



## BISHOP VESEY'S GRAMMAR SCHOOL

### Behaviour Policy

<b>Review prepared by:</b>	Deputy Headteacher September 2021
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<b>Review Date/by whom</b>	Full Board of Governors October 2021
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<b>Signed by Chair of Governors October 2021</b>	

## **1. Introduction**

This behaviour policy is written with the United Nations Convention of the Rights of The Child in Mind. All of our policies bear in mind Articles 3 and 28 - the child's best interests and the right of the child to an education. This policy also bears in mind Article 29 (Goals of education - to develop a child's talents and abilities to the full).

It is to be read in conjunction with the following:

- Anti-bullying policy
- Safeguarding and Child protection Policy and KCISE 2021
- Equality and Diversity Policy
- School Network and Internet Acceptable Use Policy – student agreement
- E-safety policy
- Prevent Policy

The School has a statutory power to regulate the behaviour of students when off school premises and not supervised by school staff.

These regulations include behaviour in all activities organized by the school e.g extra-curricular visits or sporting fixtures. It also includes behaviour on the way to and from school and behaviour when wearing school uniform in a public place.

Students are expected to be excellent ambassadors for Bishop Vesey's Grammar School at all times.

It is the Head Teacher's responsibility to ensure the school acts in a reasonable manner taking into account the following factors:

- The severity of the misbehaviour
- The extent to which the reputation of the school has been affected
- The extent to which the behaviour in question has affected the orderly running of the School and/or poses a threat to another student, a member of staff or a visitor.

## **2. Glossary**

3Cs: Courtesy, Cooperation and Consideration – our expectations of behaviours in school

HoD: Head of Department

HoY: Head of Year

MSO: Main School Office

SIMS: School information management system – central digital records of all information

DSL: Designated Safeguarding Lead – the nominated person in the school

SENCO: Special Educational Needs Coordinator

**\*please note movement may not possible due to social distancing measures.**

## **3. Roles and Responsibilities**

**The Governing Body:** will ensure that this policy is communicated to students and parents, that it is published on the school website, that it is non-discriminatory and that expectations are clear. Governors will support the school in maintaining high standards of behaviour of students and staff. The Governing Body, Head and staff will ensure there is no differential application of the policy and procedures on any grounds, of any of the protected characteristics applicable to those under the age of 16, namely race, religion or belief, sex, gender reassignment, sexual orientation, disability or pregnancy and maternity. They will also ensure that the concerns of students and their parents regarding the application of the behaviour policy are listened to, and appropriately addressed.

**The Head Teacher:** will be responsible for the implementation and day-to-day management of the policy and procedures. This involves measures which will promote good behaviour, self-discipline and respect, prevent bullying and ensure that pupils complete assigned work. The Head Teacher has powers to deal with behavioural incidents under the legislation - the power to use reasonable force, the power to confiscate items listed in the “school rules” and the power to search for items without consent.

**Staff:** including teachers, support staff and volunteers, will be expected to ensure that the policy, and correct procedures are followed, and consistently and fairly applied. Mutual support amongst all staff in the consistent implementation of the policy is essential. Staff have a key role in advising the Head Teacher on the effectiveness of policy and procedures. They also have responsibility, with the support of the Head Teacher, for creating a high quality learning environment, teaching positive behaviour for learning. Staff have powers to deal with behavioural incidents under the legislation - the power to use reasonable force, the power to confiscate items listed in the “school rules” and the power to search for items without consent.

**Parents and carers:** will be expected, encouraged and supported to take responsibility for the behaviour of the child both inside and outside the school. The school will encourage parents to work in partnership with the school to assist it in maintaining high standards of behaviour, and will be actively encouraged to raise with the school any issues arising from the operation of the policy. Parents and carers are expected to sign the home-school agreement annex at the start of their child’s time at Bishop Vesey’s Grammar School and at the start of every subsequent year while they are at school.

