



DEVELOPING **INDEPENDENT LEARNERS** IN AN **INCLUSIVE COMMUNITY**

Connaught School for Girls



BEHAVIOUR POLICY

Date of Ratification by the Governing Body: **22,06.2022**

Updated: **June 2023**

Governor responsible for Behaviour Policy

Assistant Headteacher
responsible for Behaviour
Policy

Rachel Hickes

1.0 Legislation and Statutory Guidance and other sources

This policy is based on statutory guidance from the Department for Education:

[Behaviour in Schools: Advice for Headteachers and School Staff \(September 2022\)](#)

Sections 89, 90 & 91 of the Education and Inspections Act 2006

Equalities Act 2010

[Preventing and tackling bullying - advice for headteachers, staff and governing bodies, 2017](#)

[Searching, screening and Confiscation: advice for schools \(July 2022\)](#)

Inclusive Schools in Waltham Forest - A relational approach to behaviour policy and practice (December 2021 v2.0)

2.0 Links with other policies

This policy is linked to our:

- SEN policy
- Safeguarding and Child Protection policies including Child on Child abuse
 - Suspension and Exclusion Policy
- Uniform Policy

3.0 Monitoring arrangements

The Assistant Headteacher responsible for Behaviour monitors and analyses the number of incidents of bullying, on-calls, internal and external exclusions, detentions, rewards given every term and reports back to the head teacher and governing board.

This policy will be reviewed by the Chair of Governors every 3 years. At every review, the policy will be shared with the governing board.

4.0 Collection of data

For equalities purposes data collection of all on-calls, internal and external exclusions and rewards will be created and updated via the PSED policy.

5.0 Aims and introduction

At Connaught School for Girls we are committed to creating an environment where excellent behaviour is at the heart of productive learning. We are committed to creating an inclusive school with a strong sense of belonging shared by every member of the school community, where positive behaviour and relationships flourish and every student can learn.

5.1 Introduction

Excellent behaviour matters at Connaught School for Girls; it impacts upon learning and the ability of every student to fulfil their potential. We are committed to providing education of the highest quality and, in doing so, offer our full support to parents and students in promoting excellent behaviour for all.

Connaught School for Girls is committed to fostering:

- A sense of mutual respect
- Self discipline and regulation
- A sense of responsibility for others and the environment
- Self confidence
- A sense of achievement
- Positive attitudes to everyone regardless of their personal characteristics
- 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, students, 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 understanding a trauma informed approach and using positive behaviour strategies
- Ensuring that all staff model good behaviour and affirm students and colleagues
- Using a balance of rewards and sanctions to promote positive behaviour
- Making support available for students with SEN and providing for the needs of vulnerable children to enable them to behave appropriately
- Promoting positive behaviour by developing Spiritual, Moral, Social and Cultural (SMSC) awareness and personal development
- Making provision from day 6 for fixed-term excluded students
- 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

Any reference to the 'school community' in this policy includes teaching staff, non-teaching staff, students, parents*, visitors and governors. Governors play a pivotal role in monitoring the effectiveness of the Behaviour Policy through the school review process including the Headteacher's report to governors and the work of the Curriculum Committee.

*Any reference to 'parent' in this policy should be understood as including any person with parental responsibility for the student.

6.0 Expectations

6.1 Connaught School for Girls expects students to:

- Have a positive attitude at all times towards staff, students , 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
- Cooperate with all members of the school community
- Cooperate with systems and rules in place designed to promote positive behaviour
- Work hard and to the best of their ability
- Not bring in inappropriate or unlawful items to school including weapons and illegal substances

6.2 Connaught School for Girls expects parents to;

- Sign the Home/School Agreement in their child's diary (see Appendix A)
- 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 Special Educational Needs (SEN) or other personal factors which may make it difficult for their child to behave in an appropriate manner
- Attend meetings with the headteacher or other school staff, if requested, to discuss their child's behaviour
- Be respectful and polite in conversations and communication with members of the school community including telephone conversations and emails

7.0 Responsibilities

7.1 **The Governing Board** of Connaught School for Girls is responsible for adopting a clear Behaviour Policy

7.2 **The Headteacher** is responsible for ensuring that working arrangements allow for the full implementation of this Behaviour Policy, that all employees are aware of the policy and related procedures and comply with legal requirements. The Headteacher also has responsibility to publicise the school Behaviour Policy, in writing to staff, parents and students at least once a year.

