



Behaviour Policy

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1. OUR VISION

AIMING HIGH

Students are encouraged to be independent, inquisitive learners and to explore ideas beyond and across their subject areas. A highly relevant, varied and challenging academic curriculum has been designed to meet the needs of our academically able student population. We passionately believe that the world our students will enter when they leave school will require them to be flexible and use their skills and expertise from a range of disciplines in order to be successful in their chosen career path.

THINKING BEYOND

We encourage students to be open-minded and engage critically with the world around them; educating them about both the opportunities and dangers that lie ahead of them. Students are offered a vast array of opportunities outside of the classroom; both curriculum linked and super-curricular. The opportunity to experience new places and cultures is an essential part of life at QEGS.

STRIVING TOGETHER

Since QEGS was founded in 1564, the school has always sought to be active in the community it so proudly serves. QEGS is also a community in itself, founded on mutual respect and personal responsibility. The student population work collaboratively alongside staff, to support each other and ensure each individual is able to be as successful as possible. Success is widely celebrated at QEGS whether it be academic, sporting, creative, cultural personal or collective.

2. OUR LEARNERS

What is a QEGS learner?

CURIOUS

Our learners are **engaged** with the world around them and approach new information and viewpoints with an **open mind**. They are **independent** thinkers who have clear views which they can defend due to their developing **resilience** when they are challenged.

CREATIVE

Pride is taken in all learners' work, ensuring that everything they do has an **individual** touch. The result is that all students produce a **vibrant** range of **unique** work which is a product of **pro-active risk takers** who are not afraid to get things wrong and in doing so, seize the learning opportunity.

CRITICAL THINKER

Students are **articulate** as they gain a wide **perspective** of the world which allows them to speak with **confidence**. They are able to **reflect** on new learning and are adaptable to different situations and experiences.

CONSIDERATE

Respect is at the heart of everything we do. Our students are **polite** and **inclusive** in their outlook on life. Their experiences enable them to demonstrate a high degree of **Emotional Intelligence** as they understand how others are affected by their actions and strive to be respectful of this.

COMMUNITY MINDED

Our students are **altruistic**; acting not for their own benefit but for the common good. They are **trustworthy** and therefore are trusted to be **responsible** and **support** others in all that they do, whether this be within the school community or in the wider community outside the school.

3. CHILDREN WITH SPECIAL EDUCATIONAL NEEDS

We will consistently and fairly promote high standards of behaviour for all pupils and provide additional support where needed to ensure pupils can achieve and learn as well as possible.

Adjustments will be made to routines for pupils with additional needs, where appropriate and reasonable to ensure all pupils can meet behavioural expectations. These adjustments may be temporary, but always to support the individual needs of the pupil.

Consideration will be given as to whether a pupil's SEND has contributed to the misbehaviour and if so, whether it is appropriate and lawful to sanction the pupil. In considering this, we will refer to the DfE guidance for schools on the [Equality Act 2010](#) and the [SEND code of practice: 0 to 25 years](#) so that appropriate support can be provided to pupils who have additional needs.

We will also consider whether any reasonable adjustments need to be made to the sanction in response to any disability the pupil may have and to try and ascertain the underlying causes of behaviour and whether additional support is needed.

4. 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.

4.1 THE LOCAL GOVERNING BOARD

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

4.2 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 publicized 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 regarding 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.

4.3 DEPUTY HEADTEACHER

The Deputy Headteacher will ensure High standards of behaviour for students throughout the school. They will directly support Heads of Year where a centralised response is required. They are responsible for the implementation of policies, the monitoring and evaluation of strategies together with the investigation of allegations and complaints.

4.4 ALL STAFF

All staff are responsible for 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. They are responsible for creating a high-quality learning environment, modelling and teaching good behaviour, and implementing the agreed policy and procedures consistently.

4.5 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.

