



BURY
GRAMMAR SCHOOL

Behaviour Policy

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Author: Senior Deputy Head (Pastoral)

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.

Policy aims

The aim of this policy is to:

- a. enable the Principal 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.

Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010
- Voyeurism (Offences) Act 2019
- DfE (2013) 'Use of reasonable force'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2022) 'Behaviour in schools: Advice for headteachers and school staff'
- DfE (2023) 'Keeping children safe in education 2023'
- DfE (2022) 'Searching, Screening and Confiscation: Advice for schools'
- The Independent School Standards Regulations (2014)

Roles and responsibilities

Governors have overall responsibility for:

- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints Policy.
- Ensuring this policy is published on the school website.

The Principal will be responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes monitoring the policy's effectiveness in addressing any Social, Emotional and Mental Health (SEMH)-related drivers of poor behaviour.
- Establishing high expectations of pupils' conduct and behaviour and implementing measures to achieve this.
- Determining the school rules and any disciplinary sanctions for breaking the rules.
- The day-to-day implementation of this policy.
- Publicising this policy in writing to staff, parents and pupils at least once a year.
- Reporting to the governing board on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

The Mental Health Lead will be responsible for:

- Overseeing the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported with managing pupils with SEMH-related behavioural difficulties, and how the school engages pupils and parents with regards to the behaviour of pupils with SEMH difficulties.

The SEND Coordinator, Senior Teacher Inclusion and Primary Assistant Head Pastoral will be responsible for:

- Collaborating with the Principal and the Mental Health Lead, as part of the SLT, to determine the strategic development of the behaviour policy and provision in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behaviour and SEMH policies to support pupils with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.
- Supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.

Teaching staff will be responsible for:

- Planning and reviewing support for pupils with behavioural difficulties in collaboration with parents, the SEND Coordinator and, where appropriate, the pupils themselves.
- Aiming to teach all pupils the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with behavioural difficulties will be able to study the full national curriculum.
- Teaching and modelling expected behaviour and positive relationships, demonstrating good habits.
- Being responsible and accountable for the progress and development of the pupils in their class.
- Not tolerating disruption and taking proportionate action to restore acceptable standards of behaviour.

All members of staff, including teaching and support staff, and volunteers will be responsible for:

- Adhering to this policy and applying it consistently and fairly.
- Supporting pupils in adhering to this policy.
- Promoting a supportive and high-quality learning environment.
- Modelling high levels of behaviour.
- Being aware of the signs of behavioural difficulties.
- Setting high expectations for every pupil.
- Being aware of the needs, outcomes sought, and support provided to any pupil with specific behavioural needs.
- Keeping the relevant figures of authority up to date with any changes in behaviour.

Pupils will be responsible for:

- Their own behaviour both inside school and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.

Parents will be responsible for:

- Supporting their child in adhering to the school rules and reinforcing this at home.
- Informing the school of any changes in circumstances which may affect their child's behaviour.

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.

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.

General Principles

When dealing with unacceptable behaviour 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 behavioural 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;
- 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 unacceptable behaviour 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 unacceptable behaviour and the decisions taken by the School will be kept. The Senior Deputy Head and Senior Teacher Pastoral will 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 Principal so as to be open and transparent.

Staff induction, development and support

All new staff will be inducted clearly into the school's behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school. Staff will be provided with bespoke training, where necessary, on the needs of pupils at the school to enable behaviour to be managed consistently.

The SLT will consider any appropriate training which is required for staff to meet their duties and functions in accordance with this policy, including on understanding matters which may affect a pupil's behaviour, e.g., SEND and mental health needs.

Members of staff who have, or are aspiring to have, responsibilities for leading behaviour or supporting pupil wellbeing will be supported to undertake any relevant training or qualifications.

The Principal and SLT will review staff training needs annually, and in response to any serious or persistent behaviour issues disrupting the running of the school.

Definitions

For the purposes of this policy, the school will define “**serious unacceptable behaviour**” as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour. This will include, but is not limited to, the following:

- **Discrimination** – not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- **Harassment** – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- **Vexatious behaviour** – deliberately acting in a manner so as to cause annoyance or irritation
- **Bullying** – a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied
- **Cyberbullying** – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Possession of illegal or certain legal drugs, including alcohol or tobacco
- Possession of banned items
- Truancy and running away from school
- Refusing to comply with disciplinary sanctions
- Theft
- Verbal abuse, including swearing, racist remarks and threatening language
- Fighting and aggression
- Persistent disobedience or disruptive behaviour
- Extreme behaviour, such as violence and serious vandalism
- Any behaviour that threatens safety or presents a serious danger
- Any behaviour that seriously inhibits the learning of pupils
- Any behaviour that requires the immediate attention of a staff member

For the purposes of this policy, the school will define “**low-level unacceptable behaviour**” as any behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to, the following:

- Lateness
- Low-level disruption and talking in class
- Failure to complete classwork
- Rudeness
- Lack of correct equipment
- Refusing to complete homework, incomplete homework, or arriving at school without homework
- Disruption on public transport

- Use of mobile phones without permission
- Graffiti

“Low-level unacceptable behaviour” may be escalated to “serious unacceptable behaviour”, depending on the severity of the behaviour.

