

Connaught School for Girls



Behaviour Policy

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Connaught School for Girls Behaviour Policy

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Connaught School for Girls Behaviour Policy

At Connaught School for Girls we believe that good behaviour is of the utmost importance. Good behaviour leads to academic and social success at school and prepares pupils for the demanding environment of higher education and work. We aim to create an orderly learning environment in which all members of the school community* are always considerate towards the learning needs of each individual and supportive of the school as a learning community.

Connaught School for Girls aims to foster:

- a sense of mutual respect
- a facility for self discipline
- a sense of responsibility for others and the environment
- self confidence
- a sense of achievement
- positive attitudes to all racial groups
- positive attitudes to the achievement of women
- the best possible levels of achievement
- a desire for further education and life-long learning

Connaught School for Girls is committed to:

- Consulting the whole school community including staff, pupils, parents** and governors about the principles of the behaviour policy.
- Ensuring all members of the school community understand and accept the principles which form the foundation of the school behaviour policy.
- Working with Behaviour and Attendance partnerships within Waltham Forest and beyond to agree appropriate standards of behaviour, improve behaviour and tackle truancy.
- Making sure that all staff are appropriately trained in using positive behaviour strategies.
- Ensuring that all staff model good behaviour and affirm pupils and colleagues.
- Using a balance of rewards and sanctions to promote positive behaviour.
- Making support available for pupils with SEN and providing for the needs of vulnerable children to enable them to behave appropriately.
- Promoting positive behaviour by developing social and emotional aspects of learning (SEAL) with all members of the school community.
- Making provision from day 6 for fixed period excluded pupils.
- Creating a safe place in which pupils can learn without being bullied (see 'Anti-bullying').

- Supporting parents to meet their parental responsibilities in managing their child's behaviour.
- Keeping parents informed about their child's progress, including issues relating to behaviour.
- Communicating the school's complaints and appeals procedures clearly to parents.
- Responding promptly and fairly to issues raised by parents.
- Delivering the highest quality teaching which promotes behaviour for learning.

(*Any reference to "school community" in this policy includes teaching staff, non-teaching staff, pupils, parents, visitors and governors)

(**Any reference to "parent" in this policy should be understood as including any person with parental responsibility for the pupil.)

Connaught School for Girls expects pupils to:

- Have a positive attitude at all times towards staff, pupils, other members of the school community, the property of others and the school environment.
- Act as positive ambassadors for the school when off school premises.
- Never harm, put down or bully any member of the school community (see 'anti bullying').
- Listen to and be respectful of the opinions, views and beliefs of other members of the school community.
- Co-operate with all members of the school community.
- Co-operate with systems in place designed to promote positive behaviour.
- Follow school rules.
- Not bring inappropriate or unlawful items to school including weapons and illegal substances.

Connaught School for Girls expects parents to:

- Follow the principles of the school behaviour policy.
- Work together with the school to ensure their child follows instructions and school rules.
- Send their child to school punctually every day, properly clothed, rested and fed.
- Inform the school of any SEN-related (Special Educational Needs) or other personal factors which may make it difficult for their child to behave in an appropriate manner.

- Attend meetings with the head teacher or other school staff, if requested, to discuss their child's behaviour.
- Be respectful and polite in conversations with members of the school community including phone conversations.

Core principles of Connaught School for Girls' behaviour policy

Our behaviour policy is based on mutual respect and support which we understand to mean the following:

Have a positive attitude

Listen

Co-operate

Have a positive attitude

- Be polite.
- Be fully involved in school life.
- Speak kindly to other members of the school community.
- Aim to be the best you can be.
- Tell the truth.
- Treat the school environment and the property of others with care.
- Do not argue.
- Do not complain.
- Do not swear.
- Do not answer back.
- Do not use inappropriate body language.

Listen

- Be tolerant of others' views, opinions and beliefs.
- Listen to instructions around the school building.
- Be quiet in assembly and other meetings.
- When off school premises, listen to those with responsibility for you.
- Be prepared to listen to suggestions and accept that you may be wrong.
- Do not talk when one of your peers is talking to the class.
- Do not talk when your teacher is talking to the class.
- Do not interrupt.

