



## **ALTRINCHAM GRAMMAR SCHOOL FOR BOYS**

### **PASTORAL POLICY**

- Section 1 - Pastoral Policy - principles and daily routines**
- Section 2 - Behaviour Policy - positive discipline, rewards and sanctions**
- Section 3 - Anti-Bullying Policy**
- Section 4 - Gifted and Talented**

## Section 1 - Pastoral Policy

### Underlying Principles

- 1 An effective Pastoral Policy is fundamental to the successful implementation of the aims of the School. The purpose of pastoral care at Altrincham Grammar School for Boys is to provide the necessary **support, guidance and discipline** which will enable each pupil to make the most of his potential, to show respect for others, to feel secure within the school community and confident to speak openly if he does not, and to know and understand the boundaries of acceptable behaviour (see **Appendix A 'AGSB Community Code of Conduct'**)

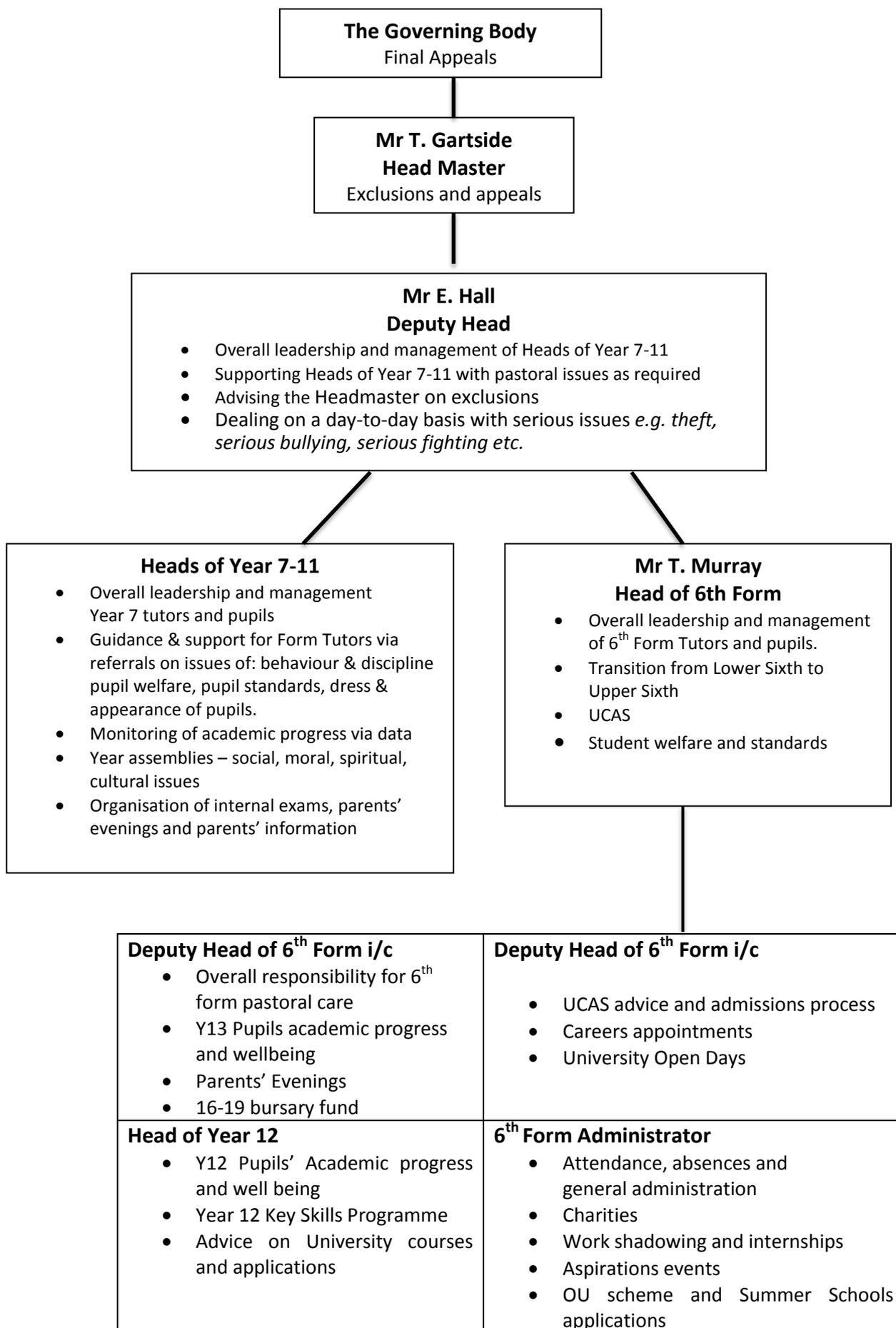
At AGSB we are mindful of the strong tradition of the School as a close-knit community, where the working atmosphere is enhanced greatly by the friendly and open relationships between pupils and teachers. The continuation of that tradition must not be assumed but must be worked for. Our aim is to have in place a pastoral system in which all members of staff and pupils recognise their pastoral responsibilities, pupils are known by staff as individuals, pastoral care is proactive as well as reactive and pupils are actively praised and encouraged to become involved in the procedures of the School.

The quality of the provision of pastoral care must be maintained throughout the School so that pupils have an opportunity to develop within a framework which is both consistent and fair. Communication of our values should be clear and consistent both within the school and when working in partnership with parents and guardians – whose contribution and support we will always value.

On occasion pastoral care needs to be demanding of pupils. We do not subscribe to systems that in the long run promote dependency for we wish to encourage autonomy. Nor will we be tolerant of those who threaten the fundamental principles of respect for persons and property.

