

QUEEN ELIZABETH HIGH SCHOOL

BEHAVIOUR POLICY

The aims of this policy are in line with our ethos and values:

- QEHS is a community school based on the principle that all people are entitled to educational opportunities in their own community at any time of life.
- We aim to promote a school environment that will foster the intellectual, aesthetic, moral, spiritual, cultural, physical and social development of all our students and where students will enjoy their learning.
- We believe that equality of opportunity is an entitlement necessary for our school community to flourish and that students and staff should be treated as individuals with particular needs and aspirations.
- We aim to develop positive relationships between students and staff instead of relying on a long list of rules.
- We seek to achieve an atmosphere of mutual respect where working together and consideration for others are paramount and where all students have structured opportunities to participate in school life.
- We aim to develop effective collaborative practice with other schools, with colleges, training providers and other agencies.
- We aim to use resources efficiently to achieve best value.
- We believe that extra-curricular activities are an essential part of school life and that all students should be encouraged to participate.
- The school strives to produce excellence in all it does.

Central to the policy is the main aim of our equal opportunities policy that reads as follows:

“QEHS will aim to ensure that no student, job applicant or employee receives less favourable treatment than any other on the grounds of sex, parental/marital status, race, ethnic or national origin, religious belief, sexual orientation, age or disability.”

Reasonable adjustment will be made in light of SEN/disability needs and the needs of vulnerable students (see guidance).

In addition, within the whole school community the following occurs:

- Good behaviour is rewarded and sanctions are always applied consistently for unacceptable behaviour including bullying and violence.

- Appropriate action is taken to reduce the risk of poor behaviour occurring, including particular action to prevent a disproportionate number of behaviour issues arising amongst vulnerable groups of students. For example:
 - Behaviour for Learning (B4L) input occurs in the guidance programme for all year groups. Parent Support Partners – (PSPs) are in place for all vulnerable students.
 - Data on Student Information Feedback sheets (SIFs) is analysed to ensure early intervention and support via pastoral staff/mentor/Turning Point staff.
- Students whose behaviour and attendance deteriorates through events such as bereavement, abuse or through divorce/separation of parents are identified and supported. For example:
 - Vulnerable students are identified and PSPs put in place. Attendance groups are run.
- All members of the school community are listened and responded to. For example:
 - Mentors meet with young people regularly 1:1.
 - Year and Student Councils operate.
 - Feedback is sought from members of the community in a variety of ways.
- All school staff model positive behaviour and promote it through active development of students social, emotional and behaviour skills via the curriculum, the guidance programme and in school life generally.

SECTION 1

A Consistent Approach to Behaviour Management, Teaching and Learning

Behaviour is managed via the staged process (See Appendix 11).

We aim to identify students who are persistent offenders or are beginning to be noted due to low level disruption. Where this occurs we:

- Ensure staff follow through issues with students indicating what must be done to improve.
- Ensure that staff discuss with parents the school's concerns and agree a common way of working to help students make improvements to their behaviour.
- Establish the best way of communicating with parents (phone, e-mail, meetings, written or combinations of these) and provide regular feedback on progress being made.

We believe consistent experience of good teaching and learning engages students and this reduces instances of poor behaviour. The consistent application of good behaviour management strategies helps students understand the school's expectations and allow staff to be mutually supportive (Staff to consider B4L documentation/Behaviour Management Strategies documents).

As a school we will:

- Assess staff needs and build into Continuing Professional Development (CPD) programmes specific opportunities to discuss and learn about behaviour (Behaviour Management/B4L is part of new staff induction).
- Identify those students who have learning and behavioural difficulties or are experiencing difficulties out of school and agree common ways of managing and meeting their needs (as this clearly impacts on the needs of their peers and teachers).
- Ensure senior colleagues are highly visible at particular times of day, support staff and maintain a sense of calm and order. Critical times in a school day are at the beginning of break, lunchtimes, changes of lessons and at the end of the day. (Senior staff carry out duties at all these times).
- Ensure senior managers regularly walk the school building, going into classrooms and monitoring the consistent application of the schools Behaviour Policy and use of rewards and sanctions and support staff if they encounter any behaviour issues (including B4L strategies, the staged process, behaviour management strategies). See Appendices. A structured timetable is to be in place for regular walking of the building by senior staff.
- Ensure that departments have a support timetable in place in case of emergencies. Mentors are also on call to teachers and Heads of Department if there is a need for support. Mentors can contact senior staff if needed.

It is vital this occurs as consistent application is vital if the policy is to be valued.

