Bacup and Rawtenstall Grammar School

Behaviour Policy

1.0 School Ethos and Values and Who They Apply To

BRGS encourages excellent behaviour for learning through a combination of high expectations, clear policy and an ethos that promotes discipline, responsibility and mutual respect between students and between staff and students. This includes countering and challenging prejudice and stereotypes that discriminate against particular groups in our community and the wider society.

The school understands its legal duties and responsibilities under the Equality Act 2010, in respect of safeguarding and in respect of students with special educational needs. BRGS will not unlawfully discriminate against people because of their age, disability, gender reassignment, religion or belief, sex or sexual orientation.

At BRGS we are committed to being the best school that we can be. To achieve this every member of the school community has a responsibility to behave well and the right to enjoy and be inspired by their school experience.

This Behaviour Policy applies to staff, students, parents and visitors to BRGS

2.0 A Consistent Approach to Behaviour Management

This Behaviour Policy underpins effective education at BRGS and enables staff, students and parents to understand the behaviour expected at all times.

BRGS Rules and Behaviour Expectations for Students.

All members of the School should demonstrate our core values of:

- Support
- Resilience
- Respect
- Trust
- Ambition
- Opportunity

Our rules are based on the following principles:

- Everyone has the right to learn without disruption
- Everyone has the right to be spoken to in a respectful manner
- Everyone has the responsibility to behave in a way that shows respect for others

BRGS ensures that the expectations of behaviour and conduct are explained clearly to all students and staff in the following ways:

- Regular assemblies by senior leaders and pastoral leaders.
- Explanation during Form time by Form Tutors.
- The publication of the Behaviour for Learning Policy on the website
- Choice System displayed in all classrooms
- INSET days and meetings for school staff.

Members of staff will ensure that they use rewards and sanctions consistently and record and share this information with colleagues and parents. Pastoral leaders, curriculum leaders and Form Tutors all have responsibilities to track and monitor student conduct and intervene to improve the conduct and attitude to learning of students where necessary.

2 - ROLES, RESPONSIBILITIES AND PRACTICE

2.1 Roles of students, parents/carers, staff and governors

Behaviour is the responsibility of **all** members of staff within the school. It is **all** our responsibility to create an atmosphere which is conducive to creating a compelling learning experience.

Students **should:**
- Respect the BRGS ethos and the values of the school.
- Arrive at school at 8.35am ready for school to start at 8.40
- Move to lessons promptly and not waste time on corridors. They should aim to arrive before the second bell at the end of break time and dinner time and within five minutes at all other times
- Ensure that mobile phones are switched off and away from entering the site in the morning to leaving at the end of the day. Failure to comply will result in the phone being confiscated and a detention being issued.
- Avoid bringing in the latest craze and know that if they do it may be confiscated.
- Not bring cigarettes, matches, lighters in school or smoke in school. This includes e cigarettes. They must know that any pupil found breaking this rule will be placed in either reflection or be excluded.
- Come to school prepared to learn and to show kindness, show empathy, be curious, be responsible and take positive action.
- Come to school wearing the correct uniform and wearing it in a manner which reflects the high standards of the school.
- Demonstrate excellent standards of good manners and respect. This includes saying "please" and "thank you", "Miss" and "Sir", maintaining eye contact where appropriate, holding doors open and keeping to the left hand side on the corridor to allow adults to pass.
- Move around the school swiftly and keep to one side to allow others to pass.
- Speak respectfully and listen to others refraining from abusive or hateful language which humiliates and degrades. This includes homophobic, racist, sexist or disablist language.
- Avoid using bad language or gestures (offensive or vulgar) with groups of friends and be aware of the manner in which they speak to each other.
- Refrain from using any bad language in lessons knowing that if they do it there will be a sanction.
- Have pride in their work and recognise the importance of perseverance and practice in the face of a challenge.
- Be truthful and honest when they have made a mistake or behaved in a negative way knowing that honesty is valued.
- Demonstrate the high standards of the school by being a positive role model both on the way to school and on the way home.

Parents **should:**
- Ensure their child comes to school for 8.35am and attends regularly.
- Notify the school by 0800 in case of any absence.
- Ensure their child wears the correct uniform for school knowing that they may be excluded at break and/ or lunch or provided with alternative uniform by the school.
- Work with staff in the school to provide a positive and purposeful learning experience for pupils.
- Attend meetings arranged with staff in school.
- Support the school in ensuring excellent standards of behaviour.

All staff **should:**

- Build a positive relationship with all pupils.
- Model and promote excellent standards of behaviour paying particular attention to the learning behaviours.
- Recognise and celebrate academic and personal achievements.
- Speak appropriately to pupils, modelling respect, courtesy and positive behaviour, and do not behave in a manner which humiliates or degrades individuals.
- Aim to deal with instances of poor behaviour in a dignified manner and try not to let emotions cloud their judgement. Remember to step back, pause and remember we are the adults in this situation.
- Act with fairness with a belief that all pupils matter equally.
- Ensure they maintain a professional boundary with pupils and do not speak or behave in any manner which brings disrepute to our profession either in the classroom or outside.
- Act in line with our shared values of ensuring equity, building community, strengthening communication and celebrating diversity.

In addition to the expectations for all staff, teaching staff **should:**

- Record positive and negative behaviour using Synergy.
- Recognise and share excellent work with Headteacher, form tutors, Heads of Department and Heads of Year.
- Utilise strategies for the start of lessons – Including silent entry and standing behind places in silence.
- Be responsible for excellent standards of behaviour in their classrooms – ensuring pupils are punctual, dressed correctly, engaged, listen to each other, are respectful of others' opinions, complete all set work and have pride in their work.
- Address at the point that it occurs any instances of low levels of disruption and deal with the instances using a range of strategies available as a classroom practitioner.
- Contact Lesson Support immediately and record any serious misdemeanours such as abusive language, blatant disregard for school values and aggression towards other pupils or staff. In the case of any serious misdemeanour it will be dealt with at the point it occurs by the member of staff on call and will result in removal from the classroom immediately for consideration regarding next steps.
- Ensure mobile phones are not used at any point during the school day (with the exception of sixth form students) including at unstructured times and are confiscated immediately if pupils are seen to be using them. Hand into the office for them to be collected. If a pupil refuses to hand over a mobile phone, this should be referred immediately to Reception who notify Lesson Support as it is a serious incident.
- Follow appropriate sanctions if children continue to misbehave including verbal reprimands, detentions at break time and dinner time and detentions after school.
- Follow the school procedure for setting detentions.
- Contact parents where appropriate for positive and negative behaviours.
- Work collaboratively and as a team by encouraging pupils to their lessons quickly through standing at doors to meet and greet, motivating in a positive manner and by completing registers for when pupils are late. If a pupil after the second bell, that is late. If a pupil is kept behind following a lesson, ensure they leave with a note for the next member of staff.
- Not send more than one pupil on a message or to the toilets.
- Not send pupils to the photocopier.
- Not send pupils to the school nurse or student services, instead use lesson support if required.
- Ensure all their resources are available for the lesson so pupils are not sent to reprographics.
- Use common sense to allow pupils to use the toilet if needed, this should be recorded on Synergy.
- Address negative behaviour on the corridor in a calm, firm and fair manner.
- Avoid whole class detentions when one or two pupils have misbehaved. These are seen as unfair to those pupils who do the right thing all of the time.