Please note that the term 'Parents' as used within the policy, encompasses both Parents and Guardians.

## 2. The Structure of Pastoral Care at AGSB



(i) **The foundation of pastoral support is the Form Tutor.**

The Form Tutor is the first point of reference for pupils, parents & subject teachers with concerns about all matters including:

- Behaviour & discipline
- Pupil Welfare
- Pupils' teachers
- Dress and appearance of pupils
- Attendance/punctuality

The Form Tutor has day-to-day responsibility for his or her form group. Over the course of a school year (and in some cases 2 to 3 school years) the Form Tutor will come to know the personalities, characters and aspirations of those pupils better than any other member of staff. Form Tutors will deal with the full range of issues that arise within the tutor group, communicate with parents and maintain the records of significant development for each pupil. They are in constant contact with their Head of Year who will work with the Form Tutors to provide support, help resolve issues etc., as appropriate.

Form Tutors meet with their form every day and on at least two occasions a week will have a 20 minute period to focus on pastoral issues. These may include:

- Holding a structured discussion on the school's 'Thought for the Week'
- Checking pupil planners in order to ensure that pupils are maintaining detailed records of homework set and are coping with the organisational requirements of the School.
- Discussing with individual pupils, matters relevant either to academic or personal progress.
- Congratulating and rewarding individual pupils for excellent effort or standards of work, both in and out of school.
- Ensuring that pupils' uniform and appearance is in accordance with the School's policy

Form Tutors may, at times, need to spend more time with individual pupils and their parents. Heads of Year will be informed of any such developments and may also attend the meetings in order to offer support and guidance.

(ii) The role of the **Head of Year** focuses both on day to day issues for pupils in that year and with thinking in broader terms about the personal and academic development of each pupil. The Head of Year will ensure that there is a consistency of approach amongst the Form Tutors in his/her year and will also co-ordinate his/her approach with those of other Heads of Year in the School. Heads of Year also liaise with the Special Educational Needs Co-ordinator (SENCO) and with the Deputy Head as appropriate, and will make use of, and disseminate to, Form Tutors' data on pupil performance, as relevant. The Head of Year 7 works closely with primary schools to ensure that the transition between Year 6 and Year 7 is as smooth as possible for the boys.

(iii) The Whole School Pastoral Policy is co-ordinated by the **Deputy Head Master**. He meets regularly with the Heads of Year both individually and as a team, providing guidance and support. The Deputy Head is always involved with any serious issues within the School, such as bullying, fighting or theft.

### 3 The Referral System – monitoring of pupil progress.

- (i) One of the most important functions of the pastoral system is the monitoring of the academic progress of pupils. It is important to draw clear distinctions between different types of difficulties that might occur. Academic/work related concerns will initially be dealt with in a different way from matters of behaviour/discipline, pupil welfare or dress and appearance.
- (ii) For some students, their lack of progress can be the result of more specific educational circumstances and/or needs. In this instance, the Head of Year/Deputy Head may seek the advice and support of the SENCO in seeking a possible way forward (see SENCO Policy). Specific help may be arranged for the pupil to assist progress; for example, he may receive advice on organisational matters or he may be provided with extra subject tuition/work if the problem relates to difficulties with a specific subject. The School attaches particular importance in these cases to regular communication with parents and before action is taken parents will be invited to discuss the situation and the proposed remedies with School.
- (iii) **Academic/work related concerns are initially the responsibility of subject teachers and their Heads of Department.** Pupils who underperform against the expectation of a subject teacher through lack of effort or engagement will, in the first instance, be warned by the subject teacher and may be required to serve detentions given by him/her. If the problem persists, a referral may be made by the subject teacher to the Head of Department. It may only be necessary for the Head of Department to warn the pupil in order to support the subject teacher, however, if the problem persists the main remedy is a **departmental detention** – run by the department on a rotational basis or by the Head of Department.
- (iii) In some cases, a pupil's underperformance in one subject is often a symptom of more general problems across a range of subjects. Heads of Year are able to identify any such patterns by monitoring the number of referrals for a specific pupil from different subject teachers over a short period of time, or through formal reviews i.e. 'snapshots' or gradings at the end of each term or through written reports.
- (iv) Pupils with several subject referrals or poor grades/reports fall within the responsibilities of Form Tutors and Heads of Year. **Departmental detentions will not normally be appropriate in these cases.** Instead they will be monitored according to the nature and seriousness of the problem faced with the pupil. At each level parents will be informed and involved in the process:
  - **Level 1** – A Form Tutor may instigate a **report sheet**, stapled to the pupil's planner, or the boy will be expected to hand the sheet to his subject teachers at the start of each lesson. A Form Tutor may place a boy on report for academic / organisational issues or for concerns about his behaviour / attitude. It is recognised that sometimes issues of behaviour/academic work overlap so the Form Tutor will assess which report sheet is the most appropriate to use
  - **Level 2** – If there is no progress at Level 1, the Head of Year, after consultation and in collaboration with the Form Tutor, will instigate a **Head of Year report**. This is a more detailed booklet which the pupil gives to his subject teacher at the beginning of each lesson. Targets are set and written at the front of the booklet. At the end of each lesson both the pupil and the teacher make a judgement on the behaviour/attitude of the pupil whilst in that lesson. The teacher gives a comment/score at the end of each lesson and relates it to the targets set.

- **Level 3** – Any pupils who have not made sufficient progress and improvement will be seen by the **Deputy Head Master**. It is to be expected that pupils requiring this level of monitoring may be asked to stay behind after School in order to complete homework and receive guidance from the Deputy Head. At this level very precise expectations about the pupil's behaviour/attitude/personal organisation will have been established. Contact with home is a likely course of action here to engage parents and get their support in helping their son get back on track. (This course of action may also take place at Level 2 if the Head of Year feels that this would be appropriate).

