

Queen Elizabeth High School



# Behaviour for Learning Policy #QE1

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## Statement of intent

At Queen Elizabeth High School, we believe that, to facilitate effective teaching and learning, acceptable and appropriate behaviour must be demonstrated in all aspects of school life. Pupils must behave themselves in the appropriate manner to access the very best learning for themselves and their peers.

We acknowledge that behaviour can sometimes be the result of educational needs, mental health issues, or other needs or vulnerabilities, and will address these needs via an individualised graduated response.

We adopt a proactive approach to combat disaffection, truancy and the avoidance of suspension and permanent exclusion where at all possible. Where suspension is used, it is in response to severe incidences of unacceptable behaviour, abuse, or violence towards others with clear malice or intent and is seen as a sanction of last resort. Pupils who are not present at school as a result of exclusion are less likely to modify their behaviour as a result and their learning is further impacted as a result of the enforced absence.

Disciplinary issues are sometimes complex and may have arisen due to a number of external factors, for example the home situation of a pupil. As such, this policy is intended as a set of guidelines for all staff, pupils, and parents. Discipline therefore must be viewed as firm yet fair, whilst remaining flexible to particular circumstances and dealt with in a non-confrontational manner. The aim of this policy is to promote and educate pupils towards good behaviour that enables them and their peers to learn effectively and not just deal with the unacceptable. The ethos of our school shows that behaviour not in line with this policy is anti-social and not in keeping with our wish to nurture good citizens of the future.

Queen Elizabeth High School is committed to:

- Promoting desired behaviour
- Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect
- Ensuring equality and fair treatment for all
- Praising and rewarding good behaviour
- Challenging and disciplining poor behaviour
- Providing a safe environment free from disruption, violence, discrimination, bullying and any form of harassment
- Encouraging positive relationships with parents.
- Developing positive relationships with pupils to enable early intervention
- A shared approach which involves pupils in the implementation of this policy and associated procedures
- Promoting a culture of praise and encouragement in which all pupils can achieve

## 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 (2022) 'Behaviour in schools – advice for headteachers and school staff'
- DfE (2021) '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 TCAT and school policies:

- Pupil Code of Behaviour
- 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
- Ready, Respectful, Resilient and Safe Policy

### **Pupils with additional needs**

Queen Elizabeth High School will deal with pupils with additional needs fairly in respect of issues of behaviour. In most instances the normal procedures set out within this 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 and reasonable adjustment made 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 Governing Board, including the Local Governing Body has overall responsibility for:

- The monitoring and implementation of this policy and of the behaviour 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 school's Complaints Policy and Procedures.

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

- Establishing the standard of behaviour 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 Governing Board on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour

The Deputy Headteacher and Assistant Headteacher with responsibility for Behaviour are responsible for:

- Reporting to the Governing Board on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour
- Ensure the day-to-day standard of behaviour expected by pupils and the school is achieved
- Ensure that staff follow the Behaviour for Learning Policy with consistency and sanctions are implemented
- Share any behaviour issues or concerns with other 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 all colleagues to make sure that poor behaviour is challenged, and the correct support and/or sanctions are put in place
- Ensure that pupils and parents are aware of the Behaviour for Learning Policy and the sanctions involved for contravening it

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/CEO, Head of School, Deputy Headteacher/Assistant Headteacher with responsibility for Behaviour, Education Welfare Officer, and the Governing 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 behaviour
- Advising on the deployment of the school's delegated 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' behaviour, 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 behaviour

The SENCO is responsible for:

- Collaborating with the Governing Board, Executive Headteacher/CEO, Head of School, Deputy Headteacher, Assistant Headteacher with responsibility for Behaviour and the Executive Leader for Safeguarding and Inclusion (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:

- Being aware of the signs of SEMH-related behavioural difficulties
- Planning and reviewing support for their pupils with SEMH-related behavioural difficulties in collaboration with parents, the SENCO and, where appropriate, the pupils themselves
- Setting high expectations for every pupil and aiming to teach them the full curriculum, whatever their prior attainment

- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with SEMH-related behavioural difficulties will be able to study the full national curriculum
- Being responsible and accountable for the progress and development of the pupils in their class
- Being aware of the needs, outcomes sought, and support provided to any pupils with SEMH-related behavioural difficulties
- Keeping the relevant figures of authority up to date with any changes in behaviour. The relevant figures of authority include:
  - Executive Headteacher/CEO
  - Head of School
  - Deputy Headteacher
  - Assistant Headteachers
  - SENCO
  - Family Support Worker
  - Trust Education Welfare Officer
  - Faculty Leader
  - Form Tutor

All members of staff, volunteers and support staff are responsible for:

- Adhering to this policy and ensuring that all pupils do too
- Promoting a supportive and high-quality learning environment, and for modelling high levels of behaviour
- As authorised by the Executive Headteacher/CEO, Head of School, Deputy Headteacher or Assistant Headteacher with responsibility for Behaviour, disciplining pupils who display poor levels of behaviour. This responsibility includes the power to discipline pupils even when they are not in school or in the charge of a member of staff

Pupils are responsible for:

- Their own behaviour both inside school and out in the wider community
- Reporting any unacceptable behaviour to a member of staff
- Treating everyone with respect and courtesy whether a pupil, member of staff or visitor
- Follow the instructions of staff at all times, non-compliance will be seen as a breach of school policy
- Have self-respect and do nothing to put yourself or others at risk
- Treat school property and buildings with respect at all times
- Walk sensibly and quietly, keeping to the left in corridors is safe and expected
- Any form of bullying, verbal or physical, is totally unacceptable. Fighting and “play” fighting causes injury to others and is NEVER allowed
- Ensure you attend school as fully as possible and arrive to classes punctually, equipped, and ready to learn
- To ensure all pupils are safeguarded within school
- Adhere to the school uniform and make-up requirements and follow the instructions of staff enforcing them
- Take pride in yourselves and our school