SECTION 2

School Leadership

Effective school leadership is central when creating a climate of security and good order that supports students in managing their behaviour. The Behaviour Policy needs to be understood and applied consistently by all staff. The leadership team and Governors have a central role in identifying and developing values and expectations that are shared by students, parents and staff. They have a responsibility to 'lead from the front,' however leadership to support positive behaviour must be shared across the whole staff – including senior and subject leaders, pastoral staff, classroom teachers and support staff.

Parents have a responsibility to support the high expectations of the school and the Governors play a pivotal role in monitoring and supporting the policies adopted.

As a school we will:

- In partnership with parents, set high expectations for students and staff in all aspects of the schools life and show how they are to be met. For example:
 - by the staged process and clear code of conduct (The positive Learning Environment document, formerly Are You Ready to Learn document)
 - by guidance on how to improve their work
 - dress code
- Ensure senior leaders use opportunities such as assemblies to articulate their expectations and reinforce them by their visibility around the building during the day, e.g. Senior staff on duty every break and lunch times; senior staff on bus duties; senior staff regularly walk the building and go into lessons.
- Ensure senior leaders model the behaviour and social skills they want students and staff to use e.g. around school, in training sessions.
- Ensure staff are sufficiently trained and supported and know how to exercise their individual responsibility in the implementation of the school behaviour policy.
- Recognise that leaders at all levels require training if they are to act as mentors to less experienced staff.
- Clearly identify the responsibilities and roles of senior staff for behaviour improvement.

SECTION 3

Classroom Management, Learning and Teaching

We aim to ensure an appropriate curriculum is offered which is accessible to students of all abilities and reflects individual needs and aspirations. Our teaching and learning policy reflects teaching and classroom management strategies to be followed by all staff (the lesson template etc.). We believe that the approach when supported by high quality assessment assists of teaching and learning. By engaging students more effectively standards of behaviour improve.

As a school we:

- Ensure all staff follow the teaching and learning policy and the staged process behaviour policy and apply the agreed procedures (monitored by Heads of Department; Learning & Guidance Co-ordinators (LGCs) and senior staff).
- Plan lessons well, using strategies appropriate to ability of the students. Differentiation is crucial in promoting good behaviour.
- Use commonly agreed classroom management and behaviour strategies (see Teaching and Learning Policy e.g. waiting outside the room for teacher to arrive, being greeted and objectives being explained).
- Offer students the opportunity to take responsibility for aspects of their learning, working in pairs, groups and as a whole class.
- Use A4L techniques, e.g. peer and self-assessment to increase students' involvement in their learning and so promote good behaviour.
- Collect data (via SERCO) on students' behaviour and use it to target support.
- Ensure all teachers operate a seating plan (educational research shows that where students are allowed to determine where they sit, their social interactions can inhibit teaching and create behaviour problems).
- Recognise that students are knowledgeable about their school experience and have views about what helps/inhibits their learning and ensure there are opportunities to receive their feedback about their progress/learning needs, e.g. via opportunities in class, review days, subject evenings.
- Give opportunities for year and school councils to discuss and make recommendations about behaviour including relevant policies and effectiveness of rewards and sanctions.
- Plan homework carefully and set it well before the end of the lesson so that all students have a clear understanding of what is expected of them.

SECTION 4

Rewards and Sanctions

Our aim is to provide a range of opportunities in which students can excel and be rewarded and a practical set of sanctions that deal appropriately with poor behaviour. In schools with good standards of behaviour there is a balance between the use of rewards and sanction. Praise is used to motivate and encourage whilst at the same time students are aware of sanctions that will be applied for poor behaviour.

We will use the range of appropriate sanctions and ensure they are applied fairly and consistently by all staff:

- Refer to the STAGED PROCESS
- Use of Detentions Guidance
- Use of Turning Point (see Inclusion Policy)
- Exclusions Guidance (all of these documents are attached)

It is important that our system identifies matters that should be dealt with by classroom teachers and those which require referral to a more senior member of staff (see STAGED PROCESS).

We firmly believe that praise should be used to motivate and encourage students. At the same time, however, students must be aware of sanctions that will be applied for poor behaviour.

At a whole school level STARS – Student Achievement RecordS are used to reward students. They are entered into SERCO and certificates automatically generated. Tutors give out STARS to their students. On some occasions LGCs may be involved in their presentation.

SIFS (Student Information Feedback Sheets) are used to log negative events including poor behaviour. Up to Stage 3 staff can enter directly onto the system for such things as lack of equipment, lateness, confiscated items, low level disruption, lack of homework. For Stages 4 and 5 a paper copy will be written and this will later be entered onto the system by administration staff.

