



SUTTON COLDFIELD GRAMMAR SCHOOL FOR GIRLS

BEHAVIOUR FOR LEARNING POLICY

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1. Introduction

- 1.1. Sutton Coldfield Grammar School for Girls is dedicated to ensuring that our school environment supports learning and wellbeing through a strong sense of community cohesion. Cooperation, support, and respect are the foundations of our community, and we work hard to provide a safe school where students feel included in every aspect of school life. Students are encouraged to share their opinions, whilst appreciating that this should be done in a way which is appropriate within contemporary British society and in line with national equality legislation.
- 1.2. This policy outlines what we expect from all our students in terms of their behaviour, and the sanctions that will be enforced if this policy is not adhered to. Good behaviour and self-discipline have strong links to effective learning, and are vital for students to carry with them, both during and after their school years.

2. Aims

- 2.1. We aim to promote high standards of behaviour, self-discipline and learning through positive encouragement and rewards. All students and staff of the school will treat each other with respect and consideration at all times. They will have regard for their own safety and that of others. In addition, they will respect the school environment, the resources within it and the property of others.
- 2.2. We hope that by encouraging positive behaviour patterns we can promote good relationships throughout the school built on trust and understanding, and that through the use of this policy we can support all of our students in developing a high level of social awareness. Our aim is to promote a positive climate for learning to ensure that all of our students leave the school with the key skills they need to continue to progress to the best of their ability in all areas of life.

3. Roles and Responsibilities

- 3.1. The Governing Board approves the Behaviour for Learning policy and keeps it under review. It ensures that it is non-discriminatory and the school's expectations about student behaviour are clear. Governors will support the school in maintaining high standards of behaviour.
- 3.2. The Headteacher is responsible for the school's policy and procedures and may delegate aspects of its day-to-day implementation and management to designated members of the Senior Leadership Team. The Headteacher ensures that the policy is communicated to students and parents.
- 3.3. All staff, including teachers, support staff, and volunteers, will be responsible for ensuring that the policy and procedures are followed consistently and fairly applied.
- 3.4. The Governing Board, Headteacher and staff will ensure there is no differential application of the policy and procedures on any grounds including age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex, and sexual orientation. They will also ensure that the concerns of students are listened to and appropriately addressed.
- 3.5. Parents and carers are expected to take responsibility for the behaviour of their child both inside and outside the school. They will be encouraged to work in partnership with the school to assist in maintaining high standards of behaviour and will have the opportunity to raise any issues arising from the operation of the policy. To this end there is a home school agreement issued at the start of the academic year.

3.6. Students will be expected to take responsibility for their own behaviour, on or off the school site, and will be made fully aware of the school policy, procedure, and expectations. Students also have a responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported.

4. Procedures

4.1. The school Code of Conduct (appendix A) makes clear to staff and students our expectations with regard to behaviour. The procedures are consistently and fairly applied and promote the personal responsibility of every member of the school towards the whole community.

5. Rewards

5.1. It is important to encourage good conduct throughout the school by celebrating and rewarding good behaviour. We use a range of measures to positively reinforce the appropriate behaviour for learning and to recognise the superb effort made by our students in a range of activities. All staff have a responsibility to implement the rewards policy and must ensure that there is equality of opportunity for students to achieve rewards regardless of ethnicity, gender, gender reassignment, religious beliefs, sexual orientation, special educational needs, and disability. Heads of Year are proactive in ensuring that the achievements and positive attitudes and behaviour of our students are recognised. Rewards include:

- Verbal praise by the teacher
- Written feedback by the teacher - comments on work
- Emails, letters, and praise postcards sent home
- Character Points (Positives recorded on SIMS)
- Certificates
- Prizes, Character Badges, House Shields, trophies, and colours
- Inclusion in school newsletter
- Whole school presentations, including celebration evenings
- Public recognition, including displays of work
- Press involvement
- Recognition of talents through team membership, productions, concerts etc
- Recognition on school social media platforms
- Giving of responsibilities including Ambassadors, Prefects and Student Leaders
- Badges to reflect roles and responsibilities
- The awarding of the Constellation Cup at the end of each academic year

6. Standards of behaviour (See Behaviour for Learning Framework – Appendix D)

School

6.1. The first step to modelling good behaviour is to lead by example, which means that all members of staff and visitors to the school must act responsibly and professionally. We work hard to ensure that discipline is consistent across the school so that behaviour boundaries and sanctions are clear to all and are applied fairly, proportionately, and without discrimination, taking into account Special Educational Needs and Disabilities (SEND) needs and disabilities as well as the additional challenges that some vulnerable students may face. Staff are trained to deal with behavioural strategies as part of their continual professional development and are well informed of the extent of their disciplinary authority.

