



Behaviour Guidance

Trust-wide guidance for those with responsibilities in relation to behaviour and discipline

This **guidance** is designed to sit at school level and act as the guide to how we apply the policy in our school.

1.0

Initio Learning Trust Vision:

Enabling everyone to flourish in our communities and beyond

Values:

COLLABORATION - We are a family of schools working closely together, supported by an experienced team.

AMBITION - We are ambitious in our drive for educational excellence, offering outstanding opportunities for our pupils and our staff.

RESPECT - We respect all of our pupils and staff and invest in every member of our community.

1.1 Defining our Culture of Behaviour

All of our schools work towards our aspiration that:

All children and young people will leave us as **responsible**, **respectful** and **resilient** citizens who are able to flourish and thrive in society.

Behaviour will be **taught** not controlled; **analysed** not moralised so that behaviour becomes an **internal** not external discipline. We will do this by creating **respectful** relationships that are **curious** about context, **compassionate**, **calm** and **consistent**.

1.2 Trust- wide Behaviour Principles:

All of our schools work towards the principles that:

- Everyone has the right to an open, friendly and studious classroom environment free from disruption or aggression
- All pupils will have support with behaviour management if they need it
- Staff are role models for behaviour and will manage behaviour effectively to ensure a good and safe learning environment
- Staff will establish and explicitly teach routines
- Schools that offer outstanding appropriate support alongside relentlessly high expectations for pupils will see excellent behaviour demonstrated and, therefore, will maximise learning time

2.0

Trust-wide Behaviour Expectations

We embed our culture by our three Trust-wide behaviour expectations that have been agreed by all of our schools to teach, model and insist upon. Each expectation may look slightly different at each stage of a pupil's development so phases will need to agree how the teaching, modelling and encouragement of the expectations is developed in their phases.

2.1 The three Trust behaviour expectations are:

- 1) Readiness to Learn
- 2) Respectful Relationships
- 3) Engagement

2.2 How we integrate these guidelines at Queen Elizabeth's School

At Queen Elizabeth's School we believe in high standards of learning, high standards of behaviour and living out our core values in everything that we do.

Our school is built on a Christian Ethos and is supported by the Rights Respecting Framework. We make no apologies for wanting the best for our students but do so in a caring environment where inclusion is central to culture.

Our Christian Vision centres around **Hope** and this provides the main framework for everything we do.

Our school is built on the following principles:

Hope

Community

Respect

Resilience

These **4** words underpin every aspect of our Relationship and Rewards procedures and focus not only on what we do but **HOW** we do it.

Rationale:

1. Our procedures are built on the 4 principles of Hope, Community, Respect and Resilience as well as our Rights Respecting programme and Christian Foundations.
2. This document provides instructions on how to support students through the use of rewards and consequences and explains how these are to be carried out. It is designed to ensure consistency as all procedures are listed here and can be followed step by step.
3. The procedures are not black and white but allow for adjustments as part of our Inclusive belief that all students deserve high quality education and a chance to be successful.

Christian ethos

School's theologically rooted Christian Vision:

A commitment to hope

'You will be secure because there is hope' Job 11:18

Developing character and bringing hope to all members of the QE family through our core values of; **Community, Respect and Resilience.**

Queen Elizabeth's School is one where we have the highest expectations and aspirations for every member of our school community. As a Church of England Academy, we are rooted in our Christian Faith and reaching out to everyone. We aim to provide all students with an exceptional education, a wide range of opportunities and extra-curricular activities, and a chance to be part of and contribute to a strong community. All members of the QE family are valued and supported to ensure that they feel secure allowing them to achieve their very best.

We are a school where every student has access to a broad, challenging and inspiring curriculum that provides them with the very best opportunities to flourish and achieve their aspirations. We aim to develop our students into confident learners who are resilient and resourceful in their approach to education and to life and who develop a love of learning.

