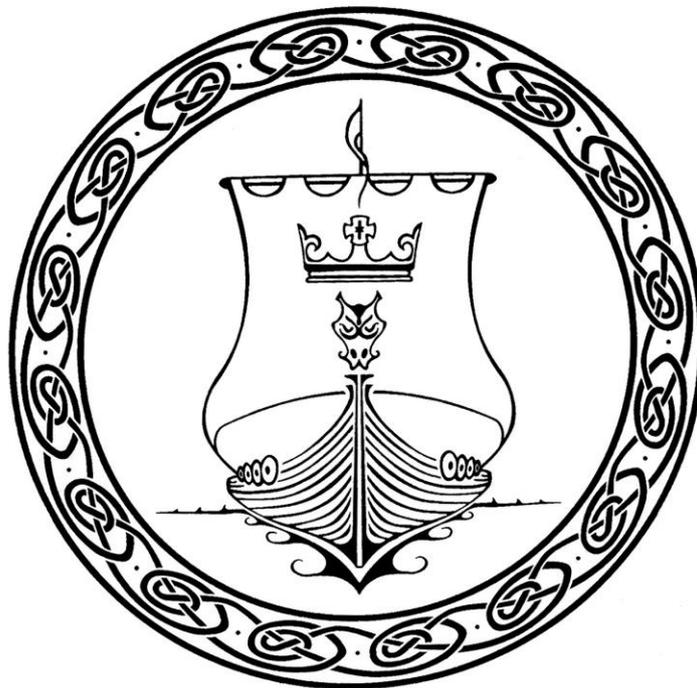




# Queen Elizabeth II High School

## Behaviour Policy



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## Preamble

The values of the School and the rights and responsibilities of all members of the school community will contribute towards securing the Five Outcomes described within the Children and Young Peoples' Strategy 2005-2010:

- 1) Being healthy
- 2) Staying safe
- 3) Enjoying life and achieving
- 4) Making a positive contribution
- 5) Prospering

The behaviour and discipline policy operates from the 1997 and 2007 Education Acts and Isle of Man Government Essentials for Learning Policy 2012.

The policy outlines the expectations of staff and students with regards to standards of behaviour. It is available to parents and members of the wider community through school Wiki. The home-school agreement in each child's planner states expectations of students, parents and the School.

The policy links to other school policies including:

- Policy for use of restraint
- Acceptable Use Policy
- Anti-bullying Policy
- Equal Opportunities Policy
- Drugs and Alcohol Policy

## Principles and aims: Expectations of good behaviour

Queen Elizabeth II High School wishes to foster an ethos of mutual respect, calm, good order and safety. Students are encouraged to contribute to the community and their voice is recognised and respected.

The staff and students of the Queen Elizabeth II High School believe that clear and direct expectations will contribute to the establishing a positive ethos. This policy aims to state expectations of behaviour so that they are known, understood and followed by all.

The School Council has stated the following guidelines. We want our school to be a place where:

- Student voice is recognised and respected
- Every student feels safe
- All abilities and talents are encouraged
- All people are treated respectfully and fairly
- Bullying is not accepted and addressed quickly with the highest priority
- People know how to forgive
- The atmosphere is warm and friendly and helps with learning
- Supporting the needy is second nature

We recognise that working with children positively, using efficient classroom management strategies, will help to raise their self-esteem, increase their levels of motivation and will improve achievement.



This approach is supported by a conscious effort to praise good work and behaviour and to encourage good conduct with positive affirmation.

Through good teaching and a strong and supportive pastoral system the need to use punitive measures should be kept to a minimum. A range of sanctions will be used, when necessary, to ensure our code is adhered to and students learn to modify their behaviour if it is inappropriate. These are listed in the instruments of governance and examples are included below.

## Scope

This policy applies to behaviour on school premises, on the journey to and from school and on all school organised events.

The School community includes all students, teachers, support and ancillary staff. To encourage and maintain the highest standards of behaviour from all students at our school certain practices *must* be consistently observed by every member of the community.

