

# QUEEN ELIZABETH HIGH SCHOOL

## BEHAVIOUR POLICY

### 1. General statement

Positive relationships are at the heart of everything we do at Queen Elizabeth High School. Our overall aim is to develop young adults who can achieve their full potential in all areas of school life and our route to this is by cultivating strong relationships which help young people to feel safe and secure in a climate of clear expectations and consistent approaches.

The core pillars from our ethos are central to this policy and through these we aim to create a culture of:

- **Respect** of self, peers, staff, community and environment
- **Engagement** with opportunities at school and being open to new experiences and different perspectives
- **Aspiration** for all our young people to achieve the best they can in all areas

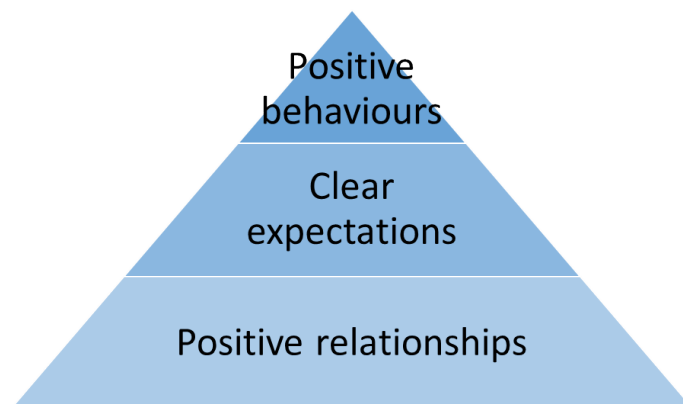
### 2. Policy aims

This policy aims to:

- Support staff, students and parents in understanding the whole-school relational behaviour management approach
- Promote positive relationships and attitudes
- Clarify expectations and consequences to enable consistency
- Highlight support strategies and interventions for behaviour that speak to each child as an individual
- Promote an understanding of behaviour as a communication of need
- Promote a culture of self-reflection to support positive behaviour choices

### 3. The relational approach

This policy has been written with an understanding that positive relationships between adults and young people are at the foundation of establishing positive behaviour in school. This is because positive, genuine relationships establish an emotional connection that underpins an individual's motivation to respect that relationship and respond positively to it. Furthermore, such positive relationships establish each young person's sense of safety and security, and their sense of belonging, self-esteem and confidence, all of which are needed for them to succeed in school.



**Figure 1. Our model – relationships as the foundation**

At Hadrian Learning Trust, all staff commit to working hard to develop connections and build relationships with the young people who attend our schools. This is particularly important where there have been adverse childhood experiences or trauma in their life. Trauma is specific and relevant to the individual and its impact can vary

depending on various protective factors which may or may not have applied. Trauma can have a lasting impact on the development of a young person's brain but can also impact on their ability to respond to situations and challenges.

In such circumstances, regular social cues and interactions with others can become impossible for young people to engage with. Because of this, staff at Hadrian Learning Trust understand that the need to support a young person to de-escalate is essential before a behaviour/incident can be dealt with effectively. Thus, staff will approach all interactions with students from a place of empathy and understanding that behaviour is a communication tool. Whilst poor behaviours will be challenged and sanctioned, we will seek to understand the causes of such behaviour to ensure support can be put in place that seeks to address these causes.

With relationships forming the foundation of our approach, we will ensure that students are clear about our expectations and are consistent in our approaches to supporting them to behave well.

#### **4. Expectations**

**Students** are expected to:

- Adhere to specific rules and expectations outlined in this policy
- Respond to staff instructions
- Engage in restorative practices to build relationships
- Reflect on behaviour and engage with support for positive change

Around school students are expected to:

- Be punctual in arriving at the beginning of the day and to all lessons
- Attend all lessons including form time
- Move calmly and sensibly
- Follow instructions of staff
- Respect others and the environment
- Present themselves appropriately by wearing correct uniform at all times
- Keep mobile phones and other electronic devices switched off and out of sight
- Carry a school bag with all necessary equipment for lessons including a school planner
- Remain within the designated areas

In lessons students are expected to:

- Arrive in an orderly manner and engage with the silent starter task
- Remove all outdoor clothing and place bags on the floor
- Listen to staff and adhere to the expectations of the lesson
- Have the right equipment
- Engage with all tasks to the best of their ability
- Seek support when needed
- Leave the lesson in a calm and orderly manner when dismissed by the teacher

Please refer to Appendix 1 for specific expectations relating to PE. Please see Appendix 2 for examples of behaviours students are not to engage in, including low level disruption, serious misbehaviour and inappropriate off-site behaviour.