Co-operate

- Follow instructions without arguing or complaining.
- Follow the school rules.
- Be on time for school.
- Be on time for your lessons.
- Bring the correct equipment to school.
- Wear the correct uniform and wear it correctly.
- Turn up for detentions without having to be reminded.
- Keep your diary fully up to date.
- Bring back reply slips on time.
- Move around the school quietly, sensibly and safely.
- Be sensible in the playground.
- Complete homework to the best of your ability and meet deadlines.

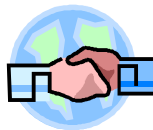
Connaught School for Girls Behaviour Policy



Have a positive attitude



Listen



Co-operate

If you do not keep to the Connaught behaviour policy you will...



...be given a warning.



...have a red comment written in your diary.



...be asked to stand outside the classroom for 5 minutes.

If ,  and  don't work, you will be sent 'on call'.

Rewards at Connaught School for Girls

Verbal praise

This is given to an individual or groups of pupils as often as possible, either in the classroom or in whole-school or year assemblies.

Credits

In the lower school (Years 7, 8 & 9), a 'credit' system operates. Any member of staff can give pupils credits, often accompanied by stickers, for good work, effort or some action which exceeds our usual expectations. Pupils keep a running total of credits they have achieved in the front of their diary. Each term these are added up and bronze, silver and gold credit certificates are awarded. Pupils who achieve three gold certificates in one year receive a gold star award for outstanding achievement.

Awards are also made per term in each year group to the individual and tutor group with the highest number of credits. At the end of the academic year, there is an award for the tutor group with the highest number of credits over the year.

Sometimes, a tutor group will receive a class credit for something they have done well as a group and these are added to their class total for that term.

Attendance rewards

Each week the attendance level for each tutor group is displayed on the notice board in reception and congratulations are sent to each form achieving 100% attendance for that week. A Year 7, 8 or 9 tutor group which has 100% attendance also receives 10 class credits. At the end of each term, students with 100% attendance are given a certificate and the tutor group with the highest attendance is awarded a shield. In July a silver cup is awarded to the tutor group with the highest attendance over the academic year.

Rewards for participation

All pupils are able to collect points on the clubcard in their diary every time they attend an activity outside of lesson time. When the card is full, it can be exchanged for a Connaught USB stick which is awarded in assembly. Participation in school assemblies is rewarded with a small gift.

Postcards

If a pupil has achieved well in a particular subject or has put a great deal of effort into a piece of work, her subject teacher will send home a postcard congratulating her. Similarly, if a pupil demonstrates helpfulness around the school or a particular commitment to Connaught life, a postcard is sent home. When a pupil has collected ten postcards, she may bring them into school and exchange them for a £5.00 voucher which is awarded in assembly.

Effort and Attainment

In addition to our whole-school rewards, individual teachers may reward effort and achievement in their subjects with small prizes such as stationery items. In July, certificates are awarded to individuals in each year group for significant effort and attainment across the curriculum.

Jack Petchey Awards

Connaught School for Girls participates in the Jack Petchey award scheme which acknowledges endeavour and determination in young people. Each month from September to April pupils are asked to nominate members of their year group for an award. All nominees receive a certificate and ten award winners over the year receive £300 each to spend on the school community. The ten award winners are also invited to a ceremony in Waltham Forest to receive their medal of achievement.

Positive behaviour management strategies

In keeping with our school aims, teachers and support staff are committed to using positive behaviour management strategies as follows:

- Praise and reward positive behaviour as often as possible.
- Plan lessons well to ensure pupils are engaged in learning at all times.
- Use seating plans.
- Use a variety of teaching styles to meet a range of learning needs.
- Use peer assessment to increase pupil involvement in assessment for learning.
- Make sure pupils understand boundaries: 'If you do this...then this will happen.'
- Offer choices and state the consequences of each.
- Use take-up time: ask a pupil to do something and then allow them time to do it rather than standing over them and watching. Check 5 minutes later that the instruction has been followed.
- Follow school routines and have clear routines within your own teaching style.
- Use non-verbal cues eg. nods and gestures rather than spoken instructions.
- Avoid conflict: take a mental step back.
- Ask rather than tell a pupil what she should be doing: 'Susan, what should you be doing now?'
- State the obvious: 'Susan, break is over now!'
- Focus on the primary behaviour and try to ignore secondary behaviour.
- Challenge all low-key behaviour calmly and in a way which least interferes with the lesson.

