

# **Behaviour Procedures 2020-21**

**For information regarding the Policy  
please see the WAT Behaviour Policy**

## **Contents**

1. Purpose and Aims
2. Scope
3. Procedures and responsibilities
  1. Rewards
  2. School Rules and Expectations
  3. Behaviour Support
  4. PSP's
  5. The HUB
4. Prevention of Bullying
5. Prohibited substances and items
6. Confiscation of Prohibited items
7. Staff Training

## **Introduction**

At the Queen Elizabeth's School we strive for the best behaviour and encourage all of our members, staff and students to be the very best they can. Expectations around behaviour are very high as we want all of our members to feel safe and secure and have the opportunity to grow and learn in a calm and safe environment. All of this is also built on our strong Christian foundation and Vision of Hope. It is our Hope that all are behaving correctly and displaying the highest standards, both in school and when representing the school. We believe in a culture of rewards and support and we hope to be able to model the highest standards at all times and recognise those that keep to these standards on a regular basis.

### **1. Purposes & Aims**

This document is designed to sit underneath the WAT's Behaviour Policy and outlines how the policy is carried out in the school. It is designed to describe and explain the systems used at Queen Elizabeth's School to implement the behaviour policy.

## **Purpose**

The purpose of the Procedures document is to provide key information to all stakeholders about how the Behaviour Policy is used in school and outline the day to day systems that are used to support positive behaviour.

## **Aims**

The main aims of this document are to provide a clear and concise rationale behind the procedures and systems in place at the Queen Elizabeth's School.

## **2. Scope -**

This set of procedures and systems is applicable to all of Queen Elizabeth's School.

## **3. Procedures & Responsibilities**

In order to promote the successful implementation of these procedures and to ensure successful student and staff understanding and application, all classrooms will display:

- a poster with the Classroom Golden rules

### **1 Rewards**

**House Points** The school operates a system of rewards which supports the achievement of all students.

- The marking and assessment policy should contain reference to the criteria for the awarding of house points, and this should be monitored by Heads of Subject and Faculty.
- House points are awarded for a range of achievements.
- They are for work that surpasses expectations in terms of effort or achievement, for excellent service to the school or others, or for excellent performance in any field.
- They are not to be awarded for 'normal' behaviour (e.g. to students who behave well when they don't normally).
- That is not to say this should not be rewarded through praise, emails home or phone calls home.

### **Celebration Assemblies**

Regular celebration assemblies will be held for each House.

- Heads of House will work with tutors to identify criteria for the awarding of prizes to students, with the emphasis being on breadth and inclusion.
- In addition, a high priority is be given to including a celebration of achievement in EVERY assembly – this could be through performance, demonstration or celebration of excellent work, awards, competitions and trophies, or a specific focus.

### **Year 11 ‘Prom’**

- The Headteacher aims to invite all students, but makes it clear that this is a reward for students who have made an overall positive contribution to the school
- In Year 11, students might be issued with a “Passport to the Prom”. This will have the criteria based on achievement, attendance and behaviour.
- The Year 11 ‘Prom’ students are invited to the Prom and are asked for a contribution towards the cost of the event.

### **Headteacher Commendation Letters**

- All staff should actively engage in the promotion of student outstanding work by requesting a letter of commendation to be sent by the Headteacher, with clear reasons for the request.

### **Celebration of Achievement**

- Student achievement is encouraged and supported through the celebration of achievement.
- Celebration Assemblies take place each half term to recognise students’ progress and achievement.
- Achievement will be celebrated on the Electronic Notice boards, and in newsletters and through press releases as appropriate.
- Students with 100% attendance in a term will receive a reward afternoon at the end of term.

