



Behaviour Policy

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1. SCHOOL VISION

To prepare our students to succeed in tomorrow's world by providing a secure learning environment, a rigorous academic curriculum, high expectations, and best practice in teaching, learning and technology enhanced by wide-ranging extra-curricular opportunities and outstanding pastoral care. Our students will demonstrate and encourage respect for everyone within our community and globally, treating all people equally irrespective of their characteristics and celebrate diversity.

SCHOOL AIMS:

1. The school aims to build upon its tradition of academic excellence. Students will be encouraged to strive for the highest levels of achievement to maximise their potential.
2. The school aims to take full advantage of its small numbers to provide a caring environment in which the individual student's personality and abilities are valued and fostered.
3. We will educate and develop tolerance and respect for all, paying particular regard to protected characteristics
4. The school will provide an environment in which creativity, enterprise and initiative are encouraged. Social, artistic and sporting activities will be promoted to develop students' interests and talents.
5. The school will do its best to ensure that students leave this school to embark upon higher education or employment confident in their skills and learning and fitted for useful, active citizenship.

THE ACADEMY WILL DO ITS BEST:

1. To raise the standard of educational achievement of all students;
2. To ensure that every child enjoys the same high quality education in terms of resourcing, tuition and care;
3. To foster self-esteem and respect for each person as an individual; by creating a positive and inclusive atmosphere and encouraging a shared commitment to respect diversity and difference; by challenging discrimination and promoting good relations between people, irrespective of their characteristics. In particular, the school will not permit any direct or indirect discrimination, harassment or victimisation of any person, adult or child, because of any person's characteristic that is protected.
4. To improve its effectiveness by continual review of the curriculum and organisational structure;
5. To provide value for money for the funds expended;
6. To comply with all appropriate statutory and curriculum requirements;
7. To maintain close links with institutions of higher education, business, industry and commerce;
8. To conduct its business with the highest standards of integrity, probity and openness.

THIS POLICY SHOULD BE READ IN CONJUNCTION WITH:

- Safeguarding Policy
- Anti-Bullying Policy
- Online Safety Policy
- Attendance Policy
- Drugs Policy
- Mobile Technology Acceptable Use Policy
- Remote Learning Policy
- Mental Health & Wellbeing Policy

Throughout this policy the application of expectations and sanctions will be assessed on an individual basis and will take into account specific educational and pastoral needs of the students involved. This may include students with Special Educational Needs (SEN) or those highlighted through the safeguarding systems.

The school strives to promote and reward **four key areas** which contribute to achieving our aims. We want our students to demonstrate:

Quality: Doing your best to perform with great quality.

- Work together to create a high quality learning environment which is a calm and co-operative working atmosphere so that each student can achieve their full potential.
- Have a responsibility to uphold high standards of behaviour.

Extra: The difference between ordinary & extraordinary is just that little “extra”.

- To give the school community the chance to do more through, curricular, extra-curricular and community opportunities.

Grit: “The raw endurance, perseverance and passion that keeps you going despite obstacles.”

- To encourage perseverance through accepting challenges.
- To develop grit and increase independence and self-discipline so that each student learns to accept responsibility for their own behaviour.

Service: to develop individuals who through their actions help others locally, nationally and internationally.

- To encourage behaviour that helps the school, local and wider community.
- To encourage respect for their environment both inside and outside the classroom.
- To encourage behaviour that is kind and supportive.
- To encourage behaviour that demonstrates mutual respect.
- To foster positive caring behaviours and attitudes so that each member of the school community feels valued and values others.

2. ROLES AND RESPONSIBILITIES

We recognise that high standards of behaviour and a commitment to learning result from an effective partnership between students, parents and teachers.

ALL staff, teaching and non-teaching, have a responsibility for up-holding high standards of behaviour throughout the school.

THE TRUSTEES:

The Trust Board is responsible for monitoring this behaviour policy’s effectiveness and holding the headteacher to account for its implementation.

THE HEADTEACHER:

The headteacher is responsible for reviewing and approving this behaviour policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

- Ensuring the strategies devised will satisfy the principles set out by the Trust Board.
- Ensuring the policy promotes good behaviour, self-discipline and respect.
- Prevents all forms of bullying; including bullying related to race, religion and culture; homophobic bullying, bullying of students with SEN or disabilities; sexist or sexual bullying; and cyber-bullying.
- Ensures the policy outlines the standard of behaviour expected of students at the school; the school rules and any disciplinary penalties for breaking the rules.
- Ensures that the behaviour policy is publicised to staff, parents and students at least once per year.