7.3 **The Assistant Headteacher** with oversight of this policy is named on the cover sheet of this document, is responsible for making staff and students aware of the school Behaviour Policy. The Assistant Headteacher (Behaviour) is accountable to the Headteacher for such issues as attendance/punctuality for the whole school, behaviour and safeguarding. Details of all the pastoral roles are given on the school website.

7.4 **Assistant Headteachers** have responsibility for the implementation of this policy within the year groups and subject areas they line manage and are accountable to the Headteacher for such issues as the academic progress, wellbeing, behaviour and behaviour/punctuality. In particular Assistant Headteachers have responsibility for:

- The pastoral concerns of all the students in the year groups they line manage so that students attend school punctually, have positive attitudes to learning and achieve highly
- Ensuring that the Behaviour Policy is consistently applied by all and it is effective in achieving high standards of behaviour
- Line managing Heads of Year and Curriculum Leaders, providing support and guidance and monitoring outcomes

7.5 **Heads of Year** (HoY) have responsibility for implementing the policy on a day-to-day basis in relation to their year group. Heads of Year are accountable to their Assistant Headteacher line manager for the academic progress, wellbeing, behaviour and attendance/punctuality of the students in their year group. They have responsibility for:

- Leading a team of Form Tutors, promoting the ethos, vision and values of the school, promoting effective learning and dealing with problems that may arise, including behaviour problems
 - Supporting Form Tutors, giving advice and guidance where necessary and dealing directly with more urgent, time-consuming and serious issues

7.6 **Curriculum Leaders** have responsibility for implementing this policy on a day-to-day basis in relation to lessons in their curriculum areas. Curriculum leaders are accountable to their Assistant Headteacher line manager for the academic progress, wellbeing, behaviour in lessons and attendance/punctuality to lessons in their curriculum area

7.7 **Staff** in general are responsible for ensuring their familiarity with and understanding of the Behaviour Policy and comply with it when carrying out their duties. Where the policy or related procedures are not understood, it is the responsibility of staff to direct questions to the named member of staff on the cover sheet of this policy. In particular, they are responsible for applying the policy consistently and fairly and modelling expected behaviours.

7.8 Form Tutors are central to the success of this policy and take direction from the Heads of Year. Form tutors are responsible for:

- The students in their form group on a day-to-day basis and being aware of their emotional, academic, behavioural and physical needs
- Ensuring that the students in their form group have the right attitude for learning
- Establishing an ethos of high expectations and encouraging students to take responsibility for their conduct
- Being a point of communication on all matters relating to the students in their form group
- Good attendance and punctuality of the students in their form group

7.9 Teaching staff are responsible for ensuring that standards of behaviour of students are high by setting those expectations in their lessons and to adhere to the protocols and systems outlined in the school Behaviour Policy.

8.0 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

Be considerate and supportive of others

Work hard

Have a positive attitude

- Be respectful in the way you speak to others
- Arrive at school and to your lessons on time
- Be organised and have the right equipment with you
- Wear the correct uniform and wear it correctly
- Always have your diary on your desk in tutor time and lessons
- Listen
- Follow instructions without complaining or arguing

Be considerate and supportive of others

- Be aware of how your behaviour can affect how others feel and behave

- Tell a member of staff if you know someone is being bullied
- Help others with their learning
- Allow others to express their opinions
- Play your part and do not let others do all of the work
- Do not distract others from their learning
- Try your best to understand how others feel

Work hard

- Always work to the best of your ability
- Do not chat when you should be working
- Ask for help if you do not understand the work
- Finish tasks wherever possible
- Concentrate on the work you have been asked to do

9.0 Movement around the school

At Connaught School for Girls we consider the way students conduct themselves around the school sites to be as important as how they behave in lessons. We therefore adopt a specific code of behaviour in these areas:

9.1 Corridor behaviour

- Be considerate towards others
- Keep moving on the left
- Move quietly

9.2 Stairwell behaviour

- Keep moving on the left
- Walk in single file
- When it is crowded, wait patiently before ascending/descending

9.3 To and from the annexe

- Walk on the footpath
- Do not walk in the cycle lane - this is for cyclists
- Walk quietly with purpose to arrive on time to lessons
- Be considerate of members of the public
- Follow instructions given by supervising site staff

10.0 Behaviour, SMSC (Spiritual, Moral, Social and Cultural) and Personal Development

At Connaught School for Girls we seek to develop students' skills as a way of equipping them to manage their own behaviour effectively, both now and in the future. Students' personal and SMSC development is shown by:

Spiritual - the ability to be reflective about their own beliefs alongside respect for different people's faiths, a sense of enjoyment in learning, imagination and creativity, and a willingness to reflect on experiences.

