



SUTTON COLDFIELD GRAMMAR SCHOOL FOR GIRLS

BEHAVIOUR FOR LEARNING POLICY

Date: March 2017
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Behaviour for Learning Policy

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 and comfortable to voice their opinions.

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.

Aims

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.

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.

Roles and Responsibilities

The Governing Body approves the behaviour for learning policy and keeps it under review. It ensures that it is communicated to students and parents, is non-discriminatory and the school's expectations about student behaviour are clear. Governors will support the school in maintaining high standards of behaviour.

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.

All staff, including teachers, support staff and volunteers, will be responsible for ensuring that the policy and procedures are followed consistently and fairly applied.

The Governing Body, 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.

Parents and carers are expected to take responsibility for the behaviour of their daughter 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. (Appendix 1)

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.

Procedures

The school code of conduct (appendix 2) 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.

Rewards

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 or in planner
- Letters and praise postcards sent home
- House points and form points
- Certificates.
- Prizes, 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
- Giving of responsibilities including Form Captain and school council representative.
- Badges to reflect roles and responsibilities
- The awarding of the Second Mile Cup at the end of each academic year

Standards of behaviour

School

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 SEN 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.

We work with parents 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 regularly. We encourage parents to communicate with the school if they have a concern about their daughter's behaviour, and we will do as much as is possible to support parents 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.

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

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 deal with any difficulties. All students should respect and look after the school premises and environment.

Under no circumstances should illegal or inappropriate items be brought into school. The following behaviour is regarded as completely unacceptable and will result in disciplinary actions and possibly in exclusion, depending on the circumstances.

- 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
- possession ,use, or supplying of illegal drugs and New Psychoactive Substances (NPS),and/or any related drug paraphernalia
- possession, use or selling tobacco, e-cigarettes, or cigarettes within the boundaries of the school and whilst on school visits and any authorised school business
- theft
- serious actual or threatened violence against another student or a member of staff
- sexual abuse or assault
- carrying an offensive weapon
- arson
- 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

Parents have an important role in ensuring that their children are responsible for their own behaviour in school. We ask that parents sign the home-school agreement when their daughter is in Year 7 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.

We ask parents to work with the school in support of their daughter'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 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.

In the case of exclusions, we ask that parents 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.

Attendance and Punctuality

Regular and punctual attendance at school is required by law. At Sutton Coldfield Grammar School for Girls a register is taken daily and at the start of each lesson, and disciplinary action will be taken against any students who are discovered to be truanting or are repeatedly late. Parents or carers will be contacted to discuss possible reasons and school support systems that could help. Adverse weather conditions and severe public transport problems are taken into account at the discretion of the Head of Year. However, the third and subsequent late marks in an academic year may incur a C3.

If students are persistently late to lessons then the consequence system will be applied (see details on the Consequence System below).

Parents are expected to inform the school in writing of the reasons for any absence. Telephone calls to school on the day of absence are appreciated, but we require a signed letter from parents or guardians. Failure to do so may result in a C3 detention. Requests for authorised leave of absence must be submitted on the appropriate form with at least 24 hours' notice.

The Headteacher has the discretion to grant leave, but will only do so in exceptional circumstances. If the Headteacher grants a leave request, she will determine the length of time that the student can be away from school. This leave is unlikely, however, to be granted for the purposes of a family holiday. Parents can be fined for taking their child on holiday during term time without consent from the school. Education (Pupil Registration) (England) Amendment Regulations 2013.

Drugs

The school will not tolerate drug use, or 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 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 drug-related incidents. This includes supplying, possessing, or taking drugs.

Prescription drugs

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

Non-prescription drugs

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

Medication

We are aware that it may be necessary for some students to take medication during the school day. Parents should make the school aware of this in writing as soon as their child starts taking the medication. Please see the 'Management of Medicines' policy

Alcohol

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

Tobacco

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, 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.

Bullying

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, or physical, 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. 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.

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
- consider fixed term exclusion in cases of repeated bullying.

Please see the 'Prevention and Tackling of Bullying Policy'

Disciplinary sanctions

Sections 91 and 96 of the Education and Inspections Act 2006 introduced a statutory power for teachers and certain other staff to discipline students whose behaviour is unacceptable, who break the school rules, or who fail to follow a reasonable instruction. Teachers can discipline students at any time the student is in school or elsewhere under the charge of a teacher, including on school visits.

Sutton Coldfield Grammar School for Girls operates using the following disciplinary measures:

- ❖ **Consequence 1 (C1)** Verbal warning (student's name written on board).
- ❖ **Consequence 2 (C2)** Verbal warning (C2 written next to name on board).
- ❖ **Consequence 3 (C3)** School detention of 1 hour (these take place once a week).
- ❖ **Consequence 4 (C4)** Removal from lesson by a senior teacher and any further action to be advised by a member of the Senior Leadership Team. This may include a fixed term internal or external exclusion.

