



ILKLEY GRAMMAR SCHOOL

A MOORLANDS LEARNING TRUST ACADEMY

IGS Relationships Policy



RESPECT

COURAGE



RESPONSIBILITY

KINDNESS



RESILIENCE

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1. Ethos of the Ilkley Grammar School Relationships Policy

It is an expectation at Ilkley Grammar School (IGS) that all students and staff strive to achieve their **Personal Best** to allow them to live happy and fulfilling lives, where they contribute to wider society and are able to achieve their academic and personal potential.

Ilkley Grammar School is committed to creating an environment for everyone that is underpinned by our core values of **Pride, Respect, Courage, Responsibility, Kindness and Resilience**. These values permeate everything that we do as part of the IGS community. We aim to create and sustain a community of which we all feel proud; a community which allows our students to aspire and feel safe, supported, and respected. We will continue to develop an exceptional climate for learning to support our students' endeavors and respect the rights of everyone in the school community. We will recognise and celebrate our students' achievements and reward them for their commitment to learning.

Our core belief is that all staff and students have a responsibility to mutually consider and care for each other's mental health and wellbeing. We understand that a student's previous life experiences, mental health, emotional wellbeing, and other external factors can all adversely affect both their behaviour and decision making. We are committed to working to support our students overcome these issues through building strong and professional relationships whilst maintaining high expectations to allow them to reach their **Personal Best**.

2. Ilkley Grammar School Personal Best Values

Pride

- We take **pride** in our school and wider community.
- We take **pride** in our learning, achievements and personal development.

Respect

- We **respect** ourselves, others, our environment and our community.
- We **respect** the right of others to work, learn and share knowledge.

Responsibility

- We take **responsibility** for our own learning and motivation.
- We take **responsibility** for our own health and safety and for those around us.

Courage

- We have the **courage** to support and challenge others.
- We have the **courage** to use our voice to make a positive difference.

Kindness

- We are **kind** and supportive to each other and celebrate diversity and individuality.
- We are **kind** to ourselves and value the importance of self-care.

Resilience

- We have the **resilience** to overcome barriers, learn from our mistakes and strive to improve.
- We have the **resilience** to persevere when faced with challenge and hard thinking.

3. Aims of the IGS Relationships Policy

- Strong staff/student relationships will exist across the school
- Expectations around behaviour will be clear, fair and equitable
- Managing these expectations will take account of a student's personal circumstances
- Everyone will have mutual respect of others irrespective of age, disability, gender, identity, race, religion or culture, sex or sexual orientation
- Students will be resilient when faced with challenges, both academically and personally
- A safe and inclusive environment that meets the needs of all students and staff at IGS will be provided

- Our staff and students will make a positive contribution to IGS and to the local community
- Our students will be able to recognise the difference between right and wrong and will understand the consequences and impact of their behaviour and actions
- Our students will learn and develop the skills to self-regulate
- Our students will develop confidence, resilience and know how to keep themselves mentally healthy
- Our students will be able to use of a range of social skills in different contexts and with different people, having the skills and attitudes that will allow them to participate fully in, and contribute positively to, life in modern Britain as responsible, respectful, and active citizens
- Our students will be able to work well with others and be able to resolve conflicts effectively
- Students will have the skills to be able to discuss their opinion in a positive and productive manner

Providing a safe and secure learning environment with high expectations

Our primary aim is that every member of the school community feels happy, valued and safe, and that each person is treated fairly and with kindness. We pride ourselves in not tolerating violence, bullying and any form of harassment. This requires everyone to develop and cultivate strong relationships between staff, students and parent/carers. Everything we do must be based on building mutually respectful relationships with other members of the school community and if these, for any reason, break down, we will actively seek to repair and restore them.

Having a trauma informed* approach does not mean having lower expectations, no routines or no structure. On the contrary, in order for students to feel safe, their educational environment needs to be high in both nurture and structure. Students need predictable, consistent routines, expectations and responses to behaviour.

It is recognised that there will be occasions where students will behave in a manner which will require the member of staff to challenge, offer guidance and support, and issue appropriate sanctions. However, we promote positive behaviour through developing positive relationships. All staff are expected to have high expectations, be proactive in developing strong professional relationships with students and apply consistent routines in line with the school ethos. However, managing these expectations may require us to understand the needs of the child or situation to ensure the most positive outcome, ensuring genuine equity of provision.

We know that students feel most secure when they have clear and consistent systems to support them in their decision making. We are steadfast in our approach to ensuring that students understand their *collective responsibility* to create a positive environment where staff, students and visitors to IGS feel safe, happy and can achieve their own **Personal Best**.

* The National Institute of Mental Health, defines childhood trauma as: “**The experience of an event by a child that is emotionally painful or distressful, which often results in lasting mental and physical effects.**”

4. Expectations of Staff

It is a core expectation that all IGS staff, regardless of their role, work to the vision that all students are **known, valued** and **supported** and exhibit **calm, consistent** and **professional adult behaviour** at all times.

All teaching and non-teaching staff must recognise, praise and reward all students as a matter of course:

- Engage in restorative conversations and develop relationships
- Ensure visible consistency based on calm adult behaviour, emotional control, and high expectations

- Give first attention to best conduct utilising rewards, recognition, praise, and motivation to secure engagement
- Promote and follow restorative routines including follow-up conversations, consistent adult habits, and non-verbal cues
- Script difficult interventions when delivering sanctions to promote de-escalation and minimise disruption and confrontation

To achieve this, all staff are to:

- Ensure classrooms are positive and welcoming to provide all students with the opportunity to succeed including meeting and greeting to monitor behaviour on the corridor, positively checking uniform standards and ensuring calm entry to the class
- Build positive relationships with students
- Create and sustain a positive, supportive and safe environment
- Apply the policy, including any consequences, fairly, consistently, proportionately, and reasonably.
- Identify students getting things right and reward them for everyday successes to promote positive behaviour, in-keeping with the expectation of giving first attention to best conduct
- Promote high standards of personal oracy, manner, and dress
- Reward students proportionately through use of the ClassCharts system in every lesson, taking into account students' individual needs and personal circumstances

Well-prepared, stimulating lessons generate good behaviour and earn respect.

