



Queen Elizabeth School Behaviour Policy

Approved by: Fenner Pearson

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**Next review due
by:** 13 July 2021

Behaviour Policy

'Modelling the behaviour of a good society to young people by maintaining an orderly, happy and safe community is a shared responsibility for everyone who works in our schools. It takes planning, determination and sheer hard work.'

Achieving good behaviour makes learning possible for all children and keeps our schools happy and positive places. Our focus on standards and expectations relies upon the warm and strong professional relationships between adults and children that we value so much, highly skilled teaching, the shared language of our Values and Successful Learner model, and, crucially, consistency.' Positive Behaviour 2018 - 2019 staff guidance booklet, which provides further details on the 3 CCCs:

- **Consistency** – our expectations and common standards
- **Craft** – providing quality teaching for all
- **Consequences** - clarifying the roles and responsibilities of all staff in understanding sanctions and their efficacy in upholding our expectations and standards.

Principles:

We work from the starting point high expectations in line with our Values, creating an atmosphere of mutual respect, good humour and care. We share a belief in:

- the interdependence of Scholarship and Care
- a Values-led education
- the importance of Personal Development as defined by our Successful Learner model
- the *Every Child Matters Agenda* - an understanding that every child has the right to stay safe, be healthy, enjoy and achieve in their learning, make a positive contribution to their communities and be free from the negative impact of poverty and achieve economic well-being.

Aims of this policy:

- To maintain outstanding behaviour
- To develop the social and emotional learning of pupils
- To provide care for pupils whose behaviour is impacting negatively on others in order to address the underlying causes of any challenging behaviour
- To prevent escalation and serious consequences
- To work in partnership with parents to uphold our Values and to ensure positive outcomes for their children
- To uphold our Values in our everyday routines

Practice:**Creating a positive ethos**

We believe that creating a positive climate of high expectations and support is the most effective way to prevent behaviour that falls below our standards. There are a number of strands to this prevention work:

1. using the 10 Core Values as a common language and a shared understanding between staff, students and parents and keeping them live and relevant in and out of school
2. having the highest expectations in our classrooms and consistent standards : we believe outstanding teaching and learning meeting the needs of individuals underpins effective personal development, enabling pupils to gain confidence and engage in their own learning
3. working in partnership with parents : asking for and supporting their contribution to scholarship whilst we offer support and reassurance to them as we share in the care of young people
4. being committed to inclusion, working in collaboration with the South Lakes Federation (Inclusion Advocates) to design suitable provision for challenged or vulnerable children and preventing permanent exclusion if we possibly can (see Appendix 4 : extract from Fair Access Protocol)
5. using a range of protocols for multi-agency working, from Pastoral Support Plans to full Common Assessment Frameworks to “wrap” care around a child whose behaviour is impacting negatively on the community or themselves
6. developing the whole child and attending to the social and emotional aspects of their learning e.g. through the Personal Development curriculum, through a rich diet of extra –curricular opportunities and at times through specifically tailored programmes for individuals or small groups
7. rewarding young people for upholding our Values
8. working with young people when decisions they make outside school impact negatively on their development and welfare or on the well-being of others

Using sanctions

We do use sanctions when things go awry. Staff make professional judgements about the appropriate sanction for misdemeanours or poor behaviour. Responses range from a quiet word to detentions through to community service, isolation or fixed term exclusion, depending on the circumstances of the incident and the needs of the individual.

Sanctions have two purposes:

- a) to send out a clear message to the individual child about their actions having consequences and allowing us to focus on this important aspect of learning
- b) to safeguard the community

Fixed term exclusions are used when the undermining of the school values is such that a pupil forfeits the right to be part of the school community for a short period of time.

Caring

Sanctions are not applied without support however. Low level responses to minor issues are accompanied with advice about avoiding such responses in future and support to minimise or eradicate low level undermining of the values. Pupils who find themselves facing more serious sanctions will be the subject of much more intense support, often from a range of agencies.

We do work beyond the school gate and beyond the school day to ensure the well-being and continued development of the young people in our care.

