

# QUEEN ELIZABETH HIGH SCHOOL

## BEHAVIOUR POLICY AND PROCEDURES

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## BEHAVIOUR POLICY

### 1. Introduction

Positive relationships are at the heart of who we are as a school. This policy aims to support and enhance these by being clear about:

- the **expected behaviours** of students, of parents and of staff;
- the **consequences** of poor behaviour;
- the **procedures** staff will follow to ensure a **consistent approach** to behaviour management, and
- the **support** that is in place to enable our young people to make the right choices.

The section below outlines our expectations in detail, but in essence we expect:

- staff to be firm, friendly and fair;
- students to be polite, courteous and appropriately responsive to staff, and well-behaved in lessons and around school, and
- parents to re-inforce the school's expectations at home and to support the school's approach to addressing instances of poor behaviour.

The focus of this policy is to ensure that every teacher is able to teach, and every student is able to learn, in an environment that is safe and fully conducive to excellent learning.

### 2. Expectations

**Students are expected to:**

- attend school regularly and punctually – see [Attendance Policy](#);
- arrive at lessons punctually, prepared with the necessary equipment and ready to learn;
- dress in accordance with the [School Uniform Policy](#);
- remain on site for the entirety of the school day unless they have permission approved by school staff to be off-site;
- have good manners in their interactions with others, demonstrating appropriate courtesy and respect;
- follow the reasonable instructions of members of staff at the first time of asking;
- work positively with teachers and others in lessons, demonstrating effort, concentration and persistence, engaging in no disruptive behaviour;
- ensure school work and homework is completed to the best of their ability, is well presented, and handed in on time;
- move between lessons in a calm and orderly manner;
- show respect for the school environment;
- refrain from being in out-of-bounds areas of the school site;
- adhere to school rules relating to mobile phones and other electronic devices i.e. that they should not be used in school and should be turned off and kept in bags or pockets unless they have been given permission to use them for educational purposes;
- ensure that no forbidden items are brought onto school premises – see details in the [Screening, Searching and Confiscation Policy](#) and in Section 4 below;
- refrain from behaving in a way that brings the school into disrepute, including when outside of school, and
- adhere to the expectations outlined in the [E-Safety Policy](#).

### **Parents / carers are expected to:**

- support the school in ensuring that their child(ren) adhere to the above school's expectations;
- respect the authority of school staff;
- support the school in addressing incidents of poor behaviour involving their child(ren);
- attend meetings in school to discuss their child(ren)'s behaviour, and
- inform the school of any issues that might adversely affect their child(ren)'s behaviour in school.

### **Staff are expected to:**

- be firm, friendly and fair in their dealings with students;
- be fully conversant with the behaviour policy and procedures and be able to apply them fairly and consistently;
- model high professional standards of positive behaviour, courtesy and respect for others;
- actively try to build appropriate positive relationships with all students they teach or regularly come into contact with;
- take responsibility for the management of behaviour of any and all students they come into contact with, in accordance with the policy and procedures, in the course of undertaking their duties;
- record incidents using the data management system;
- report concerns relating to the behaviour of students to the relevant member(s) of staff.

### **3. Behaviours to avoid**

#### **Low-level disruption**, which includes:

- talking inappropriately and/or distracting others in lessons;
- non-completion of classwork or homework;
- poor attitude and low-level rudeness;
- undue noise or boisterousness in corridors between lessons, and at break and lunchtimes, and
- wearing incorrect uniform.

#### **Serious misbehaviour**, which includes:

- defiance of a member of staff's reasonable instructions;
- persistent low level disruption;
- repeated breaches of the school rules;
- any form of bullying;
- swearing at members of staff;
- sexual harassment or assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- vandalism
- theft
- fighting
- smoking
- racist, sexist, homophobic or discriminatory behaviour
- possession of any prohibited items, which include:
  - knives or weapons;
  - alcohol;
  - illegal drugs;
  - stolen items;
  - tobacco and cigarette papers;

- fireworks;
- pornographic images, and
- any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).