Teachers are expected to:

- Arrive before their class to greet their students
- Be prepared for the lesson, ensuring that the needs of all students are understood and planned for
- Ensure teaching is responsive by structuring and scaffolding lessons appropriately to make tasks accessible for all, ensuring genuine inclusion
- Remove barriers to learning through the use of key pedagogical strategies, including those on a student's EHCP and/ or Pupil Passport
- Maximise the opportunity to learn by challenging and motivating all students, creating a supportive environment where hard thinking is activated
- Provide impactful marking and feedback in line with the departmental marking and assessment policy
- Set meaningful homework in line with departmental expectations
- Encourage creative dialogue with students and staff alike
- Keep classrooms and displays tidy and well presented to maintain a positive classroom environment
- Encourage students to share knowledge and expertise with pride, and to ask thoughtful questions to deepen learning
- Ensure students take responsibility for their learning, including setting goals for improvement

Staff should never resort to:

- Shouting
- Humiliating
- Blanket punishments
- Over- punishment
- Sarcasm to mock or insult an individual or group
- Invading a student's personal space
- Using physical contact to enforce compliance

Staff should do all they can to:

- Directly link, frame and reinforce the **Personal Best** values to the behaviours displayed by students
- Build positive working relationships with staff and students alike
- Keep calm
- Listen
- Be positive
- Teach and model good behaviour, insisting on high standards of behaviour, work, and mutual respect
- Apply and communicate IGS rules/expectations consistently
- Provide additional support to students with additional needs to understand and meet rules/expectations
- Follow up problems to their conclusion
- Avoid taking things personally

5. Expectations of Students

Our rules and expectations are linked directly to the **Personal Best Values** at Ilkley Grammar School. A comprehensive list of how we can demonstrate our values (can be seen in appendix a)

We strive and teach students to be **Responsible, Resilient** and to have **Courage** at all times.

In classrooms, this will include, but not be limited to the following:

- Arrive on time
- Have all required equipment for the lesson
- Have iPads charged in preparation for learning
- Wear full uniform with **pride**
- Demonstrate readiness to work and learn
- Engage with learning as soon as you enter the classroom
- Try to overcome challenges in lessons
- Ask for help and support if you need it
- Ask thoughtful questions to deepen learning
- Take **responsibility** for own learning, including the setting of goals for improvement
- Share knowledge with others and take advantage of opportunities to learn from others
- Have the **courage to respectfully** challenge others if they do not support a positive learning environment

Around IGS, this will include, but not be limited to the following:

- Wear full uniform, correctly at all times
- Do not wear non permitted jewellery, make up or beauty items (see guidance or speak to staff should you need any clarification of these items)
- Move to lessons without delay
- **Respectfully** challenge others if they do not demonstrate our Personal Best values around IGS
- Always challenge or report incidents of bullying or if someone is not being **kind**

We strive and teach students to be **respectful**, demonstrate **kindness**, and show **pride** at all times.

In classrooms, this will include, but not be limited to the following:

- Show respect to others by modelling the Personal Best Values at all times

- Be polite and show **respect** to everyone
- Complete all work set to a high standard, taking **pride** in presentation and make full use of learning time
- Take **responsibility** for your actions, understanding that negative behaviour affects others right to learn
- Behave safely, so as not to put other students or staff at risk
- When dismissed, leave the classroom in a calm and orderly manner

Around IGS, this will include, but not be limited to the following:

- Be polite and show **respect** to everyone
- Follow staff instructions
- **Respect** everyone's right to learn; move quietly around IGS, always on the left-hand side, and on designated stairwells
- Look after IGS, treating the building, facilities and environment with **respect**
- Only eat and drink permitted food/drink in designated areas and at social times
- Place all litter in the provided bins
- Do not chew gum
- Do not use mobile phones or smart watches on site, except at lunchtime outside or when leaving at the end of the day (*See below*)

Mobile Technology:

We understand and **respect** that students communicate and socialise using mobile technology. The use of mobile phones is permitted at break and lunch times in outside spaces, and when leaving the school site. The privilege to have the use of a mobile phone at break and lunchtime is built upon the shared trust that all devices are turned off at the school gates and out of sight. These rules are in place to protect a strong focus on learning when in lessons or en-route to lessons. It is also important for students to develop the necessary social skills of conversing when in the company of others in social times and to protect students' mental health by limiting screen time.

Students' iPads allow them to access all online learning sessions, timetables, and emails. IGS has a comprehensive phone system should parents need to get a message to their child or vice versa.

It is the **responsibility** of the students to understand and **respect** the rules that apply to mobile phone usage at IGS. Where this trust is misused by the students the following policy will apply:

- Mobile phone and or/earphones seen 1st occasion – Mobile Phone/earphones confiscated and locked in a safe in the Key Stage Hub until the end of the school day
- Mobile phone/earphones seen 2nd occasion- Mobile Phone confiscated, locked in the key stage hub and parents collect at the first available opportunity
- Mobile phone/earphones seen 3rd occasion - Mobile Phone confiscated, locked in the key stage hub, parents collect at the first available opportunity and right to use mobile device at IGS is revoked for the rest of term

We do not accept responsibility for mobile phones or mobile technology through either loss or theft. Students should also note that the viewing or sharing of offensive materials, or abusing, bullying or inciting aggression towards members of the IGS community via mobile technology is liable to result in a school sanction, possible police intervention and a mobile phone ban at IGS.

Student Pride and Respect in the local community

It is extremely important that Ilkley Grammar supports and **respects** the local community and that students represent themselves and IGS with **pride**.