A weekly analysis of SIFS/STARS is produced and distributed to the Deputy Headteachers/KS 3/4 Co-ordinator, HODs, LGCs and tutors. An analysis of all seclusions/use of Turning Point and exclusions is done to ensure planning about behaviour improvement is informed by statistical information.

Departments also use their own methods for rewarding students e.g. stickers, particular activities.

As a school we will:

- Have a wide range of appropriate rewards and sanctions and ensure they are applied fairly and consistently by all staff.
- Ensure our systems identify which matters should be dealt with by classroom teachers and those which require referral to a more senior member of staff e.g. LGC, HOD.

SECTION 5

Behaviour Strategies and the Teaching of Good Behaviour

As a school we ensure that:

- All staff understand and use consistently the behaviour management strategies as outlined in the staged process (and supported by the document Behaviour Management Techniques from Behaviour Support Service as well as B4L documents and school's guidance on Behaviour and Discipline policies document).
- We track student behaviour via SERCO to identify both positive and negative behaviour. Students have individual behaviour logs and summary information is issued to key staff fortnightly. Early intervention/monitoring is co-ordinated through this system.
- Staff joining the school are given clear guidance on the school's systems regarding expectations for behaviour (this includes cover supervisors).
- Students develop emotional, social and behavioural skills through activities in the guidance programme e.g. B4L focus, use of SEAL materials.
- We arrange additional 1:1 work, group work and support for students who need it (mentors run various groups on self-esteem, conflict resolution).
- We work in partnership with parents on all matters concerning student progress and achievement – personal, social and academic.

We also believe it is important to build on the emotional, social and behavioural skills that students have developed in first and middle schools. We recognise that young people learn respect by receiving it and that how staff speak to students and praise them helps to motivate them to achieve [their potential](#).

SECTION 6

Continuing Professional Development/Staff Development

As a school we know that all staff need to be equipped with the skills necessary to understand and effectively manage the behaviour of students. Training and coaching are vital elements of a high quality CPD Programme.

As a school we:

- Provide opportunities for all staff to share and develop their skills in promoting positive behaviour e.g. B4L training, at Departmental/Year Team meetings, lesson observations/coaching sessions.
- Monitor the effectiveness of our behaviour management system/techniques used via reports from SERCO/discussions with staff and students/annual review of policy with Governors.
- Ensure CPD funds are allocated to enable support staff e.g. mentors to be involved in training programmes using a variety of expertise e.g. Behaviour Support Service.
- Ensure that all staff joining the school receive induction training (this is for all staff, not just NQTs as systems are different from one organisation to another).
- Create opportunities for staff to learn from the expertise of those with a particular responsibility for students whose behaviour is challenging (e.g. LGCs, ARH, DIH, Turning Point staff, Mentors).
- Develop the specialist skills of staff who have particular leadership responsibilities for behaviour (e.g. Di Harris is a member of the Local Authority group for behaviour and attendance. LGCs regularly share good practice with Di Harris & Andy Hedley. Mentors and Turning Point staff attend numerous courses focussing on group work on particular issues).

SECTION 7

Student Support Systems

We believe it is vital for schools to have effective pastoral support systems. We recognise that supporting and guiding students who all have differing, often complex, needs cannot be the sole responsibility of school staff and we adopt a multi-agency approach to this guidance and support.

As a school we:

- Recognise that a good pastoral system involves teachers and support staff. As such we use the TLR structure to support this work.
- Ensure that staff with pastoral responsibilities:
 - Have appropriate time to carry out their work.
 - Are appropriately trained.
 - Have adequate admin support.
 - Have access to/work closely with specialist support e.g.
Education Welfare Officer (EWO)
Child & Adolescent Mental Health Service (CAMHS)
School Health Advisor (SHA)
Children's Services – Social Workers
Behaviour Support Services
SORTED (drugs support and advisory service for young people)
Educational Psychologist
Voluntary and Community Sector (VCS) Workers

and meet regularly as a multi-agency team to ensure all students are appropriately supported.

- Recognise that student support is not just focussed on poor behaviour. We believe good pastoral support and guidance is concerned with monitoring academic achievement and developing students both personally and socially in order that they achieve their full potential in everything they do. We also aim to guide students effectively so that they can make informed decisions about issues that face them.
- Ensure that pastoral staff understand and are responsive to the needs of particular groups within the school and wider community e.g. Looked After Children (LAC), students with SEN, young carers.
- Ensure that students are helped to identify a sense of belonging to a community e.g. by the wearing of a school uniform, by being involved in year group activities.