- Do what they say they are going to do – if a pupil is being kept behind, do not allow them to work the time off.
- Ensure detentions are carried out in a formal manner and last the full length of time.
- Plan and differentiate Schemes of Learning accordingly so that we provide a compelling learning experience for all pupils regardless of their SEN needs.
- Make contact with parents early and in a timely manner when pupils are not achieving their potential or are behaving in a manner which is not conducive to a compelling learning experience. Ensure communication is not left until crisis point which does not improve home-school relationships. Ensure communication with parents is recorded on CPOMS.
- Ensure they fulfil duties actively and promptly being aware that directed time for duties are an essential part of our Safeguarding procedures.
- Complete registers within the first ten minutes of every lesson and notify on call through Lesson support if a pupil is not in their lesson but has been marked in previously.
- Record any behaviour incidents on Synergy including action taken for analysis by Form Tutors, Heads of Year and the Leadership Team.

In addition to the expectations for all staff, Heads of department **should:**
- Support teaching staff in effective behaviour management strategies, either through training or in class support.
- Support teaching staff with pupils who are not demonstrating appropriate behaviour through, removing pupils to sit elsewhere within the department and meeting parents with teaching staff when needed.
- Monitor the number of serious misdemeanours within their subjects and address through supporting the Heads of Year and teachers and/or provide support/training for the individual member of staff.

In addition to the expectations for all staff, Teaching Assistants **should:**
- Recognise pupils for achievement and progress on Synergy and through positive praise, recognition and communication with parents.
- Support teaching staff in ensuring excellent standards of behaviour in their classrooms.
- Support teaching staff in managing any instances of low levels of disruption.
- Refer to the teacher for any serious misdemeanours such as abusive language, blatant disregard for school values and aggression towards other pupils or staff.
- If on corridors between lessons and notice any serious misdemeanours, address in a calm, firm manner, and report to HoY if considered if the incident is such that it warrants more than a conduct card signature.
- Ensure mobile phones are not used at any point during the school day including at unstructured times and are confiscated immediately if pupils are seen to be using them. Hand into the office for them to be collected. If a pupil refuses to hand over a mobile phone, do not argue in a confrontational manner and refer immediately to HOY/ Student Services.
- Follow appropriate sanctions if children continue to misbehave including verbal reprimands and reporting to member of staff responsible for that class.
- Support the leadership team in encouraging pupils to their lessons quickly through being on corridors in between lessons, motivating positively and supporting the teachers if required by recording on punctuality cards.
- Address negative behaviour on the corridor in a calm, firm and fair manner.
- Speak appropriately to pupils, modelling respect, courtesy and positive behaviour, and do not behave in a manner which humiliates or degrades individuals.
- Aim to deal with instances of poor behaviour in a dignified manner and try not to let emotions cloud their judgement. Remember to step back, pause and remember we are the adults in this situation.
- Do what you say you are going to do – if a pupil is being kept behind, do not allow them to work the time off.

- Work collaboratively with teaching staff to differentiate Schemes of Learning accordingly so that we provide an outstanding learning experience for all pupils regardless of their SEN needs or EAL needs.
- Ensure you maintain a professional boundary with pupils and do not speak or behave in any manner which brings disrepute to our profession either in the classroom or outside.
- Make contact with parents of pupils you support when they are not achieving their potential or are behaving in a manner which is not conducive to a compelling learning experience. Ensure communication is recorded.
- Record any behaviour incidents on Synergy including action taken for analysis by Form Tutors, Heads of Year and the Leadership Team.

In addition to the expectation for all staff, support staff **should:**
- Refer to HoY immediately and record any serious misdemeanours such as abusive language, blatant disregard for school values and aggression towards other pupils or staff.
- Ensure mobile phones are not used at any point during the school day including at unstructured times and are confiscated immediately if pupils are seen to be using them. Hand into the office for them to be collected. If a pupil refuses to hand over a mobile phone, do not argue in a confrontational manner and refer immediately to HoY/ Student Services.
- Support the leadership team in encouraging pupils to their lessons quickly through being on corridors in between lessons.
- Address negative behaviour on the corridor in a calm, firm and fair manner.
- Record information when parents phone the school including the time/date and who the message was referred to.

In addition to the expectations for all staff, Form tutors **should:**
- Build a positive relationship with all pupils in their form.
- Deliver the form time programme.
- Promote learning behaviours explicitly.
- Promote excellent attendance and punctuality through use of the attendance and punctuality strategies expected by the Leadership Team.
- Address any uniform misdemeanours each morning.
- Follow up in the first instance with any instances of poor behaviour in lessons which may include monitoring the pupil through a tutor report card.
- Praise and reward pupils.
- Be the first point of call for parents and subject staff.
- Refer to Heads of Year any sustained periods of negative behaviour.
- Refer to Heads of Year pupils who are consistently performing well.
- Support the school ethos in a formal entry to assemblies with pupils entering quietly and sitting with tutor groups.

In addition to the expectations for all staff, Heads of Year **should:**
- Build a positive relationship with all pupils in their year.
- Ensure they build time to get to know the quieter pupils who they may not immediately be aware of.
- Model and promote excellent standards of behaviour in their year – ensuring pupils are punctual, dressed correctly, engaged, listen to each other, are respectful of others' opinions, complete all set work and have pride in their work.
- Set the tone for outstanding behaviour in their year group.
- Address at the point it occurs any serious misdemeanours such as abusive language, blatant disregard for school values and aggression towards other pupils or staff. Make decisions as to the sanction for the individual which could include reflection room or exclusion. Follow the guidance in the exclusion policy. At the point of a serious misdemeanour, pupils must always be removed.

