



Queen Elizabeth's School

Behaviour policy

This policy is a framework for the promotion of positive classroom and community behaviours for all members of the school community.

Date adopted: September 23 (amended March 24)
Prepared by: Paula Smith Alex Blagden
Ratified by: Governing body
Review date: 10th July 2024

**Ted
Wragg**
TRUST

Other relevant School policies include:

- Written statement of behaviour principles policy
- Equality Policy
- SEND Policy
- Anti-Bullying Statement
- Uniform Policy
- Ted Wragg Multi Academy Trust Exclusion Policy
- Ted Wragg Multi Academy Trust Attendance Policy
- Ted Wragg Multi Academy Trust Supporting pupils with medical conditions Policy
- Ted Wragg Multi Academy Trust Computer/Mobile device and online use policy – pupils

Statutory guidance:

- [Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)
- [Behaviour in Schools](#)
- [Searching, Screening and Confiscation \(publishing.service.gov.uk\)](#)
- [DfE advice template \(publishing.service.gov.uk\)](#)

Changes: Significant update for 2023/4 policy with multiple adjustments to Behaviour Policy

Note: *This behaviour policy has been written as a policy for the whole school. While it should be followed it should also be read in accordance with the school's duties under the Equality Act 2010 and should be read in that light together with other relevant policies. Where a child has (or may have) a disability then active consideration must be given to how the policy may be adapted to take into account a child's individual needs. This will include consideration about what reasonable adjustments may be made. Children and parents with SEN/disability should be encouraged to be involved in considering these points, an example could be through the creation of a relational support plan. Records should be made about any such changes and any staff who work with these particular children should be informed about any such changes (for example a supply teacher should be made aware of any potential changes). In addition to SEN/disability the policy should also take into account other protected characteristics such as race, religious belief or matters in respect of gender/sexual orientation. If staff have any questions they should seek guidance from a senior leader.*

This behaviour policy is reviewed annually in consultation with the school community.

Aims of our policy

- To create a culture of exceptionally good behaviour.
- To ensure that all learners are treated fairly, shown respect and to promote good relationships.
- To help learners take control over their behaviour and be responsible for the consequences of it.
- To build a community which values kindness, care, good humour, and empathy for others.
- To promote community cohesion through improved relationships.

1.0 Policy statement

Queen Elizabeth's School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our Behaviour Policy aims to develop self-discipline. It echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners. Appendix 1 details the research that underpins this policy.

2.0 Rewards and celebrations

We aim to develop a culture of positive reinforcement. Our praise and recognition system is designed to celebrate the success of all our students. It is underpinned by the belief that recognition of each student's own personal best behaviour and attitude to work is fundamental to establishing and reinforcing appropriate behaviour patterns. Verbal praise is used by all staff at Queen Elizabeth's to routinely create and reinforce positive relationships. We aim to recognise all opportunities when students are caught doing the right thing. Queen Elizabeth's School regularly celebrates the success of all students in a wide variety of ways.

2.1 Rewards assemblies

Celebration assemblies take place at the end of each term to recognise students for their positive contribution to school life.

- **Academic Awards**

Each member of teaching staff needs to nominate 3 students from each year group they teach under the following headings:

1. Outstanding Attainment – highest achiever
2. Great Effort – best/hardest worker
3. Most Improved – someone who has improved either effort/engagement/attainment

Students will be presented with a certificate during end of term assemblies.

- **Head of Year Awards**

Each year team will recognise a number of students at the end of each term who have contributed to our community in a positive way. These awards will be decided amongst the tutor team. The list of awards includes but is not limited to:

1. 100% attendance for the term
2. Most improved attendance
3. Head of Year #BeQE award
4. ClassChart points
5. Zero classroom behaviour reminders

- **Weekly Year Assemblies**

During the weekly assemblies Heads of Year will recognise student efforts in number of categories:

1. 100% attendance recognition
2. Most improved attendance
3. ClassChart balance recognition
4. Awarded merits only
5. Year group Student of the Week

These students will receive a 'shout-out' as part of the weekly assembly.

2.2 ClassCharts rewards

Merits are used by all staff to reward positive behaviour are given through ClassCharts as follows:

- Lesson merits
 - Do now in silence
 - Working to the best of your ability
 - Excellent presentation of work
 - Independent learning
 - Excellent classwork
 - Outstanding contribution to lessons
- Social time merits
 - Kindness
 - Outstanding contribution
 - Positive social time conduct
- Homework
 - Submitted on time
 - Sparx completed
 - Excellent homework
- Uniform & Equipment correct

Students earn 'spendable points' through ClassCharts merits. Negative points are subtracted from the 'spendable' total. Students have one half-term in which to spend their points. At the end of a half-term all points are re-set to zero and do not carry over into the next half-term. Students will have the opportunity to suggest rewards to be included in the rewards shop. These will be considered for inclusion by Heads of Year.

2.3 Reward claims

Students can claim their rewards from the rewards shop as follows:

1. Daily rewards, e.g. loan of a football. Students should go to student reception to collect a voucher/token to be exchanged for the selected reward
3. Some rewards are only redeemable on the day allocated to each year group
3. Some rewards are available once per student per half-term

2.4 Merit milestone recognition

Each half-term students accrue merits as digital 'badges'. Bronze, Silver and Gold awardees receive a badge to be worn as part of our school uniform. Uniform badges are awarded once across the academic year. Badges are presented in year group assemblies at the end of each half-term.