**Students:** are expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedure and expectations. Students will also be encouraged to take responsibility for a safe and positive social and learning environment, and to report any concerns. Students will always be given the chance to consider their behaviour. They will be encouraged and helped to make apologies to other students or staff they may have offended. Students are expected to sign the home-school agreement annex at the start of their child’s time at Bishop Vesey’s Grammar School and at the start of every subsequent year while they are at school.

## **4. Encouraging Positive Behaviour**

We believe students learn most effectively within a framework of positive encouragement and motivation. By praising and rewarding positive behaviour, others will be encouraged to act similarly and positive behaviour will be reinforced.

### **4.1 Recognition of positive achievement may include:**

- Consistent verbal praise, from all staff
- Informing parents of achievement e.g. via postcards, emails, letters
- The award of merits for a wide range of academic, cultural and sporting achievement
- The award of School Colours for achievement in sport, music, drama and chess
- Recognition for individual or team achievements at House Meeting
- Celebrating Top Merit Winners in a weekly Merit Winners Cookies meet up at break with the Head Teacher
- The announcement of particularly prominent individual or team successes in school assemblies: this will include the award of cups, trophies and prizes as appropriate
- The award of certificates for progression and contribution to school life e.g. in Music or LAMDA examinations or in the Mathematics Challenge by the Head Teacher in school assemblies

- The award of certificates for progression, zero behaviour points and contribution to school life, or prizes at presentation evenings: these have been developed in the past few years to highlight the achievement of all, not only the very brightest, in the school
- The award of certificates of achievement and prizes at Speech Day: we have expanded significantly the number of awards in recognition of the outstanding ability of our students.

#### **4.2 Encouragement to behave well and act as positive role models to each other and the wider community**

- In sports and games, where they learn to accept victory and defeat with sportsmanship and good grace
- In community service, where they learn to appreciate their own good fortune and the importance of giving willing support to others in the community
- In seeking to become Prefects, Form Officers, Head of House or School Officers within the school: successful candidates will be expected to set high standards of behaviour for others to follow.

#### **4.3 Teachers play a key part in fostering good standards of behaviour:**

- Having high expectations of students in their behaviour and achievement in lessons
- Praising students immediately when they see good behaviour, and state which element of behaviour has warranted praise
- Providing recognition via the use of merits in all key stages
- Encouraging the development of good relationships between adults/students at the school
- Providing consistent classroom management of the students in lesson times
- Modelling exemplary behaviour in their own conduct and manner towards the students wherever they may come into contact with them
- Asserting good values of conduct on the sports field
- Discussing issues with tutees during one to one and form sessions and praising students through frequent use of encouraging language and gestures, both in lessons and around the school, so that positive behaviour is instantly recognised and positively rewarded.
- Telling students clearly what is expected of them,
- Applying rules in a way which is consistent and fair
- Informing each other of student's praise worthy actions, forwarding news of student achievement for inclusion in the weekly newsletter, twitter feed, or half term newsletter
- Providing a safe environment free from disruption, violence, bullying and any form of harassment.
- Promoting desired behaviour and discipline
- Promoting self-esteem- self-discipline, proper regard for authority and positive relationships, based on mutual respect
- Ensuring equality and fairness of treatment for all, irrespective of any differences

#### **4.4 Good Classroom Routines play a key part in fostering good standards of behaviour**

- Teachers should ensure they are properly prepared for every lesson. They establish a seating plan and have clear expectations about how students should behave in lessons.

## **5. Training**

The Governing Body will ensure that training on all aspects of behaviour management is provided to staff, in order to support the implementation of the policy.

## **6. Support from other Agencies**

The school works positively with external agencies. It seeks appropriate support from them to ensure that the needs of all students are met by utilizing the range of external support available. Students needing support from external agencies are identified by pastoral staff. However, if necessary a student may move immediately to any stage to access support.

## **7. Sanctions**

### **7.1 Phase 1: Dealing with Late Homework or Disregard for 3Cs, Years 7-13**

#### **Class teacher Action**

If a student fails to produce a piece of homework by the relevant deadline, the class teacher will enter the issue on SIMS and issue a detention.

Or, if a student shows disregard for the 3Cs (after receiving two prior warnings that lesson), the class teacher will enter the issue on SIMS and issue a detention.

