



Behaviour Policy

Date Approved: September 2019

Review Date: August 2021

This policy is for Bury Grammar Schools

Author: R Lees

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 290 to 305 of the Commentary on the Regulatory Standards September 2020.

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 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 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, 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.

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 utilised 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 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.

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 they 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's rules, including those on behaviour, appearance and mobiles devices
- Take responsibility for the things that they do, including the ways they behave in school and the attitude to their work and towards others
- Recognise that learning is also their responsibility; that learning does not always take place in school and that learning is not always about their academic subjects
- Ask for help if they 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 their environment, both in school and in the wider world
- Behave in a safe way
- Tell a member of staff if they are worried or unhappy, or if they have concerns about another
- Work to the best of their abilities
- Respect their learning environment and the school premises
- Celebrate their achievements and those of my peers
- Take care of their 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 their teachers

7. **Expectations at EYFS**

Children in the EYFS are in their most formative years with regards to understanding that they control their own behaviour 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 misbehaviour**

Serious misbehaviour is behaviour which results in the imposition of an internal exclusion, 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, racism and persistent bullying, including cyberbullying
- Misconduct of a sexual nature, 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:

- a. 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 misbehaviour 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.
- b. 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 Complaints Policy.

10. Searching of Pupils

On the rare occasions that it is necessary to search a pupil or their property, then staff must follow the Searching Pupil Policy. A record of a search should 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 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 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.

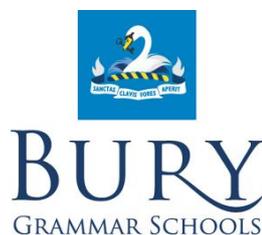
Where appropriate the LADO will be informed.

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.



Annex to BGS Behaviour Policy to reflect periods of remote education

Date Approved: May 2020

Policy Reviewed: January 2021

This policy is for Bury Grammar Schools

Author: R. Newbold

Principles for staff

Good behaviour is a fundamental pillar of a successful education and Bury Grammar School has the highest expectations in terms of behaviour. In these uncertain times, a sensible Behaviour Policy will help pupils integrate back into a school routine and make the most of the remote learning opportunities.

The information in this annex applies to all pupils at Bury Grammar School whilst they are a member of the School and supplements the information in the BGS Behaviour Policy. The information included in this annex covers behavioural expectations for pupils in instances in which they are required to learn remotely.

When dealing with misbehaviour, the main principles set out in the main body of the School's Behaviour Policy still apply.

The School recognises that it is likely that adverse experiences and/or lack of routines of regular attendance and classroom discipline may contribute to disengagement with

education upon full return to school, resulting in increased incidences of poor behaviour. The School and pastoral teams will work with and support those pupils who may struggle to re-engage in school and are at risk of being absent and/or persistently disruptive, including providing support for overcoming barriers to attendance and behaviour and to help them reintegrate back into school life.

Some pupils will return to school having been exposed to a range of adversity and trauma including bereavement, anxiety, and in some cases, increased welfare and safeguarding risks. The School recognises that this may lead to an increase in social, emotional and mental health concerns and some children, particularly vulnerable groups such as children with a social worker and young carers, will need additional support and access to additional services.

The School is committed to ensuring that services and support are in place for a smooth return to schools for pupils.

Periods of Remote Learning:

Inappropriate behaviour/ communications in live video lessons and on Satchel:One

If a member of staff deems a pupil's behaviour in a live lesson as disruptive or inappropriate, they can mute the pupil concerned and remove them from the lesson if necessary. At the end of the lesson, the member of staff should contact the pupil concerned and remind them of school expectations and standards which are no different from that what we would expect in a classroom lesson. If there are repeated instances of misbehaviour, class teachers need to complete a pupil referral form. HoYs will follow up any repeated instances of misbehaviour and parents will be informed.

Serious Misbehaviour

In instances of serious misbehaviour such as use of offensive language and/ or images, the class teacher must remove the pupil immediately from the session and record the misbehaviour on the pupil referral system, giving specific details of the serious misbehaviour. If appropriate, the member of staff needs to send screen shots of comments/ images etc to the relevant HoY so that the behaviour can be investigated in line with school policy. It is likely that parents will be informed of occurrences of serious misbehaviour. If the misbehaviour also means that there is a safeguarding concern, then staff also need to inform the DSL. All incidents of serious misbehaviour are to be recorded on CPOMS. Serious misbehaviour, or repeated instances of inappropriate behaviour risks a pupil receiving a temporary or permanent exclusion from school. During a period of temporary exclusion, the pupil will not have access to any remote learning platforms and will not be set any work by their subject teachers.

The Deputy Heads (Pastoral) will continue to maintain a log of all sanctions which have been imposed for serious misbehaviour in their respective schools.