6.2. We work with parents and carers to understand their children and their behaviour and believe that in conjunction with behaviour boundaries and sanctions, good support systems, praise, and rewards

for good behaviour are an important part of building an effective learning community. The school will report behaviour, good or bad, to parents and carers regularly. We encourage parents and carers to communicate with the school if they have a concern about their child's behaviour, and we will do as much as is possible to support parents and carers as and when they need it. We promote good behaviour within the school curriculum and students are reminded of school rules and expected standards of behaviour. Staff are a constant presence around the school, in-between lessons, during breaks in the school day, and at lunch times, to check that students are using the school grounds respectfully and behaving appropriately.

6.3. The school takes all reasonable measures to ensure students' safety and wellbeing including protection from bullying. We aim to combat bullying and other harmful behaviour using preventative strategies through the active development of students' social, emotional, and behavioural skills. Students are encouraged to act with integrity and to show respect to all members of the school community, in line with our school character strengths.

Students

6.4. It is expected that all students show respect to one another, to school staff, and anyone else that they may meet. Incidents of bullying, denigration, or bringing intentional harm to other students or staff will not be tolerated. Students are ambassadors for the school, even when off school premises and we expect them to act accordingly. They are expected to obey school rules, listen, follow instructions by staff, and accept and learn from any sanctions that they receive. This extends to any arrangements put in place to support their behaviour. School work and homework should be well-presented, completed to a high standard, and handed in on time. Failure to hand in work on time will lead to disciplinary sanctions. If students are struggling to meet the requirements of their workload for any reason, they should discuss this with their Head of Year who will work with them to address any difficulties. All students should respect and look after the school premises and environment.

6.5. Under no circumstances should illegal or inappropriate items be brought into school.

6.6. The following behaviour is regarded as completely unacceptable and will result in disciplinary actions and possibly in exclusion, depending on the circumstances. The list includes but is not limited to:

- Repeated breaches of the school rules.
- Any form of bullying.
- Fighting.
- Racist, sexist, homophobic or discriminatory behaviour.
- Possession of any prohibited items. These are:
 - Alcohol
 - Stolen items
 - Fireworks
 - Pornographic images or videos
 - anything that has been, or is likely to be, used to cause injury or commit an offence
- Possession, use, or supplying of illegal drugs and New Psychoactive Substances (NPS), and/or any related drug paraphernalia.

- Possession, use or selling of tobacco, e-cigarettes/vapes, or cigarettes within the boundaries of the school and whilst on school visits and any authorised school business.
- Verbal abuse and/or abuse in a written form to students and staff and others.
- Inappropriate and offensive use of social media and the internet.
- Physical abuse to/attack on students or staff.
- Indecent behaviour.
- Damage to property.
- Theft.
- Serious actual or threatened violence against another student or a member of staff.
- Sexual abuse or assault.
- Carrying an offensive weapon.
- Arson.
- Persistent unacceptable behaviour which has previously been reported and for which school sanctions and other interventions have not been successful in modifying the student's behaviour.

Parents and Carers

6.7. Parents and carers have an important role in ensuring that their children are responsible for their own behaviour in school. We ask that parents and carers sign the home-school agreement when their child joins the school to indicate that they will respect and support the school's behaviour policy and the authority of the school staff. Building school life into a natural routine – ensuring that your child is at school on time, appropriately dressed, rested, nourished, and equipped – will encourage your child to adhere to school rules and procedures.

6.8. We ask parents and carers to work with the school in support of their child's learning, which includes informing the school of any special education needs or personal factors that may result in her displaying unexpected behaviour. We ask that parents and carers be prepared to attend meetings at the school with staff or the Headteacher to discuss their child's behaviour and to adhere to any parenting contracts put in place.

6.9. In the case of exclusions, we ask that parents and carers provide appropriate supervision for their child during the time that they are excluded from school and to attend a reintegration interview at the school with their child.

