



**BURY**  
GRAMMAR SCHOOL

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# **Behaviour Policy**

**Date Approved:** September 2022

**Review Date:** August 2023

**Author:** R Lees

**This policy is for Bury Grammar School**

Under no circumstances are staff allowed to threaten or use corporal punishment on any child.  
This is strictly forbidden.

*This policy has been written to meet the standards as set out in the Education (Independent Schools Standards) Regulations 2014 (ISSR) as amended under section 94 of the Education and Skills Act 2008 and has particular regard for the interpretation of these as set out in paragraphs 324 to 330 of the Commentary on the Regulatory Standards September 2022.*

**Behaviour Policy**

**Equality Impact Assessment**

		Yes/ No	If yes, in what way?	Action required /undertaken
1.	<b>Does the procedural document / guidance affect one group less or more favourably than another on the basis of?</b>			
	<input type="checkbox"/> Race	N		
	<input type="checkbox"/> Ethnic Origin (including gypsies and travellers)	N		
	<input type="checkbox"/> Nationality	N		
	<input type="checkbox"/> Gender	N		
	<input type="checkbox"/> Culture	N		
	<input type="checkbox"/> Religion or belief	N		
	<input type="checkbox"/> Sexual orientation	N		
	<input type="checkbox"/> Disability	N		
	<input type="checkbox"/> Age	N		
2.	<b>Is there any evidence that some groups are affected differently?</b>	N		
3.	<b>If you have identified potential discrimination, are any exceptions valid, legal and/or justifiable?</b>	N		

## **1. Policy aims**

The aim of this policy is to:

- a. enable the Head to carry out his/her responsibilities of maintaining order;
- b. promote good behaviour;
- c. ensure, so far as possible, that every pupil in this school is able to benefit from and make his/her full contribution to the life of the school, consistent always with the needs of the school community;
- d. establish a culture where bullying, including cyberbullying, prejudice-based and discriminatory bullying is prevented in so far as is reasonably practicable;
- e. achieve consistency of approach to promoting good behaviour and applying sanctions;
- f. establish the importance of the parents' role in securing good behaviour;
- g. establish the importance of making reasonable adjustments for the behaviour of pupils with special educational needs or disabilities.

This policy has regard for:

- Behaviour in Schools: Advice for Headteachers and School Staff (September 2022)
- Duties under the Equality Act (2010)
- The Education (Independent School Standards) Regulations (2014)
- "Screening, Searching and Confiscation: Advice for headteachers, staff and governing bodies." (September 2022)
- Use of reasonable force - Advice for headteachers, staff and governing bodies (July 2013)

## **2. Scope of policy**

This policy applies to all pupils at Bury Grammar School while they are a member of the School. Conduct contrary to the smooth running of the school, committed outside of school hours, on trips, at weekends and during the holidays will be dealt with under this policy.

## **3. Introduction**

Bury Grammar School (BGS) promotes good behaviour in an environment where there is mutual respect and trust, and the voices of our pupils are heard. Positive relationships, good manners and a secure learning environment play a crucial part in the development of intellectually curious pupils.

BGS is an inclusive and tolerant community. We expect pupils to treat staff and each other with consideration and good manners and to respond positively to the opportunities and demands of school life. Everyone has a right to feel secure and to be treated with respect. Harassment and bullying will not be tolerated.

We expect pupils to behave at all times in a manner that reflects the best interests of the whole community. The School will ensure that its behavioural expectations are communicated to all pupils in an age-appropriate way when they first arrive in the school, and thereafter reminders given, as and when required.

The School is committed to promoting equal opportunities for all, regardless of race, gender, sexual orientation or physical disability. We expect pupils to be ready to learn and to participate in school activities. They should attend school and lessons punctually and follow the School's attendance policy. It is expected that reasonable adjustments will be made to anything contained in this policy if a pupil has a disability which may affect their behaviour.

#### **4. General Principles**

When dealing with misbehaviour of a pupil, the following principles should be adhered to:

