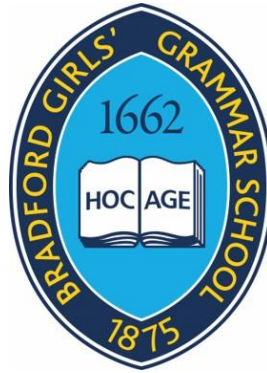


**Bradford Girls' Grammar School**

# **Behaviour and Rewards Policy 2025-26**



**Aspire – Succeed – Lead**

**Date of review:** September 2025

**Date of next review:** September 2026

**Status:** Non-statutory

**Owner:** Assistant Headteacher (Behaviour)

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## **1. Policy statement**

Bradford Girls' Grammar School is 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 love of learning and 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.

## **2. Our school values apply to all members of the BGGs community**

- Accountability - Take responsibility for your own actions, behaviour 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.

### **3. Purpose and Aim of the policy**

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

The main aims of this policy are to:

- Provide practical guidance, processes and procedures to support students and staff in recognising, and positively reinforcing, behavioural norms.
- Contribute to the creation of a culture of exceptionally good behaviour for learning in our school, in the community, and for life.
- Ensure all pupils are treated fairly, are shown respect and promote respect through strong positive relationships.
- Help pupils develop self-esteem and self-discipline in order that they can take control over their behaviour and take accountability for their actions.
- Provide a framework to challenge pupils if they make poor choices and support them to demonstrate the self-confidence and integrity to make the right decisions for good learning.
- Support the building of our school community as a place which values kindness, perseverance, respect, and empathy for others.
- Promote effective communication and cohesion through improved relationships, ensuring that excellent behaviour is a minimum expectation for all.

### **4. Key Responsibilities**

**The Governing Body must:**

- Ratify the Behaviour policy.
- Monitor the impact of the Behaviour policy across the school.
- Monitor the use of outcomes and sanctions.
- Monitor the incidence of racial and homophobic bullying or that which involves other protected characteristics.
- Ensure that there is no differential application of the policy and procedures on any grounds.
- Ensure that the voice of students and parents are listened to.
- **The Headteacher is responsible for:**
- Nominating a member of the Senior Leadership Team (SLT) to be responsible for developing and implementing the behaviour strategy.
- Monitoring the work of the behaviour lead professional.

- Ensuring that the behaviour strategy meets the statutory requirements.
- Ensuring that the behaviour strategy supports school improvement.
- Ensuring that the school works effectively with the BACs partners.

**The Senior Leader responsible for behaviour must:**

- Ensure that the behaviour strategy meets all the statutory requirements.
- Provide a behaviour strategy which supports and reflects the values and ethos of the school.
- Ensure that the behaviour strategy strikes the correct balance between rewards and sanctions.
- Ensure that the strategy strikes a balance between rewarding consistently good behaviour and rewarding improving behaviour.
- Monitor, and report to Governors, the impact of the Behaviour strategy.
- Report to the Governing body on the incidents of harmful sexual behaviour as well as homophobic and racist bullying or that which involves other protected characteristics.
- Work with the BACs partnership.

**The curriculum leads must:**

- Ensure that the behaviour policy is implemented consistently and fairly in the classroom.
- Monitor the use of sanctions and rewards in the faculty; in particular, identify any member of the faculty who is implementing sanctions frequently, which may indicate a need for support.
- Provide a suitable range of rewards within the curriculum area.
- Ensure that all statutory requirements are met within the curriculum area.
- Provide Schemes of Work which allow colleagues to develop learning experiences which begin to unlock the talent of our young people and equip them with motivation, aspiration and abilities for future work and life.
- Monitor and ensure that colleagues are working to the agreed Scheme of Work and providing appropriate lesson plans to engage students and secure active participation and engagement in lessons.
- Ensure that the Scheme of Work supports students in gaining the highest level of progress and attainment.

**Subject teachers must:**

- Apply consistently, fairly and calmly the school rules and behaviour management procedures.
- Treat students and each other with respect.
- Ensure that reconciliation takes place following any sanctions and prior to the next lesson.
- Model the behaviours they wish to see in students.