7. Attendance and Punctuality

7.1. Please refer to the Attendance Policy available on the school website for attendance and punctuality procedures.

8. Drugs

8.1. The school will not tolerate illegal drug use or drug abuse of any sort on school property or during off-site school activities. The school will discipline any person found to be in possession of illegal drugs, New Psychoactive Substances, (NPS) and/or any drug related paraphernalia. This includes solvents and any other substance that can be misused or harmful. Students may be permanently excluded if they are found to be involved in illegal drug-related incidents. This includes supplying, possessing, or taking illegal drugs.

8.2. Prescription drugs

Carrying, supplying, or taking prescription drugs illegitimately could result in a permanent exclusion.

8.3. Non-prescription drugs

Some over-the-counter drugs can be harmful if misused. We advise that students should not carry these in school.

8.4. Medication

We are aware that it may be necessary for some students to take medication during the school day. Parents and carers should make the school aware of this in writing as soon as their child starts taking the medication. Please see the 'Children with Health Needs and Medical Conditions' policy.

8.5. Alcohol

Consuming, carrying, or supplying alcohol is strictly prohibited. Any student involved in any alcohol-related activity may be permanently excluded.

8.6 Smoking/Vaping

The school is a smoke-free zone at all times for staff, students, and visitors.

Students, **regardless of age**, may not possess, use, or sell tobacco, e-cigarettes/vapes, or cigarettes within the boundaries of the school and whilst on school visits and any authorised school business.

All of these rules also apply when travelling to and from school.

9. Bullying

9.1. As a school we work to ensure that all students feel safe at school and accepted into our school community. Our ethos is one of inclusion and equality; bullying of any kind is regarded as a serious breach of our behaviour policy and will not be tolerated. Bullying can be verbal, in a written form, physical, or cyber, and can be directed at both staff and students. The school has a preventative strategy to reduce the chances of bullying, and our anti-bullying policy is embedded in our curriculum and everything we do at the school. Respect for others is one of school character strengths which students are expected to demonstrate. It is made very clear to students what is expected of them in terms of respecting their peers, members of the public, and staff, and any intentional breach of this will result in disciplinary action.

9.2. If an allegation of bullying does come up, the school will:

- take it seriously.
- act as quickly as possible to establish the facts.
- record and report the incident; depending on how serious the case is, it may be reported to the Headteacher and other external agencies.
- provide support and reassurance to the victim.
- make it clear to the perpetrator that this behaviour will not be tolerated. If there is a group of people involved, they will be spoken to individually and/or as a whole group. It is important that children who have harmed another, either physically or emotionally, address their actions, and the school will make sure that they understand what they have done and the impact of their actions.
- ensure that if a sanction is used, it will correlate to the seriousness of the incident, and the 'bully' will be told why it is being used; and
- consider fixed term exclusion in cases of repeated bullying.

Please see the 'Prevention and Tackling of Bullying Policy' (Appendix C)

10. Disciplinary sanctions

- 10.1. Teachers can discipline students at any time the student is in school or elsewhere under the charge of a teacher, including on school visits.
- 10.2. Negative behaviour incidents are recorded on SIMS. See Behaviour for Learning Framework – Appendix D for details.
- 10.3. Negative incidents are fixed and cannot be cancelled out. Detentions are issued according to the Behaviour for Learning Framework (Appendix D). Heads of Year follow up student attendance at detentions.
- 10.4. Heads of Year will monitor students who are persistently issued with detentions and an appropriate course of action will be agreed to improve the student's behaviour.
- 10.5. It is for the Headteacher to decide whether to exclude a student, for a fixed term or permanently, in line with the legal requirements on the use of exclusion and having regard to statutory guidance.

Points to note

- 10.6. Sanctions may include, but are not limited to, the following:
 - Verbal reprimands.
 - Extra work or being instructed to repeat unsatisfactory work.
 - Written tasks.
 - Loss of privileges.
 - Detentions.
 - Being taken out of circulation at breaks and lunchtimes.
 - Behaviour monitoring.
 - Reporting to the pastoral team at a specified time during the school day.
 - Temporary, or permanent, exclusions.