Moral - the ability to recognise the difference between right and wrong, understanding the consequences of actions and different types of behaviour, an interest in moral and ethical viewpoints and being able to appreciate the viewpoints of others.

Social - their use of a range of social skills in different contexts, willingness to participate in a variety of communities and settings, acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs to their own, participate in and contribute fully to life in contemporary Britain.

Cultural - understanding and appreciation of the wide range of cultural influences, in school and further afield, that have shaped their own heritage and that of others, knowledge of Britain's democratic parliamentary system and its role in shaping our history and values, willingness to participate in and respond positively to artistic, sporting and cultural opportunities, a respect for and celebration of cultural diversity.

All groups in years 7 to 11 use tutor time to learn with a carefully designed and responsive pastoral curriculum to strengthen students' personal development and SMSC skills.

11.0 Positive Behaviour Strategies

11.1 Strategies

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

- Highlight, praise and reward positive behaviour as often as possible
- Plan lessons well to ensure students are engaged in learning at all times

- Use seating plans
- Use a variety of teaching styles to meet a range of learning needs
 - Use self/peer assessment and feedback to increase student involvement in assessment for learning
- Make sure students understand boundaries: 'If you do this...then this will happen.'
- Offer choices and state the consequences of each
- Use take-up time: ask a student to do something and then allow them time to do it rather than standing over them watching. Check a few minutes later that the instruction has been followed
- Follow school routines and have clear routines within your teaching style
- Use non-verbal cues e.g. nods and gestures rather than spoken instruction
- Avoid conflict: take a mental step back
- Ask rather than tell a student what they should be doing, 'Tarina, what should you be doing now?'
- State the obvious: 'Tarnia, 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 sites to ensure an orderly environment:

- 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 students into the building when the bell goes
- Students return to their tutor rooms for wet breaks supervised by usual break duty staff
- Years 7, 8 and 9 line up at the end of lunchtime, supervised by their head of Year, ready to be taken to their form room by the form tutor
- Years 10 and 11 enter the school building and make their way to their form room at the end of lunch quietly and with purpose
- All students prepare quickly for the lesson by placing their bag on the floor and putting their diary, reading book and rough book (DrR) on the desk

11.2 Rewards

Verbal praise - this is given to an individual or groups of students as often as possible, either in the classroom or in whole-school or year assemblies.

Credits (Years 7, 8 and 9) - In the lower school a credit system operates. Any member of staff can give a student a credit for good work, effort or some action which exceeds our usual expectations. Staff should sign and date each credit in the student's diary. Each term these are added up and bronze (30 credits), silver (60 credits) and gold (100 credits) postcards are awarded in year assemblies.

Staff should give no more than one credit per individual student per lesson.

Whole class credits can be given only by the Head of Year.

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.

Achievement Points (Years 10 and 11) - Any member of staff can give an Achievement Point via the Sims register/conduct module. Awards for Achievement Points are given during end of term Celebration Assemblies (see above). When students achieve 10 Achievement Points a letter is sent to parents.

Postcards - Reward postcards form the foundation of the Connaught School for Girls reward system. In addition, if a student 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 student demonstrates helpfulness around the school or a particular commitment to Connaught life, a postcard is sent home. When a student has collected 10 postcards, she may bring them into school and exchange them for a £5 voucher, which is awarded at the end of term Celebration assembly.

In addition to our whole-school rewards, subjects may reward effort, achievement and participation with subject prizes in our end of term Celebration Assemblies.