- Where possible, tactically ignore low-level attention-seeking behaviour and put the focus on learning. Follow up at the end of the lesson.

Equally, procedures are in place around the school building to ensure an orderly environment as follows:

- Walk in single file on the left.
- Teacher presence in the corridors at break times, before and after school and at the change of lessons.
- Staff supervision at break and lunchtimes, ushering pupils into the building when the bell goes.
- Pupils return to tutor rooms for wet breaks supervised by usual break duty staff.
- Years 7, 8 & 9 line up in pairs outside their teaching room (except at the annexe) ready to be ushered into the lesson by the teacher.
- Years 10 & 11 enter their teaching room without lining up, and in a mature fashion.
- All pupils prepare quickly for the lesson by hanging their coat outside, placing their bag on the floor, putting their diary, reading book and rough book (Dr R) on the desk and standing behind their chair ready to be greeted by their teacher.

Dealing with poor behaviour at Connaught School for Girls

The majority of pupils do meet our expectations. Occasionally, however, some pupils need support and guidance to maintain good behaviour. Connaught School for Girls has a graduated system of sanctions which are issued in proportion to the seriousness of the incident. Sanctions are used for the following reasons:

- To help a pupil understand that what she has done is unacceptable.
- To discourage her from behaving in this way again.
- As a signal to other pupils that this type of behaviour is wrong and will not be tolerated.
-

The 3-stage warning

The 3-stage warning is used when pupils do not respond to positive behaviour management strategies.

Connaught School for Girls expects that:

- Pupils will take a productive part in all their lessons in line with the aims of the school.
- Pupils will be given their entitlement to learn without negative interruption.

- Teachers will be given their entitlement to teach without negative interruption.

When it is not possible to achieve these aims because a pupil chooses not to respond to positive behaviour management strategies, a teacher then uses a warning system consisting of 3 stages:

1 - A verbal warning

2 - A red note written in the pupil's diary

3 - The pupil is asked to stand outside of the classroom, in view of the teacher, for a maximum of five minutes to allow her time to cool down and think about the impact of her behaviour on the learning of the rest of the class. It also allows the teacher the opportunity to have a brief word with the pupil away from the group.

The pupil then returns to the lesson to comply with instructions without further interruption to the learning of others. The pupil is spoken to at the end of the lesson and an appropriate sanction issued.

If the problem persists in subsequent lessons, the subject teacher should seek support from their Head of Subject and the HOY should be informed in case the pupil is misbehaving in other subject areas.

If the problem still persists, the Head of Subject should consult the Head of Year.

The 'on-call' system

The on-call system is used when pupils do not respond to the 3-stage warning. It should also be used immediately without working through 1 - 2 - 3 for pupils who exhibit behaviour which is outrageously rude or endangers the health and safety of others.

For each timetabled lesson of the week, a member of the Senior Leadership Team (SLT) is available to support teachers should an emergency arise. An emergency means either behaviour which presents an immediate threat to the health and safety of others in the room or disruptive behaviour which prevents the learning of others from continuing. The on-call system is in addition to systems in place within the subject and pastoral teams used to promote good behaviour.

Making a referral:

- If a pupil has to be removed from a lesson due to extreme behaviour, the subject teacher sends a message with the pupil (if appropriate) or another pupil to the school office.
- A member of the office staff contacts the SLT member on call.

- The subject teacher completes a blue on-call slip as soon as possible and sends this to the office.

The SLT member:

- Discusses the incident with the pupil, supervises the pupil and decides when the pupil will return to lessons.
- Arranges for an apology to be made to the subject teacher.
- Ticks relevant box on blue form to indicate which letter should be sent home by the office: A= resolved or B = further investigations to be made.
- Writes a red note in the pupil's diary requiring a parental signature to be shown to the SLT member the next day.
- Records action taken on the blue form and returns the original to the office for monitoring, copying and filing.