- Tour tutor time to support tutors in monitoring, promoting and celebrating the outstanding learning behaviours we expect of pupils.
- Actively demonstrate a consistent and fair approach ensuring actions do not appear to undermine teaching staff BUT addressing where children have not been treated equally and fairly.
- Support the Attendance Lead in dealing with punctuality to school including ensuring pupils attend lunchtime detentions.
- Support the Attendance Lead in promoting excellent attendance through attending meetings with parents.
- Keep accurate records of interventions and impact with pupils including when pupils are on report cards to Form Tutors (1st instance) or Heads of Year (2nd and subsequent instances); Senior Detentions; Reflection Room; Exclusions.
- Act upon the weekly analysis of Synergy data provided by the Data Manager, demonstrating a proactive approach to support pupils at risk of disengagement or underachievement.
- Work with groups of pupils as agreed by the Pastoral Team. Track the performance of these pupils and evaluate the impact of the work undertaken with them in terms of re-engagement, attendance, punctuality and academic progress.
- Deal with uniform misdemeanours in their year group and ensure that uniform is corrected in the appropriate time frame with regular infractions dealt with using appropriate sanctions.
- Run a report each evening to look at the points of the children within their year group. Any child who has received Grade 5 in a day to be reviewed the following day to help modify behaviour in a particular lesson or to receive a more appropriate sanction.
- Identify children who are excelling each day and receiving 5 Grade 1's and ensure they are praised.
- On a weekly basis, in collaboration with FT, highlight those pupils who are receiving High and Low ATLs and praise/sanction. Key is making sure that positive learning behaviours are focused on and we capture the good work of those children who go above and beyond every lesson.
- Lead Detention each Friday evening alongside a member of staff.
- Address issues of bullying at the first point of call including online bullying.
- Use Restorative Justice as a means of encouraging pupils to take responsibility for their actions.
- Be responsible for Personal Support Plans, ensuring they are completed and parents and pupils are involved in the creation and review of these.
- Liaise with parents in a timely manner before it reaches crisis point and keep accurate records of interventions and communications with parents on CPOMs.
- Deliver assemblies in line with the themes of the school and in line with the School Development Plan.
- Support staff if a pupil does not hand over a mobile phone and ensure it is confiscated. Address the issue of defiance and immediately place in the reflection room for a period of time.
- Make consistent decisions on if a pupil should be in the Reflection Room and for the necessary period of time.
- Provide information to the Deputy Headteacher in cases where an exclusion needs to be considered as per the exclusion policy.
- Assist with exclusion reintegration meetings with parents and pupils as per the Exclusion Policy.
- Work in collaboration with staff from the SEND Team, in order to secure good social and academic progress for all.
- Support the whole school community by being a presence on corridors when necessary and being present at events which take place for their year group.
- Ensure they fulfil duties actively and promptly being aware that directed time for duties are an essential part of our Safeguarding procedures.

In addition to expectations for all staff, the Safeguarding Lead **should:**
- Build a positive relationship with all pupils.

- Liaise with Pastoral staff around positive and negative behaviours to ensure the sharing of information with outside agencies is accurate.
- Advise Pastoral/Leadership Team if changes in behaviour by individual pupils may be related to safeguarding concerns.
- Advise Heads of Year, Senior Staff and Headteacher if there are any Safeguarding concerns in instances of exclusion. In cases of disagreement re: an exclusion, be the deciding member of staff alongside the Headteacher.

In addition to expectations for all staff, the Leadership Team **should:**
- Create an environment across the school where teachers can teach and pupils can learn.
- Be highly visible and proactive during all unstructured times and in between lessons.
- Be highly visible during assembly time and tutor time.
- Attend duties quickly, promptly and be proactive.
- Respond quickly in cases where members of staff feel the need to accelerate the response and make decisions about the best course of action.
- Provide professional development in effective classroom management.
- Provide support, advice and guidance to staff and take concerns seriously.
- Agree themes and areas for prioritising in tutor time in order to create a compelling learning experience.
- Monitor the behaviour in school and take action to address any instances where outstanding behaviour is not promoted.
- Promote and respond to instances of poor behaviour in the community and work with partners to ensure BRGS students reflect the ethos of the school on the way to school and on the way home from school.

In addition to the expectation of all staff, the Headteacher **should:**
- Set the tone for outstanding behaviour at BRGS.
- Maintain a high visibility around the school.
- Liaise with parents when at the sharp end of negative behaviour.
- Evaluate and quality assure the systems and procedures in place to promote outstanding behaviour.
- Hold responsibility for decisions surrounding exclusion.
- Provide honest and truthful information to governors around compelling behaviour.

Governing body
- Hold the Leadership Team to account on the standards of behaviour through the Pupil Welfare Committee.
- Review behaviour and the pastoral system in school through governor development days.
- Sit on Pupil Discipline Committees as per statutory requirements.

3 Promoting Good Behaviour to Achieve Success.

All staff, including teachers and support staff, will be responsible for ensuring that the policy and procedures are followed, and applied consistently and fairly. They also have responsibility, with the support of the headteacher, for creating a high-quality learning environment and teaching good behaviour. All staff should model the high standards of behaviour and punctuality expected of pupils. Subject teachers should ensure high standards of behaviour in the classroom through purposeful teaching and the appropriate level of expectation and challenge.

3.1 – Tracking behaviour and promoting positive social norms

In order to promote the positive social norms and to ensure that we capture the positive behaviours of many individual students the tracking staff undertake as a) classroom practitioners; b) members of the school community; c) Heads of Year and Heads of subject d) Leadership Team is vital.

From September 2022 all behaviours will be captured on the Synergy Register

All staff will take the register in lessons. Staff begin by giving pupils a numerical number 2 which can be changed over the course of the lesson. The tracking is outlined below:

Register Code	Description	Action of the teacher
1	Highly motivated and engaged. Effort is consistent and sustained throughout the lesson. Demonstrates highly positive response to challenge and significant resilience. Contribution to the lesson is particularly active and sustained, demonstrating a love of learning Demonstrates a sustained positive impact on the learning of others, showing leadership or supporting the learning of others. Responds very positively and actively to feedback. Written work is the best that the student can produce, both in quality and presentation. Oral contribution to the lesson is exceptional	Change the register mark to 1. Add a Positive behaviour point via Synergy
2	Fully engaged in the lesson - no off task behaviour. Responds well to challenge, demonstrating resilience. Actively contributes to the lesson as required. Works well with others if required to do so (eg pair or	Marked on register at the start of the lesson. No other action required.

	group work)	
	Responds positively to feedback and acts on it.	
	Written work is of good quality and well presented.	
3	If any of these apply, then Grade 3 will be issued: Engagement in the lesson is variable - some behaviour. Does not respond positively to challenge - unwilling to persevere with challenging work. Does not actively contribute to the lesson - passive. Does not work well with others if required to do so - passive or unco-operative. Does not engage with feedback or act on advice to improve work. Written work is not of a satisfactory quality.	Change register mark to a 3. This will be managed by the teacher through the sanctions outlined below. If needed, log in more detail on Synergy.
4	If any of these apply, then Grade 4 will be issued: Frequently disengaged with subject/learning - repeated off task behaviour Displays a significant lack of effort and motivation. Avoids challenge - will not engage with challenging work. Actively avoids contributing to the lesson. Does not work well with others Distracts others and encourages off task behaviour. Written work is of a poor quality.	Change register mark to a 4. This will be managed by the teacher through the sanctions outlined below. Create a behaviour incident on Synergy, logging details. Negative Behaviour point issued.