We recognise that the Every Child Matters (ECM) agenda identifies that young people should feel safe, be healthy and enjoy and achieve in school. This cannot take place in a climate that allows bullying, harassment and/or oppressive behaviour.

As a result as a school we:

- Regularly make clear to students, parents and staff that bullying, harassment and oppressive behaviour in any form is totally unacceptable and will not be tolerated (all such incidents are carefully logged in SERCO and reports are produced and analysed by the pastoral staff. Any significant patterns are identified and strategies are put in place to address issues raised).
- Ensure that there are sanctions in place to address any issues of bullying, harassment and oppressive behaviour.
- Involve the students in developing/reviewing anti-bullying/anti-racist policies via the year/school councils. It should be noted that a number of students are also trained as peer supporters.
- We employ a number of support staff, e.g. the learning mentors, Turning Point staff, a school counsellor to ensure students have staff, other than teachers, to talk to if they have concerns about any issues that may be barriers to their learning.

SECTION 8

Liaison with Parents and Other Agencies

We firmly believe we must work in partnership with parents/carers on all aspects of a young person's education. We are highly active in establishing these links and forging positive relationships e.g. we have a Parent Partnership Group and have numerous parents information and support evenings. We ensure we evaluate our contact with parents to build upon good practice identified and amend as appropriate.

As a school:

- We ensure that parents/carers are welcomed appropriately when they come into school and that we have well understood procedures in place for dealing with angry or distressed parents. Staff receive training in such issues as appropriate to their needs.
- We ensure that parents/carers hear from school when students are doing well so they receive positive feedback as well as hearing from us if there are any concerns/difficulties. We are fully aware that there is a greater willingness to work with school when the parent/carer believe the school cares about individuals and has their best interests at heart.
- We make first day absence calls to ensure the safety of our students and take advantage of technology in our contract with parents e.g. use of mobile phones and e-mails. We do feel however, that such methods should not replace personal contact. We have a dedicated absence line as part of our student support office.
- We allocate staff sufficient resources to allow us to communicate effectively with parents and carers. We employ a Parent Support Partner and direct resources from Extended Services budget to work closely with other organisations to support parents e.g. Families Plus.
- We are aware that parents too must behave appropriately towards school staff. Although abusive and intimidating behaviour can come about through frustration, we will take legal advice as appropriate as such behaviour is not acceptable and cannot be tolerated.
- We believe multi-agency working is vital to support our work with parents as is the Extended Services Agenda and our work on the Core Offer. (See also the Extended Services Action Plan, Parenting Support section). Our multi-agency meeting work at both an Individual Student (half-termly) and Strategic (termly) level is central to the multi-agency work.

SECTION 9

Managing Pupil Transition

We are aware that students find moves between schools and key stages unsettling and provide appropriate support and guidance.

As a school we:

- Ensure teachers receiving a new class are given appropriate information to help plan work and manage the class.
- Ensure students support each other via our peer support programme and caseload vulnerable students to mentors both before transition (doing observations in Middle School) and on transfer (doing observations in High School for the first few weeks).
- Ensure that we build upon the social, emotional behavioural skills already developed by previous teachers/schools. We recognise that if change causes stress and is not carefully managed, it can affect students' motivation, attitude, attainment and behaviour. We also work closely with parents/carers at transition to ensure stress is reduced for all concerned.
- Ensure activities to support transition are organised; e.g. as part of the extended services plan, summer holiday activities take place for a targetted group of year 8 students.
- Provide transition days and events.

SECTION 10
Organisation and Facilities

We are aware that the school ethos is communicated through the way the school is organised and its facilities as well as through a written statement of our values and aims.

As a school:

- We recognise that good behaviour and learning are improved when students/staff enjoy a pleasant, clean environment. Although we strive for this, we are aware that many parts of our building are not necessarily fit for purpose.
- We ensure that when graffiti/mess appears it is cleaned up as soon as possible.
- We ensure that toilets are clean, have soap/paper towels/hand dryers.
- We ensure timetabling arrangements are checked to see whether they cause difficulties for particular groups of students and teachers e.g. teachers roomed to specific areas so they can get to teaching areas quickly, have staff on duty to supervise at key points of movement.

We are also aware that there are key areas for improvement in this aspect which are:

- We need a welcoming, comfortable reception area for parents (established Sept 08).
- The general fabric of many areas of the building – we know the importance of the fabric of the building in making students feel valued and respected.
- Social areas for students with seating to encourage interaction – presently the dining hall is the only area where students can sit and chat in their non-contact time at break/lunch times.