- Use verbal praise and encouragement.
- Provide a personalised approach to the specific behavioural needs of individual pupils.
- Create and sustain a positive, supportive and secure environment.
- Ensure lessons are engaging to minimise poor behaviour and disengagement.
- Use their own classroom management strategies to encourage appropriate behaviour for learning.
- Challenge any inappropriate behaviour within the school, regardless of the location or time of day.

**The pastoral team must:**

- Communicate the highest expectations of behaviour and consistently and effectively implement the school's behaviour management policy and procedures.
- Establish, support and communicate the highest expectations of attendance and punctuality for all students and families.
- Monitor the pastoral care of one or more year groups and respond promptly to any issues to ensure all pupils can make progress in a safe and secure environment.
- Monitor behaviour in a systematic manner and on a regular basis, identifying and addressing patterns of negative behaviour and identifying pupils or cohorts for praise and recognition.
- Provide a personalised approach to the specific behavioural and wellbeing needs of individual pupils
- Work closely with senior pastoral leaders to support behaviour, attendance and pastoral care of pupils
- Develop effective relationships with the parents/carers of the students in a year group, and across the wider school, through effective communication.
- Attend meetings, including reintegration meetings, with staff, parents/carers and other agencies as required.

**Form tutors must:**

- Develop an effective and purposeful learning environment.
- Use form periods to establish routines which ensure pupils are prepared for learning.
- Monitor the behaviour of students in their forms.
- Develop and implement/facilitate, with the Year Managers and Key Stage Leads, support systems for students.
- Implement reward systems.
- Liaise with the Year Managers and Key Stage Leads when there are concerns about a student.

**All staff in the school should:**

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

**5. Parental Involvement**

We recognise the strength of students, parents/carers and staff working together. To foster a productive partnership, parents/carers will be:

- Expected to treat the school and its staff with respect at all times whether communicating in person, by phone/email or using other methods of communication.
- Requested to sign a home school agreement and to support the school behaviour policy and its implementation.
- Required to accept that the behaviour of the student is their responsibility.
- Required to accept that decisions made regarding breaches of the behaviour policy are at the discretion of the school.
- Required to support the school where breaches occur, including in the case of incidents involving mobile phones and devices (see online safety policy).
- Expected to send students to school each day, on time, fully equipped according to the requirements outlined in the student planner and ready to learn.
- Involved in meetings, and other communications, to plan strategies to support the school and to assist the young person in improving their behaviour.
- Required to keep the school informed of anything which may affect the pupil's behaviour.
- Required to monitor the conduct of their child within the local community so as to ensure that the positive standing of the school is not negatively affected.

**6. Student responsibility**

All pupils have a responsibility for their own behaviour and learning. Pupils are therefore required to:

- Treat all members of the school community, including visitors, with respect at all times.

- Follow the behaviour strategy and the BGGGS Way.
- Behave in an acceptable way which allows learning to take place.
- Engage appropriately in reconciliatory conversations with teachers and other staff, displaying a polite and respectful attitude at all times.
- Be responsible for creating a safe and enjoyable learning environment, including by observing the school rules relating to mobile phones and devices at all times.
- Report unacceptable behaviour to a member of staff.
- Arrive at school ready to learn; on time, fully equipped and wearing correct uniform as defined in the student planner.
- Act as good role models for younger students.
- Respect the school environment.
- Be responsible for their own behaviour within the local community in a way that ensures the positive standing of the school with local residents.

## **7. Expectations for all pupils**

At Bradford Girls Grammar School we expect pupils to follow 3 behaviour expectations:

- **Be ready to learn**
- **Be polite and respectful**
- **Be safe and responsible**

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 the school, their local community and to wider society.

We will make appropriate reasonable adjustments to support pupils who find it difficult to meet our expectations, however, if a pupil chooses not to follow our expectations, even where reasonable adjustments are in place, this will be addressed through the behaviour policy.

Where patterns of misbehaviour are identified, 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.

## **8. Student Planners**

Pupils are given planners that include key information for pupils and families. Planners are an important link between school and home and provide a range of key information and the ability to communicate effectively.