## 2 School Rules and Expectations

### Lesson start

- Arrive promptly
- Line up outside the room in silence
- Full and correct uniform
- Enter the room in silence
- Sit in seating plan
- Equipment out on desk

### Do Now

- Starter activity to recall key information from KO
- Attempt every question

### Guided and Deliberate Practice

- Silent working time (unless instructed otherwise)
- Answer questions - no opt out
- Work hard
- High quality presentation

### Dismissal

- Pack away in silence
- Stand behind desks
- Wait to be dismissed
- Swift move to next lesson

### **3 Behaviour Support**

1. We believe that providing engaging and purposeful lessons and extra-curricular activities in school that are supported by praise and encouragement will help to prevent unacceptable behaviour.
2. We also believe that a strong partnership between parents and teachers can overcome most behavioural problems, and that standards of behaviour in school are exactly those that are expected from parents or carers in their homes. We look for decisions in school to receive full parental support.
3. There will be clear sanctions in place for those students who do not comply with the school's standards of behaviour. The sanctions will be implemented consistently, and will be proportionate and fair. Clear explanations for the sanction applied will always be given, together with guidance on how to avoid future sanctions.
4. A range of reports, such as House reports, are used to monitor and help students improve behaviour by focussing on specific targets.
5. Mentoring - such as peer, Chaplin or tutor can help to focus the students onto more positive behaviour choices.
6. SEN involvement may be requested to look at additional need, graduated responses or to look at more challenging behaviours and to support the students on a more 1-1 level through staff or HUB support.
7. Students whose behaviour persistently falls below the expected standards will be subject to a Pastoral Support Programme. This is a personalised plan produced in consultation with parents/carers, the student and teachers as appropriate.
8. Responses to behaviour may vary according to the age of the student and any other special circumstances that may affect the student.
9. Sanctions will cover a range of measures including lunchtime and after school detentions.
10. Students who blatantly disregard the code of behaviour expected of them may be temporarily or permanently excluded from school. In such cases, parents or carers will be fully informed and involved, and they will also be informed of their right to appeal. (Occasions may arise when external agency involvement or transfer to The Learning Centre may be the most appropriate course of action, in order to maintain the student in education, and thus avoid permanent exclusion).
11. A serious view is taken of any anti-social behaviour beyond the school gate and sanctions will be applied.

## **4 Pastoral Support Programmes (PSP)**

If a student's behaviour is giving significant cause for concern and they are also at risk of permanent exclusion then a Pastoral Support Programme will be written in conjunction with the parents or carers and the student. If a PSP is going to be utilised then this is to be reported to the Academy Committee. The Governors may then choose to exercise their rights to invite the parents or carers to attend a meeting with their son or daughter to discuss the implementation of the PSP, the desired outcomes and the next steps which may occur.

## **5 The HUB**

This aspect of the school's behaviour policy is designed to support students with the highest need for additional provision. The HUB comprises the elements of pastoral support, Special Educational Needs, Child Protection and Safeguarding and medical needs. The Hub is facilitated by Kim Ashby and attended by multiple members of the Senior Leadership Team. Its purpose is to discuss, put into place and evaluate the effectiveness of alternative support for students whose behaviour is severely and negatively impacting their own learning and progress but also the learning and progress of others.

A student may be referred to the Hub by their Head of House or the Senior Leadership Team.

Through the Hub, students have access to a range of potential support:

- Reduced timetable – on a temporary or permanent basis
- Mentoring – understanding that the students' choice of actions has consequences
- Independent studying
- Where a student has a special educational need related to behaviour, support from an Educational Psychologist
- School counsellor/TLC appointments

## **4. Prevention of Bullying**

As a school we are completely committed to the prevention of bullying. A separate policy is held for this anti-social behaviour. The school's behaviour policy will be used appropriately in order to support our commitment to the prevention of and response to bullying.

<http://www.qe.dorset.sch.uk/Policies>

## **5. Prohibited substances and items**

In the interests of the health and safety of students, staff, other members of the school community and visitors to the school, the school asks parents and students to ensure that any inappropriate and dangerous items, or harmful substances, are not brought into school. In the majority of cases the application of common sense will easily determine what should not be brought in to school. Students suspected of bringing in any item in the banned items under 'Prohibited items' may be searched without consent, including their belongings, by the Headteacher or other staff authorised to do so.

## **6. Confiscation of Prohibited items**

The school reserves the right to seize, confiscate or destroy any of the prohibited items, or any item that the school deems to be unsuitable and dangerous. Sanctions may be applied to any student found in possession of any prohibited item or any item that the school deems to be unsuitable and dangerous. As listed in Appendix 3 Students may be excluded in extreme cases, or when students have received previous warnings about prohibited items. Cameras: the school reserves the right to confiscate cameras or mobile phones and to delete any unauthorised pictures or video recordings of students or staff

## **7. Staff Training**

The school is committed to providing appropriate high quality training for staff on all aspects of behaviour management to ensure successful implementation of the school Behaviour Policy and Procedures.