- Ensures the policy is clear, that it is well understood by staff, parents and students, and that it is consistently applied.
- Ensuring Behaviour for Learning is viewed as a core principle by all staff.
- The implementation and day-to-day management of the policy and procedures.
- Deciding which staff may impose sanctions.
- Decide on the lead professional for Behaviour for Learning in the Senior Leadership Team.
- Working with other staff, including the Lead Professional on the SLT and the unions in developing disciplinary strategies.
- Ensuring that all staff are clear about the school's expectations with regard to behaviour leadership.
- Ensuring staff have access to advice, training and development opportunities to meet their needs and that staff faced with challenging behaviour have appropriate support.
- Enabling the monitoring and assessing of the policy's impact to ensure the strategies do not impact disproportionately or unfairly on any students within the school through provision of appropriate systems and support staff.

THE SENIOR LEADERSHIP TEAM:

- Ensuring that all staff are aware that the ethos and standards of the school must be transmitted through them, as well as ensuring the effectiveness of the school as a caring community.
- Working with their designated Assistant Head of Year and Head of Year to support them in their role.
- The day-to-day implementation of the Behaviour for Learning policy and associated strategies, including dealing with incidents in the higher stages of the sanctions process.
- Providing the data with regard to sanctions and rewards.

ASSISTANT HEADTEACHER (PASTORAL):

- High standards of behaviour for students throughout the school.
- The AHT will directly support HoY where a centralised response is required.
- The AHT is responsible for the implementation of policies, the monitoring and evaluation of strategies together with the investigation of allegations and complaints.

Behaviour strategies relevant for this role include: The provision of clear and positive expectations for behaviour, avoid confrontation, defuse tense situations with a calm approach; firm, fair and proportionate sanctions, fixed term exclusions with associated pastoral support plans, Directed Moves, recommendations to Headteacher for permanent exclusion. (Any inclusion/exclusion must be agreed by the HT)

ALL STAFF:

- Ensuring that the policy and the procedures are followed fairly and consistently applied. Mutual support amongst all staff in the implementation of the policy is essential. Staff have a key role in advising the Headteacher on the effectiveness of the policy and procedures.
- Creating a high-quality learning environment, modelling and teaching good behaviour, and implementing the agreed policy and procedures consistently.
- Keeping accurate registers of attendance to lessons in all Key Stages.
- Implementing the behaviour policy consistently.
- Modelling positive behaviour.
- Providing a personalised approach to the specific behavioural needs of particular students.
- Recording behaviour incidents.

The senior leadership team will support staff in responding to behaviour incidents.

SUBJECT TEACHER:

- Accountable for creating a productive learning environment in which all students are able to succeed.

- Subject teachers manage issues associated with low level disruption, incomplete and missing work, performance below target, poor attendance, and punctuality.

Behaviour strategies relevant for this role include: Appropriate lesson design – stimulating and challenging learning activities, knowledge of IEPs, deployment of learning support, the promotion of inclusive practice, differentiated learning, clear expectations for learning and behaviour, provision of effective and prompt feedback, use of praise and rewards, avoid confrontation, defuse tense situations with a calm approach; Firm, fair and proportionate sanctions - break or lunchtime detention, contact with parents, liaison with Head of Department and Form Tutor. Ensuring that all staff are aware that the ethos and standards

HEAD OF DEPARTMENT:

- Accountable for supporting subject teachers through the maintenance of high standards of behaviour and learning in that subject.

Behaviour strategies relevant for this role include: Schemes of work, monitoring of standards, work sampling, lesson observation, liaison with SENCO, avoid confrontation, defuse tense situations with a calm approach; Firm, fair and proportionate sanctions, letters to parents, liaison with Subject Teacher and Head of Year.

FORM TUTOR:

- Accountable for the care, support and guidance of students within their Form.
- Form Tutors support high standards through regular checks on uniform & jewellery.
- The monitoring of punctuality & attendance.
- The monitoring of academic progress and personal development and high standards of behaviour.
- Through the delivery of a quality PSHE programme under the pastoral calendar which is designed to promote positive relationships, mutual trust and respect.