**Inappropriate off-site behaviour**, including relating to:

- travelling to or from school;
- wearing school uniform in a public place;
- in some other way identifiable as a student at the school; and
- taking part in any school-organised or school-related activity that is not on the school grounds.

Poor off-site behaviour will be investigated and dealt with as though it were on-site behaviour.

## **Bullying**

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

Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

Many experts say that bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways, it may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online.

Low-level disruption and the use of offensive language can in itself have a significant impact on its target. Please refer to the school's [Anti-Bullying Policy](#) for details on how bullying is managed.

## **4. Recognition of good behaviour**

The school typically uses the following to recognise positive behaviour:

- verbal praise and recognition;
- positive written feedback in planners;
- telephone calls home;
- letters / postcards home, and
- rewards.

Each year we host celebration evenings – one for Year 9 & 10 students and one for Year 11 & Sixth Form students – to recognise achievement and effort across a wide range of curricular and extra-curricular categories.

## **5. Consequences of poor behaviour**

### **Procedures**

Where there is poor behaviour in lessons, teachers will apply the [In-Lesson Behaviour Management Procedure](#). Where there is poor behaviour out-of-lessons, the [Out-of-Lesson Behaviour Management Procedure](#) will be applied.

For students who persistently get things wrong and fail to modify their behaviour, the [Poor Behaviour Consequences Procedure](#) will apply.

For details on our approach to fixed term and permanent exclusions, please see [here](#).

Each of these procedures is contained in the Appendix attached to this policy.

### **Detentions**

Detentions can be given by teaching staff and key support staff e.g. mentors, learning support assistants, cover supervisors, or staff supervising The Base. Detentions can be set within the school day, e.g. at lunchtimes, or after school.

We are not required to give parents or carers 24 hours' notice of a detention but we will always endeavour to do so where the detention is to be held at the end of the school day. Where lunchtime detentions are issued we will ensure students have reasonable time for having their lunch and using the toilet. Where an after school detention is issued and making alternative travel arrangements would prove inconvenient for the parent, we may agree an alternative day for the detention to be undertaken. However, we do not need to do this and reserve the right not to.

### **On report**

At certain points within the various procedures outlined in the Appendix, students may be required to go on report. This will typically involve them obtaining comments from their teachers relating to their conduct and effort in lessons for a set period of time, for example a week or a fortnight. The report will typically be reviewed each day by the student's tutor or pastoral leader. Parents / carers will also be expected to discuss this with their son or daughter each day at home.

### **Seclusion**

Seclusion is used in response to particular breaches of this policy and at particular stages of the procedures. Parents will be informed by telephone if their child has been or is due to be placed in seclusion.

Students who are in seclusion, which typically would be in The Base, are expected to act in a polite and respectful manner without distracting staff or other students. They will be required to turn off their mobile phone and hand it in. They must remain in seclusion, including during break and lunch, until they are given permission to leave. Their phone will be returned at the end of the period of seclusion (this may be after the normal end to the school day). Students in seclusion will be given appropriate time to go to the toilet and to access food and drink.

While in seclusion, students must sit where they are directed and undertake the work set in silence. Failure to meet these expectations will result in a further sanction, which could be an extension to the seclusion, seclusion with a member of the leadership team or a fixed term exclusion from school. Parents will be expected to attend a meeting in school.

### **Uniform**

Tutors and staff will check uniform to ensure that it is in line with the [School Uniform Policy](#), during registration and throughout the day. They will make a judgement as to whether any uniform infringement can be resolved there and then (e.g. by adjusting collars, confiscating items, removing makeup, etc) or if the student needs to be referred to Pastoral staff. Where possible, the school will try to support the

students and parents/carers to resolve any issues in order to avoid lessons being missed, e.g. by temporarily lending appropriate footwear or items of clothing. However, where the issue cannot be resolved immediately, the student may be secluded until the issue can be resolved.