Training will include Behaviour management CPD, Teaching and learning CPD, Managing students with Particular needs training, Training in the use of systems and procedures and professional advice and guidance on how to teach and work with individuals students with particular needs.

## **8. E Safety**

As a school we are completely committed to ensuring student safety at all times. Separate policies are held for E-Safety and Acceptable Use of ICT.

## **9. COVID 19**

Although the trust behaviour and exclusion policies still stand, there are some more specific requirements relating to Covid 19. This is an addendum to the existing policy and remains in place until such times as it is safe to lift it.

We understand that this is an especially challenging time and support will be on offer to all pupils if required. However, all pupils and staff have the right to a safe and calm environment and so all pupils will be required to conform strictly to any measures which the

school deem as important in minimising risk associated with Covid 19. These include but are not restricted to:

1. adhering to any altered routines for arrival and departure
2. following school instructions on hygiene, such as handwashing and sanitising
3. adhering to school instructions on the appropriate use of face coverings
4. following instructions to ensure distancing, including at social times
5. moving around the school as per specific instructions (for example, one-way systems, out of bounds areas, queuing)
6. expectations about sneezing, coughing, tissues and disposal ('catch it, bin it, kill it') and avoiding touching your mouth, nose and eyes with hands
7. an expectation that a child will tell an adult if they are experiencing symptoms of coronavirus
8. rules about sharing any equipment or other items including drinking bottles
9. amended expectations about breaks times, including where children may or may not play
10. use of toilets

We will prioritise the safety of pupils and staff at all times, any behavior which is unsafe or puts others at risk will be dealt with seriously. Any dangerous behaviour will result in a fixed term exclusion.

## **APPENDIX 1 School Sanctions**

The following sanctions provide a sequential, graduated response to misbehaviour. This process has been designed with student choice at the centre of the planning. A student is able to prevent a behavioural situation from escalating by making the choice to respond to staff and alter their behaviour appropriately.

### **Sanction Explanation**

Warning - Behaviour - not meeting expectations/disrupting learning

Removal Behaviour not meeting expectations following warning. Students are removed to isolation for 24 hours (5 lessons). They have 5 minutes to take themselves to isolation. This will be run in the Isolation Room in D302.

3 removals will result in an Isolation.

Removal from isolation will result in a fixed term exclusion.

Afterschool detentions are given for Uniform/equipment breaches plus minor behavioural issues.

Failure to attend afterschool detention = Planned Isolation the next day

Failure to complete Isolation = Fixed term exclusion

Level 2 Isolation can be used for any other circumstance decided by SLT.

The House Office will contact parents/carers to notify them if their son/daughter is expected to attend after school detention on that day.

Students may also be placed into afterschool detentions by subject teachers for not completing work or being behind with coursework.

Leaving the school site agreement withdrawn for 6<sup>th</sup> form students if behaviour or attendance are a concern.

All above processes should be logged on SIMS.

## **APPENDIX 2 Support for colleagues by Subject Leaders, Heads of Department, Heads of Faculty, Heads of House, Heads of Year and SLT**

Subject Leaders, Heads of Department and Heads of Faculty will keep a track of behaviour concerns and responses within the department via SIMS.

Heads of House and Heads of Year will also track and monitor behaviour using SIMS and the removal log.

It is appropriate for class teachers to contact home to discuss a student's behaviour, learning and progress.

Class teachers should be supported by the Subject Leader, Head of Department or Head of Faculty.

## **APPENDIX 3 Searching Students**

**In accordance with the Law and following Government guidance** The Headteacher and staff authorised by them have a statutory power to search students or their possessions, without consent, where they have reasonable grounds for suspecting that the student may have a prohibited item.

### **Searching with consent**

SLT must approve the decision to search a student. The search is to be carried out by two members of staff, one should be a member of SLT, with at least one of these staff being of the same sex as the student being searched. Staff may search the outer clothing of the student and any other relevant possession that the student has control over (such as lockers, bags etc.). Outer clothing includes coats, hats, shoes, scarves and shoes or boots. This search would include:

- a. asking students to turn out their pockets
- b. asking students to empty their bags
- c. looking in a student's bag or locker

If a student refuses to follow the member of staff's instructions as above then normal school sanctions for refusal to follow instructions will follow.

