



GUILSBOROUGH ACADEMY

POSITIVE BEHAVIOUR POLICY

Policy Name	Positive Behaviour Policy
Committee	Standards and Curriculum or Finance and Audit
Owner	Vice Principal
Statutory	No
Authorisation	Trustees to note

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This Policy should be read in conjunction with our:

Vision and Values
Anti-bullying Policy
Exclusions Policy
Teaching and Learning 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 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.

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 through the terms. 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 Go4Schools, 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 and organises appropriate support to meet their individual needs. This support is differentiated to help an individual fulfil their behavioural and/or academic potential and might include:

- Contact with parents/carers
- Form Tutor
- Regular Academy reviews to identify those students most at risk, included as part of regular academic progress reviews
- Assertive or Peer mentoring
- Meet and Greet sessions
- Restorative conversations
- Social passport (where social time is organised for the student through a range of activities)
- Changes of teaching group or class
- Short interventions on elements of social, emotional and behavioural skills
- Support from our Commando Joe mentors
- Support from the community (e.g. PCSO)
- Referrals for specialist advice relating to behaviour and attendance
- School Counsellor
- Careers Advisor
- Student Support Keyworker
- Outreach Worker
- Pastoral Support Plan (PSP) working with the family
- Child Concern meetings through the Early Help Assessment (EHA)
- Alternative curriculum considered
- Multi-agency support
- Personal Education Plan (PEP)
- Support from Children's services



- Pastoral Support Programme
- Consideration for a 'Managed move'
- Referral to the Academy's SENCO with an IEP/student passport drawn up and additional in-class support
- Referral to Education and Inclusion Partnership Team (EIPT)

In addition to the above, Guilsborough Academy also works with individuals responsible for misconduct to identify the reasons for their behaviour. This means that the Academy works with individuals to improve their behaviour and the progress they make.

Where a student is identified as having a Special Education Need (SEN), 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 misbehaviour for students with SEN and endeavour to prevent these.



Guilsborough Academy Systems

The House System

Our House system encourages the Academy community by celebrating students' academic and personal achievements throughout each academic year. Every student and staff member within the Academy is assigned to a House and contributes to its success by fulfilling our values, participating within House and Department competitions and undertaking leadership opportunities across the curriculum. Our four Houses are:

- Everdon
- Rockingham
- Salcey
- Whittlebury

Rewarding Positive Behaviour and Achievement

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.

Our staff acknowledge students' conduct within every lesson by grading their Attitude to Learning (ATL). Students' ATLs are monitored weekly by their Head of Year and Form Tutor and those with the lowest ATL at the end of each term are praised via a pyramid of rewards.

Attitude to Learning (ATL)	Description
1 - Excellent	You worked exceptionally well, completed work to an excellent standard and engaged in all activities



2 - Good (all students start here in every lesson)	You behaved well, engaged in the work and completed it to a high standard
3 – Below expectation	You have been warned that your behaviour has not met our expectations. You may have been moved (within or outside of the classroom for a short period of time)
4 – Cause for concern	You have been removed from the lesson as your behaviour did not improve or was extreme/dangerous

Students are also awarded for fulfilling our school values and attendance of >96%, which are collated via Go4Schools and celebrated in termly assemblies.

Opportunities for Students

Students have many opportunities to demonstrate leadership skills and qualities

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. The opportunities listed below enable students to participate and inform whole-school decisions.

- Years 7-9 - School Council
- Years 10-11 - Student Development Team
 - Personal Development
 - Teaching and Learning
 - Leadership and Management
 - Co-curricular
 - Environment
- Sixth Form – Student Leadership Team

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, 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, a Spanish trip, Geography and Science field trips 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.




We want to be positive and reward our students wherever possible. However, sanctions will need to be applied if students behave in an unacceptable manner, either in a lesson or during social times. Staff implement **'Positive Teaching' strategies in between issuing sanctions**. Regular professional development is afforded for our staff through briefings and training days to support our practitioners. Our sanctions make a clear distinction between minor and serious misconduct and are applied consistently and fairly across the Academy.