Behaviour strategies relevant for this role include: Clear expectations of behaviour, providing opportunities for students to understand the views and feelings of others, provide opportunities for students to work co-operatively, helping students become more resilient, promote tolerance, avoid confrontation, defuse tense situations with a calm approach; Firm, fair and proportionate sanctions - , daily report, liaison with Subject Teachers and Head of Year.

HEAD OF YEAR:

- Accountable for all Students within the Year Group through quality care, support and guidance.
- The Head of Year will support the Form Tutor and HODs where low level sanctions have failed to secure the required improvements and where a coordinated response is required, or in instances of unacceptable behaviour where an immediate response is required.

Behaviour strategies relevant for this role include: Active modelling of the social and emotional skills required by students and staff, the provision of clear and positive expectations for behaviour, support for students to become more resilient learners, avoid confrontation, defuse tense situations with a calm approach; Firm, fair and proportionate sanctions – Head of Year report, school detention, loss of privileges, community service, internal suspensions, meetings with parents, engagement with outside agencies: Attendance, Behaviour Management, Alternative Curriculum Pathways, Social Services, Police & Health.

PARENTS AND CARERS:

Parents and carers will also be expected to take responsibility for the behaviour of their child both inside and outside the school. They will be encouraged to work in partnership with the school to assist the school in maintaining high standards of behaviour and will have the opportunity to raise with the school any issues arising from the operation of the policy.

If parents wish to make comments about the behaviour of students they can do so via the school e-mail or contact the relevant Head of Year. Parents are expected to:

- Support the School's Behaviour Policy and any sanctions that may have been imposed.
- Work with their child(ren) to achieve and sustain a productive and responsible attitude to learning and to the school community as a whole.
- Work with staff to address issues of concern at school and to help modify unacceptable types and patterns of behaviour on the part of their child.
- Advise staff of issues and concerns outside of the school that may have an impact on their child's performance and relationships within the school.

Supporting behaviour strategies include: Active modelling of the social and emotional skills required by adults and children, the provision of clear and positive expectations for behaviour, avoidance of confrontation, defuse tense situations with a calm approach; support at home for the completion of work; Firm, fair and proportionate sanctions in support of the school that may include loss of specific privileges for a period of time.

STUDENTS:

Rights

As a student of Queen Elizabeth Grammar School you have the right:

- To enjoy a high quality education.
- To feel safe and secure.
- To benefit from a broad and balanced curriculum which meets your individual needs, and offers a wide range of GCSE and 'A' level examinations.
- To get regular feedback on your work.
- To receive regular reports.
- To tell a member of staff if someone, or something, is making you unhappy.

CODE OF CONDUCT

Each student is expected to: Take responsibility, Be Prepared, Be Respectful & Be Safe

As a student of Queen Elizabeth Grammar School, the school expects students to take responsibility and:

- Follow all safety guidance, as set out to you by departments e.g. PE and Science
- Be respectful of individual differences.
- Be respectful of school property.
- Be courteous and polite towards all members of the school and visitors.
- Attend school regularly and to be punctual at all times.
- Wear the correct school uniform smartly and appropriately (see appendix 1).
- Report all accidents and breakages to Reception or to a member of staff immediately.
 - ***A charge will be made for damage to school property, if deemed to be done deliberately (This should not exceed the cost of repair or replacement, and associated costs).***
- Move around the buildings quietly and without running, keeping to the left in corridors.
- Remain on school premises during the lunch hour (Years 7-11), unless permission has been given by staff to do otherwise. Year 11 students who have been rewarded with a Town Pass must use it in accordance with the conditions of the pass.
- Follow the specific health and safety rules for behaviour within school and on school trips and activities. These will be explained by staff.
- Follow the specific rules for the use of the computer facilities in school; observe the ICT acceptable use policy.
- To do as you are asked by any member of staff quickly, politely and without questioning.