Consequences are fixed and cannot be cancelled out. Staff use the 'Referral to Head of Year' forms to initiate a C3 detention. Heads of Year follow up student attendance at C3 detentions.

Staff may also refer students for whom it has been noted that C2s are given over a succession of lessons. Heads of Year will then decide upon the appropriate course of action. Heads of Year may decide that students should be placed upon a report which sets out personalised targets for the individual concerned.

It is for the Head teacher 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

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
- Every one hour lesson is a "fresh start" for consequences i.e. students begin at zero, consequences cannot be carried forward.
- Consequences cannot be cancelled out by good behaviour.
- C1s and C2s are not formally recorded, other than for missing equipment and books, unless a member of staff refers a student who persistently reaches a C2.
- C3 detentions have to be served.
- Certain behaviours may lead to immediate exclusion without warnings

Detention

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.**

We will give at least 24 hours' notice in writing of any detention to be served after school. Students may also be detained at lunchtime by the pastoral team without written notice. They will be able to eat lunch and use toilet facilities when appropriate. 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.

Searching and confiscation

Following guidance set out by the Education and Inspections Act 2006, members of staff are authorised to use confiscation as a disciplinary sanction if it is lawful. This means that staff may confiscate or seize items in the possession of students that are illegal, or banned by the school. It is our first priority to ensure that students are in a safe and secure environment when they are in our care, and any items that may jeopardise the safety of other students or themselves will be taken from students without notice. Searches without consent will only be carried out if there are reasonable grounds for suspecting that a student is in possession of a prohibited item.

A teacher or someone who has lawful control of the child can search a student **with their permission** to look for any item that the school's rules say must not be brought into school. A student's refusal to co-operate with a search request will be treated in the same way as any defiance of a direct instruction by a staff member and so may lead to an appropriate punishment. Headteachers and other members of staff authorised by them have the power to search a student **without the student's consent** if they suspect they are in possession of 'prohibited items'. Prohibited items that can be searched for without consent include:

- knives or weapons
- alcohol
- illegal drugs, New Psychoactive Substances and/or drug paraphernalia
- stolen items
- tobacco and cigarette papers
- e-cigarettes
- fireworks
- pornographic images
- 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.

The Education Act 2011 allows for staff seizing an electronic device to examine any data or files on the device if they think there is good reason to do so. These data or files may be erased before returning the item if they believe there is good reason to do this.

Any cigarettes 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

Use of force

Section 93 of the Education and Inspections Act 2006 enables school staff to use such force as is reasonable in the circumstances to prevent a student from doing, or continuing to do, any of the following:

- committing any offence (or, for a student under the age of criminal responsibility, what would be an offence for an older student);
- causing personal injury to, or damage to the property of, any student (including him or herself); or
- prejudicing the maintenance of good order and discipline at the school or among any students receiving education at the school, whether during a teaching session or otherwise.

The school does not encourage the use of force and it will be used very rarely in special circumstances. There is no definition of when it is reasonable to use force, and every situation will have to be judged by the person in charge at that time. The degree of force used should be the minimum needed to achieve the desired result.

All staff at the school have the authority to use force when reasonable, and this extends to any other person to whom the Headteacher has given the responsibility to be in charge, or in control of, the students.

Staff can also use this power when they are lawfully in charge of students but off the school premises – i.e. on a school trip. Following serious incidents involving the use of force, the school will speak to the parents concerned. Such serious incidents involving the use of force will also be recorded by the school.

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
- 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 or
- 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', 2016))

Legislative links

- Education Act 1996
- School Standards and Framework Act 1998
- Education Act 2002
- Education and Inspections Act 2006 School Information (England) Regulations 2008
- Equality Act 2010
- The Education (Independent School Standards) (England) Regulations 2010
- Education Act 2011
- Schools (Specification and Disposal of Articles) Regulations 2012
- The Education (Independent School Standards) (England) Regulations 2012
- The School Behaviour (Determination and Publicising of Measures in Academies) Regulations 2012
- Education Act 2011

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

- Drugs Education And The Management Of Drugs-Related Incidents
- Equal Opportunities
- Home-school agreement
- Management of medicines procedures
- Prevention and Tackling of bullying
- School Uniform Policy and Sixth Form dress code