## Roles and responsibilities

All members of the school community will:

- Attend school regularly, punctually, appropriately dressed and equipped fully for the school day;
- Be polite, respectful and helpful to others;
- Behave in class and around school in such a way as to contribute to the good order of the school;
- Respect the environment and school property, keeping the school clean, tidy and free from litter;
- Be in the right place at the right time;
- Ensure that the rights of each member of the school community are recognised;
- Follow school policies in particular as regards behaviour the Anti Bullying Policy, Equal Opportunities Policy, Acceptable Use Policy for Electronic Devices;
- Move sensibly and quietly around school keeping to the left, following the correct routes and respecting the needs and safety of others. Bags should be carried carefully when moving around school; and
- Obey the law, including laws on smoking, alcohol and other substances, offensive weapons etc. Students, teachers and support staff are forbidden to smoke on the school premises, in keeping with Department Policy and recent government legislation (April 2008). In addition, students must not smoke whilst travelling to and from school on public transport or on school trips. Alcohol is forbidden amongst the school community and must not be brought onto school premises except for school functions approved by the Head teacher. Any member of the school community who brings illegal drugs or other substances open to misuse onto the School premises will be reported to the Police. This will also apply to any student bringing a dangerous or offensive weapon, or item that can be used as a dangerous or offensive weapon, onto the School premises. A member of staff who suspects that a student is in possession of any of these must inform a senior member of staff immediately.

In addition, Students will:

- Do their best in lessons and focus on the learning;



- Complete homework;
- Ask for help when they need it – “brain, buddy, hand”;
- Wear the correct uniform, including limits on make-up and jewellery, as laid out in the planner;
- Follow the instructions of all school staff and prefects with politeness at all times;
- Keep hands, feet and all other objects to themselves;
- Consume food and drink in the dining room or atrium only;
- Intervene and report incidents of bullying;
- Not chew gum;
- Not bring lighters, matches, aerosols or tobacco into school;
- Act responsibly and report those who are not; and
- Follow the Acceptable Use Policy (AUP) when using mobile phones and other devices.

All adults are “on duty” at all times and will:

- Work effectively to support and promote the aims and ethos of the Queen Elizabeth II High School;
- Be aware and sensitive to issues of gender, race, religion, social background and disability;
- Be alert to signs of bullying and harassment and act swiftly and firmly in accordance with the school’s policy;
- Give students the opportunity to show responsibility and have a sense of belonging;
- Be committed to maintaining the highest standards of behaviour and, where possible, help students improve those standards;
- Be proactive in stopping poor behaviour in all areas and at all times in school;
- Make full use of the rewards system to support students of all abilities in every area of success;
- Positively reinforce good behaviour and refuse to accept poor behaviour;
- Communicate with parents/guardians, both positive student achievements and poor student behaviour;
- Keep careful and accurate records of student’s achievements as well as other aspects of their school lives using SIMS, Planner and Record of Achievement;
- Condemn bad behaviour and not the person; and
- Arrive on time for your duty and carry out your tasks as instructed on the duty guidelines.

All members of staff will be expected to model the general behaviour expected of students. Members of staff should avoid personal contact with students unless acting to prevent injury to any persons present. The restraint policy must be followed where students may need to be restrained.

## **Role of Classroom Teacher**

*“A lesson that is well prepared, engaging and relevant, combined with the teacher having a more clear understanding of the needs of all students in the group, will always result in a more successful learning experience and fewer discipline issues.”*



Prior to the lesson teachers will prepare for and promote positive behaviour by:

- Preparing an appropriate and challenging lesson based on previous learning;
- Providing a positive classroom environment that is tidy and litter free; and
- Frequently providing feedback to students on their work, including marking.

Teachers will prepare for and promote positive behaviour at the start of each lesson by:

- Greeting students in a positive manner and checking uniform;
- Ensuring the students enter the classroom sensibly and calmly and go to their tables and prepare for the lesson, including taking out planners and other equipment;
- Having a seating plan arrangement focussed on learning; and
- Starting the lesson on time and challenging students who arrive late.