There is no compunction to follow the suggested protocol outlined above if it is not appropriate. This is at the discretion of the Head of Year/Deputy Head.

#### 4 Pastoral Care During Non-Teaching Time

- (i) Pastoral Care is not confined to times when pupils are in lessons. It is necessary both for their safety and wellbeing that good order be maintained throughout the school day. The School addresses this issue in a number of ways:
- **Before School** – Members of staff are on duty between 8.25 a.m. and 8.40 a.m., patrolling the corridors, the School dining hall where breakfast is provided, and supervising the North and South play areas.
  - **Break time** – 11 a.m. – 11.20 a.m. The School is closed to pupils at break time unless the weather is unsuitable. Two members of staff supervise the dining hall and another two supervise the North and South play areas.
  - **Lunchtime** – two members of staff supervise the Dining Hall and 'The Grammar' (used by Year 10/11). In addition there are at least two senior members of staff are on duty elsewhere within the school.
- (ii) School Prefects play a significant supervisory role in the school, helping to clear the building at break time and lunchtime. They are also on duty at entrance/exit points to ensure the building remains clear. One prefect supervises a private study room at lunchtime.
- (iii) Many members of staff are also in school during the lunch period - running / assisting with clubs and societies, teaching extra lessons and spending time in their form rooms. Their presence in the building also helps to ensure the safety and wellbeing of pupils.

#### 5 Educational Advice and Support

- (i) The School attaches importance to the nature and the quality of the advice it gives to pupils at different stages of their School careers:
- Making GCSE choices
  - Entry to the 6<sup>th</sup> Form and choice of A' levels
  - Applying for entrance to Higher Education
  - Seeking employment
- (ii) **Making GCSE choices** – the School offers general advice during PSHE lessons. A school booklet sets out detailed guidance and an Options evening is held for parents, following the publication of the booklet. Advice is also given to pupils and parents individually at the Parents Evening,

which follows soon after the Options Evening, and this is another forum for discussion with specific subject teachers and the Careers Adviser. The Careers Adviser and the Head of Careers will also have discussions with individual pupils on request.

- (iii) Similar provision is made for **entry into the Sixth Form**. General advice is given during PSHE and a School booklet sets out detailed guidance. An evening is held for parents soon after the publication of the booklet. The Careers Adviser meets with pupils who wish to do so during the Spring Term, providing advice and guidance. Most pupils stay on into the Sixth Form and, so that each pupil makes a realistic choice of AS/A2 subjects, pupils will be required to receive the support of the relevant subject teachers before an option choice is agreed to. These discussions are designed to ensure that each pupil carefully assesses his options and fully understands what will be required of him if he is to study a subject to A level.
- (iv) **Entrance to Higher Education** – extensive advice is given to Sixth Formers, and this is co-ordinated by the Head of Sixth Form. In Year 12, several Key Skills sessions are devoted to the advantages and disadvantages of University entrance and the procedures involved. All Year 12 pupils also attend a Higher Education Convention and their parents are invited to a Higher Education Evening at the School in April. The School holds its own Oxbridge evening in April, to which students from other Schools are also invited.

The School offers extensive advice on UCAS personal statements and on the suitability of University choices. Practice interviews are offered to students on request and all Oxbridge Candidates receive practice interviews, either within the School or through a reciprocal arrangement with other local Schools.

The School recognises the importance of advice following the publication of AS and A2 examination results and School is open after the publication of results in August in order to assist all pupils to gain entry to Higher Education, even if their results are not as required. A growing number of students take a Gap year and re-apply and the HE/UCAS Co-ordinator at School supports these Year 14 students.

- (v) Each year a number of pupils in Year 11 and students in the Upper Sixth choose to go into employment or explore Further Education possibilities. All pupils receive careers guidance through PSHE/Citizenship lessons. Pupils who require more specific advice will receive at least one interview with the Careers Adviser. Those who decide to seek employment or to enter Further Education benefit from these interviews by receiving guidance on application procedures or discussing current employment and training vacancies.

In the Sixth Form a small percentage of students decide to leave School before completing AS/A2 studies or decide that Higher Education is not the best option for them. In these cases the Careers Adviser will provide guidance on the options that might best suit the needs of the individual student. Some seek apprenticeships after their GCSE/A Levels and are given appropriate advice on how to apply.

## 6 Communication with Parents

- (i) Good communication is vital in developing a professional partnership between home and School. The School attaches great importance to the nature and quality of communication with Parents and assesses carefully which method of communication is most appropriate for the circumstance - letter, telephone or face to face. Staff are sensitive to the commitments and concerns of parents, just as parents appreciate and recognise the busy lives of teaching staff.
- (ii) The range of home/school communication is extensive:
- The Home/School Agreement.
  - A termly bulletin, published at the beginning of each term.
  - A monthly email newsletter.
  - A detailed School report is sent to all parents, annually.
  - Termly Grade Sheets are sent out to all year groups.
  - 'Snapshots' on academic progress and organisational matters which leads to contact with parents if there is a cause for concern in the Lower and Upper School.
  - Parent and student consultation evenings for all years.
  - A range of Pastoral/subject monitoring cards (see the referral system)
  - The School Website
  - Pupil planners are a less formal but effective method of communication between home and School.
  - The telephone and email are used to keep parents informed. Heads of Year are in touch quickly if there is a serious matter.

While we would like to believe that all parental enquiries, requests and letters of concern will be responded to promptly, given human nature, sometimes we may well fall short of this ideal. If you find this to be the case please contact Mr Hall, Deputy Head via the School Office.