In either case:

- The detention will be held the following day, after school, for one hour between 3.10pm and 4.10.
- A message is sent to parents via SIMS Intouch
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### **7.2 Phase 2: Dealing with Late Homework Years 7-11**

Phase 2 is aimed at providing support to students who are clearly not managing their independent study workload. If a student fails to submit Homework on three separate occasions during the course of one Half Term; they will be expected to attend a 'Study Club' each day after School for a period of two weeks. The 'Study Club' will run from 15.10pm to 16.10pm, from Monday to Friday of each week. The Study Club will be managed by a member of the Pastoral Team.

For Students in the Sixth Form, who fail to submit Homework on three occasions during the course of one Half-term; this will trigger a 'review' of their 'Home Study' arrangements to be conducted in conjunction with the HOY, Head of Sixth Form and Sixth Form Attendance Officer. This may result in a student having part or all of their 'Home Study privileges' withdrawn.

### **7.3 Phase 1: Dealing with Poor Behaviour Years 7-13 (with the exception of homework or 3Cs):**

#### **7.3.1 Staff Member/Class teacher detention: 15 mins after school minimum**

If a student has a single incident of behaviour recorded, the staff member/class teacher will issue a detention. For incidents occurring outside the classroom the detention will be monitored and delivered at the discretion of the Head of Year.

#### **7.3.2 Repeated patterns of behaviour –**

**Behavioral data will be monitored on a bi-weekly basis at the Key Stage Meetings, through the use of 'Behaviour Point Trackers'**

**If persistent patterns of behavior are identified in relation to the behavior of a student, with the exception of Homework and punctuality, the Head of Key Stage and HOY, will action appropriate intervention(s) which may include:**

- An additional detention
- A restorative task
- A Behaviour Review Meeting with Parents
- The SENCo will be asked to intervene and support as appropriate
- The student may be placed on a two week Behaviour Report
- In extreme cases this may lead to an exclusion (Please see Exclusions Policy)

## **8. Dealing with Late Arrival and Attendance, Years 7-13**

### **8.1 Staff Member/Class teacher detention: 60 minutes**

Once a student has three recorded incidents of either being late to school or late to a lesson, the student will attend an after school detention for 60 minutes.

Each time thereafter a student has an additional three recorded incidents of being late to school or a lesson, they will attend an after school detention.

Phase 2 actions eg. Arranging an attendance target setting meeting with parents will only be instigated under the guidance of the Head of Year

## **9. Procedural Points**

### **9.1 Recording and Monitoring:**

All behaviour issues are recorded by staff on SIMS. It is vital that members of staff who are recording behaviour issues and setting detentions engage with restorative-style conversations with the affected students in an attempt to help the student understand the reasons that they have been given a detention and how they can improve in the future

Staff are still to use the three point WMD system for managing behaviour:

Warning: if a student makes a poor choice then the staff member issues a warning

Movement: if a student persists with poor choices then the member of staff moves the student to a different place as appropriate. If there is nowhere appropriate to move the student to, the member of staff will instead issue a second warning. \*

Detention: if the student continues to make poor choices then the member of staff issues the appropriate detention and records this on SIMS.

Behaviour points and Reward points on SIMS are regularly monitored by tutors and, where appropriate, discussions take place between a tutor and a student.

Behaviour is also monitored and dealt with by HODs and HOYs.

Homework, 3Cs and punctuality are monitored by the Detention Coordinator

SIMS has developed report functions for both homework, behaviour and punctuality – detention registers are generated at the end of each day and emailed to staff (for the following day).

SIMS allows parents to be emailed/text with a message relating to homework, behaviour, punctuality and HOY detentions, stating the date on which the detention is to be sat.

### **9.2 Detention registers are generated using the following process:**

Students are recorded as having attended/not attended detention on SIMS at the end of each detention session.

For non-attendance, daily attendance registers are checked to ensure students were in school.

If found to be present in school but not attending detention, students are booked on to the system and required to sit the missed detention on the next day and are also given an additional detention, if appropriate as a deterrent.