Practical Application:

- Every week is a “fresh start” for negative behaviour incidents i.e. students begin at zero each week.
- Negative incidents cannot be cancelled out by good behaviour.
- Detentions have to be served.
- Certain behaviours may lead to immediate permanent exclusion without warnings.

Detention and internal exclusion

- 10.7. Sanctions are adapted relating to the seriousness and frequency of the behaviour. Teachers have the authority to impose detention outside of school hours and to confiscate students' property.
Parental consent is not required for detentions or internal exclusions.
- 10.8. We will give at least 24 hours' notice of any detention to be served after school. Students may also be detained at lunchtime for detention. They will be able to eat lunch and use toilet facilities. The use of detention must be reasonable and proportionate to the circumstances of the students and will take into account their age, special educational needs, disabilities, and any other personal circumstances. Internal exclusions will be used for serious breaches in behaviour.

11. Searching and confiscation

Confiscation

- 11.1. **Any prohibited items found in students' possession will be confiscated.** These items will not be returned to students.
- 11.2. We will also confiscate any item which is harmful or detrimental to school discipline. These items may be returned to students after discussion with senior leaders and parents and carers, if appropriate.
- 11.3. Searching and screening students is conducted in line with the DfE's latest guidance on searching, screening and confiscation.
- 11.4. Headteachers and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item. Prohibited items that can be searched for without consent include but may not be limited to:
- knives or weapons.
 - alcohol.
 - illegal drugs, New Psychoactive Substances, and/or drug paraphernalia.
 - stolen items.
 - tobacco and cigarette papers.
 - e-cigarettes/vapes.
 - fireworks.
 - pornographic images or videos.
 - articles that have been or could be used to commit an offence or cause harm.
- This list is not exclusive and may be amended at any time at the discretion of the Headteacher. School will follow DfE guidance document Searching, Screening & Confiscation when carrying out any such actions.
- 11.5. School staff can seize any prohibited item found as a result of a search. They can also seize any item they consider harmful or detrimental to school discipline. This action must be justified and proportionate. School will follow DfE guidance document Searching, Screening & Confiscation when carrying out any such actions.
- 11.6. Any cigarettes, vapes or alcohol confiscated in school will be destroyed. Weapons, knives, drugs, new psychoactive substances and extreme or child pornography must always be handed over to the police, following guidance in KCSIE 2025 and Searching, Screening & Confiscation.

12. Use of force

12.1. Physical restraint

In some circumstances, staff may use reasonable force to restrain a student to prevent them:

- Causing disorder.
- Hurting themselves or others.
- Damaging property.

Incidents of physical restraint must:

- Always be used as a last resort.
- Be applied using the minimum amount of force and for the minimum amount of time possible.
- Be used in a way that maintains the safety and dignity of all concerned.
- Never be used as a form of punishment.

- Be recorded and reported to parents and carers.

12.2. Regulating students' offsite conduct

Teachers may also discipline students in certain circumstances when a student's misbehaviour occurs outside of school, in the following circumstances and when the student is:

- Taking part in any school organised, or related, activity.
- Travelling to or from school.
- Wearing school uniform; or
- In some way identifiable as a student at the school.

Students may also be disciplined at any time when their behaviour:

- Could have repercussions for the orderly running of the school.
- Poses a threat to another student or member of the public; or
- Could adversely affect the reputation of the school.

(DFE guidance 'Behaviour and Discipline in Schools,' 2024)

12.3. Malicious allegations

Where a student makes an accusation against a member of staff and that accusation is shown to have been malicious, the Headteacher will discipline the student in accordance with this policy.

Please refer to our Child Protection Policy when dealing with allegations against members of staff.

13. Legislation and statutory requirements

13.1. This policy is based on advice from the Department for Education (DfE) on:

- Behaviour in schools: advice for headteachers and school staff 2024
- Searching, screening and confiscation: advice for schools
- The Equality Act 2010
- Keeping Children Safe in Education 2024
- Suspension and permanent exclusion from maintained schools, academies, and student referral units in England, including student movement 2023
- Use of reasonable force in schools
- Supporting students with medical conditions at school
- Special Educational Needs and Disability (SEND) Code of Practice

In addition, this policy is based on:

- DfE guidance that we publish our behaviour policy and anti-bullying policy online

13.2. Please read this policy in conjunction with the following school policies / procedures:

- Safeguarding and Child Protection Policy
- Attendance policy

Appendix A - School Code of Conduct

1.1 Treat all members of the school community, visitors and our neighbours with courtesy, respect, and consideration. We expect tolerance and respect for diversity.