- Take responsibility for your own appearance by wearing the full school uniform as set out within this policy. When challenged on a breach of uniform, follow the instructions you are given to rectify the situation
- Jewellery is not part of the school uniform – no more than 5 single studs in each ear is acceptable plain gold or silver 5mm in diameter (facial studs, including nose and tongue piercings are not permitted). Similarly, spacers, flesh tunnels, retainers are not permitted although pupils may wear an invisible (clear acrylic) retainer of no more than 5mm diameter. The use of bars and other such adornments is not permitted. The school reserves the right to remove pupils from classes where they refuse to comply in removing such jewellery if requested to do so. When challenged on a breach of jewellery, follow the instructions you are given to rectify the situation. Parents and carers should note to not allow facial piercings except when time allows for them to heal so that a pupil can remove such jewellery on request
- Hair must be of a natural colour and should not feature tramlines, patterns, or extreme use of long-term dyes. Where pupils present in contravention of this they may be removed from lessons until the issue has been addressed in line with policy. Parents and carers should note to not allow these types of hairstyles except when time allows for them to grow out in time for school resuming, for example at the start of the summer holidays
- No patterns or cut lines should be visible in eyebrows. Where these are seen they must be filled with an appropriate eyebrow pencil. Where pupils present in contravention of this they may be removed from lessons until the issue has been addressed in line with policy
- Similarly, pupils wearing excessive make-up, excessive false eye lashes and extensions and non-natural nails or nails of an unacceptable length and colour/design will be expected to remove them as requested. Although staff will take a sensible approach in judging the use of make-up, when challenged on a breach of make-up, follow the instructions you are given to rectify the situation. Parents and carers should note to not allow these types of nail or eyelash extensions except when time allows for them to be removed or trimmed in time for school resuming, for example at the start of the summer holidays.
- No tattoos. Parents and carers are reminded that pupils at school should not have permanent tattoos in any form due to their age. Where pupils have temporary tattoos, these should be fully covered until they have worn off, including the use of henna tattoos
- No hooded tops, caps, hats, or sweatshirts which are not school approved to be worn within the school building, all hoods must remain down whilst on school site unless adverse weather conditions necessitate them being worn up. Upon entry to school, all outdoor clothing should be removed unless specific allowances have been communicated in advance
- Plain black shoes or trainer type shoes with no visible logos other than in black and plain black belts for trousers. Where these are not available you may be asked to wear pumps provided. Buckles must not be overly large or feature advertising or wording in any format
- Skirts should be of a length that ensures the pupil is deemed to be wearing it respectfully and ensures we are safeguarding them appropriately. Skirts should only be worn with a similar coloured pair of tights and although not compulsory we do advise



the wearing of tights where at all possible to ensure dignity is maintained at all times. Trousers should not be skin-tight, and should not be made from denim, lycra or similar materials, leggings or jeggings, and jogging trousers are not allowed. Pupils in contravention of this may be asked to change them or be removed from lessons for the remainder of the day

- Make sure you have everything you need for the school day.
- Show that you care, can always be trusted and be truthful
- Respect and celebrate the achievements of all members of our school community as if those achievements were your own
- Use your time wisely and be on time to registration and to all lessons
- Work with purpose for the whole lesson, showing you are ready to learn and succeed
- Always show respect for other pupils who are working
- Raise your hand if you need help
- Always show respect for your teacher and other adults and the equipment you are using in your lesson
- Take pride in our school
- Make sure the positive reputation of our school is reflected in your actions
- Keep all parts of our school clean and tidy
- Be good representatives both in and out of school always. Consider carefully how your behaviour travelling to and from school is perceived by the public and remember that you can be sanctioned as a result of poor behaviour that brings the school into disrepute
- Smoking or “vaping” is not allowed on or near the school premises. Pupils found smoking or vaping on site or with pupils smoking or vaping on site will be heavily sanctioned. Smoking on school premises indicates that a pupil has brought on to the school site the means to set a fire. This is a serious health and safety issue and therefore it is the devices used to enable smoking which constitute the greatest threat to the school staff and pupils. In all instances involving smoking, vaping and/or lighters/matches on school premises, parents/carers will be informed
- We work closely with a range of organisations including the police. It is school policy to comply fully with police investigations whether it relates directly to actions within school or not. Where a request is made by a police official for the contact details of any pupil they are investigating, this will always be granted

### **Corridor Behaviour**

Pupils must walk in a quiet and orderly manner in the corridors. They must go straight to their next lesson and not wait for others or congregate. Pupils should not swing on doors or slide down banisters. All staff have a collective responsibility for ensuring orderly behaviour in the corridors. Pupils and staff are asked in the interests of safety to walk calmly on the left-hand side of corridors, paying due care and respect to others.

### **Malicious allegations against staff**

Where a pupil is proven to have made a malicious allegation against a member of staff it will be reviewed on a case-by-case basis. It must be recognised that unless there is a significant reason otherwise, this will most likely result in the permanent exclusion from the school of that

pupil. It may be possible to seek an alternate place for some pupils within the authority through a Local Authority “managed” move; however, this is not always possible.

Queen Elizabeth High School places the safety and security of all its pupils above anything else. We take all reports of staff misbehaviour seriously, imposing the correct measures whilst an investigation is ongoing. Similarly, we take the professionalism of our staff seriously. Where an allegation is made that has no truth to it then we must ensure our staff are protected, therefore the sanction is amongst the strongest we can take.

Parents are responsible for the behaviour of their child(ren) inside and outside of school.

### **Parent Behaviour**

In the same way that staff and pupils are expected to pay due care to their behaviour, the same is expected of parents. School staff have the right to be treated with respect and courtesy. In the first instance you should seek to make an appointment with the appropriate staff member if you have a concern. In all meetings you will be treated with respect and the same is expected in return. Parents who display aggressive behaviour towards staff will be asked to leave the school and return at a later date so as to avoid any unnecessary distress for our staff. In extreme circumstances it may be appropriate for authorities to be contacted if the safety of school staff or pupils is put at risk. It is our role to show pupils the correct way to behaviour ourselves.

Three Counties Academy Trust has a separate Parent Code of Behaviour and Parent Social Media Policy which as a member school, Queen Elizabeth High School subscribes to, available on request.