### **Smoking**

Queen Elizabeth High School is a no-smoking site. Students smoking on-site or in the vicinity of the school, either during the school day or on a journey to or from school, will be viewed as engaging in serious misbehaviour. A Stage 4 sanction will be implemented in accordance with the [Out of Lesson Behaviour Procedure](#). This will apply to each student who is in a group of students where smoking has been taking place.

Students caught smoking or thought to be in possession of any form of smoking paraphernalia will be searched in line with our [Screening, Searching and Confiscations Policy](#). Where tobacco, cigarette papers or other smoking paraphernalia are found they will be disposed of and the student will receive a one hour after school detention, unless they are sanctioned as a consequence of smoking itself.

### **Drugs and alcohol**

Drugs and alcohol are prohibited items and we respond firmly to transgressions in this area. Specifically:

Drugs other than alcohol:

- Use/possession of illegal substances or New psychoactive substances (NPS), formerly known as 'legal highs' but they are now illegal/use of solvent/ abuse of substance(s) including unidentified substances and/or prescription drugs (if someone is in possession of a prescription drug that wasn't prescribed to them, it's illegal):
  - First offence: 5 day exclusion
  - Second offence: Permanent exclusion
- Dealing/Supply:
  - Immediate permanent exclusion

Alcohol:

- Consumption/possession of alcohol:
  - First offence: 5 day exclusion
  - Second offence: 5 day exclusion and a meeting of the Trustees' Disciplinary Committee with parents/carers
  - Third Offence: Permanent exclusion

We reserve the right to use our discretion on a case by case basis. Full details can be found in our [Drugs and Substance Abuse Policy](#).

### **Physical intervention and restraint**

In accordance with Section 93 of the Education & Inspections Act 2006, teachers and support staff are authorised to use such force as is reasonable in all the circumstances to prevent a student from doing, or continuing to do, any of the following: causing injury to his/herself or others; committing an offence; damaging property, and/or prejudicing the maintenance of good order and discipline.

For full details, please refer to our [Physical Intervention and Restraint Policy](#).

### **Malicious allegations**

Allegations against members of staff will be taken very seriously in accordance with the details outlined in the school's [Child Protection Policy](#). However, where a student makes an accusation against a member of

staff and that accusation is shown to have been malicious, the student will be disciplined in accordance with this policy.

## **6. Support**

We believe it is important to have an effective pastoral structure in place to support students to make the right choices about their behaviour.

Tutors, who see their students each day, have a key role to play in ensuring that good guidance is given and that early indications of concern are picked up and strategies implemented. Tutors will work closely with Pastoral Leaders who will get more directly involved with individual students as concerns become more serious.

Pastoral Mentors work closely with Pastoral Leaders and are primarily there to provide direct support and guidance to those students who are increasingly making poor choices, particularly those who face difficulties in their lives outside of school.

Our behaviour policy has an emphasis on clear expectations, fair consequences and consistency, and we are of the view that any undue blurring of these is not typically in young people's interests and indeed is counterproductive. However, we recognise that at times we need to use discretion and show sensitivity and flexibility in relation to particular students' circumstances. In this context, our policy sits in conjunction with the [SEND Code of Practice](#) and [statutory guidance on looked after and previously looked after children](#) and DfE departmental [advice](#) on the Equality Act 2010. Support for our vulnerable students is directly overseen by an Assistant Headteacher.

Beyond this, we work closely with a variety of other agencies who provide support and guidance to young people.

## **7. Legislation and statutory requirements**

In addition to the statutory guidance indicated at points throughout this document, this policy adheres to the relevant sections in the following:

- The [Education Act 2011](#), which outlines a school's duty to safeguard and promote the welfare of its pupils;
- The [Education and Inspections Act 2006](#);
- The [Education \(Independent School Standards\) Regulations 2014](#), and
- The [Equality Act 2010](#) and associated departmental [advice](#).