IGS will respond to poor/anti-social behaviour by students beyond the school's premises and the school day as deemed appropriate. This includes if a student is taking part in an IGS organised or related activity on or off site, travelling to or from the school, is in the community in the IGS uniform, or in any other way where the student is identifiable as a member of the IGS community. Ilkley Grammar School can respond to behaviour by students at any time, either for misbehaviour on site, or beyond the IGS premises and school day whether or not the above conditions apply. Examples include: where student misbehaviour could have repercussions for the orderly running of the school; and/or poses a threat to another student, member of staff or member of the public; and/or adversely affects the reputation of Ilkley Grammar School.

The use of social media and ICT to verbally abuse, bully, incite violence, or discriminate against a protected characteristic will be challenged and sanctioned accordingly. Ilkley Grammar School reserves the right to issue any of the sanctions mentioned above in isolation or combination in response to poor behaviour beyond the IGS premises and school day. (Behaviour and discipline in schools. DfE. Jan. 2016. Section 23-26).

6. Rewarding and recognising Personal Best

The **Personal Best Values** provide our students with opportunities to be recognised and praised for their academic achievements, progress, behaviour, attendance as well as contributions to the school and the wider community. Our rewards will always reference the specific **Personal Best Value** that they have demonstrated. Examples of how students can demonstrate these values can be found in Appendix A.

IGS will continually work with students to develop an effective rewards system that acknowledges and celebrates the achievements and successes of all our students. Across IGS, inside and outside the classroom, staff consistently look for opportunities to reward students.

We strongly believe that students should be regularly and fairly rewarded for their achievements, to celebrate successes and also to inspire and motivate.

Rewards will be celebrated in a variety of ways including via ClassCharts, celebration assemblies, phone calls home and personal meetings. Examples of some of the rewards IGS use are;

| Reward description | Frequency |
|--|-------------|
| Recognition on ClassCharts aligned to the Personal Best Values. Alert sent to parent/carer and student account | Daily |
| Personal Best Value Awards | Half Termly |
| Student of the week for each value (X3 per Year per PB value) | Weekly |
| Head teacher's Personal Best Student | Weekly |
| Resilience Award - improved attendance/behaviour/attitude | Half termly |
| Tutor Group Attendance Award | Weekly |
| Individual Attendance Rewards | Half termly |
| Challenge and Celebration week | Annually |

7. IGS' possible response to students not demonstrating their Personal Best

We understand that students want to make positive choices and that the vast majority of students will choose to spend their time with us striving to achieve their **Personal Best**. However, when students make mistakes or poor choices, we may need to apply our support systems to help the student understand how their behaviour has affected others. The following is a selection of the sanctions that may be applied at IGS.

As outlined above, we will consider the needs and circumstances of each student when applying the consequences below for misdemeanors. When identifying a sanction, we will consider:

- The severity of the issue
- The circumstances that may be affecting the choice of behaviour
- How a sanction may compensate for the party that has been wronged or harmed
- If the behaviour is repeated

Personal Best Comments

As outlined above, adults have a responsibility to teach and model good behaviour. Positive or Negative PB comments are recorded on the students' ClassCharts accounts to ensure that students are recognised for making positive contributions to IGS. Conversely, when students make choices that work against our Personal Best Values these will also be recorded. This is to allow the students to understand where they have made an error in judgement and so that staff members can appropriately support them.

Most negative Personal Best comments will be recorded under one of our 6 values (See appendix A). However, it is sometimes necessary for us to record certain behaviour separately so that we can direct specific support when necessary.

Specific logs will be recorded for;

- Late (Student arrives late to lesson or tutor time; record time)
- Equipment (Support with replacement; record item)
- Mobile Phone Misuse
- Homework

Classroom Management Procedure (See Appendix B for teacher guidance):

The right for every student to learn and every teacher to be able to teach is fundamental to all who are part of our IGS community. It is the responsibility of our staff to plan effective lessons which allow our students to achieve their academic potential and engage with their learners. It is the responsibility of our students to attend lessons prepared for lessons, being ready to learn. They are expected to respect the rights of all staff and students to be able to teach and learn.

Staff will make every effort to support the needs of all their students. Where teaching and learning continues to be disrupted, the staff member may need to apply the following protocols with students. *A full explanation of this protocol can be found in appendix b.*

- 1) **Reminder:** This will be a reminder of the expectation, referring to the appropriate expectation **Personal Best Value** that has been breached. The adult will speak to the students using the phrase '*this is your reminder*'.

- 2) **Final Reminder:** The student will be formally reminded of the need for appropriate behaviour/engagement, citing the breach of expectation/value. The adult will clearly state, using the phrase we expect, *'this is your final reminder'*. This will be logged on ClassCharts by the member of staff.
- 3) **PB Transfer:** The teacher will clearly state that after a reminder and a final reminder, that the student will now need to move to a 'transfer classroom' to continue with appropriate subject specific work for the remainder of the period. This is a timetabled classroom, usually within the same subject, in which students are expected to complete the work set.

If a student is transferred, the member of staff will record the **Personal Best Value** not being met that most closely applies to the behaviour demonstrated on ClassCharts, with a summary of the support given. A detention will be set automatically for the next detention day.

After School Detentions

When students are issued with a PB Classroom Transfer, students will be automatically issued with a PB Detention. (Behaviour and discipline in schools. DfE. Jan. 2016. Section 31). ClassCharts will generate an automated detention notification for parents and students. It is the responsibility of the student to remember to attend their detention in the specific area, although there will be identified students that may be given additional support to ensure that they attend.

Restorative Conversations.

Any member of staff issuing a student with a detention should attend the detention to engage with the student in a private, restorative conversation. If a member of staff is not able to attend the after school detention, they will need to arrange for this restorative conversation to take place at a break or alternative time.