## **3. Definitions**

For the purpose of this policy, the school defines “serious unacceptable behaviour” as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour, including, but not limited to, the following:

- **Discrimination** – not giving equal respect to an individual on the basis of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- **Harassment** – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- **Vexatious behaviour** – deliberately acting in a manner so as to cause annoyance or irritation
- **Bullying** – a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten, or demean the individual
- **Cyberbullying** – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Possession of legal or illegal drugs, alcohol, or tobacco
- Possession of banned items
- Truancy
- Refusing to comply with disciplinary sanctions

- Theft
- Swearing, racist remarks or threatening language
- Wilful and destructive damage to school property
- Fighting or aggression

For the purpose of this policy, the school defines “low-level unacceptable behaviour” as any behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to, the following:

- Lateness
- Low-level disruption and talking in class
- Failure to complete classwork
- Rudeness
- Lack of correct equipment
- Refusing to complete homework, incomplete homework, or arriving at school without homework
- Disruption on public or school transport
- Graffiti

“Unacceptable behaviour” may be escalated to “serious unacceptable behaviour,” depending on the severity of the behaviour.

“Challenging behaviour” is defined as:

- Discriminative abuse
- Verbal abuse
- Bullying
- Persistent disobedience or destructive behaviour
- Extreme behaviour, e.g., violence, running away from school, vandalism
- Any behaviour that threatens safety or presents a serious danger
- Any behaviour that seriously inhibits the learning of pupils
- Any behaviour that requires the immediate attention of a member of SLT

#### **4. Smoking and controlled substances**

In accordance with part 1 of the Health Act 2006, Queen Elizabeth High School is a smoke-free environment. This includes all buildings, out-buildings, playgrounds, playing fields and sheltered areas. Parents, visitors, and staff are instructed not to smoke on school grounds and should avoid smoking in front of pupils and/or encouraging pupils to smoke. Pupils are not permitted to bring smoking materials or nicotine products to school. This includes, but is not limited to, cigarettes, e-cigarettes/vapes, lighters, matches, or pipes. In the interest of health and hygiene, we request that people refrain from smoking outside the school gates.

The school has a zero-tolerance policy on illegal drugs and legal highs. Pupils and staff are required to follow the school’s Drug and Alcohol Policy.

Following the identification and confiscation of a controlled substance, the staff member will seal the sample in a plastic bag and include details of the date and time of the confiscation and any witnesses present. The staff member will store the sample in the Admin Office Safe.

The incident will be reported to the police immediately. The police will then collect the sample and deal with it in line with their agreed protocols. The school will not hesitate to name the pupil from whom the drugs were taken to the police, and a full incident report will be completed.

Any further measures will be undertaken in line with the school's Child Protection and Safeguarding Policy.

Where controlled substances are found on school trips away from the school premises, the parents of the pupil, as well as the local police, will be notified.

## **5. Prohibited sexual harassment**

Queen Elizabeth High School prohibits all forms of sexual discrimination including sexual harassment, gender-based bullying and sexual violence, specific instances will be addressed using both this policy and our Child-on-Child Abuse Policy.

Types of behaviour that are prohibited in the school and may constitute sexual harassment under this policy include, but are not limited to, the following:

- Unwelcome sexual flirtations or propositions, invitations, or requests for sexual activity
- Sexual comments, such as making lewd comments or sexual remarks about clothing and appearance, and calling someone sexualised names
- Sexual "jokes" or taunting, threats, verbal abuse, derogatory comments, or sexually degrading descriptions
- Unwelcome communication that is sexually suggestive, degrading or implies sexual intentions, including written, verbal, online, etc.
- Physical behaviour, such as deliberately brushing against, grabbing, massaging, or stroking an individual's body
- Taking, displaying, or pressuring individuals into taking photos of a sexual nature
- Exposing, or causing exposure of, underclothing, genitalia, or other body parts that are normally covered by an individual, through means including, but not limited to, mooning, streaking, "up skirting," "down blousing," or flashing
- Purposefully cornering or hindering an individual's normal movements
- Engaging in the improper use of school-owned devices and the internet including, but not limited to, the following:
  - Accessing, downloading, or uploading pornography
  - Sharing pornography via the internet or email
  - Creating or maintaining websites with sexual content
  - Participating in sexual discussions through email, chat rooms, instant messaging, social media, mobile phone or tablet apps, or any other form or electronic communication

We will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence.

Discipline for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents but may include police intervention.

We will address the effects of harassment and will provide counselling services for victims, or academic support services if the harassment has affected performance.

## **6. Items banned from the school premises**

The following items are banned from the school premises:

- Fire lighting equipment:
  - Matches, lighters, etc.
- Drugs and smoking equipment:
  - Cigarettes
  - Tobacco
  - Cigarette papers
  - Electronic cigarettes (e-cigs)
  - Vapes
  - Alcohol
  - Solvents
  - Any form of illegal drugs
  - Any other drugs, except medicines covered by the prescribed medicines procedure and stored in Reception in line with school policy for the storage of medication
- Weapons and other dangerous implements or substances:
  - Knives
  - Razors
  - Catapults
  - Guns (including replicas and BB guns)
  - Laser pens
  - Knuckle dusters and studded arm bands
  - Whips or similar items
  - Pepper sprays and gas canisters
  - Fireworks
  - Dangerous chemicals
  - Items/tools that could be used as weapons to inflict harm
- Other items:
  - Chewing gum
  - Energy drinks
  - Offensive Materials (i.e. pornographic, homophobic, racist, etc.)
  - Aerosols including deodorant and hairspray

### **Power of search**

Queen Elizabeth High School has the legal power to search pupils without consent where they feel items from the categories above may be held by a pupil. In most instances, consent will be sought in advance and parents/carers may be contacted; however, this is not a legal requirement, and this will sometimes necessitate a search without consent where health and safety may be compromised. Where a pupil is searched the school will always contact parents/carers to alert them and inform them of the basis for the search and search findings.

Should any pupil steal or damage another pupil's property, then this must be dealt with by the staff member present. If further assistance is required, a member of the Senior Leadership Team must be called for. Where a search of pupils may be required, please send for the Head of School. Do not behaviour a search without the express permission of the Head of School, Deputy Headteacher or an Assistant Headteacher unless you are assured that there is imminent danger to others in not doing so. It is not permissible to search or initiate a search of the bags or property of pupils without reasonable suspicion. Whole class searches are not permissible under this policy unless initiated and undertaken by the Head of School, Deputy Headteacher or an Assistant Headteacher they have directly requested so to do.