5	Not possible to continue teaching with student in the room due to disruption and so student timed-Out to another classroom. Detention	Students are removed from the lesson to another classroom. Change register mark to a 5. Create a behaviour incident on Synergy

Through tracking in this way we can reward positive behaviours and also tackle more persistent disruption more effectively. This means that those behaviours which warrant a 4 or 5 will now be picked up at the end of each day. Equally, we can identify and praise students who persistently make the right choice.

3.2 - Rewards

Everyone in school must work hard to praise students and recognise and appreciate achievement and positive contributions, both in and out of the classroom.

Staff use a range of rewards to encourage all achievement and promote good and improving behaviour.

We do not underestimate the power of instant positive praise when students respond appropriately and take every opportunity to demonstrate and model respect both in and out of the classroom e.g. working well in a group activity, holding doors open for each other.

- At both Key Stage 3, Key Stage 4 and Key Stage 5 all staff will use Synergy to send positive messages home to acknowledge achievement, effort, progress and high standards in a lesson, as well as reward sustained effort, outstanding progress or collaboration over a series of lessons.
- Staff will award Positive Behaviour Points which will link directly to the Whole School Award at Bronze, Silver and Gold levels.
- Termly achievement/celebration assemblies
- Senior Leaders will also regularly visit lessons and are invited to lessons to present prizes/certificates and/or watch individuals or groups perform
- Attendance is regularly monitored and rewarded – initially through instant positive praise from Form Tutors and Pastoral Leaders and also through termly celebrations
- The Head Teacher will use a variety of methods to celebrate success/achievement across the school. For example, personal interviews; celebratory assemblies both Whole School and Year assemblies; as well as personal prizes
- Students are actively encouraged to share and celebrate success, and take pride in their achievements across every part of their lives.

The table below provides a guide on the typical reward that can be expected by students for good work and behaviour.

Typical behaviour	Likely reward
Good work/behaviour in or outside the classroom	Verbal praise
Very good work/behaviour in the classroom	ATL 1 - Positive Behaviour Point (2 positive behaviour points)
Very good work/behaviour outside the classroom	Conduct Card (equates to one positive behaviour point)
Outstanding work/behaviour in or outside the classroom	Email/ Text home
Consistent participation and involvement in extracurricular activity/ COMMUNITY events	Conduct Card
Consistently outstanding work/behaviour over the course of a term , as nominated by teaching staff, in: • Progress • Effort • Achievement define • Core Values	End of term Celebration Assembly Departmental SUCCESS board as nominated by staff Half Termly department certificates per class.
Heads of Year will celebrate fortnightly pupils who have: ● Highest number of Grade 1s ● Value Based Awards ● Achievement Point totals ● Extra Curricular Awards	Each week form tutors will be able to display the number of points achieved.
Consistently outstanding work/behaviour over the course of a year	Annual awards at Celebration ceremony

4.0 Staff responsibilities regarding behaviour management

It is the responsibility of each individual member of staff (teaching and non-teaching) to make sure students behave respectfully and appropriately both in their classroom and around school.

In promoting good behaviour, classroom staff should apply a wide range of strategies to resolve issues successfully, remembering we are the adults.

These include:

- Quality first teaching to avoid behaviour issues
- Dealing with the student behaviour rather than stigmatising the child
- Using sanctions in a calm, controlled and consistent manner
- Avoiding early escalation to severe sanctions
- Making relevant 'reasonable adjustments' for individual students particularly SEND students
- Using sanctions to help students put right any harm caused.
- After a behaviour issue and the use of an appropriate sanction/action allowing the student a `fresh start`
- Educating students to learn from their mistakes and implement strategies to improve behaviour
- Contacting parents/carers
- Restorative conversations

4.1 Lines of Referral

It is important that each individual member of staff follows the correct and appropriate system of referral.

When all classroom strategies have been exhausted, ongoing difficulties need to be discussed with the appropriate Head of Department. Parental contact expected.

When all Head of Department strategies have been exhausted, ongoing difficulties need to be discussed with the appropriate SLT Line Manager. Parental contact expected.

When all SLT Line Manager strategies have been exhausted, ongoing difficulties need to be discussed with the appropriate Head of Year. Parental contact expected.

When all Head of Year strategies have been exhausted, ongoing difficulties need to be discussed with the Deputy Headteacher/ Headteacher.

Subject teachers and Departments are asked to record cycles of Assess, Plan, Do, Review, along with contact with parents/ carers as early as possible.

Discussion with Head of Department and/or liaison with Head of Year/Form Tutor and ultimately the Headteacher/ Deputy Headteacher may result in one or more of the following strategies being put into operation.

- Department/class teacher detention/sanction
- School detention
- Behaviour report – monitored by Form Tutor, HOY or SLT
- Behaviour Support involvement – student taken off timetable
- Parent/Carer meeting
- Allocation of Pastoral Manager when appropriate
- Discussion of student moving group or class (temporarily/permanently)
- Fixed-term suspension
- PSP implementation
- EHA process begins
- Alternative Curriculum provision
- Meeting with Governor/s
- Managed move

- Direction notices to an alternative setting for a fixed period of time
- Permanent Exclusion

4.2 Drop in

Staff on call throughout the day will drop into lessons to recognise positive behaviour for learning or to monitor any student where behaviour or attitude to learning is unsatisfactory.

4.3 Sanctions and Consequences

The Education and Inspections Act (2006) gives teachers and other staff in charge of students the right to deal with students' misbehaviour and to impose sanctions

At BRGS we have adopted a Choice System where the consequence of poor choices will result in a sanction being imposed. The purpose of sanctions is to promote positive behaviour and where necessary modify unsatisfactory behaviour.

4.4 Sanctions

Our preferred way of resolving issues is through dialogue and conflict resolution. However, there are times when it is right and proper that sometimes pupils receive a sanction. These are important to ensure positive standards of behaviour. Where a sanction is given it is important that whatever the sanction, the members of staff involved seeks to rebuild the positive relationships. It is important that sanctions are followed through and followed up and pupils are not given the opportunity to work off the sanction.