### **Searching without consent**

The school has the legal right to search students without consent if there is reasonable grounds to suspect a student is in possession of a prohibited item. The prohibited items include:

- a. Weapons or knives
- b. Alcohol
- c. Illegal drugs
- d. Stolen items
- e. Tobacco and cigarette papers
- f. Fireworks or equivalent explosive devices
- g. Offensive material such as pornographic, racist or violent images
- h. Any article where there is reasonable belief that it has been, or will be, used to commit an offence
- i. Any article banned by the school rules

The Headteacher, Deputy Headteachers and Assistant Headteachers should lead searches in these circumstances. The search is to be carried out by two members of staff with at least one of these staff being of the same sex as the student being searched. Staff may search the outer clothing of the student and any other relevant possession that the student has control over (such as lockers, bags etc.). Outer clothing includes coats, hats, shoes, scarves and boots.

**When a search is carried out the following procedures must occur:**

- a. Contact the police if any article is found that is of an illegal nature
- b. Phone call to parents or carers
- c. Log on SIMs

**Banned Substances and Items**

In the interests of the health and safety of pupils, staff, other members of the school community and visitors to the school, the school asks parents and students to ensure that any inappropriate and dangerous items, or harmful substances, are not brought in to school. In the majority of cases the application of common sense will easily determine what should not be brought in to school. Students suspected of bringing in any item in the banned items under 'Prohibited items' may be searched without consent, including their belongings, by the Headteacher or other staff authorised to do so.

**APPENDIX 4 Reasonable Force**

Members of staff have the power to use reasonable force to prevent students from committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom and school. The Headteacher and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

*It should be noted that this course of action should be used as a last resort and staff should not put their own safety at risk.*

**APPENDIX 4 Smoking**

- a. Queen Elizabeth's School is a no smoking site.
- b. No member of the school community, or visitors are permitted to smoke.
- c. Smoking to and from school using school buses or public service buses is not permitted
- d. Students, whilst wearing their school uniform and therefore representing the school are not

permitted to smoke.

- e. Any student who is present when another student or students, are smoking is subject to an

After School Detention. Persistent abuse of this rule will result in more serious sanctions.

## APPENDIX 5 Reference Documents

This policy has been written in line with, and with specific reference to the following Education law and Government guidance:

1. The Education Act 2002 2. The Education and Inspections Act 2006 3. The Schools (Specification and Disposal of Articles) Regulations 2012 4. Health and Safety at Work Act 1974 5. Equality Act 2010 (updated June 2015) 6. Behaviour and Discipline in Schools – A guide for Headteachers and school staff (Department for Education January 2016) 7. Screening, searching and confiscation – Advice for Headteachers, staff and Governing Bodies (Department for Education February 2014) 8. Use of reasonable force – Advice for Headteachers, staff and Governing Bodies (Department for Education July 2013) 9. Improving behaviour and attendance: guidance on exclusion from schools and Pupil Referral Units (Department for Education 2012) 10. Teacher misconduct – Disciplinary procedures for the teaching profession (National College for Teaching and Learning April 2016) 11. The Protection from Harassment Act 1997

## APPENDIX 6 - The Golden Rules

### Lesson start

- Arrive promptly
- Line up outside the room in silence
- Full and correct uniform
- Enter the room in silence
- Sit in seating plan
- Equipment out on desk