- Pupils need to bring their planners every day and ensure that they always keep them in pristine condition.
- Planners, along with equipment, must be placed on the desk at the start of each lesson or form time.
- Staff will use planners to communicate information with parents/carers. Parents/carers may also communicate through the planner in an appropriate way.
- Planners provide clear explanation and information regarding expectations and consequences.
- Students use their planners to record their daily reflection.

## **9. Rewards**

Rewards are an integral part of supporting and encouraging all pupils at Bradford Girls Grammar School. A range of rewards are available to students who consistently display a positive attitude and meet o Pupils are rewarded for following the school expectations and values through:

- Achievement points for positive behaviour.
- Achievement points for positively engaging in the wider school community.
- Achievement points for meeting expectations regarding attendance.
- 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.

## **10. Sanctions**

All students are supported to meet high expectations of behaviour and attitudes. Where students choose not to meet these expectations, a range of sanctions and other appropriate actions may be put in place. Each incident will be considered on an individual basis and a range of information and factors considered.

Sanctions and actions, which are at the discretion of the school, may include but are not limited to:

- Permanent exclusion
- Fixed term suspension
- Off-site direction to another school or provider (previously Managed Move)
- Behaviour placement (removal) to another school
- Internal removal from lessons
- Detention served after school
- Detention served during the school day (Pastoral detention)
- Loss, or supervision, of social times
- Loss of privileges
- Student meeting with Pastoral or Senior staff
- Parental meeting with Pastoral or Senior staff
- Behaviour contract
- Behaviour report
- Tutor group, band or set changes
- Restorative justice actions
- Referral to internal support as appropriate
- Referral to external agencies i.e. Youth In Mind/Early Help

All behaviours, both positive and negative, are recorded and communicated to parents/carers via Class Charts.

### 11. Behaviour in the classroom

Within the classroom negative behaviour is addressed through the stages below though individual incidents may fall outside this general guidance.

Stage of Behaviour	School language and possible range of sanctions
1	<p><b>REMINDER</b></p> <p>Verbal warning and reminder of expectations.</p>
2	<p><b>FINAL REMINDER</b></p> <p>Teacher removes student planner and gives final reminder of expectations.</p>

3	<p><b>RE-ROOM</b></p> <p>Student completes their work in a different classroom.</p> <p>20-minute after school detention and 5 negative behaviour points issued.</p>
4	<p><b>ON-CALL REMOVAL</b></p> <p>Student is taken to the Reset room(internal removal) to complete their work.</p> <p>Further 20-minute after school detention and 10 negative points issued.</p> <p>If a serious incident is submitted following an On-Call Removal, further sanctions may apply.</p>

## 12. Behaviour outside the classroom

The behaviour and conduct of pupils outside the classroom is equally as important as during lessons. Pupils are expected to conduct themselves appropriately, maintaining high standards of behaviour and showing respect to each other, staff and visitors at all times.

Incidents outside the classroom will be addressed individually, with sanctions issued as appropriate. The type of incidents which may fall into this category are listed below (list not exhaustive):

- Truancy or lesson avoidance – students are required to be in lessons on time. If a student is out of their lesson without a valid reason, they will be taken to the Reset room (internal removal) until the end of the next social time. Further sanctions may follow.
- Defiance/arguing with staff – students are required to follow all reasonable instructions given by staff. Any student being defiant, or arguing, with a member of staff will be taken to G14 (internal removal) until the end of the next social time. Further sanctions may follow.
- Verbal abuse towards staff.
- Unsafe/dangerous behaviour.
- Physical assault/fight.
- Use of discriminatory/derogatory language (towards other students or staff).
- Vandalism/destruction of property.

***Excellent behaviour and attitudes between lessons and at social times are paramount in keeping our school safe and a positive place to be.***

***As such we will reward girls with positive points who demonstrate our values at these times:***

- ***Using exceptional manners (please, thank you, good morning, good afternoon etc.)***
- ***Holding doors open for students and adults***
- ***Helping students or an adult***
- ***Picking up litter***

***In addition, detentions will be issued for not adhering to our values; some examples are listed below:***

- ***Shouting and making unpleasant noises on the corridors***
- ***Running on the corridors***

### **13 . Behaviour expectations and pupils with Special Educational Needs and/or Disability (SEND)**

At Bradford Girls' Grammar School, we expect all students to behave in line with the above behaviour policy, however we acknowledge that due to additional needs a student may at times struggle with the expectations.

