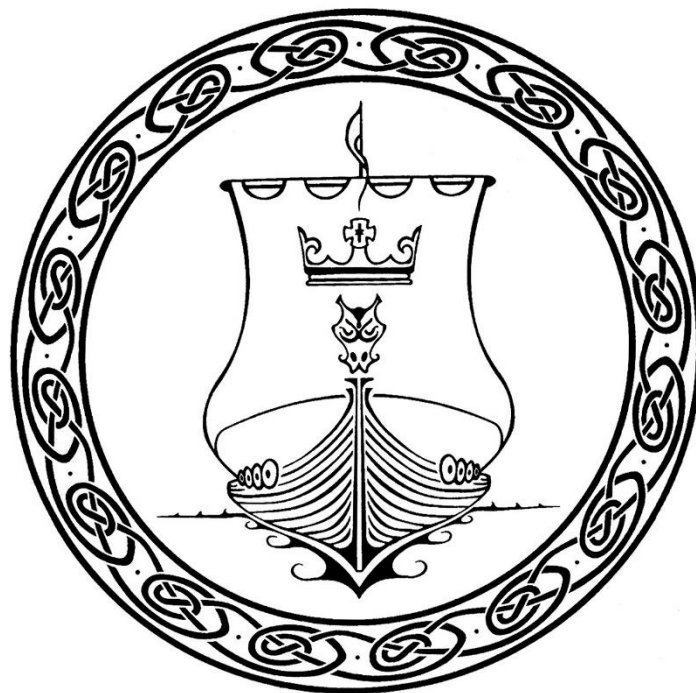




Queen Elizabeth II High School

Behaviour Policy



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Preamble

The behaviour policy operates from the 2001 Education Act and the Education (miscellaneous provisions) Act 2009.

The policy outlines the expectations of staff and students with regards to standards of behaviour.

The policy links to other school policies including:

- Policy for use of force or restraint
- Acceptable Use Policy
- Anti-bullying Policy
- Equal Opportunities Policy
- Drugs and Alcohol Policy
- Policy and procedures for dealing with sexting

The policy also links to the Department for Education's policy on 'Searching, screening and confiscation' (January 2018).

Principles and aims: Behaviour for Learning

Queen Elizabeth II High School wishes to foster an ethos of mutual respect, calm, good order and safety to allow students to feel safe and focus on learning. Students are encouraged to contribute to the community and have done so through the development of the school's **Student** Charter which states;

We the students should...

- step out of our comfort zone and challenge ourselves;
- take advantage of opportunities as they arise;
- have empathy for other students and create a judgement free zone;
- have goals and work hard to achieve them with a positive mindset.

We want staff to...

- keep us safe and support our wellbeing;
- deliver interesting and challenging lessons;
- be available to help students reach their goals;
- promote positive behaviour.

These aims underpin the School Vision and CARE values. The expected behaviour of school community members below has been designed to promote these values and ensure a high-quality environment for learning.



Roles and Responsibilities

All members of the school community will:

- Be punctual, appropriately dressed and equipped for lesson;
- Be polite and respectful of others' feelings and property;
- Respect the environment and school property, keeping the school tidy and free from litter;
- Follow school policies (including those linked to the behaviour policy above);
- Move sensibly and quietly around school keeping to the left, following the correct signposted routes and respecting the needs and safety of others;
- Act within any published code of conduct required by the school;
- Obey the law.

In addition, Students will:

- Strive to do their best in lessons and focus on the learning, asking for help when they need it;
- Take planners to all lessons and provide them to staff on request;
- Complete homework;
- Wear the correct uniform as per the school policy;
- Politely follow the instructions of all school staff and prefects;
- Keep hands, feet and all other objects to themselves;
- Consume food and drink in the dining room or other designated areas only;
- Intervene and report incidents of bullying;
- Not chew gum;
- Not bring lighters, matches, aerosols, vapes, tobacco or any other age-inappropriate items into school;
- Act responsibly and report those who are not.

