

Queen Elizabeth High School



Ready, Respectful, Resilient and Safe Policy #A3(A)

Last updated: 31 August 2022

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Statement of intent

Queen Elizabeth High School is committed to creating an environment where exemplary conduct is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our conduct policy guides staff to teach self-discipline not blind compliance. It echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions for support staff and learners.

This policy **must** be used in conjunction with the Conduct for Learning (Behaviour) Policy.

Queen Elizabeth High School is committed to:

- Create a culture of exceptionally good conduct: for learning, for community, for life
- Ensure that all pupils are treated fairly, shown respect and to promote good relationships
- Provide a consistent and calm approach
- Refuse to give pupils attention and importance for poor conduct
- To help pupils take control over their conduct and be responsible for the consequences of it
- To build a community which values kindness, care, good humour, good temper, obedience, and empathy for others
- To promote community cohesion through improved relationships
- To ensure that excellent behaviour is a minimum expectation for all
- Foster the belief that there are no 'bad' pupils, just 'bad choices'
- Encourage pupils to recognise that they can and should make 'good' choices
- Recognise behavioural norms
- Promote self-esteem and self-discipline
- Teach appropriate conduct through positive intervention

Our Core Beliefs

- Behaviour can change and every child can be successful
- Positive, targeted praise is more likely to change conduct than blaming and punishing
- Reinforcing good behaviour helps pupils feel good about themselves
- An effective reward system and celebrating success helps to further increase children's self-esteem enabling them to achieve even more

- Understanding each pupil's needs and their individual circumstances helps us to act in the fairest way possible for that pupil, at that moment
- When the adults change, everything changes

1. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Equality Act 2010
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- DfE (2016) 'Behaviour and discipline in schools'
- DfE (2018) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2013) 'Use of reasonable force'
- Voyeurism (Offences) Act 2019

This policy operates in conjunction with the following school policies:

- Pupil Code of Conduct
- Anti-Bullying Policy: Pupils
- Social, Emotional and Mental Health (SEMH) Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Child Protection and Safeguarding Policy
- Exclusion Policy
- Drug and Alcohol Policy
- Positive Handling Policy
- Complaints Policy and Procedures
- Searching, Screening and Confiscation Policy
- Peer on Peer Abuse Policy
- Conduct for Learning (Behaviour) Policy

Pupils with additional needs

Queen Elizabeth High School will deal with pupils with additional needs fairly in respect of issues of conduct and reward. In most instances the normal procedures set out within this policy and the Conduct for Learning (Behaviour) Policy will be activated. There may however be occasions when this would not be the most appropriate form of action, and in these instances the sanctions imposed will be reviewed individually after an assessment of their potential impact has been made.

Queen Elizabeth High School remains committed to inclusion for all pupils.

2. Roles and responsibilities

The Trust Board has overall responsibility for:

- The monitoring and implementation of this policy and of the conduct procedures at the school. This includes the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour
- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex, and sexual orientation
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity
- Handling complaints regarding this policy, as outlined in the Trust's Complaints Policy and Procedures

The Executive Headteacher and/or Head of School is responsible for:

- Establishing the standard of conduct expected by pupils at the school
- In collaboration with lead professionals determining the school rules and any disciplinary sanctions for breaking the rules
- The day-to-day implementation of this policy
- Publishing this policy and making it available to staff, parents, and pupils at least once a year
- Reporting to the Trust Board on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour

The Assistant Headteacher with responsibility for Conduct is responsible for:

- Reporting to the Trust Board on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive conduct
- Ensure the day-to-day standard of conduct expected by pupils and the school is achieved
- Ensure that staff follow the Conduct for Learning Policy with consistency and sanctions are implemented
- Share any conduct issues or concerns with SLT
- Monitor and check the progress of pupils on Monitoring Report Cards
- Day to day implementation of the policy