Restorative conversations are done to explore the reason for the detention so that the adult and student can restore the relationship to maximise their chances of future success. On occasions, we recognise that students/staff will need to be supported to engage with restorative conversations. Pastoral Leaders identify these instances and take all reasonable steps to ensure these conversations take place.

If a student receives X3 negative PB comments for working within our values whilst around IGS, an automatic detention will be generated. Although we know that detentions are there to act as a deterrent, they also provide an opportunity for students to reflect on instances where students have not successfully worked within our agreed values. This will be facilitated with their Head of Year so that they can support students in making positive steps to address the circumstances that have led to the negative PB comments.

After school detentions can be either 1 hour dependent upon the misdemeanor or number of misdemeanors accrued. Students are expected to be silent and engage with the work set and work positively with staff on the restorative conversation or work.

Senior Leadership Detentions

Students may be issued with a Friday evening senior leadership detention for 1 hour for the following reasons:

- Not attending a scheduled mid-week detention
- Not behaving as expected in mid-week detention
- Not working within our Personal Best values

Homework Detentions

Where a student has not completed a piece of homework on time for a specific subject or teacher, they will receive a homework comment. A second omission will result in a breaktime detention. Where the staff member cannot facilitate the detention, this may be provided by a member of the same department. This will allow the student to have one to one support for any elements of the topic.

Community Service Detention

Where there are instances where a student has deliberately demonstrated a lack of **pride** and **respect** in our building or facilities, they may be given a community service detention. This will include spending time with our site team after school or over a number of break times to assist in their everyday tasks that help IGS be a positive place to attend. This may accompany a more serious sanction dependent upon the misdemeanor.

Reflection

Students in serious or persistent breach of the IGS Relationships policy may be required to attend *Reflection*. Students may be referred to the *Reflection* if they are issued with 10 negative PB comments in a week, or if they fail to attend detentions. Students who do not follow instructions after being given support to make the right choices (defiance) or demonstrate any other serious or dangerous behaviour, may also be referred to *Reflection*. The programme of study for *Reflection* will always include a period of reflective work, which will be supported by appropriate pastoral/named staff. The student will be able to access all work that they would be completing in class via Showbie to reduce the impact of lost learning. Any referral to *Reflection* will be carefully planned to ensure the student's transition back to timetabled lessons is a success. For some students, appropriate adults will be called upon to provide the students with structured intervention during their *Reflection* programme. At the end of a student's *Reflection* programme, parents/carers will be called to discuss the incident that led to the referral and gain a mutual approach to avoid the recurrence of the negative behaviour. Normal hours for *Reflection* will be held between lunchtime and 4pm (3:30pm on a Wednesday).

Planned Intervention

For some students, it may be more appropriate for their *Reflection* programme to be completed at another school. Parents will be informed of these arrangements as required.

Internal Suspensions

Internal suspension may be issued for misdemeanors that have negatively affected others and require an increased level of support to address the behaviour exhibited. This sanction can only be issued by a senior leader. The internal suspension is completed in the Achievement Centre and offers an opportunity for students to engage with online learning, do restorative work, and have an official reintegration meeting with a senior leader and their parent or carer.

8. Fixed External or Internal Period Suspensions

Ilkley Grammar School operates within the statutory guidance issued by the DfE and will work in partnership with procedures in place with the Local Authority. The Local Authority and the Chair of Governors are notified of all external suspensions. The decision to exclude for a fixed period can be taken by the Headteacher, or any Senior Leader as delegated by the Headteacher. In all cases, suspensions must be lawful, reasonable and fair.

Each external suspension must be judged on the specific context and severity of the particular event or sequence of events, taking into account any mitigating circumstances. It will also take into account any specific needs of the child and make any necessary adjustments in line with our legal duty under the Equality Act.

The following list includes examples of unacceptable behaviour which are most likely to warrant suspension from Ilkley Grammar School:

- Carrying or using any item as an offensive weapon (including but not limited to a firearm of any description, including starting pistols, air guns and any type of replica or toy gun, any bladed object or knife, including all variations such as pocket knives, butterfly knives, craft knives, scissors, screwdriver etc.)
- Any assault against a member of staff
- A deliberate assault on another student
- Selling, using and distributing drugs or alcohol at IGS or on the way to or from IGS
- Sexual assault
- Discriminatory abuse
- Persistent abuse/bullying including physical or verbal abuse
- Verbal threatening and/or intimidation of staff
- Persistent bullying committed via social networking media / electronic means.
- Deliberately setting off the fire alarm*.
- Cumulative disruptive events when IGS has attempted to support through other sanctions and interventions.
- Persistent and entrenched refusal to comply with expectations following support and interventions.
- Bringing IGS into disrepute

*IGS takes health and safety very seriously and views the deliberate setting off of the fire alarm to be a threat to a safe environment. This will be dealt with by an immediate long-term suspension and parental interview.

NB: This is not an exhaustive list and Fixed Term suspensions may be used for other forms of inappropriate behaviour.

During / Post Suspension

Whilst suspended, students will complete work set by IGS. If the suspension is for more than 5 days, from the 6th day provision will be made for the student to attend an alternative educational establishment for the balance of the suspension. After each suspension, a reintegration meeting with parents/carers will take place. The purpose of the meeting is to assist the reintegration of the student and promote the improvement of their behaviour. The meeting also provides an opportunity to emphasise the importance of parent/carers working positively in partnership with IGS to encourage, support and reinforce the **IGS Personal Best Values** and high expectations. During the reintegration meeting, wider issues and any circumstances that may be affecting the student's behaviour will also be explored and an Individual Support Plan/Contract will be put in place and signed to prevent further instances of poor behaviour.