2.5 Celebration Events

- Certificate Evening in November for Year 11
- Sports Awards Evening
- Sixth Form Diploma Awards Evening
- Expressive Arts Showcase
- Art and Photography Show Private View
- Peripatetic music event
- Duke of Edinburgh Awards Evening
- Year 11 Summer Ball
- Sixth Form Leavers' social event

2.6 Recognition

- We recognise student success via our school newsletter, local media and social media platforms and highlight student achievement and celebrate their successes wherever possible
- Half termly student praise postcards written by teachers and sent home
- Termly appreciation slips from students to teachers

2.7 Phone calls home

Staff will make at least one positive phone call per week (or email where phone contact is not possible).

3.0 Queen Elizabeth's Positive Classroom Behaviours

Our lesson behaviours are based on the principle that we respect the rights of other people in the classroom.

1. Respectful

- a. We are polite and courteous.
- b. We avoid distracting others from their work.

2. Committed

- a. We arrive on time, participate in the lesson positively, and try our best.
- b. We follow all reasonable staff instructions.

3. Safe

- a. We act in a way that ensures the safety and wellbeing of others.
- b. We act as upstanders not bystanders.

Lesson expectations are reviewed regularly with students and staff. Student, parent, and staff views are important to our school. We conduct an annual survey with all stakeholders to inform our approaches and support improvement. There are opportunities throughout the year for our community to share recommendations and reflections including through our student council, half termly parent forums and Parent Information Evenings.

3.1 Our system/process

Meet and greet

- We use a consistent relational entry and exit process for every lesson. Positive engagement between teachers and students is prioritised. Wherever possible, we aim to resolve any potential issues before entering the classroom.

Stage 1

- **Proactive strategies used by the class teacher**
 - Deliver a well-planned and appropriately adapted curriculum.
 - Ensure clear understanding, including rationale, of the positive classroom behaviours expected. Revisit/remind students regularly.
 - Adoption of trauma-informed approaches, where appropriate.
 - Praise for positive behaviours.
 - Quiet conversations with individual students. Redirection – gentle encouragement, a ‘nudge’ in the right direction.
 - Room circulation and use of non-verbal communication/cues.
 - Adaptation and annotation of seating plans.
 - Application of reasonable adjustments for SEN, relational support plans and other needs as they arise

Stage 2

- **The formal warning**
 - A formal warning is delivered privately (where possible) to the student making them aware of their behaviour and clearly outlining the consequences if they continue.
 - Warnings are issued following consistent scripts
 - The student’s name will be written on the board
 - The student has a choice to do the right thing.

Stage 3

- **Lesson removal to the Timeout room**
 - If the stages above are unsuccessful, or if a student refuses to follow reasonable staff instructions, or they engage in a serious behaviour breach, they will be asked to leave the classroom.
 - Students will report to the member of staff in the Timeout room, wait to be registered, and sit in their assigned seat.
 - All electronic devices will remain off and away.
 - The student will spend one lesson and the following social time in the Time Out room.
 - Students will complete a reflection sheet and then any assigned curriculum work in line with their timetabled lesson.
 - All usual classroom expectations apply
 - Students will be asked to remain in Timeout if they are not regulated
 - All lesson removals will be logged on Bromcom/Classcharts.
 - Parents are informed by email – specific detail will be provided as to what happened.
 - If a student is removed from a lesson more than once during a day, parents will be phoned for a discussion, and an afterschool detention arranged.

3.2 Tracking and further actions

Lesson removal data will be carefully tracked and analysed weekly by the Head of Year, Subject Leader and the Senior Leaders.

Half Termly hierarchy

- Lesson removal on 1-3 occasions from the same lesson:
Peer/Coach/Subject leader support classroom teacher to have parent discussion by phone / potential identification of support/positive report card/ restorative conversation.
Lesson removal on 1-3 occasions on the same day:
Tutor/behaviour support team to have parent discussion by phone / potential identification of support/positive report card/ restorative conversation/further sanctions
- Lesson removal on 4 occasions from the same lesson:
Further parent discussion at a meeting / student placed on a positive report card/ Subject leader restorative involvement/
- Lesson removal on 4 occasions on the same day:
Further parent discussion at a meeting / student placed on a positive report card/ HoY and BST intervention
- Lesson removal on 5+ occasions:
Parent meeting with Head of Year and/or Subject lead and support plan implemented.

SEN team to be included at all stages when applicable.

All actions to be recorded on BromCom.

The hierarchy is 'reset' at the start of each half term, giving students the opportunity for a fresh start.

3.3 Home Learning & Academic

Detentions

Praise

Increase the merits awarded for completion. Student input into the types of rewards, shift the focus to praise for completion.

Support

- **Key Stage 3**

One afterschool a week in the library for any student to complete homework in and get support invited students to attend SPARX Maths sessions during tutor time

- **Key Stage 4**

Lunchtime sessions to be run within departments to support completion for those struggling (students can be invited to attend if not completing) Subject areas to be allocated a lunchtime to avoid clashes invited students to attend SPARX Maths sessions during tutor time

Sanctions

- **Key Stage 3**

One lunchtime a week for invited students who have struggled to complete Knowledge Organiser, SPARX Maths or SPARX Reader for students repeatedly not completing homework, phone call home and possible afterschool arranged if it continues

- **Key Stage 4**

For students repeatedly not completing homework, phone call home and possible afterschool arranged if it continues

4.0 Positive behaviour outside the classroom

1. Respectful

- a. We are polite and courteous.
- b. We respect the school environment and the property of others.