Lack of engagement in remote education

It is important to recognise that this is a challenging time for all of our pupils, and some will cope better than others with adapting to new routines and expectations. Please be mindful that some of our pupils will be looking after siblings and have limited access to internet during the 'normal' school day which does make it difficult to engage fully with remote education

Escalation Procedures

The following escalation procedures will NOT apply if school are/become aware of barriers which affect a pupil's ability to engage with remote learning. School will continue to communicate regularly with these pupils and offer personalised support

Level 1

In the first instance subject teachers to contact pupils when they fail to engage in live lessons and when progress cannot be tracked due to lack of submitted work.

Level 2

When a referral has been submitted by a subject teacher/ multiple teachers for an individual pupil, FT will contact the pupil involved to offer tailored support and encouragement and to remind them of remote learning expectations. Parents will be copied into these communications.

Level 3

Pupils who continually fail to submit work or engage with live lessons will be contacted by their HOY who will reinforce support available and pupil expectations. Parents will be made aware of the level of disengagement and are expected to support their child to get back on track. Pupils may be required to attend school to support their learning and overall education.

Level 4

Pupils who fail to take heed of the advice and support offered by school and continue to not engage with remote learning will be contacted by the Pastoral Deputy Head to inform them that they risk not being able to automatically transition to the next year if they continue to disengage with the work that school is providing. Parents will be aware of the situation and possible outcome if no improvement can be evidenced by school.

FT/HOY and DHP will monitor pupils identified in the above levels to ensure that support is given if required and also allow time for improvement.

All communications between *pastoral*/staff, pupils and parents are to be logged on CPOMS

Pupil Guidelines and Expectations: Remote Learning - Live Video Lessons and Satchel:One

Senior Schools – Satchel:One and Video Lessons

Daily Routine

- Get up in plenty of time to eat breakfast and get ready for the start of your working day.
- Get dressed and be in appropriate clothes i.e., no pyjamas and ensure you are ready for any tutorials and live video lessons which are scheduled on SACHEL:ONE.
- Get yourself set up with your device, exercise books, textbooks and any other needed equipment.
- Open your school email and read any messages from your FTs, HOY and other school staff.
- Make sure you have a break during the morning and at lunchtime. Try and get some fresh air when you can.
- You can expect regular emails from your FT and HOY each cycle just to check you are ok.
- If you have any pastoral concerns, email your FT or HOY.

Subject Tutorials and Live Video Lessons

- At the start of your lesson, a register will be taken, and you must notify that you are present.
- Once you have joined the lesson, your teacher will ask you to mute yourself so that they can start the lesson promptly and set out lesson expectations.
- You are expected to engage and interact in live video lessons and ask questions via the extension of the Teams Chat facility to develop your overall knowledge and understanding of the subject matter being covered. Teachers will respond to questions when appropriate during the lesson or after via the Teams Chat function or email.
- You must turn on your camera during the lesson. You may be removed from the lesson if your camera is not turned on.

- If you are struggling with any aspect of the work covered in live lessons or work set on Satchel:One, please contact your subject teacher- Do not sit and struggle, but remember, the work is meant to challenge you.

Behaviour

- You need to attend all scheduled subject and form live lessons. If you are unable to attend a lesson for any reason, you must inform your subject teacher and form tutor in advance.
- If your communications are deemed inappropriate and you are disrupting the lesson you will be muted or removed from the lesson and this will be passed on to your Head of Year.
- Your Head of Year and FT will be monitoring behaviour during live lessons and will follow up with parents any misbehaviour.
- You must not interrupt the teacher during a live lesson. Questions should be sent to the teacher via the messaging/ chat function or via email for the teacher to respond to.
- Communications with any members of staff must be formal and respectful.
- You must complete all set work and submit it to your teacher.
- If the technology fails, email your subject teacher and Form Tutor so that they know and also raise a ticket via the IT help desk if needed.
- Under no circumstances are you allowed to record a session. Anyone found recording a session and forwarding this on can expect to receive a severe school sanction and your place at school will be at risk.
- You must not attempt to initiate live video lessons with your teachers. If you have questions, email teachers using your school email account.
- In some cases, your teacher may share presentations, documents and other resources with you throughout the lesson and may ask you to watch short video clips as a group together.
- You must not share files in the video lesson unless specifically asked to do so by the teacher.

Pupil Guidelines and Expectations: Remote Learning - Live Video Lessons and Satchel:One

Infants and Juniors

Daily Routine

- Get up in plenty of time to eat breakfast and get ready for the start of your working day.
- Get dressed and be in appropriate clothes i.e., no pyjamas and ensure you are ready for any tutorials which are scheduled on Satchel:One.
- Get yourself set up with your device, exercise books, textbooks and any other needed equipment. Your teacher will let you know what you need to bring on your weekly overview.
- Make sure you have regular breaks during the day. Try and get some fresh air when you can.
- You will continue to receive physical exercises and challenges from the PE Department. Try to do these. It is important to stay active.