Extended suspensions

Fixed Term Suspensions of 15 days or more will result in a meeting between parents/carers and a panel of Governors. For students who are excluded for a total of more than 15 days in a term, a statutory Governor panel hearing will be arranged within 15 days of receiving notice of the suspension. Parents/carers will be invited to attend so as to support IGS in promoting positive behaviour.

IGS operates within the 2022 DfE statutory guidance for [School suspensions and permanent exclusions](#).

9. Permanent Exclusions

In some situations, it may be appropriate for the Headteacher to consider a Permanent Exclusion.

Permanent Exclusion will usually be the final step in the process for dealing with disciplinary offences, when a wide range of other strategies have been tried, without success. In exceptional circumstances it may be appropriate to permanently exclude a student for a first or extremely serious incident

A decision to permanently exclude will only ever be taken:

- in response to a serious breach or persistent breaches of the school's expectations; **and**
- where allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school

Permanent Exclusion will be considered in the following cases:

- Selling, repeated use or distributing illegal drugs
- Serious actual or threatened violence against another student or a member of staff
- Sexual abuse or assault
- Carrying or using any item as an offensive weapon (including but not limited to a firearm of any description, including starting pistols, air guns and any type of replica or toy gun, any bladed object or knife, including all variations such as pocket knives, craft knives, scissors, screwdriver etc.)
- Intentional activation of the fire alarm on repeated occasions.

As with all types of exclusion, Ilkley Grammar School operates within the statutory guidance issued by the DfE on Permanent Exclusions and will work in partnership with procedures in place with the Local Authority. The Local Authority are notified of all permanent exclusions. IGS will remain responsible for the education of students whilst a permanent exclusion is considered. IGS will ensure any student who has been permanently excluded is provided with work until they are no longer on roll at the school.

IGS operates within the 2022 DfE statutory guidance for [School suspensions and permanent exclusions](#).

10. Supporting Childhood Trauma, Mental Health Special Educational Needs & Disabilities

Ilkley Grammar School tailors its provision for individual students carefully, and this includes students with Special Educational Needs (SEND), Disabilities, previous childhood trauma, and those suffering from mental health issues.

We are increasingly aware of students that come to IGS with previous serious childhood trauma, which we know can often impact upon the way that they deal with circumstances that involves managing their emotions. Whilst we still expect our students to work within our **Personal Best Values**, we recognise that the application of the sanctions may differ from other students. We understand that supportive challenge enables our students to develop the necessary skills to be able to be successful in their future lives. Where required and if appropriate we will ensure that we make reasonable adjustments when considering sanctions for students who have suffered previous childhood trauma.

Similarly, we have made a significant commitment at IGS to invest in Mental Health First Aid training (MHFA) for staff and student leaders. With 1 member of staff for every 3 students at IGS MHFA trained, this will enable our staff and student leaders to be able to identify, support and signpost those

students that need additional support. Where required and if appropriate we will ensure that we make reasonable adjustments to take into account any individual circumstances that the student may be dealing with.

At IGS our SEND Coordinator is a member of the Leadership Team and has a strong team with a range of skills, knowledge and experience. Every member of the Inclusive Learning Department takes part in an ongoing programme of extensive training to be able to provide support to meet the individual needs of the students including areas such as Autistic Spectrum Condition, Speech and Language Needs, Dyslexia and Social, Emotional and Mental Health needs. The support offered is sharply focused on inclusion, and ensuring students' excellent progress, as well as their happiness and well-being. Whilst all students are expected to behave in a way that is in keeping with the expectations of this policy, IGS may make reasonable adjustments to the application of sanctions detailed in the IGS Relationships policy. Reasonable adjustments may be made pre-emptively, during or after a behaviour incident depending on the individual context.

11. IGS Achievement Centre

Ilkley Grammar School believes that it is the entitlement of every student to be given the opportunity to achieve their full potential, enjoy school and excel in their learning environment. In order to fulfil the needs of some students with specific needs and/or to avoid permanent exclusion, IGS may utilise the skills of the Achievement Centre. In accordance with the Achievement Centre policy, the pastoral team at IGS will go through a thorough process of supporting the realignment of the student's behaviour when seeking to place a student for any length of time in the Achievement Centre.

Full consultation with the senior team, the parents/carers and the students will ensure that a rigorous process will be undertaken to meet the needs of the student and the wider IGS community.

12. IGS approach to searching students

It is important that all staff and students feel safe and happy attending Ilkley Grammar School. Where we know or suspect that a student may have something in their possession or on the school grounds that could cause themselves or others harm, we reserve the right to search them. The list of items that may result in a student search are:

- Weapons, or implements that may be used as a weapon
- Drugs or new psychoactive substances (NPS)
- Alcohol
- Vapes, tobacco/cigarettes
- Items that may disrupt the positive culture at IGS
- Items that may disrupt teaching and learning
- Phones or electronic devices that may hold harmful, discriminatory or abusive content

All searches will be carried out in line with the IGS health and safety requirements. Two members of staff will be present at the time of the search and wherever possible one of these members of staff will be a senior leader and will be the same gender as the student.

Where a search takes place we will attempt to make contact with the parent or carer.

It is important that all staff understand the implications of searches in the context of substance related incidents. Anyone who carries out or witnesses such a search may be required to give evidence should Police action follow; it is important that the number of people directly involved in the process is kept to the minimum required. Any findings of an illegal nature (if unsure, contraband will be treated as illegal) will be handled as little as possible and will be passed onto the DSL and then onto the Police as soon as possible; the student's parent/carer will also be informed of the incident and the action that will be taken.

Where a substance is found which is not believed to be a controlled drug these can be confiscated where a member of staff believes this to be harmful or detrimental to good order and discipline. This would include New Psychoactive Substances (NPS).

Carrying a weapon is illegal, even if it is not being carried with intent. Any student who brings a dangerous item/weapon into IGS will receive an appropriate sanction and the Police may be informed. All dangerous items will be passed onto the police for evidential purposes and/or destruction. Incidents will be recorded, and witnesses may be required to give statements to the police.