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



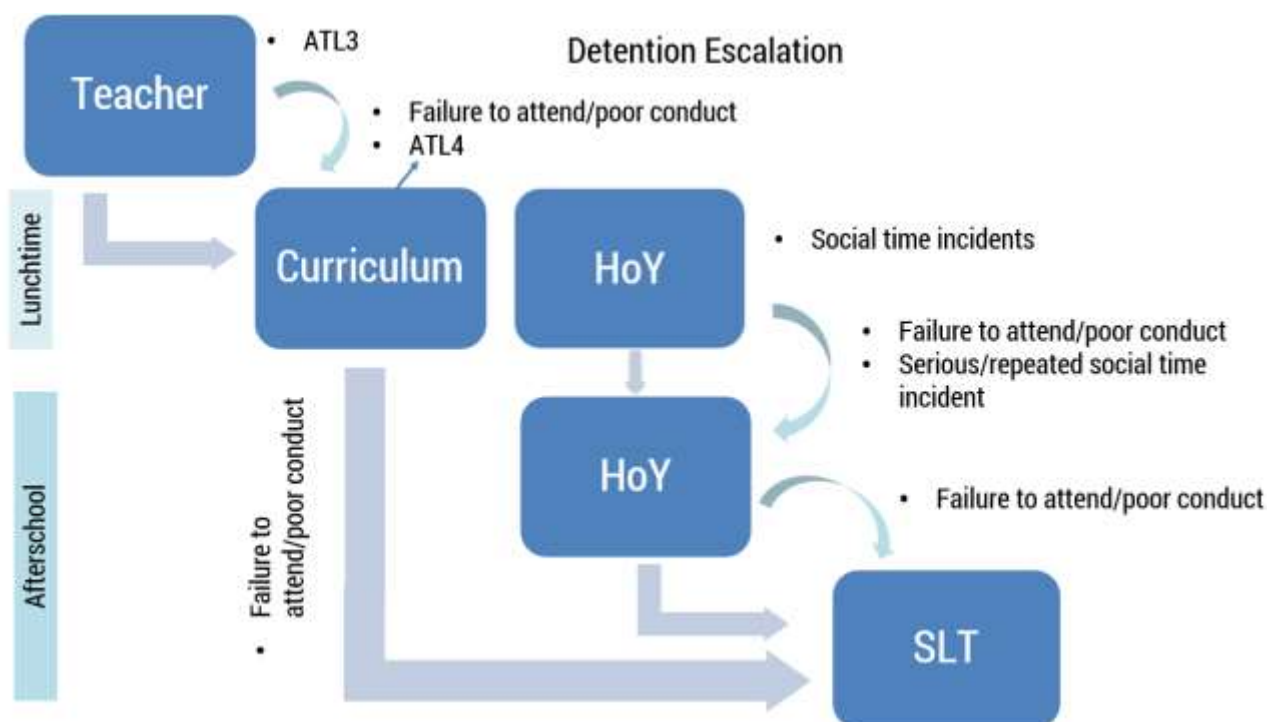
	What will happen?	What consequence will you be given?
Warn 	You will be given a warning that your behaviour does not meet our expectations . You will be told what you need to do to improve	<ul style="list-style-type: none"> • You have the opportunity to improve your behaviour
Move 	Your teacher will move you to another seat and/or outside of the of the classroom to reflect on your behaviour	<ul style="list-style-type: none"> • Class teacher detention • Attitude to Learning = 3
Remove 	You will be removed from the lesson and sent to work in another classroom	<ul style="list-style-type: none"> • Curriculum detention • Attitude to Learning = 4

For more serious behavioural incidents where the safety and stability of a classroom has 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)** 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, 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.

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**. However, 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 2022 Behaviour in Schools guidance states that it 'does not matter if making these arrangements is inconvenient for the parent'. 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.



Report Cards

Report cards provide important monitoring of students positive and negative behaviour. Depending on the level of behaviour demonstrated, students can be placed on a report card that is monitored by their Form Tutor, Head of Year or a member of the Senior Leadership Team. Report cards set clear and achievable targets for students to meet over a designated period of time and parents/carers will be informed if a student is placed on report to allow the monitoring to continue at home.

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 Stage	SLT link Stage following suspension where concerns are raised the student is at risk of further Fixed Term suspensions	Behaviour Panel (formal meeting with Vice Principal and Assistant Principal) – student is at significant risk of further Fixed Term Suspensions	Trustees' Review – student is at significant risk of Permanent Exclusion
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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.

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 2022 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

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, Guilsborough Academy follows the safeguarding principles established in the Keeping Children Safe in Education (KCSIE) statutory guidance. Guilsborough 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, Guilsborough 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
- Go4Schools 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)