This policy also complies with Hadrian Learning Trust's funding agreement and articles of association.

## APPENDIX - KEY PROCEDURES

### In-lesson behaviour management procedure

# YOUR BEHAVIOUR, YOUR CHOICES THE STAGED PROCESS

If a teacher feels an incident is serious he/she may move you to S4 immediately

**S1**

**First warning** by member of staff that your behaviour is unacceptable

**S2**

**Final Warning**

**S3**

Your parents will be informed and you will do a **30 minute Leadership Detention after school the following night**

**S4**

A senior leader will be called and you will be placed in detention for the rest of the lesson, or longer depending on the incident and your behaviour in seclusion. Your parents will be informed and you will do a **1 hour Leadership Detention after school the following night**

A second call out in a week will lead to a **one day Seclusion until 4.30pm**

and a meeting with your parents will be arranged with the Assistant Headteacher. The seriousness of the incident and any link of co-operation may result in **Fixed Term Exclusion**



# YOUR BEHAVIOUR, YOUR CHOICES OUT OF LESSONS

If a teacher feels an incident is serious he/she may move you to S4 immediately

**S1**

Your behaviour is inappropriate.  
You are warned by the member of staff  
about your behaviour.

**S2**

You do not respond positively or repeat poor  
behaviour.  
You are issued with a final warning.

**S3**

The incident is more serious in nature or you  
continue respond negatively.  
Your parents will be informed and you will do a  
30 minute leadership detention after  
school the following night.

**S4**

You persistently defy a member of staff or you  
are involved in a serious breach of the behaviour  
policy.  
You will be placed in seclusion while the incident  
is investigated. Your parents will be informed  
and you will do a  
1 hour leadership detention, or a further  
seclusion.

Where a student is on daily report the Pastoral leader will record out of lesson behaviour on the report.  
All of these incidents feed into the Poor Behaviour Consequences Procedure.  
A second S4 in a week will lead to a one day seclusion until 4.30pm and a meeting with your parents  
will be arranged with the Assistant Headteacher. The severity of the incident and any lack of  
co-operation may result in a fixed term exclusion.

## Poor Behaviour Consequences Procedure

C1	<p><b>Initial incidents of poor behaviour</b></p> <ul style="list-style-type: none"> <li>Incidents addressed individually by staff. If occurring in lessons, this is in accordance with the staged process for behaviour management (see above). If occurring out of lessons, this is in accordance with the guidance in the out-of-lessons behaviour management procedure (see above).</li> </ul>
C2	<p><b>4 Stage Four call-outs or out-of-lesson incidents in a half term</b> or <b>2 x Stage Four call outs or out-of-lesson incidents in a week</b></p> <ul style="list-style-type: none"> <li>The student undertakes a one-day seclusion and goes on daily report for at least two weeks. The daily report includes behaviour in and out of lessons.</li> <li>Parents/carers are contacted by the Pastoral Leader to inform them of the school's concerns about their child's behaviour and a meeting is arranged to discuss the issues.</li> <li>A fortnightly print out of the behaviour record is sent to parents over a four week period.</li> </ul>
C3	<p><b>If the student's behaviour does not significantly improve after a fortnight</b></p> <ul style="list-style-type: none"> <li>The student is secluded for a period of 3- 5 days.</li> <li>A behaviour panel meets to discuss the student. Parents/carers are invited to this meeting and senior pastoral staff attend. The student's needs are assessed and support and/or onward referrals to the Early Help Hub considered.</li> <li>A behaviour plan is established, to be signed by student/parents. Parents/carers are sent a copy of the plan and then receive updates at evaluation stages.</li> <li>Progress is evaluated monthly using the behaviour log and student report. Parents are invited to a meeting each month where the plan is reviewed. Students can move up/down or remain at the same stage following each evaluation.</li> </ul>
C4	<p><b>If the behaviour plan fails to bring about an improvement in behaviour</b></p> <ul style="list-style-type: none"> <li>There is a fixed term exclusion for persistent breaches of the school's behaviour policy. Parents are informed. (Note: if a fixed term exclusion is issued for a one off incident, then it does not necessary mean that the student will be at C4, if they were at a different level of consequence outside of the one off incident).</li> <li>The behaviour plan is reviewed and any revisions signed by student/parents.</li> <li>The student continues on the behaviour plan with monthly monitoring as per C3.</li> </ul>
C5	<p><b>If the student continues to disrupt lessons or is involved in any uncooperative, defiant behaviour around school</b></p> <ul style="list-style-type: none"> <li>There is a further fixed term exclusion for persistent breaches of the school's behaviour policy. Parents are informed.</li> <li>The student and parents/carers are required to meet with Executive Headteacher or Head of School.</li> <li>A warning is issued that further unacceptable breaches of the school's behaviour policy is likely to result in a permanent exclusion (a managed move may be considered appropriate at this stage).</li> </ul>
C6	<p><b>Continued breaches of the school's behaviour policy</b></p> <ul style="list-style-type: none"> <li>Consideration of managed move with parents.</li> <li>If not deemed suitable, able to be effected or unsuccessful then it is likely that the student will be permanently excluded.</li> </ul>