Failure to attend a second time results in students being reported to HOYs and HOYs deciding on the appropriate action e.g. HOY detention, Stage 2, etc.

### **9.3 Homework or Disregard for 3Cs:**

Having received three or more after-school detentions, in relation to Disregard for 3 C's, in any given half-term, students are to be flagged to HOYs in their Key Stage Meetings

HOYs then decide if the issue should be escalated to Phase 2

During 3C's detention, students are required to complete a reflective document on their actions

These are checked and signed by staff during the detention, and then by HOYs

- During detention for Homework, students will complete a 'weekly planner' document to support their time management, before being permitted to complete Homework. In the first instance, this

should be the work that they had failed to submit, which triggered the detention. However, they may complete any other work in the Detention.

During detention, staff are encouraged to discuss appropriate actions with students, individually.

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Students given a homework detention are checked against the Red/Amber list which is updated weekly and stored on SIMS. The process is that students on the amber list should be given additional opportunities to complete homework and are only given detention once these opportunities have been exhausted

Discussion is also undertaken with the teacher/HOY to gauge the suitability of detention

Students on the Red list are removed from the detention register and HOYs are alerted

In both cases, the behaviour point is maintained on SIMS

Staff can amend the detention register for their students themselves, or, can request the Detention Coordinator to amend the register

#### **9.4 Definition of “Disregard for 3Cs”:**

The three Cs are co-operation, consideration, and courtesy.

In the classroom: If, after two verbal warnings, a student continues to behave in such a way that has a negative impact on learning (for themselves or others) then they are guilty of a “3Cs” offence. This includes low level disruptive behaviour, but it does not include class work or homework issues, or equipment or planner issues.

Outside the classroom: It is possible that for certain behaviours outside of the classroom that no prior warning is required.

#### **9.5 Staffing:**

Staff provide detention support according to an annual rota.

Each staff member is required to supervise a detention approximately 5 times during the year (pro-rata for part-time staff). HOYs will not be included on this rota, as they will be responsible for managing the ‘Study Club’.

Staff work in teams of 2 to 4 people, with a lead member collecting registers/phones/confiscated goods from MSO at 3.05pm.

The register is collected by the detention coordinator half way through the detention.

The phone register is returned to MSO at the end of detention by the lead staff member.

On-call Support is provided during all detentions by a member of SLT.

At the detention on Friday, staff support is provided by HOYs.

Staff are able to request a swap in their rota duty, with approval given by the Deputy Head, and it is the responsibility of the member of staff on duty to organise the swap.

In the case of staff illness, the school will arrange cover.

#### **9.6 Punctuality:**

Punctuality is monitored daily with students receiving three instances of being late (in any half term) given a detention.

Staff should mark the student late on the SIMS register and also record the number of minutes late.

In recording punctuality detentions, close discussion is held between the MSO and Detention Coordinator to ensure acceptable reasons for the issue have been recorded.

#### **9.7 Uniform:**

Confiscated phones/hoodies/incorrect uniform etc. are returned at the end of the day at with students having to wait in the designated detention areas.

#### **9.8 Communication:**

Parental responses to detention notifications are mailed directly to the Key Stage Leader, Detention

Coordinator and MSO, ensuring swift and appropriate action

Students are reminded during period 5 if they are in a detention that afternoon: the register on SIMS will indicate a red “D” to alert the teacher who will then discretely remind the student.

## **10. Exclusions**

- Any exclusions imposed by the Head Teacher will be actioned in line with the School’s Exclusion Policy.
- Where, in the rare case, it is necessary to impose a fixed term exclusion, this will happen because of a breach of the behaviour policy and where other sanctions have either been used previously and have not been effective in modifying a student’s behaviour or where a student’s behaviour is sufficiently serious to warrant a fixed term exclusion as opposed to a lesser sanction. (See Exclusions Policy).
- In very rare and extreme cases, permanent exclusion may be considered as generally the final, formal step in the concerted process for dealing with disciplinary offences, following the use of a wide range of other strategies, which have been used without success. It is an acknowledgement that all available strategies have been exhausted, and is used as a last resort. See Exclusions Policy for further examples of when a permanent exclusion may be served.