Appendix 1

- **Powers resulting from legislation**

The Education and Inspections Act 2006 introduced statutory powers for school regarding behaviour and discipline:

1. Any member of staff, including volunteers, in lawful control of children in or out of school, may regulate pupils' conduct and impose sanctions: this power extends to pupils whenever they are not in school if there is a clear link between their behaviour and maintaining good behaviour among the pupil body as a whole.
2. The powers apply to all pupils at a school where education is provided for them, regardless of whether the pupil is registered at that school, for instance a teacher can discipline a student who is attending the school one day a week as part of a 14-19 consortium arrangement.
3. Pupils may be detained after school on weekday and at weekends, or on teacher days with a minimum of 24 hours' notice.
4. Staff have the right to confiscate articles ("seize, retain or dispose of") with authority from the head. (This particular power is contained in the Violent Crime Reduction Act 2006,)
5. Staff may search a pupil for offensive weapons.

- **Responding to substance abuse**

1. The school is committed to tackling drug misuse among young people.
2. Any incidents of possession, use (including alcohol, tobacco, volatile substances, vaping paraphernalia "legal highs" as well as illicit drugs) will be regarded with the utmost seriousness. Misuse of legal drugs will be treated equally seriously. (No drug may be brought into school without the school's knowledge and approval).
3. Incidents involving illegal drugs could result in permanent exclusion. .
4. QES will work closely with other local schools to maintain a drug-free environment

- **Belongings checks**

1. In order to discourage pupils from bringing banned items into school we carry out random belongings checks. These are NOT searches.
2. A HoY or senior member of staff will be accompanied by a colleague and take the pupil to a place away from other pupils or staff.
3. A pupil will be asked to empty bags, pockets etc and show the staff their contents.
4. Any banned items discovered will be confiscated.
5. The check and its results will be logged using a blue slip.
6. There may well need to be sanctions imposed for persistent or serious disregard of the banned items rule.

Responding to chewing gum in school

1. The school has a zero tolerance policy on chewing gum because of its effect on the environment and the working lives of our sitestaff.
2. Pupils caught with gum are reprimanded and the incident is logged at the main office.
3. 3 logged incidents lead to After School Community Service
4. Failure to attend ASCS leads to anisolation.
5. 6 logged incidents lead to isolation after which a further 3 logged incidents would result in a fixed term exclusion.
6. We would try to warn parents if we were leading up to a fixed term exclusion.

Responding to Uniform rule infringements

1. The school has a zero tolerance on uniform infringements because they are so undermining of the QES core values.
2. Pupils who repeatedly refuse to co-operate with staff who ask them to comply with the uniform rules will receive sanctions in response to a “strike” system:
 - a) 3 logs- a 1 hour lunchtimedetention
 - b) 6 logs- a 1 hour after schooldetention
 - c) 9 logs- a 2 hour after school detention
 - d) 12logs- a day's isolation
 - e) 15logs- a day's fixed term exclusion

Responding to mobile phone device infringements:

1. QESstudio students and Sixth Form students in both schools are permitted to have mobile phones provided they follow clear guidelines covering:

- **suitable locations** – Sixth Form Library or Meadow Room
- **appropriate times** – in lessons comprising of **only** QESstudio or Sixth Form students and **only** at the instigation of staff
- **appropriate use** – never for ‘social’ use and only for educational purposes outlined by the teacher

Phones should **never** be seen between lessons, in form times, during break, lunch times and bus queues.

We want QES to be a phone free environment: if phones are seen or heard sanctions will be applied.