**Staff** are expected to:

- Be fully aware of this relational behaviour policy
- Engage with training opportunities to develop relational approach knowledge and skills

- Understand that behaviour is a communication of need
- Support students to feel safe and that they belong by proactively building positive relationships
- Have high expectations
- Be consistent
- Support students to self-regulate and make positive choices and changes

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

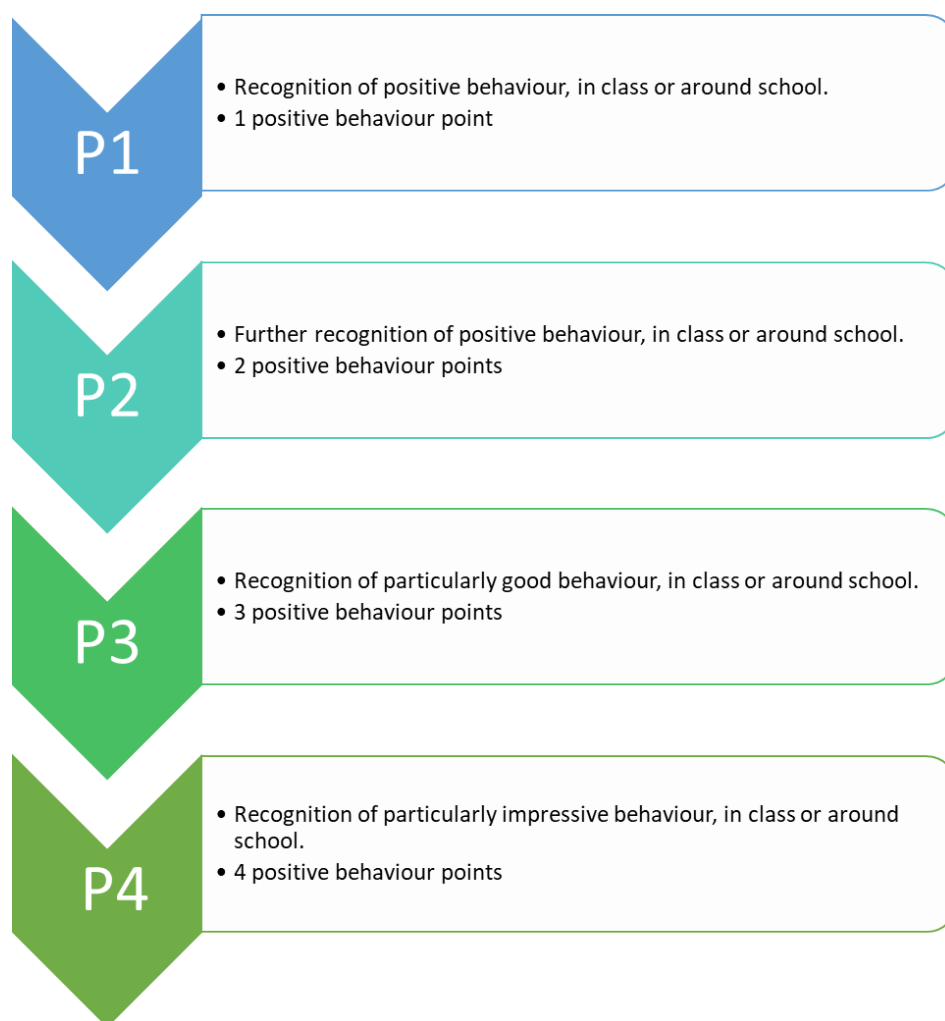
- Work in partnership with the school to support their child(ren) to meet expectations, understand themselves and achieve their potential
- Communicate any issues which may be adversely affecting their child and enable us to support them appropriately in school

## **5. Rewards & Sanctions**

### **Positive recognition**

Throughout the school day, staff will recognise and reward positive behaviours in and out of lessons. Positive points will be issued, recorded and shared with students and parents/carers via ClassCharts.