## Annex containing Home School Behaviour Agreement

On admission to the school (and in subsequent years while their child is at the school) all parents and students sign the school's Home-School agreement and agree to support the school in this regard. At the heart of our behaviour policy is a commitment inside and outside of the classroom to the three Cs: co-operation, consideration, and courtesy.

### Behavioural expectations of students

As a student of Bishop Vesey's Grammar School, I agree

- to be courteous, considerate and co-operative
- to attend school and all lessons regularly and on time
- to bring all the equipment I need every day
- to respect people and other people's property
- to wear the correct school uniform and be tidy in appearance
- to keep the school free from litter and graffiti
- to do all my classwork and homework as well as I can, and hand it in on time
- to take responsibility for my own learning and avoid disrupting the learning of others
- to acknowledge and accept the school's drugs policy
- to acknowledge and accept the school's behaviour policy including the appendix on discriminatory or prejudice based behaviours
- to not use my mobile phone in School unless with the permission or under the guidance of a member of staff eg showing catering staff a Fusion app voucher to collect food at break or lunchtime

As parent/carer, I / we

- agree to see that my/our son/daughter goes to school regularly, on time, properly dressed and equipped
- agree to make the school aware of any concerns or problems that might affect my/our son's/daughter's work or behaviour
- agree to get to know about my/our son's/daughter's life at school, e.g. by looking at his planner
- agree to attend Parents' Evenings and discussions about my/our son's/daughter's progress
- agree to support the school in maintaining high standards of behaviour
- agree to support my/our son/daughter in homework and other opportunities for home-learning
- acknowledge and accept the school's drugs policy
- agree to support the school's equality policy.
- agree to support the school's behaviour policy including the anti-racism appendix
- give consent for my/our son to be included in all normal activities carried out at the school, including attendance at assembly
- give consent for my/our e-mail address: ..... to be used by the school and to be shared with The Governors' Foundation Charity

What is misbehaviour?

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Making malicious allegations against a member of staff
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic and any other prejudice based or discriminatory behaviour (as detailed in the appendix to this policy)
- Possession of any prohibited items. These are:
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Drugs paraphernalia used in the dealing of drugs, such as weighing scales
  - Stolen items
  - Tobacco and cigarette papers
  - Fireworks
  - Pornographic images
  - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

### **Appendix concerning discriminatory or prejudice based behaviours**

To be read in conjunction with the following:

- Anti-Bullying Policy
- Safeguarding and Child Protection Policy and KCSIE 2020
- Equality and Diversity Policy
- School Network and Internet Acceptable Use Policy – student agreement;
- E-safety Policy;
- Prevent Policy

#### **Rationale:**

All members of the school community have a right not to experience discrimination of any kind at school, whether or not this is directed at them. Bishop Vesey's Grammar School values all children and seeks to ensure they learn that challenging hurtful behaviour and discrimination is an important part of the school ethos. Discrimination is evident in wider society and, therefore, inevitably will occasionally occur within schools.

Acts of discrimination can occur in any school setting, including this one. At Bishop Vesey's we work actively:

- to develop a climate which is intolerant to all types of discrimination and
- to create an atmosphere in which all pupils feel valued and listened to and have confidence that their concerns will be addressed.

Bishop Vesey's aims to promote equality and actively tackle discrimination within all areas of school life by:

- all pupils having an equal and strong sense of belonging within the school community;
- challenging discrimination, discriminatory behaviour, language or harassment, prejudice and stereotyping, however thoughtless or unintentional;
- providing an environment which respects and values diversity and shows consideration for the traditions; cultures and religious practices of people from different racial groups and different geographical regions;
- preventing direct and indirect, overt and covert discrimination on grounds of race, religion or belief, geographical origin, gender identity, sex, disability and sexual orientation;
- identifying possible barriers to equality of opportunity for students and staff and to ensure these barriers are addressed where possible.