Appendix 2

Procedures for exclusion

Fixed term exclusion

- a) An exclusion is decided by the Headteacher based on the advice of the Assistant Headteachers, the Year Head and staff involved. The decision to exclude will be based on all the information available at the time. This will include evidence from statements written by pupils and staff, including eye witnesses' accounts of events outside school.
- b) In some circumstances the pupil may remain in isolation or be placed with a senior member of staff for the remainder of the day. In exceptional circumstances arrangements may be made for a pupil to go home during the school day.
- c) Parents/Guardians are notified of an exclusion by letter sent by first class post immediately after the exclusion has been decided. The Year Head ensures that a copy of the letter is delivered to the pupil to be taken home. Parents also receive a FAQ document which explains the school's approach and provides reassurance and guidance.
- d) The Year Head will make every attempt to contact parents by telephone on the day of the exclusion.
- e) The exclusion letter includes:
 - The specific reason for the Headteacher's decision to exclude and all circumstances relevant to the exclusion, including the steps taken to try to avoid the exclusion.
 - The length of the exclusion.
 - The school days on which the parent is required to ensure that their child is not present in a public place during school hours without justification; and that the parent may be prosecuted, or may be given a fixed penalty notice, if they do not do so.
 - The school days on (or school day from) which the pupil will be provided with alternative suitable full time educational provision and will be required to attend such alternative provision, if the parent is not otherwise notified of this information; separate notification of these details can be sent later if more time is needed by the school or LA to make arrangements
 - The date and arrangements for readmission.
 - The parents' right of appeal and where to address the appeal.
 - Information about work that will be set (for exclusions over 2 days) and arrangements for assessing the work.
- f) Details of how to apply to view the pupil's school file.
- g) Copies of all exclusion letters are sent to other agencies supporting an individual pupil.
- h) The readmission interview is a formal occasion. A parent / guardian will be expected to accompany a pupil returning to school following an exclusion to discuss the matter with a Senior Member of Staff. Parents who are unable to attend the interview will be asked to discuss the readmission on an alternative date. A pupil is never refused readmission because a parent does not attend.
- i) Pupils returning to school following an exclusion are expected to give an undertaking that the misbehaviour will not be repeated and that levels of behaviour and good citizenship expected by the school are understood, accepted and to be adhered to. A Readmission Sheet should be completed by the member of staff giving details of expectations discussed and passed to the Headteacher for the Main File.
- j) Support and counselling will be available to pupils from a senior member of staff, Year Head, Form Tutor, the Learning Support Department and other agencies if needed.

- k) During the readmission interview it will be made clear to the pupil that returning to school provides an opportunity to make a fresh start. However, this does not necessarily mean the pupil will be allowed to work through all the levels of sanctions again. A change in behaviour will be expected. If a pupil has been involved in persistent poor behaviour a contract may be drawn up or Report Book used to monitor the behaviour of the pupil closely. If the exclusion was for violence or verbal abuse it is explained that any repetition of the offence will result in another, longer exclusion or permanent exclusion. Support mechanisms may need to be put in place.
- l) Details of exclusions are logged and are regularly monitored by the Headteacher and are reported to Governors and Trustees on a regular basis.

Permanent exclusion

- a) Parents are contacted as for a fixed-term exclusion. The letter gives the same details as in section (e) above and also includes:
- Details of any relevant previous warnings, fixed period exclusions or other disciplinary measures taken before the present incident.
 - The parents' right to state their case to the Governors' Discipline Committee and all relevant details and timescales for this procedure.
 - The parents' right to see their child's school record.
 - The name and telephone number of a contact at the LEA who can provide advice
 - The name and telephone number of SENDIST (the SEN and Disability Tribunal) whom parents may contact if they think the exclusion relates to a disability their child has or if they think disability discrimination has occurred is SENDIST, 7th Floor, Windsor House, 50 Victoria Street, London SW1H 0NW / Telephone Number 020 7925 5750.

Additional Advice and Guidance and relevant sources of free and impartial information:

- A link to the statutory guidance on exclusions_
<http://www.education.gov.uk/schools/pupilsupport/behaviour/exclusion/>
- A link to the Coram Children's Centre_
www.childrenslegalcentre.com Tel: 08088 020008
- SENDIST

If parents think an exclusion has occurred as a result of discrimination, they may make a claim under the Equality Act 2010 to the First-tier Tribunal (Special Educational Needs and Disability), in the case of disability discrimination, or the County Court, in the case of other forms of discrimination. Any claim of discrimination made under these routes should be lodged within six months of the date on which the discrimination is alleged to have taken place, e.g. the day on which their son/daughter was excluded.