During the lesson, teachers will promote positive behaviour by:

- Using nonverbal cues, an appropriate tone of voice and body language (expectant, positive and calm);
- Establishing a calm atmosphere;
- Having a starter activity to engage students and gain their attention;
- Focussing on the positive and on learning;
- Emphasise their recognition of students good behaviour and achievement;
- Conveying positive behaviour and learning expectations;
- Using positive corrective language to deal with inappropriate behaviour;
- Following up persistent disruption away from the audience of other students;
- Insisting on high standards of work and behaviour in the room;
- Using a range of strategies within their “classroom management toolkit” to deal with the majority of unacceptable behaviours within their classrooms. These will reinforce and underpin the expectations of the school and contribute to ensuring greater consistency in the management of pupil behaviours; and
- Taking responsibility for addressing poor behaviour as far as possible within his/her own classroom and with appropriate and specific sanctions.

On exit teachers will promote positive behaviour by:

- Ensuring Planners have been used to record homework or that no homework has been set;
- Giving positive feedback to the group on their learning;
- Checking the classroom is tidy and students’ uniform smart; and
- Ensuring a sensible and calm dismissal.

## **Break and Lunch Times**

- Students will only be in a classroom when supervised or with permission.
- All food and drink will be consumed in the Dining Room or Atrium.
- Students will queue for food at break and lunch in an orderly fashion as directed by the supervising staff. Friends cannot “save” places nor should there be any “jumping” the queue.
- Bags or coats should not be brought to the Dining Room or Atrium, but will be left in lockers in the year area.
- Everyone eating food in the Dining Room should use trays; all waste and rubbish must be



- cleared away and trays stacked carefully.
- Tables and chairs have been provided so that students can sit when eating.
  - Good table manners are expected at all times.
  - Litter must be put in the nearest litter bin. Staff will ensure that there is no litter left in the Year areas. Students will be expected to co-operate with staff to clear up.

## **The End of the School Day**

- Students must be correctly dressed and in full school uniform.
- Students dismissed from the changing rooms must leave the school site in full uniform and not their PE kit.
- Excellent behaviour is expected on the journey home. Poor behaviour will be punished in accordance with the school discipline code.

## **Rewards**

Queen Elizabeth II High School intends to promote high standards of behaviour, self-discipline and learning through the recognition, positive encouragement and reward of all acceptable behaviours. Such behaviours will be recognised and celebrated through the school's merit and reward systems. Rewards and the liberal use of praise are important in encouraging good behaviour and academic success in our school and adherence to the code on conduct.

Classrooms where relationships are good and learning is enjoyable are characterised by the generous use of praise, rewards and positive feedback. It is expected that staff will acknowledge good behaviour and achievement at every lesson.

Students will be enabled to develop similar skills amongst their peer group as the school maintains a supportive and secure environment.

When students do demonstrate behaviours that enhance the above, teachers will recognise this by speaking to them in class, sending letters home, awarding merit stickers, stamps and certificates. The recognition of positive student behaviour will reflect the maturity and feelings of individuals. The following are some of the strategies that are available.

### **Merit Stickers and Achievement Points**

Merit Stickers will be placed in a student's Planner when appropriate and will be signed by the teacher awarding the sticker. Departments will record the merits given on Sims. Achievement points may also be entered directly onto Sims without the use of stickers. Each student's total of achievement points will count toward the House Point trophy which will be awarded to the House gaining most points at the end of the School Year. This will be based on the points recorded on Sims. Rewards trips will be offered at the end of each term for the students who gain the highest attitude to learning scores in the school's reporting cycle. Celebration assemblies at the end of each term will also recognise good behaviour as is logged on Sims in other categories such as 'attitude to learning' and 'attendance'.