12.0 Dealing with unacceptable behaviour at Connaught School for Girls

The majority of students meet our high expectations of excellent behaviour. Occasionally, however, some students need support and guidance to maintain good behaviour. Connaught School for Girls recognises four distinct levels of negative behaviour and the Behaviour Policy defines the range of graduated appropriate sanctions and consequences (see Appendix B) which are issued in proportion to the seriousness of the incident. Sanctions are used for the following reasons:

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

Sanctions include:

The 2-stage warning

The 2-stage warning is used during lessons when students do not respond to positive behaviour strategies. Connaught School for Girls expects that:

- Students will take a productive part in all their lessons in line with the values of the school
- Students will be given their entitlement to learn without negative interruption
- Teachers and support staff will be given their entitlement to teach and support without negative interruption

When it is not possible to achieve these aims because a student chooses not to respond to positive behaviour strategies, a teacher then uses a warning system consisting of 2 stages:

1 - a verbal warning. The teacher may take the student's diary at this stage but not write in it

2 - a red note written in the student's diary

If the unacceptable behaviour continues the subject teacher should then use the Curriculum Relocation protocol.

Curriculum Relocation

Curriculum relocation is used when the student does not respond to the 2-stage warning. After following whole school procedures for disruptive behaviour in lessons classroom teachers should send the student to the previously identified classroom (parking timetable) to complete their work.

Examples of disruptive behaviour include:

- Calling out
- Talking off task
- Not completing work set

Behaviour incidents involving the removal of a student from a lesson is recorded as a Behaviour Incident on Sims. Follow up actions, in line with Curriculum area protocols and including contact with parents, are added to the Behaviour Incident record on Sims. The relevant form tutor and Head of Year are alerted via the messaging feature in Sims.

Curriculum Leaders should discuss students who have been removed from lessons with their SLT line manager.

On-Call

On-call is a vital part of our behaviour strategy to support staff in maintaining high standards of behaviour and to ensure students are supported appropriately.

For each timetabled lesson of the week a member of the Senior Leadership Team (SLT) is available to support teachers should an emergency arise. On-call is used immediately, without working through the 2-stage warning system, when a student has exhibited behaviour which is extreme, endangers the health and safety of others or there is an emergency.

Examples of extreme behaviours include:

- Rudeness and/or defiance towards a member of staff
- Repeated refusal to follow instructions
- Physical aggression towards any member of the school community

On-call may be used to escort students to be placed on the curriculum parking timetable following the 2-stage warning.

A teacher who requires the support of on call should:

- Send another student to the school office to alert on-call
- 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 student requiring the support of on- call should **not** be sent directly to the school office

The member of staff dealing with the on-call will:

- Discuss the incident with the student, supervise the students and arrange when the student will return to lessons (if appropriate)
- Arrange for an apology to be made to the subject teacher

- Arrange for contact to be made to inform parents of the incident. Parents must be informed of all on-call incidents.
- Ensure that the incident details are logged on Sims and that relevant Curriculum Leader/Head of Year alerted via Sims
- Liaise with the Curriculum Leader, and Head of Year if necessary, to ensure an appropriate sanction has been set
- Add follow up actions to the Behaviour Incident and alerts form tutor/Head of Year/Curriculum Leader via Sims

Curriculum Leaders will discuss students who exhibit persistent disruptive behaviour with their SLT line manager and the relevant Head of Year.

Heads of Year will discuss students who exhibit persistent poor behaviour with their SLT line manager.

See Annexe B for behaviour levels and appropriate sanctions.

Tracking Cards

Tracking cards are used successfully with many students to improve behaviour as they provide opportunity for praise and affirmation, building self-esteem. Tracking cards are used to monitor a student's behaviour either across the curriculum by the Head of Year or in a particular subject by the Curriculum Leader.

Tracking cards are used on a weekly basis and include targets for improvement. The student is responsible for getting the card signed each lesson by the teacher and reporting either to the Head of Year or Curriculum Leader, usually at the end of the school day. Parents of students on tracking cards will be informed either through the student's diary or by telephone and may be asked to sign the card.

Where a tracking card has not yet helped to improve a student's behaviour they may be placed on a tracking card reporting daily to a member of the senior leadership team (SLT).

When a student is placed on a tracking card this should be recorded as a follow up action on Sims (behaviour type - other).

Detentions

Detentions may be used by any member of staff and are usually completed at the end of the school day.

A student may be kept after school for up to 10 minutes without prior notice. Detentions of more than 10 minutes are noted in the student's diary at least 24 hours before it is

due to take place. Students who fail to attend their detention may be required to do more than one detention in one sitting.