Behaviour will be considered in relation to a pupil's SEND, when a pupil is identified as having SEND, support is put in place which is then subject to regular review. As part of this support, and with the understanding that often behaviour is a form of communication, a plan is created that highlights the student's needs and any arrangements for addressing behaviour concerns.

As part of meeting the duties set out in the Equality Act (2010) or in a child's Education, Health and Care plan (EHCP), we will, as far as possible, anticipate likely triggers of misbehaviour and apply intervention strategies to try to prevent incidents, these are determined on a case by case basis.

Examples of preventative measures include (but are not limited to):

- reasonable adjustments to the classroom sanctions system (through clear strategies shared on 'pupil centred plans' with teachers);
- short, planned movement breaks within the classroom for a pupil whose SEND means that they find it difficult to sit still for long;
- adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher;
- training for staff in understanding conditions, such as autism;

- making reasonable adjustments to sanctions, such as providing additional processing time before the sanction is issued, providing extra notice, providing different sanction spaces, adjusting the duration of sanctions, planning movement breaks during sanctions.

#### **14. Prohibited items**

A small number of items are prohibited within the school grounds/building.

When found these items will be confiscated and parents/carers may be required to collect them. In other cases, the items will be disposed of by the school. Where appropriate the police will be informed, and suspension or permanent exclusion may be used.

Such items include (*list not exhaustive*):

- Drugs
- Cigarettes and/or tobacco
- Vape pens/e-cigarettes and liquid
- Weapons, including replica or ‘look-a-like’ weapons
- Any item, other than those listed in the equipment list (within the student planner), which may
  - potentially cause harm to others
- Fizzy and/or energy drinks
- Sweets or chewing gum
- Mobile phones, earpods/earphones, smart watches/devices or other similar items (*see Appendix A*)

#### **15. Use of detention: What the law allows**

Detention, either during or after the normal school day, is one of a range of strategies used to address poor behaviour. As stated in “Behaviour and Discipline in Schools: Advice for headteachers and school staff” (February 2024), *“a detention is a commonly used sanction, often used as a deterrent to future misbehaviour. It is typically a short period where the pupil is required to remain under supervision of school staff when their peers have been allowed to go home or to break.”*

“Behaviour and Discipline in Schools: Advice for headteachers and school staff (February 2024)” states that:

- Teachers have authority to issue detention to pupils, including same-day detentions.
- When poor behaviour is identified, sanctions can include detention, including during lunchtime, after school and at weekends.
- The times outside normal school hours when detention can be given include:
  - Any school day where the pupil does not have permission to be absent.
  - Weekends – except the weekend preceding or following the half term break; and
  - Non-teaching days – usually referred to as ‘training days’, INSET days or non-contact days.
- Parental consent is not required for detentions.

## **16. Use of reasonable force & power to search**

As stated in “Behaviour and Discipline in Schools: Advice for headteachers and school staff” (February 2024), the term ‘reasonable force’ covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children.

*“All members of school staff have a legal power to use reasonable force when it is necessary to prevent students committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline at the school or among pupils.”*

“Use of Reasonable Force in Schools (Sept 2025)” states that schools can use reasonable force to:

- Remove disruptive students from the classroom where they have refused to follow an instruction to do so.
- Prevent a student behaving in a way that disrupts a school event or a school trip or visit.
- Prevent a student leaving the classroom where allowing the student to leave would risk their safety or lead to behaviour that disrupts the behaviour of others.
- Prevent a student from attacking a member of staff or another student, or to stop a fight.
- Restrain a student at risk of harming themselves through physical outbursts.

In addition to the general power to use reasonable force, headteachers and authorised staff can use such force as is reasonable given the circumstances to conduct a search for the following “prohibited items”:

- Knives and weapons
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers

- Fireworks
- Pornographic images
- Any article that it is reasonably suspected has been, or is likely to be, used to commit an offence, cause personal injury or damage to property.