### Do Now

- Starter activity to recall key information from KO
- Attempt every question

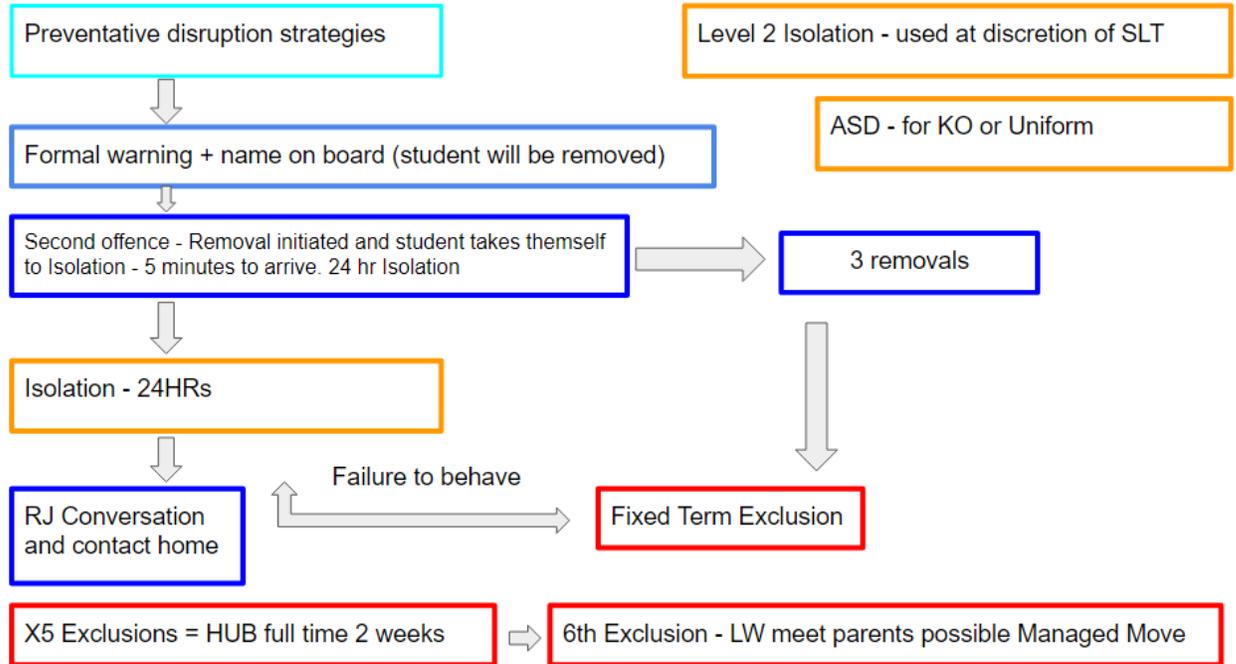
### Guided and Deliberate Practice

- Silent working time (unless instructed otherwise)
- Answer questions - no opt out
- Work hard
- High quality presentation

### Dismissal

- Pack away in silence
- Stand behind desks
- Wait to be dismissed
- Swift move to next lesson

## APPENDIX 7 Flow diagram



### Actions at each stage

Removal may trigger a subject report from HOD/HOF

Isolation - Triggers Tutor Report if not already used - 2 week minimum

Exclusion - Triggers HOH Report as part of reintegration - 2 week minimum

HUB intervention - During this 2 week period - SEN testing and graduated response completed

6th Exclusion - VDay meets parents - Triggers SLT report - minimum 2 weeks if not already used

**APPENDIX 8 -  
QUICK GUIDE**

STAFF	ACTIONS
<b>Tutor</b>	Track patterns using the Data crunch Check Knowledge Organiser, equipment and uniform Log on SIMS and add to lunch time detention slot Contact home Tutor reports
<b>Class Teacher</b>	Use behaviour management strategies Give a warning and write name on board - use agreed language Removal and restorative conversation Log on SIMS and contact home Add minor warnings and incidents to SIMS - action with ASD detentions if required
<b>HOD/HOF</b>	Monitor behaviour in departments Use 6th form lessons/HOF/HOD reports Contact home Refer continued poor behaviour to HOH
<b>Behaviour Support</b>	Run behaviour system on SIMS Notify parents of ASD's on a daily basis Add students to ASD Run detention registers and share with staff Escalate sanctions from Lunch to ASD and ASD to isolation - record on SIMS
<b>HOH/HOY</b>	Monitor overall behaviour Issue House reports Determine support and strategies to be used Referrals to SEN/HUB/SLT/TLC/Attendance Exclusion packs Re-integration meetings
<b>Removal Staff</b>	Be visible Update reception Located missing students Support Isolation if required
<b>Isolation Staff</b>	Supervise Isolation Reinforce isolation expectations Complete behaviour log and register Monitor work completed
<b>SLT</b>	Issue isolations Notify the Head teacher of possible exclusions Monitor removal and exclusion data Attend Re-integrations if required Organise Managed moves Support all staff