Signed		Chair of Governors:	Date	
Signed		Headteacher	Date	
Review Date:	June 2011			

Appendix 1

A Consistent Approach to Behaviour Management Leading and Learning

We believe that consistent experience of good teaching and learning engages students and thus reduces the instances of poor behaviour. Our staff will discuss issues concerning behaviour with students focusing on what must be done to improve. We will always work in partnership with parents, share concerns and agree strategies to improve students' behaviour. We will provide regular feedback to parents on the progress being made. The consistent application of good behaviour management strategies helps students understand the school's expectations and our focus on raising achievements and students fulfilling their potential.

Appendix 2

School Leadership

Effective school leadership is central when creating a climate of security and good order that supports students in fulfilling their potential and in managing their behaviour. A member of the leadership team, Di Harris, Deputy Headteacher, has a major responsibility with regards to leading the development and review of the behaviour policy of the school. She ensures the policy is understood and applied consistently by all staff. The Senior Leadership Team and Governors have a central role in identifying and developing values and expectations that are shared by students, parents and staff. Senior leaders will use every opportunity to articulate their expectations of students with regard to behaviour and will always be a visible accessible presence around the school.

Appendix 3

Classroom Management – Teaching and Learning

We aim to provide both a differentiated and appropriate curriculum which is accessible to students of all abilities and reflects individual needs, interests and aspirations. We use commonly agreed classroom management and behaviour strategies to ensure a consistent approach. Student behaviour is monitored closely and we use the data to target support where there is a need. We are also committed to student voice activities and believe their views to be hugely valuable regarding what helps/inhibits their learning. We believe by engaging students more effectively standards of behaviour improve.

Appendix 4

Rewards and Sanctions (See Appendix 11 – The Staged Approach)

Our aim is to provide a range of opportunities in which students can excel and be rewarded both within the classroom and beyond and a practical set of sanctions that deal appropriately with poor behaviour. Praise is used to motivate and encourage whilst at the same time students are aware of the sanctions that will be applied for poor behaviour. We use a range of appropriate rewards and sanctions at whole school level:- STARs – STudent Achievement Records are used to reward students and certificates are given to students. SIFs – Student Information Feedback sheets are used to log negative events including poor behaviour. All rewards and sanctions are monitored electronically

Appendix 5

Behaviour Strategies and the Teaching of Good Behaviour

We believe it is hugely important to build upon the emotional social and behavioural skills students have developed prior to their time at QEHS. We recognise many aspects of appropriate behaviour have to be learnt and Behaviour for Learning (B4L) activities form part of our guidance programme. All staff consistently use the behaviour management strategies authored in the staged process (Appendix 11) and all students have electronic behaviour logs which are monitored closely ensuring early intervention and the use of appropriate strategies to support students.

Appendix 6 CPD/Staff Development

We are fully aware that all staff need to be equipped with the skills necessary to understand and effectively manage the behaviour of students. We provide training and opportunities for all staff to share and develop their skills in promoting positive behaviour.

Appendix 7 Student Support Systems

Behaviour support involves CHAD House (Child and Adolescent Mental Health Issues) Educational Psychologist. Other agencies we work with include Education Welfare Officer, School Health Advisor, Social Workers, Behaviour Support Workers, CEIT team (Children's Early Intervention Team). We believe it is vital for schools to have effective pastoral support systems. We recognise that supporting and guiding students – who all have differing often complex needs – cannot be the sole responsibility of school staff and we adopt a multi agency approach to this guidance and support.

We employ a number of support staff e.g. learning mentors, Turning Point (Inclusion Centre) staff, school counsellor, to ensure students have staff other than teachers to talk to if they have concerns about any issues that may be barriers to learning and affect their behaviour and their ability to fulfil their potential.

Appendix 8 Liaison with Parents and Other Agencies

We firmly believe we must work in partnership with parents/carers in all aspects of a young person's education. We strive to establish and maintain links with parents/carers and forge positive relationships with them. We have a parent partnership group so you can feed your views back to us and would welcome your input (contact ahedley@qehs.net). We have numerous parents' evenings where academic progress as well as barriers to learning – including behaviour – is discussed. We ensure parents/carers hear from us when students are doing well as well as contact if there are concerns/difficulties.

Our work focuses on working with parents to support individual students. We always have the student's best interest at heart.

We believe multi agency working is vital to support our work with both students and parents and work with a range of agencies/organisations to ensure appropriate support is provided (see section 7). We have regular multi-agency meetings where targeted support for young people is discussed.