2. Committed

- a. We arrive to school on time, with the right equipment and wearing our uniform correctly.
- b. We follow all reasonable staff instructions.

3. Safe

- a. We act in a way that ensures the safety and wellbeing of others.
- b. We act as upstanders not bystanders.

Our expectation that students will behave in such a way that they are 'Respectful, Committed and Safe' also applies during break and lunch times, on the way to and from school, on a trip and in any other circumstance that could adversely affect the reputation of the school, have repercussions for the orderly running of the school and/or pose a threat to another student in the school.

If a student fails to meet the 'Respectful, Committed and Safe' expectations in social time during the school day (break and lunch), this time may be taken away from them for a period. Students issued with a 'social time detention' will be given time to eat and use the toilet, but the remainder of social time will be spent away from peers.

4.1 'Red Card' detentions

The 'Red Card' is a detention for not following expectations for uniform, punctuality and engaging in anti-social behaviour in and around School, usually out of classrooms. We expect all students to always behave and treat each other with respect. That means walking around the school calmly and quietly, respecting each other's space, respecting the environment and being kind. There are no warnings for these behaviours.

The following are possible (but not limited to) reasons for a red card detention:

Respectful	Committed	Safe
Excessive shouting	Nose studs/ jewellery	Out of bounds
Swearing in conversation	Chewing gum	Queue jumping
Littering	Late to school	Pushing/shoving/tripping
Throwing water/food	Late to reading	Damage/Graffiti
Ignoring staff	Missing equipment	Too long in toilets
Unkind comments	Incorrect uniform	Going the wrong way

Students will be informed of their 'red card' detention (10 minutes) to be completed at the first available break and the infringement will be recorded on Classcharts. Missed detentions will be escalated to a 20-minute detention

4.2 Further escalation

After school detentions for 1 hour are issued for repeated noncompliance such as persistent lateness, truanting tutor or reading sessions, and missing of social time detentions. Parents /carers will be notified by phone or email.

5.0 Uniform & Equipment

During tutor time, students will be given the opportunity to resolve any uniform and equipment issues. Where there are ongoing or repeated issues, parents will be contacted, and a sanction may be issued depending on context. Uniform expectations are detailed on the school website. Any exceptions made to uniform should be agreed in advance with the school, supported by medical evidence.

Uniform and equipment issues will be tracked by tutors and Heads of Year, with phone contact made home where support is required.

5.1 Mobile phones

Queen Elizabeth's has an 'off and away' approach to mobile phones. Students must not be using their mobile phones/communicating on smart watches without the permission of a member of staff. If a student is on their phone without permission, the student will be reminded of the 'off and away' expectation and asked to hand their phone to the member of staff. The phone will be left with Student Reception for collection at the end of the school day. If a student refuses to follow this reasonable instruction, they will be asked to attend the lesson removal room for the remainder of the social time/lesson and a further sanction may be applied until they comply. Persistent use/refusal to put phone away may result in a phone contract meaning that the student will need to leave their phone at home or hand it in to either main or student reception on arrival. This will be monitored by Heads of Year

6.0 Repeated or more serious incidents

We are committed to inclusion and to preventing exclusion. However, where a student repeatedly refuses to follow school rules/expectations or is involved in an incident too serious for a detention, the student will be referred to internal exclusion (IE). Internal exclusion will result in students spending a full day in the lesson removal room, including all social times and may include an afterschool detention of 1 hour. Students can be directed to either site to complete their IE, regardless of which year group they are in. This is the most serious internal sanction prior to a host school or suspension from school. Students will complete work which follows their lessons for that day and/or relevant work from the learning cycle in core subjects.

More serious incidents could include but are not limited to:

- Internal truancy (student deliberately missing from lesson without permission).
- External truancy.
- Vaping/smoking.
- Vandalism/deliberate damage.
- Refusal to follow reasonable instructions.
- Bullying.
- Swearing.
- Physical aggression.
- Theft
- Rudeness.
- Behaviour that compromises the safety of themselves or others.

7.0 Focus week

At periodic times throughout the school year there will be a 'Focus Week'. These weeks will vary depending on the needs of the school and current emerging issues. An example week might focus on uniform or student equipment.

The focus will be communicated in advance to parents and students. The week will focus positively on students' engagement and additional rewards will be available for students who consistently meet our expectations. Students will receive additional support to ensure they are not only aware but also prepared for the focus. All staff will support students and all staff will be responsible for the issuing of merits/sanctions at this time. Wherever possible tutors will support and prepare students in advance and daily (during the week) to enable students to meet expectations.

8.0 Punctuality and lateness

Punctuality is a key skill for any student to develop in life and we aim to support students to appreciate the importance of good punctuality. Students who arrive in school after their allotted start time without sufficient cause will be issued with a social time detention.