Lateness detentions are given in the upper school (Years 10 and 11) without 24 hour notice and are held in room 10. These are given on the same day as the lateness occurs and are for 15 minutes. Students who fail to attend this detention will be expected to stay from 30 mins the following day. Failure to attend this detention results in a 60 minute Friday SLT detention Parents are informed of this when the scheme starts in the last half term of Year 9.

Students are also given a detention for the following:

- Chewing gum (15 minutes)
- Make up (15 minutes)
- Mobile phone (45 minutes)

SLT Detentions

SLT detentions take place at the end of the school day on a Friday for one hour. Parents are informed at least 24 hours in advance and the detention is recorded in Sims.

Students can be referred for an SLT detention by a Head of Year or Curriculum Leader following evidence of other sanctions and support and in agreement with their SLT line manager.

An SLT detention will also be used following an on call incident.

Headteacher Detention

The Headteacher's detention is the school's most serious detention sanction. Headteacher detentions take place on Monday after school for 90 minutes.

Students can be referred for a headteacher detention by a member of SLT.

Internal Isolation

This is where a student is taken out of lessons and social times for a limited period of time to work in isolation under SLT supervision in the Internal Isolation room. Internal isolation is used where a student has displayed poor behaviour or a situation has arisen which requires the student to have time out. Internal isolation is also used where a student has not responded to other strategies intended to help her behave appropriately and is only used by members of the SLT. Parents will be informed of internal isolation by a red note in the student's diary and a telephone call.

A student in Internal Isolation will attend school at 9.00am and remain in the isolation room until 4.00pm under staff supervision. Students will complete their classwork on Google Classroom. Students may bring a packed lunch or a school packed lunch will be arranged.

All internal isolations are recorded on SIMs.

Individual Education Plan (IEP) (formerly Pastoral Support Plan PSP)

An IEP is used for students whose behaviour is deteriorating rapidly and are in danger of permanent exclusion. A Head of Year and/or member of SLT will meet with the student and parents to identify and agree specific and realistic targets for improvement. These will be recorded in writing and sent to the student's parent(s). The IEP will also be recorded on Sims. Additional support is put in place and a review date is agreed. It is expected that by the review date there will be evidence of significant improvement in the student's behaviour in accordance with the targets set.

The school will consult with Waltham Forest Behaviour, Attendance and Children Missing Education Service (BACME) and Waltham Forest Early Help services in supporting students whose behaviour remains a concern.

Suspensions (also see Suspension and Exclusion Policy)

An external suspension is our most severe sanction. The decision to suspend is taken by the Headteacher, or in their absence, the Deputy Headteacher.

Suspension is used for serious offences such as (but not limited to):

- Physical assault
- 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
- smoking/vaping or in possession of smoking/vaping paraphernalia
- Deliberately damaging school property
- Bullying
- Discriminatory behaviour e.g. racism

Unacceptable behaviour off school premises

Connaught students are expected to be positive ambassadors for the school at all times. The expected standard of behaviour as described in this Behaviour policy therefore applies to students on educational trips and visits, work experience

placements, sporting events, on their way to and from school and when wearing Connaught School for Girls uniform in a public place. Students acting as positive ambassadors for their school and in support of their local community will be rewarded.

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

14.0 Confiscation

Only items of jewellery as detailed in the Uniform Policy are permitted in school. Students wearing items which are not allowed will be asked to remove them and hand them to a member of staff.

Hoodies, sweatshirts and sports tops are not to replace the school blazer and will be confiscated for the school day.

Mobile phones are not allowed to be seen, heard or used on the school premises. Students seen with mobile phones anywhere on the school premises at any point during the school day, including the end of the school day, will be asked to hand it to a member of school staff. Confiscated mobile phones will be returned to a student after they have completed a 45 minute detention on the same day. Repeat confiscations of a mobile phone may result in a parent being asked to collect the mobile phone.

Other electronic devices such as headphones (unless agreed noise cancelling headphones for students with sensory processing disorders), earbuds and smart watches are not allowed in school. Students will be asked to hand such devices to a member of staff and will be returned at the end of the school day.

The only electronic devices which are permitted are e-readers.

All confiscated items are given to the school office for secure keeping. Confiscated items other than mobile phones may be collected by the student at the end of the school week.

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

15.0 Searching

See Safeguarding Policy (page 33)

16.0 Use of Reasonable Force

See Safeguarding Policy (page 32)

17.0 Support for students with Special Educational Needs (SEND), disability or personal difficulties

At Connaught School for Girls we consider it of the utmost importance that all students 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 students whose Special Educational Needs, disabilities or personal difficulties may cause them to behave inappropriately, thus affecting their academic progress.