As a member of the QE family students are nurtured as individuals through a pastoral system that has student wellbeing at its very heart. Central to this is the kindness and respect shown by all within the school.

As a Rights Respecting School we fully support the 54 Rights of the Child and they underpin the decisions we make when developing our relationships, culture and vision.

We are committed to the following 7 Articles as a main source of our development:

Article 2 - Non Discrimination- all rights apply to all children (underpinning Equality Act).

Article 12 - Respect for the views of the child.

Article 19 - Protection from violence, abuse and neglect.

Article 24 - Right to enjoy the best possible health.

Article 27- Every child has the right to a standard of living that is good enough to meet their social, emotional and physical needs.

Article 28 - Right to an Education and the right to learn.

Article 31 - Right to leisure, play and culture.

Queen Elizabeth's School Culture and Values

By combining these aspects we have come up with some simple school rules that underpin everything we do:

- Respect everyone's right to an education
- Respect everyone within our community
- Respect the school and facilities
- Respect the rules and guidelines in place at school
- Be kind to everyone in the community

This is how some of these might be lived out day by day:

Respect everyone's right to an education - not to disrupt learning, arrive on time to lessons, not to miss lessons, hand in assignments and homework on time, complete work to the best of your ability.

Respect everyone within our community - no bullying, to speak to everyone with kindness and respect, phones away, no swearing or inappropriate language and no discrimination.

Respect the school and facilities - no vandalism, return equipment as you found it, put litter in the bins and no stealing.

Respect the rules and guidelines in place at school - Move around safely, wear the uniform with pride, phones off and in bags, follow safety instructions in practical lessons and no illicit or banned substances/items on site.

Be kind to everyone in the community - Be inclusive, no hate speech, value all cultures and religions equally and be open minded.

2.3a Initio Trust Guidance for Demonstrating Readiness to Learn

What? Readiness to learn is the expectation that we have of our pupils at the start of learning episodes, be that formal or informal. It is having the correct skills and equipment to accelerate learning.

Why? Being ready to learn is an important life skill; showing respect for those around you and the environment and demonstrating organisational skills. Readiness to learn means that pupils are able to make the most of the learning, becoming rapidly engaged in thinking about key learning

How? As a minimum,

Staff will:	Students will:	Senior leaders will:	We would like Parents to:
• be on time to lessons • Meet and greet at the door • provide visual and written examples of equipment needed • clearly indicate what level of peer interaction the learning episode requires • model the behaviour they wish to see • have the learning ready for the pupils • teach the routines for the classroom, including entry and exit • Reinforce expectations through the school's behaviour system	• be on time for lessons • enter rooms quietly • have the necessary equipment • leave the room in a tidy state • respond to the level of peer interaction indicated by staff • Wear the uniform correctly and wear the lanyard	• Communicate the expectations clearly to all staff, pupils and parents • Reinforce expectations through their behaviour system • Provide regular reminders and opportunities for teaching of the expectations • Support staff to teach, model and enforce the expectations through thorough CPD • Model the behaviour they wish to see from staff and students	• Ensure their child has access to the correct equipment for school (<i>either from home or in arrangement with the school</i>) • Ensure their child is on time for school and follow the correct protocols in case of absence / lateness • Support the school with the expectation of readiness to learn

2.3b Initio Trust Guidance for Demonstrating Respectful Relationships

What? Respectful relationships means building considerate and courteous relationships with all members of the school and wider community.

Why? We want all pupils in our Trust to leave us as responsible, respectful and resilient individuals. Learning how to foster respectful relationships is key to being confident in wider society and in whichever place of work our pupils decide to enter.