Students who arrive after 9.05 will need to remain at reception and will be collected by a member of staff and taken to lesson. This is a safeguarding protocol. Students may be issued a social time detention depending on circumstances.

9.0 Creating Routines

All teaching staff have a program of development, training and coaching designed to help them improve their practice and establish a healthy behaviour culture. Staff receive coaching to help them develop a range of skills to build strong relationships with students. Consistent routines enable us to reduce cognitive load for students and enable them to thrive by promoting respectfulness, commitment and a safe environment for all members of the school community.

10.0 Bullying and Discrimination

Please refer to our anti-bullying policy.

At Queen Elizabeth's we aim to prevent bullying through education, a prompt and sustained response to reports of bullying and by building the confidence of students. We expect relationships to be based on kindness, respect and tolerance with difference being valued by all within our community. The school aims to foster an atmosphere of friendship, respectfulness and consideration for each person within the community. Students should set a good example to others. All members of our school community will recognise bullying, acknowledge it is unacceptable and report it.

Bullying is when individuals or groups seek to harm, intimidate or coerce someone who is perceived to be vulnerable. It can involve people of any age, and can happen anywhere – at home, school or using online platforms and technologies (cyberbullying). Bullying encompasses a range of behaviours which may be combined and may include the behaviours and actions below.

Verbal abuse

- name-calling
- saying nasty things to or about a person or their family

Physical harm

Emotional harm

- making threats
- undermining a person
- excluding a person from a friendship group or activities

Cyberbullying/online bullying

- excluding a person from online games, activities or friendship groups
- sending threatening, upsetting or abusive message
- creating and sharing embarrassing or malicious images or videos
- filming or photographing a person without their consent
- 'trolling' - sending menacing or upsetting messages on social networks, chat rooms or online games
- voting for or against someone in an abusive poll
- setting up hate sites or groups about a particular person
- creating fake accounts, hijacking or stealing online identities to embarrass a young person or cause trouble using their name
- sexting

Bullying can be a form of discrimination, particularly if it is based on a person's disability, race, religion or belief, gender identity or sexuality. Bullying can impact on student attendance and attainment at school, marginalises those groups who may be particular targets for bullies and can have a lifelong negative impact on the lives of some young people. All bullying incidents will be treated seriously and addressed individually. We will apply the full range of sanctions depending on the severity, frequency and seriousness of the incident(s).

In exceptional circumstances and where other attempts to resolve an issue have not been successful the school may use a behaviour contract between students to establish a clear and equitable arrangement for communication and behaviour. The contract will identify clear sanctions for failing to meet the stated requirements that could include, but not limited to lesson removal, social time detention, internal exclusion, suspension, removal to a host school, managed move and for repeated breaches, permanent exclusion.

10.1 Sexual harassment and online sexual abuse

Queen Elizabeth's School takes all reports of sexual harassment, sexual violence and online sexual abuse extremely seriously and aims to create an open culture where students are comfortable and confident to report all incidents to any member of staff. We are clear that sexual harassment and violence are not acceptable, will never be tolerated and is not an inevitable part of growing up. We will always challenge behaviour or language that seeks to normalise sexual harassment or violence in schools.

Queen Elizabeth's School aims to prepare students for issues related to sexual harassment and online abuse through the curriculum and assemblies. Our age and stage appropriate curriculum covers such issues as:

- Healthy and respectful relationships, including consent
- Gender roles, stereotyping, equality, diversity
- Body confidence and self-esteem
- Prejudiced behaviour

- That sexual harassment and violence is always wrong
- Addressing any culture of sexual harassment.

We recognise the complexity of this issue and will always aim to safeguard all students involved, taking into account the nature of incidents and their wider context.