### 6. External Support

There are a range of **Outside Support Agencies** that are available to support the School, its pupils and parents e.g. Trafford's Educational Welfare Officer (EWO) and Educational Psychologist and the Child Protection Agency.

- (i) The Deputy Head liaises with the **EWO** to discuss relevant issues affecting pupils' attendance. The EWO will visit a pupil's home and provide additional support as required, over and above that which the School can offer.
- (ii) **The School Counsellor** visits the School each week and pupils can request confidential, face to face meetings with her to discuss any issues or concerns, whether they be school related or not. She will provide support and guidance as appropriate. Pupils will always be encouraged by the Counsellor to talk to their parents and inform them of their self-referral to the Counsellor.

Students may also be referred to the Counsellor by the Head of Year/Deputy Head/SENCO and, if so, their parents will normally be informed of the referral so that they can discuss and understand the reasoning for doing so.

The Counsellor will also speak with staff and Parents confidentially, on request, when they themselves feel that they need support, advice or someone to listen to their concerns.

(iii) The Deputy Head meets with the **School Counsellor** each week. These meetings are used to obtain specialist advice in areas where internal school strategies have not been successful. Examples of these include:

- Pupils who are seriously underachieving in relation to CATS scores and other data
- Pupils who exhibit challenging behaviour tendencies
- Pupils who are very poorly motivated
- The difficulties boys have when faced with bereavement or parental divorce
- Parents express concerns about extreme behaviour at home.

The Counsellor meets with pupils as required and these meetings are **confidential**. Only if the Counsellor feels that the student is putting themselves in danger by their behaviour will they speak to the Deputy Head. In such cases, the Student is informed of this.

(iii) The **Child Protection Officer** for the School is the Deputy Head Master, **Mr Hall** or, in his absence, **Mrs Short** (Head of Year 7). Members of staff will report any concerns they have about child protection issues to him in confidence, in accordance with the Child Protection Policy of the School and, if necessary, School will make a referral to the Child Protection Authority.

Is based on the 4 Cs

**Courtesy Consideration Common Sense Co-operation**

This means that, at Altrincham Grammar School for Boys, we should all:

**Respect Ourselves****Respect Others****Respect Property****Respecting ourselves means:**

- taking pride in our work and achievements;
- maintaining excellent attendance and punctuality;
- taking pride in our appearance;
- following the appropriate dress code;
- bringing all necessary equipment to lessons;
- behaving outside school in a way which upholds our school's good reputation;
- never leaving the school premises without permission;
- behaving in a way which maintains our own health and safety

**Respecting others means:**

- valuing other people's points of view;
- being courteous and considerate at all times;
- sharing in activities; taking your turn; helping others; allowing others to work in class;
- moving quietly and sensibly round school;
- behaving in a way which ensures and protects the health and safety of others

**Respecting property means:**

- being careful not to damage clothing and belongings;
- helping keep the school clean and tidy;
- keeping walls and furniture clean and unmarked;
- contributing to, and taking care of, displays.

## Section 2 - Behavioural Policy

1. The School's approach to behaviour, positive discipline and sanctions derives from the main principles outlined in its Pastoral Policy, and from the School's mission statement. We value integrity, tolerance, respect for others and respect for property and we take a pride in the reputation of the School community.

(i) **All pupils are expected to**

- Arrive on time to school and to lessons
- Take appropriate equipment and books to lessons
- Listen carefully and do as asked by school staff.
- Respect others and their property

(ii) **Appearance**

- Pupils must dress according to the stipulated uniform, as set out in the Student Planners and regularly referred to in school assemblies. They must ensure that they are smart at all times and that shoes are polished regularly.
- Hair should be its natural colour, above the collar and no shorter than a number 2.
- Bags and coats should be kept in lockers. Most lockers require a padlock which pupils must supply themselves.

(iii) **Valuables**

Mobile phones, electronic devices or other expensive items, or, large amounts of money should not be brought into School. If there is a good reason for doing so, it is the individual's responsibility to have it labelled with their name, and/or security marked and to ensure that it is stored safely at all times. School will not take responsibility for any loss or theft of such items.

(iv) **Mobile phones**

If these are brought into school, they must be switched off at all times (unless a member of staff has given express permission for its use in their particular lesson). Pupils, who break this rule, risk the mobile phone being removed from their possession and placed in the School safe. It will be returned upon the production of a letter from parents, who must have been made aware that the phone has been used at an inappropriate time.

(v) **Weapons**, of any kind, or **illegal drugs** must never be brought into school

## 2. Rewards and Sanctions

### **Ethos**

The School proactively promotes good behaviour and strives to create an environment where pupils and staff feel safe and where there is no need for enforced discipline; a School in which pupils' own wish for order and their understanding of right and wrong is so sophisticated that 'behavioural incidents' have been completely eliminated. Whilst this will always remain an ideal it is one that we can always try to move towards by ensuring that the curriculum is sufficiently challenging for our able pupils, the quality of teaching is consistently high and that lessons enthuse pupils by their stimulating content and approach.

Moral values are consistently and positively emphasised both in teaching and outside of lessons, and it is expected that the standards of personal behaviour of all members of the school community will be exemplary.

### **Rewards**

The School encourages pupils to develop positive attitudes by rewarding them when they have achieved progress, effort and academic excellence, or given service to the school beyond our normal expectations. We operate a system of commendations, colours and awards which promote a positive ethos. We encourage self-discipline through offering pupils opportunities to take responsibility through involvement in the extra-curricular life of the School.