Low level disruption

Sanction at the point negative behaviours occur. A clear way of doing this is to ensure that pupils know they have a chance initially to modify their behaviour and are clear what the consequence will be if they continue to persist with negative behaviour. These sanctions in a classroom should include:

- Verbal reprimand
- Asked to stand outside for a short period of time until the member of staff speaks with them – please note, it is not acceptable to ask a pupil to stand outside for more than 5 minutes
- Removal to another classroom within the subject area (Time-Out)
- Detention at break time or dinner time – pupils can be kept in for 15 minutes at break and no longer than 25 minutes at lunch time.
- Detention after school
- Contact with home – please ensure it is recorded
- Subject report
- Referral to Head of Department
- Referral to Form Tutor
- Referral to Head of Year
- In all cases the register must be adapted to reflect this with pupils receiving either a 4 or 5

The above is not intended to be a hierarchical list as sometimes a pupil may do something for which the classroom teacher feels that it demands the immediate attention of the Heads of Year and/or Senior Staff. All serious misdemeanours, for example verbal abuse to a teacher or pupil, aggression or serious disregard for the values of the school must be reported immediately. In some instances, it may mean that another member of staff may facilitate a

meeting to support the re-building of the relationship and, in rare cases, where there has been a complete breakdown then a pupil may be removed permanently from the lesson.

Individual/ Subject Detentions

- Staff can keep pupils in over break time and for a maximum of 25 minutes at lunchtime.

School Detentions

- The only behaviour types for which a 'School detention' will be given is Lesson Grade 5, behaviour point triggers, serious misdemeanours
- School Detention will take place every Friday evening from 3.15 – 4.15pm. It is supervised on a rota of HoY and teaching staff.
- If a pupil fails to attend a school detention of 60 minutes, they will be placed in the next SLT detention for 90 minutes, will spend one day in reflection and receive a phone call home.
- If a pupil fails to attend an SLT detention of 90 minutes, they will be placed in a Headteacher's detention, will be placed in the reflection room for a full day, and a parental meeting will be arranged.
- School Detention will be conducted in silence and pupils are expected to copy the expectations for behaviour within the school and reflect on the reason they are in School Detention.

Reflection Room

- The only members of staff who can place a pupil in Reflection are: HoY, SLT.
- Pupils in the reflection room are expected to work in silence.
- The DHT (Pastoral) may decide that pupils will follow a different timetable to other pupils in school.

Managed Move

- In extreme circumstances where all else has failed, a pupil may be put forward to go on a Managed Move to another school as per the Local Authority agreement. The DHT (Pastoral) will bring that information to the Headteacher with the rationale. The HOY will be responsible for ensuring all paperwork and engagement with parents is completed.

Alternative Provision

- It is very rare that a pupil will go on Alternative Provision. However, in certain cases it may be decided this is the best course of action for a pupil.

Direction Notice

- Under Section 29 and Section 29 (A) of the Education Act 2002, the Governing Body can require any student to attend at any place outside the school premises for the purposes of receiving any instruction or training included in the secular curriculum for the school. This includes for the purpose of receiving educational provision which is intended to improve the behaviour of the student. This will be done through the use of a direction which the school will issue to the parents of any student required to attend elsewhere. The Governing Body has delegated the responsibility for issuing directions to the Headteacher.

Serious misdemeanours

Serious misdemeanours rarely occur but when they do they should be dealt with immediately by a member of the Pastoral Team and/ or SLT. Serious incidents include:

- Swearing at a teacher or other adult
- Persistent swearing in class.
- Aggressive and oppositional verbal abuse to a pupil/teacher
- Repeated refusal to follow instructions (persistent defiance)
- Persistent disruptive behaviour
- Fighting in school and in the community
- Bullying
- Breaches of e-Safety
- Smoking including e-cigarette
- Bringing a weapon into school
- Sexual misconduct
- Racist or homophobic language
- Drug and alcohol misuse including arriving at school under the influence of drugs or alcohol
- Demonstrating behaviour which poses a serious Health and Safety risk to themselves or others
- Demonstrating behaviour which poses a risk to the education and/or welfare of others

Sanctions for incidents such as these will be considered individually but may include one or more of the following:

- Community service
- Reflection Room
- Direction Notice
- Fixed Term Exclusion
- Permanent Exclusion

Exclusion is a last resort. Each case will be judged individually. The only member of staff who can exclude a child is the Headteacher or, in their absence, the DHT who is Acting Head at that time. HoY or SLT wishing to exclude a child must complete an exclusion consideration form as per the Exclusion policy. There are clear guidelines for reintegration from Exclusion as per the Exclusion policy.

A decision to exclude a child permanently is a serious one. It will usually be the final step in a process for dealing with disciplinary offences following a wide range of other strategies, which have been tried without success. A decision to exclude a pupil should be taken only in response to serious breaches of this policy; and if allowing the pupil to remain in school would seriously harm the education and welfare of the pupil or others in the school. There will, however, be exceptional circumstances where, in the Headteacher's judgement, it is appropriate to permanently exclude a child for a first or 'one-off' offence. These might include:

- serious actual or threatened violence against a pupil or member of staff;
- sexual abuse or assault;
- supplying an illegal drug;
- carrying an offensive weapon
- persistent and defiant misbehaviour including bullying (which would include racist or homophobic bullying) or repeated possession and/or use of an illegal drug on school premises

4.5 In summary, sanctions can include, but are not limited to:

This is not an exhaustive list but seeks to provide illustrations of behaviour and possible consequences. We would always try to use restorative and educational conversations as part of the process.

Typical behaviour, not an exhaustive list	Likely Consequence
ATL Grade 3/ 4	Lesson Grade 3/ 4. An accumulation of four grades 3/4 in a week triggers an after school detention.
Continued poor behaviour despite verbal warning	Lesson Grade 4. Negative Behaviour Point issued.
Continued disruptive behaviour despite Lesson Grade 4 being issued	Lesson Grade 5 (Time-Out -2 points) followed by School detention + Restorative conversation
2 x Lesson Grade 5 in a day	WIthdrawal from class for the remainder of the day, with reflection room the following day
2 x Lesson Grade 5 in a week	Reflection Room for 1 day
Uniform infringements which cannot be rectified	**Out of Circulation at break and lunch time**. After school detention if not rectified in a week. Internal exclusion for repeated and persistent refusal to follow uniform expectations for more than two weeks.
Forgetting equipment/planner	Observation recorded on synergy by FT – Organisation. 3 x equipment observations will trigger form tutor intervention and after school detention.
Arriving late	Lunchtime detention
Failure to complete homework	Observation recorded on synergy by class teacher. Second opportunity given to complete, failure will result in referral to compulsory homework club via synergy.
Failure to attend subject detention	School detention (60 minutes)
Failure to attend after school detention	SLT Detention (90 minutes)

Failure to attend SLT Detention	Headteacher Detention (120 minutes) + Reflection
Offensive language	Lesson Grade 5 = Time-Out
Rudeness to staff/ Defiance	In class - Lesson Grade 5 = After School detention Out of Class - After School detention - defiance