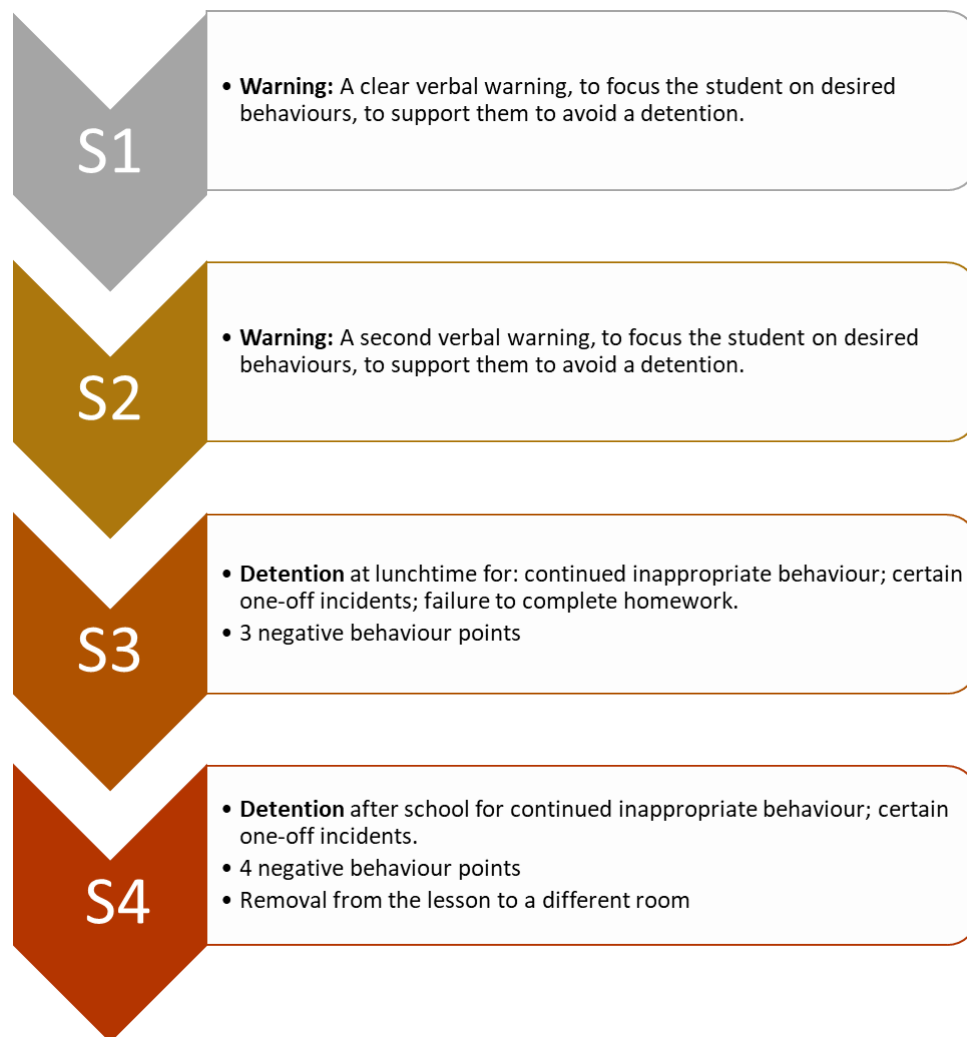
Students will be able to access our online Reward Store and use their points to 'purchase' various rewards bespoke to QEHS. Specific reward afternoons are held every term and weekly celebration assemblies are held for each year group virtually to promote positive behaviour.



## Sanction

### The staged process

Teachers will use a range of techniques to promote positive behaviour choices before escalating through the staged process, taking into consideration the individual needs of each student and adapting accordingly. The staged process is as follows.



Stages 1 and 2 are given as warnings to support students in making the right choices to avoid a detention. However, these are recorded on ClassCharts and an accumulation of too many may result in a student going on report, as per the escalating ladder of support and consequence – see section 6 below. Depending on the nature of the poor behaviour, teachers may move straight to issuing an S3 or 4 detention, including for certain poor behaviours outside of lessons.