1.2 All members of the school community should speak and act in line with national Equality legislation. Speech and the sharing of opinions can be limited in school if it is contrary to criminal law. For example:

- Speech causing fear or provocation of violence
- Speech intended to stir up hatred on grounds of race, religion or sexual orientation
- Speech linked to a terrorism related offence
- Speech which causes another person harassment, alarm, or distress

2. Set high standards of behaviour for yourselves and others.

3. School is a place to learn. Make that a personal goal and allow others to do likewise.

4. Attend school and be punctual at all times.

5. Have the correct equipment for lessons.

6. Hand your work in on time, completed to the best of your ability.

7. Follow the school uniform or dress code. This includes always wearing your security pass on a lanyard.

8. Keep the environment safe. Remember that you have a duty to look after your own safety and that of others. Obey instructions about movement around the school.

9. Respect our environment. Damage to buildings and their contents affect us all. Do not drop litter.

10. Eat only in designated areas, (dining room, form base at lunchtimes, communal areas in the grounds), and at designated times.

11. Do not bring substances or items subject to abuse into school. This includes Tippex, energy drinks, chewing gum, aerosols, glass containers, alcohol, drugs, new psychoactive substances, drug related paraphernalia, e- cigarettes/vapes, weapons, tobacco, matches and lighters and material that is inappropriate or illegal for children to have such as racist or pornographic material. This list may be amended as and when it is deemed necessary. You will be informed of any changes.

12. Rude, derogatory, racist, homophobic, or defamatory language will not be tolerated.

13. Valuable items, electrical equipment, and large sums of money should not be brought to school.

14. **Year 7-11:** Mobile phones and other devices may not be used in school. Phones must be switched off before entering the school and must not be switched on again until you have left the school building unless you are directed by a member of staff to use your phone for a specific purpose. If your phone is seen, heard, or used in school without permission from a member of staff you will receive a detention.

Year 12-13: Mobile phones and other devices may be used during the day in sixth form only areas, e.g. common room and library mezzanine, where sixth formers are out of sight of other students. Under guidance by your teacher, you may be permitted to use your mobile phone or other device for study purposes in a lesson. If your phone is seen, heard, or used outside of these parameters, you will receive a detention.

15. Stay in permitted areas of the school site at all times.

16. Year 7-11: You must seek permission, through the leave of absence procedures, to leave the site at any time during the day. You must always sign out before leaving the premises.

Year 12-13: A Sixth Form privilege is to be able to leave the site during the lunch hour and at 2.30 depending on your timetable. You must always sign out before leaving the premises using Inventry.

17. Health and safety equipment is only for use in emergency situations and should not be tampered with under any circumstances.

Appendix B: SCHOOL REGULATIONS AND PROCEDURES - Guidance for Students

Absence

1. Parents and carers must inform the school of the reasons for any absence. Telephone calls or emails to school on each day of absence are sufficient, but we may require medical evidence should the absence be prolonged or to attend a medical appointment. Please detail the specific reason for absence, ill, or, unwell is insufficiently detailed. Failure to inform the school of an absence in a timely manner may mean that a detention is issued.

2. Requests for authorised leave of absence must be submitted on the appropriate form (which can be found on the Parents' section of the school website) with at least 24 hours' notice. An appointment card is not sufficient for this purpose.

Arriving and Leaving

3. Arrive punctually in the morning and afternoon and for all lessons. You must use the designated pedestrian gates but be careful of cars, which pass close by the gateways. Do not loiter outside school or in the gateways.

4. When in school uniform, or on a school visit, you must always act in a manner that reflects positively upon the school. You are representing the school and judgements are made by the public about the school on the basis of your behaviour and appearance.

Behaviour

5. When moving about the school, walk quietly in single file on the left-hand side of the corridor and stairs.

6. You should not talk going into, or during assembly.

7. Silence must be observed during a Fire Drill at all times.

8. You are not allowed to eat in lessons.

Break and Lunch Hour

9. You may only eat in the dining hall, in form rooms or on the outside benches at break and lunchtimes. Only cold served food may be taken to eat in form rooms. You may not eat, or drink, walking along corridors.