- Work on call to assist with staff if pupils reach a point where they need to be removed from the Faculty Leader
- Working with Form Tutors to make sure that poor conduct is challenged and the correct support and/or sanctions are put in place
- Ensure that pupils and parents are aware of the Conduct for Learning Policy and the sanctions involved for contravening it

All Leaders will:

- Meet and greet pupils at the beginning of the day
- Be a visible presence around the site
- Celebrate staff, leaders, and pupils whose effort goes above and beyond expectations
- Regularly share good practice
- Support staff in managing pupils with more complex or entrenched negative behaviours
- Use behaviour data to target and assess school wide conduct policy and practice
- Regularly review provision for pupils who fall beyond the range of written policies
- Be a daily visible presence around the school and the site

The Mental Health Lead (Executive Leader for Safeguarding and Inclusion) is responsible for:

- Overseeing the whole-school approach to mental health and wellbeing, including how this is reflected in this policy, how staff are supported with managing pupils with SEMH-related behavioural difficulties, and how the school engages pupils and parents with regards to the behaviour of pupils with SEMH difficulties
- Collaborating with the SENCO, Executive Headteacher, Head of School, Assistant Headteacher with responsibility for Conduct, Key Stage Leader, and Trust Board, as a member of the SLT, to outline and strategically develop behavioural and SEMH policies and provisions for the school
- Coordinating with the SENCO and mental health support teams to provide a high standard of care to pupils who have SEMH-related difficulties that affect their conduct
- Advising on the deployment of the school's budget and other resources, such as SEND resources and the pupil premium, to effectively meet the needs of pupils with SEMH-related behavioural difficulties
- Providing professional guidance to colleagues about SEMH difficulties and the links with behaviour, and working closely with staff, parents, and other agencies, including SEMH charities

- Referring pupils with SEMH-related behavioural difficulties to external services, e.g., specialist children and young people's mental health services (CYPMHS), to receive additional support where required
- Overseeing the outcomes of interventions on pupils' conduct, education, and overall wellbeing
- Liaising with parents of pupils with SEMH-related behavioural difficulties, where appropriate
- Liaising with other schools, educational psychologists, health, and social care professionals, and independent or voluntary bodies
- Liaising with potential future providers of education, such as college staff, to ensure that pupils and their parents are informed about options and a smooth transition is planned
- Leading CPD on mental health and conduct

The SENCO is responsible for:

- Collaborating with the Trust Board, Executive Headteacher, Head of School, Assistant Headteacher with responsibility for Conduct and the Assistant Headteacher (Mental Health Lead) to determine the strategic development of behavioural and SEMH policies and provisions in the school
- Undertaking day-to-day responsibilities for the successful operation of the behavioural and SEMH policies to support pupils with SEND
- Supporting subject teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support

Teaching staff are responsible for:

- Identifying the conduct we expect
- Teaching behaviour explicitly
- Modelling the behaviour we are expecting
- Practising excellent conduct
- Noticing excellent conduct
- Creating conditions for excellent behaviour
- Being consistent
- Being kind
- Always redirecting pupils by referring to 'Ready to Learn, Be Respectful, Be Safe, Be Resilient'

All staff will:

- Meet and greet at the door
- Refer to 'Ready to Learn, Be Respectful, Be Safe, Be Resilient'
- Model positive behaviours and build relationships
- Plan lessons that engage, challenge, and meet the needs of all pupils
- Use a visible recognition mechanism throughout every lesson
- Be calm and give 'take up time' when going through the steps. Prevent before sanctions
- Follow up every time, retain ownership and engage in reflective dialogue with pupils
- Never ignore or walk past pupils who are making poor choices
- Deliberately and persistently catch pupils doing the right thing and praise them in front of others
- Know their classes well and develop positive relationships with all pupils
- Relentlessly work to build mutual respect
- Demonstrate unconditional care and compassion

Pupils are responsible for:

- Meeting the expectations of this and the Conduct for Learning (Behaviour) Policy at all times

3. Conduct for Learning (Behaviour) the Queen Elizabeth High School Way

We recognise that clear structures of predictable outcomes have the best impact on conduct. Our school's principles for conduct sets out the *rules, relentless routines, and visible consistencies* that all pupils and staff follow. It is based on the work of Paul Dix and his book 'When the adults change, everything changes.' Good behaviour is recognised sincerely rather than just rewarded. Pupils are praised publicly and reminded in private.