Where necessary, a search may be employed where a student is suspected to have brought a 'prohibited item' onto the school grounds (*see prohibited items on p.14*)

## **17. Removal from lessons**

“Behaviour and Discipline in Schools: Advice for headteachers and school staff” (February 2024) states that in the case of “serious disciplinary reasons”, a student may be required to spend a limited time out of the classroom. In this case, the use of removal “should continue to allow for continuation of the pupil’s education in a supervised setting”.

*Removal should be used for the following reasons:*

- a. to maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption.*
- b. to enable disruptive pupils to be taken to a place where education can be continued in a managed environment.*
- c. to allow the pupil to regain calm in a safe space.*

## **18. Role of support services**

Appropriate support services will be called upon as and when there is a specific requirement.

Co-ordination of support services will be part of the role of the Senior Leader responsibility for Behaviour and Inclusion.

## **19. Links to other policies**

The Behaviour Policy is part of a suite of policies which should be considered together, including:

- Suspension and Exclusion Policy
- Anti-bullying Policy

- SEND Policy
- Parent and Visitors Behaviour Policy
- Child Protection Policy
- BDAT Online Safety Policy
- BDAT Safeguarding and Child Protection Policy

Additionally, reference should be made to documents published by DfE including:

- Behaviour and discipline in schools: Advice for headteachers and school staff (February 2024)
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (September 2023)
- Use of reasonable force in schools (September 2025)

## Appendix A: Mobile Phone Use

Mobile phones now include many additional functions such as an integrated camera, video recording capability, instant messaging, mobile office applications and mobile access to the internet. These allow immediate access to email, searching for information on the internet and other functions such as access to social networking sites e.g. Facebook, twitter, snapchat and WhatsApp.

These functions can pose a risk to the maintenance of good discipline, the focus on learning and, crucially, the effective safeguarding of students in schools. This includes the risk of sophisticated bullying via social media platforms. In some cases, mobile phone use within secondary school environments has created serious child protection concerns. Bullying, intimidation and harassment are not new in society; however, bullying using a mobile phone represents a significant challenge for schools to manage.

This policy has been developed in consideration of:

- DFE 'Mobile phones in schools' - Guidance for schools on prohibiting the use of mobile phones throughout the school day (February 2024)
- Keeping Children Safe in Education 2023
- DFE guidance on Searching, Screening and Confiscation - Advice for Headteachers, School Staff and Governing Bodies (July 2022)

Mobile phones and electronic devices are banned from use on the school site. Any that have been brought to school must be switched off and out of sight whenever students are on the school grounds throughout the school day, including throughout any after school activities including detention/reflect/reset. It is not acceptable for phones merely to be put on silent; they must be switched off. Phones must also not be visible at any point. **Any student who fails to turn their mobile phone off while on the school site will have their phone confiscated.**

Students should not need to use a mobile phone whilst on school premises. In exceptional circumstances if a student should need to make a phone call within the school grounds they can either:

- ask a member of staff if they can use the school phone network
- report to their year manager office and ask if they can switch their mobile phone on to make the call.

### Compliance with the Policy

**If we find out, or reasonably suspect, that a student has used their phone in school for any reason, they will be required to hand their phone over for confiscation. There are no exceptions to this policy.**

The DfE issued 'searching, screening and confiscation' guidance in 2022. This advice underpins the and supports our behaviour policy. Page 10 of this behaviour policy outlines that there are times we will undertake a search for 'prohibited items' and page 9 states that a mobile phone/electronic device is considered a prohibited item. Paragraph 57, page 17 of the Searching, Screening and Confiscation guidance makes it clear that **staff can search and confiscate any prohibited item**. Page 20 of the Searching, Screening and Confiscation guidance makes it clear that, consistent with Section 91 of the Education and Inspections Act 2006, schools have the power to confiscate, retain or dispose of a pupil's property as a disciplinary measure where it is reasonable to do so.

The fact that Bradford Girls Grammar School have identified a mobile phone\electronic device to be a prohibited item means that the confiscation is both reasonable and lawful. As such, a member of staff is protected from any liability for loss or, or damage to, any item they have confiscated as long as they have acted lawfully.