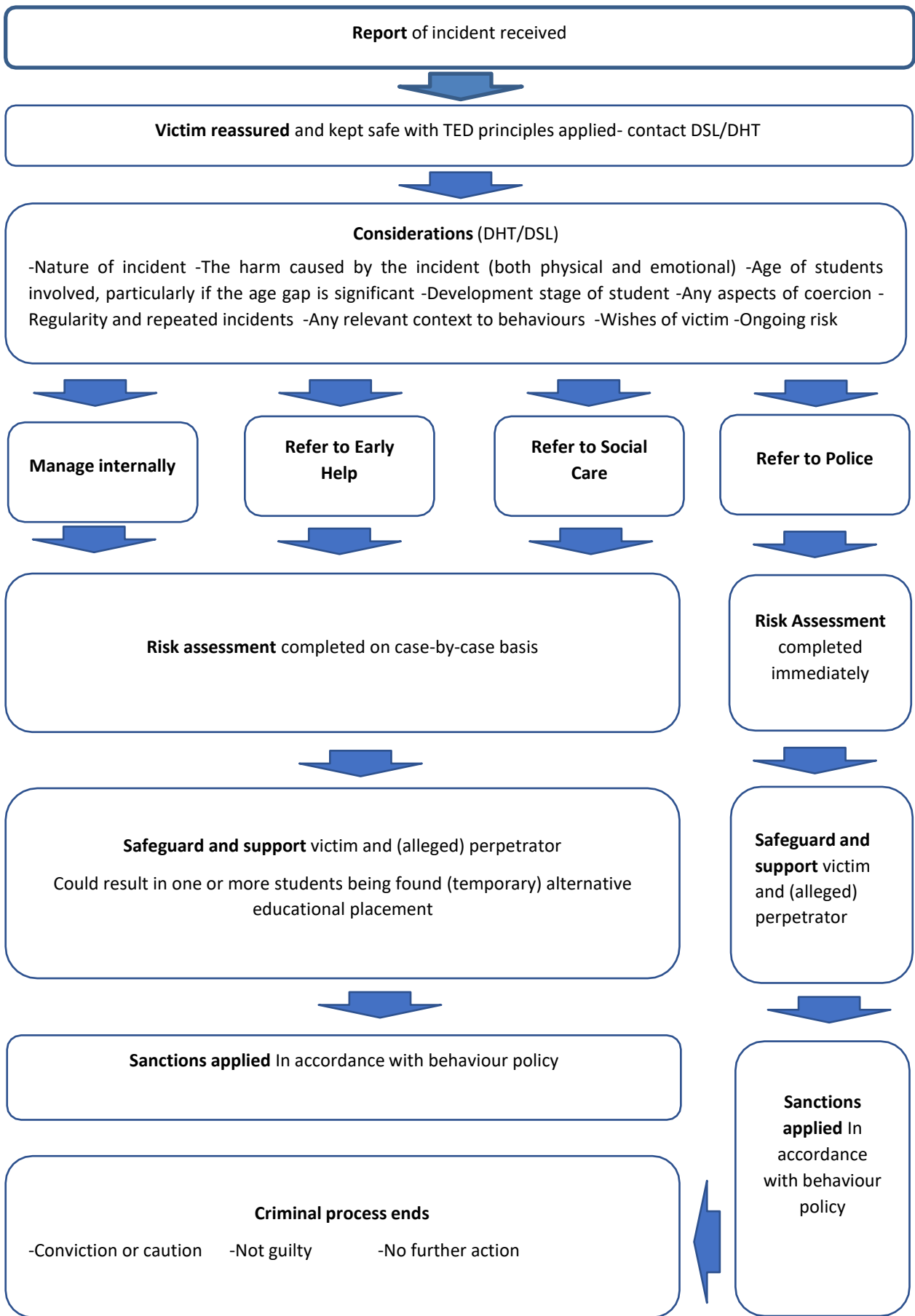
For the purpose of this policy, when referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur both in person and online. Sexual harassment is likely to violate a student's dignity, and/or make them feel intimidated, degraded, or humiliated and/or create a hostile, offensive or sexualised environment.

Sexual harassment could include but is not limited to:

- Sexual comments, lewd comments, sexual stories, remarks about clothing, appearance and name calling
- Sexual 'jokes' or taunting
- Physical behaviour, such as: deliberate contact, interfering with clothing, displaying sexual images
- Online sexual harassment, including: non-consensual sharing of images and videos (referred to as sexting), inappropriate sexual comments on social media, exploitation, coercion and threats

Sexual violence (Sexual Offences Act 2003) could include but is not limited to:

- Rape
- Assault by penetration;
- Sexual assault
- Causing someone to engage in sexual activity without consent



Queen Elizabeth's School recognises that all reported cases will have a range of factors that will be considered, these include but are not limited to:

- Nature of incident
- The harm caused by the incident (both physical and emotional)
- Age of students involved, particularly if the age gap is significant
- Development stage of student
- Any aspects of coercion
- Regularity and repeated incidents
- Any relevant context to behaviours
- Wishes of victim
- Ongoing risk

Queen Elizabeth's School will always aim to deal with incidents in a timely and sensitive manner. All reported incidents will be recorded and (where relevant) passed on to other agencies for support or further action.

Queen Elizabeth's School will apply the full range of sanctions available to any student responsible for sexual harassment or online sexual abuse. The application of any sanction is not dependent on any further actions from any other relevant agencies and will be applied in-line with the balance of probabilities principle.

Sanctions may include but are not limited to:

- Restorative meeting
- Behaviour contract
- Lesson removal
- Host school/lesson removal
- Suspension
- Off -site direction (Managed move)
- Permanent exclusion
- Referral to social services or police

Confidentiality and anonymity are very sensitive issues when dealing with allegations and cases of sexual harassment and online abuse. In all cases Queen Elizabeth's School will work in-line with safeguarding principles and in conjunction with any other relevant agencies to protect students. Ultimately, Queen Elizabeth's School will balance the victim's wishes with our duty to protect the victim and other students within the school setting. Any decisions made will be discussed with all concerned and handled sensitively.

11.0 Support

We aim to support all our students to ensure that every child succeeds during their time at School. Where it becomes clear that a child is having on-going difficulties in managing their behaviour, there are a wide range of strategies which are used to support students. We will always consider whether continual disruptive behaviour is the result of an unmet special educational or other need/s and should we consider this to be the case, whether multi-agency assessment would be appropriate.

Every child is different, and all support is tailored to meet the needs of each individual, in recognition of that, what works for one child may not for another. Any student designated at risk of exclusions will have a Pupil Inclusion Map (PIM) which is a tiered response to supporting all students make positive behaviour choices.

12.0 Lesson removal at a host school

In certain circumstances and to avoid suspension the school may refer a student to lesson removal at another (host) school. The purpose of this is to allow the student to continue to access their learning and help support improvements in their behaviour. Any referral to a host school will be completed in consultation with parents/carers. If a student fails/refuses to attend, then a suspension could be issued.