10. Bags should only be left in your form room or other specified places. Bags are not allowed in the library or canteen.

Homework

11. You may work independently in school at lunchtime in the library or the form room if a member of staff gives you permission. The library is open from 08.40 to 16.30.

12. You should hand in homework following the instructions given by your teacher.

Out of Bounds

13. The car park at the Jockey Road end of the school is out of bounds during break and lunchtime.

Property and Equipment

14. Make sure that all your property is clearly marked with your name, and form.

15. You must bring P.E. kit / equipment on the day you need it and take it home at the end of the day. If you are unable to fully participate in a PE lesson you are still required to change for that lesson. Failure to bring PE kit to lessons will trigger the consequence system and could result in a detention.

16. Do not bring expensive items or large sums of money to school.

17. Keep your money, bus pass, and other similar items of value in your blazer pocket or in a purse which is attached to you. You should **never** leave it in bags/rooms that are unattended.

18. Do not interfere with property which is not your own.

19. You must not damage or deface any part of the building, its contents or any textbooks or exercise books.

Appendix C: Prevention and tackling of bullying

Statement of Intent

Everyone is entitled to participate in a learning environment that enables them to feel safe and secure, free from harassment or bullying

We are committed to providing a caring, friendly, and safe environment for all of our students so that they can learn in a relaxed and secure atmosphere. Sharing of opinions and views should be respectful and consideration must be given to Equality legislation and the school code of conduct.

Bullying of any kind is unacceptable at our school. If bullying does occur, all students should be able to tell and know that incidents will be dealt with promptly and effectively.

Our school community:

- Discusses, monitors, and reviews our anti-bullying policy on a regular basis.
- Supports staff to promote positive relationships and identify and tackle bullying appropriately.
- Ensures that students are aware that all bullying concerns will be dealt with sensitively and effectively; that students feel safe to learn; and that students abide by the anti-bullying policy.
- Reports back to parents and carers regarding their concerns on bullying and deals promptly with complaints. Parents/ carers in turn are encouraged to work with the school to uphold the anti-bullying policy.
- Seeks to learn from good anti-bullying practice elsewhere and utilises support from relevant organisations and external agencies when appropriate.

Definition of bullying:

Bullying is **“Behaviour by an individual or a group, usually repeated over time that intentionally hurts another individual either physically or emotionally.”**

Bullying can include name calling, taunting, mocking, making offensive comments, kicking, hitting, taking belongings, inappropriate text messaging and electronic messaging (including through websites, social networking sites and messaging apps, sending offensive or degrading images by phone or via the internet, producing offensive graffiti, gossiping, excluding people from groups and spreading hurtful and untruthful rumours.

Whoever it is if the behaviour is damaging to someone else then it is bullying. This applies to **ALL** members of the school community, adults as well as children.

Forms of bullying covered by this policy:

Bullying can happen to anyone. This policy covers all types of bullying including:

- Bullying related to race, religion, or culture
- Bullying related to special educational needs
- Bullying related to appearance or health conditions
- Bullying related to disability
- Bullying related to gender, gender reassignment and /or sexual orientation
- Bullying of young carers or looked after children or otherwise related to home circumstances
- Sexist or sexual, bullying
- Bullying related to maternity
- Bullying related to age
- Cyber-bullying.

This list is neither exclusive nor exhaustive.

Strategies to prevent Bullying:

We adopt a whole school approach to the prevention of bullying.

- An anti-bullying ethos is emphasised through assemblies, work done with staff on training days and modules in the PD programme.
- Respect is one of our school character values which students are encouraged to demonstrate in school.
- There is a Student Leadership Team whose role it is to encourage and promote Respect across the whole school community.
- A respect for diversity and tolerance is actively promoted through our PD programme and is reinforced through other curriculum areas. We encourage students to work collaboratively and to embrace their differences in a safe environment.
- National Anti-Bullying Week has a high profile in the school with assemblies and bulletin notices to raise awareness.
- We ensure that students understand the moral and legal situation with regard to cyber-bullying.
- We publicise the details of help lines and websites via a number of notice boards and via the school website.
- All staff, teaching and non-teaching, reinforce the policy through all areas of school life.
- A combination of teaching staff, lunchtime supervisors, and members of SLT will be on duty during lunch and breaktimes, located in a range of areas around the school to ensure swift action, should any incidents be reported.
- We have a firm, but fair discipline structure communicated to the whole community.
- Each member of the school community is expected to treat every other member of the community, both inside and outside school, with respect at all times.
- We treat bullying as a serious offence and take every possible action to eradicate it from our school.
- We offer support to students who have been bullied and work with students who have been bullying, in order to address the problems, they may have.