- **S3 Detentions** run daily at lunchtimes from 12.30 – 12.55 in LC7/8
- **S4 Detentions** run every Wednesday and Friday from 3.20 – 4.15pm in the Dining Hall

Failure to attend detentions without an acceptable reason will result in an escalation as follows: S3 escalated to S4 escalated to a day in Reflection + 2 hours detention after school.

Notification of detentions will be shared via ClassCharts so that students and parents/carers can access this information. It is the expectation of the school that parents/carers and students engage with this software. We will endeavour to remind students of detentions however it is the responsibility of the individual to ensure attendance at detention. If parents wish to discuss the reason for the detention then they should contact the issuing teacher via the school office and they will return your call within 24 hours.

If a student is unable to attend their detention due to an extenuating circumstance, they or their parent should contact their Head of Year to discuss. Please note that transport is not considered an extenuating circumstance and whilst we will try to be reasonable and accommodating, we reserve the right to expect attendance.

## **Reflection**

In certain circumstances, for example failure to attend an S4 detention, persistent defiant or disruptive behaviour, or more serious breaches of this policy, a student may be placed in the Reflection facility at the discretion of the Head of Year or other senior staff. Here, in a discreet setting away from the mainstream environment, a student will be given the opportunity to reflect on their behaviour and the reason that they are in Reflection. They will also be given curriculum work to undertake.

These expectations of students in Reflection are:

- To follow staff instructions
- To hand over their mobile phone
- To work in silence on tasks and activities set
- To remain in Reflection for both break and lunch time, with supervising staff overseeing arrangements for toilet breaks, food and drink

If a student fails to adhere to the expectations in Reflection they will be suspended for the remainder of that day with the possibility of further sanction depending on the circumstances. Upon return to school they will complete another day in Reflection where they must adhere to the expectations.

Upon returning to lessons, students may be given specific targets to work towards depending on the reason they were in Reflection and these will be reviewed by the Head of Year.

## **Suspension and exclusion**

In certain circumstances, for example persistent defiant and/or disruptive behaviour or a serious breach of this policy, students may be suspended for a fixed period at the discretion of the Executive Headteacher.

In circumstances where there is a serious breach or there are persistent breaches of this policy, and where allowing a student to remain in school would seriously harm the education or welfare of that student or others such as staff or students in the school, the decision to exclude a student permanently may be taken.

When making suspension and exclusion decisions, the school will adhere to the [statutory guidance](#).

The following list, whilst not exhaustive, indicates the types of behaviour that may result in a fixed-term suspension, or, in certain circumstances, permanent exclusion:

- Unacceptable behaviour in Reflection
- Refusal to attend lessons
- Defiance of senior staff
- Verbal abuse of staff
- Physical assault
- Fighting
- Persistent failure to wear correct uniform
- Repeated or significant damage to school property
- Vaping
- Smoking
- Being in possession of alcohol or illicit substances
- Being under the influence of alcohol or illicit substances

- Being in possession of any other prohibited items – see appendix 2
- Theft
- Persistent discriminatory behaviour
- Sexual harassment or assault
- Bullying behaviour (For full detail see [Anti-Bullying Policy](#))
- Dangerous behaviour
- Repeated disruptive behaviour
- Threatening or physical behaviour towards a member of staff
- Escalation through the intervention system

Each potential suspension and exclusion is considered on its own terms, with decisions at the discretion of the Executive Headteacher in accordance with this policy and the statutory guidance. For clarity, the following are indicative consequences for certain specific offences under the Trust's Drugs and Substance Abuse policy.