Staff will at all times:

- Work to support and promote the aims and ethos of the Queen Elizabeth II High School;
- Invest in developing good relationships with students;
- Give students the opportunity to show responsibility and have a sense of belonging;
- Be proactive in stopping poor behaviour in all areas and at all times in school;
- Make full use of rewards to support students of all abilities;
- Communicate with parents/carers, both achievements and poor student behaviour;
- Be forgiving, condemning inappropriate behaviour and not the person;
- Arrive on time for duties;
- Act in accordance with the 'Teacher Standards';
- Model the polite and respectful behaviour expected of students.

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Rewards

Evidence shows the largest impact teachers can have on influencing desired student behaviour is through developing good relationships. Doing so can tap into student's intrinsic motivation to act in a positive and productive manner.

Classrooms where relationships are good and learning is enjoyable are characterised by the use of praise and positive feedback.

It is expected that staff will take the time to acknowledge good behaviour and encourage students to demonstrate the values of the school.

Where students exceed expectations, recognition is given using the following methods;

- Merit Stickers and Achievement Points
- Golden Postcards
- Rewards assemblies
- Letters of Commendation
- Head teacher's Book
- Annual awards ceremonies
- Reward trips

Behaviour Management

The best behaviour management come from good planning and positive relationships. Being prepared for lessons, knowing your students (including any VISA and/or support plan) and providing high quality appropriate learning opportunities will promote good behaviour from students.

From time to time, it is necessary for staff to correct undesired behaviours that contravene the roles and responsibilities above and the objectives set out in the Student Charter and the School Vision.

At QEII we use a 'Remind, Reinforce, Remove, Restore System' to ensure all students are aware of their behaviours and to encourage them to behave appropriately.

Disruptive behaviours can be divided into two categories; low level disruption and serious incidents.

Most incidents of undesirable behaviour can be classed as **low-level disruption**. The term 'Low-Level' should not be taken to mean that these behaviours are unimportant as they often have a major impact on the learning of a wider group of students. Low-level behaviour (such as talking over a teacher, distracting others and ignoring staff instructions) relates to behaviours students should be able to remedy once they are verbally highlighted to them by a staff member using the 'Remind, Reinforce, Remove, Restore system'.

'Remind, Reinforce, Remove, Restore Steps' (See Figure 1 for clarification)

Should a student display low-level disruption, they will be verbally reminded to rectify their behaviour (R1). Should

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they continue to display low-level disruptive behaviour they will be verbally given a reinforcement cue, reinforcing the need for positive behaviour (R2). At this stage the teacher will write a note in the student's planner regarding their behaviour and a behaviour point on SIMS should be given by the teacher. (Behaviour points are used as a method of recording serious or repeated instances of sub-standard behaviour and are not punishments in themselves). Should the student continue to display low-level disruptive behaviour, they will be removed from the lesson using the isolation procedure (see appendix 1). The following teaching day a restorative conversation will be had between the teacher and student, using the Restorative Meetings procedure (see appendix 2).

Behaviour (may include but not limited to)	Steps	Actions (all to be verbalised and to include take up time)
Talking over staff, ignoring staff instructions, distracting others etc	R1 Remind	Warning Remind the student of expectations
Students continue to demonstrate the behaviours noted above	R2 Reinforce <ul style="list-style-type: none"> Add a behaviour point on SIMS Record R2 behaviour in student planner 	Teacher may ask a student to: <ul style="list-style-type: none"> move seats speak with them, inside or outside of the classroom and will provide take up time engage in diversion activity discuss their behaviour with the teacher at an agreed time after the lesson (possibly with parents) serve a detention within the department
Continued disruption / not heeding R1 & R2 warnings Or; verbal abuse, refusal to hand over mobile phone, breaking the law (banned items or substances and assault), fighting, bullying, damage to school property, Equalities Act infringement, use of inappropriate language openly in direct conversation with another staff member.	R3 Remove	From the lesson via OCD
	R4 Restore	A restorative process with the staff member who removed the student. This is to be undertaken on the following day (where possible) and last for no longer than the conversation takes.