Social, emotional and mental health (SEMH) needs

To help reduce the likelihood of behavioural issues related to SEMH needs, the school will create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient. The school will promote resilience as part of a whole-school approach using the following methods:

- **Culture, ethos and environment** – the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment
- **Teaching** – the curriculum is used to develop pupils’ knowledge about health and wellbeing
- **Community engagement** – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils’ health and wellbeing

All staff will be made aware of how potentially traumatic adverse childhood experiences, including abuse and neglect, can impact on a pupil’s mental health, behaviour, and education. Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health. .

Prevention strategies, intervention, and sanctions for unacceptable behaviour

This section outlines the school’s strategies for preventing unacceptable behaviour and initial interventions, minimising the severity of incidents, and using sanctions and support effectively and appropriately to improve pupils’ behaviour in the future.

Initial interventions

A range of initial intervention strategies to help pupils manage their behaviour and reduce the likelihood of more severe sanctions will be used. Support will consider the pupil’s specific needs and may be delivered outside of the classroom, in small groups or in one-to-one activities. A system will be in place to ensure relevant members of the SLT and pastoral staff are aware of any pupil that is:

- Persistently misbehaving
- Not improving their behaviour following low-level sanctions
- Displaying a sudden change in behaviour from previous patterns of behaviour

Examples of initial interventions to address unacceptable behaviour will include, but are not limited to, the following:

- Frequently engaging with parents, including home visits where necessary
- Mentoring by the Senior Teacher Inclusion and Primary Assistant Head Pastoral
- Short-term behaviour report card
- Long-term behaviour plans
- Engagement with local partners and agencies

- Where the pupil has SEND, an assessment of whether appropriate provision is in place to support the pupil.

A multi-agency assessment, such as an early help assessment, that goes beyond a pupil's education will be considered where serious concerns about a pupil's behaviour exist.

Preventative measures for pupils with SEND

Behaviour will always be considered in relation to a pupil's SEND. If it is deemed that a pupil's SEND has contributed to their unacceptable behaviour, the school will consider whether it is appropriate and lawful to sanction the pupil.

Where a pupil is identified as having SEND, the graduated approach will be used to assess, plan, deliver and review the impact of support being provided.

The school will aim to anticipate likely triggers of unacceptable behaviour and put in place support to prevent these, taking into account the specific circumstances and requirements of the pupil concerned. Measures the school will implement where appropriate include, but are not limited to, the following:

- Short, planned movement breaks for a pupil whose SEND means they find it difficult to sit still for long
- Ensuring a pupil with visual or hearing impairment is seated in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or relevant medical condition
- Additional training for staff

Promoting good behaviour

Positive behaviour will be taught to all pupils as part of the pastoral curriculum, in order to enable them to understand what behaviour is expected and encouraged and what is unacceptable. Positive reinforcement will be used by staff where expectations are met to acknowledge good behaviour and encourage repetition. The pastoral curriculum will focus on defining positive behaviour and making it clear what this looks like, including the key habits and routines required by the school.

Routine will be used to teach and reinforce the expected behaviours of all pupils. Appropriate and reasonable adjustments to routines for pupils with additional needs, e.g. SEND, will be made. Consistent and clear language will be used when acknowledging positive behaviour and addressing unacceptable behaviour.

Positive teacher-pupil relationships

Positive teacher-pupil relationships are key to combatting unacceptable behaviour. The school will focus heavily on forming positive relationships based on predictability, fairness and trust to allow teachers to understand their pupils and create a strong foundation from which behavioural change can take place.

Praise and rewards

The school will recognise that praise is key to making pupils feel valued and ensuring that their work and efforts are celebrated. When giving praise, teachers will ensure:

- They define the behaviour that is being rewarded.
- The praise is given immediately following the desired behaviour.
- The way in which the praise is given is varied.
- Praise is related to effort, rather than only to work produced.
- Perseverance and independence are encouraged.
- Praise is only given when a pupil's efforts, work or behaviour need to be recognised, rather than continuously without reason.
- The praise given is always sincere and is not followed with immediate criticism.