## **Sanctions and Procedures**

'Headteachers are backed by the DfE to confiscate mobile phones and similar devices for the length of time they deem proportionate' (*extract from DfE 'Mobile phones in schools' - Guidance for schools on prohibiting the use of mobile phones throughout the school day - February 2024*).

- Any student in breach of this policy will have their device confiscated, placed in an envelope and securely locked away. This may happen at the time of the breach, or later as a result of an investigation into reported behaviour. If the mobile phone is not seen but it is evident that a student, however discretely, has used a mobile phone, or has not turned the phone off, we will confiscate the phone.
- Once a phone is confiscated, it will not be returned under any circumstances. If a child is reliant on their phone for communication with home, or for accessing their train ticket, or online learning, this will only serve to reinforce why they must ensure they are compliant with school expectations.
- **If a student acts in a way that results in their phone being confiscated, they will be able to collect it from main reception at the end of the school day on that day. For a further 5 days following the initial confiscation, the student will be required to hand their phone to main reception on arrival at school each day and collect it at the end of the school day.**
- If there are repeated issues of similar behaviours involving mobile phones (or similar devices), the Headteacher may impose either a fixed term or permanent ban on bringing a mobile phone into school.

- If a student refuses to comply with any staff request for confiscation, they will be removed from lessons and placed in Reset/Isolation for defiance. If they continue to refuse to hand over their phone for any reason, the circumstances will be reviewed, and the student may be removed from mainstream learning or suspended. Under these circumstances the student will also be banned from bringing their phone on to the school site. In the most serious cases, off-site direction may be considered.
- Any student banned from bringing a mobile phone on site will be subjected to occasional or regular searches in line with the Searching, Screening and Confiscation Guidance (2022). If a banned item is found, it will be confiscated and further sanctions/actions considered.
- Any student failing to comply with the search may receive a suspension for persistent violation of school rules. In the most serious cases, involvement of external agencies and/or off-site direction may be considered.

### **Smart Watches**

It is expected that Smart Watches, watches with functionality beyond just ‘telling the time’, are kept on ‘flight mode’ in school. If a student is suspected of using a smart watch during a lesson, they will be asked to show that it is in flight mode. If it is not, the watch will be confiscated, and the policy set out above will apply.

Appendix B – Anti Bullying Policy

#### Values

At BGGGS:

- We treat everyone equally and we are polite and respectful
- Pupils and staff have the right to feel happy, safe and included.
- Pupils and staff have the right to work in an environment without harassment, intimidation or fear.
- All bullying is unacceptable and we do not tolerate it - we are upstanders not bystanders.
- Pupils who experience bullying, including harassment and threatening behaviour will be supported.

The school acknowledges that children are capable of abusing their peers and recognises the seriousness of all forms of bullying; the statutory guidance, Keeping Children Safe in Education 2023, identifies bullying as a form of child-on-child abuse, including cyberbullying, prejudice-based and discriminatory bullying. Abuse will never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up” and the effects that bullying can have on school work and more particularly on pupils’ feelings of worth which can cause psychological damage, hence, we actively promote an anti-bullying ethos.

The school is committed to preventing all forms of bullying and has a named Senior Leader and Governor dedicated to leading on anti-bullying work:

Senior Leader: Ms Corinne Jackson

Governor: Mrs Christine Day

### Definition of bullying

Bullying is defined as unprovoked, systematic, emotional or physical hurt caused to an individual by the behaviour of another.

Forms of bullying include:

- Physical: hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm
- Physical: theft or damage to belongings
- Verbal: name calling, including; racist, religious, cultural, sexist, homophobic and sexual remarks or remarks about disability, gender or sexuality
- Emotional: being unfriendly, unkind, excluding, tormenting (e.g. hiding books, threatening gestures)
- Racist: racial taunts, graffiti, gestures, slang words of disrespect in any language relating to heritage
- Sexual: unwanted physical contact or sexually abusive comments, sexual violence or harassment
- Disablist comments and name calling
- Homophobic: because of, or focusing on the issue of sexuality or perceived sexuality
- Cyber: all areas of internet use such as email, social websites, photographs and sexting
- Threats through mobile devices by text messaging & calls
- Misuse of associated technology , i.e. camera & video facilities
- Psychological and indirect: spreading rumours, excluding someone from social groups. This may be easily identified on some occasions but at other times be insidious and hidden.
- Hazing or initiation ceremonies / rituals

Bullying behaviour may take place in school, on the journey to or from school or via the internet. The school is committed to investigating any allegation of bullying by pupils of the school, whenever or however it takes place.