Offensive behaviour towards other students including sexual harassment	After School detention / reflection / fixed term suspension / permanent exclusion/ direction notice - Sanction to reflect seriousness of incident
Threatening behaviour towards students	Reflection/ Behaviour Contract
Bullying incident	School detention / reflection / fixed term suspension / permanent exclusion - Sanction to reflect seriousness of incident
Bringing prohibited items into School	Confiscation and disposal + Sanction to reflect seriousness of incident
Mobile phone used / switched on in school	Confiscation + School detention
Refusal to hand over phone	Reflection
Swearing at or about a member of staff	Reflection / Direction notice / Fixed term suspension
Dangerous behaviour/fighting	Reflection / direction notice / fixed term suspension / permanent exclusion - Sanction to reflect seriousness of incident
Discriminatory behaviour towards students or staff	Reflection / direction notice / fixed term suspension / permanent exclusion - Sanction to reflect seriousness of incident
Deliberate damage to School property or theft	Reflection / direction notice / fixed term suspension / permanent exclusion - Sanction to reflect seriousness of incident

Bringing the school into disrepute	Reflection / direction notice / fixed term suspension / permanent exclusion - Sanction to reflect seriousness of incident
Persistent Disruptive Behaviour	Reflection / Fixed Term suspension / Permanent Exclusion, Managed Move, Direction Notice
Possession of offensive weapon or illegal drugs	Fixed Term suspension / Permanent Exclusion, Managed Move, Direction Notice
Violence towards a member of staff	Permanent Exclusion
Single Serious Incident e.g dealing drugs	Permanent Exclusion

Staff must be fully aware of a student's learning and/ or social, mental, emotional needs and plan accordingly. In dealing with behaviour issues which need sanctions to be applied, reasonable adjustments will need to be considered for SEND students.

As appropriate school will involve external agencies including the Police

4.6 Whole School Conduct Levels based upon student behaviour record

Level	Trigger	Consequence
1	Repeated poor behaviour around school which is not improving significantly. 10 Negative Behaviour Points	FT Intervention Targets set for 6 weeks and if met brought back down a level. Parental contact must be made. Optional use of report Card.
2	Continued repeated poor behaviour and / or number of significant behaviour incidents.	1 days Reflection and parents called in for a meeting with HOY/ Form Tutor. Targets set for 6 weeks and if met brought back down a level. HOY writes a behaviour contract. Optional Use of Report Card.

	20 Negative Behaviour points	
3	Continued repeated poor behaviour and / or continued significant behaviour incidents. Single very severe incident which resulted in 3 or more days fixed term suspension. 30 Negative Behaviour Points	2 days Reflection and parents called in for a meeting with HOY. Targets set for 6 weeks and if met brought back down a level. HOY initiates and manages Behaviour for Learning Plan. Optional Use of report Card.
4	Continued repeated poor behaviour and / or continued significant behaviour incidents. Single very severe incident which resulted in 5 or more days fixed term suspension. 40 Negative Behaviour Points	3 days Reflection and parents called in for meeting with the HOY, PM and DHT Targets set for 6 weeks and if met brought back down a level. HOY to update BLP, BLP now to be managed by Pastoral Manager Optional Use of report Card.

| 5 | Continued repeated poor behaviour and / or continued significant behaviour incidents. Single very severe incident which resulted in 10 or more days fixed term suspension.

50 Negative Behaviour Points | Respite Placement sought and parents called in for a meeting with Headteacher or Deputy Headteacher responsible for behaviour.
Targets set for 6 weeks and if met brought back down a level. (Assessment made through pupil passport).

Deputy Headteacher to revise Behaviour for Learning Plan |

5.0 Students' Conduct outside the School Gates

Following the Education and Inspections Act 2006 (effective from 01 April 2007), the school has the power to include measures for regulating the conduct of students when not on the premises of the school and not under the lawful control or charge of a member of staff. The Headteacher will determine the extent to which such measures are reasonable in promoting the good order of the school.

Government guidelines indicate the following as reasonable examples of where the school should take action:

- Where the reputation of the school has been affected.
- Where the incident involves severe misbehaviour.
- Whether the pupil(s) in question were wearing school uniform or were easily identifiable as members of the school.
- Where the behaviour in question would have repercussions for the ordinary running of the school.
- Where the incident involved a threat or actual violence against another pupil or member of staff.
- Where the misbehaviour was on the way to or from school, outside the school gates or otherwise in close proximity to the school.
- Where the misbehaviour was whilst the pupil was on work experience, an extended school activity or sports event.

6.0 Bullying

The school will not tolerate bullying in any form and will always deal with it promptly. The school uses the Antibullying Alliance definition of bullying:

"Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online."

- Bullying can take many forms including verbal, physical and cyber bullying (eg posting images without permission, posting images which show illegal or inappropriate activity, verbal abuse, liking/ sharing posts which cause offence).

- Bullying can be direct or indirect (eg spreading rumours or socially excluding someone).
- Bullying can be motivated by prejudice against a particular group for example on grounds of race, religion, gender, sexual orientation or because a child is looked after.
- Bullying can be motivated by actual or perceived differences.
- Homophobic and racist bullying will be recorded as such and could be treated as hate crimes.

6.1 Addressing bullying

- The school includes questions about bullying as part of student voice exercises and anti-bullying resources and assemblies are part of the pastoral provision. Anti-bullying resources and topics are also included in the PSHE curriculum.
- All students and parents/carers are asked to report any concerns to a member of staff so that they can be thoroughly investigated by the appropriate person in school.
- The school has a 3 step approach to addressing bullying cases. Depending on the severity of the bullying it may be appropriate to go straight to step 2 or step 3. The sanctions for bullying are based on the seriousness of the bullying case as per the sanctions and consequences section 3.5 earlier in this policy.

The 3 steps for addressing bullying:

- Restorative conversation between victim and perpetrator with an appropriate sanction
- Behaviour contract for the perpetrator with an appropriate sanction
- Involvement of external agency (including the police) with an appropriate sanction

6.2 Sexual violence and harassment

'Sexual violence and sexual abuse can happen anywhere, and all staff working with children are advised to maintain an attitude of 'it could happen here'. Schools and colleges should be aware of, and respond appropriately to all reports and concerns, including those outside the school or college, and or online.' (Sexual violence and sexual harassment between children in schools and colleges DfE September 2021) Sexual Violence and harassment, whether physical or verbal, will not be tolerated at BRGS. These are a form of bullying.