Figure 1; Remind, Reinforce, Remove, Restore (R-Stage procedure)

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Serious incidents are rarer issues that contravene the fundamental principles of the Student Charter, School Vision and laws of our society. These could include (but are not limited to) bullying, verbal or physical assault, treating behaviour and infringements of the Equalities Act (2017). Infringements of the Equalities Act are any behaviours that target the protected characteristics of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. These may or may not be directed at an individual. In such circumstances these incidents will be escalated faster (see figure 2 below). If a serious incident happens in the classroom, the teacher may use the removal step of the 'R System' to remove the student from the classroom.

Serious Incidents

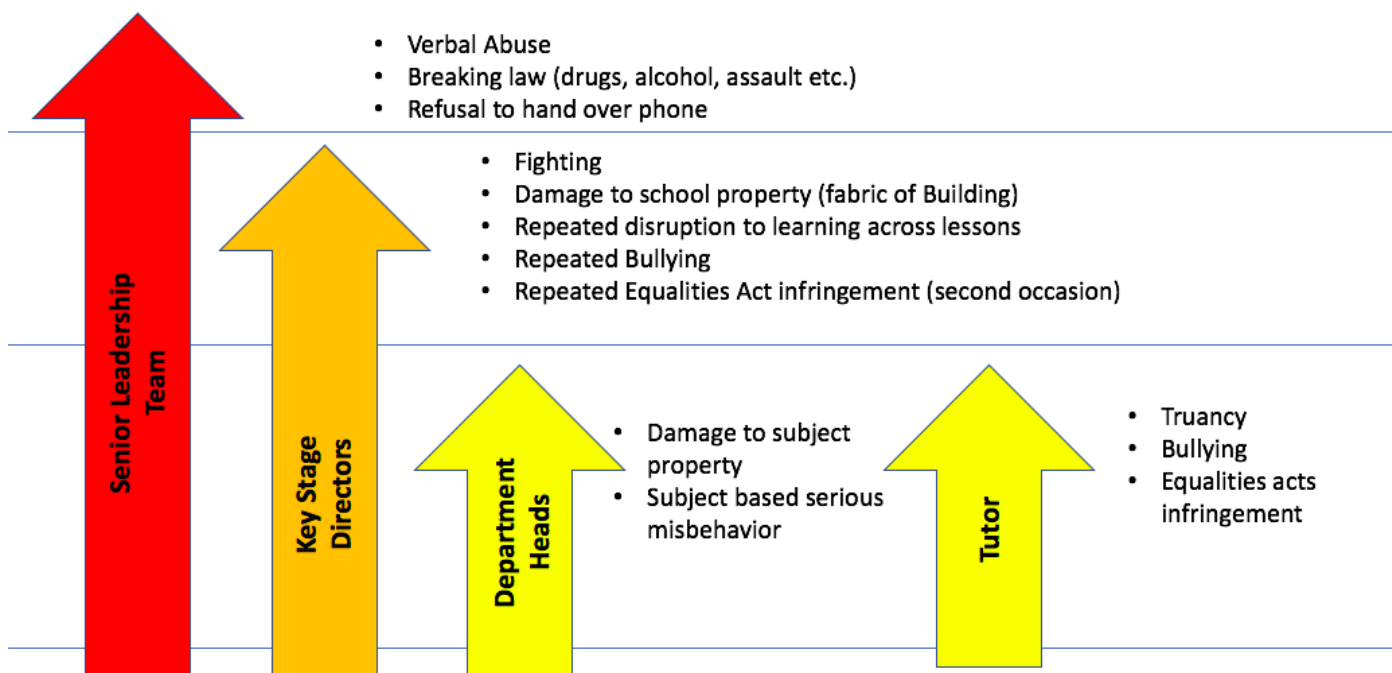


Figure 2; Accelerated escalation of serious incidents should immediately be reported to the appropriate level of management