Issue	Sanction
<b>Vaping/smoking:</b> <ul style="list-style-type: none"> <li>• In possession of or using a vape or cigarette in school or going to and from school</li> </ul>	<ul style="list-style-type: none"> <li>• 1<sup>st</sup> offence: 1 day suspension</li> <li>• 2<sup>nd</sup> offence: 3 day suspension</li> <li>• 3<sup>rd</sup> offence: 5 day suspension and a meeting of the Trustees' Disciplinary Committee with student and parents/carers</li> <li>• Further offences: possible permanent exclusion</li> </ul>
<b>Alcohol:</b> <ul style="list-style-type: none"> <li>• Consumption/possession of alcohol in school or going to and from school</li> </ul>	<ul style="list-style-type: none"> <li>• 1<sup>st</sup> offence: 5 day suspension</li> <li>• 2<sup>nd</sup> offence: 5 day suspension and a meeting of the Trustees' Disciplinary Committee with student and parents/carers</li> <li>• 3<sup>rd</sup> offence: permanent exclusion</li> </ul>
<b>Drugs/Illegal substances</b> <ul style="list-style-type: none"> <li>• Being in possession of drugs or any associated paraphernalia in school or going to and from school</li> </ul>	<ul style="list-style-type: none"> <li>• 1<sup>st</sup> offence: 5 day suspension</li> <li>• 2<sup>nd</sup> offence: Permanent exclusion</li> </ul>
<ul style="list-style-type: none"> <li>• Dealing/supply in school or going to and from school</li> </ul>	<ul style="list-style-type: none"> <li>• Permanent exclusion</li> </ul>

## 6. Support and guidance to enable positive behaviour

We believe it is important to have clear structure in place to help students to make the right choices about their behaviour. There are three main elements to this: 1 – the relational approach used by all staff with all students; 2 – additional support for vulnerable students; 3 – the escalating ladder of support and consequence.

### The relational approach used by all staff with all students

Students' self-regulation and therefore self-motivation needs to be encouraged and supported in school and starts with genuine relationships. Here the onus is on adults in school to work hard to form connections with young people; once the connection is there, behaviour is more likely to be corrected successfully.

In interacting with students, staff will seek to:

- 1) Recognise behaviour as a communication tool, e.g. 'I can see you need something...'
- 2) Empathise with the young person in the situation 'I can see you are feeling...'
- 3) Collaborate with the young person to resolve the situation 'How can we work together...?'
- 4) Support the young person to move forward and avoid repeat instances 'Here is how I can help you... What can we do differently next time...?'

Once individual instances have been resolved/de-escalated there may still be a need to apply a sanction but this will be clearly communicated with the student in a way that ensures that it is the behaviour that is regarded as unacceptable and not the individual.

### **Additional support**

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 Heads of Year who will get more directly involved with individual students as concerns become more serious.

Mentors and behaviour support staff will work closely with Heads of Year and are primarily there to provide direct support and guidance to those students who are increasingly struggling to make the right 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 this is not typically in young people's interests and can be 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](#). 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.

### **The escalating ladder of support and consequence**

All student S points are recorded on ClassCharts and monitored closely by form tutors and Heads of Year. Points accrued from Stage 3 and Stage 4 incidents are collated and used to guide intervention on the ladder of support and consequence below. This is because Stage 3 and 4 incidents indicate a level of behaviour which has disrupted the learning of the individual and wider class, or undermined high standards of behaviour around school. The S1 and S2 warnings are recorded on ClassCharts but are neither punitive nor contribute to an accrual of stage points on the ladder below.

The intervention points and associated actions are designed to support students to make the right choices about their behaviour. Heads of Year will apply discretion about what kind of support to offer students, based on their knowledge of the individual, their needs and their context.

C1	<b>Initial incidents of poor behaviour</b> <ul style="list-style-type: none"><li>• Repeated low-level disruption either in or out of lessons resulting in repeated S3 or S4 detentions</li><li>• Failure to make changes to behaviour or engage with support offered</li><li>• Form Tutor will intervene and offer support and guidance</li></ul>
C2	<b>Continued repeated poor behaviour – Form tutor intervention (indicative points: 40 – 60)</b> <ul style="list-style-type: none"><li>• Form tutor will contact parents/carers to discuss concerns.</li><li>• Tutor Report for 2 weeks</li><li>• Daily review of behaviour record on ClassCharts by Tutor</li><li>• Tutor/parent meeting may take place</li></ul>
C3	<b>Insufficient improvement / continued poor behaviour – Head of year intervention (indicative points 80 – 100)</b> <ul style="list-style-type: none"><li>• The student may spend time in Reflection</li><li>• Year Team staff will meet with parents/carers and the student</li><li>• The student's needs are assessed and an internal referral for support may be submitted</li><li>• Head of Year Report for 2 weeks</li></ul>