- The promotion and maintenance of good discipline should be based on praise, reward and encouragement rather than on the threat of sanctions;
  - When behaviour falls short of expectations, pupils should be reminded of how they are expected to uphold the values of the School and the home school agreement;
  - Reasonable support will be provided for pupils to help them meet behavioural expectations;
  - The School will seek the support and engagement of parents and other agencies where necessary;
  - Support will be provided for pupils when they transition into the school to ensure they are aware of behavioral expectations;
  - There must be no physical contact with pupils when reprimanding them;
  - Whole group sanctions are rarely appropriate;
  - Parental permission is not required to detain a pupil, nor does it matter that a parent is inconvenienced by an after-school detention, although the School will normally accommodate a reasonable 'one off' request for a detention to be postponed;
  - Reasonable adjustments may need to be made for a pupil with special educational needs/disabilities and any recommendations written in a pupil profile must be followed;
  - Staff should ensure that pupils are dealt with fairly; and the application of sanctions are proportionate.
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- All pupils have a right to work in a calm, supportive and purposeful atmosphere and all pupils have the right to come to school without the fear of being bullied (see Anti-bullying policy);
  - The principles of 'Natural Justice' will always apply. When a pupil is accused of wrongdoing, they must be allowed to account for their actions. In cases of serious misbehaviour or bullying, a thorough investigation must be completed;
  - The burden of proof in any pastoral investigation will be 'on the balance of probability';
  - A record of misbehaviour and the decisions taken by the School will be kept. The Deputy Heads Pastoral keep a log of serious sanctions;
  - If, during the course of reprimanding a pupil, a member of staff considers that (s)he has acted in a way that may fall short of the professional standards expected from a teacher, or if a pupil makes an allegation against them, they should refer themselves or the incident to the Headteacher so as to be open and transparent.

## **5. Promoting good behaviour**

The School understands that rewards can be more effective than punishment in motivating students.

The School is committed to promoting and rewarding good behaviour.

### **a. Senior School & Sixth Form**

In the Senior School, this is achieved by:

- Headteacher's certificates
- Positive behaviour points (merits and commendations)
- Celebrating success in assembly
- Communication home via postcard, phone call and letter
- Awards at Prize giving
- BGS Diploma
- The awarding of colours for sporting and artistic achievements
- Appointments to positions of responsibility in school, in the CCF and sports teams
- Through the press, website and other publicity

### **b. Primary Division**

In the Primary Division, this is achieved by:

- Headteacher's certificates/awards
- House points
- Star of The Week
- Achievement Awards
- Awards at Prize giving
- Excellence Board
- Verbal Praise and Feedback
- Stickers
- Celebrating success in assembly
- Communication home - phone call, face to face meeting, written note, email, stickers
- Through the press, website and other publicity

### **c. EYFS**

At EYFS, this is achieved by:

- Headteacher's certificates/awards
- Dojo points (Rec & Kindergarten)
- Star of The Week
- Dojo Champion
- Achievement Awards and Certificates
- Verbal Praise and Feedback/high five's
- Stickers/stamps
- Celebrating success in assembly (Rec)
- Communication home - phone call, face to face meeting, written note, email
- Through the press, website and other publicity

## **6. Responses to Poor Behaviour**

### **a. Sanctions and Escalation**

- The School aims to keep the use of formal sanctions to a minimum.
- Sanctions will be applied fairly and objectively.

- Sanctions may be applied to pupils on school visits even where an infringement of the behaviour policy or of a specific policy relating to the visit occurs outside normal school hours.
- The behaviour policy applies also to pupils on the journey to and from school.
- Sanctions should be recorded on ISAMS. Serious sanctions are recorded in a log held by the pastoral deputy heads.

## **b. Expectations at EYFS**

Children in the EYFS are in their most formative years with regards to understanding that they control their own behavior and that all actions are a choice. Behavioural expectations will be explained through a variety of media to ensure that all children are aware in a language which is most age appropriate.

## **c. Primary Division**

Poor behaviour in the primary division is managed through the use of codes of conduct. These are given to pupils following an incident of poor behaviour or misconduct and give the pupil an opportunity to reflect on their behaviour and its impact on others. Serious misbehaviour in the Primary Division can lead to a permanent or temporary exclusion.

## **d. Senior School**

In the senior school a hierarchy of sanctions is used to deter poor behaviour. These include:

- Verbal Warning
- Socially useful tasks
- Detentions (*Informal, After School, Deputy Head, Head Teacher*)
- Internal Exclusion (Loss of social time)
- External Exclusion
- Permanent Exclusion

## **e. The Sixth Form**

Minor academic or behavioural indiscipline will be dealt with by the sixth form leadership team. Students may be given a sixth form detention or lose their sixth-form privileges. Serious misbehaviour will be dealt with as in other areas of the school.

## **f. Serious Misbehaviour**

Serious misbehaviour is behaviour which results in the imposition of an internal exclusion (loss of break & lunchtimes), temporary exclusion or permanent exclusion. Examples of such behaviour may include but is not limited to the following:

- Supply, possession or use of certain drugs, solvents or psychoactive substances (or substances intended to resemble them) and their paraphernalia, and alcohol, tobacco, and vaping devices and their paraphernalia
- Theft, blackmail, physical violence, intimidation, discrimination, racism and persistent bullying, including cyberbullying, child-on-child abuse
- Misconduct of a sexual nature; Incidents of sexual violence and sexual harassment will

not be dismissed as “banter”, “having a laugh” or “boys being boys”; sexualised behaviours (e.g. grabbing of bottoms, breasts and/or genitalia) will be challenged at all times.