Follow up:

- Office staff forward copies of the blue incident form to the relevant HOC (Head of Cluster), HOY (Head of Year) and the subject teacher who made the referral.
- As soon as possible, and certainly before the next lesson, the pupil reports to the subject teacher who writes a red note in the pupil's diary and arranges an appropriate sanction.
- The HOC discusses the incident with the subject teacher and files the information for future reference.
- The HOY will take action if the pupil has misbehaved previously and files the form for future reference.
- The office staff send the appropriate letter home, complete the monitoring form for use of on call and file the original form.

Tracking cards

Tracking cards are used successfully with many pupils to improve behaviour as they provide increased opportunity for praise and affirmation building self-esteem. Tracking cards are used to monitor a pupil's behaviour either across the curriculum by the Head of Year or in a particular subject by the Head of Subject. Tracking cards are issued on a weekly basis and include targets for improvement. The pupil is responsible for getting the card signed each lesson by the teacher and reporting to either the Head of Year or Head of Subject, usually at the end of the school day. Parents of pupils on tracking cards will be informed either through the pupil's diary or by phone and may also be asked to sign the card.

Detentions

Detentions are one of the most widely used sanctions and a student may receive detentions from any member of staff, usually to be completed after school.

A pupil may be kept after school for up to 10 minutes without prior notice. Detentions of more than 10 minutes are noted in a pupil's diary at least 24 hours before it is due to take place and are for a maximum of 30 minutes once the pupil has arrived in the detention room. Pupils who fail to turn up for detentions may then be required to do more than one detention in one sitting.

Lateness detentions are given in the upper school (Years 10 & 11) without 24 hours notice as these are given after school on the same day as the lateness occurs. Parents are informed of this by letter when the scheme starts in the last half term of Year 9.

Internal Exclusions

This is when a pupil is taken out of lessons for a limited period of time to work in school but in isolation under supervision. Internal exclusion is used when a pupil has not responded to other strategies intended to help her behave appropriately and is only used by members of the senior leadership team, Heads of Year or Heads of Subject/Cluster. Parents will be informed of internal exclusions by a red note in the pupil's diary.

Pastoral Support Programme (PSP)

A pastoral support programme is used for pupils whose behaviour is going downhill rapidly and who are in danger of permanent exclusion. A Head of Year or member of SLT will meet with the pupil to identify some specific and realistic behaviour targets for her to work towards. These will be recorded in writing and sent to the pupil's parent(s) for agreement. A copy of these targets is then sent to the local authority, additional support put in place where necessary and a review date agreed. It is expected that, by the review date, there will be evidence of significant improvement in the pupil's behaviour in accordance with the targets set.

External Exclusions

An external exclusion is our most severe sanction. The decision to exclude is taken by the Headteacher or, in her absence, a Deputy Headteacher.

External exclusion is used for serious offences such as:

- fighting with another pupil
- possession of a weapon
- extreme rudeness or defiance to a member of staff
- theft of another person's property
- having an illegal substance on the school premises
- deliberately damaging school property
- bullying (see 'anti-bullying')
- racism

The length of an external exclusion is linked to the severity of the incident. Most exclusions are for one or two school days. If, however, a pupil repeats an offence, the exclusion may be for longer. Parents are notified that a serious incident is being investigated and that it may lead to external exclusion. After a full investigation has taken place, parents are contacted again about the exclusion. An exclusion letter is given to the pupil to take home and a copy is posted home. Pupils are given work to complete at home during the exclusion.

Parents have the right to appeal against exclusion if they feel there have been grounds for claiming unfair treatment of their daughter. Such appeals procedures are included in the exclusion letter. During the first five days of an exclusion it is the parent's responsibility to ensure their child is not found unsupervised in a public place. At the end of an external exclusion, parents are asked to attend a return to school (reintegration) meeting with their daughter and the Head of Year or an SLT member.

Misbehaviour off school premises

Connaught pupils are expected to be positive ambassadors for the school at all times. The expected standard of behaviour described in this behaviour policy therefore applies to pupils on educational trips and visits, work experience placements, sporting events, on their way to and from school and when wearing Connaught School uniform in a public place. Pupils acting as positive ambassadors for their school and in support of their local community will be rewarded in public.