Whilst it is important to receive praise from teachers, the school understands that peer praise is also effective for creating a positive, fun and supportive environment. Teachers will encourage pupils to praise one another, and praise another pupil to the teacher, if they see them modelling good behaviour.

As with praise, the school understands that providing rewards after certain behaviour means that pupils are more likely to model the same behaviour again. For rewards to be effective, the school recognises that they need to be:

- **Immediate** – immediately rewarded following good behaviour.
- **Consistent** – consistently rewarded to maintain the behaviour.
- **Achievable** – keeping rewards achievable to maintain attention and motivation.
- **Fair** – making sure all pupils are fairly rewarded.

Rewards for good behaviour will include, but are not limited to:

EYFS

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

Primary Division

- Principal's certificates/awards
- House points
- Star of The Week/ Music & Sports Stars
- 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

Senior School & Sixth Form

- Principal's certificates
- Merits and commendations
- Celebrating success in assembly
- Communication home via postcard, phone call and letter
- Awards at Prize Giving
- 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

Responses to Poor Behaviour/ Managing Behaviour

Instances of unacceptable behaviour will be taken seriously and dealt with immediately. Staff will respond promptly, predictably and with confidence to maintain a calm, safe learning environment. Staff will consider afterwards how to prevent such behaviour from recurring.

The School will keep a record of all reported incidents to help identify pupils whose behaviour may indicate potential mental health or safeguarding problems. All staff will be alert to changes in a pupil's behaviour that could indicate they need help or protection.

Support, such as targeted discussions with pupils, a phone call with parents, and inquiries into circumstances outside of school by the DSL, will be provided alongside the use of sanctions to prevent the unacceptable behaviour recurring.

Sanctions and Escalation

After an initial incident of negative behaviour, sanctions will be considered, with staff using their professional judgement and experience to determine what is appropriate and reasonable. 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.

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.

Primary Division

Poor behaviour in the primary division is managed initially through discussion then through the use of Codes of Conduct and Reflective Exercises. 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 unacceptable behaviour in the Primary Division can lead to a temporary exclusion. Usually, following 3 Codes of Conduct in a half term the pupil will serve a lunchtime detention.

Senior School and Sixth Form

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

- Verbal Warning
- School-based community service
- Removal of Sixth Form privileges
- Detentions (*Informal, Head of Year, Deputy Head, Principal's Detention, Saturday Detention*)
- Temporary Exclusion
- Permanent Exclusion

Repeated Low-level unacceptable behaviour

The senior school operates two conduct pathways to tackle low-level unacceptable behaviour: *The academic pathway and the behaviour pathway*. Incidents of low-level unacceptable behaviour are recorded in one of these categories. Four incidents in a particular pathway in a half-term period will result in an after-school detention. Eight incidents will result in a Deputy Head detention and twelve incidents may result in a temporary exclusion.

Removal from the classroom

The school may decide to remove pupils from the classroom for a limited period, at the instruction of a member of staff.

The pupil will be moved to a room that is:

- In an appropriate area of the school
- Stocked with appropriate resources
- Suitable to learn and refocus
- Supervised by trained members of staff

The school will only remove pupils from the classroom where absolutely necessary and for the following reasons:

- To maintain the safety of all pupils and restore stability following an unreasonably high level of disruption
- To enable disruptive pupils to be taken to a place where education can continue in a managed environment
- To allow the pupil to regain calm in a safe space and to enable them to reflect on their behaviour

The school will ensure that pupils' health and safety is not compromised during their time away from the classroom, and that any additional requirements, such as SEND needs, are met.

The amount of time that a pupil spends removed from the classroom will be up to the school to decide. This could be for more than one school day. The school will ensure that the pupil is not removed from the classroom any longer than necessary.

The staff member in charge and supervising the pupil will decide what the pupil may and may not do during their time spent removed from the classroom. A senior member of the pastoral team will request that the pupil's class teachers set them appropriate work to complete.

The headteacher will establish a clear process for the reintegration of a pupil who has been removed from the classroom when it is deemed appropriate and safe for them to return. Consideration will be given to what support is needed to help the pupil return and meet the expected standards of behaviour. Reintegration meetings will be held between the school, pupil and their parents, and other agencies if relevant, where necessary.

Pupils will be permitted to eat during the allocated times of the school day and may use the toilet as required.

Temporary Exclusion

A temporary exclusion may be imposed by the Senior Deputy Head (Pastoral) or Primary Principal after discussion with the Principal. This sanction may be imposed for a single incident of serious unacceptable behaviour or for a number of incidents of unacceptable behaviour where the judgment is that a period of temporary exclusion is necessary. The Senior 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 details of the exclusion.