Parent/Carer liaison:

If parents and carers have any concerns about bullying issues, they are asked to contact their child's Head of Year. Parents and carers are also encouraged to:

- Look for unusual behaviour e.g. suddenly not wanting to attend school, feel ill regularly etc.
- Take an active role in their child's education by enquiring how their day has gone
- Contact the school immediately if they feel their child may be a victim of bullying behaviour
- Parents can play a vital role by stressing to their children the negative effects of anti-social behaviour and the importance of reporting any incidents of bullying.

Procedures for responding to incidents of bullying:

The following steps are taken when dealing with bullying incidents:

- If bullying is suspected or reported, the incident should be passed on immediately to the Head of Year who will record a clear account of the incident.
- All students concerned will be interviewed, asked to write a statement, and the incident recorded.
- Witnesses may be asked to write statements.
- The lead member of staff will discuss the issues behind the incident(s) with both bully and victim and try to reach a resolution for all parties.
- The member of staff will offer support and reassurance to the victim and monitor the situation to ensure that there is no recurrence.
- The member of staff will work with the students who have caused the harm and try to ensure that they understand the impact of their behaviour.
- If the above fail, punitive measures will be used as appropriate and in consultation with all parties concerned.
- Victims will be made aware of the sanctions being used.

- All incidents of bullying are reported. These reports will be regularly reviewed by the Deputy Headteacher (Student and Staff Development) and Heads of Year. They will evaluate the impact of current provision / outcomes and take follow-up action as appropriate.

Monitoring and Review: This policy will be reviewed every year or more frequently if it is felt appropriate. The Deputy Headteacher (Student and Staff Development) and pastoral teams will regularly review the records linked to bullying and will review and amend procedures as necessary and in consultation with the Senior Leadership Team and governors.

This policy has been developed in accordance with guidance from the DFE ‘Preventing and Tackling Bullying- Advice for School Leaders, Staff and Governing Bodies.’ It also takes into account the Children’s Act 2002, the Education, and Inspection Act 2006.

The Equality Act 2010 requires schools to protect individuals from discrimination and harassment based on disability; gender reassignment; pregnancy and maternity; race, religion, or belief; and sex and sexual orientation, age, marriage and civil partnership. Essentially, the Act requires schools to eliminate unlawful discrimination and harassment and to actively promote equality. This is vital for the prevention of prejudice related bullying in schools.

Support for children and young people

Childline www.childline.org.uk

Kidscape www.kidscape.org.uk

E-Safety

Safer Internet www.saferinternet.org.uk/advice-centre/parents-and-carers

Childnet www.childnet.com/parents-and-carers

Reporting harmful content, criminal activity, and abuse online:

Report harmful content www.reportharmfulcontent.com/

Internet Watch Foundation www.iwf.org.uk/

Child Exploitation and Online Protection www.ceop.police.uk/safety-centre/

Support for parents and carers

Advisory Centre for Education www.ace-ed.org.uk

Parentline Plus www.parentlineplus.org.uk

Childnet www.childnet-int.org

Thinkyouknow (CEOP) www.thinkyouknow.co.uk

StopTextbully www.stoptextbully.com

Cyberbullying.org www.cyberbullying.org

Sexual or gender-related bullying Aim project www.aimproject.org.uk

NSPCC www.nspcc.org.uk

Brook www.brook.org.uk

Teen Boundaries www.teenboundaries.co.uk

Women’s Aid www.womensaid.org.uk

Bullying related to special educational needs and disabilities

Mencap www.mencap.org.uk

National Autistic Society www.autism.org.uk

Young Minds www.youngminds.org.uk

Every Disabled Child Matters www.edcm.org.uk

Bullying related to race and religion

Equality and Human Rights Commission www.ehrc.gov.uk

Save the Children www.savethechildren.org.uk

Race on the Agenda (ROTA) www.rota.org.uk

Homophobic bullying -Stonewall www.stonewall.org.ukSchools Out www.schools-out.org.uk