**(Behavioural Policy - Appendix A: 'Rewards and Incentives').**

### **Sanctions**

The School's basic rules and code of conduct provide the framework for discipline and sanctions **(Pastoral Policy - Appendix A: 'Community Code of Conduct')**. These rules are simple and fair, reflecting the balance between the personal freedom that all young people require and the order that any community needs if it is to promote academic learning. The Home/School agreement also fosters the same values.

- (i) A variety of sanctions are employed against pupils who either break school rules or whose personal standards fall below our expectations. The main principles when implementing these sanctions are:
- The sanction should be proportionate to the seriousness of the offence.
  - The sanction should be constructive. In some cases it may involve reparation to the School community.
  - Sanctions should be applied consistently and fairly by all teaching staff.
  - When giving a sanction it is important to explain to the pupil why it was necessary to be imposed.
  - Parents will often be involved at an early stage, (particularly if the pupil is in Year 7-9) in order to explain why a sanction was necessary.

**(Behavioural Policy - Appendix B – 'Hierarchy of Sanctions')**

### **(ii) Exclusion**

In extreme cases of antisocial behaviour or persistent ignoring of school rules, a pupil may be temporarily or even permanently excluded. In these circumstances the latest exclusion procedures and guidelines as published by the Department for Education will be followed by the Head Master and the Governing Body.

Only the Head Master or, in his absence, the Deputy Head Master acting with his authority, can exclude a pupil from School. A decision to exclude a pupil will be taken only:

- in response to serious breaches in the School's Discipline Policy and/or
- if allowing the pupil to remain in School will seriously harm the educational welfare of the pupil or others in the School.

This may include behaviour on or off School premises which is in breach of the standards of behaviour expected by the School, and/or which in the view of the Head Master brings the School into disrepute

Before reaching a decision to exclude a pupil (either permanently or for a fixed period) the Head Master will:

- Consider all the relevant facts and such evidence as may be available to support the allegations made
- Allow the pupil to give his version of events
- Be satisfied as to the circumstances of the incident (e.g. whether or not the pupil may have been provoked)
  - Consult others where it is felt to be appropriate e.g. Governors (ensuring not to involve those who may have a role in any review of his decision)

(iii) **Permanent Exclusion** will normally be used only as a last resort when a range of other strategies have been exhausted. However, in exceptional circumstances the Head Master might consider it appropriate to permanently exclude a pupil for a first or one-off offence. Examples of this (although this is not an exhaustive list) include:

- where there has been serious actual or threatened violence against another pupil or member of staff
- where there has been an emotional or psychological assault via social media or other means
- supplying an illegal drug
- carrying and/or threatening to use an offensive weapon.

In the case of fixed term exclusions, the Head Master may exclude a pupil for up to 45 days in any one School year. After the 5<sup>th</sup> Day the pupils will be supervised in School.

Following the exclusion, a re-integration meeting will be arranged by the School prior to the pupil returning from the exclusion. The meeting will establish the expectations that School has of the pupil and the pastoral support that will be available to the pupil once he is back in School.

In the case of exclusion, the Head Master will inform the Parents in writing the reasons for the period of the exclusion and its duration. Parents have the right to make representation about the exclusion to the Governing Body's Disciplinary Panel.

The School will notify the Local Education Authority of any exclusions.

Please note that the term 'Parents' as used within the policy, encompasses both Parents and Guardians.

## Rewards and Incentives

## Appendix A Behavioural Policy

As a school, we expect pupils to make an effort at all times. Commendations are awarded in **Years 7-9** and reflect excellent/outstanding effort in three areas of the School:

1. academic work
  2. effort in an area of school life that goes beyond our expectations
  3. service to the School which goes beyond what is normally expected
- The teacher giving the commendation will record it at the back of the pupil planner. They may also give out a commendation sticker for the front of exercise books or planners.
  - Pupils will receive a certificate for 20, 40, 60, 100, 150 and 200 commendations.
  - Postcards are sent home for outstanding work.

### Subject Guidelines

The following are some **suggested criteria** for the awarding of commendations in a given subject.

- An outstanding piece of work
- Three very high homework marks in a row.
- Having one of the top three marks in a test.
- A pupil who has made excellent progress between one piece of work and the next.
- Teachers' professional judgement.

### Other Guidelines

Details of criteria for guidelines in the other areas e.g. service and effort, are as follows and are also listed in the pupil planner.

#### Effort Awards – Year 7-9

- These may be awarded by subject teachers for outstanding effort in class work or homework
- One commendation will be given for each Level 1 for effort on each termly grade sheet or report
- Special year awards decided by the Head of Year
- Postcards home for outstanding effort/service.

#### Service to the School Awards (Years 7-13)

- Helping at an evening meeting or function
- Helping at Open Evening
- Taking part in an Assembly, Carol Service or Founders Day Service
- Other outstanding service which goes beyond what is normally expected

#### The following Special Awards are awarded at appropriate times (Years 7-13)

- School Colours (both sporting and music)
- Head Master's Commendation
- Special subject award for excellence at GCSE or 'A' level
- Prizes for other school activities/competitions.