Circumstances that could result in a student spending time at a host School include, but are not limited to, the following breaches of the behaviour policy:

- unsuccessful lesson removal
- refusal to follow instructions
- bullying;
- swearing
- aggression
- rudeness
- dangerous behaviour
- inappropriate use of computers, the internet, images or social media
- fighting

The school follows the latest DfE guidance regarding exclusion and suspension to ensure that students are treated fairly and not discriminated against. The application of this policy will be dependent upon the most recent [statutory guidance](#).

13.0 Suspension

Application of suspension is completed in conjunction with guidance from the [Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#).

We aim to avoid suspension wherever possible. A decision to suspend is taken only in response to a breach of the school's behaviour policy, including persistent disruptive behaviour, or where such breaches are neither serious enough to merit permanent exclusion nor minor enough for detention, lesson time out, or lesson removal at a host school to be appropriate. All suspensions are authorised by the Headteacher or designated representative or in their absence the next most senior member of staff.

Under exceptional circumstances a student may receive a suspension but if further investigation reveals more serious circumstances, then a permanent exclusion may be issued.

All suspended students will be given some work to complete and will be expected to write a restorative letter apologising for their actions leading to the exclusion. The completed letter will form part of the reintegration meeting. All suspended students will spend at least one day in lesson removal as part of their reintegration.

A face-to-face re-integration meeting will take place at the earliest available time on the first day the student isto return to school. The reintegration meeting will aim to clarify next steps and discuss if any additional support is required. Failure to attend will result in the student remaining in time out until the reintegration meeting can be held.

14.0 Permanent Exclusion (PEX)

A decision to exclude a student permanently should be taken only:

- a. in response to a serious breach or persistent breaches of the school's behaviour policy; **and**
- b. where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school

The act of setting off the fire alarm without good cause may lead to PEX, due to the huge disruption caused and potential harm to vulnerable students.

A serious breach of the school's policy may result in a PEX. The list below indicates the circumstances where a PEX may occur (at the discretion of the Headteacher) and includes, but is not limited to, the following:

- assault or attempted assault on staff
- violent assault- including any form of filming, sharing and distribution
- sexual assault, harassment or exploitation
- drug-related activity/paraphernalia
- criminal or terrorist activity
- carrying a weapon or dangerous object
- extremely dangerous/risky behaviour
- setting off the school fire alarm

For detailed information on Permanent Exclusion please see TWT Exclusion policy.

15.0 Drugs

The school will not tolerate drug use of any sort on school property or during off-site school activities. The school will sanction any student found to be supplying, possessing or taking drugs. This includes the possession, supply or misuse of solvents or other substances that can be harmful. Students are likely to be permanently excluded if they are found to be involved in drug-related incidents. Where controlled drugs are found, these will be delivered to the police as soon as possible but may be disposed of if the staff member thinks there is a good reason to do so.

16.0 Alcohol

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

17.0 Medication

Carrying, supplying or taking prescription medicines illegitimately could result in a permanent exclusion. We are aware that it may be necessary for some students to take medication during the school day. Parents/carers should complete an 'Administration of medicines in school' form and bring it together with the medication to student reception. This form authorises our first aid trained staff to dispense medication on their behalf. All medication brought into school by parents/carers is stored in a locked cabinet.

18.0 Smoking, including all forms of e-cigarette/vaping devices

Smoking (including vaping), in all its forms, is detrimental to health, anti-social and not conducive to a safe school environment. We will apply this policy to any student who is seen smoking/vaping, or we suspect of smoking/vaping. Any sanctions applied will consider the nature, location and frequency of the incident.

Smoking/vaping is not permitted anywhere on the school site.

19.0 Search and Confiscation

The school follows government advice when confiscating items from students which is outlined in the document 'Searching, screening and confiscation. Advice for Headteachers, school staff and governing bodies.' July 2022.

[Searching, Screening and Confiscation \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

The school can confiscate any electronic items being used inappropriately on the premises such as mobile phones, etc. The school reserves the right to view, confiscate and delete any files deemed to be inappropriate that are brought on to the school site on electronic equipment e.g. photos on a mobile phone. In certain circumstances, we reserve the right to retain electronic data as evidence.

Students wearing any accessories or jewelry which do not follow the school uniform policy can expect to have these items confiscated. Any confiscated items will be logged and available for collection at the end of the school day. Where a student is unable to immediately rectify a uniform issue e.g. Hair dye or false nails, they will spend social time in the lesson removal room until they are able to follow uniform expectations. In all cases parents will be informed and given the opportunity to rectify the issue.

Where students repeatedly break rules, they may be asked to hand in items at the beginning of each day to reduce unnecessary time wasting for teachers. Students may also be asked not to bring items to school at all e.g. mobile phone and bag searches used to support this. For repeated offences of this nature parents will be asked to collect confiscated items. Where items have been previously returned to parents and have been brought again to school, they will be confiscated again and retained until the end of term. Where items are not collected the school will dispose of them at the end of every term.

Students with smoking/vaping materials, including electronic devices and fluid will have these confiscated and destroyed whether they are found to be smoking/vaping or not. They will also be issued with a sanction for bringing such materials onto the school premises. Students will also receive sanctions for smoking/vaping near the school, and if they are recognisable as a School Student on their way to and from school.