Queen Elizabeth High School also has the right to use reasonable force when behaviouring a search without consent. In most instances this will not be required; however, if necessary, a member of the Senior Leadership Team trained in restraint may be required to assist in the search.

Searches will be conducted by a same-sex member of staff, with another same-sex staff member as a witness, unless there is a risk that serious harm will be caused to any person(s) if the search is not done immediately, and it is not practicable to summon another member of staff. Senior staff members may instruct a pupil to remove outer clothing, including hats, scarves, boots, and coats.

A pupil's possessions will only be searched in the presence of the pupil and another member of staff, unless there is a risk that serious harm will be caused to any person(s) if the search is not done immediately, and it is not practicable to summon another member of staff.

A staff member carrying out a search can confiscate anything which they have reasonable grounds to suspect is a prohibited item.

The school is not liable for any damage to, or loss of, any confiscated item.

The police will be contacted if any weapons, knives, illegal substances and extreme or child pornography are discovered by a member of staff. For all other items, it is at the discretion of the member of staff to decide if, and when, an item will be returned to a pupil. The Head of School will always be notified when any item is confiscated.

Parents will be informed of any confiscated item and may be required to collect the item (unless the item relates to alcohol, illegal drugs, or tobacco), from the school office.

Staff will follow the provisions outlined in the school's Searching, Screening and Confiscation Policy when behaviouring searches and confiscating items.

## **7. Effective classroom management**

We understand that well-managed classrooms:

- Start the year with clear sets of rules and routines that are understood by all pupils
- Establish agreed rewards and positive reinforcements
- Establish sanctions for poor behaviour
- Establish clear responses for handling behaviour problems
- Encourage respect and development of positive relationships

- Make effective use of the physical space available
- Have well-planned lessons with a range of activities to keep pupils stimulated

Subject to reasonable adjustments, e.g., those made for pupils whose SEND may affect their behaviour, pupils will be expected to follow the school Pupil Code of Behaviour which requires pupils to:

- Behave themselves around the school premises in a safe, sensible, and respectful manner
- Arrive to lessons on time and fully prepared
- Follow reasonable instructions given by staff
- Behave themselves in a reasonable and polite manner towards all staff and pupils
- Show respect for the opinions and beliefs of others
- Complete classwork as requested
- Hand in homework at the time requested
- Report unacceptable behaviour
- Show respect for the school environment

Well-managed classrooms are paramount to preventing disruptive and challenging behaviour – we have established four core areas to effective classroom management each of which contribute to preventing behaviour problems, these are as follows:

- Classroom rules
- Routines
- Praise
- Rewards

The culture for success outlines these expectations.

## Support

- Respect everyone (mutual respect and tolerance, equality)
- Respect the learning environment
- Act in a safe and sensible manner
- Work together to achieve your best

## Believe

- Be punctual
- Be prepared, smart and well equipped (planner, black pen, blue pen, pencil, ruler, rubber)
- Be proud of your efforts
- Strive to have an outstanding Attitude to Learning

## Achieve

- Think hard and try your best
- Challenge yourself
- Follow all instructions
- Celebrate successes

### Routines

We believe that pupils work best when there is an established routine, and that most behaviour problems arise because of a lack of a consistent routine. Teachers establish classroom routines at the beginning of the academic year in conjunction with pupils and revisit these daily. Routines may include activities such as the following:

- Handing out exercise books and pens/pencils at the beginning of the lesson
- Writing lesson objectives down

### Entry to Classrooms/start of lessons

- All teachers should be at the classroom door to welcome pupils. There should be no outdoor clothing on within the school building
- Pupils should be allowed into the classroom on arrival where they can engage with a "Task on Entry" (TOE), or other activity set by the teacher
- Pupils should take out pens, pencils, books, planners, and any other equipment necessary for the lesson
- The register must be taken prior to any other tasks (usually whilst the TOE is on-going), pupils who arrive late to lesson after the close of the register will be issued with a late mark in the register after their arrival
- Ensure homework where issued is written into planners at an appropriate point of the lesson



- At the start of the lesson, clear learning objectives must be presented to the pupils

### **Dismissal/end of lessons**

- Towards the end of each lesson, as well as regularly throughout, the success pupils have had in achieving the learning objectives should be reviewed with them to check understanding and progress
- Equipment and books should be put away prior to dismissal
- The teacher should check that the room is tidy and free from litter and that they are happy to dismiss the class
- When the bell rings, pupils should be dismissed in silence and orderly fashion. The bell is a signal to school staff and not to pupils, dismissal is at the discretion of the staff member
- Classrooms should be left in the condition in which they were found at the beginning of the school day – neat and tidy
- Pupils should remain in the classroom until the bell goes and they are given permission to leave
- Detaining all pupils within a class is not permitted at Queen Elizabeth High School unless sanctioned in advance by the Head of School, Deputy Headteacher or an Assistant Headteacher in their absence. It is not school policy to routinely punish all pupils where the behaviour of a small number of pupils contravenes the Code of Behaviour

### **Form Time**

Pupils should enter their form room as they would any other classroom and in line with the expectations above. The register must be called formally, pupils should not talk during the taking of the register. Dismissal from form should be as for a lesson. Staff should only record pupils in the room as present on a register. Any pre-populated attendance marks set by Associate Staff must not be overwritten. Where a pupil has an activity during Form Time, they must report initially to their Form Tutor to receive their attendance mark before proceeding to their activity.

### **Praise**

We recognise that praise is key to making pupils feel valued and ensuring that their work and efforts are celebrated. Whilst it is important to receive praise from teachers, we also understand that peer praise is effective for creating a positive and fun environment, and value amongst pupils.

