more internal suspensions for the same behaviour within a single term, they will be suspended for persistent disruptive behaviour. A student may also be placed in the RER whilst an incident is investigated to enable the child to regulate and for staff to ascertain additional details of an event.

Detentions

The 2011 Education Act grants teachers the authority to issue detentions to pupils, including those occurring on the **same-day** of an incident and **outside of school hours**. To promote a safe and positive environment, the Academy allows any of its staff to issue detentions when a student's behaviour does not meet the Academy expectations. Guilsborough Academy is committed to providing parents/carers with 24 hours' notice of their child's afterschool detention to enable them to make adequate arrangements to collect their child. It is important to note that parental consent is not required for detentions and the Department for Education's 2024 Behaviour in Schools guidance states that it **'does not matter if making these arrangements is inconvenient for the parent'**¹. School staff have a statutory power to put students aged under 18 in detention after school sessions and on most weekend and non-teaching days. Guilsborough Academy reserves the right to require students to attend a detention on a Saturday and during non-teaching day.

Our detention escalation system is depicted below.

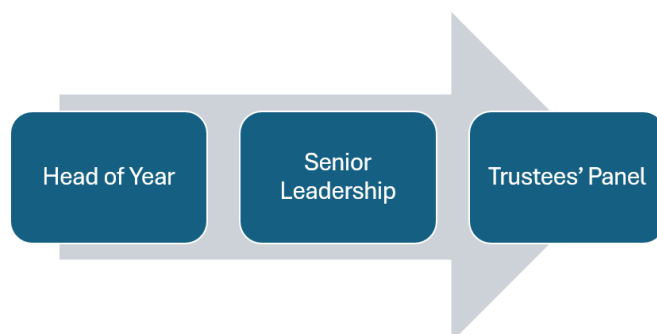


¹ Department for Education (2024) *Behaviour in Schools* (p. 21) Available at https://assets.publishing.service.gov.uk/media/65ce3721e1bdec001a3221fe/Behaviour_in_schools_-_advice_for_headteachers_and_school_staff_Feb_2024.pdf [Accessed 08.09.25].

A Staged Approach to Supporting Students to Improve Behaviour

If a student continues to exhibit poor behaviour over a sustained period of time or following a serious or extreme behaviour incident, we use a staged approach to supporting students to address the issues impacting on their behaviour.

- Head of Year – The Head of Year will assertively mentor a student whose behaviour impacts their ability to fulfil their potential and impacts the Academy’s learning environment.
- Senior Leadership – The assertive mentoring will be continued by the Senior Leader linked to the student’s year group with the support of the Academy’s Vice Principal.
- Trustees’ Panel – A student, along with their parents/carers, who is at risk of further suspensions or permanent exclusion meet with a representative from the Board of Trustees, Principal and Vice Principal to review their conduct and outline specific targets to be met.



Social time

To protect the safety and enjoyment of the Guilsborough Academy community, it is very important that students choose to behave well in social times as this is less structured than lessons. There are many clubs available for students to enjoy including table tennis, football, basketball and homework club. Although supervision is in place, students are trusted to behave according to the Academy rules. Where students fall short of expectations, Form Tutors and Heads of Year will manage the consequences between them. This may include issuing detentions or implementing a social time passport that outlines where the student must be during their break/lunch. Where a student demonstrates the Academy’s values during unstructured times, Academy staff are encouraged to award positive points in recognition for their efforts.

Mobile phones and electronic devices

For greater detail, students, their parents/carers should consult the Academy’s Personal Mobile Digital Device Policy and understand the acceptable use policy as a condition upon which permission is given to bring mobile phones to school.

Communicative electronic devices must not be used, seen or heard on the school premises at any time.

If such devices (mobile phones, iPods, earphones/headboards, speakers etc.) are brought into school, they must be switched off and kept in a safe place in the student’s bag. Students should not use such devices to check timetables, homework or ‘the time’. No liability will be accepted for any loss, theft or damage to such electronic devices. Nor will the school investigate the loss, theft or damage of any device brought to school.



The Academy reserves the right to confiscate electronic devices brought onto site and the following staged sanctions will occur:

- First offence – the device is returned to the student at the end of the school day
- Second offence – the device is confiscated until a parent/carer can collect it
- Third offence – the device is to be handed in upon the student's arrival every morning to Student Reception for a period of time

During the school day any urgent contact between parents/carers and students should be managed through the school office.

Conduct outside of school (including travelling to and from school and on educational visits)

Schools can sanction pupils for non-criminal behaviour and bullying when:

- Taking part in any school-organised/school-related activity.
- Travelling to or from school.
- Wearing school uniform.
- They are in some other way identifiable as a student at Guilsborough Academy.
- Their behaviour could have repercussions for the orderly running of the school.
- Their behaviour poses a threat to another student.
- Their behaviour could adversely affect the reputation of the school.

Schools can sanction pupils in the events listed above to protect and safeguard the wellbeing of our students. To support this process, students who arrive by bus in the mornings must move directly onto school site and not venture into the local village.

The Department for Education's 2024 Behaviour in Schools guidance acknowledges that pupils' online conduct can significantly impact a school's culture. Parents are responsible for the online behavioural incidents that their child is involved in, however schools can sanction pupils when their behaviour online poses a threat or causes harm to another pupil and/or could have repercussions for the orderly running of the school. This is also the case when a pupil is identifiable as a Guilsborough Academy student and their online behaviour could adversely affect the reputation of the Academy. We will always co-operate with the police in any investigation of incidents which are thought to involve Guilsborough Academy students.