Permanent Exclusion/Required to Leave

The Principal may exclude after consultation with the Chair of Governors. If a pupil is excluded or required to leave, his/her leaving status will be one of the following: "excluded", "removed" or "withdrawn by parents". "Removed" means that a pupil has been required to leave but without the stigma of exclusion. Where a pupil is at risk of being permanently excluded or required to leave, the School will follow the procedures detailed in the Exclusion Policy.

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

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 other children. 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 pupil will always be viewed as a serious breach of school rules. Some behaviour by a pupil towards another may be of such a nature that safeguarding concerns are raised. The School will adopt a zero-tolerance approach in order to prevent harm to pupils.

Safeguarding issues can manifest themselves via child-on-child abuse. This includes, but is not limited to:

- bullying (including cyber-bullying, prejudice and discriminatory- based bullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (which may include an online element which facilitates, threatens and/or encourages physical abuse);
- sexual violence and sexual harassment (which may include an online element which encourages sexual violence);
- causing somebody to engage in sexual activity without consent;
- consensual and non-consensual sharing nude and semi-nude images and/or videos (also known as youth produced sexual imagery);
- upskirting and/or attempts to commit upskirting; and
- initiation / hazing type violence and rituals (which may include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

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

The School takes this issue seriously and actively seeks to prevent all forms of child-on-child abuse by educating pupils and staff, challenging the attitudes that underlie such abuse, encouraging a culture of tolerance and respect amongst all members of the school community. All staff are alert to

the risk of child-on-child abuse and understand their role in preventing, identifying, and responding to it. Staff know that children are capable of abusing other children and they never dismiss abusive behaviour as a normal part of growing up, or 'banter', as this can create a culture permissive of unacceptable behaviours and an unsafe environment for children.

All cases of child-on-child abuse and any cases of bullying (no matter how trivial) will be addressed promptly and appropriately by the School. If any member of staff believes a pupil is at risk of abuse from another child or young person, or that a child may be abusing others, this concern should be reported to the Designated Safeguarding Lead without delay. 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. 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 Exclusion Policy. Any incident of Child on Child Abuse that is witnessed by or comes to the attention of a member of staff will always be challenged, recorded on Child Protection Online Management System (CPOMS) and the Child on Child Abuse and Bullying Logs.

Incidents relating to discrimination

Discrimination relates to the unjust or prejudicial treatment of different categories of people, for example on the grounds of ethnicity, age, sex or disability. Any incident of discrimination that is witnessed by or comes to the attention of a member of staff will always be challenged, recorded on CPOMS and the Racism and Discrimination Log. Such incidents must never be dismissed as 'banter'.

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.

Staff have statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Staff are permitted to use reasonable force when conducting a search without consent for the prohibited items listed below, in line with the school's Use of Force Policy. The prohibited items where reasonable force may be used are:

- Knives and weapons.
- Alcohol.
- Illegal drugs.
- Stolen items.
- Tobacco and cigarette papers.
- Fireworks.

- Pornographic images.

Any article that the member of staff reasonably suspects has been, or is likely to be, used:

- To commit an offence; or
- To cause personal injury to any person, including the pupil themselves; or
- To damage the property of any person, including the pupil themselves.

The school will also identify the following as prohibited items which may be searched for by authorised staff without consent if necessary; however, reasonable force will not be used under any circumstances:

- E-cigarettes and vapes.
- Lighters.
- Aerosols.
- Legal highs/psychoactive substances.

All members of staff can use their power to search without consent for any of the items listed above. Staff will follow the provisions outlined in the school's Searching Pupils Policy when conducting searches and confiscating items.

In accordance with the Health Act 2006, the school is a smoke-free environment. Parents, visitors, staff and pupils will be instructed not to smoke on school grounds. Pupils will not be permitted to bring smoking materials or nicotine products to school.

The school will have a zero-tolerance policy on illegal drugs, legal highs and other controlled substances.

De-escalation strategies

Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation. This will include:

- Appearing calm and using a modulated, low tone of voice
- Using simple, direct language
- Avoiding being defensive, e.g. if comments or insults are directed at the staff member
- Providing adequate personal space and not blocking a pupil's exit route
- Showing open, accepting body language, e.g. not standing with their arms crossed.
- Reassuring the pupil and creating an outcome goal
- Identifying any points of agreement to build a rapport
- Rephrasing requests made up of negative words with positive phrases

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 pupil 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 pupils will be considered, and reasonable adjustments will be made for pupils with special educational needs or disabilities.