Appendix 9 Managing Pupil Transition

We are aware that students find moves between schools and key stages unsettling and provide appropriate support and guidance. Teachers are made fully aware of the needs of individual students with respect to any behaviour support they may require.

Appendix 10 Organisation and Facilities

We recognise that behaviour and learning are improved when students and staff enjoy a pleasant, clean environment and we strive for this. However we are aware many parts of our old buildings create difficulties for us in this respect.

Appendix 11 The Staged Process (Staff and Students)

The staged process makes it clear to both staff and students the procedures that must be followed when any unacceptable behaviour occurs. It ensures a consistency of approach across the school.

Appendix 12 Detentions Document

This document ensures consistency of approach regarding the use of detentions as a sanction.

Appendix 13 SIFs Analysis Document

This explains how the monitoring of behaviour is managed. See also Inclusion Policy – Use of Turning Point.

YOUR BEHAVIOUR...YOUR CHOICES

Each time you make a decision you are making a choice. If you choose to behave in a way that is unacceptable to the member of staff and/or other students you can expect the following to occur within the classroom or other location in which you are working - e.g. the Learning Resource Centre or around school e.g. in corridors, in school grounds

Stage 1

Informal verbal warning by the member of staff.

Stage 2

Formal verbal warning by the member of staff. You will be asked to explain/discuss the reasons for their behaviour with the member of staff (**at a time decided by the member of staff e.g. at the end of lesson**). You will be warned that if you behave in such a way again a sanction will result.

Stage 3

You decide to ignore the advice and support given and continue(s) to behave in a way that is unacceptable. The member of staff notes your name and a sanction will be applied e.g. you could be:

- Instructed to move to another seat
- Asked to see teacher at a particular time e.g. break/ lunchtime
- Told to attend a detention

Staff will inform you when SIFS have been given.

Your tutor will be informed about your behaviour via completion of electronic SIFS. These are also noted electronically on your event log. Your tutor will discuss SIFS with you.

Stage 4

If you choose not to improve your behaviour the Head of Department will be involved. Parents or guardians will be automatically informed (by the Head of Department). Your tutor will also be informed.

Student may expect:

- To be moved to a different room to work e.g. Sixth Form lessons or supervised room.
- To be given a detention which will be after school (where circumstances permit)
- To be put on report

Stage 5

If you then choose to continue to misbehave following all the above opportunities to help you change your behaviour the HOD will contact your LGC directly. Your LGC will contact your parents to discuss the concern and ways to help you improve your behaviour. A senior member of staff may also be involved.

Further detentions, being on report, seclusion in Turning Point or EXCLUSION may result depending on the incident.

NB: This may be a different type of behaviour each time, but you don't start at Stage 1 for each different type of poor behaviour in the same lesson.