Excellent relationships can motivate pupils to achieve

How? As a minimum,

Staff will:	Students will:	Senior leaders will:	We would like Parents to:
• Model respectful relationships • Greet pupils into lessons at the door • Speak calmly and fairly to all • Ensure the vocabulary used is inclusive • Be tolerant of pupil's needs and ensure their needs are catered for • Seek to understand the wider context of a pupil's life • Teach social cues, where appropriate • Challenge any language that seeks to be derogatory to an individual or a group • Be open and welcoming	• Speak to all calmly and fairly • Use language that is inclusive and non derogatory • Be welcoming and open to new pupils, parents and visitors • Use social media with respect for all other users • Attempt all tasks to the best of their ability	• Communicate the expectations clearly to all staff, pupils and parents • Reinforce expectations through their behaviour system • Provide regular reminders and opportunities for teaching of the expectations • Support staff to teach, model and enforce the expectations through thorough CPD • Model respectful relationships with all in the school and wider community • Use whole school	• Model respectful relationships, especially when working with the school • Use language that is inclusive and challenge language which is not inclusive or is derogatory • Encourage their children to try their best at all tasks • Talk about members of the school community in a respectful way

to parents and visitors • Encourage all pupils to try their best		teaching to demonstrate respectful relationships	
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2.1c Initio Trust Guidance for Demonstrating Engagement

What? Engagement is the expectation that all members of the school will be actively involved in the school community, whether that is in a learning episode or something more informal. Engagement is showing that you are listening, actively participating and ready to respond.

Why? Engagement fosters motivation to participate in school activities and allows pupils to have a strong sense of belonging which is important as they grow and mature. Engagement in learning maximises every learning opportunity by minimising low level distractions

How? As a minimum,

Staff will:	Students will:	Senior leaders will:	We would like Parents to:
• Model engagement when pupils are addressing others including giving appropriate responses • Teach active listening to pupils • Make themselves aware of individual pupil's needs • Ensure that lessons are adapted to cater for pupils' needs in line with SEN and	• Look at a speaker whilst they are speaking • Do not distract others • Be ready to answer questions and/or contribute to discussions • Respond to feedback • Where appropriate, participate in extracurricular activities such as clubs/ school council / tours for visitors / shows / sports	• Communicate the expectations clearly to all staff, pupils and parents • Reinforce expectations through their behaviour system • Provide regular reminders and opportunities for teaching of the expectations • Support staff to teach, model and enforce the	• Model engagement with their children • Encourage engagement in extracurricular activities, either during school time or outside of the school day • Use staff feedback to understand how engaged their child is in school life • Ensure regular and punctual attendance at school

behaviour support plans where appropriate. • Make lessons relevant with an appropriate level of challenge • Use visual and verbal reminders about active engagement in lessons • Use feedback to gauge the engagement in lessons and beyond • Encourage pupils to participate in extracurricular activities • Model good attendance	leader etc • Attend school regularly and on time • Attend all lessons and on time	expectations through thorough CPD • Track pupil engagement in extracurricular activities • Ensure there is an appropriate range of extracurricular activities on offer • Monitor attendance and support leaders to support families where attendance is not as expected	
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3.0 Types of Behaviour

Queen Elizabeth's School generally defines behaviour into the following four categories:

3.1 Pro-Social behaviour

This is the behaviour that we wish for all of our pupils to aspire to. It is defined as behaviour which is positive, helpful, and intended to promote social acceptance.

It is characterised by a concern for the rights, feelings and welfare of other people and is behaviour which benefits other people or society. Examples of prosocial behaviour can be (but are not limited to):

- Helping others with tasks
- Lending equipment
- Welcoming visitors
- Polite and respectful behaviour
- Wearing the uniform correctly and with pride
- Standing up for vulnerable students

3.2 Un-Social behaviour

This can be defined as not seeking or giving to association with others. It is characterised by being unwilling or unable to behave sociably in the company of others, but not to the detriment of self or others. It can sometimes present as not doing as instructed, but not to the detriment of self or others. Examples of un-social behaviour can be (but are not limited to):

- Homework not being completed
- Not following instructions
- A lack of work in lessons
- Uniform worn incorrectly

Behaviours that don't support our community values are defined as being unsocial or, in extreme cases, antisocial. There is no clear dividing line between un-social and antisocial behaviours (rough guide below), but we must ensure we don't drive un-social behaviour into being anti-social behaviour.