Where there is a disclosure of a mobile device incident which relates to messages/texts/messenger/social media and is not Youth Produced Sexual Imagery the student's device (in the presence of the student) will be viewed by a member of the named persons safeguarding team at IGS. Health and safety requirements will be followed at all times. The information will be viewed by two members of staff, one of whom should be a member of the Senior Leadership Team. If the information on the device/s is of concern (not Child Protection), relates to bullying, or harassment, or needs further investigation, screenshots of all messages/posts will be taken on an IGS device. These will be uploaded to IGS' secure CPOMS system and deleted from the device. If the information is deemed to breach the IGS Relationship policy further sanctions will apply as per the policy. The student will be offered additional support and intervention related to the incident and the student will be monitored by the year team, as will any other students affected by the incident. Students who bring items into IGS will be issued with a risk assessment and will be subject to random searches in the future. IGS operates within the 2022 DfE statutory guidance for [Searching, Screening and Confiscation](#).

Appendix A – Demonstrating the IGS Personal Best Values

When students choose to work against the Personal Best Values, staff may issue a PB Comment on ClassCharts. For more serious incidents of behaviour and for working against our Personal Best values we may issue heightened sanctions as outlined in the Relationships policy. Examples can be seen below illustrating how we expect students to work towards our values around IGS (All areas outside the classroom/learning environment) and on the way to and from IGS can be seen below. This will include, but will not be limited to:

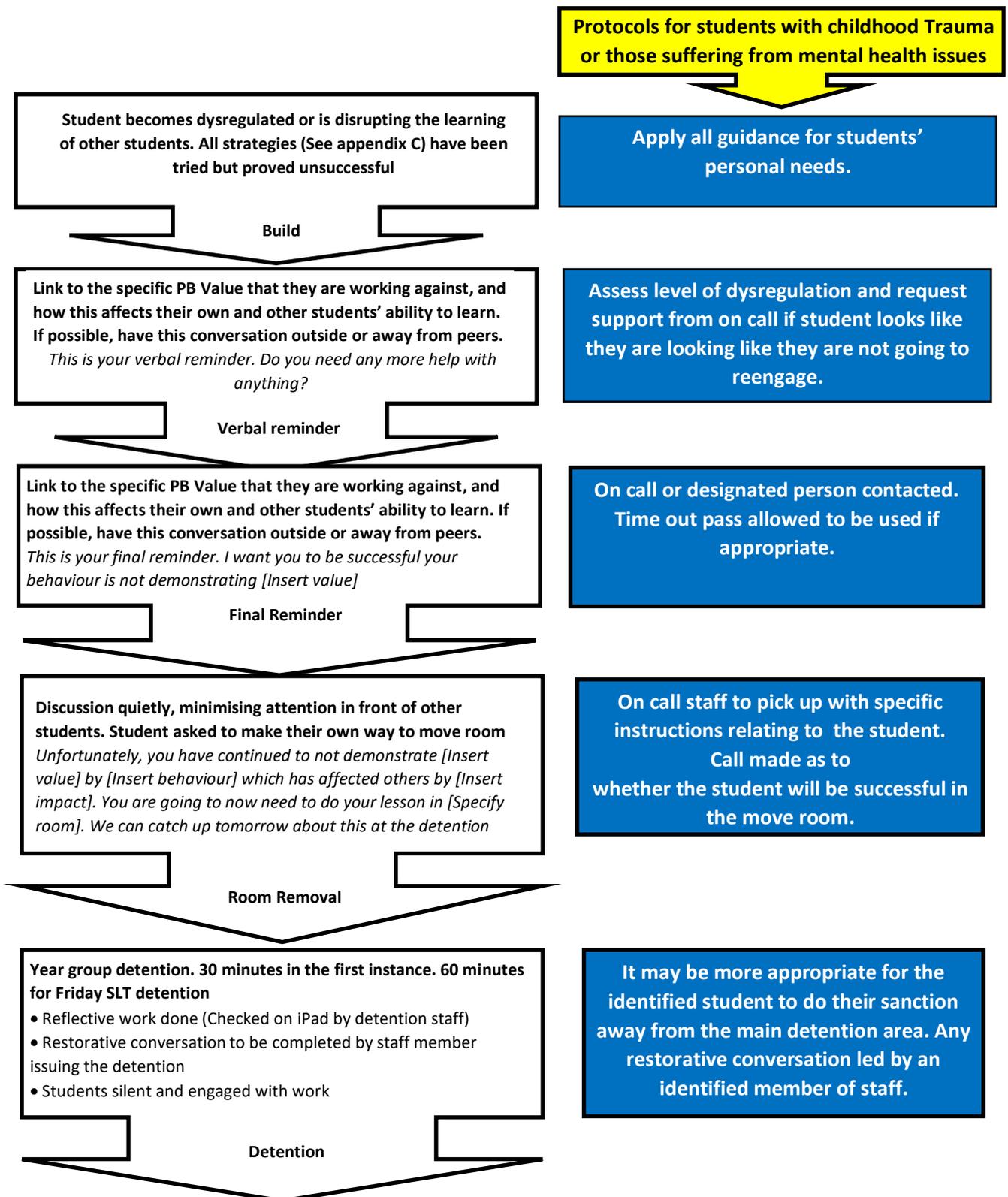
| Personal Best Value | How we are expected to demonstrate our values | Negative choices outside of the classroom (Likely to result in a sanction) | Negative choices in the classroom (May result in a classroom transfer) | Positive Choices (May result in a positive PB award) |
|--|--|---|---|---|
|  | <ul style="list-style-type: none"> • Be aware of our waste and dispose of this properly • Be proud of and respect all facilities and equipment at IGS. We will never damage or graffiti our school or local community • We will wear our IGS uniform correctly and with PRIDE • We understand how our behaviour at IGS in front of others, including visitors, reflects upon the rest of the school and all staff and students | <ul style="list-style-type: none"> • Littering • Graffiti • Not wearing the correct uniform, or wearing our uniform incorrectly • Damaging school property and facilities | <ul style="list-style-type: none"> • Graffitiing in books or within the classroom • Damaging the classroom learning space, or equipment • Not wearing the IGS uniform correctly, PE kit or safety equipment • Not taking Pride in the quality of work | <ul style="list-style-type: none"> • Picking up litter when you see it • Reporting damage around IGS when you see it • Representing IGS in a fixture, performance or as part of a visit • Meeting visitors to IGS and demonstrating our PB values |
|  | <ul style="list-style-type: none"> • Speak kindly and calmly to everyone • Being polite • Treat everyone equally and how you would like to be treated • Speak up and speak out to promote respectful beliefs and perspectives • Be aware of those around us and respond with respectful behaviour and attitudes regardless of their gender, race, sexual orientation, age, | <ul style="list-style-type: none"> • Swearing • Shouting • Rudeness • Being aggressive with a person when challenging perceived injustice • Running in buildings • Gathering in toilet areas • Not following the instructions of a member of staff • Deliberately 'going slow' following a reasonable request to do something or go somewhere | <ul style="list-style-type: none"> • Disrupting teaching and learning • Not following the instructions of the teacher or member of staff • Not showing peers respect during discussion or group work | <ul style="list-style-type: none"> • Encouraging others to be respectful • Demonstrating respectful behaviours in the community |

