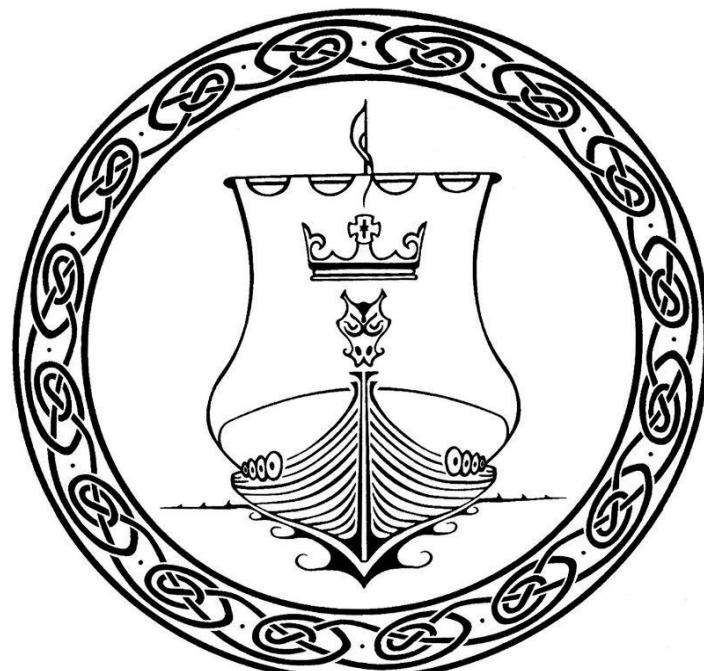




Queen Elizabeth II High School Behaviour Policy



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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;
- Support the schools ready to learn programme.

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Praise and Reward

The intent of the whole school Praise and Reward strategy at QEII High School is to create a positive and inclusive learning environment that celebrates and motivates all students to achieve their best. By acknowledging and rewarding both academic achievements and positive behaviour, we aim to foster a culture of excellence, respect, and collaboration within the school community. Our intent is to ensure that every student feels valued, supported, and encouraged to succeed, leading to improved overall well-being and academic outcomes.

CARE (Courage, Aspiration, Respect, Endeavour) Achievement Point System:

- Each student will be awarded CARE achievement points for upholding our school CARE values.
- Students collect these points individually.
- These points will automatically be communicated at home through the Arbor Parent Portal.
- A set amount of CARE achievement points leads to Bronze, Silver, Gold and Platinum awards, available on the QEII houses hub noticeboard.
- When students reach Bronze, Silver, Gold and Platinum they will receive a certificate.
- At the end of each half term, students will be acknowledged and rewarded for their dedication and hard work, through a CARE recognition event.

QEII House System:

- Students will be divided into the 4 QEII Houses (Caaig, Threshlyn, Foillan, Shirragh).
- Students collect House points individually or within a group by completing House challenges.
- The leading House will be rewarded at the start of each half term.

Headteacher's Commendations – Afternoon Tea:

- Afternoon teas will run twice a year; Christmas and Easter.
- Afternoon tea nominations will come from any member of staff in school.
- Staff will nominate students based on the CARE values.
- Students who are selected from the nominations will be invited along with their parents/carers.

Ready To Learn:

Overarching rationale organisation to improve and prevent wasted learning time

- Students will be issued with a *Ready To Learn* card each half term.
- Students must have their *Ready To Learn* cards with them every day, where they will be checked by tutors.
- If a student receives 5 signatures for uniform on their *Ready To Learn* card, they will be given a negative incident point and an after-school detention.
- If a student receives 5 signatures for equipment on their *Ready To Learn* card, they will be given a negative incident point and an after-school detention.

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- If a student loses or forgets their *Ready To Learn card*, they will be given a negative incident point and an after-school detention.
- If a student refuses to hand over their *Ready To Learn card*, they will be given a negative incident point and an after-school detention.
- If a student misses their after-school detention, the student will be in a lunchtime detention the following school day in the ALP.
- If a student misses both detentions, they will be given an internal supervision in the ALP on the next available day.