Note: The school reserves the right to bypass any steps should a student's behaviour warrant such action. This could mean issuing a fixed term exclusion for a one off incident or recommending a student's permanent exclusion in response to a single, serious breach of the school rules or where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school (see exclusions guidance). Movement on the QEHS Poor Behaviour Consequences Procedure is not one way. If a student's behaviour improves over a sustained period, then the student may be moved down a level. Those on a warning from the Head would need a sustained period of significantly improved behaviour to move back from this stage.

## **Exclusions procedure**

The school adheres to the [statutory guidance](#) issued by the Department for Education.

### **Fixed term exclusions**

1. The decision is taken to exclude a student for a fixed term period.
2. The parent(s) or carer(s) is/are informed, initially by telephone then in writing
  - a. with information about parents' right to make representations about the exclusion to the Trustees and how the pupil may be involved in this;
  - b. with notification that for the first 5 school days of an exclusion, or until the start date of any alternative provision where this is earlier, parents are legally required to ensure that their child is not present in a public place during school hours without a good reason. Parents may be given a fixed penalty notice or prosecuted if they fail to do this.
3. Work is provided to the student to undertake during the period of exclusion. Should the exclusion be for more than five days, arrangements will be made for the student to be in full-time education.
4. A re-integration meeting is arranged with parent(s) or carer(s).
5. Where the exclusion will result in a student being excluded for more than 5 days in a term or the exclusion would result in a public examination being missed the Trustees and LA will be informed
6. Where the total number of school days of exclusion is more than 15 in a term, and/or it would result in a pupil missing a public examination or national curriculum test, a panel of Trustees will consider the re-instatement of the student within 15 school days of receiving notice of the exclusion.

### **Permanent exclusions**

1. The decision is taken to exclude a student permanently.
2. The parent(s) or carer(s) is/are informed, initially by telephone then in writing including:
  - a. information about parents' right to make representations about the exclusion to the Trustees and how the pupil may be involved in this;
  - b. notify parents that for the first 5 school days of an exclusion, or until the start date of any alternative provision where this is earlier, parents are legally required to ensure that their child is not present in a public place during school hours without a good reason. Parents may be given a fixed penalty notice or prosecuted if they fail to do this.
3. Work is provided to the student to undertake during the first 5 days of exclusion.
4. The Trustees and LA will be informed.
5. The LA must arrange suitable full-time education no later than the sixth school day of the exclusion
6. A panel of Trustees must convene a meeting to consider the reinstatement of a student within 15 days of receiving notice of the exclusion.