### Aims

It is the aim of the school to develop a climate of trust and openness; to make the unacceptable nature of bullying and the consequences clear to the bully, staff and parents/carers and hence, we aim:

- To provide a learning environment free from any threat or fear, which is conducive to the achievement of individual aspirations
- To reduce and to eradicate wherever possible, instances in which pupils are subject to any form of bullying
- To ensure that all pupils have access to an adult in school to whom they may talk in the knowledge that action will be taken immediately and to create an atmosphere where pupils

feel that if they report bullying, they will be listened to, and swift, sensitive action will be taken

- To establish a means of dealing with bullying, and of providing support to pupils who have been bullied
- To provide support for pupils who are accused of bullying, who may be experiencing problems of their own
- To ensure that monitoring continues to ensure that both the victim and the bully are given support and to prevent a recurrence
- To establish acceptable standards of behaviour through the BGGGS Code of Conduct outlined and developed within the PSHE programme
- To include a focus on the protected characteristics, as defined by the Equality Act 2010, within the Personal Development programme
- Teaching students about E-Safety and Cyber-bullying as part of the Relationships and Sex Education Curriculum.
- To further raise an awareness of and understanding of bullying through the PSHE programme and develop the school ethos which makes it clear that bullying behaviour is unacceptable in any form, using assemblies, Circle Time, posters and form time examining historical events and current affairs to reinforce the message
- To provide opportunities for reviewing anti-bullying procedures through the School Council and/or with the Anti-Bullying Ambassadors
- To ensure all pupils understand the school sanctions outlined in the Behaviour Policy and who to tell if there is cause for concern
- To raise staff awareness by providing CPD on school procedures, recognition of signs of bullying and how action can be taken to reduce the risk of bullying at times and in places where it is most likely to occur
- To ensure that all pupils, staff and parents are aware of this policy
- All members of the school community are expected to behave in appropriate manner. Staff and parents/carers should be respectful to each other and towards all pupils, modelling British Values and the School Values, in particular those of Respect and Empathy.
- Parents/carers also have an important part to play in dealing with instances of bullying and communication will take place with the parents/carers of those concerned as appropriate. **Parents/carers are expected to support the school anti-bullying policy and follow procedures.**

### Objectives

- All governors, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is.
- All governors, teaching and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is reported.
- All pupils and parents/carers should know what the school policy is on bullying, and what they should do if bullying arises.
- As a school we take bullying seriously. Pupils and parents/carers should be assured that they will be supported when bullying is reported.
- Bullying will not be tolerated.

## Signs & symptoms

A pupil may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a pupil:

- is frightened of walking to or from school
  - doesn't want to go on the school / public bus
  - begs to be driven to school
  - changes their usual routine
  - is unwilling to go to school (school phobic)
  - begins to truant
  - becomes withdrawn anxious, or lacking in confidence
  - starts stammering
  - attempts or threatens suicide or runs away
  - cries themselves to sleep at night or has nightmares
  - feels ill in the morning
  - begins to do poorly in school work
  - comes home with clothes or books damaged
  - has possessions which are damaged or "go missing"
  - asks for money or starts stealing money (to pay bully)
  - has dinner or other monies continually "lost"
  - has unexplained cuts or bruises
  - comes home hungry (money / lunch has been stolen)
  - becomes aggressive, disruptive or unreasonable
  - is bullying other children or siblings
  - stops eating
  - is frightened to say what's wrong
  - gives improbable excuses for any of the above
  - is afraid to use the internet or mobile phone
  - is nervous & jumpy when a cyber message is received
- These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated

## Procedures

The school has a strong pastoral record. The Class teacher / Form teacher / Year Manager system works well in building pupils' capacity for building healthy relationships and minimising the risk of child on child abuse; restorative practice is well embedded and often prevents minor disputes from being sustained. Pupils know the name of safeguarding staff and are encouraged to disclose any activities which have caused them distress. The school has a dedicated email for pupils and parents to report safeguarding concerns and/or bullying concerns if they would rather use this channel.