Any Connaught pupil misbehaving off school premises will receive an appropriate sanction, if possible at the time of the incident, if the pupil is under the supervision of a school staff member when the incident happens. Otherwise, pupils will receive an appropriate sanction on their return to school. Intimidating or threatening behaviour from Connaught pupils towards the general public will not be tolerated. Where necessary, Connaught pupils involved in unlawful or dangerous activities off school premises will be referred to the police.

Confiscation

Only items of jewellery as detailed in our list of uniform are permitted in school. Pupils wearing items which are not allowed will be asked to remove them and hand them to a member of staff. Small bags and accessories are also not permitted and will be confiscated.

Mobile phones, MP3 players, cameras and i-pods are not allowed in school. If a pupil needs to bring a mobile phone to school she should hand it to reception as soon as she arrives for safe keeping during the day and collect it at the end

of the day. Pupils seen with mobile phones, MP3 players, cameras and i-pods anywhere on the school premises will be asked to hand them to a member of staff.

All confiscated items will be given to reception for secure keeping. Confiscated items must be collected by a parent.

Unlawful or dangerous items will be confiscated and passed to the police for disposal.

Support for pupils with Special Educational Needs, disability or personal difficulties

At Connaught School for Girls we consider it of the utmost importance that all pupils are able to achieve academic success and develop the ability to become a good citizen. There is, therefore, a strong pastoral system in place to support pupils whose Special Educational Needs, disability or personal difficulties may cause them to behave inappropriately, thus affecting their academic progress.

For pupils with Special Educational Needs (SEN) or disabled pupils (those who have a physical or mental impairment which has a substantial and long-term impact on their ability to carry out day-to-day activities) support is co-ordinated by the Special Educational Needs Co-ordinator (SENCO) who liaises closely with parents and external agencies. Behaviour support for pupils with SEN and disabled pupils is outlined in more detail in the SEN and disability policies.

For pupils experiencing personal difficulties, there are a number of support mechanisms in place. Each pupil has a form tutor whom she sees on a daily basis and who will invariably detect problems. Equally, subject teachers or support staff may become aware of pupils experiencing personal difficulties. In all of these cases, the pupil's Head of Year will be informed and appropriate support put in place. Connaught School for Girls employs a Learning Mentor and a trained counsellor. Alternatively, the school may access support from other specialised agencies within the borough. Discussions with parents will take place before any referrals are made.

When issuing sanctions to pupils with SEN, a disability, behavioural, emotional or social difficulties (BESD) or to a pupil who is experiencing trauma, every effort is made to make reasonable adjustments to the sanction, based on the pupil's level of difficulty, to ensure they are not disadvantaged or discriminated against in any way.

Anti bullying

What is bullying?

The government defines bullying as "Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally."

Bullying includes: name-calling; taunting; mocking; making offensive comments; kicking; hitting; pushing; taking belongings; inappropriate text messaging and e-mailing; sending offensive or degrading images by phone or via the internet; producing offensive graffiti; gossiping; excluding people from groups; spreading hurtful or untruthful rumours.

Bullying can seriously damage a young person's confidence and sense of self-worth and can lead to serious and prolonged emotional damage for an individual. All forms of bullying are therefore taken very seriously at Connaught School for Girls. Any form of bullying by any member of the school community towards any member of the school community will not be tolerated under any circumstances. All incidents of bullying are recorded and monitored.

There are a number of ways in which someone can be involved in bullying someone else as follows:

The Ring-leader = the person who directs the bullying activity.

The Assistant = the person who actively joins in the bullying.

The Reinforcer = the person who encourages the bully, perhaps by laughing or smiling at the bullying.

The Outsider / Bystander = the person who stands back or stays silent and therefore is seen to support the bullying.

Action against bullying is:

The Defender = the person who tries to stop the bullying or comforts the person who is being bullied.

All members of the school community should aim to be a Defender by reporting all incidents of bullying to a Head of Year or a member of SLT.

What parents should do if they think a child is being bullied

Pupils who are being bullied sometimes demonstrate emotional and behavioural problems, physical problems such as headaches and stomach pains, or signs of depression. Pupils may also develop a reluctance to attend school. Parents and

staff should be alert and report any suspected difficulties to the pupil's Head of Year in the first instance.