Staff involvement and possible actions to behavioural disruption or incidents are noted in Figure 3 below:

Possible Actions to behavioural disruption

Staff Involvement	Possible Actions	Admin
SLT	Suspensions, internal isolations, timetable modification, support plan.	Record on SIMS
KS/S4L teams	Instigate support plan, key stage report, lunch watch (reporting windows through lunch break), pastoral interventions, pastoral detentions, removal of privileges, internal isolations.	Record on SIMS
Tutor/Head of Subject	Meet with parents, call home, meet student with classroom teacher, departmental detention, tutor/subject	Record on SIMS

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	report, temporary removal from lessons, community task.	
Classroom Teachers	Contact home (record on SIMS), parental meeting, class teacher detention, record 'R2 Stage' in planner (making explicit the reason for the Reminder given) and on SIMS.	Record on SIMS

Figure 3; Possible actions to behavioural issues.

Removal Procedure

If a student reaches the Removal Stage (R3) due to low level disruption or where a serious incident has occurred, that student will be immediately removed from lesson using the isolation system. Student removal is not a punishment but a tool to allow the other students in the class to continue learning and feel safe.

Where a student continues to behave inappropriately in isolation this will lead to further escalation to the Senior Leadership Team.

Students who have been removed from lessons will be required to complete an after-school restorative meeting with a member of staff the following teaching day having received 24 hours' notice as per the Education Act. Wherever possible this will be the member of staff who has removed the student. See Appendix 1 for further clarification.

Truancy

If a student is absent from a lesson due to truancy, the Admin Team will notify the Key Stage Team, Class Teacher and Head of Department. They will then add the student to restorative list for the following teaching day and add a truancy behaviour point on SIMS.

If two or more truanies occur in a day, the admin team will notify SLT, who will speak to the student and action an appropriate sanction.

Key Stage Team intervention will occur when the student truants across a range of subjects.

Departmental intervention will take place when the student continually truants from a subject.

See Appendix 2 for the truancy procedure flowchart.

Searching students

School staff can search a pupil for any item if the pupil agrees.

Headteachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. The ability to give consent

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may be influenced by the child's age or other factors

Prohibited items are:

Knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images, any article that the member of staff reasonably suspects has been, or is likely to be, used: to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).

Headteachers and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Confiscation

School staff can seize any prohibited item found as a result of a search. They can also seize any item, they consider harmful or detrimental to school discipline.

The above information follows guidance from the DfE on 'Searching, screening and confiscation' (2018).

Appendix 1 – Clarification of Removal Procedures (R3)

When a student is removed from a lesson the following will take place:

The Subject Teacher verbalises that an R3 has been given (removal from the lesson) and uses the "send emergency alert" icon on SIMS, phones, or sends a student to the School Office to report the incident and request assistance from the On Call Duty (OCD) staff. They will log behaviour point on SIMS with the reason. Staff need to put ISOLATION as the action. It is important that this happens as soon after the incident as possible (no later than the end of the day). Students may be required to catch up on work missed due to their removal from the lesson.

The OCD member staff will check that the teacher still wishes for the student to be removed. If so, they will remove the student from the lesson and take them to the Reading & Research (R&R) location. The OCD person can see if there is any work the child can be given the chance to do.

When a student is removed in the first lesson of a double lesson OCD will assess if the student is fit to return for the second lesson. It will have to depend on the situation. If the student is not fit to return to the lesson, then they shouldn't. If they apologise to the teacher outside the room and are ready to behave well, then they may be allowed back in.



The R&R member of staff will record the removal on the spreadsheet on TEAMS. If the student has already been removed that day the member of staff will notify reception. The student may need to be allowed to cool down before being offered work.

The removed student will be expected to attend a Restorative Meeting with the member of staff who removed them and a member of SLT or Key Stage Team at 3.45pm the following teaching day in the Library.