<http://www.justice.gov.uk/guidance/courts-and-tribunals/tribunals/send/index.htm>

Making a claim would not affect their right to make representations to the governing body.

Appendix 3

Misdemeanours likely to result in fixed term or permanent exclusion

This grid is used by the DfE to monitor exclusion rates and represents the most common reasons given by all schools for imposing exclusions, whether that be fixed term or permanent. Exclusions imposed here at QES do tend to be in one of these categories.

It is important to note that the list is not exhaustive, and that school reserves the right to impose exclusions for any offence that has affected the well-being of the community or threatens its well-being in the future in any way.

We don't operate an automatic tariff system: each case is looked at individually by a pastoral team and the sanction eventually imposed takes into consideration the previous conduct of the pupil, the level of remorse, the impact on victims or the community and the seriousness of the offence for example.

Description	Description
Bullying: Physical or verbal or cyber	Physical Assault against adult: Actual violent behaviour/Obstruction and jostling/Wounding
Damage: Vandalism/Graffiti/Arson	Physical Assault against pupil: Fighting/Wounding/Actual violent behaviour/Obstruction and jostling
Drug and Alcohol related: Possession of illegal drugs/Supply or dealing/Alcohol abuse/Inappropriate use of prescribed drugs/Smoking/Substance mis-use	Verbal abuse/threatening behaviour against adult: Threatened violence/Swearing/Intimidation/Aggressive behaviour/Homophobic abuse and harassment/Carrying an offensive weapon
Persistent Disruptive Behaviour: Repeated refusal to follow reasonable instructions/Long term challenging behaviour/Persistent violation of school rules	Verbal abuse/threatening behaviour against pupil: Threatened violence/Swearing/Intimidation/Aggressive behaviour/Homophobic abuse and harassment/Carrying an offensive weapon
Racist Abuse: Racist taunting and harassment/Racist bullying/Swearing that can be attributed to racist characteristics/Derogatory racist statements/Racist graffiti	Sexual Misconduct: Sexual abuse/harassment/bullying/assault/lewd behaviour/sexual graffiti
Theft: Stealing school property/Selling and dealing in stolen property/Stealing personal property (pupil or adult)/Stealing on a school outing	

Appendix 4

Looked after pupils and previously looked-after children

We will always take into consideration any past experiences of looked-after and previously looked-after children and how these can impact on their behaviour before considering whether a fixed term or permanent exclusion is an appropriate sanction.

Where a looked-after child is at risk of a fixed-term or permanent exclusion, the designated teacher, the designated safeguarding lead and the Headteacher, working with the virtual school head and the child's carers will consider what additional assessments and support needs to be put in place to address the causes of the child's behaviour and prevent the need for exclusion.

Other vulnerable groups:

- Pupils eligible for free school meals;
- Pupils from certain ethnic groups:
 - Gypsy/Roma;
 - Travellers with Irish Heritage;
 - Caribbean pupils.

We will always consider the wider context of all our pupils before considering any type of exclusion and will pay particular attention to 'other vulnerable groups' and consider what additional support might be needed to address the needs of pupils from these groups.

Pupils with SEND

We take into consideration any learning difficulties or disabilities when deciding to impose a sanction.

If we suspect that a pupil's challenging behaviour comes from a difficulty around learning then we arrange for assessments as soon as practicable, working closely with parents to try to put support in place. We can do a certain amount of screening for difficulties in school but will refer to an Educational Psychologist or other specialist service if needed and this can take time.

It still might be appropriate to impose a sanction such as a fixed term exclusion for a pupil with learning difficulties or disabilities as these short exclusions are educative and restorative and usually effective in resetting the right boundaries and systems to achieve a fresh start and agree what support is needed in future.

If a child on an EHCP is at risk of permanent exclusion we follow statutory guidance, based on the SEND Code of Practice and the Equality Act of 2010 by adhering to the following process:

- Asking the LA for a review of the EHCP (nb responses of LAs to this request can vary)
- Identifying any further reasonable adjustments that can be made to meet the needs of the child
- Identifying any further risk management strategies that can be used to prevent harm to others
- Considering alternative sanctions (mainly longer fixed term exclusion or restorative justice)
- Exploring Alternative Provision (nb managed moves are not appropriate for pupils on EHCPs)

The decision to permanently exclude a pupil on an EHCP would be made as a last resort if the strategies above have been exhausted as a proportionate means of achieving a legitimate aim, namely the safety and well-being of the school community.