In certain instances, items will not be returned to students and will be disposed of by the school according to the guidance in the DfE document as above.

Students must not bring any of the items listed below onto the school premises. The school will automatically confiscate any of the items below and has the power to search students with or without consent. There may also be severe penalties for students with these items, including permanent exclusion. The following are some examples, but not limited to:

- knives or weapons
- replica knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco, filters and cigarette papers

- fireworks
- aerosol sprays including deodorants
- any glass container or spray including body sprays and perfume
- chewing gum
- razors, blades, non-safety scissors
- pornographic images
- E-cigarettes/fluid
- fizzy drinks
- energy drinks
- hot water bottles
- pictures of staff or students taken without appropriate consent
- medication which has not been accounted for under the medication policy
- any article that the member of staff 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 student). This would include matches, lighters, 'legal highs', and laser pens

School staff apply the following protocols when searching for or confiscating items. Searches will only be conducted by authorised staff members.

Search protocol - key points:

- a. Searches should only be carried out by a member of staff of the same gender as the student being searched. There MUST always be a witness – wherever possible a member of the same gender as the student.
- b. Always seek to gain consent of students to search their bags and ask them to empty their pockets. If they refuse, then please escort them to a safe place and inform SLT.
- c. Please ask students to empty their own pockets fully and allow you to look through their bag and any coat/jacket pockets.
- d. A metal detection device (non-contact) may be used if deemed appropriate.
- e. Anything found which you believe is inappropriate, regardless of whether it was what was being searched for, should be confiscated.
- f. Parents should be informed of anything found which is inappropriate.
- g. All searches should be logged on C-PoMs

20.0 Use of reasonable force

The school is strongly against the use of force against students and the advice to all staff is to seek support and advice in a difficult situation before using force. However, there may be instances where this is not possible due to the nature of the incident. The school and its staff will always endeavour to resolve situations without force and to manage any difficult situation calmly. The school follows the guidance below from the DfE: 'Use of reasonable force. Advice for Headteachers, staff and governing bodies'. July 2013

[DfE advice template \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

20.1 Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a student behaving in a way that disrupts a school event or a school trip or visit;
- prevent a student leaving the classroom where allowing the student to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a student from attacking a member of staff or another student, or to stop a fight in the playground; and
- restrain a student at risk of harming themselves through physical outbursts.

Schools cannot:

- use force as a punishment – it is always unlawful to use force as a punishment.

21.0 Student conduct outside the school premises

We aim to prepare students for a life beyond education. Queen Elizabeth's School therefore reserves the right to apply all aspects of this policy to students recognisable as a Queen Elizabeth's student (not just by their uniform) even if they are outside of the school grounds, or outside the usual hours of attendance, or using social media/online activity. What the law allows is laid out in the latest DFE Guidance [Behaviour in Schools](#).

Teachers have a statutory power to discipline students for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives Headteachers a specific statutory power to regulate students' behaviour in these circumstances "to such extent as is reasonable."

The School may apply sanctions to a student for any misbehaviour when the child is:

- taking part in any school-organised or school-related activity
- travelling to or from school
- wearing school uniform
- in some other way identifiable as a student at the school

At any time, whether the conditions above apply, that:

- could have repercussions for the orderly running of the school
- poses a threat to another student or member of the public
- could adversely affect the reputation of the school

Queen Elizabeth's is committed to ensuring our students act as positive ambassadors for us. We expect the following:

- good order on transport to and from school, educational visits or other placements such as work experience or college courses
- good behaviour on the way to and from school
- positive behaviour which does not threaten the health and safety of our students, staff or members of the public
- reassurance to members of the public about school care and control over students in order to protect the reputation of the school
- protection for individual staff and students from harmful conduct by students when not on the school site including online/social media

The same behaviour expectations for students on the school premises apply to off-site behaviour.

21.1 Sanctions and disciplinary action as a result of poor behaviour off the school premises

Sanctions may be given for poor behaviour off the school premises including online behaviour and use of social media which undermines any of the above expectations and regardless of whether it is an activity supervised directly by school staff. Sanctions may be in the form of detention, lesson removal, suspension or in very serious cases permanent exclusion. In issuing sanctions, the following will be considered:

- the severity of the incident;
- the extent to which the reputation of the school has been affected;
- whether students were directly identifiable as being members of the school;
- the extent to which the behaviour in question would have repercussions for the orderly running of the School and/or might pose a threat to another student or member of staff (e.g. bullying another student or insulting a member of staff);
- whether the misbehaviour was on the way to or from school, outside the school gates or in close proximity to the school; and
- whether the misbehaviour was whilst the students was on work experience, taking part in a course as part of a school program, participating in a sports event (and in any situation where the student is acting as an ambassador for the school) which might affect the chances of opportunities being offered to other students in the future.