- Obtain permission for the selling of food (Charity Cake Sales etc.) from a member of the Senior Leadership Team.
 - *Food and drink is not to be sold at school by students without the express permission of the Senior Leadership Team. This includes giving food items out for free.*

*As a student of Queen Elizabeth Grammar School, the school expects you to **be prepared** for learning and:*

- To have completed all homework and other preparation as set.
 - *All homework and preparation will be set on Edulink.*
- To have caught up on work as soon as possible if absent from the lesson.
- Line up in an orderly and quiet manner if their lesson is in a room which requires them to do so.
 - *Each department will make it clear where classes should line up if this is required.*
- Enter rooms quietly and on time. If students are allowed into the room before the lesson, they should be in their seats and quiet by the time the lesson is due to begin.
- Remove all outdoor clothing on arrival in the classroom, and ensure their uniform is complete, and being worn correctly.
- Make sure they have the correct equipment for each lesson, and have all necessary equipment out ready for the lesson to start.
- Sit at the desk they have been allocated in accordance with the class seating plan. Students are expected to adhere to the seating plan for the lesson, even if the lesson is taken by a different member of staff.
- Complete tasks within lessons (if required) and remain focused on learning. Students should not disrupt their own learning, or that of others.

*As a student of Queen Elizabeth Grammar School, the school expects you to **be respectful** and:*

- Be polite.
- Carry out staff requests quickly and quietly.
- Work together with classmates to create an environment appropriate for learning.
- Ask for help by raising their hand, or asking the teacher at an appropriate moment.
- Listen to the teacher or the speaker.
- At the end of a lesson - Stand behind their desks (with the chairs tucked under) in silence, having ensured the room is clean and tidy.
- Look after school equipment and facilities.

The theft or deliberate removal/relocating of school property will be taken seriously. Incidents of theft may be passed to the Police if the Headteacher deems it necessary.

The deliberate act of hiding/unplugging/disabling/removing or otherwise tampering with ICT equipment will be treated as a wilful attempt to disrupt the learning of others.

*As a student of Queen Elizabeth Grammar School, the school expects you to **be safe**:*

- Don't eat or drink anything other than water during a lesson, unless a medical exemption states otherwise. *(There must be no drinking of any kind in science labs or IT rooms. In other teaching areas staff may insist that drinks cannot be taken during the lesson due to the equipment or materials being used. This will be at the discretion of the staff involved).*
- Stay in the lesson until given permission to leave by the teacher.
- Running inside the school buildings, and on the drive is not permitted.
- Nuts are a serious hazard to some students who have allergies. QEGS is a nut free school and nuts of any description should not be brought to school.
- Students are expected to remain outside during breaks and at lunchtime unless informed by a member of staff (via Edulink) that they may use their form bases. This will usually be when the weather is poor.

3. REWARDS

Staff will seek to reward good work and encourage and reward good behaviour whenever possible.

- Teachers praise students in class and mark work positively, giving encouraging comments where appropriate.
- Teachers will award achievement points on Edulink these will fall into the categories of...

Quality: Doing your best to perform with great quality.

Extra: The difference between ordinary & extraordinary is just that little “extra”.

Grit: The raw endurance, perseverance and passion that keeps you going despite obstacles.

Service: to develop individuals who through their actions help others locally, nationally and internationally.

There is a staged reward scheme with prizes and certificates (see appendix).

At lunchtime, mid-day supervisors and prefects commend good behaviour by using Edulink.

- Competitions are included in the academic programme, (e.g. Mathematics Challenge). Certificates are awarded to high achievers. Extra-curricular competitions are encouraged too, such as the regular participation of the choir and orchestra in the Carlisle Music Festival, sports practices and fixtures.
- Assemblies offer the opportunity for senior staff to praise individual and team performances in sport and other curriculum areas.
- Exam awards evenings allow each member of the year group to receive individual public recognition. Prizes are awarded for individual examination performance and general effort across a range of subject areas.
- Regular items are placed in the local press to highlight individual and group achievements and to mark special occasions.
- Prizes are awarded to team and individual charity efforts.
- Concerts, drama productions and end of term assemblies allow students to share their talents with the wider school community and receive due recognition.
- End of year trips and extra-curricular treats may be organised by tutors and Heads of Year to reward groups who have contributed to the wider life of the school.
- We encourage students to make a positive contribution to the community and reward their efforts where appropriate.
- Excellent attendance will be rewarded with an attendance certificate, presented in assembly by the Attendance and Support Officer.
- Celebration breakfasts for students who have excelled in academic studies, sporting success or other extra-curricular activities.