Any SIFS given will also be seen by your LGC

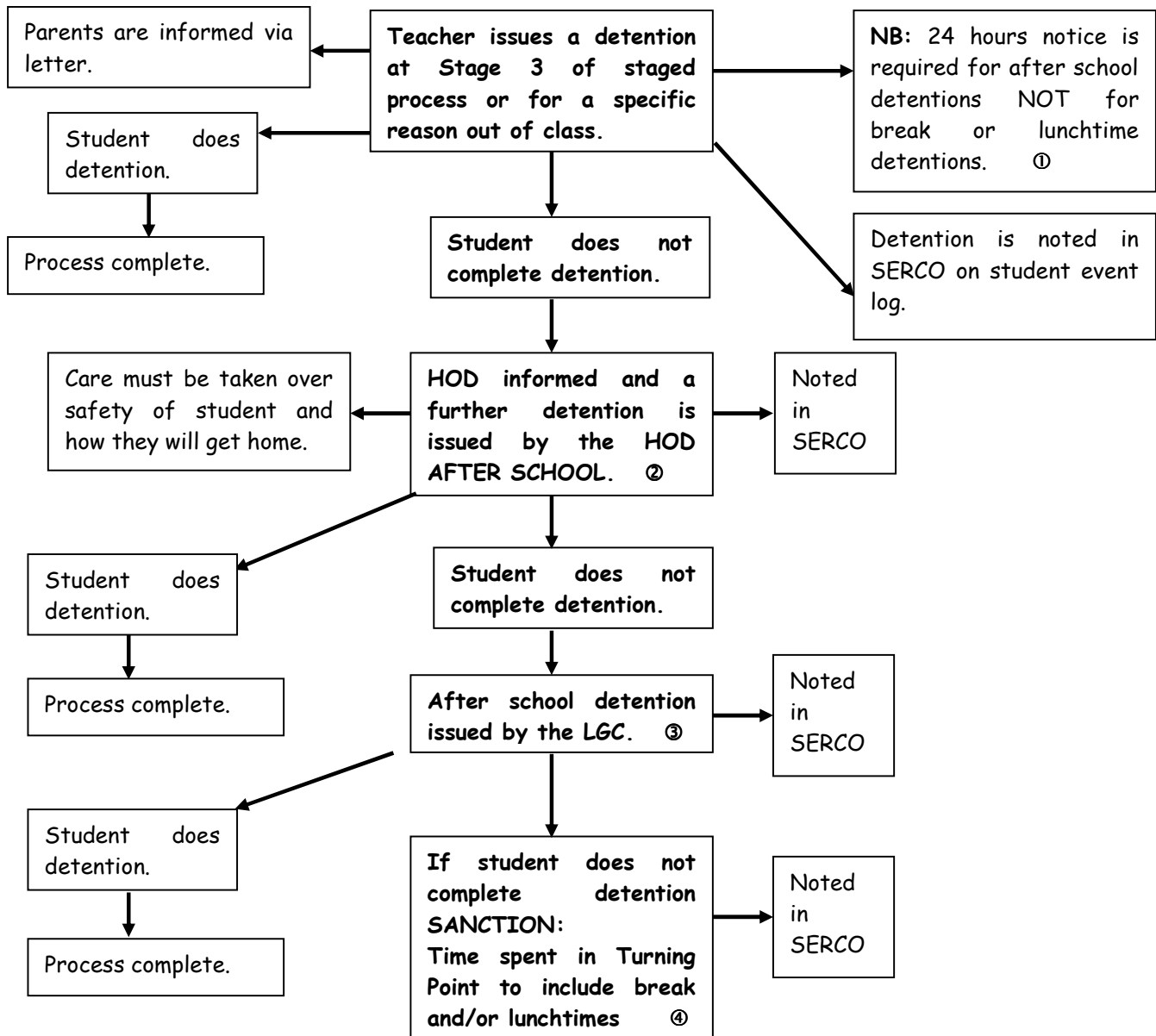
You will be informed of all SIFS given and reasons.

If your tutor is concerned about the number of incidents of poor behaviour they will contact your LGC who will discuss this with you and contact home.

LGCs will monitor the number of SIFS you get. 5 SIFS from 3 different teachers for poor behaviour in a two week period will result in a further year group detention, contact home and a meeting with your parents. You will be put on report.

Depending on the severity of the incident it may be possible to move straight to Stage 4 or 5. You don't have to go through the numerical stages 1-5!

DETENTIONS THE PROCESS



NOTE: At every stage parents are informed:

- ① Letter via student
- ② Letter home from Head of Department
- ③ and ④ Letter home from LGC

See also information in document School Discipline Policies as the LAW must be followed. See Di Harris/Andy Hedley/John Hill for clarification if needed.

BEHAVIOUR POLICY FREQUENTLY ASKED QUESTIONS

Frequently asked questions / What parents / carers want to know	Section Addressed (if appropriate)	Notes
1. Does the school welcome parents' partnership in raising achievement and enabling students to fulfil their potential?	1	Regular data is sent home, as well as full reports annually. Contact is welcomed via the year teams. Each student has a tutor who they see every day. The year group is led and managed by the Learning & Guidance Co-ordinator who is supported by a Learning Mentor. All these staff are concerned with raising achievement and any remaining barriers to learning.
2. Who is the first point of contact for parents or students and who should they contact if any problems are identified?	8	Each student has a tutor who they see daily and who gets to know them personally, socially and academically. Each tutor group has the tutor and another member of staff attached to it for the purpose of academic tutoring. This is where progress is reviewed and targets set three to four times a year.
3. How is regular contact maintained?	8, 1	Parents are sent progress data three to four times a year and also receive an annual report. Where a student is making good effort across the curriculum an additional letter is sent home at data monitoring times. Students are given STARs (certificates) as part of our rewards system and it is hope they share those with parents (it is planned in the future that these will be able to be seen on line as well as any sanctions received. The year teams welcome contact regarding any issue and will contact home regarding any concerns. Parents' evenings occur annually and there are numerous information evenings on various issues.
4. Are parents and students given an opportunity to air their views about any concerns they may have?	8, 3	We have both year councils and a school council where students are encourage to give their views. Subject and pastoral reviews also take place where students discussion groups are held to gain student feedback. A Parent Partnership Group is run by Andrew Hedley, KS 3&4 Co-ordinator. Contact ahedley@qehs.net if you want to be involved.
5. Is there emphasis on expectation of good behaviour, modelled by senior	2, 5, 3, 6	Students are taught about behaviour expectations via a focus on behaviour for learning in the guidance programme. This is