### **Golden Postcards**

To reward achievement teachers will use the School Commendation System. Recognition of achievement is open to all students from Years 7 to 13 and will reflect achievement related to each individual's ability. In some situations a pupil's achievement will be celebrated by the use of Golden Postcards. Departments may use these to celebrate and inform their parents/carers of their



achievement. Communication home will be via 'In Touch'.

### **Letters of Commendation**

Three times a year, the Director of Key Stage will ask Tutors to recommend tutees for a "Letter of Commendation". This is to congratulate any student who has no sanctions or negative comments in their planner, no late marks, a high standard of school uniform and general conduct.

### **Head teacher's Book**

Students who produce work of outstanding quality may be asked to sign the Head teacher's book of excellence.

### **Sanctions. Please see chart Appendix 1**

Students have the right to expect fair and consistently applied sanctions. An appropriate sanction is one which is designed to put matters right and encourage better behaviour in the future (reformative). Thus, it is inappropriate to punish whole groups for the misdemeanours of a few or to impose a sanction, which is designed to humiliate a student. The reestablishment of a strong relationship between the student and the adult concerned is paramount.

A staged system will be used, aiming to deal with poor behaviour calmly and effectively so that the student is helped to modify his-her behaviour and help to re-focus on the positive. Students who display poor behaviour should be given clear verbal reminders telling them politely what it is that they are doing wrong, how it affects themselves and others, and what behaviour is expected. At all stages of the sanctions process the tutor will be kept informed and involved in the reformative action taken, as they are the key person in the school life of the student.

The majority of a student's time in school is spent in the classroom. The most important person in enforcing high standards of behaviour in the classroom is the classroom teacher. Therefore, it follows that the most effective sanctions are those issued by the classroom teacher. These sanctions will normally be at a level 1 and in the majority of cases the unacceptable behaviour will be dealt with immediately.

This approach applies to poor behaviour on corridors and at break and lunchtimes when staff may need to address inappropriate behaviour. Any member of staff who sees unacceptable behaviour outside lesson time will take appropriate action.

The form tutor will deal with unacceptable Pastoral behaviour at a level L1. This includes instances such as travelling to and from school, behaviour outside the classroom in and around school, persistent lateness or lack of equipment etc. Where the tutor's intervention is not effective then he/she will seek guidance from the Key Stage staff or SMT. Level 1 interventions may be recorded in the child's planner.

Where such sanctions are not effective, the classroom teacher will refer it to the HoS at a level 2 discipline concern. This will normally result in a more serious discipline action. All HoS will be responsible for ensuring the subject discipline code and sanctions are published in all classrooms. At level 2, the problem should be recorded in the planner, on SIMS and behaviour points noted.

Where the HoS intervention is not effective then he/she will seek guidance from the Key Stage staff or SMT.

For serious incidents such as fighting, bullying, racist abuse, smoking etc., the incident will be



referred to the Key Stage Staff in the first instance for referral to SMT if serious enough to merit possible suspension.

### **Sanctions available:**

School sanctions are recorded as behaviour points on SIMS. They are cumulated with achievement points to give an overall score. Each student's behaviour points are cleared at the start of every school year. The following sanctions are available to staff and have a proven track record of success in our school. However, this list is by no means exhaustive and many sanctions will be shown in the individual subject discipline code displayed in all classrooms.