4. BEHAVIOUR OUTSIDE OF SCHOOL

Behaviour outside of school may fall within our behaviour policy. Appropriate behaviour is expected of all our students and the behaviour policy applies when:

- Taking part in any school-organised or school related activity.
- Travelling to and from school, or wearing our school uniform.
- Students are identifiable as a member of the QEGS school community (including online).
- Interacting with other students online. This includes inappropriate use of messaging services, social media and other digital communication platforms.

5. UNACCEPTABLE BEHAVIOUR ONLINE MAY INCLUDE:

Posting, liking, sharing or creating content which is hurtful, unpleasant or inappropriate through social media or other electronic means. Such incidents will be treated as bullying.

Using images or video content of other people (including staff and students) without the appropriate permission on social media or other forms of electronic communication.

Posting, liking, sharing or creating content from banned organisations

Students must not record or live stream video content, or take photographs within lessons, or at other times, without the express permission of those involved. This includes the recording or live streaming of audio.

Students must not set up social media accounts (or other forms of electronic communication) with the purpose of impersonating another individual or institution or group.

Creating group chats that include comments, images or content that is unpleasant, hurtful or inappropriate. Such incidents will be treated as bullying.

6. BEHAVIOUR ON SCHOOL AND PUBLIC TRANSPORT

When travelling on any form of transportation to and from school it is expected that all students behave in an appropriate manner:

- Behave in a polite and calm manner on public transport, obeying all instructions from transport staff.
- Wear seatbelts on buses, and remain in their seats for the duration of the journey.
- Follow the rules and regulations for the method of transportation being used.
- Report all issues with transport to a member of QEGS staff.
- Students must adhere to the safety protocols on each service as set out by either the transport operator, or Cumbria County Council. These may change at short notice.
- Be courteous to members of the public.
- Be good ambassadors for QEGS.

The school will involve other agencies in incidents of serious misbehaviour/safety, and may have a duty to do so. These may include Cumbria County Council, transport operators, Network Rail, the Police and the British Transport Police. Behaviour issues on school or public transport may lead to students losing the 'right to travel'.

Students can report any incidents of poor behaviour anonymously via the button on the school website.

7. BANNED ITEMS

Both in School and on the journey to or from school:

- All tobacco products and associated paraphernalia.
- All vaping products and associated paraphernalia.
- Alcohol in any form.

- Fireworks, matches, lighters or associated paraphernalia.
- Illegal Items, substances, drugs and associated paraphernalia. This extends to items which are illegal due to age restrictions.
- Weapons of any description. This includes 'trick knives', 'keyring knives' or similar items. These are deemed inappropriate for a school environment.

OTHER BANNED ITEMS IN SCHOOL

- Chewing Gum
- Scooters (powered or otherwise)
- Skateboards, roller blades or similar items

8. BEHAVIOUR MANAGEMENT

CLASSROOM MANAGEMENT

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom. They will:

- Create and maintain a stimulating environment that encourages students to be engaged
- Display the student code of conduct or their own classroom rules
- Develop a positive relationship with students, which may include:
 - Greeting students in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement
 - Use of the Choice, change, consequence system

CHOICE, CHANGE, CONSEQUENCE – EXPECTATIONS FOR LEARNING IN THE CLASSROOM

This system allows everyone to have clear guidance on the expectations for positive behaviour in the classroom to allow all students to learn. It is a simple, consistent, and positive system which is applied in all lessons across all subjects. Positive learning behaviour is praised. However, everyone is clear about the sanctions for negative behaviour. Students should try hard to gain praise in all lessons and staff will always aim to reward positive behaviour.

Behaviour for learning in classroom is based on the principle of a: - choice - change - consequence procedure. If students make appropriate behaviour 'choices' and choose to behave positively during lessons then rewards will be offered verbally, from staff, and through the reward system, by the receiving of achievement points.

If student behaviour for learning does not match expectations, usually (unless behaviour(s) qualify for a 'call out') students will be given an option to 'change' to their unwanted behaviour. Usually this will be to choose the right behaviour or inform the need for a 'consequence' to be actioned. They will be spoken to by staff, and if appropriate, their initials will be taken down by staff or added to the class board recognising this. If required, the pupil may be moved seat in the classroom to help the learning environment.

If unwanted behaviour continues, then students will be issued with a 'consequence'. This is awarded at the discretion of staff but may include changing seat or group within the class, a behaviour point, a break detention, or middle leader lunchtime detention or being asked to work outside the lesson.