Physical restraint will only be used as a last resort and as a method of restraint. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary. The situations in which physical restraint may be appropriate are detailed in the Use of Force Policy. Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used.

After an instance of physical intervention, the pupil will be immediately taken to a member of SLT, and the pupil's parent will be contacted. Where appropriate, the Principal may decide to temporarily remove the pupil from the school via exclusion. When this occurs, the pupil's parent will be asked to collect the pupil and take them home for the rest of the day – pupils will not be sent home without the school contacting their parent.

Any violent or threatening behaviour will not be tolerated by the school and may result in a temporary exclusion in the first instance. It is at the discretion of the Principal to determine what behaviour necessitates an exclusion, in line with the Exclusion Policy.

When using reasonable force in response to risks presented by incidents involving pupils with SEND or medical conditions, staff will recognise and consider the vulnerability of these groups.

Force is never used as a form of punishment.

Behaviour outside of school premises

Pupils at the school must agree to represent the school in a positive manner. The guidance laid out in the Behaviour Policy and appendices will apply both inside school and out in the wider community, particularly if the pupil is dressed in school uniform.

Staff can sanction pupils for unacceptable behaviour outside of the school premises, including conduct online, provided the pupil is:

- Wearing school uniform.
- Travelling to or from school.
- Taking part in any school-related activity.
- In any way identifiable as being a pupil at the school.

Staff may also sanction pupils for unacceptable behaviour outside the school premises, including conduct online, that:

- Could negatively affect the reputation of the school.
- Could pose a threat to another pupil, a member of staff at the school, or a member of the public.
- Could have repercussions for the orderly running of the school.

Any bullying witnessed outside of the school premises and reported to the school will be dealt with in accordance with the Anti-bullying Policy.

The school will impose the same sanctions for bullying incidents and non-criminal unacceptable behaviour witnessed or reported outside of the school premises as would be imposed for the same behaviour conducted on school premises. In all cases of unacceptable behaviour outside of the

school premises, staff will only impose sanctions once the pupil has returned to the school premises or when under the supervision of a member of staff.

Complaints from members of the public about the behaviour of pupils from the school are taken very seriously.

Effective classroom management

Well-managed classrooms are paramount to preventing disruptive and unacceptable behaviour. Effective classroom management will allow staff to:

- Start the year with clear sets of rules and routines that are understood by all pupils.
- Establish agreed rewards and positive reinforcements.
- Establish sanctions for unacceptable behaviour.
- Establish clear responses for handling behavioural problems.
- Encourage respect and development of positive relationships.
- Make effective use of the physical space available.
- Have well-planned lessons with a range of activities to keep pupils stimulated.

Subject to reasonable adjustments, e.g. those made for pupils whose SEND may affect their behaviour, pupils will be expected to:

- Conduct themselves around the school premises in a safe, sensible and respectful manner.
- Arrive to lessons on time and fully prepared.
- Follow reasonable instructions given by staff.
- Behave in a reasonable and polite manner towards all staff and pupils.
- Show respect for the opinions and beliefs of others.
- Complete classwork as requested.
- Hand in homework at the time requested.
- Report unacceptable behaviour.
- Show respect for the school environment.

Classroom rules and routines

The school has an established set of classroom routines and expectations to help pupils work well, in the understanding that behavioural problems can arise due to the lack of a consistent routine.

The Principal and SLT will ensure all teachers understand classroom routines and expectations and how to enforce them, including any sanctions for not following the rules.

Teachers will support pupils to understand and follow classroom rules and routines. Teachers will inform pupils of classroom routines and expectations at the beginning of the academic year and revisit these daily. Where appropriate, teachers will explain the rationale behind the routines and expectations to help pupils understand why they are needed and will model routines and expectations to ensure pupils understand them. Teachers will also explain clearly to pupils what will happen if they breach any classroom routines or expectations to ensure pupils are aware of the sanctions that may be imposed.

To support pupils' continued awareness and understanding of classroom routines and expectations, teachers will reinforce them in a range of ways, e.g. placing posters on classroom walls and providing regular verbal reminders of the routines. Teachers will also ensure that classroom routines and expectations remain consistent and are practised throughout the year to create a more productive and enjoyable environment.

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 Local Area Designated Officer (LADO) will be informed.

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.

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.

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.

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:

- Appendices to Behaviour Policy – Rewards and Sanctions
- The Exclusion Policy
- The Bury Grammar School Behaviour During Remote Education Procedures (within the Appendices to Behaviour Policy – Rewards and Sanctions)

Appendix A

Behaviour Policy Issues and Updates

Date	Policy version	Summary of key change(s)
23/08/23	1	Updated to give additional information and guidance related to school procedures and terminology relating to exclusions