## Hierarchy of Sanctions

## Appendix B Behavioural Policy

The examples given below of sanctions to be employed is not an exhaustive list and the School reserves the right to decide upon the most suitable punishment to be applied)

### Level 1 Sanctions

- (i) These are the most frequently used at this school. A verbal warning will be used initially in almost all cases of low level misbehaviour.
- (ii) It may be necessary to give an **imposition**. The setting of extra tasks, an essay on the issue raised by the behaviour incident, a letter of apology and/or an act of restitution to the community like a litter duty are all examples of this type of sanction. The aim is to deter the pupil from repeating the offence and to make him think constructively.
- (iii) An alternative is a **'yellow card' referral**. Its purpose is to deal with 'low level' disruption such as uniform infringement, 'forgetting books', chatting in lessons and so on. Any pupil receiving 5 or more referrals in one half term will serve a detention after school on Friday.
- (iv) Not all staff will use this sanction. They will often prefer to deal with low level and/or persistent behaviour with their own appropriate sanction. For example, in cases of misbehaviour in lessons, a pupil may be sent out of the classroom to stand outside by the door for a short period of time, in order to defuse tension and to give him time for reflection. However, this form of sanction is used sparingly and a pupil would not be sent out for the majority of a lesson.
- (v) A **lunchtime detention** may be given at the discretion of the member of staff. Such detentions are no longer than 30 minutes and the pupil will be allowed time to take his lunch.
- (vi) Level 1 sanctions are not normally recorded, but a note may be made in Planners for those pupils in Year 7-9 so that parents are made aware of them.

### Level 2 Sanctions

- (i) **After school detentions**: these are organised by individual members of staff and are for a maximum of one hour. The member of staff issuing the detention must be satisfied that Parents have been informed and are aware of the sanction being applied. They do this via a detention slip, a note in the pupil's Planner or by a telephone call home.
- (ii) **Departmental detentions**: these are organised by Heads of Department and similar procedures should be followed to those outlined above. Typically, these last from 3.30 p.m. to 4.30 p.m.
- (iii) Both these types of detentions can be given for work related or behavioural offences to pupils who, despite the use of Level 1 sanctions, continue to show a poor attitude or behave inappropriately. Equally, these detentions may be given for offences which, in the judgement of the member of staff involved, go beyond a lunchtime detention.

### **Level 3 Heads of Year/School detention**

This detention will be supervised by Heads of Year or other senior members of staff. Such a detention will not be given lightly and the protocol below must be followed. Such a detention may be given for behavioural offences which require a more severe sanction. These may include:

- bringing the School into disrepute away from school
- graffiti on school property
- repeated misbehaviour within a particular lesson
- disrespect towards a member of staff
- persistent and unjustified lateness to school or lessons.

Heads of Year detention will also be used for any pupil who fails to attend a Level 2 sanction given by a member of staff.

**Procedures** – This detention will last from 3.30 p.m. to 4.30 p.m.

- Any member of staff wishing to place a pupil in Heads of Year detention will first ensure the agreement of the appropriate Head of Year.
- The pupil's parents must be informed of the time, place, length and reason for the detention. This may be done via the phone, the Pupil Planner or detention slip
- If via written form outlined above, the teacher should check that the slip or Planner have been counter-signed by a parent
- Work will be set by the teacher who has placed the pupil in Heads of Year detention. It will be given to the member of staff supervising the detention in advance and there will be sufficient work to keep the pupil occupied for the whole hour of the detention.

### **Level 4 Head Master's Saturday detention/holiday detention/internal exclusion**

- These detentions will usually be of two hours' duration. They are given for the more serious and/or persistent offences – usually behavioural, or involving persistent lateness or truancy and are given by the Head Master, Deputy Headmaster, members of the Senior Management Team, Heads of Department or Heads of Year, after consultation with the Head Master. A full letter, or a phone call, explaining the reason for the detention will always be given to parents.
- An alternative to the Head Master's Saturday/holiday detention is an **internal exclusion**. Internal exclusions will normally last for a maximum of 2 days and will normally be given for serious misbehaviour which makes it appropriate to withdraw the pupil from the school community. Examples of such circumstances might be a serious breach of the school dress regulations, verbal or physical intimidation (bullying, the use of foul or abusive language in a public place, or fighting).

### **Level 5 Temporary or permanent exclusion**

- This is used in extreme cases of antisocial behaviour, persistent bullying, and extreme cases of lack of respect to others or lack of respect to property.

- Assault upon another person, theft and drugs-related involvement are always circumstances when exclusion will be considered.
- In cases of exclusion the School will aim to meet with parents before the exclusion, in order to explain the circumstances. If this is not possible, every attempt will be made by the Head of Year/Deputy Headmaster to speak to parents by phone.

Please note that the term 'Parents' as used within the policy, encompasses both Parents and Guardians.

## Section 3 - Anti-bullying Policy

### Introduction

1 Bullying affects everyone, not just the bullies and the victims. It also affects those who witness the bullying and other pupils can be drawn in by group pressure. Bullying is not an inevitable part of school life nor a necessary part of growing up, and it rarely sorts itself out. It is clear that certain jokes, insults, intimidating/threatening behaviour, written abuse and violence are to be found in our society. No one person or group, whether staff or pupil, should have to accept this type of behaviour. Only when all issues of bullying are addressed, will a child best be able to benefit from the opportunities available at the School.

### 2 **Why is an anti-bullying policy necessary?**

The School believes that its pupils have the right to learn in a supportive, caring and safe environment without the fear of being bullied.

All institutions, both large and small, contain within them some people with the potential for bullying behaviour. If a school is well disciplined and organised, it can minimise the occurrence of bullying. The School has a clear policy on the promotion of good behaviour and citizenship, where it is made clear that bullying is a form of anti-social behaviour. It is WRONG and will not be tolerated.

It is important therefore that the School has a clear written policy to promote this belief, where both pupils and parents are fully aware that any bullying complaints will be dealt with firmly, fairly and promptly.

### 3 **What is bullying?**

Bullying can occur through several types of anti-social behaviour. It can be:

- Physical - a child can be physically punched, kicked, hit, spat at etc.
- Verbal - verbal abuse can take the form of name calling. It may be directed towards gender, ethnic origin, physical/social disability or personality etc.
- Exclusion - a child can be bullied simply by being excluded from discussions/activities, with those they believe to be their friends.
- Damage to property or theft
- Pupils may have their property damaged or stolen. Physical threats may be used by the bully in order to force a pupil hand over property etc.