#### **Definition of Discrimination:**

- It is against the law to discriminate against anyone because of:
  - Age
  - Gender reassignment
  - Being married or in civil partnership
  - Being pregnant or on maternity leave
  - Disability
  - Race, including colour, nationality, ethnic or national origin
  - Religion or belief
  - Sex
  - Sexual Orientation

These are protected characteristics under the Equality Act 2010.

Discrimination is defined as “treating a person or a particular group of people differently, especially in a worse way from the way you treat other people, because of their skin, colour, sex, sexuality”

### Definition of Specific Types of Discrimination:

#### Racism:

Schools are required to use the following definition for recording and responding to prejudice-related incidents: **“Any incident which is perceived to be prejudice-related by the victim or any other person”.**

The Home Office Code of Practice explains:

**“The purpose of the definition ... is to ensure that investigations take full account of the possibility of a racist dimension to the incident and that statistics of such incidents are collected on a uniform basis”.**

Racism is a form of bullying. It can be both institutional and personal, overt or subtle, intentional or unintentional.

#### Institutional racism:

*The Stephen Lawrence Inquiry Report* defined this as: ‘The collective failure of an organisation to provide an appropriate and professional service to people because of their colour, culture or ethnic origin. It can be seen or detected in processes, attitudes and behaviour which amount to discrimination through unwitting prejudice, ignorance, thoughtlessness and racist stereotyping which disadvantage minority ethnic people.’ When a child is subject to racist bullying or harassment, their behaviour and attainment are likely to be affected; if the behaviour is treated in isolation without taking into consideration the issues and effects of racism, this can be described as institutional racism. The racist element must be explicitly recognised and dealt with. This type of racism is also covert and indirect and therefore can be difficult to identify and address. It is often evident in the assumptions, beliefs and values that affect people’s instinctive responses. It can be demonstrated subconsciously in subtle ways and Bishop Vesey’s recognises the need consciously to challenge such attitudes.

#### Personal racism:

This is often direct and identifiable and can be manifested through harassment and offensive behaviour. The following ways are examples of this, but this is not an exhaustive list:

- threatened or actual physical assault against a person or group due to their colour, ethnicity, geographical origin or culture;
- derogatory name calling, insults, ridiculing and racist jokes-verbal and online;
- racist graffiti;
- provocative behaviour such as wearing racists badges or insignia;
- incitement of others to behave in a racist way;
- distributing racist literature;
- expressions of prejudice calculated to offend or to influence the behaviour of others;
- intimidation;
- isolation and spreading of rumours.

### Sexism and Sexual Harassment/bullying:

This is discrimination based on sexist attitudes that when expressed demean, intimidate or harm another person because of their sex or gender.

These attitudes are commonly based around the assumption that women are subordinate to men, or are inferior and may sometimes be characterised by inappropriate sexual behaviours which, in extreme cases, can constitute sexual abuse.

Whilst girls are more commonly at risk from sexism and sexual bullying, boys also report being victims of sexism and sexual bullying. The root cause of these forms of discrimination is gender inequality.

Sexual harassment/bullying has a specific sexual dimension which can be physical, verbal or psychological.

### Physical

- using or threatening physical or sexual violence or strength to coerce
  - taking or destroying the property of a pupil
- forcing the removal of clothing
- forcing someone to do something sexual that they don't want to do
  - inappropriate touching which makes a pupil uncomfortable
  - gestures towards others that have a sexual meaning

### Verbal

- Ridiculing another pupil for their behaviour, clothing or appearance
- Seeking to humiliate someone by using humiliating, offensive sexist or sexual language
- Making threats or jokes about serious and frightening subjects like rape
- Spreading rumours of a sexual nature, using sexually abusive or derogatory terms or sexualised name calling
- Commenting on body shape or attractiveness
- Unwanted comments that reinforce stereotypes
- Restricting access to opportunities

### Psychological/non-verbal:

- the display or circulation of pornographic images, or exposure to images of a sexual nature
- badges displaying innuendo or offensive language
- exclusion from groups or activities
- graffiti

### Homophobia, biphobia and transphobia:

Heteronormativity is the belief that heterosexuality, predicated on the gender binary, is the norm or default sexual orientation. It assumes that sexual and marital relations are most fitting between people of opposite sex.