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

For students experiencing personal difficulties, there are a number of mechanisms in place. Each student has a form tutor whom she sees on a daily basis and who, as the first contact in the school day, is more often than not the first person to notice if a student is experiencing difficulties. Equally, subject teachers or support staff may become aware of students experiencing personal difficulties. In all of these cases the student's head of Year will be informed and appropriate support put in place. Connaught School for Girls employs two part time counsellors and a learning mentor and works closely with a number of specialised agencies within the borough to provide the most appropriate forms of support for student's individual needs. Discussions with parents will take place before any referrals are made.

Before issuing sanctions to students with SEN, students with a disability, behavioural, emotional or social difficulties or to a student who is experiencing trauma, teaching and support staff are asked to consider the student's individual circumstances, consulting other professionals where necessary, to ensure that an appropriate sanction is given. Every effort is made to make reasonable adjustments to sanctions, based on the student's level of difficulty, to ensure they are not disadvantaged or discriminated against whilst still educating the student to understand the differences

between acceptable and unacceptable behaviour.

18.0 Anti-bullying

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.

Bullying can take many forms and includes: name-calling, ; taunting; mocking; making offensive comments; kicking; hitting; pushing; taking belongings; inappropriate text and social media messages; 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 instances 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

Students who are being bullied sometimes demonstrate emotional and behavioural

problems, physical problems such as headaches and stomach pains, or signs of depression. Students may also develop a reluctance to attend school. Parents and staff should be alert and report any suspected difficulties to the student'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 safeguarding@connaught.waltham.sch.uk.

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 student should do if she or someone else is being bullied

There are also ways that students 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

Email safeguarding@connaught.waltham.sch.uk.

There are many things which can be done to stop bullying. All reported incidents of bullying or suspected bullying are investigated promptly, thoroughly, 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, students on the edges of bullying will also be interviewed to gain as much information as possible. All students identified will be asked to make a written statement. 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

isolation or external suspension, 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 students' 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 students or students 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 student 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 takes place with all staff as well as students in all year groups to raise awareness of cyberbullying. Information sessions are also made available to parents via Time 4 Us workshops.

Cyberbullying is a particularly serious form of bullying as the audience for the bullying can be very large and reached very quickly. Additionally, students 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 students found to be cyberbullying or playing a part in cyberbullying on or off the school premises will be dealt with very severely. All students involved will be issued with a sanction by the school in proportion to the seriousness of the incident, the parents of all students 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 student who is being cyberbullied

should keep copies (screenshots) of any electronic messages such as text messages or emails to assist staff and/or the police in tracing the person or people bullying them.

The Education Act 2011 amended the power in the Education Act 1996 to provide that when an electronic device, such as a mobile phone, has been seized by a member of staff who has been formally authorised by the headteacher, that staff member can examine data or files, and delete these, where there is good reason to do so. There is no need to have parental consent to search through a young person's mobile phone.

If an electronic device that is prohibited by the school rules has been seized and the member of staff has reasonable grounds to suspect that it contains evidence in relation to an offence, they must give the device to the police as soon as it is reasonably practicable. Material on the device that is suspected to be evidence relevant to an offence, or that is a pornographic image of a child or an extreme pornographic image, should not be deleted prior to giving the device to the police. If the school finds material that they do not suspect contains evidence in relation to an offence, they can decide whether it is appropriate to delete or retain the material as evidence of a breach of school discipline.

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 racist 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 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. Students 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 students who intentionally use such language will be given a sanction and the parents of the student 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 for Learning policy. The sanction applied will usually be an exclusion. Any student involved in using racist language or racist bullying will have a note put on their

file.

Homophobic and gender based bullying

Homophobic bullying is when bullying is motivated by a prejudice against lesbian, gay, bisexual or transgender (LGBT) 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 e.g. "Miss, are you a lesbian?"
 - To undermine and humiliate someone by suggesting that they are gay, including spreading rumours and malicious gossip, implying that to be gay is negative.
 - To verbally abuse someone who is gay or thought to be gay.

Students 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. Students who intentionally use or continue to use such language will be given a sanction and the parents of the student 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 for Learning policy. The sanction applied is usually an exclusion. Any student involved in using homophobic language or racist bullying will have a note put on their file.