Appendix A

School Code of Conduct

1. Treat all members of the school community, visitors and our neighbours with courtesy, respect and consideration. We expect tolerance and respect for diversity.
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.
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 break and lunchtimes, communal areas in the grounds), and at designated times.
11. Do not bring substances or items subject to abuse into school. This includes Tipex, energy drinks chewing gum, aerosols, glass containers, alcohol, drugs, new psychoactive substances, drug related paraphernalia, e- cigarettes 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. Mobile phones and other devices may only be used in the dining room and the hall before 8.40 am. Phones must be switched off from 8.40 am to 3.40 pm and must not be switched on again until you have left the school site. If your phone is seen, heard, or used after 8.40 am you will receive a C3 detention. Mobile devices, including phones, must never be used at any time in the school car park.
15. Stay in permitted areas of the school site at all times.
16. 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.
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. If you have been absent, you must bring a medical note or a letter of explanation signed by your parent to your Form Tutor on your return. Please detail the specific reason for absence, ill, or, unwell is insufficiently detailed. Failure to bring in a written note may mean that a C3 is incurred.
2. Requests for authorised leave of absence must be submitted on the appropriate form 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. Do not leave the school premises during school hours unless you have had permission from the Headteacher or a senior member of staff. You must sign out at reception before you leave
5. 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

6. When moving about the school, walk quietly in single file on the left hand side of the corridor and stairs.
7. You should not talk going into, or during, Assembly.
8. Silence must be observed during Fire Drill at all times.
9. You are not allowed to eat in lessons.

Break and Lunch Hour

10. You may only eat in the dining hall, in form rooms or on the outside benches at break and lunchtimes. You may not eat, or drink, walking along corridors.
11. Bags should only be left in your form room or other specified places.

Homework

12. 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. Homework club is run by our learning mentors from Monday-Wednesday, 3.40-4.30pm in room 9.
13. You should record all details of homework in your planner and have it signed by your parents.
14. You should hand in written homework by the end of morning registration unless different instructions have been given.

Out of Bounds

15. The car park at the Jockey Road end of the school is out of bounds during break and lunchtime.
16. You are not allowed around the back of school near the area by the Dance Studio.

Property and Equipment

17. Make sure that all your property is clearly marked with your name, and form.
18. 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 C3 detention.
19. Do not bring expensive items or large sums of money to school

20. Keep your money, bus pass and other similar items of value in your blazer pocket or in a purse which is attached to you and you should **never** leave it in bags, desks, changing rooms or cloakrooms.
21. Do not interfere with property which is not your own.
22. You must not damage or deface any part of the building, its contents or any textbooks or exercise books.
23. You must not bring chewing gum, energy drinks, correcting fluid, laser pointers, alcohol, knives, matches, lighters, cigarettes, e-cigarettes or any unsuitable or illegal substances, drug related paraphernalia or equipment to school. Please avoid the use of aerosols as these may trigger asthma attacks in vulnerable students.
24. Mobile phones may only be used in the dining room before 8.40 am. Phones must be switched off from 8.40 am and must not be switched on again until you have left the school site. If your phone is seen, heard, or used after 8.40 am you will receive a C3 detention. You must never use your phone at any time in the school car park.

Appendix C: Prevention and tacking 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. 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/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 web-sites, social networking sites and Instant Messenger), 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 PSHE programme.

- A respect for diversity and tolerance is actively promoted through our citizenship and PSHE 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 student planner
- All staff, teaching and non-teaching, reinforce the policy through all areas of school life.
- Our Sixth Form students co-ordinate a mentoring system for Year 7 and are trained to look out for signs of bullying and to report them appropriately.
- Senior staff are 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 (see Behaviour and Discipline Policy).
- 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/Guardian liaison:

If parents have any concerns about bullying issues, they are asked to contact their child's Head of Year.

Parents 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 daughter's education by enquiring how their day has gone
- Contact the school immediately if they feel their daughter 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. The school's Behaviour and Discipline policy will be applied as appropriate.
- 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 Head (student and staff wellbeing) 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 three years or more frequently if it is felt appropriate. The Deputy Head (student and staff wellbeing) 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
 Cybermentors www.cybermentors.org.uk
 Kidscape www.kidscape.org.uk

Support for parents and carers

Advisory Centre for Education www.ace-ed.org.uk
 Parentline Plus www.parentlineplus.org.uk
 Cyberbullying
 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.uk
 Schools 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*)

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):

Approved in March 2014. To be reviewed in March 2017.

Policy/project lead and Author of Equality Impact Assessment:

Mrs L. Long, Deputy Headteacher

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 (eg race/ethnicity, gender, transgender, disability, religion & belief, age, sexual orientation, maternity/paternity) for:

(a) Students and members of the community? (eg The Governing Body, 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: Mrs L. Long Date: March 2017