Homophobia, biphobia and transphobia is when people behave or speak in a way which makes someone feel bullied because of their actual or perceived sexuality. People may be a target of this type of discrimination because of their appearance, behaviour, physical traits or because they have friends or family who are lesbian, gay, bisexual, transgender, or questioning or possibly just because they are seen as being different.

Homophobia encompasses a range of negative attitudes, feelings or actions toward homosexual people, homosexuality in general or people who are identified or perceived as being lesbian, gay,

bisexual or transgender (LGBT+). Homophobia can include fear, aversion, hatred, violence, anger, or discomfort felt or expressed towards people who do not conform to heteronormativity.

Biphobia encompasses a range of negative attitudes, feelings or actions toward bisexuality and toward bisexual people as a social group or as individuals. It can take the form of denial that bisexuality is a genuine sexual orientation and can involve promoting negative stereotypes about people who are bisexual (such as the belief that they are promiscuous or dishonest).

Transphobia encompasses a range of negative attitudes, feelings or actions toward transgender people, non-binary people or, those perceived as non-binary or transgender and those who may be questioning their gender identity. Transphobia can include fear, aversion, hatred, violence, anger, or discomfort felt or expressed towards people who do not conform to social gender expectations.

The following ways are examples of discriminatory behaviour towards members of the LGBT community, but this is not an exhaustive list:

- threatened or actual physical and/or sexual assault against a person or group due to appearance and perceived sexuality
- derogatory name calling, insults, ridiculing and offensive jokes-verbal and online;
- expressions of prejudice calculated to offend or to influence the behaviour of others;
- intimidation;
- isolation and spreading of rumours.
- homophobic language such as “That’s so gay”
- using gender terms/stereotypes to cause offence and/or humiliate such as “Stop being such a girl”.
- outing someone to their family and friends

### **Action by the School when Discrimination is Suspected or Reported**

When investigating suspected or reported Discrimination, a ‘Record of Prejudice Related Incidents and Action Taken’ should be completed as means of documenting the investigation and its outcomes. This document should only be completed by the relevant Head of Year or Head or Head of Key Stage. This form should be completed when a ‘prejudice related incident’ has been reported verbally or via SIMS . If an incidence of discrimination is proven, the Designated Safeguarding Lead will need to be informed and the incident logged on MyConcern and Sims.

In recording incidents under this definition, it is not the intention to label individuals as discriminatory. Records of incidents are held centrally in the school and not on individual children’s or adults’ records. All completed documentation is stored securely in a designated folder, which has restricted access. This document also facilitates a review so that both the victim(s) and pupil(s) responsible for the incident are guaranteed an additional meeting to ensure that the matter is resolved and that appropriate reflection and learning has taken place.

By recording all incidents, the school is able to:

- demonstrate that they have dealt satisfactorily with incidents;
- monitor trends and patterns of behaviour if they exist;

- take preventative action against prejudice and discrimination which may come into the school from society in general and
- provide good educational responses to any behaviour that is of concern.

It should be noted that under the prescribed definition acts of discrimination can occur without a victim or target being present, for example telling a discriminatory joke or making derogatory remarks. Such incidents will also be recorded and resolved. Some incidents involve allegations that the school itself has failed to provide equal and fair opportunities or treatment to individuals or groups. Where such an allegation is made this too will be recorded and investigated as a act of discrimination

### **Possible disciplinary action by the school**

- Parents will be contacted
  - An official warning, a period of reflection and a proper apology made;
  - Isolation from lessons for a period of time in order to undergo a period of reflection based upon anti-prejudice work.
  - Work with a learning mentor to engage the student to reflect on the wrongness of their words/actions
  - Involvement with an outside agency
  - Exclusion from certain areas of school premises and life (such as co-curricular activities);
  - In serious cases or where there is repeated discrimination, exclusion (temporary) from the school for a fixed term;
  - Continued discriminatory behaviour will be incompatible with staying at the school and permanent exclusion may be used in such cases.