Subject Tutorials

- Follow the instructions that your teacher gives you very closely.
- Once you have joined the lesson, your teacher will ask you to mute yourself so they can start the lesson promptly and set out lesson expectations.
- You are expected to engage and interact in live video lessons and ask questions via the extension of the Teams Chat facility. Teachers will respond to questions when appropriate during the lesson or after via the Teams Chat function or Satchel:One.
- If you prefer, you can just dial in on audio. You do not need to use the camera function.
- If you are struggling with any aspect of the work covered anywhere in your weekly overview please contact your teacher via Satchel:One - Do not sit and struggle, but remember, the work is meant to challenge you.

Behaviour

- We strongly encourage you to attend all scheduled tutorials.

- If your behaviour does not meet our school expectations or you are disrupting the lesson you will be muted or removed from the lesson.
- You must not interrupt the teacher during a live lesson. Questions should be sent to the teacher via the messaging / chat function or via Satchel:One for the teacher to respond to.
- You must complete work set and submit it to your teacher via Satchel:One or the homework drop off folder on SharePoint.
- If the technology fails, please don't worry. Just send your teacher a message on Satchel:One
- Under no circumstances are you allowed to record a session. Anyone found recording a session and forwarding this on can expect to receive a severe school sanction and your place at school will be at risk.
- You must not attempt to initiate live video lessons with your teachers. If you have questions, contact your teachers via Satchel:One
- You must not join the session until the time it is set to begin.
- There will be no one to one lessons.
- In some cases, your teacher may share presentations, documents and other resources with you throughout the lesson and may ask you to watch short video clips as a group together. You must not share these outside the chat.
- For Reception and Infant children, an adult must be with you to support you.

Rewards

The School understands that rewards are an effective tool to use to motivate pupils. During a period of remote learning the School is committed to promoting and rewarding good behaviour. Staff should continue to issue rewards outlined in the School Behaviour Policy and make sure that these are logged on ISAMS.

Pupil Guidelines and Expectations- Full return to school

Expectations of Behaviour

The general behaviour expectations of pupils when they return to school remain largely unchanged from those set out in the whole school Behaviour Policy.

Behaviour Principles – COVID 19

Bury Grammar School takes its commitment to ensuring the safety of all pupils extremely seriously: this is the School's number one priority and pupils need to understand that this cannot be compromised.

Pupils will need to behave differently when they return to school due to new systems in place and rules introduced to reduce the risk of transmission of coronavirus and to keep themselves and others safe.

Pupils agree to:

- Following altered routines for arrival and departure
- Following school instructions on hygiene, such as handwashing and sanitising
- Following instructions on who they can socialise with at school
- Moving around the school as per specific instructions (for example, one-way systems, out of bounds areas, queuing)
- Following expectations about sneezing, coughing, tissues and disposal ('catch it, bin it, kill it') and avoiding touching their mouth, nose and eyes with hands
- Telling an adult if you are experiencing symptoms of coronavirus
- Sharing with a trusted adult if they are worried about anything or feeling anxious
- Following rules about sharing any equipment or other items
- Not sharing their water bottles and snacks with any other pupil
- Following amended expectations about breaks or play times, including where they can and cannot play/ socialise may or may not play
- Following instructions on the use of toilets and changing rooms
- Under no circumstances coughing or spitting at or towards any other person
- Following the pupil expectations for remote learning when studying at home

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.

Golden Rules pupils must follow when in school

Staying Safe at BGS

- Make sure you know the protective procedures in place
- Wash/ sanitise your hands when you enter or leave a school building, classroom, after using the toilet and before eating
- Avoid touching your eyes, nose and mouth
- If you need to cough or sneeze, catch it with a tissue, bin it and kill it by washing your hands
- Do not share drinks with your peers- Stick to your own water bottle!
- If you are unwell, keep away from others and stay at home to stop the spread of infection
- If you become unwell in school, go straight to the Health Support Team
- Follow the one-way system in school to get to your lessons and use the correct entry and exit points
- Go outside as much as possible during the school day
- Do not leave your possessions lying around. Put them away in your lockers
- Ask for help if needed, BGS is here to support you through this challenging time

Failure to follow the COVID 19 Behaviour Principles

If a pupil repeatedly or intentionally fails to follow the instructions, systems and new rules that are in place in school when they return, they will be dealt with in line with the

School's Behaviour Policy and sanctions procedures. Incidents of serious misbehaviour such as refusal to abide by the social distancing measures or intentionally coughing or spitting towards any other person will result in an immediate suspension from School and potentially risk a pupil's place at Bury Grammar School.