

## Behaviour Policy

**Date Approved: September 2019**  
**Review Date: August 2021**  
**This policy is for Bury Grammar Schools**  
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**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 250 to 255 and 343 to 348 of the Commentary on the Regulatory Standards September 2019.*

### 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 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 behavior;
- g. establish the importance of making reasonable adjustments for the behaviour of pupils with special educational needs or disabilities.

This policy has regard for:

- a. Behaviour and Discipline in Schools (2016)
- b. Duties under the Equality Act 2010.
- c. ISSRs 2014
- d. Non-statutory guidance - Behaviour and Discipline in Schools (2016)
- e. "Screening, Searching and Confiscation: Advice for headteachers, staff and governing bodies." (January 2018)
- f. 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 whilst 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 could be dealt with under this policy.

## **3. Introduction**

Bury Grammar School 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.

The School is committed to promoting equal opportunities for all, regardless of race, gender, gender 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 his or her behaviour.

We expect pupils to behave at all times in a manner that reflects the best interests of the whole community. The School undertakes to act reasonably, fairly and proportionately in the application of sanctions.

## **4. General Principles**

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

- a. The promotion and maintenance of good discipline should be based on praise, reward and encouragement rather than on the threat of sanctions;
- b. 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;
- c. Reasonable support will be provided for pupils to help them meet behavioural expectations;
- d. The support of parents and other agencies will be utilized where necessary;
- e. Support will be provided for pupils when they transition into the school to ensure they are aware of behavioral expectations;
- f. There must be no physical contact with pupils when reprimanding them;
- g. Whole group sanctions are rarely appropriate;
- h. 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.

- i. Reasonable adjustments may need to be made for a pupil with special educational needs/disabilities and any recommendations written in any IEP must be followed;
- j. Staff should ensure that pupils are dealt with fairly;
- k. 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).
- l. 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.
- m. A record of 'serious misbehaviour' is recorded on CPOMS. Serious misbehaviour is behaviour which has resulted in internal exclusion, temporary exclusion or permanent exclusion/required to leave. The Deputy Heads (Pastoral) keep logs of serious sanctions applied.
- n. 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 behavior

The School understands that rewards can be more effective than punishment in motivating students. The School is committed to promoting and rewarding good behaviour.

### Senior Schools & Sixth Form

In the Senior Schools, this is achieved by:

- Headteacher's certificates
- Positive behaviour points (House Points at BGSG, merits at BGSB)
- Celebrating success in assembly
- Positive referrals and HoY certificates
- Communication home via postcard, 'phone call and letter
- Awards at Prize giving
- BGSB Certificate/BGSG 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

### Junior / Infant Schools

In the Infant and Junior Schools, 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

## **EYFS**

At EYFS, this is achieved by:

- Headteacher's certificates/awards
- Dojo points (Rec)
- Star of The Week
- 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. Expectations of Behaviour**

**Pupils agree to:**

- Understand that I and other pupils have rights within the school, which include: to be treated with respect, tolerance and fairness; to be listened to and share views; to be safe and happy; to be helped and supported
- Understand and respect others' views, culture, race, feelings, beliefs and values
- Attend school every day on time, with correct equipment and in correct uniform
- Abide by the school rules, including those on behaviour, appearance and mobiles devices
- Take responsibility for the things that I do, including the ways I behave in school and the attitude to my work and towards others
- Recognise that learning is also my responsibility; that learning does not always take place in school and that learning is not always about my academic subjects
- Ask for help if I need it in any way, including sharing any worries with parents, carers, teachers or another appropriate adult
- Be kind and treat others with respect and tolerance
- Take care of my environment, both in school and in the wider world
- Behave in a safe way
- Tell a member of staff if I am worried or unhappy, or if I have concerns about another
- Work to the best of my abilities
- Respect my learning environment and the school premises
- Celebrate my achievements and those of my peers
- Take care of my own and other people's possessions
- Respect the right of teachers to teach and other learners' right to learn
- Take opportunities for extracurricular activities and enrichment
- Take notice of the advice and feedback from my teachers

## **7. 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 mediums to ensure that all children are aware in a language which is most age appropriate.

## **8. Sanctions and Escalation**

- a. The School aims to keep the use of formal sanctions to a minimum.
- b. Sanctions will be applied fairly and objectively.
- c. 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.
- d. The Behaviour policy applies also to pupils on the journey to and from school.
- e. Sanctions should be recorded on ISAMS.

## **9. Serious misbehavior**

Serious misbehaviour is behavior which results in the imposition of an internal exclusion, temporary exclusion or permanent exclusion.

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

- a. **Internal Exclusion** – may be imposed by the HOY/Head of Junior School or a member of SLT after consultation with the Deputy Head (Pastoral). The pupil will be required to complete meaningful work in isolation for a fixed period of time.
- b. **Temporary Exclusion** – may be imposed by the Deputy Head (Pastoral) or Head of Junior School after discussion with the Head. This sanction may be imposed for a single incident of serious misbehaviour or for a number of incidents of misbehavior where the judgment is that a period of temporary exclusion is necessary. The Deputy Head (Pastoral)/Head of Junior School will contact parents and require them to collect their child from the school as soon as possible following which the parents will be written to, confirming the exclusion and when the child may return to school.
- c. **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.

Parents have the right to appeal this action by following the School’s Complaint’s Policy. Any complaints, from which lessons can be learnt, are fully reviewed following their conclusion.

## **10. Searching of Pupils**

On the rare occasions that it is necessary to search a pupil or his property, then staff must follow the Searching Pupil Policy. A record of a search must be completed and sent to the Deputy Head (Pastoral) following any search of a pupil or his/her possessions.

## **11. 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 (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 students with special educational needs or disabilities.

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

## **12. 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.

## **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. Management, monitoring and review**

This policy will be implemented by staff and be subject to monitoring by members of the SLT to ensure that it is being consistently applied. All Policies are reviewed regularly by staff and often by taking into account the student voice. Any deficiencies in policy are rectified immediately.