C4	<b>Insufficient improvement / continued poor behaviour – Senior Leader Level 1, Assistant Headteacher (indicative points 120 – 150)</b> <ul style="list-style-type: none"> <li>• The student may be spend time in Reflection</li> <li>• Parents/carers meet with Assistant Headteacher and Head of Year</li> <li>• Clear targets and expectations set for in-school behaviour</li> <li>• Senior Leader report for 2 weeks</li> <li>• Review meeting after two weeks to assess progress towards expectations. Monitoring period may be extended, student may escalate up the ladder or be moved back to C3.</li> <li>• Referral may be made to HINT team for behavioural support</li> </ul>
C5	<b>Insufficient improvement / continued poor behaviour – Senior Leader Level 2, Head of School (indicative points 160 – 180)</b> <ul style="list-style-type: none"> <li>• A suspension may be issued for persistent disruptive behaviour</li> <li>• The student and parents/carers will meet with Head of School and Assistant Head or Head of Year</li> <li>• Head of School report for 2 weeks</li> <li>• Review meeting after two weeks to assess progress towards expectations. Monitoring period may be extended, the student may be moved back to C4, or a managed move or alternative provision may be considered to allow the student a fresh start</li> <li>• A referral may be made to the NCC Inclusion Team for more support</li> </ul>
C6	<b>Continued breaches of the school's behaviour policy (indicative points 200+)</b> <ul style="list-style-type: none"> <li>• Possible suspension</li> <li>• Possible managed move</li> <li>• Possible alternate provision</li> <li>• Possible permanent exclusion possible if all support options have been explored/exhausted</li> </ul>

The interventions listed at each stage are not exhaustive but rather are an indication of measures which may be implemented to support an individual student at certain stages. The range of support options that may be accessed includes:

- internal mentoring
- internal behaviour support
- parent meetings
- reduced/adapted timetable
- access to RESTORE
- SEN support
- academic intervention
- attendance support
- subject report
- external mentoring
- external agency referral (e.g. Primary Mental Health)

## 7. Additional points

### 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](#).



## **Screening, searching and confiscation**

In accordance with the national [statutory guidance](#), Hadrian Learning Trust schools can require a pupil or student to undergo screening, can search a pupil or student in accordance with certain criteria and can confiscate items deemed harmful or detrimental. For fuller details, please refer to the Trust's [screening, searching and confiscation 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.

## **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.

**Reviewed: August 2023**

## Appendix 1

### Expectations in PE

While students are taking part in PE lessons, we expect them to wear the school PE kit. Compulsory items must be purchased from our designated uniform suppliers and appropriate footwear is available from various sports retailers. Where a student arrives to their lesson without the correct PE kit, they will be expected to wear spare kit supplied by the department. The department will keep spare kit and ensure it is clean and ready for use. Where a student fails to comply with this, sanctions will be applied.

- All jewellery is to be removed for lessons. As part of the [Uniform Policy](#) students are not permitted to wear jewellery other than a watch and stud earrings.
- Long hair should be tied back at all times.

Where a student has an injury/illness or any other reason why they are not able to take part in lessons they must provide a note from their parent/carer to explain the reason behind their non-participation. **Students are expected to still bring appropriate PE kit and footwear even if they have a note excusing them from taking part physically in lessons.** Students are expected to take part in lessons in some form (referee, coach or umpire) and as such should be suitably dressed in PE kit to do so. Being in full kit will prevent school uniform from getting damaged in inclement weather and in cases of illness it can prevent conditions from worsening as students have dry uniform to get changed into if it is raining during the lesson.

In line with the department policy, 'excused' students who do not bring appropriate kit will be expected to borrow some from the PE department. Where a student fails to comply with this, sanctions will be applied. Where an injury or illness prevents students from being able to get changed easily, PE staff will use their discretion to allow that student to stay in their uniform and contribute to the lesson in an appropriate manner.

## **Appendix 2 Behaviours to avoid**

### **Low-level disruption / defiance, 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.

### **Harmful sexual behaviour**

Harmful sexual behaviour will not be tolerated in our school community. Clear and consistent messaging and guidance about this, including on how to report concerns, are shared with students via assemblies and the relationships, sex and health education curriculum. This behaviour policy clarifies that such behaviour – which includes harassment, on or offline abuse and assault – is regarded as serious misbehaviour that will typically involve suspension of the perpetrator and may result in permanent exclusion.