### 4 **What can you do if you are being bullied?**

Remember that your silence is the bully's greatest weapon!

- Tell yourself that you do not deserve to be bullied, and that it is WRONG!
- Be proud of who you are. It is good to be individual.
- Try not to show that you are upset. It is hard but a bully thrives on someone's fear.
- Stay with a group of friends/people. There is safety in numbers.

- Be assertive - shout "No!" Walk confidently away. Go straight to a teacher or member of staff
- Fighting back may make things worse. Talk to a teacher or parent/guardian first.
- Generally it is best to tell an adult you trust straight away. You will get immediate support.
- Teachers will take you seriously and will deal with bullies in a way which will end the bullying and will not make things worse for you.

**5 If you know someone is being bullied:**

- TAKE ACTION! Watching and doing nothing looks as if you are on the side of the bully. It makes the victim feel even more isolated and unhappy.
- If you feel you cannot get involved, tell an adult IMMEDIATELY. Teachers have ways of dealing with the bully without needing to reveal where the information came from.
- Do not be, or pretend to be, friends with a bully.

**6 As a Parent:**

- Look for unusual behaviour in your children. For example, they may suddenly not wish to attend school, feel ill regularly, or not complete work to their normal standard.
- Always take an active role in your child's education. Enquire how their day has gone, who they have spent their time with, how lunch time was spent etc.
- If you feel your child may be a victim of bullying behaviour, inform the School IMMEDIATELY. Your complaint will be taken seriously and appropriate action will follow.
- It is important that you advise your child not to fight back. It can make matters worse!
- Tell your own son there is nothing wrong with him. It is not his or her fault that they are being bullied.
- Make sure your child is fully aware of the School policy concerning bullying and that they are not be afraid to ask for help if they need it.

**7 As a School we look to:**

- Organise the community in order to minimise opportunities for bullying e.g. increase supervision within the School, as required
- Use any opportunity to discuss aspects of bullying, and the appropriate way to behave towards each other, e.g. the PSHE programme, assemblies, IT lessons etc
- Deal quickly, firmly and fairly with any complaints, involving parents where necessary.
- Review the School Policy and its degree of success.
- The School Staff will continue to have a firm but fair discipline structure where the rules are few, simple and easy to understand.
- Avoid the use of teaching materials or equipment which give a bad or negative view of any group because of their ethnic origin, sex etc.
- Encourage pupils to discuss how they get on with other people and to form positive attitudes towards other people. This includes a review of what friendship really is.
- Encourage pupils to treat everyone with respect.
- We will treat bullying as a serious offence and take every possible action to eradicate it from our School.

**8 Action to be taken when bullying is suspected.**

If bullying is suspected we will talk to the suspected victim, the suspected bully and any witnesses. If any degree of bullying is identified help, support and counselling will be given as is deemed appropriate for both the victim and/or the bully:

We support the **victims** in the following ways:

- offering them an immediate opportunity to talk about the experience with the School Counsellor, their form tutor or another teacher if they choose.
- informing the victims' parents.
- offering continuing support when they feel they need it.
- taking one or more of the six disciplinary steps described below to prevent more bullying.

#### 9. **The Six Disciplinary Steps:**

- Pupils who have been bullying will be warned officially to stop offending.
- The bully's parents will be informed.
- The pupil may be internally excluded from the School for a given period. This will mean isolation from the school community in a place where they will complete their academic work and be able to reflect upon their behaviour.
- If the incident is deemed serious enough and/or they do not stop bullying they will be suspended for a minor fixed period (one to three days normally).
- If the bullying continues after this, they will be recommended for suspension for a major fixed period (up to fifteen days in any one term or 45 days in any school year - see Appendix B – 'Hierarchy of Sanctions')
- If they will not end such behaviour, after step 5 above, they will be recommended for permanent exclusion (expulsion).

Latest exclusion procedures and guidelines as published by the DfE will be followed by the Head and Governing Body.

10. We realise that during adolescence young boys will make mistakes and may engage in bullying-types of behaviour. It is part of our role in educating them to make them aware of the consequences for themselves, as well as the victim, of such behaviour.

We will seek to help **those who bully** in the following ways:

- talking with them about what happened, to discover why they became involved
- Informing their parents and working with them to help eradicate the behaviour
- continuing to work with the bully to help them revise any prejudices
- taking one or more of the six disciplinary steps described below to prevent more bullying.

Parents are often alarmed, upset and/or angry when their son is accused of, or found to be bullying another student. This is understandable and they themselves often feel guilty and see their son's behaviour as reflective of their parenting.

The School does not make this judgement. Young men as they grow into adulthood make decisions and must learn to take responsibility for what they say and do. They alone are

responsible for how they act. This is what we try to get them to accept, and hence to accept the consequences that will inevitably follow from such behaviour.

It is not the School's aim to stigmatize or label any of our young men as 'bullies', but to get them to reform their behaviour and to become fully aware of what damage such behaviour has on all those parties involved. As difficult as it may seem to parents of the bully to accept, we ask them to trust us and support whatever decision we reach, in the knowledge that we want only the best for all our boys.