Parents can do this by calling the school Reception and asking to speak to their daughter's Head of Year. If the member of staff is not available, parents may leave a message. If they do not wish to mention the details of their concern they can simply say that the matter is confidential and ask for the Head of Year to call them back. Alternatively, parents may e-mail the Assistant Headteacher for Behaviour and Attendance at msmeyer@googlemail.com including contact details wherever possible.

For additional advice on how to support your child if you think she is being bullied you can contact Parentline Plus on 0808 800 2222

What a pupil should do if she or someone else is being bullied

There are also ways that pupils can report bullying, either that they are experiencing themselves or which they see happening to someone else.

- Tell their form tutor or a teacher
- Tell their Head of Year
- Pop in and talk to the Learning Mentor, Ms Masella
- Leave a note for one of our peer mentors in the peer mentoring pigeon hole
- Talk to one of the peer mentors at break or lunch time
- E-mail Ms Meyer, Assistant Headteacher for Behaviour and Attendance on msjmeyer@googlemail.com

There are many things which can be done to stop bullying. All reported incidents of bullying or suspected bullying are investigated promptly, sensitively and in the strictest confidence.

What happens once bullying has been reported?

When bullying is reported at Connaught School for Girls both the person/people being bullied and the bully/bullies are interviewed in detail by a Head of Year or a member of SLT. Where appropriate, pupils on the edges of bullying will also be interviewed to gain as much information as possible.

Having established the details of the bullying, a discussion will take place with the bully about the seriousness of her behaviour including the following points:

- the need to accept responsibility for the harm caused to the person being bullied and others eg. family
- the need to take action to repair any damage caused
- the need for her behaviour to be monitored to ensure that she does not start bullying again.

The parents of the bully and the person being bullied will then be informed. A sanction is given to the bully, which is usually a more serious sanction such as an internal or external exclusion, along with a warning of a more serious sanction being given if there is a repeat of the bullying behaviour. A note is put on the pupil's school file.

The person being bullied will be told what has happened to the person bullying them and how to report further bullying should the problem reoccur.

For SEN pupils or pupils with a disability who are bullying others, sanctions will be issued in proportion to the extent to which they are in control of their actions. Nevertheless, a sanction will **always** be issued and, where necessary, additional support put in place to ensure the pupil understands the severity and consequences of her behaviour to avoid it happening again.

Cyberbullying

Cyberbullying can be defined as the use of Information and Communications Technology (ICT), particularly mobile phones and the internet, deliberately to upset someone else. Cyberbullying is a method of bullying and can be used to carry out different types of bullying but instead of the bully carrying out the bullying in person, they use technology.

Some examples of cyberbullying are:

- repeatedly sending unwanted texts or instant messages
- making phone calls, including silent phone calls
- using public forums such as chatrooms to display negative information about someone
- excluding someone from an on-line friendship list

Training has taken place with all staff as well as pupils in all year groups to raise awareness of cyberbullying. Information sessions have also been made available to parents and information discs have been distributed to all parents (further copies are available on request).

Cyberbullying is a particularly serious form of bullying as the audience for the bullying can be very large and reached very quickly. Additionally, pupils who would not usually bully someone can easily become involved in bullying someone simply by showing or passing on hurtful information to someone else.

All pupils found to be cyberbullying or playing a part in cyberbullying on or off the school premises will be dealt with very severely. All pupils involved will be issued with a sanction by the school in proportion to the seriousness of the incident, the parents of all pupils involved will be contacted and a note put on

their school file. Cyberbullying, as with any other type of bullying, can result in external exclusion.

Whilst tracing cyberbullies can be difficult and time-consuming, it is possible and Connaught School has had considerable success in doing so by tracking 'electronic footprints'. Where necessary, the police will be contacted. Any pupil who is being cyberbullied should keep copies of any electronic messages such as text messages or e-mails to assist staff and/or the police in tracing the person or people bullying them.

Bullying around race, religion and culture

The government defines racist bullying as follows:

"The term racist bullying refers to a range of hurtful behaviour, both physical and psychological, that makes a person feel unwelcome, marginalised, excluded, powerless, or worthless because of their colour, ethnicity, culture, faith community, national origin or national status."