READY to LEARN	RESPECTFUL	SAFE	RESILIENT
We arrive at school and lessons on time; we have our equipment ready; we show that we are listening, we are ready to start	We listen when others speak; we respect the property of our peers and the school; we show manners; we consider others' feelings; we focus	We move around school in a safe manner; we follow instructions to keep ourselves safe; we use equipment safely; we stay safe online; we cross	We have a can-do attitude; a positive mind set and aspiring to be the best you can be; be willing to make mistakes and learn from them;

lessons; ready to follow instructions	our attention; we show effort	roads safely; we keep our hands and feet to ourselves	Actively participate in lessons.
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The Five Pillars

- Consistent, calm adult behaviour
- First attention for best conduct
- Relentless routines
- Scripting difficult interventions
- Restorative follow up

Visible Adult Consistencies

These are the visible behaviours exhibited by staff and which are consistent and can be expected by children. Through these consistencies, adults will build respectful relationships with pupils.

Pupils are greeted at the classroom door, daily by their teacher and/or teaching assistant. This enables everyone to start each lesson positively and with a smile. Members of the Leadership Team and/or support staff will also meet and greet children and parents at the gate or in other areas of the school.

Staff will be calm, consistent, and fair in their treatment of pupils, parents, and colleagues. Adults in school will avoid becoming emotionally charged. They will model self-control through their calm approach and will deal with individuals fairly.

Staff will 'pay first attention to the best conduct' and will endeavour to catch children 'doing the right thing' in order to praise and recognise desired behaviours. This encourages pupils to be role models and makes expectations on behaviour clear for all.

Recognition boards. Routinely advertising the behaviour that you do want does help in improving the classroom environment. Pursue the conduct you want by chasing it hard and reinforcing it enthusiastically. Target the recognition board at learning attitudes; choose a behaviour that will raise expectations, not something that they can already do.

1. Names or tallies go on the board to recognise pupils who are demonstrating the desired learning attitude
2. Names or tallies are never removed from the board. Pupils who disrupt are dealt with privately. Once a name is on the recognition board it cannot come off for poor conduct, a different response should be given
3. Pupils can nominate others to be put on the board
4. Use it for reflection at the end of the lesson

5. Emphasise peer responsibility. It is not a competition between individuals, rather a whole class helping everyone to get their name on the board
6. Pupils are recognised for effort
7. Use the recognition board to persistently and relentlessly catch learners demonstrating the right behaviours
8. All adults need to be seeking out behaviour that is over and above and recognising it

Catching pupils being good is not enough. If you want to dramatically shift the standard of behaviour of your pupils, then catch them when they are behaving over and above and mark it with positive recognition.

Deliberate botheredness. It is the small stuff, the daily acts of care, the perceptual generosity of spirit and the interest that you show in the children's lives that matter the most: deliberate botheredness. Positive rapport and great relationships cannot be fast tracked, little and often, slow, and steady wins the race. Let children know you care in the most subtle and discreet ways possible.

Botheredness needs to be a deliberate daily act that is built into the teaching routine. It is relationship building done properly. Gentle, kind, and caring. Simple acts of remembering. Being relentlessly bothered is the key to sustaining and maintaining positive rapport with our pupils. Like adults, children want to feel important. If that appreciation is not given for positive conduct, then you invite it to be through poor behaviour. Triangulate your botheredness with other colleagues, let them know when pupils go over and above. Encourage them to mention this to the pupil the next time they see them. Encourage the notion that pupils are discussed positively in the staffroom.

4. Rewards

If you constantly reward minimum standards, then pupils will strive for minimum standards. If you reward children for going over and above, there is no limit to their excellent behaviour.