Each www.eachaction.org.uk (*Educational action challenging homophobia*)

Other specialist agencies

Combating Obesity www.combatingobesity.org.uk

Changing Faces www.changingfaces.org.uk (*supports people with disfigurements to the face or body from any cause*)

Appendix D: Behaviour For Learning Framework from September 2025

Sutton Coldfield Grammar School for Girls

Behaviour for Learning Framework from September 2025

This is the only Behaviour Management framework to be used in school and it applies to all year groups. It replaces all previous systems and procedures. Staff should log all Negative behaviour incidents on the digital system: SIMS.

The lists below are examples and are not intended to be exhaustive. When a student has 3 or more Negative incidents recorded in 1 week, a detention will be issued. Students and parents will receive an email to inform them of the detention. HOY and FT will also receive an email alert. Detention will be held on Wednesdays after school. If a student fails to attend Detention, they will be issued a SLT detention which is held on Fridays after school.

LEVEL 1 NEGATIVE BEHAVIOURS

Examples:

Missed deadline
Not completing tasks to an acceptable standard
Not following instructions
Talking in class
Poor attitude/effort in lessons
Uniform
Lack of equipment
Littering

3 x L1 Negatives recorded in one week = Detention (Each week is a new start)

LEVEL 2 NEGATIVE BEHAVIOURS

Examples:

Defiance
Mobile phone out/in use/goes off
Chewing gum
Swearing
Forgotten PE Kit
Misconduct/Communicating during a test
Missed Study Period

1 x L2 Negative behaviour recorded = Detention

**LEVEL 3
NEGATIVE BEHAVIOURS**

Examples:

Damage to property
Bullying
Fire alarm
Inappropriate use of internet/IT
Discrimination
Forgery on school documents
Bringing the school into disrepute

When a L3 Negative behaviour is recorded, the HOY/SLT will determine the sanction from the following:

- 1/2/3/4/5 day internal exclusion
- 1/2/3/4/5 day Suspension from school
- In extreme cases—Permanent Exclusion

**LEVEL 4
NEGATIVE BEHAVIOURS**

Examples:

Fighting/physical attack
Bullying
Assault
Inappropriate use of internet/IT (Major)
Illegal substances
Prohibited items
Theft
Peer/peer abuse

L4 are usually very serious behaviour incidents. When a L4 Negative behaviour is recorded, the HOY/SLT will determine the sanction from the following:

- 1/2/3/4/5 day internal exclusion
- 1/2/3/4/5 day suspension from school
- In extreme cases—permanent exclusion

INITIAL EQUALITY IMPACT ASSESSMENT FORM

Name of policy/activity/project:

Behaviour for Learning Policy

Is this a new or an existing policy/activity/project?

Existing policy updated

Scope/timescales for project or activity (including review date):

Reviewed September 2025.

Policy/project lead and Author of Equality Impact Assessment:

N. Eaton Deputy Headteacher: Student and Staff Development

Outline of main aims of this activity/policy/project:

To provide guidelines for all members of the school community about the school's expectations with regard to behaviour for learning

Who will benefit/be affected by this policy/activity?

All members of the school community

If an existing policy/activity, do you have any data of use by or impact on different groups which may raise concerns over an equality impact?

No concerns

Does the activity have the potential to impact differently on groups due to a protected characteristic (e.g. race/ethnicity, gender, transgender, disability, religion & belief, age, sexual orientation, maternity/paternity) for:

(a) Students and members of the community? (e.g. The Governing Board, students, contractors, visitors, hirers of the premises, agency staff, suppliers etc). Which groups are likely to be affected?

The provisions of the policy are equally applicable to all.

(b) Employees?

No

Does this activity make a positive contribution to the School's general or specific duties under the Equality Act 2010? If yes, please detail.

Yes – the Policy applies to all equally

Having reviewed the potential impact of the policy/activity listed above, **I believe a full impact assessment is required / NOT required** (delete as applicable with justification below)

Full impact assessment is not required

Justification: The policy is of equal benefit to all students, regardless of gender, gender reassignment race, religion, sexual orientation etc. in compliance with equalities legislation

Name: N. Eaton

Date: Sept 2025