- Verbal reprimand – for not wearing uniform or chewing gum (level 1).
- Written reprimand in Planner (level 1).
- Extra or repeated work for work of poor quality or incomplete homework (level 1).
- Detention. Given by a class teacher for persistent misbehaviour in class or arriving late for lessons etc.  
Given by the form tutor for a variety of misdemeanours. They may be set a break or lunchtime detention (level 1).  
Given by the tutor for late 4 times in a half term (level 1). The duration will be 30 minutes and should be entered on the school SIMS system.  
HoS detention issued and supervised by HoS entered on SIMS (level 2).
- Community Tasks such as picking up litter, removal of chewing gum, cleaning writing/graffiti from desks and dining room tasks (usually level 2 and entered on SIMS system).
- School Detention – issued by Key Stage Staff or SMT entered on SIMS: (level 3).
- Withdrawal of school privileges, e.g. membership of school teams, educational visits and trips. Entered on SIMS (level 3).
- Letter home sent by appropriate member of staff. Entered on SIMS (level 2 or 3).
- For certain offences such as fighting a letter is sent home in the first instance. If the offence is repeated within the same term it results in suspension.
- "On report" issued by the Tutor or Key Stage staff (level 3 KSS) entered on SIMS.
- Key Stage Report issued by Key Stage staff entered on SIMS (level 3).
- Intervention by SMT (level 4) cumulative evidence on SIMS or major offence.

### **Note 1. (Legal requirement for detentions)**

Section 5 of the Education Act 1997 gives schools authority to detain students at the end of the day for 10 minutes without prior notice to parents/guardians. After-school detentions for longer than 10 minutes must be notified to parents 24 hours in advance through the Report Form or School Detention letter. See also appendix 1 which gives more detailed information on the school procedures.



## Procedure for Serious Offences Requiring Immediate Attention (Isolation)

If a pupil's behaviour is a serious and immediate cause for concern and the normal classroom or school sanction procedures are not appropriate:

- Use the "send emergency alert" icon on SIMS, phone, use email or send a pupil to the School Office to report the incident and to request assistance from the On Call Duty Staff.
- Reception staff will call the DUTY Teacher.
- The OCD staff will come to the lesson/place of incident and will remove the offending pupil and take them to the Read and Research location, normally room F10. All removals from the classroom will be logged on SIMS by the classroom teacher as level 4 and key stage staff will arrange the appropriate discipline procedures.
- The incident must also be recorded by the member of staff on R&R.
- A member of the Admin Team will generate a letter/contact home on the same day as well as informing the Key Stage Staff who will be responsible for implementing the appropriate discipline procedure. The student will then be required to attend a catch up session the following day from 3.45 - 4.15 p.m. During this session they will meet with the teacher who sent them to isolation to discuss their behaviour.
- Internal Isolation may be sanctioned by Key Stage Staff but only after consultation with parents. It must be logged on Sims.
- Suspension may only be sanctioned by the Head Teacher or Deputy Head Teacher/Assistant Head in the Head Teacher's absence.

The isolation procedure is for incidents where students display extreme behaviour or make a class unteachable or where the pupil is not responding to a level 1, level 2 or level 3 sanctions. Members of staff should not send students to isolation for not being equipped, being late or for not doing homework or if they have not followed departmental or whole school disciplinary procedures.

## Pastoral Support Programme

The pastoral support programme is an alternative intervention that will be implemented when a student is not responding to departmental or tutor measures or where they are displaying concerning behaviour over time in a number of different departments. It is to be used in cases where pupils are at risk of suspension/exclusion as a result of on-going behaviours in or about the school.

They do not preclude reactive exclusions or suspensions for specific behaviours or offences.

In the first instance, the student will be placed on a Key Stage Report Card, which will outline targets to be met and parents will be contacted. Failure to meet targets should be agreed by those involved but might include the student losing free time. The report card is checked every morning at break time by the Key Stage Staff. Each case will be considered in the light of the individual's needs. The Report card is sent home every week. If the targets on the card have not been met successfully after two weeks a parental meeting will take place.

If the RED REPORT CARD is successfully completed after one week, the student will move to GREEN REPORT CARD with agreed targets. Successful completion of a GREEN REPORT CARD will finalise the process.

Parents will receive a copy of the report card once a week to inform them of their child's progress.



The student will then be placed on a probationary term of two weeks where they will report to their Key Stage staff once a week or as requested to discuss progress. If satisfactory progress has been made, the student will be released from the programme.

Once a student has been part of a PSP and even if it has been successfully completed, further evidence of poor behaviour will mean that they will return to the programme at the request of a HoS or Form Tutor.