If students continue to disrupt at the 'change' stage, staff may also choose to use the 'call out' system. A member of SLT or pastoral staff will be called to the lesson to either speak with the student or remove them from the lesson. If removed, the student will take their lesson work with them and work under the direction of a member of SLT/ Pastoral team or in another appropriate lesson.

If a student's behaviour receives a 'call out' on more than one occasion in a week, the SLT will review their attendance in lessons for the remainder of the week and may place the student in isolation/ other appropriate lessons due to persistent disruption to learning. (Refer to appendix).

PHYSICAL RESTRAINT

In some circumstances, staff may use reasonable force to restrain a student to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

CONFISCATION

Any prohibited items (listed in section 3) found in students' possession will be confiscated. These items will not be returned to students.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to students after discussion with senior leaders and parents, if appropriate.

Searching and screening students is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

STUDENT SUPPORT

The school recognises its legal duty under the Equality Act 2010 to prevent students with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the student.

The school's SENCO will evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a student, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

9. BEHAVIOUR MANAGEMENT LADDER AND EXPLANATION OF LEVELS

BEHAVIOUR MANAGEMENT LADDER OF SANCTIONS - CODE OF CONDUCT

Each student is expected to:

Take responsibility, Be Prepared, Be Respectful & Be Safe

| Preliminary stage | |
|---------------------------------|---|
| Minor breach of code of conduct | Discussion staff and student Student reminded of code of conduct |

| Level 1 | |
|-------------------------------------|--|
| Low level breach of code of conduct | Behaviour point issued by school staff member and recorded on Sims/Edulink Subject detention / Loss of break time |
| Teacher supportive intervention | |

| Level 2 | |
|---|--|
| Concern Repeated breach of code of conduct | Lunchtime Middle Leader detention issued Lunchtime HOY detention issued Lunchtime SLT detention issued After School Detention |
| Departmental/HOY/Pastoral Team | |

| Level 3 | |
|--|--|
| Significant issue Continued breach of code of conduct | SLT detention –may be issues by HoD/ HoY Internal isolation/ Suspension - Issued by Head teacher |
| Support from SLT | |

| Level 4 | |
|--|--|
| Major issue/concern Persistent or serious breach of code of conduct | Suspension Permanent exclusion Sanctioned by Headteacher |
| Reintegration support/directed move support | |

All sanctions and behaviour management strategies must be in line with individual PLPs or EHCPs for students with one of these documents in place. Staff must adhere to these documents when deciding on a course of action.

| | Level 1 | Level 2 | Level 3 | Level 4 |
|---|---|--|--|---|
| Take Responsibility Be Safe | Breach of code of conduct | Repeated breach of code of conduct | Continuous or significant breach of code of conduct | Persistent and/or major infringement of code of conduct |
| | | | Smoking/Vaping to and from school | Possession of prohibited items Smoking/Vaping within school |
| Be Safe | | | Alcohol on the school premises | Supplying of prohibited items |
| | | | | Possession of weapons |
| Be Respectful Be Safe | Rudeness to another student | Unkind behaviour to another student E.g name calling | Bullying and/or aggressive behaviour (child on child abuse) to include cyber-bullying, racist and homophobic language. | Physical violence |
| | | Rudeness towards staff Disruption to learning /lesson | Sexually inappropriate behaviour E.g sexually inappropriate language | Sexual abuse or assault |
| Take responsibility Be Safe | Consequence for not meeting work expectations | Repeated failure to meet work expectations | Truancy from lesson Persistent disruption to learning/ lessons | Truancy from the school site |
| | Not properly equipped | Repeated not properly equipped | | |
| Be Respectful Take responsibility Be Safe | Form room not meeting expectation | Damage to school property E.g accidental breakage through carelessness | Bad language towards staff | Major breach of health and safety that places students at risk of harm. |
| | | Phone use without permission | Malicious use of social media | |
| | Littering | Inappropriate use of social media | Theft | |
| | | Failure to follow instruction. Breach of code of conduct travelling to or from school / in school uniform | Malicious damage of property E.g Deliberately breaking an item / graffiti | |
| Be Prepared Take responsibility Be Safe | Lateness to lesson | Late to school x 2 in 1 week | Plagiarism or any other form of cheating in an internal exam | Cheating in an external examination |
| | Phone visible or in use without permission or outside the phone zones | Repeated abuse of the schools phone policy | Persistent absence from school <80% Failure to attend 1 hour after school detention | Unsubstantiated serious or malicious allegations against staff |

NB Every case is dealt with on its own merit and the above is an example of where various behaviours would be placed – it is not an inexhaustible list. The Headteacher reserves the right to make the final decision as to how to sanction a behaviour.