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| | <p>beliefs, abilities and/or disabilities</p> <ul style="list-style-type: none"> • Embrace and celebrate diversity • Be respectful when people disagree with us by trying to understand their frame of reference • Show respect and support for safe and healthy working environments for everyone • Have enough self-respect to do the right thing for yourself and others • Swearing • Shouting • Rudeness • Being aggressive with a person when challenging perceived injustice • Running in buildings • Gathering in toilet areas • Not following the instructions of a member of staff • Deliberately 'going slow' following a reasonable request to do something or go somewhere • Being defiant toward the IGS rules • Not showing respect or courtesy to staff and other students • Disrupting teaching and learning • Not following the instructions of the teacher or member of staff | <ul style="list-style-type: none"> • Being defiant toward the IGS rules • Not showing respect or courtesy to staff and other students | | |
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| | <ul style="list-style-type: none"> • Not showing peers respect during discussion or group work • Encouraging others to be respectful • Demonstrating respectful behaviours in the community | | | |
|  | <ul style="list-style-type: none"> • Be courageous and help those in need • Be confident to challenge and support others when they fall short of our school values • Help to empower others to be courageous • Asking for help and support • Showing courage doesn't mean taking risks, it means being yourself and taking pride in who you are | <ul style="list-style-type: none"> • Being part of a collective group that is being unkind to others • Being a bystander and allowing behaviours you know to be wrong | <ul style="list-style-type: none"> • Being part of a collective group that is preventing teaching and learning from taking place • Shying away from work when it feels tricky to accomplish | <ul style="list-style-type: none"> • Reporting behaviour that is not in line with our IGS values to appropriate staff |
|  | <ul style="list-style-type: none"> • Develop effective strategies for completing all work to our Personal Best • Model behaviour which helps support good physical and mental wellbeing • Encourage and support the wellbeing of those around us • Taking ownership of our behaviour, words and actions • Empower others to take responsibility for their actions, words and behaviours • Being a good citizen | <ul style="list-style-type: none"> • Being unsafe around IGS, on the way to/from school, and online • Not considering our local community when out of IGS. This includes, but is not exhaustive; not being courteous to members of the public when walking down paths in groups, using inappropriate language, not behaving safely and courteously on trains and public transport | <ul style="list-style-type: none"> • Come equipped to lessons with the correct pens (blue or black, green pens), PE kit, calculator & any other specified equipment • Complete all homework set on time and with pride | <ul style="list-style-type: none"> • Own up to our mistakes and show that we have learnt from them by not repeating negative behaviours. • Stepping forward to represent the school and the wider community as leaders and ambassadors • Acting in a way which positively impacts on the environment • Making sensible, balanced decisions |

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|  | <ul style="list-style-type: none"> • Be aware of what other people might be going through or experiencing • Be caring, thoughtful, and compassionate and try and support those around us • Embrace and celebrate diversity and celebrate people's differences • Show kindness to everyone, think with kindness, act with kindness in person, online and on social media • Showing care and compassion for yourself | <ul style="list-style-type: none"> • Making others feel unhappy by our actions or words • Laughing or berating someone when they are upset • Taking pleasure out of somebody else's misfortune • Belittling or humiliating someone • Deliberately excluding others (ostracism) • Any form of discrimination | <ul style="list-style-type: none"> • Making others feel unhappy by our actions or words • Laughing or berating someone when they are upset • Any form of discrimination | <ul style="list-style-type: none"> • Opening and holding door for others • Saying please and thank you • Actively helping others that are in need • Offering a kind word or reassurance to someone who needs it • Making a positive difference to others |
|  | <ul style="list-style-type: none"> • Recognise opportunities to overcome challenges • Be brave when addressing our mistakes • Be willing to accept support • Identify ways you can strive to improve • Practise skills multiple times • Celebrate success • Embrace difficulty and hard-thinking • Seek out challenges | <ul style="list-style-type: none"> • Continuing to make choices at social times and in/around the school site that you know to be against the IGS values • Giving in to peer pressure | <ul style="list-style-type: none"> • Not taking responsibility for own learning • Giving up on tasks rather than seeking support. | <ul style="list-style-type: none"> • Be proud of our efforts when they lead to positive change for ourselves and others • Continue to try and achieve marginal gains in our behaviour, attendance and attitude |

Appendix B - IGS Personal Best – Classroom Guidance



Appendix C – Uniform, Jewellery & Makeup Policy

IGS School Uniform

- Black, flat, plain shoes or ankle boots
- Socks or black tights
- Grey pleated skirt or plain dark grey trousers
- Plain black belt
- Plain white shirt, top button done and tucked in
- Blazer with school crest
- School tie, crest showing
- Any non-branded black or grey jumper (Tie must be visible)
- School hoodie or coat may be worn outside
- Headscarf in black, grey, or year group tie colour

The IGS Eco-iLeaders regularly arrange a pre-loved uniform sale where quality second-hand uniform can be purchased.