6.3 Categories of behaviour

There are 3 categories of sexual behaviour :

- Harmful sexual behaviours
- Sexual harassment
- Sexual violence

6.4 A whole school approach

Annual secual harassment training takes place for all staff, all school staff should report any concerns regarding such behaviour to the DSL using the CPOMs system. Students and parents should report any such concerns to the DSL via safeguarding@brgs.org.uk

6.5 Responding to a report of sexual harassment or sexual violence

The DSL will follow guidance in the document 'Sexual violence and sexual harassment between children in schools and colleges' (DfE September 2021) when responding to reports of sexual harassment or sexual violence.

6.6 Discipline and alleged perpetrators

The DSL will follow guidance in the document 'Sexual violence and sexual harassment between children in schools and colleges' (DfE September 2021) when implementing sanctions, risk management plans and any appropriate alternative provision following a report of reports of sexual harassment or sexual violence.

Appendix 1 shows the procedures which must take place when any incident of derogatory language, violence, racism, homophobia, transphobia, sexism, sexist language or harmful sexual behaviours takes place.

7.0 Mobile Phones

'Mobile phones can be confiscated in schools if they are being used to cause a disturbance in class or otherwise contravene the school behaviour/ anti bullying policy (EIA 2006)'

At BRGS mobile phones must not be switched on or used at any time in school, (the only exception being Post 16 students and Post 16 Lesson) – reasons include:

- Security – mobile phones can be lost or stolen causing students, parents/carers distress. Staff would need to use valuable time investigating an incident of lost/stolen phones
- Health and Safety issues – most phones have a camera facility. Inappropriate photographs e.g. P.E changing rooms could quickly be sent to the internet causing huge embarrassment to the victim
- Lessons could be disrupted by the inappropriate use of a phone
- All Exam Boards prohibit the carrying of phones into examination rooms due to the potential for fraudulent use

If a parent/carer has a need for information/communication to be made regarding their child in the course of a normal school day, they should contact the school office. If a student is seen with a phone, the phone will be confiscated and put in a secure area. Phones will be returned at the end of the school day and an after school detention will be issued. Where a student refuses to hand over a phone to be confiscated the student will be placed in internal exclusion until the phone is handed over.

In some situations, where a member of staff reasonably suspects that a student may be involved in cyber bullying, the Head Teacher or a senior member of staff can ask a student to reveal a message or show the content of the phone for the purpose of establishing if bullying has occurred. Where a student refuses to comply with this reasonable instruction a disciplinary sanction may follow.

8 Power to Use Reasonable Force

The Education and Inspections Act 2006 enables school staff to use such force as is reasonable in the circumstances to prevent a student from doing, or continuing to do, any of the following:

- Committing any offence
- Causing personal injury to, or damage to the property of, any person (including the student himself/herself)
- Prejudicing the maintenance of good order and discipline at the school or among any students receiving education at the school, whether during a teaching session or otherwise.

There is no legal definition of when it is reasonable to use force and staff are asked to use their judgement and consider it as very much a last resort. The degree of force used should be the minimum needed to achieve the desired result. Use of force could not be justified to prevent trivial misbehaviour and staff should never block a student's exit unless there is a reason to believe that there is risk of harm to themselves or others or damage to property. Any use of restraint or reasonable force is to be recorded on the Synergy system.

9 Power to Search for Prohibited Items

The Department for Education document 'Searching, screening and confiscation' July 2022 gives schools the power for the Headteacher and authorised staff to search students. With consent from the student staff may search for any item. There is no need for this consent to be in writing. Where a student refuses to cooperate with a search an appropriate sanction will be applied. No consent is required to search for prohibited items and reasonable force may be used to conduct the search. School staff can confiscate any prohibited item considered detrimental to school discipline. These items include:

- Tobacco
- Alcohol
- Knives / weapons
- Illegal drugs
- Fireworks
- Pornographic images
- Any article that a member of staff reasonably believes has been used or could be used to commit an offence or cause personal injury.
- Electronic smoking / vape devices (as per the guidance this is a school addition and reasonable force may not be used in this case)

Searches must have reasonable grounds to suspect a student has the item in their possession and be conducted by a member of staff the same sex and witnessed by another member of staff, preferably of the same sex. Searches are to be recorded on Synergy. Where illegal or dangerous items are recovered they will be disposed of or handed to the police as appropriate.

10 Staff Development and Support - Training

The school has a behaviour for learning training programme which will be reviewed to ensure that it is appropriate to the needs of staff and the changing circumstances of the school.

The school provides relevant information and training on behaviour for learning matters to all groups of staff, including:

- Support staff
- Early Career teachers during their formal induction period

- Students undertaking programmes of initial teacher training
- Supply teachers
- Class teachers
- Governors

The school also undertakes annual reviews of the continuing professional development (CPD) needs of all staff through the appraisal process and provides opportunities, as appropriate, for staff to develop their knowledge and skills in relation to such issues as:
- Implementing the school's behaviour policy
- Logging and recording of incidents
- Teaching strategies
- Classroom management
- Educational visits
- The implications of legislation affecting behaviour for learning (e.g., detention, suspension, child protection, pupil restraint, pupil searches)
- Pupil support
- Equal opportunities and anti-discrimination
- Techniques for promoting positive behaviour

11.0 Liaison with Parents and other Agencies

BRGS encourages close links with parents and the community. We believe that students benefit when the relationship between home and school is a positive one.

Parents are informed about the behaviour and attitude to learning of their children in a variety of ways. BRGS uses a web based application called Synergy which provides parents with live information about Positive and Negative Behaviour Points awarded in school.

Pastoral Staff and senior leaders will invite parents to attend individual meetings to discuss their child if members of staff are concerned about a student's behaviour or attitude. A member of the Pastoral Team will always hold a readmission meeting, for example, after a fixed-term suspension to agree an action plan.

11.1 Behaviour of Parents and other Visitors to the School

The vast majority of parents and others visiting our school are keen to work with us and are supportive of the school. However, on the rare occasions when a negative attitude towards the school is being expressed, these can involve threatening behaviour, including written, verbal and/or physical abuse towards a member of the school community.

Threatening behaviour and abuse against school staff or other members of the school community will not be tolerated. When formulating our procedures, reference was made to the DfE document 'A Legal toolkit for schools – Tackling abuse, threats and violence towards members of the school community'. BRGS expects and requires staff to behave professionally in these difficult situations, and to attempt to defuse the situation where possible, seeking the involvement of a member of SLT. However, all members of the school community (including other parents and visitors) have the right to visit and work without fear of violence and abuse, and the right, in an extreme case, of appropriate self-defence. We expect parents and other visitors to behave in a reasonable way towards other members of the school community.