10.DETENTIONS AND ISOLATIONS

| Detention Type | Basis | |
|--------------------------------------|---|---|
| Teacher Detention L1 | <p>Detention issued for Level One Behaviour Issue(s) in class. Held at break or lunchtime as convenient for the staff member. Ranging between 5 minutes and 30 minutes. Length decided by staff member. Can be immediately following a lesson. Verbally issued to student who is responsible for attending the detention. Teacher to log on Edulink.</p> | <p>Student kept behind or asked to attend a detention.</p> <p>Short work tasks can be completed if that is what detention was issued for.</p> |
| Immediate Detention L1 | <p>Detention issued for Level One Behaviour Issue(s) around school at break, lunchtime or before and after school. Student immediately removed to stand with staff, or asked to help with tasks. After school this should not prevent a student from travelling home. Ranging between 5 minutes and 30 minutes. An immediate detention can be carried over to the next break in the same day if required. Staff to log on Edulink as soon as possible.</p> | <p>Stand with staff.</p> <p>Students may be asked to assist with tasks by way of punishment.</p> <p>EG – Litter picking with appropriate equipment.</p> |
| Head of Year Detention L2 | <p>Used when Teacher or Immediate detention has proved ineffective and issues have escalated or been repeated. Can be used if student fails to attend teacher detention. Can be used for uniform issues. Can be used if student chooses to have chewing gum in school Teachers, HODs, HOYs or SLT put students into this detention. Held every lunchtime per week. Centrally staffed by HODs, HOYs on rota basis. Maximum 35 minutes in duration. Middle Leader to record on SIMS/ EDULINK.</p> | <p>Detention held in silence in central location.</p> <p><i>Students may be asked to complete restorative or education tasks for certain behaviour incidents.</i></p> |
| SLT Lunchtime Detention L2 | <p>Used when issues have escalated or been repeated. Can be used if student fails to attend middle leader detention.</p> <p>Held every lunchtime per week. Centrally staffed by SLT on rota basis. 45 minutes in duration. SLT to record on SIMS.</p> <p>Used when pupils have not completed sufficient lesson work has not been completed during a lesson. Can be used if pupils have not completed homework. Teachers, HoD, HoY and SLT can place pupils in this detention. Held every lunchtime. Centrally staffed by SLT.</p> | <p>Detention held in silence in central location.</p> <p>Students may be asked to complete class /homework during this detention.</p> <p><i>Students may be asked to complete restorative or education tasks for certain behaviour incidents.</i></p> |
| SLT After School Detention L3 | <p>Can be used when SLT Lunchtime Detention has proved ineffective and issues have escalated or been repeated. Can be used if student fails to attend SLT Lunchtime Detention.</p> | <p>Detention held in silence in central location.</p> |

| | | |
|-------------------------------------|--|---|
| | <p>HoY/ HoD and SLT can put students into this detention. Those students who fail to attend the SLT Lunchtime Detention will automatically be transferred to SLT After School Detention.</p> <p>Held one evening per week.</p> <p>Centrally staffed by SLT on rota basis.</p> <p>60 minutes in duration.</p> <p>SLT to record on SIMS.</p> <p><i>This detention should be issued with 48 hours (or more) warning, and it is expected that students attend as requested with no excuse.</i></p> | <p><i>Students may be asked to complete restorative or education tasks for certain behaviour incidents.</i></p> |
| <p>Internal Isolation L3</p> | <p>Used for serious issues.</p> <p>May be used whilst an incident is investigated.</p> <p>SLT to decide on use of Internal Isolation and the duration.</p> <p>Isolation will be held and supervised in a central location.</p> <p>Students may be placed in 6th form lessons / other year group lessons as necessary.</p> | <p>Work will be issued to students</p> <p>Students may have access to IT.</p> |

All detentions beyond Teacher/Immediate level are issued via centralised process.

Parents will be informed of all detentions and isolations.