Three unsuccessful attempts at a PSP will result in the Director of Key Stage contacting the Head of S4L to discuss a possible referral. The Director of Key Stage must have documentary evidence of all measures taken to date.

## **Referral to the S4L**

It is essential that any referral to support for learning is supported by factual documentary evidence.

Referral is made by a DoKS if a PSP is not effective in catering for a student's needs and there is a possibility the child may have special behavioural or emotional needs. Referral is made to the Head of S4L using a referral form. Key Stage staff will be responsible for collecting and collating the documentary evidence for a referral.

If support is deemed necessary the pupil will be accepted by S4L, will be assigned a key worker and plans will be drafted to meet the pupil's needs. At this stage the pupil becomes subject to SCHOOL ACTION, and they will be monitored by S4L and Key Stage Staff.

In special cases the Head of S4L may refer a student to The Special Needs and Psychology Service for further assessment and advice on strategies that will better inform the school response to any special or additional needs.

## **Appendix 1 - Procedure for Managing and Recording Behaviour Interventions**



	Who is responsible ?	What happens?	Examples of possible behaviours in classrooms and corridors.	Examples of possible sanctions.
L 1	Class Teacher	Minor disruption in lessons. Classroom/Teacher-based sanction. Minor disruptions outside of lessons, around school. Minor disruptions in tutor time.	Disrupting lessons, inadequate work, persistent lateness, not completing homework. Answering back, defiance. Poor behaviour in the corridor or outside of lessons or anywhere on the school site.	Move student, reprimand, contact parents, seating plan, personal detention, send out for 3 minutes before discussion and re-entry, note in the planner. At L1 tutors may also use sanctions, phone calls home or tutor detentions for misdemeanors in the tutor group or persistent lateness.
L 2	Subject Leader and Class Teacher	After repeated disruption over a number of lessons or more serious disruption/defiance, it should be referred to the subject leader and the subject behavior code.	Missing a teacher detention. Having completed a number of teacher detentions without improvements to behaviour.	The subject leader may give a subject-based detention or other sanction. A phone call home may also be required. All actions must be recorded on Sims. For repeated poor behaviour outside of lessons tutors should be referred to. They could contact parents. Tutor reports may also be issued through agreement with pastoral staff.
L 3	Pastoral Key Stage Staff	HOS will contact key stage staff if subject intervention strategy is unsuccessful or if the misdemeanor is deemed too serious for a department-only sanction.	If student behaviour is poor across a number of subjects this may elicit a L3 response. If students have repeatedly missed departmental detentions. If original teacher-based contact with parents has been unsuccessful, necessitating a formal meeting with parents. Defiance that is specifically more than disrupting a lesson. For example, truancy from a lesson, racist incidents, bullying. Repeated behaviour outside of lessons that is deemed to be dangerous.	Key stage staff will then employ an extended range of strategies that will include a Pastoral Support Programme (PSP). Interviews with parents, KS reports. Also at L3 students can be placed in the After-school detention on Monday. This should be by the Pastoral team only, or if a subject detention has been missed. All actions recorded on Sims.
L 4	SLT and Pastoral Team	Isolation can be used within lessons when class management techniques have been exhausted.	For students that are repeatedly noncompliant. For students who are disrupting the lesson to the extent that it cannot proceed. Should only take place after the issuing of warnings, time outs and other classroom based discipline procedures have been exhausted.	The student is isolated and parents are contacted. This is followed by a restorative justice session within 24 hours. Entered on Sims.
L 5	SLT	Senior Management Involvement. Serious offences in accordance with school discipline code.	Significant behaviours e.g. fighting, verbal abuse to member of staff, threatening behaviour.	Possible suspension or extended isolation. Where behaviour still does not improve, student is referred to S4L and/or governors. Parent/carers informed. IBPs will be agreed with relevant people and meeting convened with parents/carers. Continuing pastoral support will be within the framework of the proposed graduated response. Recorded on Sims.