When giving praise, teachers ensure:

- They define the behaviour that is being rewarded
- The praise is given immediately following the desired behaviour
- The way in which the praise is given is varied
- Praise is related to effort, rather than only to work produced
- Perseverance and independence are encouraged
- Teachers ensure that praise is not given continuously without reason and only when a pupil's efforts, work or behaviour need to be recognised

Teachers encourage pupils to praise one another, and praise another pupil to the teacher, if they see them modelling good behaviour.

## **Rewards**

We understand that when rewards are used for certain behaviour, pupils are more likely to model the same behaviour again.

The aim of this rewards system is for all pupils at QE to achieve their best, be the best and aspire to do their best. We want all pupils to be motivated and all pupils to be recognised for their successes and we want to celebrate their achievement.

All rewards should be given out fairly and consistently to acknowledge effort and achievement or actions that go above and beyond. Some examples of this, are

- Verbal praise
- House points
- Subject certificates
- Telephone calls / emails / postcards sent home
- Lapel badges
- Acknowledgements through assemblies
- Public display of high-quality work
- Formal achievement evening
- Faculty letter home
- SLT recognition

Please see our "Ready, Respectful, Resilient and Safe policy" for more details regarding rewards.

## **8. Positive relationships and approach**

Positive teacher-pupil relationships are key to combatting challenging behaviour. We focus heavily on forming these relationships to allow teachers to understand their pupils and create a strong foundation from which behavioural change can take place.

Teachers will enforce a number of strategies to establish positive relationships with their pupils – these may include:

- Welcoming pupils as they enter the classroom
- Ensuring pupils understand what is expected of them
- Creating a positive environment where every pupil feels comfortable and respected
- Showing an interest in each pupil's interests, talents, goals, likes, and dislikes, and their family
- Engaging with pupils during lunchtime and breaktime
- Focussing on using positive language when interacting with pupils to guide them towards positive outcomes rather than highlighting their mistakes

Within the classroom, teachers establish clear expectations for manners and respect for pupils – this includes:

- Acknowledging and giving praise when a pupil demonstrates good manners
- Encouraging pupils to treat others with respect by modelling the desired behaviour

- Informing pupils of the importance of treating others the same way they like to be treated
- Role playing various situations to demonstrate appropriate responses, so they understand how to act in a given context

We aim to create a safe and calm environment in which positive mental health and wellbeing is promoted and pupils are taught to be resilient, reducing the likelihood of SEMH-related behaviour issues.

We aim to promote resilience as part of a whole-school approach, using the following methods:

- **Culture, ethos, and environment** – the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values, and attitudes, alongside the social and physical environment
- **Teaching** – the curriculum is used to develop pupils' knowledge about health and wellbeing
- **Community engagement** – we proactively engage with parents, outside agencies and the wider community to promote consistent support for pupils' health and wellbeing

Positive mental wellbeing will be promoted through:

- Teaching in health education and PSHE
- Counselling
- Positive classroom management
- Developing social skills
- Working with parents
- Peer support

Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health. Our SEMH Policy outlines the specific procedures that will be used to assess these pupils for any SEMH difficulties that could affect their behaviour.

## 9. The classroom environment

In order to prevent poor behaviour, we understand that a well-structured environment is paramount.

Teachers employ strategic seating arrangements to prevent poor behaviour and enable it to be noticed early – this includes:

- Seating those who frequently model poor behaviour closest to, and facing, the teacher
- Seating those who frequently model poor behaviour away from each other
- Ensuring the teacher can see pupils' faces
- Ensuring the teacher can move around the room so that behaviour can be monitored effectively

Wherever possible, teachers avoid standing with their backs to pupils and ensure they have full view of the room at all times.

Following the Task on Entry (TOE), before starting lessons, teachers ensure they have the full attention of all pupils, then explain the task clearly so all pupils understand what they are supposed to be doing.

## **10. Understanding behaviour**

Where pupils frequently display negative behaviour, we will take appropriate action. Initially this could be discussions with form tutors, then an Assistant Head will intervene. This could involve,

Antecedent - assessing what happens before the behaviour occurs

Behaviour – assessing the behaviour that occurs

Consequence – analysing the positive or negative results of the behaviour

Using this analysis, we can begin to identify when the behaviour is likely to occur and lead to poor behaviour, and when the support needs to be put in place to minimise consequences and disruption. Some of the questions to consider with this analysis include:

- What appears to be the underlying cause of the pupil's behaviour?
- Where and when does the pupil display this behaviour?
- What are the triggers of the behaviour?
- What acceptable behaviour can the pupil use to ensure their needs are met?
- What strategies can be implemented for the behaviour change?
- How can the pupils progress be monitored?

## **11. De-escalation strategies**

Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation – these include the following:

- Appearing calm and using a modulated, low tone of voice
- Using simple, direct language
- Avoiding being defensive, e.g., if comments or insults are directed at the staff member
- Providing adequate personal space and not blocking a pupil's escape route
- Showing open, accepting body language, e.g., not standing with their arms crossed
- Reassuring the pupil and creating an outcome goal
- Identifying any points of agreement to build a rapport
- Offering the pupil, a face-saving route out of confrontation, e.g., that if they stop the behaviour then the consequences will be lessened
- Rephrasing requests made up of negative words with positive phrases, e.g., "if you don't return to your seat, I won't help you with your work" becomes "if you return to your seat, I can help you with your work"

## **12. Intervention**

In line with our Positive Handling Policy, all members of staff have the legal right to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging school property, and to maintain good order and discipline in the classroom.

Physical restraint may be appropriate in the following situations:

- A pupil attacks a member of staff or another pupil
- A pupil tries to, or does, cause deliberate damage or vandalism to property
- A pupil is causing, or is at risk of causing, injury, or damage by accident, by rough play or by misuse of dangerous materials or objects
- A pupil is running on a corridor or stairway in a way that may cause an accident or injury to themselves or others
- A pupil leaves the classroom, or tries to leave the classroom or school premises, at an unauthorised time – only where doing so may lead to a risk of injury, property damage or serious disruption
- A pupil is behaving in a way that is seriously disrupting a lesson, event, or educational visit
- A pupil is behaving in a way that is seriously compromising good order and discipline

Physical restraint will only be used as a last resort and as a method of restraint. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary. All staff will attempt to use the de-escalation strategies before the use of physical intervention; however, the school understands that intervention may be the only resolution in some severe incidents, such as violence or where there is an immediate risk of injury.