A member of the Administration Team will generate an InTouch message to inform parents, tutor, subject teacher and Key Stage Team and Support for Learning (where appropriate) of the above.

Reception will notify a member of SLT for any student who is removed twice in one day.

SLT will decide appropriate action for any student removed more than once in a day. They *may* be sent home – “not fit for education” – or internally isolated for the remainder of that day.

If a student is repeatedly removed from one subject the subject teacher will arrange for a meeting with parents (accompanied by the Head of Subject where appropriate) and inform the tutor and Key Stage/S4L Team. The Head of Subject may request CPD support for the teacher to help with behaviour management where appropriate.

If a student is repeatedly removed across a range of subjects, the Tutor will arrange for a meeting with parents and another member of staff and inform the Key Stage/S4L Team.

Where a student continues to be removed the Key Stage Team will consider further appropriate strategies and/or interventions (e.g. Key Stage report, Student Support Plan or S4L intervention).

Appendix 2 - Restorative Meetings

Restorative meetings will be between removed student and the member of staff who removed them. They will take place in the Library. These will be facilitated by a member of a Key Stage Team and/or a member of the Senior Leadership Team. During this meeting the student will discuss their behaviour with the teacher who removed them and agree on expectations/strategies for both parties to prevent further removal.

OCD will collect students just before the end of period 6 and escort them to the Library where they will await the arrival of the relevant member/s of staff. A member of the Administration team will provide names and locations of students who need collecting. If a student refuses to attend a restorative meeting they may be removed from lessons and social times the following day.

If the teacher is unable to attend the restorative meeting, the child cannot be penalised. If the child is isolated for missing the **restorative** meeting, they will be expected to have their restorative meeting during the next day. It is the

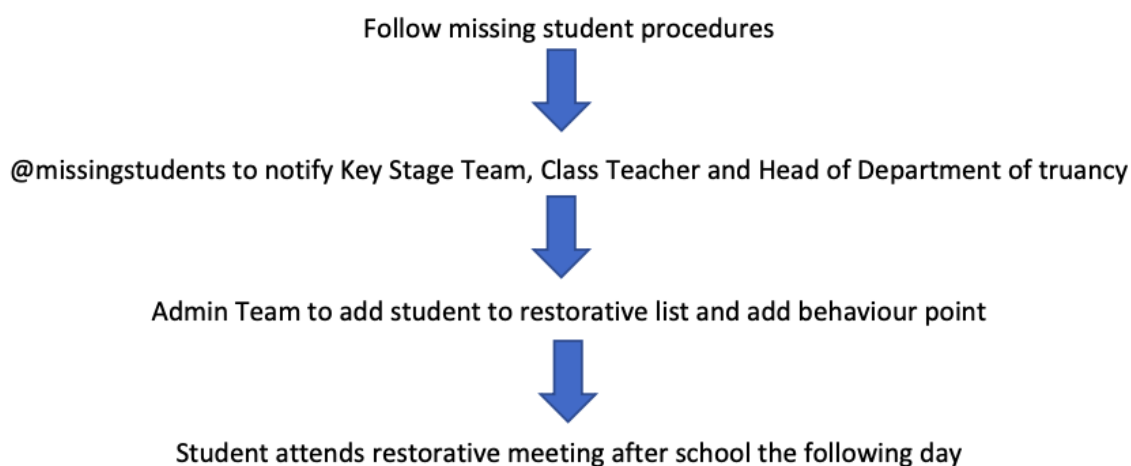


responsibility of the subject teacher to make arrangements for this to happen. Our aim must be to try to keep children in lessons as much as possible.

Appendix 2 – Truancy procedure flowchart

Truancy Procedure

If a student is absent from your lesson, please follow the flowchart below:



NB:

If two or more truantries occur in a day, SLT involvement (admin team to notify SLT).

If truancy occurs across numerous subjects, Key Stage Team involvement.

Continual truancy from a subject, departmental intervention.