Recognition of good conduct, achievement, attainment, kindness, positive attitudes come in a variety of different forms and are given by all members of our school staff. Rewards must be attainable for all pupils and not just for a selected few. Rewards will never be taken away from a pupil.

The first and foremost form of recognition is through positive praise, enthusiasm, body language and oral recognition with feedback.

- Positive Recognition boards
- Verbal praise, enthusiasm, body language and oral recognition with feedback.
- House points
- Show work to another adults/pupils
- SLT praise

- Class Rewards
- Phone call/text home/email home/post card
- Hot chocolate Fridays

5. The Scholars Award

It is imperative that we celebrate the resilience, perseverance, effort, and achievement of our pupils in all facets of their school life. We recognise that learning continues far beyond the classroom and as such, we offer an extensive co-curricular programme to supplement pupil's natural curiosity, and further extend the opportunities they have to learn and develop. It is important that pupils who show commitment, not only to their classroom studies, but also to activities and clubs which further their learning, are rewarded for their attitude and dedication. We achieve this through the QEHS Scholars Award.

Level	Requirements	Recognition
Bronze	<ul style="list-style-type: none"> • Attendance \geq 95% (Good) • ATL = motivated or better in all subjects • 50 Total Points • Co-curricular: \geq 8 weeks attendance 	<ul style="list-style-type: none"> • Bronze certificate • Bronze badge • Entry into the weekly rewards raffle (prizes include stationary, stickers, skip the lunch queue) • Entry into the end of year raffle with the chance to win an Amazon Fire 7 tablet
Silver	<ul style="list-style-type: none"> • Attendance \geq 98% (Very good) • ATL = outstanding in at least 25% of lessons • 100 Total Points • Co-curricular: \geq 20 weeks attendance 	<ul style="list-style-type: none"> • Silver certificate • Silver badge • 2nd entry into the weekly rewards raffle (prizes include stationary, stickers, skip the lunch queue) • Opportunity to attend the rewards trip to the Tamworth SnowDome in the summer term • Entry into the end of year raffle with the chance to win an Amazon Fire 10 tablet
Gold	<ul style="list-style-type: none"> • Attendance \geq 99% (Excellent) • ATL = outstanding in at least 75% of lessons, and motivated in the rest • 150 Total Points • Co-curricular: \geq 28 weeks attendance 	<ul style="list-style-type: none"> • Gold certificate • Gold badge • 3rd entry into the weekly rewards raffle (prizes include stationary, stickers, skip the lunch queue) • 2 course lunch with the Head of School • Entry into the end of year raffle with the chance to win a £250 voucher towards one of the school trips in 2024

6. Relentless Routines

Behaviours	Expectations	Consistent Staff Actions
Start of Lessons	Pupils arrive on time Keep on the left of corridors Remain calm en-route to lessons Complete TOE/Quiz	Every lesson is a fresh start Staff to be present on corridors/classroom threshold between lessons Welcome class at the door Task on Entry/Quizzing Record lateness Tutors monitor lateness each week
Within Lesson Time	Refer to- ready to learn, respectful, safe, and resilient	Praise publicly reprimand in private Plan and deliver lessons that engage, challenge, and meet the needs of all learners Model positive behaviours and build relationships Remain calm and keep their emotion, be the adult in the room Deliberately and consistently catch the pupils doing the right thing and praise them in front of others Never ignore or walk past learners who are not displaying ready, respectful, safe, and resilient Be responsible and consistently follow up on classroom behaviour
Equipment	<ul style="list-style-type: none"> • Black and blue pen • Pencil • Ruler • Highlighter • Rubber • Planner 	Pupils expected to have this equipment in all lessons, checked by all staff – similar expectations.