Should a student not have the correct uniform and/or equipment, they will be expected to borrow anything required to be Ready To Learn.

Equipment expected to be Ready To Learn:

- Pencil case
- Pen
- Pencil
- Ruler
- Rubber
- Planner
- PE/Dance kit
- Ready to Learn Card
- QEII lanyard

In order to fulfil the uniform requirement of Ready To Learn, the Uniform Policy must be adhered to.

Behaviour Management

The best behaviour management comes 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 positive student behaviour.

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'.

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'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 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 add a negative incident point on Arbor. (Negative incident 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 R3 removal 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 negative incident on Arbor 	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).

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, threatening 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.

Incidents which happen outside of the classroom

Should an incident happen outside of the classroom, the staff member should use their discretion as to how to deal with it.

For low level incidents, the staff member could:

- Put a negative incident point on Arbor and inform the student of their misdemeanor
- Give the student a detention themselves
- Give the student a detention in the ALP at break or lunchtime the same day or the following school day if appropriate.

A serious incident should be immediately reported to a member of the SLT team and (if possible) the student brought to the ALP. An investigation will then take place and appropriate sanctions implemented. These sanctions will also involve an educational conversation with the student.

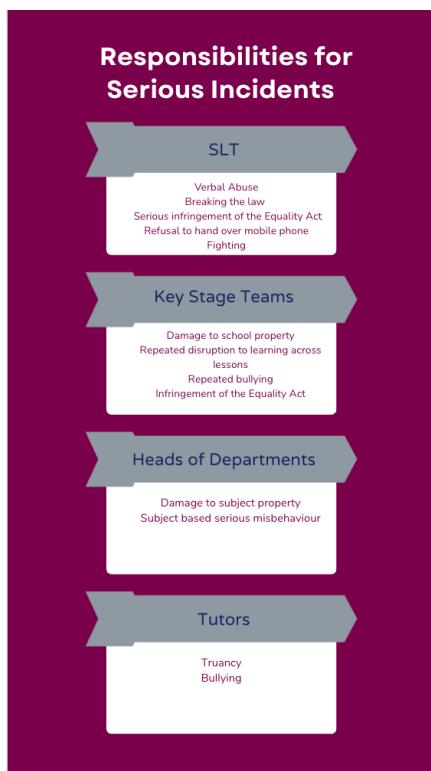


Figure 2; Accelerated escalation of serious incidents should immediately be reported to the appropriate level of management

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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 supervision, timetable modification, support plan.	Record on Arbor
KS/S4L teams	Instigate support plan, key stage report, lunch watch (reporting windows through lunch break), pastoral interventions, pastoral detentions, removal of privileges, internal supervision.	Record on Arbor
Tutor/Head of Department	Meet with parents, call home, meet student with classroom teacher, departmental detention, tutor/subject report, temporary removal from lessons, community task.	Record on Arbor
Classroom Teachers	Contact home (record on Arbor), parental meeting, class teacher detention, record 'R2 Stage' as a negative incident on Arbor.	Record on Arbor

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, the student will be immediately removed from lesson using the removal 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 the Alternative Learning Provision (ALP) room 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 Class Teacher and Head of Department. The class teacher will then add a truancy behaviour point on Arbor and an after school mediation and detention will be issued for the following day (where possible).

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

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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 student for any item if the pupil agrees.

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

The Headteacher 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 Arbor, phones, or puts a message on TEAMS QE2MissingStudent channel to report the incident and request assistance from the On Call Duty (OCD) staff. They will log a negative incident point on Arbor with the reason. It is important that this happens as soon after the incident as possible (no later than the end of the day). An R3 negative incident point will generate an email home to inform parents of their child's misdeemeanor. The students tutor, subject teacher and Key Stage Team will be alerted on their Arbor dashboard of the misdeemeanor. Students may be required to catch up on work missed due to their removal from the lesson.

The OCD staff member 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 ALP. The OCD person will ask that teacher for work so that the student can continue their learning.