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

ELOP - is a holistic lesbian and gay centre that offers a range of social, emotional and support services to LGBT communities

www.elop.org

Family & Friends of Lesbians & Gays (fflag) helps parents and families understand, accept and support their lesbian, gay and bisexual sons/daughters/relatives.

www.fflag.org.uk

Bullying related to Special Educational Needs, personal circumstances 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. Students who use language which is derogatory towards disability or someone's differences will be challenged at every opportunity. Students 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 student will be informed.

Derogatory language directed towards 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. The sanction applied is usually an exclusion. Any student involved in using homophobic language or racist bullying will have a note put on their file.

Sexual Harassment and Harmful Sexual Behaviour (HSM)

Connaught School for Girls recognises the importance to create a culture where sexual harassment and online sexual abuse are not tolerated, as per Ofsted Guidance 2021. The school will take allegations of sexual harassment seriously, and investigate these thoroughly to establish the occurrence on the basis of a balance of probabilities. The Designated Safeguarding Lead (DSL) is AIM (Assessment, Intervention, Moving On) trained and will complete an AIM assessment with the safeguarding team and

liaise the Waltham Forest BACME service to determine the level of concern and the appropriate responses needed. Consequences will be applied with the objective of embedding a culture in which sexual harassment is not tolerated.

Connaught School for Girls seeks to address societal issues of sexual harassment and prevent incidences from occurring through effective and early education. Connaught School for Girls actively encourages students to report incidences of sexual harassment and seek support if they are a victim of this.

Sexual behaviour between children is considered harmful if the child is being coerced or threatened or if one of the children is older. When establishing if a child's sexual behaviour is harmful, we must not only take their age into account but also their physical, intellectual and emotional development.

Sexually harmful behaviours are likely to include elements of:

- Coercion
- Secrecy
- Power imbalance possibly involving significant difference in age and developmental factors
- Degradation and threats
- Compulsive behaviours
- Age inappropriate knowledge or experience
- Use of bribes, gifts and removal of inhibitors, for instance through the use of drugs or alcohol.

Appendix A: Home/School Agreement

The Home/School Agreement is in the student diary and is signed by the student and their parent at the start of each school year or on entry to the school.

Connaught School for Girls will:

- Provide a safe and stimulating environment for your daughter
- Inform parent as to their daughter's course of study each year
- Contact parents about concerns about attendance, punctuality, equipment or uniform
- Insist on high standards of behaviour
- Let parents/carers know about any concerns or problems that affect their daughter's work or behaviour
- Listen to and act on the concerns of parents or formal complaints
- Send home regular progress assessments and arrange Parents' Evening during which progress will be discussed
- Set, mark and monitor homework and notify parents of any concerns

- Keep parents/carers informed about school activities through regular newsletters, website bulletins and notices about special events including notifying parents if school is closing early or your daughter will be late home for any reason
- Seek to eradicate bullying

Signed: _____ Headteacher

I, the parent will:

- Ensure my daughter attends school every day and will contact the school if my daughter is absent and provide a written explanation
- Send my daughter to school punctually every day, properly clothed, equipped, rested and fed
- Ensure that my daughter completes her homework on time and to highest standard
- Ensure that my daughter will be polite and observes the school's Behaviour Policy
- Inform the school of personal factors that may have an impact my daughter's behaviour or progress
- Attend Parent Evenings and meetings with the headteacher or other staff, if requested, to discuss my daughter's behaviour or progress with learning
- Be respectful and polite in conversations with members of the school community including telephone conversations
- Ensure that my contact details are up to date and inform Reception if there are any changes
- Ensure that I will read and sign my daughter's diary every week
 - Work with the school to ensure that my daughter adheres to its policies as published on the school website (I understand that paper copies are available from the school reception)

Signed: _____ (Parent/Carer)

I, the student, will:

- Agree to follow the School's Behaviour Policy (as summarised in the diary)
- Work hard in every lesson and additional activity
- Attend regularly, on time (8.30am), with the correct equipment, wearing the correct uniform and wearing it correctly
- Complete all homework to the highest standard and hand it in on time
- Keep my student diary up to date with homework set
- Treat all members of the school community with respect
- Respect the school environment and resources

Signed: _____ (Student)