Uniform	Rules as shown in planner	Initial checks by form tutor, pupil upon entry to every classroom is challenged on their presentation
Moving around the school	Be respectful and safe	To ensure everyone is being respectful and safe and to challenge them if not
Break/Lunchtime	Water bottles to be filled at break or lunch Toilets to be used at break and lunch Be respectful and safe	To arrive to duty on time, be responsible for the pupils and the area you are covering Be spread out and covering your area effectively- you are responsible for safeguarding pupils at these times If you are absent, you are responsible to cover this Pupils not to go to the toilet during a single lesson Teacher discretion for toilet use in double lesson To ensure everyone is being respectful and safe and to challenge them if not
Mobile Phones	Year 7, 8 and 9 are to hand their phones in to reception each morning at 8.30am Year 10 and 11 need to keep phones switched off and not visible. They can only be brought out when directed by the teacher Key Stage 4 pupils may use their phones in the assembly hall	Year 7, 8 and 9 tutors are to remind pupils that they need to have handed their phones in at reception Staff to remind pupils of the expectations If a pupil is on their phone this is to be taken to reception and recorded by the receptionist. If a pupil is caught for a second time the phone needs to be handed into reception and collected by parents. The receptionist will record this
At the end of every lesson	All pupils should be stood behind their desks silent.	Pupils should be stood behind the desks in silence

	Each row will be dismissed one at a time by the class teacher Be respectful and safe	and dismissed row by row in a calm fashion
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7. Our Conduct Pathway

Consequences need to be immediate, short, and appropriate for the conduct and only aimed at the behaviour not the child. This section outlines the steps an adult should take to deal with poor conduct in the classroom.

Below expected conduct will be managed through:

- Microscripts – to remind children of expected behaviour in our school: Ready, Respectful, Safe, Resilient
- Restorative conversation at social time or the start/end of the day
- Work to be completed at home
- Contact home

When pupils behave badly give them what they don't want: a calm, mechanical, emotionless response. Save your emotion, passion, enthusiasm, and excitement for when it has the most impact - when behaviour is over and above.

Microscripts: Get in, deliver the message, anchor the child's behaviour with an example of their previous good behaviour and both get out with dignity. It should leave the child thinking about their actions and knowing that someone believes that they are better.

A pointy finger, looming presence or sarcastic tone will undermine the technique. Everything about your physical and tonal approach must scream, 'I haven't come here for an argument' Pull up a chair or get on your knees. Take away every nuance of irritation and every drop of anger which some children crave.

Performing the script well represents truly skilful behaviour and emotional management. It takes a great deal of self-control to stop your emotion creeping out. Reminding children of their good conduct in the middle of dealing with their poor behaviour takes practice. Matching humility and certainty takes some emotional resilience on your part too. Yet when everyone sees that poor behaviour is no longer rewarded, that interventions are quick, efficient, and predictable, the classroom becomes a safer and less explosive place to learn.

Stage 1 – Warning

A reminder of the expectations Ready, Respectful, Safe, Resilient delivered privately wherever possible. The adult makes learner aware of their behaviour and which rule it contravenes. The learner has a choice to do the right thing.

Praise them when they positively change their behaviour, acknowledging the positive change.

Stage 2 – “Yellow Card”

If the behaviour persists:

A clear verbal caution delivered privately to the learner making them aware of their behaviour, which rule it contravenes and clearly outline the consequences if they continue. The learner has the choice to do the right thing. Learners will be reminded of their good previous conduct to prove that they can make good choices

Praise them when they positively change their behaviour, acknowledging the positive change

If a child is given a red card, the adult is responsible for logging the incident on Bromcom.

Stage 3 – Consequence “Red Card” 5-minute time out. Up to 10-minute Teacher Detention

If the behaviour still persists:

The learner is asked to speak to the teacher away from the others.

Boundaries are reset – Learner is asked to reflect on the next step.

Again, they are reminded of their previous conduct/attitude/learning

Learner given time out to reflect on their behaviour (5 minutes – this does not need to happen outside the classroom)

Pupil will miss part of their social time – 5 - minutes. Adult in the class will oversee this and ensure a short reflection conversation takes place.