3.3 Anti Social Behaviour

This can also be classed as 'Difficult' behaviour when it is anti social but not dangerous

This can be defined as behaviour that causes harm to an individual, the community or to the environment. It is characterised by behaviour that is likely to cause injury, harassment, alarm or distress or that violates the rights of another person or is contrary to the laws and customs of society. Examples of anti-social behaviour can be (but are not limited to):

- Persistent disruption of learning
- Absconding from the classroom or school
- Causing disrepute to the school
- Bullying - The Pro Kindness Policy outlines the procedures for tackling this in detail [Pro Kindness Guidance 25-26](#)
- Harassment
- Defiance
- Swearing or rudeness to staff/students

3.4 Dangerous behaviour

This can be defined as behaviour which will imminently result in injury to self or others, damage to property or behaviour that would be considered criminal if the person was the age of criminal responsibility. Examples of dangerous behaviour can be (but are not limited to):

- Racist / homophobic/ sexist abuse
- Physical violence
- Bringing weapons on site
- Bringing drugs or alcohol on site
- Wilful damage to property
- Inciting violence in others
- Child on child abuse
- Persistent Bullying

The school will closely monitor pupils who are displaying un-social or antisocial / difficult behaviour and ensure that checks have been made about their specific learning needs, safeguarding needs and where interventions may be needed to ensure provision throughout the curriculum and school is appropriate.

Most pupils will never need to be subject to any consequences for anti social or dangerous behaviour or any bribes in order to behave pro-socially or achieve academically, they will simply need a dynamic and engaging education experience.

However, there may be one or two pupils in each class who may be at risk of harming themselves either physically or by withdrawing, hiding etc. . These are often the very quiet or withdrawn pupils who can be missed from planning as their behaviours do not trouble anyone and staff at the school will be aware of these pupils and monitor them closely.

4.0 Rewards

Queen Elizabeths' School recognises that modelling and teaching pro-social behaviour will likely result in more pro-social behaviours being shown. Pupils can be recognised for their pro-social behaviour with a system of rewards.

Rewards will be genuine and specific, allowing the reward to be a teaching opportunity. Rewards can include (but are not limited to):

- Verbal recognition
- Contact with home
- House Points
- Head of year / house award
- Headteacher award
- Reward Breakfasts
- Film events
- Non uniform days

How we reward at Queen Elizabeth's School

Rationale

The main aim of our rewards programme is for **all** students to be recognised for their strengths and contributions to the QE community. To have a clear, consistent and robust process to enable students to access rewards that reflect their actions in upholding and living out the core values of Hope, Resilience, Respect and Community. This is designed to ensure students are motivated and rewarded for living out the core values that underpin our Christian commitment to hope.

Implementation

Students will be awarded house points for actions that are aligned with the values of Respect, Resilience and Community; which underpin the overarching value of 'commitment to hope'. All of the achievements will be aligned to the values.

Individual rewards

Students will receive a badge in each of these areas on attaining threshold totals. These badges will be tiered from Bronze to Gold. This rewards cumulative actions and achievement over the course of time.

Badges- Three to collect in each value- cumulative over years		
Hope Badge- Holding three gold badges		
Respect Badge	Resilience Badge	Community Badge
Gold- 1500 HP - Badge awarded and presented - Contact home and names published in QE News	Gold- 1500 HP - Badge awarded and presented - Contact home and names published in QE News	Gold- 1500 HP - Badge awarded and presented - Contact home and names published in QE News
Silver 1000HP - Badge awarded and presented - Contact home and names published in QE News	Silver 1000HP - Badge awarded and presented - Contact home and names published in QE News	Silver 1000HP - Badge awarded and presented - Contact home and names published in QE News
Bronze 500HP - Badge awarded and presented - Contact home and names published in QE News	Bronze 500HP - Badge awarded and presented - Contact home and names published in QE News	Bronze 500HP - Badge awarded and presented - Contact home and names published in QE News
Recognition of Participation		

Half termly rewards

Each half term, students will be able to access rewards for their house points obtained within that half term. This rewards actions and efforts in periods of time. The half termly awards will be tiered and aligned to the rewards below.