It is important that the victim of an act of discrimination is informed outcome of any disciplinary measures taken and feels supported in reporting future incidents. It is also important to remember that anyone who has been a victim of a act of discrimination has the legal right to report it as a crime to the police.

### **Roles and Responsibilities**

#### **Accountability and Responsibility**

- The Board of Governors, with the assistance of the Head Teacher and senior members of staff, is responsible for ensuring the school meets its commitments, overseeing the application of the policy across the school and monitoring the effectiveness of the policy. In addition, they will provide any necessary help to staff to keep up to date with any changes in relevant legislation.
- On a termly basis the Head Teacher will report the number of incidents to the Full Governing Body through the Head Teachers' Report. Individuals will not be identified in this process.
- The Head Teacher will ensure that all staff are aware of their responsibilities and are given the support to exercise this responsibility.
- All acts of discrimination that are reported will need to be investigated and recorded.
- All staff are required to promote equality.
- Staff are expected to NOT discriminate on any grounds and are expected to attend training or to read information provided by the Head Teacher about any changes to relevant legislation.
- Staff are expected always to immediately challenge discriminatory attitudes and behaviour.
- Staff are also expected to be aware of the need to report suspicions of discrimination to the appropriate senior staff.
- Staff will ensure a detailed account is recorded in MyConcern
- Staff will provide support to any pupil who has experienced offence from another person.
- All parents, visitors, contractors and any other persons are expected to comply with this policy
- Where appropriate the School will be prepared to contact the police if a crime has been committed.

### **Expectations of pupils**

All pupils, as appropriate to their age and understanding, have a responsibility for promoting a harmonious school community and challenging and/or reporting racist and other hurtful behaviours. (It is understood however that it may be difficult for pupils who are the targets of discrimination to report it.)

### **Expectations of parents**

We always take parents' concerns seriously. However, the school can only respond to incidents that are drawn to their attention. Parents are expected to ensure that their children display appropriate and acceptable behaviour in and out of school with their school fellows. When problems arise in school we will seek the support of all parents in ensuring their children understand where and why offence has been caused and what, if any, change might be necessary to adhere to the school's equality policies.

### **Performance indicators for preventing and dealing with discriminatory incidents**

In reviewing the effectiveness of this policy staff and Governors will consider:

- the feelings of victims (and their parents) on the satisfaction of the support received and the resolution of incident;
- the continued good progress and high self-esteem of those who have been offended;
- the continued good progress and high self-esteem of those who have caused offence;
- whether the action taken successfully prevented repeat incidents;
- the willingness of pupils (and parents) to draw their concerns to the attention of staff;
- the consistency of response and confidence of all staff in following school policy;
- whether good relations are being maintained in the school community and
- underlying causes for any rise in numbers of incidents, whether these were preventable and if further action or change in policy and practice is now necessary.

Where review indicates that change is needed, policy and practice will be amended.

Statutory reporting procedures for concerns relating to the school's PREVENT duties will be followed.

### **Further Information**

Further information on identifying and tackling discrimination can be found at these Government websites.

- The Equality Act 2010: [www.legislation.gov.uk/ukpga/2010/15/contents](http://www.legislation.gov.uk/ukpga/2010/15/contents)
- Educate Against Hate [www.educateagainsthate](http://www.educateagainsthate)

Other organisations that provide education and information are:

- Show Racism the Red Card: Provide resources and workshops for schools to educate young people, often using the high profile of football, about racism; <http://www.srtrc.org/educational>
- Anne Frank Trust: Runs a school's project to teach young people about Anne Frank and the Holocaust, the consequences of unchecked prejudice and discrimination, and cultural diversity.
- Stonewall: [www.stonewall](http://www.stonewall)
- Educate and Celebrate: [www.educateandcelebrate](http://www.educateandcelebrate)
- Mermaids: [www.mermaidsuk.org.uk](http://www.mermaidsuk.org.uk)
- Womankind: [www.womankind.ork.uk](http://www.womankind.ork.uk)