Racism has a long history affecting millions of people and is a common feature in wider society. A single, one-off incident of bullying can have the same impact on a person as bullying which involves a series of incidents over time. This is because the person experiences the bullying as part of a general pattern of racial hostility which exists in society and as an attack on their family, community and culture.

Connaught School for Girls is an inclusive community where diversity is embraced and celebrated. Bullying around race, religion and culture will not be tolerated.

Connaught School for Girls is committed to consistently challenging racist behaviour, attitudes and language. Pupils who display racism or who use racist language will be asked to meet with their Head of Year or a member of SLT for a discussion on why the behaviour or language is unacceptable. Racist language is widely recognised as offensive and pupils who intentionally use such language will be given a sanction and the parents of the pupil will be informed.

Racist language directed towards a specific individual or group of people will be treated as racist bullying and sanctions will be issued in keeping with the school behaviour policy. The sanction applied will usually be an exclusion.

Any pupil involved in using racist language or racist bullying will have a note put on their file and a record of the incident will be included in a report on racism to the borough.

Homophobic bullying

Homophobic bullying is when bullying is motivated by a prejudice against lesbian, gay or bisexual people. As with all other types of bullying, homophobic bullying is extremely hurtful and harmful for the individual being bullied and will not be tolerated at Connaught School for Girls.

In the same way that racist language will not be tolerated, homophobic language will not be tolerated. Homophobic language is often used without thinking and is often ignored. At Connaught School for Girls, however, we consider the following language to be homophobic and are committed to consistently challenging the use of it in order to prevent a culture of homophobic bullying from developing within our school community:

- To describe something inferior or laughable as 'gay' eg. "those trainers are so gay."
- To bully someone who has gay parents or other family members who are gay.
- To suggest that someone is inferior, laughable or in some way not behaving as they should eg. "Why don't you want to play basketball? Are you gay?"
- To suggest that an action is inappropriate "I'm not doing the play if I have to hug her. That's gay."
- To intimidate someone or make them feel uncomfortable eg. "Miss, are you a lesbian?"
- To undermine and humiliate someone by suggesting that they are gay, including spreading rumours and malicious gossip.
- To verbally abuse someone who is gay or thought to be gay.

Pupils who display homophobia or who use homophobic language will be asked to meet with their Head of Year or a member of SLT for a discussion on why the behaviour or language is unacceptable. Pupils who intentionally use or continue to use such language will be given a sanction and the parents of the pupil will be informed.

Homophobic language directed towards a specific individual or group of people will be treated as homophobic bullying and sanctions will be issued in keeping with the school behaviour policy.

Further advice is available by contacting the following organisations:

Stonewall

Guidance for children and young people, schools, LAs and families including case studies.

www.stonewall.org.uk/education_for_all

Family & Friends of Lesbians & Gays (fflag)

Fflag helps parents and families understand, accept and support their lesbian, gay and bisexual sons/daughters/relatives.

www.fflag.org.uk

Beau Belles LGBT youth group

A social & support group for young lesbian, gay, bi and trans people. Contact Karen Algacs on 020 8430 7090 or work mobile 07887 650 654

Karen2f@hotmail.com & www.myspace.com/beaubelles

Bullying related to Special Educational Needs, personal circumstances and disability

Extensive work has been done at Connaught School for Girls to raise awareness and understanding around issues of special educational needs and disability. At Connaught School for Girls we seek to promote the rights of disabled people. We aim to educate our school community to celebrate differences and be sensitive to the needs of each person within it. Bullying, including name-calling and making someone feel uncomfortable because of their differences, will not be tolerated.

Pupils who use language which makes fun of disability or someone's differences will be challenged at every opportunity. Pupils who intentionally use or continue to use such language will be asked to meet with their Head of Year or a member of SLT for a discussion on why the behaviour or language is unacceptable. A sanction will be issued and the parents of the pupil will be informed.

Language making fun of personal differences or disability which is directed towards a specific individual or group of people will be treated as discriminatory bullying and sanctions will be issued in keeping with the school behaviour policy.

Should you have any comments or questions relating to this behaviour policy, please e-mail or send them to:

Ms Joy Meyer
Assistant Headteacher

msjmeyer@googlemail.com