Half termly HP totals individually- these will be per half term		
Gold	Silver	Bronze
- X number of HP - Reward tea/breakfast - 'Shout out'- Name displayed in school and QE News	- X number of HP - Chocolate reward - 'Shout out'- Name displayed in school and QE News	- X number of HP -Shout out-Name displayed in school and in QE News'

Collective rewards

Students' collective achievement will also be rewarded, through tutor group attendance and Housepoint totals. This ensures that collective and collaborative actions will also be rewarded for tutor groups, houses and year groups. The table below shows the overview of all rewards that students and groups of students can access and receive.

Rewards Overview

Individual reward	Tutor reward	Year/House reward
Badges on Respect, Resilience, Community	Certificates each term based on HP to be displayed in tutor rooms	Attendance rises and rates- PE kit or 'in school' activity events
Bronze-Gold winners Shout outs for HP- Half termly	100% - 3 in a week- queue jump for group	House competition rewards within school
Silver winners Chocolate reward for HP- Half termly	5% improvement in a cycle queue jump	
Gold Winners Teas/breakfasts- half termly		
Participation badge and then gold / silver / bronze replacing the participation badge. Different colour badges / stripes		
Reading badges		

Sport badges		
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5.0 Consequences

All behaviour has consequences and Queen Elizabeths' School recognises that part of teaching behaviour is providing proportionate, rational, timely and appropriate consequences for behaviour, including rewards, detailed above.

5.1 Consequences for un social behaviour could include (but are not limited to):

- Missing unstructured times to complete work
- Making up the work missed after school
- Attending catch up sessions
- Apologising for not following instructions

5.2 Consequences for anti social / difficult behaviour could include (but are not limited to) :

- Meeting with others through a restorative process
- Spending some reflective time away from peers
- A loss of unstructured times
- Lunchtime and After school detentions
- Community Service
- Reflection
- Level 2 Reflection
- Use of alternative provision
- Offsite Direction

Anti social / difficult behaviour may also result in suspension or exclusion from the school.

5.3 Consequences for dangerous behaviour could include (but are not limited to) :

- Restorative processes
- Time spent away from peers
- Loss of social times, including after school detentions
- Reflection
- Level 2 Reflection
- Suspension
- Use of managed moves and Offsite Direction
- Use of alternative provision to improve behaviour

Dangerous behaviour may also result in a Permanent Exclusion from the school.

At Queen Elizabeth's School, we have a system for consequences but we acknowledge that there may be some pupils who sit outside of any formal system and we will apply our knowledge of the pupil and their context when making decisions about consequences to ensure **equity**.

5.4 Consequences in Detail

Detentions

Detentions are used as a consequence for a variety of behaviours.

Designed to take away free time as a consequence and give time for work to be completed and reflection for the student. They do not impact learning time.

Types of Detention:

Year Lunchtime Detentions (YTD) - For Punctuality or low level silly behaviour - severity 1 or 2 incidents outside of lesson time.

Faculty Lunchtime Detentions (FTD) - For lack of homework, lack of work or low level silly behaviour in lessons - severity 1 or 2 incidents.

After School Detentions (ASD) - For more serious incidents of Severities 3 or higher that do not warrant Internal Exclusion or Suspension.

Senior Leadership Team Detentions (SLTD) - For students that miss ASD's during the week.

Senior Leadership Reflection Mondays - (SLRM) - For students that miss SLT Detentions.

Subject Removal and Internal Exclusion

Subject removal is used to remove students that are disrupting the learning of others for a short period of time. Internal Exclusion is used when a student is being withdrawn from the student population for a full day of reflection and study.