Appendix C: Unacceptable behaviours and Appropriate Sanctions

Level 1 Behaviour Appropriate	Level 1 Action and Consequences
<p>Out of seat</p> <p>Incorrect uniform</p> <p>Disturbing others</p>	<p>Discussion with student</p> <p>Verbal warning</p> <p>Red note in diary</p>
<p>Unnecessary noise</p> <p>Refusal to work</p> <p>Shouting</p> <p>Talking out of turn</p> <p>Insufficient work completed</p>	<p>Moved in class</p> <p>Detention (with teacher)</p> <p>Confiscation of item</p>
Level 2 Behaviour Appropriate	Level 2 Action and Consequences
<p>Refusal to follow request</p> <p>Walking out of class</p> <p>Walking away from a member of staff</p> <p>Throwing object</p> <p>Repeat non-compliance following 2-stage warning</p> <p>Persistent Level 1 behaviours</p>	<p>Curriculum relocation</p> <p>Contact parent</p> <p>Referred to tutor/HoY</p> <p>Referred to Curriculum Leader</p> <p>Referred to SLT</p> <p>On call</p> <p>Department detention</p> <p>Head of Year detention/isolation</p> <p>SLT detention</p> <p>Suspension</p>

Level 3 Behaviour Appropriate Statement of incident taken from students/staff	Level 3 Action and Consequences
Damage to property Bullying (including cyber bullying) Verbal abuse/aggression member of the school community Physical aggression member of the school community Out of care and control of the school Bringing the school into disrepute Smoking/vaping and/or paraphernalia Truancy Theft Compromising the health and safety of themselves and others Persistent Level 2 behaviours	On call Parent meeting Restorative justice SLT detention Community service Internal Isolation Suspension IEP Permanent exclusion Referral to outside agencies
Level 4 Behaviour Appropriate Statement of Incident taken from students/staff	Level 4 Action and Consequences

Possession of drugs

Use of drugs/illegal substances

Use of a weapon (including the use of
objects as weapons)

Endangering the health and safety of
themselves and others

Out of the care and control of the school

**Statement of Incident taken from the
student and witnesses**

Permanent Exclusion

Referral to outside agencies

Appendix D



Behaviour Protocols (reference for Temporary Staff)

If a student's **mobile phone** is seen or heard it must be confiscated and taken to the school office with the student's diary (the school office will contact parents to inform them of a same day 45 minute detention to be completed before the mobile is returned to the student)

Start of lessons:

Coats should not be brought into the classroom. Coats should be hung up outside the classroom before entering the classroom.

Please welcome students at the door

Students are seated according to **seating plans** (for a known absence a copy of the seating plan should be available for you)

Students should have **DrR on their desks** (Diary, rough book, reading book)

Take the **register** on Sims within the **first 5 minutes of the lesson** starting.

If a student is not in your lesson who has previously been marked as present please complete a **Student Missing Lessons slip** and send it with a student to the school office

If you do not have access to Sims please take a paper register and send with a student to the school office.

Students requesting to leave the classroom:

Students should not be asking to go to the **toilet** in lesson time. Please discourage e.g. asking if the student can wait until the end of the lesson.

If you deem the request to be an emergency please complete the **Permission to Leave the Lesson** section of the student diary (p. 15).

Students must not leave the lesson for any other reason unless they have a note (signed and dated by a member of staff) in their diaries.

If any student leaves the classroom they must have a note signed, dated with time from you, written in their student diary.

Addressing behaviour that does not meet expectations:

Give a **warning** (you may wish to take the student diary at this point)

If behaviour persists write a **note in the student diary (in red ink)**

If the behaviour continues to persist or a student refuses to follow instructions please complete a **blue on-call slip** and send it with another student to the school office - a member of the SLT will come and remove the student

Praise:

We aim to use praise to sanctions in a 5:1 ratio.

Years 7-9

Students can be awarded a **credit** for working hard, being helpful etc. Please record in the student diary (NB no more than one credit per student per lesson)

Years 10-11

If you have access to Sims register please award an **Achievement Point**. Right click the student name on the class register and click Achievement . Point and then the relevant criteria. The Achievement will be automatically saved.

If you do not have access to Sims please make a (signed/dated) note in the student diary so the achievement can be added.

End of lesson:

Students should wait for your packing away instructions. Students should stand behind their chairs. When the bell rings please stand at the door and dismiss group by group to help maintain a presence in an orderly corridor.