22.0 Willful and Accidental Damage

Our approach is as follows:

- If damage is accidental, providing this is the first incident involving a particular student, there will be no charge levied on the student
- If the damage is the result of reckless behaviour, e.g. running inside the building, throwing an object at a peer, etc. the school will levy a charge of 50% of the total repair/replacement cost. The maximum charge will not exceed £150. The precise amount levied will depend upon the presence of any mitigating circumstances
- Students causing accidental damage as a result of reckless behaviour will always be subject to sanctions that include remedial action (where appropriate) and/or detention and/or Lesson removal. Details of the incident will be placed on internal files
- If the damage is the result of a willful act the school will consider whether there were any mitigating circumstances. Students causing willful damage (graffiti, vandalism, etc.) will face a charge of 100% of the total cost of repair or replacement. The maximum charge will not exceed £500. The precise amount levied will depend upon the presence of any mitigating circumstances.

Students causing willful damage likely be subject to either internal or external suspension. In every incident of willful damage (where damage is estimated to cost over £25 to repair) the school will inform the Police. The school and the Police will work together to bring about a satisfactory resolution within the guidelines above. In extreme or repeated circumstances damage may be logged as a crime. The Police may also act as facilitator in acts of restorative justice that might include remedial work or conferencing with parents and other parties. Invoices will be raised by the Finance office and pursued to an appropriate solution. If payment is not forthcoming, a restorative measure of appropriate gravity will be imposed.

23.0 Behaviour of parents/carers

We are committed to building strong and positive relationships between our school and parents and carers. We are grateful for regular feedback from parents via our surveys and on a day-to-day basis. Staff emails are made available to allow efficient communication between parents/carers and school. Staff liaise closely with parents to support effective transition into the school.

All members of our school community will do everything they can to support all students, parents and carers, communicating professionally at all times.

The school has a duty to ensure staff work in a positive environment free from any form of harassment or intimidation. To this end the school will take firm action against any parents who behave inappropriately towards the school or any members of staff. This includes the use of banning orders or specifying specific mechanisms of communication.

The school deems any form of aggression or threat either physical or verbal, rudeness and malicious accusations as inappropriate, and this includes all forms of communication including emails and social media.

As a response to inappropriate behaviour by a parent/carer the Headteacher may place a temporary ban on a parent entering the school site or specify specific forms of communication to be used, putting in writing the reasons for the ban or details of mechanisms for communication and giving the parent an opportunity to respond. A Governing Body Panel will be convened (consisting of 3 Governors) to review the Head's decision, and parents will be able to share their views in writing but will not be invited to the hearing. The Governors' Hearing will decide if a ban or limitations on communications should remain in place and decide on the appropriate timescale for these, giving a specific date at which they will be reviewed.

24.0 Allegations against staff

Queen Elizabeth's has a clear complaints process, which is published on our website.

The school will not automatically suspend a member of staff who has been accused of misconduct, pending an investigation, but the Headteacher will draw on advice given in 'Dealing with Allegations of Abuse against Teachers and Other Staff' guidance.

Parents and carers should also be aware of the prohibition on reporting or publishing allegations about teachers in section 141F of the Education Act 2002. If parents or carers wish to apply to the court to have reporting restrictions removed, they should seek legal advice. If we are made aware of any inappropriate comments we will report these to the relevant authorities for immediate action to be taken. Publishing allegations should be taken to include publication online or on social media such as Facebook.

All allegations against staff will be investigated in line with the school's relevant policy and all complaints have the potential for consequences for the staff concerned.

25.0 Malicious/false allegations

Where it is concluded that a student has made a malicious allegation against a member of staff the school sanctions will be applied in a way that the school considers to be proportionate to the severity of the allegation made and its potential impact on the member of staff concerned. Mitigating and aggravating factors will be examined closely, for example: the nature of the allegation or length of time for which the allegation was sustained. In some cases, it will be appropriate to use restorative justice as a tool for supporting students to understand the consequences of their behaviour. The sanctions for malicious allegations could include lesson time out, internal exclusion, suspension and in the most serious cases, permanent exclusion.

26.0 Raising concerns


The school has a complaints procedure. We encourage parents/carers to take any complaints or concerns to a staff member or the Headteacher and the school will do everything within its power to help resolve conflict or complaints swiftly and effectively. For details of the full complaints procedure see our **School Complaints Policy**. For information on complaints relating to exclusions, see the **School Exclusions Policy**. Both of these policies are available to download from our website.

Appendix 1

Our approach is underpinned by the following research and recommendations:

- Paul Dix: behaviour specialist, author, education reformer and advisor who promotes transformational relational behaviour practice in schools
https://educationendowmentfoundation.org.uk/public/files/Publications/Behaviour/EEF_Improving_behaviour_in_schools_Report.pdf
- [Tom Bennett- Creating the Culture](#)
- [Behaviour Hubs- research practice](#)
- [Porter 2007](#)
- [Equality Act 2010](#)
- [Lemov- TLAC 2011](#)
- [Trauma Informed Practice](#)
- [EEF- Improving Behaviour in Schools](#)
- [Rogers 2015](#)
- [Dix 2017](#)
- [Scott 2017](#)
- [Babcock- Guidance for Developing Relational Practice and Policy](#)

Appendix 2



Classroom Expectations

- 1. Respectful**
 - a. We are polite and courteous.
 - b. We avoid distracting others from their work.

- 2. Committed**
 - a. We arrive on time, participate in the lesson positively, and try our best.
 - b. We follow all reasonable staff instructions.

- 3. Safe**
 - a. We act in a way that ensures the safety and wellbeing of others.
 - b. We act as upstanders not bystanders.

Queen Elizabeth's *School*