The Executive Headteacher/CEO, Head of School and other authorised members of staff are permitted to use reasonable force when conducting a search without consent for certain prohibited items, including the following:

- Knives
- Weapons
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any articles that have been used, or could be used, to commit an offence or harm

Though members of staff can search for all the items listed in section 6 of this policy, reasonable force will only be used, if necessary, to search for the items listed above. Any physical intervention used will take place in line with our Positive Handling Policy.

Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used. After an instance of physical intervention, the pupil will be immediately taken to the Head of School and the pupil's parents will be contacted – parents may be asked to collect the pupil and take them home for the rest of the day as part of a suspension.

Any violent or threatening behaviour will not be tolerated at Queen Elizabeth High School and may result in a suspension. It is at the discretion of the Executive Headteacher/CEO as to what behaviour constitutes a suspension or a permanent exclusion. The Head of School can recommend use of a suspension which must be endorsed by the Executive Headteacher/CEO.

When using reasonable force in response to risks presented by incidents involving pupils with SEND or medical conditions, we will recognise and consider the vulnerability of these groups.

### 13. Managing behaviour

#### The Sanction System: Sanctions and strategies to support Behaviour for Learning

All teachers should follow the in-class Behaviour Card System.

Good behaviour is expected in all lessons and throughout the school. We understand sometimes pupils need a reminder to correct actions contrary to school policy, and where possible this is provided within our system. The following will apply if poor behaviour occurs:

<p>Stage 1 – Whole class expectations are made explicit</p> <p>An instruction of the expectations within the Ready, Respectful, Safe, Resilient framework is delivered to the whole class explicitly. The adult recognises good first - those pupils meeting the expectations. A scripted response including the expected behaviour is delivered to follow-up the instruction e.g., thank you to those pupils who are...</p> <p>The teacher uses de-escalation techniques and other strategies to bring about the desired behaviours</p>
<p>Stage 2 – Individual verbal warning</p> <p>If the non-conforming behaviour persists:</p> <p>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 behaviour to prove that they can make good choices.</p> <p>Boundaries are reset – Learner is asked to reflect on the next step</p> <p>Praise them when they positively change their behaviour, acknowledging the positive change</p> <p>If a pupil is given a verbal warning, the adult is responsible for logging the incident on ClassCharts.</p>
<p>Stage 3 – Consequence “Yellow Card” 15-minute lunch time detention</p> <p>If the behaviour persists despite whole class reminders and individual conversations:</p> <p>The pupil is given a yellow card, the class teacher should request on-call and the pupil is escorted to the Faculty Leader or student services by the on-call member of staff. The class teacher is responsible for logging the incident on ClassCharts</p> <p>The pupil is informed of their lunchtime detention by support staff on the day, and restorative questions are provided for the pupil to complete in detention – Lunchtime detentions are supervised by Faculty Leaders on a rota.</p>
<p>Stage 4 – Consequence “Red Card” Pupil is removed from the Faculty Leader or class teacher for a serious behaviour concern. A 45 minute after school detention issued and restorative conversation with Class Teacher</p>

Pupil escorted to a colleague or student services by the on-call member of staff

Remainder of lesson working alone without causing further disturbance in student services

Teacher must provide work for the child to complete and log the event on ClassCharts

Support staff phone home to inform parent by the end of the day to agree the time for the detention, as close to the time of the incident as possible.

Restorative questions for the pupil to complete in detention. Class Teacher to follow up incident with pupil and have restorative conversation during afterschool detention or before the next lesson with the pupil.

Restorative Conversations - As part of the behaviour pathway, staff and pupils will have restorative conversations to talk about incidents which have occurred and ways to move forward and what needs to be done.

- What happened?
- What were you thinking about at the time?
- What have 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?

### **Anti-Bullying Guidelines**

Bullying takes place in various guises, and it is important for teachers to be able to know what bullying is and recognise it immediately. Staff must be alert in the classroom and on the corridors to any instance which may be interpreted as bullying. No teacher, adult or pupil should ignore suspected bullying and must act immediately (pupils should report bullying immediately to any available member of staff). This can be verbally or by any other appropriate means.

In dealing with bullying, staff must take prompt action finding out the facts in a fair and diplomatic manner, and not dismiss information given from pupils as telling tales. By being open and responsive, incidents of bullying will be much reduced, and staff must encourage pupils to tell them if other pupils are making them unhappy. In this way, staff will gain the confidence of their pupils. The concerns of any pupil reporting bullying should be duly noted, and all reasonable precautions should be taken to empower them to disclose the full facts of the incident(s).

In organising the classroom, the following aspects need to be considered:

- Do you have a clear view of all pupils?
- Can you access all parts of the room easily?
- Do you ensure that all pupils are sat within the main body of the class adhering to the seating plan?

- Are pupils allowed to move around the room? If so, can you monitor their movements easily

In considering these, the risk of bullying within the classroom will be much diminished. The same principles should also be applied to corridor movement when staff are on duty and monitoring pupil movement around the school.

Name calling is probably the most common form of bullying and needs to be dealt with promptly. All members of staff must intervene in any such situation seeking advice from and communicating the incident to a member of the Senior Leadership Team. Physical bullying must be dealt with immediately and the parties involved separated. A member of the Senior Leadership Team must be called for immediately and diffuse/resolve/mediate the situation in line with other procedures.

Any parent who arrives with a concern about a bullying incident must be seen by the most relevant person available on that day. Every effort should be made to resolve the issue on the day in question. Should further time be needed to investigate, parents must be given a day when they will be contacted, and the outcome of any investigation explained to them – this should normally be no longer than two working days.

Sanctions should be applied in line with TCAT and school policies. It must be made absolutely clear that bullying will not be tolerated and that serious consequences will follow should it continue. Parents should be informed either by phone or letter that their child has been involved in a bullying incident and what action has been taken.

## **14. Suspension Lite, suspension and exclusion**

Queen Elizabeth High School has a separate Suspension and Exclusion Policy which should be followed in all instances where suspension or exclusion is required.

