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**BRADFORD GIRLS'
GRAMMAR SCHOOL**

Co-educational up to 11, Girls only 11-16

School Behaviour Policy

Policy owner:	CJN
Review date:	January 2024

Policy statement

Bradford Girls' Grammar School and Lady Royd Primary School are committed to providing an exceptional education, rich in learning opportunities in a supportive and nurturing environment. Through a rich and inspirational curriculum, pupils will develop a love of learning and critical knowledge, skills and confidence to understand the world and embrace its opportunities. A focus on literacy will unlock their potential; a breadth of experiences will broaden horizons; and an emphasis on moral values will foster their ambition to be active citizens in a diverse and inclusive society. With strong academic qualifications and a sound understanding of the world, pupils will aspire and succeed to be future leaders.

Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our behaviour policy echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and pupils.

Our school values apply to all members of the BGS community:

- **Accountability** - Take responsibility for your own actions, behavior and learning, belongings and surroundings and support others in doing the same.
- **Self-confidence** - Celebrate your individuality and demonstrate the self-confidence in your own ability to make the right choices.
- **Perseverance** - Apply yourself to every aspect of school life with positivity and determination to do your very best.
- **Integrity** - Always be truthful and act with kindness, honesty and integrity.
- **Respect** - Treat people with the same level of respect, courtesy and fairness you expect from others.
- **Empathy** - Understand and share another person's experiences and emotions.

Aim of the policy

All adults working at Bradford Girls' Grammar school and Lady Royd Primary School make a positive contribution towards the development of pupils whose families have chosen for them to be educated here.

- To create a culture of exceptionally good behaviour for learning, in the community, and for life.
- To ensure all pupils are treated fairly, are shown respect and promote respect through strong relationships.
- To help learners take control over their behaviour and take accountability for their actions.
- To challenge pupils if they make poor choices and support them to demonstrate the self-confidence and integrity to make the right decision for good learning.
- To build a community which values kindness, perseverance, respect, and empathy for others.
- To promote communication cohesion through improved relationships and to ensure that excellent behaviour is a minimum expectation for all.

Purpose of the policy

To provide simple, practical procedures for staff and learners that:

- Recognise behavioral norms.
- Positively reinforces behavioural norms.
- Promote self-esteem and self-discipline.
- Teach appropriate behavior through positive interactions.

Pupils should:

1. Demonstrate the school values and in all interaction with the school community.
2. Be responsible for their own learning and behaviour in school and in the community.

Parents should:

1. Reinforce school expectations and support school sanctions.
2. Ensure pupils have excellent attendance and punctuality.
3. Support school decisions.

All staff should:

1. Implement the behaviour policy consistently and fairly.
2. Build excellent working relationships with pupils, parents and other stakeholders.
3. Be an excellent role model for pupils and actively model good behaviour and demonstrate school values.
4. Have responsibility for monitoring behaviour in school and challenging unacceptable behaviour and recording this appropriately.

In addition,

Teachers should:

1. Plan and deliver quality first teaching that allows pupils to learn and make excellent progress.
2. Provide a personalised approach to the specific behavioural needs of individual pupils.

Middle Leaders should:

1. Ensure the behaviour policy is implemented fairly and consistently, creating a strong ethos of learning.
2. Monitor the use of rewards and sanctions and identify any member of the team not distributing an appropriate number of achievements or distributing frequent sanctions, which might indicate a need for support.
3. Monitor individual pupils referred to them when initiatives to improve behaviour have failed and arrange appropriate support strategies.

Senior Leaders should:

1. Support staff to implement the behaviour policy.
2. Remove barriers to effective teaching to enable learning.
3. Maintain consistently high standards of all members of the BGGs community.

Expectations for all pupils:

We expect pupils to follow 3 behaviour targets:

- **Be ready**
- **Be respectful**
- **Be safe**

We work with pupils to ensure they understand why it is important to be the best versions of themselves.

We teach pupils how to be ready, be respectful and be safe at all times so that they can make a positive contribution to their local community and wider society.

We will make reasonable adjustments for pupils who find it difficult to meet our expectations. If a student chooses not to follow our expectations, there will be consequences and support in place to encourage them to modify their behaviour.

Where patterns of misbehaviour occur, the school will endeavour to determine if there are any factors affecting the decision making and actions of a student before a judgement and suitable consequence or measure of support is put in place.