Subject removal and Reflection students also lose some of their own free time. Our procedures give them some time out to reflect on their behaviour and return successfully to the classroom.

Reflection Room Expectations:

- All mobiles, players, Airpods and related equipment will be handed in at the start of the Reflection.
- Students will work in silence throughout the Reflection and remain in their seats.
- Students will raise a hand to notify a teacher for help.
- Students must complete all tasks with the same effort and attitude as expected in normal lessons
- Students must complete their Reflection sheet and statement if requested to do so when removed.
- Students will complete Knowledge Organiser, Past Papers or written revision - no access to IT unless it is written into their SEN plan or is part of their SEA

- Students will go down to break at 11.50-12 and lunch 1.35-2pm if they are scheduled to miss those sessions. They will be taken to the Restaurant by the Pastoral Officer.

How long do students remain in Reflection?

1. If a student is removed from AM registration or periods 1 or 2 they stay in through 1 and 2 and 10 minutes of break - they are let out at 11.40am.
2. If a student is removed period 3 they remain in for period 3 and 20 minutes of lunch - they are let out at 1.20pm.
3. If they are removed from PM registration or Period 4 they remain in for the rest of the day and are released at 3.20pm - buses will need to be held.

Adjustments to Reflection:

1. Students can have time added if they fail to follow the instructions of Reflection.
2. Students on the SEN register can receive the following reasonable adjustments - Some time in Reflection, followed by time in Independent study or the HUB depending on their need. However, they must report to Reflection first and the SOR teachers make this decision.

Removal from Reflection:

Students that are really struggling and have not responded to any of the above adjustments may need to be removed from Reflection.

Internal Exclusion

Rationale:

1. Some behaviours may require more severe consequences - Internal Exclusion and Offsite Direction are used for these more severe events.
2. Both are preferred to suspension as it helps to keep students in school and safeguarded, improves inclusion and attendance.

Internal Exclusion

This is when we place a student in Reflection all day - from 8.40am until 3.20pm.

They stay in for break and lunch and go to the restaurant with the other removed students at 11.50-12pm and from 13.35-13.55pm.

Level 2 Internal Exclusion

This provision is the same as the process above but utilises the use of the 6th form Study area or SLT office as the place that the student works in for the duration of the day.

The students are to be registered in the same way and added to Arbor.

Students will remain in the area all day with food brought to them via the Restaurant at 11:50-12pm and 13:35-13:55pm. If these facilities are not available they can go to the Restaurant with supervision at the same times listed.

Offsite Direction

This is agreed by the Headteacher and replaces any Managed Moves. This can be used in place of a Managed Move or longer suspension.

Offsite Direction requires the agreement of both Headteachers.

The above folder contains the paperwork required to carry one out - all of it must be completed.

Once agreed there is a process to follow:

1. Agree with both Headteachers
2. Communicate with the parents - use the official paperwork but an initial meeting is important to set up the move.
3. Once dates are agreed - move with the parents and home/guest school.
4. State date parameters of the move.
5. Communicate these with all stakeholders - Home school, Guest school, parents, admissions, Data manager, attendance, safeguarding and pastoral staff.
6. Transfer or distribute any relevant paperwork prior to student arrival.
7. If Guest school - initial admission meeting held by Deputy Head (Behaviour and Attitudes).
8. Follow up meeting between HOY, parents and students to admit them into the school.
9. Review meetings where necessary.
10. Final review to decide if the student returns to Home school or goes onto roll at the guest School.

Suspensions

Suspensions are designed to be a last resort. There will be times when all other strategies are not having an impact and suspensions will be used as a reset for particularly challenging behaviour.

Where behaviour becomes physically aggressive or unsafe a suspension will be used to support other students and staff.

Where bullying or hate speech has escalated beyond education a suspension may be required.

Permanent exclusions are likely to be issued in cases of extreme disruption to students and staff, where there are incidents of assault on staff or students or where items are brought onto site that are classified as weapons or banned substances (this could include alcohol and vape related products as well as drugs paraphernalia).