Combating disaffection and ensuring that pupils can succeed are at the heart of what we do at Queen Elizabeth High School. Work is undertaken by Form Tutors, Senior Leaders and other professionals and agencies to ensure that pupils behavioural needs are addressed.

When it is necessary to take further action, suspensions of between 1 and 5 days (with an option to extend) are imposed. Parents and the Local Authority are informed of all suspensions and of the right of appeal to the Disciplinary Committee of the Governing Body where that suspension exceeds 5 days (the Local Authority are not informed in the case of “suspension lite” as previously detailed).

Should pupils face repeated suspension, and the normal range of support strategies have been employed, a Pastoral Support Plan (PSP) will be put in place. This plan will include clear targets for the pupil, weekly reviews with key staff, input from external agencies including the Educational Psychologist (Ed Psych), potential initiation of a referral to a Pupil Referral Unit (PRU), and input from parents. It is envisaged that this type of intervention will be successful in modifying a pupil’s behaviour. PSPs will be drawn up and monitored by the relevant Assistant Headteacher in collaboration with parents, the pupil concerned and the Head of School. It may be the case that for some pupils, additional agency input in a PSP would be beneficial and encouraged via the relevant Assistant Headteacher. A reintegration meeting



will normally be held between the pupil and their parents with the relevant Assistant Headteacher.

Any suspension issued or requested by the Head of School is subject to agreement from the Executive Headteacher/CEO, in cases where the suspension is deemed 5 days or lower, the Head of School has the authority to make this decision without prior consultation as delegated by the Executive Headteacher/CEO.

Exclusion is the most serious sanction and is not used lightly. Pupils can only be excluded by the Executive Headteacher/CEO and with the agreement of the Governing Board in the following situations:

- As a last resort and following all other courses of intervention. This includes where a PSP and intervention through external agencies has not enabled the pupil to modify their behaviour
- A single, significant incident. This may have involved either actual or threatened violence to a pupil or member of staff, sexual abuse or sexual misbehaviour, weapons, or drugs related issues

Where the Head of School or members of the Senior Leadership Team consider it necessary to send a pupil home then the Executive Headteacher/CEO and parents must be contacted immediately. If parents cannot be contacted for whatever reason, then pupils will be kept within school until their normal time of dismissal. Members of staff will supervise pupils in isolation from their peers. This can only take place where the pupil receives a suspension and is unable to be collected on the day. Only the Executive Headteacher/CEO can authorise an exclusion or the Head of School in their absence, and even then, contact with the Executive Headteacher/CEO should be attempted before applying this serious sanction.

Queen Elizabeth High School may decide to move pupils to a separate room away from other pupils for a limited period. We will only move pupils to a separate room where absolutely necessary. We call this process "Suspension Lite" to reflect the seriousness of the sanction whilst maintaining contact and education for the pupil. This maybe off site at another educational setting.

This fulfils all the normal aspects of suspension but differs in that the pupil remains in the care of the school and where they can receive supervised education, and the sanction is not notifiable to the Local Authority as in the case of a suspension. Though seen as an option short of suspension, the seriousness of a pupil being sanctioned in such a way should not be overlooked. Where suspension lite is not successful then the school reserves the right to formally suspend a pupil through the official suspension route.

In placing a pupil in suspension lite, we will ensure that the pupils health and safety is not compromised during their time in isolation and that any additional requirements such as SEND needs are met.

The amount of time that a pupil spends in suspension lite is determined in line with our internal guidelines for higher order behaviour issues. We will ensure that the pupil is not kept in isolation for any longer than necessary.

The staff member in charge and supervising the pupil will decide what the pupil may and may not do during their time spent in isolation. The Head of School, Deputy Headteacher or relevant Assistant Headteacher will request that the pupils class teacher(s) set them appropriate work to complete during any period of suspension lite.

Pupils are permitted to eat during the allocated times of the school day and may use the toilet as required when requested.

Pupils must not be internally suspended within school by teachers placing them outside classrooms to work. Any such sanction can only be issued by members of the Senior Leadership Team under their direct supervision. It is permissible for a pupil to be placed outside a classroom by a teacher to diffuse a situation, but this should not be for a period greater than 5 minutes.

Please refer to the table on the next page for guidance on the process, as example only. Each behaviour event is contextual and with reasonable adjustment the outcome may differ for individual pupils.

1 <sup>st</sup> offence (not meeting suspension threshold)	0.5-day internal suspension (Suspension Lite), phone call home by AHT or designated staff member, restorative actions taken, Monitoring Report Card as appropriate.
2 <sup>nd</sup> offence (not meeting suspension threshold)	1.0-day internal suspension (Suspension Lite), phone call home by AHT or designated staff member, restorative actions taken, Monitoring Report Card as appropriate.
3 <sup>rd</sup> offence (not meeting suspension threshold)	1.0-day internal suspension (Suspension Lite), parental meeting with AHT requested, notification in writing that further offences will lead to the issuing of a formal suspension, Monitoring Report Card as appropriate.
4 <sup>th</sup> offence (not meeting suspension threshold)	Issuing of a formal suspension for persistent behaviour issues by HoS, 1 day with follow up meeting with AHT and issuing of Monitoring Report Card.
1 <sup>st</sup> offence (meets suspension threshold)	Issuing of a formal suspension by HoS, 1 day with follow up meeting with AHT and parents and issuing of Monitoring Report Card.
2 <sup>nd</sup> offence (meets suspension threshold)	Issuing of a formal suspension by HoS, 2 days with follow up meeting with AHT and parents and issuing of Monitoring Report Card. Notification of intention to initiate a PSP.
3 <sup>rd</sup> offence (meets suspension threshold)	Issuing of a formal suspension by HoS, 3 days with follow up meeting with AHT, HoS and parents. PSP to be drawn up and signed off.
4 <sup>th</sup> offence (meets suspension threshold)	Issuing of a formal suspension by HoS, 5 days with follow up meeting with AHT, HoS, member of the Governing Board, LA representative if available, other agencies as appropriate and parents. PSP to be reviewed for effect, adjusted if required and signed off. Written notification that a further offence will see the school either recommending a Managed Move or pursue a formal exclusion.
5 <sup>th</sup> offence (meets suspension criteria)	<p>Issuing of a formal suspension by HoS, 5 days with follow up meeting with AHT, HoS, EHT, member of the Governing Board and parents. PSP to be reviewed for effect, adjusted if required and signed off. Managed Move to be initiated and monitored by the AHT.</p> <p><b>OR</b></p> <p>In the absence of an agreement as to a Managed Move, move to next stage.</p>

6<sup>th</sup> offence (meets suspension criteria or breakdown of Managed Move)

Notification of intention to exclude pupil and remove from school registers. Panel A established in preparation.