- Supply and possession of pornography or indecent images of children
- Possession or use of unauthorised firearms or other weapons
- Vandalism and computer hacking
- Making and/or sharing unauthorised recordings of staff or pupils
- Persistent attitudes or behaviour which are inconsistent with the ethos of Bury Grammar School
- Malicious accusations against a member of staff
- Persistent disruption to lessons
- Other serious misconduct towards a member of the school community or which brings the School into disrepute (single or repeated episodes), on or off the school premises.

The Deputy Heads (pastoral) maintain a log of all sanctions, which have been imposed for serious misbehaviour in their respective areas of the school, including:

**Temporary Exclusion** – a temporary exclusion may be imposed by the deputy head (pastoral) or primary principal after discussion with the headteacher. This sanction may be imposed for a single incident of serious misbehaviour or for a number of incidents of misbehaviour where the judgment is that a period of temporary exclusion is necessary. The Deputy Head (pastoral) /Primary Principal will contact parents and require them to collect their child from the school as soon as possible. The School will also write to parents to confirm the exclusion and the date when the child may return to school.

**Permanent Exclusion/Required to Leave** – the Head may exclude after consultation with the Chair of Governors. If a pupil is expelled or required to leave, his/her leaving status will be one of the following: “expelled”, “removed” or “withdrawn by parents”; “Removed” means that a pupil has been required to leave but without the stigma of expulsion. Where a pupil is at risk of being permanently excluded or required to leave, the School will follow the procedures detailed in the exclusion, expulsion, removal and review policy.

Parents have the right to appeal this action by following the School’s complaints policy.

#### **g. Repeated Low-level Misbehaviour**

The senior school operates three misconduct pathways to tackle low-level misbehaviour: *The homework pathway*, *the behaviour pathway*, and *the standards pathway* (used for punctuality, uniform, organisation and mobile phones). Incidents of low-level misbehaviour are recorded in one of these categories. Three incidents in a particular pathway in a half-term period will result in an after-school detention. Six incidents will result in a Deputy Head detention and nine incidents may result in a temporary exclusion.

Any pupil who receives five or more after school detentions in one academic year will be required to attend a behaviour meeting with the Deputy Head (pastoral).

## **7. Child-on-Child Abuse**

Child-on-child abuse is a form of harmful behaviour inflicted on children by other children and occurs when children are singled out for ridicule and abuse by their peers. These acts of bullying and abuse are designed to induce a sense of powerlessness, helplessness and humiliation in victims. Child-on-child abuse by a BGS pupil will always be viewed as a serious breach of school rules.

Examples of child-on-child abuse include, but are not limited to:

- violence and other forms of physical abuse;
- sexual harassment and violence;
- emotional harm;
- online bullying and manipulation;
- teenage relationship abuse.

The School takes a zero-tolerance approach to child-on-child abuse and views it as seriously as abuse by adults.

### **How will the School respond to child-on-child abuse?**

The School actively seeks to prevent all forms of child-on-child abuse by educating pupils and staff, challenging the attitudes that underlie such abuse. All cases of child-on-child abuse and any cases of bullying (no matter how trivial) will be addressed promptly and appropriately. If any child perpetrates significant harm on another child, or is at risk of significant harm, a referral to children's social care and/or the police will be made. The School will investigate the behaviour and will, where necessary, take any immediate steps to ensure the safety of the victim(s) or any other child. Whilst a safeguarding approach will be taken for both the victim and perpetrator, the School will also consider appropriate disciplinary sanctions. All incidents will be considered on a case-by-case basis, but more serious cases of bullying and abuse may be considered under the exclusions policy.

Further details on the school's approach to child-on-child abuse can be found in the safeguarding and child-on-child abuse policy.

## **8. Bullying**

The School takes bullying seriously whatever form or method it takes. It is committed to investigating all forms of bullying and supporting those affected. Bullying will always be considered a serious breach of the school rules which may require both a safeguarding and disciplinary response.

### **a. Prejudice Based and Discriminatory Bullying**

Bullying behaviour may be a result of prejudice that relates to perceived or actual differences. This can lead to prejudice and discriminatory language or behaviour, including racism, sexism, homophobia, biphobia or transphobia. 'Prejudice-based bullying is when bullying behaviour is motivated by prejudice based on an individual's actual or perceived identity; it can be based on characteristics unique to a child or young person's identity or circumstance.