11. BEHAVIOUR ISSUES AND SEN

Where staff are concerned that inappropriate behaviour may be the result of a special educational need, or other individual circumstance, the issue should be referred to the appropriate Head of Year and SENDCO. HOYs will review students in their year group on a regular basis and seek guidance as required through their SLT link meetings.

EXCLUSION

In addition to these sanctions, the Headteacher (or Deputy Headteacher acting in the Headteacher's absence) may on occasions decide to exclude a student. Please see the schools exclusion policy.

OTHER RELATED POLICIES:

- Safeguarding Policy
- Anti-Bullying Policy
- Online Safety Policy
- Attendance Policy
- Drugs Policy
- Mobile Technology Acceptable Use Policy
- Remote Learning Policy
- Mental Health & Wellbeing Policy
- Uniform Policy and 6th Form Dress Code

APPENDIX 1 – EXPLANATION OF REWARDS SYSTEM

The Rewards System encourages QEGS. Values:

- **Quality:** Doing your best to perform with great quality.
- **Extra:** The difference between ordinary & extraordinary is just that little “extra”.
- **Grit:** The raw endurance, perseverance and passion that keeps you going despite obstacles.
- **Service:** to develop individuals who through their actions help others locally, nationally and internationally.

The achievements will be given on Edulink or SIMS.

The giving of achievements will take into account the individual and specific educational and pastoral needs of the students involved. This may include students with Special Educational Needs (SEN) or those highlighted through the safeguarding systems.

There are six stages of reward:

| | | Achievement | |
|-------------------|-------|---|---|
| Year | Stage | Quality Award / Extra Award / Grit Award /Service Award | |
| 7 & 8 | 1 | 15 commendations in 1 category | Postcard sent home plus 4 break passes |
| | 2 | 15 commendations in 2 categories | Postcard sent home plus 4 break passes |
| | 3 | 15 commendations in 3 categories | Postcard sent home plus 4 break passes |
| | 4 | 15 commendations in 4 categories | Postcard sent home plus 4 break passes |
| 9 | 1 | 15 commendations in 1 category | Postcard sent home plus 4 break passes |
| | 2 | 15 commendations in 2 categories | Postcard sent home plus 4 break passes |
| | 3 | 15 commendations in 3 categories | Postcard sent home plus 4 golden passes |
| | 4 | 15 commendations in 4 categories | Postcard sent home plus 4 golden passes |
| 10 | 1 | 15 commendations in 1 category | Postcard sent home plus 4 break passes |
| | 2 | 15 commendations in 2 categories | Postcard sent home plus 4 break passes |
| | 3 | 15 commendations in 3 categories | Postcard sent home plus 4 golden passes |
| | 4 | 15 commendations in 4 categories | Postcard sent home plus 4 golden passes |
| 11 | 1 | 5 commendations in 1 category | Postcard sent home plus 4 break passes |
| | 2 | 5 commendations in 2 categories | Postcard sent home plus 4 golden passes |
| | 3 | 5 commendations in 3 categories | Postcard sent home plus 4 golden passes |
| | 4 | 5 commendations in 4 categories | Postcard sent home Town pass |
| <i>Sixth Form</i> | | | |

| Stage 5 Deputy Headteacher Award | Stage 6 Headteacher Award |
|---|--|
| Achieve all QEGS Awards +5 more in each category Certificate QEGS Prize | Achieve all QEGS Awards +10 more in each category Certificate Gift Voucher |

Postcards and certificates will be sent home to congratulate successful students.

The Break time Pass will entitle the bearer to go to the front of the break time queue, when given to the member of staff on duty.

The Golden Pass will entitle the bearer to go to the front of the lunch queue, when given to the mid-day supervisors.

Town Pass will entitle the bearer to go to into town for lunch one day a week until the end of Year 11, subject to being up to date with academic work and there are no concerns about conduct or attendance. (The Head of Year will decide whether permission should be granted.)

The member of staff responsible for rewards, Deputy Headteacher and Headteacher will store a supply of postcards, passes, certificates and vouchers. The names of Headteacher's prize winners and the Deputy Headteacher's prize winners are displayed in the school newsletter.

Golden Passes can be collected from Mr Worth.

The Rewards System will be reviewed each year, and prizes will vary from year to year depending on demand.

The Three Cs - Choice - Change - Consequence