Student Planners:

Pupils are given planners that include key information for pupils and families.

- Pupils need to bring their planners every day and ensure that they keep them in pristine condition
- Planners must be placed on the desk at the start of each lesson
- Staff will use planners to communicate information with parents / carers
- There is a clear explanation in planners regarding expectations and consequences

Rewards:

Pupils are rewarded for following the behaviour targets through:

- Achievement points for positive behaviour
- Achievement points for engaging in the wider school community
- Achievement points for attendance and meeting expectations
- Rewards weeks at the end of each term (an opportunity to spend their Achievement points)
- Postcards home from individual subject areas for effort and achievement
- Special recognition awards from their Year team
- Regular communication home from form tutors and class teachers

Sanctions:

A range of sanctions and other appropriate actions may be put in place if a student chooses not to follow the school rules. Each incident will be considered on an individual basis, considering a range of information and factors. Sanctions and actions, which are at the discretion of the school, may include but are not limited to:

- Educational conversations
- Restorative justice actions
- Detention after school
- Behaviour report
- Behaviour contract
- Time in internal isolation
- Parent meeting
- Internal isolation placement at another school
- Managed move/Off-site direction to another school
- Suspension (fixed term)
- Permanent exclusion

All sanctions are recorded on Classcharts

Stage of Behaviour	Lady Royd language and possible range of sanctions	Senior school language and possible range of sanctions
1	Reminder	Verbal warning- REMIND
2	Warning Class teacher discussion	Written warning- REVIEW Teacher issues a BW mark in planner and 1 negative behaviour point
3	Caution Moved in classroom Loss of break	Consequence –RESET 20-minute lunchtime detention and 2 negative behaviour points
4	Time out Removed to another classroom Loss of break and/or lunchtime	Re-Room –REMOVE Pupil to work in another classroom and given a 30-minute after school Reflect session. A phone call will be made by the teacher and the pupil will receive 5 negative points.
5	Isolation Time out with Key Stage Leader or Primary SLT	Failed Re-Room Pupil is removed from the classroom re-room and sent to the On Call room until the end of the period. If a pupil refuses or fails the re-room, the pupil will be sent to Reset.
6	Extended time out With Primary SLT or Headteacher Fixed term suspension Permanent exclusion	Reset room –REPAIR A pupils failed to follow instructions in Reset room (Isolation) and reached 4 warnings and as a result will be suspended.

Incidents at stage 6 might result in suspensions or permanent exclusion, please see Suspensions and Exclusions policy for details.

Given we are a through-school, many of the details in this policy are consistent across all year groups, however, we have to make adjustments for age-appropriate sanctions. These are as follows:

Primary phase sanctions

- **Loss of Break and/or Lunchtime-** unstructured time spent with class teacher, Key Stage Leader or Primary SLT for a fixed number of days for reflection.
- **Time Out with Key Stage Leader of SLT-** removal of the pupil from lesson time, break and lunchtime for a fixed period of time.
- **Extended Time Out with Primary SLT or Headteacher-** removal of the teacher for a longer period of time from lesson time, break and lunchtime for a fixed number of days.

Secondary phase sanctions

- **Loss of break**- time spent with the class teacher to resolve issues before the next taught session.
- **Pastoral detentions**- the loss of social time for a fixed number of days in G1 for break and lunchtime.
- **Lunchtime detentions**- held daily at 1.30pm for 20 minutes. The date will be recorded in the pupil's planner.
- **After School Reflect**- held Monday to Friday from 3.15pm until 3.45pm for 30 minutes for an opportunity for a restorative conversation. Parents will be notified through Classcharts, pupils who miss multiple detentions will be given periods in Reset.
- **Reset (Isolation)** -loss of all lessons and unstructured time for a fixed number of days. Parents will be informed via phone call. Pupils should bring a packed lunch or they will have the opportunity to order a sandwich from the canteen. Pupils should arrive at the Foster Beaver building at 8.30am and remain in Reset until 3.15pm.

Please note that parental consent is not required for Reflect or Reset (isolation).

Parents should make arrangements for pupils to be able to attend, otherwise sanctions will be escalated for the pupil.

Links to other documents/policies:

- Behaviour Handbook
- Suspensions and Exclusions policy
- Anti-Bullying policy
- Teaching and Learning policy
- SEND policy
- Managing allegations against pupils policy
- Child Protection policy

Reviewed: January 2024