### **b. Special Educational Needs and Disabilities**

The School is always particularly vigilant where concerns relate to children with special educational needs and disabilities, as additional barriers can exist in identifying abuse and bullying. These include:



- Greater vulnerability to abusive behaviour and bullying even when pupils don't exhibit any obvious signs of distress
- barriers in communicating their concerns about bullying

### **c. Pupils with vulnerabilities**

Some pupils are more likely to be the target of bullying because of the attitudes and behaviours some young people have towards those who are different from themselves. For example, those with special educational needs or disabilities, those who are adopted, those who are in care, those who are suffering from a health problem or those with caring responsibilities may be more likely to experience bullying because of difference.

### **d. Cyberbullying**

The School takes very seriously any incidents of cyberbullying, whether during or outside school hours, and whether committed on or off-site. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience. Cyberbullying could involve communications by various electronic media, including, for example:

- Texts, instant messages or calls on mobile phones
- The use of mobile phone camera images to cause distress, fear or humiliation
- Posting threatening, abusive, offensive or humiliating material or comments on websites (including blogs, personal websites and social networking sites such as Facebook, Instagram, Twitter or YouTube)
- Using email to message others in a threatening or abusive manner
- Hijacking/cloning email accounts.

### **Cyber Bullying- Preventative Measures**

For the prevention of cyberbullying, in addition to the measures described above, the School:

- expects all pupils to act in accordance with the school's rules and its policies on acceptable use, mobile phones and online safety.
- blocks inappropriate sites and material via its filtering system, and has usage monitored by the DSLs.
- may impose disciplinary sanctions for the misuse, or attempted misuse, of the internet.
- issues all pupils with their own personal school email address.
- offers guidance on the safe use of social networking sites and cyberbullying in PSHE lessons
- offers guidance on keeping names, addresses, passwords, mobile phone numbers and other personal details safe.
- does not allow the use of devices in toilets, washing and changing areas.
- Use of acceptable use policies

## **9. Searching of Pupils**

The School is permitted to search for and confiscate items that are dangerous, illegal or detrimental to school discipline. By using a locker provided to them by the School, pupils agree to having their locker searched if there are reasonable grounds to suspect that it may be being used to store prohibited items. On the rare occasions that it is necessary to search a pupil or their

property, staff must follow the Searching Pupils policy. The School does not require, nor will seek, parental authorisation in advance of a search. The School will inform parents that a search has taken place for items prohibited under The Schools (Specification and Disposal of Articles) Regulations 2012. Parents will be contacted and asked to attend school if a pupil refuses to give consent to be searched where there are reasonable grounds for a search to take place. The pupil will not be permitted to return to lessons until a meeting with parents has taken place and, under the discretion of the Deputy Head (pastoral), a sanction equivalent to that given for the possession of the searched for item, may be issued.

## **10. Use of Force**

Any use of force by staff will be reasonable, proportionate and lawful. Reasonable force will be used in accordance with the DfE guidance Use of reasonable force in schools (July 2013) and only when immediately necessary and for the minimum time necessary to prevent a student from doing or continuing to do any of the following:

- committing a criminal offence;
- injuring themselves or others;
- causing damage to property, including their own;
- engaging in any behaviour prejudicial to good order and discipline at the School or
- among any of its students, whether that behaviour occurs in a classroom or elsewhere.

In deciding whether reasonable force is required, the needs of individual students will be considered, and reasonable adjustments will be made for pupils with special educational needs or disabilities.

Where restraint is used by staff, this is recorded in writing and the pupil's parents will be informed about serious incidents involving the use of force. Force is never used as a form of punishment.

## **11. Malicious allegations against staff**

Where any malicious accusations are made by a pupil against a member of staff, the well-being of the pupil will remain of paramount importance. A thorough investigation will take place and if necessary, sanctions will be applied in a fair, reasonable and proportionate manner. At all times the school will be mindful of the pastoral care and needs of the member of staff involved.

Where appropriate the LADO will be informed.

## **12. Communicating with Parents**

The behavioural outcomes for pupils are best when there is a close home-school partnership. The School will work with parents & carers to support pupils in maintaining high behavioural standards.

## **13. Complaints**

Parents can expect their concerns or complaints to be dealt with in a professional and courteous manner. A copy of the School's Complaints Policy can be sent to parents upon request.

## **14. Application, monitoring and review**

This policy will be implemented by staff and be subject to monitoring by members of the SLT and the Governing Body to ensure that it is applied consistently. It is reviewed annually taking into account pupil voice. Any deficiencies in policy are rectified immediately.

In the application of this policy, staff will pay regard to:

- The Senior Schools Rewards Guide
- The Senior Schools Sanctions Guide
- The Bury Grammar School Behaviour During Remote Education Procedures
- The Exclusion, Expulsion, Removal and Review Policy

## **15. Liaison with other agencies**

Where behaviour impacts on safeguarding, the School will work with other agencies such as the police and children's services to safeguard the pupils in the school.