Prohibited Items

Guilsborough Academy follows the guidelines set out by the Department of Education in relation to screening, searching and confiscation. In accordance with this document the following items are banned and will trigger a search of a student without their consent:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article that has been or is likely to be used to commit an offence, to cause personal injury to, or damage to the property of any person (including the student), to sell for personal gain/profit (e.g. sweets, drinks etc)
- Lighters/matches/tobacco products/e-cigarettes
- Solvents
- Any kind of imitation weapon
- Any item that the Academy believes may cause harm or disruption to its orderly running



Students must not store/post images, statements or videos that may be perceived as being detrimental to the school or be regarded as bullying or harassment towards students/staff. This includes the storage/postings on mobile phones and any social networking/web based sites e.g. Facebook/twitter.

Searches

The Academy Leadership team (or member of staff accompanied by a witness, with authorisation from the Academy Leadership team) will lead this aspect of the behaviour policy and they are authorised to search bags, uniform and lockers. The Academy will exercise discretion over any behaviour perceived as anti-social or in any way harmful to the health, safety and welfare of other individuals or the wider Academy community.

Senior Staff have the power to search, without consent, for any prohibited item. This enables Senior Staff to perform a personal search involving the removal of outer clothing and searching of pockets, possessions, desks or lockers but not an intimate search going further than that which only a person with more extensive powers (e.g. a police officer) can do. Such a search includes emptying a student's bag and turning out their pockets. Staff may examine any data or files on a student's electronic device they have confiscated as a result of a search, if there is good reason to do so.

Section 91 of the Education and Inspections Act 2006 enables a member of staff to confiscate, retain or dispose of a student's property as a disciplinary penalty, where reasonable to do so. School staff can use their discretion to confiscate, retain and/or destroy any item found as a result of a 'with consent' search so long as it is reasonable in the circumstances. Knives, weapons and other illegal items will be passed to the police. Stolen items will be returned to their correct owner. Other items identified above (alcohol, tobacco, etc.) will be disposed of. This means that schools can dispose of tobacco, lighters, vaping equipment and alcohol as they think appropriate, but this should not include returning it to the student. Where controlled drugs are found, these must be delivered to the police as soon as possible, but may be disposed of if the school thinks there is a good reason to do so. Other substances which are not believed to be controlled drugs (e.g. 'legal highs') can be confiscated where the school believes them to be harmful or detrimental to good order and discipline. Fireworks found as a result of a search may be retained or disposed of, but they should not be returned to the student. Where a pornographic image is discovered, the school may dispose of the image unless its possession constitutes a specific offence (i.e. it is extreme or child pornography) in which case it must be delivered to the police as soon as reasonably practicable. Images found on a mobile phone or other electronic device can be deleted unless it is necessary to pass them to the police. Other items banned under the school rules will be either returned to the student or kept for parental collection, at the discretion of the school. A senior member of staff may examine any data or files on any electronic device if they think there is a good reason to do so as long as doing so will not cause a criminal offence. Following an examination, if the person has decided to return the device to the owner, or to retain or dispose of it, they may erase any data or files, if they think there is a good reason to do so. In determining a 'good reason' to examine or erase the data or files the staff member must reasonably suspect that the data or file on the device in question has been, or could be, used to cause harm, to disrupt teaching or break the school rules. If inappropriate material is found on the device the senior member of staff should then use their discretion as to whether or not they should delete that material, retain it as evidence (of a criminal offence or a breach of school discipline) or whether the material is of such seriousness that it requires the involvement of the police. Parents will be informed of any search.

If a student does not comply with a search the Academy Leadership reserve the right to involve the police for support.



Child-on-child abuse (sexual violence and sexual harassment)

Following any report of child-on-child sexual violence or harassment offline or online, Guilborough Academy follows the safeguarding principles established in the Keeping Children Safe in Education (KCSIE) statutory guidance. Guilborough Academy advocates strenuously for high standards of conduct between pupils and staff with dignified and respectful relationships.

In instances where reports of sexual abuse or harassment are proven to be deliberately invented or malicious, Guilborough Academy will consider disciplinary action in line with our Positive Behaviour Policy.

Working with Parents/Carers

Promoting positive behaviour and ensuring a safe and productive environment is most effective when we are able to work collaboratively with parents/carers. Parents/carers need to be assured that the school's way of managing behaviour is well thought out, fair and effective. It is important to have clear procedures for contact between parents and school staff. The school places clear emphasis on the importance of working with parents/carers as partners and will ensure that parents/carers are informed about school procedures for acknowledging appropriate behaviour or reacting to inappropriate behaviour through:

- Telephone calls
- Meeting with parents/carers
- Letters home
- The school website
- Parents' evenings
- Text messages and e-mails
- Bromcom communication

An important component of our collaboration with parents/carers is our Team Around the Year system where Form Tutors remain the first point of contact for parents/carers.

Other help for parents can be found at:

<https://www.nspcc.org.uk/globalassets/documents/advice-and-info/positive-parenting.pdf>
[http://www.barnardos.org.uk/what we do/our work/parenting supporting.htm](http://www.barnardos.org.uk/what_we_do/our_work/parenting_supporting.htm)