leaders, and reinforced by teaching of appropriate behaviour and consistent application of behaviour management strategies? Are staff appropriately trained?		reinforced in classrooms and the staged process is used to gain a consistent approach. Behaviour management is part of the new staff induction programme and regular courses are also organised. The process used in QEHS is regularly revisited with staff.
6. How is behaviour monitored and how do parents know that something is done in response to monitoring?	3, 4, 13	Behaviour records (both rewards and sanctions) are maintained on every student in an electronic form and these logs are therefore immediately available to both staff and parents. These logs are analysed weekly by tutors / LGCs and this analysis focuses in support strategies to manage any behaviour modification as well as any appropriate sanctions.
7. Are there rewards and sanctions in place?	4, 11, 12	SIFS (Student Information Feedback Sheets) are used by staff to report concerns about behaviour and the sanction used. STARS (STudent Achievement Records) are used to reward behaviour. Where there are concerns about SIFS the LGC will contact home. In future all of this info will be online as well as academic data. In 2009-10 we plan to work on further development of the rewards system via the School Council.
8. Is a range of support available to address concerns?	7, 8	We adopt a multi-agency approach to supporting students with any barriers to learning that they may have. We recognise on its own a school cannot support all the individual needs of young people. However, we do have key pastoral staff to support students' personal development and well being:- LGCs, Mentors and Tutors. Various agencies are used in our multi agency approach e.g. School Health Advisors, Education Welfare Officer, Connexions (careers service), SORTED (drugs support), Education Psychologist, Child & Adolescent Mental Health Service, Hexham Youth Initiative, Youth Service, Extended Services workers, CEIT Team (Children's Early Intervention Team).

9. Is special attention given to easing the transition into the school?	9	All students are involved in a transition day where they visit QEHS and meet their tutor and the group that they will be in, in Year 9. Visits are made to Middle Schools by the Headteacher and lengthier visits by the LGC and Mentor. Students deemed vulnerable are further supported by the organisation of additional visits to see key staff.
10. Who is involved in drawing up the school's values, in ensuring that Staff Development addresses behaviour management and that the school environment is conducive to developing positive attitudes?	1, 10	The governing body and the SLT is involved in the development and monitoring of the policy. They consult with all stakeholders e.g. parents, students, the Local Authority and other agencies.
11. Does a senior member of staff have particular responsibility for behaviour policy issues?	2	The contact is Diane Harris, Deputy Headteacher.
12. What is the process by which behaviour is managed?	See staged process (diagram Appendix ?)	Staff are asked to use the staged process consistently in lessons.
13. What about detentions?	See Detentions document Appendix ?	24 hours notice is given for an after school detention. This is not required for any detention given in school. Parents are asked to support us with transport arrangements if it is an after school detention. If there are any difficulties parents are asked to contact us to discuss the matter on an individual basis.
14. How do students learn about what behaviour is expected?	5	In the Guidance Programme students follow sessions on a behaviour for learning and all the processes are explained to them e.g. the Staged Process.
15. How do teachers cope with disruptive students?	3	Teachers follow the Staged Process and are supported via HODs, senior staff as indicated.
16. What support is there for teachers regarding management of poor behaviour?	6	HODs and Senior Staff support teachers on a day to day basis. Training is also part of new staff induction programme with regard to individual students.

17. What happens when my child misbehaves?	See Staged Process documents (Appendix ?)	CLICK HERE For Staged Process Document.
18. What happens with detentions?	See Detention document and Staged Process document (Appendix ?)	CLICK HERE All the details about detentions, when and why they may be given and the procedures are in these documents.
19. What outside support is there for disruptive behaviour?	7	Students in need of support can be referred to the CEIT (Children's Early Intervention Team). This team has social inclusion workers and specialist behaviour support teachers who can support the students.
20. How is behaviour monitored?	4	Each student has an incident log on our computer system which records both positive incidents and those of concern along with sanctions issued.
21. Who would I speak to at the school regarding behaviour issues?	4, 8, 7	If the issue is regarding your son / daughter you can contact their tutor or their LGC. If the issue is more general in nature then you should contact Di Harris, Deputy Headteacher.

NB: The School Council have recently been involved in a review of the Rewards and Sanction system at QEHS. New systems will be put in place from September 2010. This is likely to include a Celebratory Evening.