



Behaviour Policy

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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 330 to 336 of the Commentary on the Regulatory Standards September 2021.

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:

- 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 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 undertakes to act reasonably, fairly and proportionately in the application of sanctions.

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 his or her behaviour.

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 School will seek the support and engagement of parents and other agencies 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 a pupil profile 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. The burden of proof in any pastoral investigation will be 'on the balance of probability';
- n. A record of misbehaviour and the decisions taken by the School will be kept. The Deputy Heads Pastoral keep a log of serious sanctions;
- o. 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 Schools & Sixth Form

In the Senior Schools, 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. 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

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. 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.

b. 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.

c. 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, Peer-on-peer 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
- 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 schools, including:

Temporary Exclusion – a temporary may be imposed by the Deputy Head (Pastoral) or Primary Principal after discussion with the Head. 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.

7. Searching of Pupils

The School is permitted to search for and confiscate items that are dangerous, illegal or detrimental to school discipline. On the rare occasions that it is necessary to search a pupil or their property, staff must follow the Searching Pupils Policy.

8. 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.

9. 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.

10. 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.

11. 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.

12. 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

13. 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.