Our updated non-gendered jewellery/make-up/hair policy respects students' sense of individuality and self-expression, appreciating that this helps to promote positive mental health and self-image. It also recognises privilege of age whilst still ensuring a safe, inclusive environment where the focus is on high quality education for all and not on appearance. Whilst we do have a relatively liberal approach, there are some parameters and requirements which are non-negotiable either for health and safety reasons, age restrictions/recommendations, practical reasons and for ensuring students are not the subject of value judgements or placed under peer-pressure.

| | Key Stage 3: Years 7, 8 and 9 | Key Stage 4: Years 10 and 11 |
|---|--|---|
| <p>Jewellery:</p> <p>NB: Elaborate/expensive jewellery of any kind should not be worn.</p> <p>Dangly earrings or earrings which stretch the lobe are not permitted.</p> <p>Body/facial piercings including nose, eyebrow and tongue piercings, including the use of retainers, are not allowed in years 7-11.</p> | <p>Students are permitted to wear:</p> <ul style="list-style-type: none"> • 1 pair of small studs or small sleeper/small hoop or huggie earrings • 1 plain/flat ring • 1 bracelet | <p>Students are permitted to wear:</p> <ul style="list-style-type: none"> • Small studs/small sleeper/small hoop earrings and/or huggies • Maximum 2 plain/flat rings • Maximum 2 bracelets • A necklace may be worn but must not be visible |
| | <p>All jewellery must be removed for PE and other practical activities as required. Students must be able to remove their jewellery quickly so learning time is not wasted and its safe keeping remains the responsibility of the student. This is another reason why expensive jewellery should not be brought into school.</p> | |
| <p>Make-Up/nail varnish</p> <p>Nail extensions including acrylic extension are not allowed in years 7-11.</p> | <p>Make-up/fake tan, with the exception of the discreet use of cover-up, is not allowed.</p> <p>Nail varnish is not allowed.</p> | <p>Discreet/subtle make-up is allowed.</p> <p>Discreet nail varnish (nude and pale pastel colours only) is allowed. NB: Nail varnish may not be worn during food practicals due to health and safety legislation. The use of self-tanning products is not advised. If parents/carers allow their child to use these, then they must ensure that they are applied evenly and subtly.</p> |

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| <p>Hairstyles/Colours</p> <p>There are no rules/judgements about the length a student chooses to wear their hair, although long hair must be tied back for PE and other practical subjects.</p> | <p>Hair colours must be natural. Given that all legal colouring products in the UK should not be used on persons under the age of 16, no bold or extreme hair colouring is allowed in years 7-11.</p> <p>Visible lines/patterns/symbols shaved into the head are not allowed</p> |
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Girls PE Kit

- White polo shirt with applicable 'Learning Community' coloured trim: I Band – yellow, G Band – red and S Band – blue and school badge
- Black skort with school badge
- Plain black athletics or cycling shorts (optional)
- Black lycra 'skins'
- Black hockey socks
- White sports socks
- Trainers
- Astro boots (optional)
- Swimsuit (one-piece) / towel
- Grey hoodie with school badge, available from our designated suppliers - no other brand is acceptable
Optional: Plain black tracksuit bottoms/jogging pants, plain black sport leggings

Boys PE Kit

- Black rugby shorts
- Reversible rugby shirt – black/red with school badge
- Black football socks
- Football boots - plastic studded boots to use on the 3G as well as trainers for the astro-turf and indoor facilities. Metal studs will be required if chosen to play for the rugby team
- White polo shirt with applicable 'Learning Community' coloured trim I Band – yellow, G Band – red and S Band – blue and school badge white shorts
- White sports socks
- Trainers
- Swimming trunks/towel
- Grey hoodie with school badge, available from designated suppliers – no other brand is acceptable

In addition, the following protective equipment is strongly recommended: shin-pads and a gum-shield (rugby only) Optional: Plain black tracksuit bottoms/jogging pants

Appendix D – Vaping Policy

| Action | Sanction |
|---|---|
| Group in the toilets - staff professional judgement on the balance of probability is that vaping has occurred (Vape found on the student or in the vicinity of the group, smoke witnessed etc.) | <ol style="list-style-type: none"> 1) Students issued with a detention 2) Banned from toilet area in groups of 2 or more 3) Parents called by Year team 4) Vape permanently confiscated 5) Students given a risk assessment for random searches by safeguarding team |
| Student found vaping on site/in vicinity of IGS - 1st occasion | <ol style="list-style-type: none"> 1) Vape permanently confiscated 2) Consequences – period of isolation in school 3) Parents met by HOY 4) Students given a risk assessment for random searches by safeguarding team |
| Student found vaping on site/in vicinity of IGS – 2nd occasion | <ol style="list-style-type: none"> 1) Vape permanently confiscated 2) Internal suspension within school 3) Parents met by AHT as part of a formal readmittance meeting 4) Students issued a risk assessment and daily searches occur by allocated senior staff member |
| Vaping on site/in vicinity of IGS – 3rd occasion | <ol style="list-style-type: none"> 1) Vape permanently confiscated 2) External placement at a different school 3) Parents met by DHT as part of a formal readmittance meeting 4) Students issued a risk assessment and daily searches occur by allocated senior staff member |