If a child is given a red card, the adult is responsible for logging the incident on Bromcom. Teacher to inform parent at the end of the day (message via Bromcom)

Stage 4 – Consequence “Purple Card” Pupil is removed to Faculty Leader. Up to 20-minute Faculty Detention with Faculty Leader and restorative conversation with Class Teacher

Child escorted to designated colleague

Remainder of lesson working alone without causing further disturbance (availability within faculty).

Teacher must provide work for the child to complete

Up to 20-minute Faculty detention with Class teacher placed on pupil

Faculty Leader to inform parent by the end of the day with a phone call home and agree the time for the detention, as close to the time of the incident as possible.

Log incident on Bromcom

Faculty leader to provide restorative questions for pupil to complete in detention. Class Teacher to follow up incident with pupil and have restorative conversation

Stage 5 – Consequence “Black Card” Pupil collected by SLT. Friday afterschool SLT detention

This is for a serious one-off breach of conduct. Contact reception. Pupil will be collected by appropriate adult. For the remainder of lesson working alone without causing further disturbance. Teacher must provide work.

SLT member to inform parent before the end of the day with a phone call home to report incident and arrange SLT detention.

SLT to record on Bromcom

The member of SLT to have restorative conversation with class teacher and pupil.

Script

- I noticed you are...
- It was the rule about...
- You have chosen to...
- Do you remember last week when you....
- That is who I need to see today...
- Thank you for listening.

Useful additional sentences:

“If you choose to stay on task throughout this activity, you can be certain that you will be rewarded. If you choose to not be ready to learn....you can be certain that there will be consequences which I will enforce.” What do you think the poor choices were that caught my attention? What do you think you could do to avoid it happening again next lesson?

Buying yourself time to think through your response in high pressure situations:

I am going to come and speak to you later about what will happen next. I am going to walk away to give you a chance to calm down. I don't think I have enough information to decide right now.

Restorative Conversations

Following incidents of poor conduct, it is imperative that the teacher who initially dealt with the behaviour (supported by a colleague or a member of SLT if appropriate) should conduct a restorative conversation with the pupil. This will help to ensure that the relationship between adult and pupil remains positive but also teaches the child to evaluate and reflect on their conduct.

The aim of restorative practices is to develop community and to manage conflict and tensions by repairing harm and building relationships

Restorative Questions:

- What happened?
- What were you thinking about at the time?
- What have been your thoughts been since?
- Who has been affected by what you did?
- In what way have they been affected?
- What do you think you need to do to make things right?

A restorative conversation is more than a process or a set of questions.

The behaviour of the adult lies at the heart of it all. Walking into a restorative meeting, or any meeting about behaviour with an adult, is a daunting prospect. The pupil is likely to be hyper vigilant, small things matter. Your body language, the setup of the room, your tone, inflection, and attitude are all read carefully for signs of judgement or negative assumption.

If you sit behind a desk taking notes, glasses on the end of your nose and with a frustrated air about you, then the restorative meeting is unlikely to be productive. Similarly, you try too hard to be laid back it might come across as odd or too much of a sudden change in character.

Office spaces are not ideal for open and honest reflections. Much better to walk or talk and engage in a collaborative activity to take the pressure off the conversation. Playing with Lego, scuffing leaves with your feet means that you don't just follow the questions interview style. Doing a jigsaw together, a bit of gardening or just stacking books can change the atmosphere

Tips for holding restorative conversations:

- Don't sit behind a desk or on it
- However, irritated you were/are with the conduct that provoked the meeting, try to focus on the outcome you want
- Reserve enough time for the meeting, leave 15 min at least
- Resist the urge to take copious notes. It makes the pupil feel that their every word is being recorded and it is not conducive to thinking and speaking freely
- Have a glass of water ready for the pupil
- Leave the office/classroom door open while you have the meeting
- Be really careful not to use judgmental language. It will taint the conversation and encourage a purely defensive reaction in the child

- Resist any interruptions to the meeting with, “This is a really important meeting can I see you later”
- Don’t nit-pick over uniform at the beginning of the meeting. It will simply reaffirm the hierarchy and set the meeting in the wrong direction
- End the meeting well. Plan how you are going to bring things to a close

Message home to parent/guardian

I have followed the school’s conduct pathway and reminded...of our school behaviour expectations. I also reminded them of the good choices they made when...despite explaining to them privately the consequences of their action choices they have continued to...therefore I have kept them in at playtime/lunchtime to discuss their conduct / sending work home to complete...