Appendix 5 Compliance with Covid-19 Hierarchy of Controls

Students need to comply at all times with the requirement for social distancing and hygiene controls and need to follow staff instructions around these issues to the letter. Without this high level of compliance we cannot minimise risk of viral transmission.

Some examples of what we expect from pupils:

- Always be mindful of social distancing : on the way to and from school, leaving and entering the building and the classrooms, using the toilets, in social areas at break times
- Wash your hands properly on arrival, between activities, before and after eating, after using the toilet , on leaving the site
- Always use a tissue when coughing or sneezing to catch it , bin it, kill it and put the tissue straight in the bin then sanitise your hands
- Alert staff if you accidentally cough or sneeze on anybody else or onto a surface that will need to be cleaned
- Close the lid on the toilet before flushing
- Do not make jokes about the virus or make anybody else feel uncomfortable by the way you talk about the virus or the measures we have put in place to keep people safe
- Only stay in your designated spaces as these are your safe “bubbles”
- Only use the toilets designated for your “bubble” and go to the toilet one at a time
- Only use the social spaces and times designated for your “bubble”
- Stay on site until you are collected at the end of your session
- Follow any additional staff instructions relating to social distancing and hygiene immediately- these are important health and safety requests

We will respond to undermining of our safety protocols by using the usual range of interventions, starting with reminders but then, if failure to comply continues to increase transmission risk, we would have recourse to isolation, loss of time at break or lunch time and in the most extreme cases exclusion.

We very much hope that pupils will understand the need for compliance and will be able to support social distancing and hygiene and to look out for others with considerate behaviour. We are confident that the vast majority of them will but we would have to use our sanctions should any pupil be unable to respond appropriately to our guidance.

Appendix 6 Suspected Offensive Weapon Protocol

Appendix 1 of our Behaviour Policy already states under Power Resulting from Legislation that:

- “Staff may search a pupil for an offensive weapon”.
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As well as a belongings check and search in the presence of at least two senior colleagues, whenever possible the following process will also be followed:

- Headteacher informed
- Detailed and accurate statements to be taken from all witnesses
- Police called and incident logged.
- Referral to LA
- Parents of witnesses called and support in place
- Pupil to stay in isolation with member of staff and parents called to collect

It is highly likely that a person bringing an offensive weapon in to school would be Permanently Excluded.

Appendix 7

When we require pupils to let us have their phones for safe keeping

There are occasionally circumstances when it is advisable for pupils to let us have their phones for safe keeping. We will ask for the phones to be switched off and handed in. They will be stored securely in the office and returned to pupils by the end of the day at the latest.

(NB This is not the same as a phone confiscation which happens when a pupil is using the phone without the permission of a member of staff.)

The occasions when pupils should expect to put their phone into safe keeping are as follows.

- During an investigation into an incident:
- When exited from class to the Quiet Room or alternative space
- When a pupil is in isolation
- When a pupil has used their Time Out pass (if appropriate)
- When we are concerned about the safety and welfare of members of our community

This list is not exclusive and the decision to ask pupils to hand in phones is at the discretion of staff responsible for pupil welfare.

Appendix 8

The LLT Community Code

Parents and pupils have been made aware of our Community Code which sets out expectations about behaviour in our local communities, particularly when pupils are in uniform or are in groups.

It clearly sets out what good behaviour out of school looks like and explains the types of behaviours that members of the public find alarming, distressing or inconvenient.

We work with pupils to help them to learn about good behaviour out of school and will usually ask them to apologise or to perform a community service if they are found to have been undermining the Community Code. However, when the behaviour out of school is seriously impacting the welfare of others then we will move to more serious sanctions, including detentions, isolations, fixed-term exclusions and up to permanent exclusion if the misdemeanours put well being at serious risk.