## **Altrincham Grammar School for Boys**

### **Cyberbullying Policy**

#### **1 Definition**

Cyberbullying is an aggressive, intentional act carried out by a group or individual using ICT, particularly mobile phones and/or the internet, deliberately and repeatedly to in a way that upsets someone else. Cyberbullying can take place both between peers and across generations; Teachers and other adults can also be targets. There are seven categories:

- Text messaging
- Picture/videos from mobile phones
- Phone calls
- Email bullying
- Chat room messages
- Instant messages during on-line conversations
- Via websites, including blogs and personal websites

#### **2. School actions**

- a) All pupils are taught about cyberbullying within the ICT curriculum. Pupils learn about the risks, consequences and safe use of all ICT technologies. Cyberbullying is also covered within the PSHE curriculum as part of the wider coverage of bullying.
- b) Whole school and year assemblies and 'Thought for the Week' address this issue from time to time in order to reinforce the work within the ICT curriculum
- c) All 'e communication' used for school activities is monitored and the school's 'firewall' technology is continually updated.
- d) Exclusion is the most likely punishment for any pupil/pupils found guilty of cyberbullying. Those who forward messages/images will be regarded as accessories and will be treated in a similar way to accessories involved in more traditional forms of bullying.

#### **3. Guidance to parents**

Parents can support school and their son/s by:

- Reinforcing the message from school concerning safe use of information technology

- Using control software and monitoring the use of chat rooms and blogs
- Ensuring their son(s) know what to do if bullying arises
- Contacting the school and the ISP or mobile phone network if there is a problem.

#### 4. **Guidance to pupils**

If you receive hurtful or intimidating messages:

- Do not ignore them – tell someone you trust either at school or at home
- Do not delete messages – they may be useful evidence in tracing and stopping the bully.
- Never reply to the message – that will confirm that you have received the message and your reply may inflame the situation.
- If you receive a message about someone else remember to respect that person – don't act as an accessory to a cyberbully.

#### 5. **Cyberbullying and the law**

##### a) **Under Education law**

Bullying is never acceptable. The school community has a duty to protect all its members and provide a safe, healthy environment. Under the Education and Inspections Act 2006 the Head Master has the power 'to such an extent as is reasonable' to regulate the behaviour of pupils when they are off site. Mobile phones and other ICT equipment may be confiscated from pupils under powers granted by this act.

##### b) **Under other laws:**

Cyberbullying activities may be criminal offences under a range of different laws, including:

- The Malicious Communications Act 1988
- Section 127 of the Communications Act 2003
- The Protection from Harassment Act 1997

#### 6. **Useful websites include:**

- [Yp.direct.gov.uk/cyberbullying](http://Yp.direct.gov.uk/cyberbullying)
- [Stopcyberbullying.org](http://Stopcyberbullying.org)

There are several others that can be accessed via an internet search for 'cyberbullying'.



## Section 4 - Policy for Gifted and Talented pupils

- 1 In a selective school, such as AGSB, the traditional methods for identifying / labelling of students as 'Gifted and/or Talented' is inappropriate. The familiar definition by referring to a student who has "exceptional academic ability or potential relative to one's peer group" while comfortable, is too restrictive and prescriptive in nature.
- 2 Furthermore, by using CATS (cognitive tests) to identify Gifted and Talented it suggests ability, giftedness and intelligence are inherently fixed. If, however, we believe that ability, giftedness and intelligence are 'growable', then we are more likely to be 'inclusive' and 'fluid' in our provision for AGSB students. Highly successful people are more likely to believe that they can always improve, and work hard to do so. Believing in the plasticity of giftedness and the importance of promoting a positive, creative and intellectual learning environment will encourage many more gifts and talents.

OUT	IN
Prioritising the identification of gifted and talented students – labelling and registers	Prioritising provision – truly personalised learning experiences
Exclusive provision for identified G&T students	Flexible cohorts – e.g. based on student interest and personal application in that area, at that time
Fixed cohorts – 5/10% of students based on norm-referenced ability criteria (e.g. SAT or CAT scores)	Flexible cohorts – e.g. based on student interest and personal application in that area, at that time
Gifts '(academic' subjects) versus talents ('non-academic' subjects) distinctions	Recognition that giftedness emerges in all domains, with no distinctions, and through substantially the same processes
A focus on data	A focus on learning

- 3 Under traditional measures for identifying the Gifted and Talented, over three quarters of the boys in the School could qualify. Therefore the emphasis of this policy is not upon strict identification and provision of a specialised programme for a set group. The School instead emphasises a broad and challenging curriculum and sets high expectations about the pace and methods by which subject matter is taught so that all pupils are stretched and able to realise their potential. This is paramount to the success of all boys in the School.
- 4 As a school we will:
  - Maintain an ethos where it is good to be bright. The school climate must be intellectual - a place where the emphasis is on thinking.
  - Encourage all pupils to be independent learners
  - Recognise achievement
  - Be aware that ethnicity (especially with regard to second language issues) and social circumstances can affect learning, achievement and involvement.
  - Provide a wide range of extra-curricular activities and clubs
  - Provide work at an appropriate level e.g. through setting
  - Provide opportunities for all boys to work with like-minded peers
  - Offer additional support for the brightest students e.g. accelerated learning

The School also provides extensive enrichment opportunities, opportunities for performance, enrichment through school societies and clubs, partnerships with other bodies, and many opportunities to compete in external competitions and National schemes. Thus allowing the most able students to work with and learn from the very best in this country.

5 Finally, it is important to recognise that 'gifted and/or talented' pupils can be of many different types:

- Good all-rounders
- High achievers in one area
- Of high ability but low motivation
- Of good verbal ability but poor writing skills
- Very able but with a short attention span
- Very able but with poor social skills
- Keen to disguise their abilities
- Highly motivated
- May present challenging behaviour if not kept intellectually stimulated

AGSB is committed to maintaining an ethos in which such gifted students are recognised and are not allowed to under-achieve. Staff development/awareness training is important and will be promoted regularly so that staff understand these issues.