5.5 Core Value Cards

To build consistency around uniform, equipment and punctuality.

To give students the opportunity to meet high standards.

To address persistent offenders

To reward those students who always get it right.

Name:		
TG:	w/c:	
House:		
	Reward	Strike (Uni/Punc/Equip)
1		
2		
3		
Hope - Respect - Resilience - Community		



Implementation:

Each student will receive a card.

Staff will carry spare cards in order to replace the one collected.

All collected cards with 3 reward signatures go into a reward draw - we will use Arbor to track and monitor this.

They are worth 20 House points so it's likely those getting these regularly will end up in the award event for Bronze, Silver, Gold and Platinum students.

Access to the ACE Games/Prom will be based on getting cards signed - students with no positive ACE points will not be invited.

5.6 Uniform Guidance

We want our students to wear the uniform correctly and appropriately at all times.

Uniform helps to identify our students both in and outside of school and helps with safeguarding.

All wearing the uniform helps to make everyone feel part of the QE Family.

Wearing the uniform and all looking the same removes economic barriers to appearance.

We want all students to be prepared for learning.

What our Uniform Policy says:

<https://www.queenelizabeths.com/attachments/download.asp?file=355&type=pdf>

Students should wear:

Navy Blazers

Tie for boys

Navy school Jumper - Optional

Black Trousers/Navy unaltered or unrolled skirts

School shirt or blouse - tucked in

Black tights or black socks

Black school shoes - No black training shoes

Jewellery

A watch

1 ring on each hand

Maximum of 2 studs per ear lobe

Clear retainers can be worn in the nose

No bracelets or necklaces

Mobile phones

Mobile Phones should be switched off and in bags.

If a student is caught with their phone out this will result in an ACE Strike and confiscation of the phone. The phone should then be taken to the Reflectionroom to be collected by the student at the end of the day from Reflection at 3.25pm.

Students will have the opportunity to correct any uniform or equipment issues during this time without consequence. They can do this at the Year Office. If they refuse please address this as defiance and escalate through either the behaviour system or removal system. Tutors contact home to inform parents each time the uniform is incorrect.

5.7 Mobile Phone Guidance

- 1) At Queen Elizabeth's School students are allowed to carry Mobile phones on their person provided they are switched off and in their bags.
- 2) A significant proportion of our student body travels to school on public transports and students require mobile phones in light of safety and updating any travel arrangements to parents.
- 3) However, mobile phones are not to be used around the school site.

Mobile Phone procedures

Where a student is seen with a mobile phone, staff may confiscate the mobile phone.

1. The phone is taken to the Reflectionroom to be collected at the end of the day.
2. When confiscating the mobile phone ensure the phone is off.
3. Take the phone directly to the Reflection room.

4. Sign a negative box on the student's Ace Card.
5. Students will get their phones back at 3.25pm.
6. Buses will be held so that students do miss transport home.

Airpods

These can also be confiscated in the same way as a mobile phone. Follow the same steps for mobile phone confiscation.

Serious incidents

Where there is concern around a serious incident involving a mobile phone (reports of indecent images for example), please inform the Senior Leadership Team.

The phone may be seized and passed to the Police depending on the severity of the allegation.

6.0

Further reading:

Useful policies and documents to be read in conjunction with this guidance:

Policies / Guidance

- [SEND Policy](#)
- [Child Protection Policy](#)
- [Attendance Policy](#)
- [Exclusion Policy](#)

DfE guidance and legislation

- [KCSiE, 2022](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - guidance 2022](#)

- Behaviour in Schools, 2022
- Alternative Provision, 2016
- Equalities Act, 2010
- SEN Code of Practice, 2015

Useful websites:

<https://www.gov.uk/government/publications/behaviour-in-schools--2/further-guidance-and-resources-for-supporting-behaviour-in-schools>