Work sent home

A short pre-written note that can be stapled to the work with a space for a parent/guardian signature, a reminder of when it needs to be returned and an indication of what needs to be completed.

If a child needs to catch up or payback time lost in learning, then a simple imposition is quick, effective and takes no precious time away from staff. Impositions are additional work that must be completed that evening, countersigned by the parent, and returned first thing in the morning.

The parent/guardian is able to see that there are expectations which are not being met, the pupil understands that there are natural consequences for not completing work and the responsibility for making up time is left with the pupil, not the adult.

Queen Elizabeth High School Conduct Blueprint

Visible Adult Consistencies

Pupils are greeted at the door

Staff will be calm, consistent, and fair

Staff will 'pay first attention to the best conduct'

Recognition boards

Deliberate botheredness

Over and Above

Positive Recognition boards

Verbal praise, enthusiasm, body language and oral recognition with feedback

House points

Show work to another adults/pupils

SLT praise

Class Rewards

Phone call/text home/email home/post card

Hot chocolate Fridays

Warning	I noticed you chose to (noticed behaviour) This is a REMINDER that we need to be (Ready, Respectful, Safe, Resilient) refer rule to value. You now have the chance to make a better choice Thank you for listening.
Yellow Card	I noticed you chose to (noticed behaviour) This is the second time I have spoken to you. If you choose to break the rules again you will leave me no choice but to ask you to, (work at another table/go to a quiet area/spend 5 minutes with me) (learner's name), Do you remember when (model of previous good behaviour)? That is the behaviour I expect from you. Think carefully. I know that you can make good choices. Thank you for listening / I'm glad we had this conversation
Red Card	Pupil is given time out to reflect on their conduct (5 minutes). They will need to spend 5 minutes discussing the behaviours that led to this with you at the end of the lesson, during their social time. 'I have noticed you chose to. You are breaking the school rule of being You have now chosen too... Thank you for listening.'
Purple Card	Pupil is removed to Faculty Leader or another class in the faculty. Faculty detention placed on pupil. Class teacher to inform parent by the end of the day with a phone call home and agree the time for the detention, as close to the time of the incident as possible.

	<p>Log incident on Bromcom</p> <p>Class teacher and faculty leader to have restorative conversation with pupil in detention</p>
Black Card	<p>Pupil collected by a SLT. SLT detention placed on pupil.</p> <p>This is for a serious one-off breach of conduct. Contact reception. Pupil will be collected by appropriate adult. For the remainder of lesson working alone without causing further disturbance.</p>

The QE Way:

Be Ready to Learn

Be Respectful

Be Safe

Be Resilient

QE Conduct Pathway

Micro-Scripted Intervention

I noticed you are...

It was the rule about...

You have chosen to...

Do you remember last week when you...?

That is who I need to see today...

Thank you for listening.

Restorative Questions

What happened?

What were you thinking about at the time?

What have been your thoughts been since?

Who has been affected by what you did?

In what way have they been affected?

What do you think you need to do to make things right?

8. Monitoring and review

This policy will be reviewed by the Executive Headteacher, Head of School and relevant Assistant Headteacher(s) on an annual basis, who will make any necessary changes and communicate these to all members of staff.

This policy will be made available for Ofsted inspections and review by the Chief Inspector, upon request.

The next scheduled review date for this policy is August 31st, 2023.

Signed by:

_____ Executive Headteacher Date: _____

_____ Chair of Trustees Date: _____