When a student is removed in the first lesson of a double lesson, the ALP teacher 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

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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, who in turn will notify SLT. 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 3.15pm the following teaching day in the Library.

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 supervised for the remainder of that day, to prevent further disruption to learning.

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 from lessons, 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.

The student will be reminded by their tutor in the morning of the restorative meeting that they need to make their own way to the Library at the end of the school day and await the arrival of the relevant member/s of staff. If a student does not attend a restorative meeting they may be removed from lessons and social times the following day.

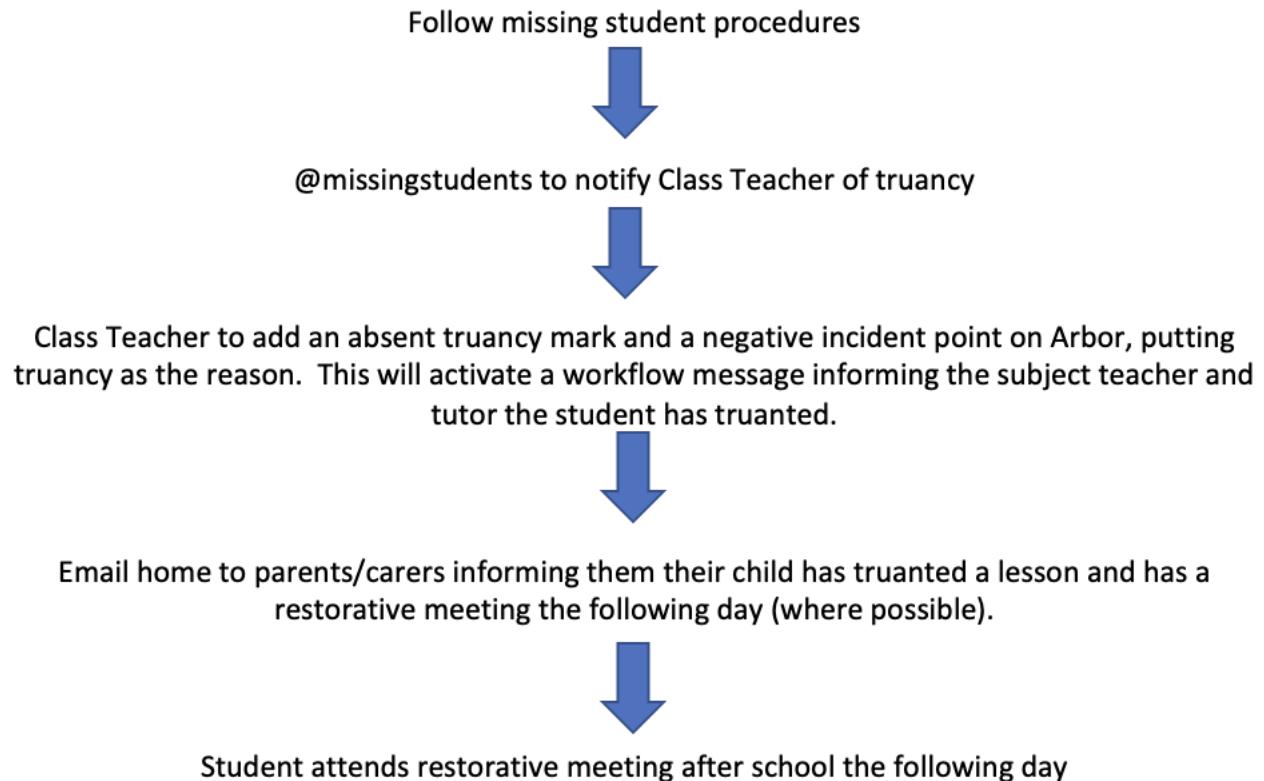
If the teacher is unable to attend the restorative meeting, the child cannot be penalised. It is the responsibility of the subject teacher to make arrangements for this to happen. Our aim must be to try to keep children in lessons as much as possible.



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 truancies occur in a day, SLT involvement (admin team/ALP teacher to notify SLT).

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

Continual truancy from a subject, departmental intervention.