The following list outlines the types of behaviour that are considered serious and unacceptable and will not be tolerated towards any member of the school community. This is not an exhaustive list but seeks to provide illustrations of such behaviour:

- Shouting, either in person or over the telephone.
- Speaking in an aggressive/threatening tone.
- Physical intimidation e.g. standing very close to her/him.
- The use of aggressive hand gestures/exaggerated movements.
- Physical threats.
- Shaking or holding a fist towards another person.
- Swearing.
- Pushing.
- Hitting, e.g. slapping, punching or kicking.
- Spitting.
- Racist or sexist comments.
- Sending inappropriate or abusive emails to school staff or to the general school email address.
- Publishing or posting derogatory or inappropriate comments that relate to the school, its students or staff/volunteers on a social networking site.
- Breaking the school's security procedures.
- In seeking to make a complaint, refusing to follow the school's Complaints Policy or refusing to accept the findings of the investigation into a complaint where the school's Complaints Policy has been fully and properly followed and completed.

Unacceptable behaviour may result in the police being informed of the incident.

11.2 School Procedures for Dealing with Unacceptable Behaviour

When a parent or visitor behaves in an unacceptable way during a telephone conversation, members of staff at the school have the right to terminate the call. In such cases, or when a parent or member of the public uses electronic communication in an unacceptable way, the incident will be reported by staff to the SLT. The school reserves the right to take any necessary actions to ensure that members of the school community are not subjected to verbal abuse. The school may warn the parent or visitor, implement a communication plan which will be reviewed monthly, ban them from the school, and/or contact the police. When any parent or visitor behaves in an unacceptable way in person towards a member of staff, a member of the SLT will seek to resolve the situation through discussion and mediation. If necessary, the school's complaints' procedure should be followed. Where all procedures have been exhausted, and aggression or intimidation continues, or where there is an act of violence, the discussion will be terminated and the parent or visitor will be asked to leave the school immediately. It is also an offence under Section 547 of the Education Act 1997 for any person (including a parent) to cause a nuisance or disturbance on school premises. The police will be called if necessary. The parent or visitor may also be banned from the school premises for a period of time, which will be determined by the school. Prior to a ban being imposed, the following steps will be taken:

- Depending on the severity of the incident, the parent/visitor may first be issued with a written warning stating that, if a similar incident occurs, the individual concerned will be banned from the school premises.

- In more serious cases, the parent/visitor will be informed, in writing, that she/he is banned from the premises temporarily, subject to review, and what will happen if the ban is breached.
- Extreme incidents will result in a permanent ban being enforced. The individual will be informed in writing of the permanent ban.
- In all cases, parents will still have the opportunity to discuss any issues relating to their child with school staff and a communication plan will be relied on by the school to facilitate such discussions.
- Incidents of verbal or physical abuse towards staff may result in the police being informed, and may result in prosecution.

12.0 Managing Student Transitions - Communications

BRGS will ensure there is always effective communication and good relationships with other schools and agencies to promote the well-being of all students. The school has procedures for sharing information with primary feeder schools to ensure effective transition between KS2 and KS3, KS3 and KS4, and KS4 and KS5, which includes sharing information about behaviour.

12.1 Transitions

The school will ensure that good systems are in place to ensure the effective communication of student information as students' progress through the school. Key transitions (from KS3-4 and KS4-5) are supported by Information Advice and Guidance meetings and open evenings where students, parents and tutors discuss the student's welfare and future plans.

12.2 Other Agencies

The Senior Leader with responsibility for Behaviour, Pastoral Care and Safeguarding will represent the school on the Pupil Access Inclusion Panel to ensure effective communication about students who are hard to place and students with critical need for behaviour support. Liaison with alternative providers and other schools may lead to intensive behaviour support or a fresh start for students at risk of exclusion.

13.0 How we safeguard children

Safeguarding is a non-negotiable at BRGS and it begins with providing a safe, secure environment in the school and in the classroom. To this end, good behaviour is central to Safeguarding.

We recognise that high self-esteem, confidence, peer support and clear lines of communication with trusted adults help all children, and especially those at risk of or who are suffering significant harm.

Our school will therefore:

- Establish and maintain an ethos where children feel secure and are encouraged to talk, and are listened to.
- Ensure that children know that there are adults in the school who they can approach if they are worried or are in difficulty.

- Include in the curriculum activities and opportunities for PSHE activities which equip children with the skills they need to stay safe and / or communicate their fears or concerns about abuse.
- Include in the curriculum material and activities which will help children develop realistic attitudes to the responsibilities of adult life.
- Ensure that a continuous effort is made to create, establish, develop and maintain positive and effective working relationships between BRGS staff, our parents and colleagues from other agencies.

For pupils where there are Safeguarding concerns, these considerations will be taken into account before issuing a sanction – for example, in considering a fixed-term exclusion. Our Safeguarding Policy is available on our website.

Appendix 1 – Keeping all children safe and communicating effectively

Frequency	Action
Termly	Termly report to governors and for discussion with other agencies.
Half Termly	All racism, homophobia, sexual abuse, derogatory language etc to sample. Individuals, year groups etc
Twice Half Termly	DSL sampling of part time timetables, risk management plans, racism, sexual language, harassment, violence, bullying, attendance groups, homophobia. Check for patterns.
Fortnightly	Safeguarding briefing with DSLs
Weekly	Senior Pastoral Team Meeting. Concerns and red flags brought
Daily	Triage every night led by Pastoral Managers and HOY, ensuring actions added to all incidents. All staff to ensure incidents are recorded on CPOMs.

Expectations

Violence and fighting	Any incident, in school or out of school, both pupils to be in reflection for a period of time. DHT always notified and HOY to follow up. Recorded on CPOMs. 2nd Incident, parental meeting, behaviour contract initiated, consideration given to direction notice. 3rd incident, exclusion consideration, community support. There could be at any point escalation to the second or third stage or a referral to police.
Racism	Any incident of racist language or behaviour, in school or online, to be recorded on CPOMS. Pupil in reflection. Parents contacted. 2nd incident, behaviour contract initiated with parents. Community support.

	Consideration to direction notice. 3rd Incident, exclusion considered and further work with community partners. There could be at any point escalation to the second or third stage or a referral to police.
Harmful Sexual Behaviour	Any incident of sexualised behaviour, language and/ or sexism in school or online, to be recorded on CPOMS. Pupil in reflection. Discussion on the continuum of harmful sexual behaviour (Hackett) and decisions made on next steps which could include conversations, sanctions, behaviour contracts, referral to virgin care, police involvement, csc referral. If behaviour is seen to be harmful on continuum, the perpetrator is always removed by DSL from class.
Derogatory Language	Any incident of derogatory language to be recorded on CPOMS - homophobic, transphobic, derogatory, disablist - picked up in triage by Pastoral managers. 1st incident, dealt with by school, conversation with student and parents and period in reflection. 2nd incident, parental meeting, time in reflection, behaviour contract, consideration to direction notice. Community support consideration, 3rd Incident, exclusion considered and further work with community partners. There could be at any point escalation to the second or third stage or a referral to police.