1<sup>st</sup> offence (serious breach of school rules)

Issuing of a formal suspension by HoS, 5 days with follow up meeting with AHT, HoS, EHT, member of the Governing Board and parents. Final warning as to future behaviour within school or Managed Move to be initiated and monitored by the AHT.

**OR**

Notification of intention to exclude pupil and remove from school registers. Panel A established in preparation.

## 15. Detentions

We will make it clear to parents and pupils that we are able to use detention as a sanction, both during and outside of school hours.

All teachers at the school can impose detention on a pupil, unless the Executive Headteacher/CEO decides to withdraw this power from any teacher.

The following indicate the times during which detention can be issued outside of school hours:

- Any school day where the pupil is not authorised to be absent
- Any non-teaching day, e.g., INSET days

Parental **consent is not required** for detentions and, therefore, the school is able to issue detention as a sanction without first notifying the parents of the pupil, however, Queen Elizabeth High School will always seek to obtain advance agreement from parents when using detentions after school.

When issuing detentions, members of staff will ensure that they do so reasonably within the given circumstances, and that they consider any additional needs of the pupil. If the detention is during lunchtime, pupils will be permitted to eat, drink, and use the toilet within that lunch time. When issuing detentions which are set to be outside of school hours, the member of staff doing so will consider:

- Whether the detention is likely to put the pupil at risk
- Whether the pupil has identified caring responsibilities which would make the detention unreasonable
- Whether suitable transport arrangements are in place between the parents and the pupil. It does not matter whether these transport arrangements are inconvenient to the parents, but every effort should be made to work with parents to facilitate agreed detentions

## 16. Behaviour off school premises

Pupils at the school must agree to represent the school in a positive manner. The guidance laid out in the Pupil Code of Behaviour applies both inside school and out in the wider community, particularly, but not exclusively if the pupil is dressed in school uniform.

Staff can discipline pupils for misbehaviour outside of the school premises when the pupil is:

- Wearing school uniform
- Travelling to or from school
- Taking part in any school-related activity
- In any way identifiable as being a pupil at the school

Staff may also discipline pupils for misbehaviour off the school premises that, irrespective of the above:

- Could negatively affect the reputation of the school and bring it into disrepute
- Could pose a threat to another pupil, a member of staff at the school, or a member of the public

- Could disrupt the orderly running of the school

Any bullying witnessed outside of the school premises and reported to a member of staff, will be dealt with in accordance with our Anti-Bullying Policy. In the event of a sanction being required, this will take place on the school site. Staff witnessing an incident off site should not seek to sanction pupils at the time; they should report it through the established channels.

Where a pupil is off site and not on a trip, for example on the way to or from school, then the school expects their behaviour to be maintained. Where poor behaviour is witnessed by staff or reported by a member of the public, that poor behaviour must be addressed in the same way as if it had happened in school.

We will impose the same behaviour sanctions for bullying incidents and non-criminal misbehaviour, which is witnessed outside of the school premises, as would be imposed for the same behaviour on school premises. In all cases of poor behaviour outside of the school premises, staff will only impose any sanctions once the pupil has returned to the school premises or when under the supervision of a member of staff.

Complaints from members of the public about poor behaviour by pupils at Queen Elizabeth High School are taken very seriously and will be dealt with in accordance with the Complaints Policy and Procedures.

Please note any incidents that occur relating to Internet, Social Media and/or 'Texting/messaging' outside of school hours need to be reported to the Police to deal with and only to the school if the matter is not dealt with by Police or if there is likely to be follow up issues as a result within school. Parents are advised in this situation to make a formal record of the issue, either through printing or the saving in electronic format of evidence that may be requested by authorities in dealing with a complaint. Where an offence of this nature occurs on school premises then the school behaviour system will be enforced and if deemed necessary relevant authorities may be informed.

In certain circumstances, the Head of School may ask to review the contents of a pupil's phone to ensure safeguarding requirements have not been breached.

## **17. Staff training**

Queen Elizabeth High School recognises that early intervention can prevent misbehaviour. As such, staff will receive training in identifying problems before they escalate; this can be behavioural problems in the classroom or during breaks and lunchtime.

Teachers and Associate staff will receive training on this policy as part of their new starter induction. All staff members are provided with sufficient training in de-escalation strategies and dealing with disruptive and challenging behaviour as part of their induction programme – this training is updated on an annual basis. Training may also be refreshed in light of recent incidents and challenging behaviour, or where it is apparent that existing methods are not as effective as they could be.

All staff will also receive training on the common symptoms of SEMH problems, what is and is not cause for concern, and what to do if they think they have spotted a developing problem.

At least one member of staff will know every pupil and receive training on how to spot where challenging or unusual behaviour may have an underlying cause that needs addressing.

Teachers and support staff will receive regular and ongoing training as part of their development.

## **18. Monitoring and review**

This policy will be reviewed by the Executive Headteacher/CEO, Executive Leader for Safeguarding and Inclusion, Head of School, Deputy Headteacher 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 31<sup>st</sup>, 2024.

Signed by:

\_\_\_\_\_ Executive  
Headteacher/CEO      Date: \_\_\_\_\_

\_\_\_\_\_ Chair of Governing  
Board      Date: \_\_\_\_\_





## Detention Reflection

Name:

Date:

What happened that led to you being given a detention ?

What were you thinking about your behaviour at the time ?

Why do you think the teacher issued a consequence for your behaviour ?

Who else has been affected ? and how ?

What should be done to put things right ?

How can you do things differently in the future, so you don't end up in detention ?