- [Safeguarding@bggs.bdat-academies.org](mailto:Safeguarding@bggs.bdat-academies.org)

### **What to do if you think a pupil is being bullied:**

- Encourage the pupil to talk about his/her experiences. It may help the pupil just to be aware that someone else knows.
- Follow the procedures below.

### **What to do if a pupil complains of being bullied:**

- Get a complete verbal account of the incident or incidents. Are there friends, classmates or witnesses who can verify any accounts?
- Get written statements from the pupil(s) interviewed.
- Complete an incident log. This is an important step as it records all steps taken in terms of sanctions and support.
- The accused pupil(s) should be spoken to regarding the complaint and their account noted. An informal warning may be sufficient at this point.
- The pupil's Year Manager must be informed as to what has happened and all notes placed on file.
- The pupil's Year Manager will arrange for a member of staff, chosen by the pupil either being bullied or at risk of being bullied, to offer support on a continual basis until such time as the pupil and their parents/carers are satisfied that conditions have returned to normal.
- It may be appropriate to get the accused pupils and victims together to give their respective accounts and propose/agree to a solution
- It may be appropriate to conduct separate follow-up meetings with the victim and the accused pupil to ensure that the problems have been sorted out.

If the victim of bullying is in serious danger of coming to harm then the episode may be referred to Children's Social Care and/or the Police for advice. For further information, see the managing allegations against pupils policy

### Sanctions

**When it is clear a pupil has demonstrated bullying behaviour any the following guidelines and/or procedures may be followed as appropriate:**

- The sanction/consequence is proportionate to the offence
- There is transparency and fairness in apportioning blame
- Detention is used as a sanction for individual or small group unacceptable behaviour but is not used as a whole class punishment. Parents will be informed via Classcharts if a pupil has been issued an after-school detention.
- Internal social time suspension where a pupil is supervised during break and lunchtimes to avoid social contact with other pupils can be imposed.
- Pupils may be allocated to the Reset Room where they can be supervised throughout the day and can continue to access learning. Parents will be contacted by phone if this sanction is issued.
- For more serious incidents of bullying the Headteacher may choose to suspend a pupil from school for a fixed period of time.
- For extreme misdemeanours the Headteacher may impose a short-term placement at another school or a managed move to another school; a pupil may be permanently excluded and/or the police may be contacted. For further information, see the school's behaviour policies.

### The BGGGS community

- Is committed to providing a caring, friendly and safe environment for all our pupils so they can learn in a relaxed and secure atmosphere.
- Discusses, monitors and reviews our anti-bullying policy on a regular basis
- Supports staff to identify and tackle bullying appropriately

- Ensures that pupils are aware that all bullying concerns will be dealt with promptly, sensitively and effectively.
- Reports back quickly to parents/carers regarding their concerns on bullying.
- Recognises the importance of encouraging pupils who do bully to learn different ways to behave
- Will provide appropriate support and/or monitoring for both victim and bully moving forward. This will be tailored to each child's needs but may include in-house mental health support and/or referral to external agencies. The frequency of support sessions will again depend upon each child's individual needs – therefore there is no prescribed time limit.
- Seeks to learn from anti-bullying good practice elsewhere and utilises the support of the LA and relevant statutory voluntary organisations when appropriate.

#### Preventative measures

- Half-termly anti-bullying assemblies to ensure it has a high profile
- Anti-bullying Ambassadors support and/or delivers assemblies
- Half-termly bullying surveys to capture regular student voice.
- Bullying included in Lifeskills curriculum
- Students able to report bullying :
  - Verbally to Pastoral team by student or passed on through a member of staff, which is then recorded on the bullying log.
  - Half-termly bullying survey
  - In writing in the post box in library which is regularly checked
  - Emailing 'safe@bggs.bdat-academies.org'

#### Links

Behaviour policies

Managing allegations against pupils policy

Child Protection Policy

Student-Friendly Anti-Bullying Policy