5. STUDENT 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 students to be prepared for learning and:

- a) To have completed all homework and other preparation as set.
- b) To have caught up on work as soon as possible if absent from the lesson.
- c) Line up in an orderly and quiet manner if their lesson is in a room which requires them to do so.
- d) 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.
- e) Remove all outdoor clothing on arrival in the classroom, and ensure their uniform is complete, and being worn correctly.
- f) Make sure they have the correct equipment for each lesson, and have all necessary equipment out ready for the lesson to start.
- g) 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.
- h) Complete tasks within lessons 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 students to be respectful and:

- a) Be polite.
- b) Carry out staff requests quickly and quietly.
- c) Work together with classmates to create an environment appropriate for learning.
- d) Ask for help by raising their hand, or asking the teacher at an appropriate moment.
- e) Listen to the teacher or the speaker.
- f) 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.
- g) 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 students to be safe:

- a) 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).*
- b) Stay in the lesson until given permission to leave by the teacher.
- c) Running inside the school buildings, and on the drive is not permitted.
- d) 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.

6. 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.

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.

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

7. 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:

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

8. UNACCEPTABLE BEHAVIOUR ONLINE

This may include:

- a) 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.

- b) 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.
- c) Posting, liking, sharing or creating content from banned organisations
- d) 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.
- e) 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.
- f) Creating group chats that include comments, images or content that is unpleasant, hurtful or inappropriate. Such incidents will be treated as bullying.

9. 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:

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

10. PROHIBITED ITEMS IN SCHOOL

The following items are prohibited in School and on the journey to or from school:

- a) All tobacco products and associated paraphernalia.
- b) All vaping products and associated paraphernalia.
- c) Alcohol in any form.
- d) Fireworks, matches, lighters or associated paraphernalia.
- e) Illegal Items, substances, drugs and associated paraphernalia. This extends to items which are illegal due to age restrictions.
- f) Weapons of any description. This includes 'trick knives', 'keyring knives' or similar items. These are deemed inappropriate for a school environment
- g) Chewing Gum

11. CLASSROOM MANAGEMENT

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

- a) Create and maintain a stimulating environment that encourages students to be engaged
- b) Display the student code of conduct or their own classroom rules
- c) Develop a positive relationship with students, which may include:
 - a. Greeting students in the morning/at the start of lessons

- b. Establishing clear routines
 - c. Communicating expectations of behaviour in ways other than verbally
 - d. Highlighting and promoting good behaviour
 - e. Concluding the day positively and starting the next day afresh
 - f. Having a plan for dealing with low-level disruption
 - g. Using positive reinforcement
- d) Use of the **Choice, Change, Consequence** system

12. THE CHOICE, CHANGE, CONSEQUENCE SYSTEM

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 'on call') 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 'on call' 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 'on call' 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).

13. CONFISCATION

Any prohibited items 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.

14. BEHAVIOUR MANAGEMENT LADDER

Each student is expected to show QEGS Learner traits.

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 Subject 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 Subject Leader or Head of Year Internal isolation/ Suspension - Issued by Headteacher
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	Physical violence Sexual abuse or assault
		Rudeness towards staff Disruption to learning /lesson	Sexually inappropriate behaviour E.g sexually inappropriate language	
Take Responsibility Be Safe	Consequence for not meeting work Expectations	Repeated failure to meet work expectations	Truancy from lesson	Truancy from the school site
	Not properly equipped	Repeated not properly equipped	Persistent disruption to learning/ lessons	
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	Repeated abuse of the school's phone policy	Persistent absence from school <80% Failure to attend 1 hour after school detention	

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.

15. DETENTIONS

Detentions can be issued to take place at breaktime, lunchtime or afterschool. The school will issue at least 24 hours' notice for an afterschool detention.

Parents and students will be informed of all detentions and isolations via EduLink.

16. ISOLATION

Occasionally the school may decide that repeated or serious incidents of poor behaviour will result in a student being removed from their lessons for the day and working away from their peers. This will include the student have their break time and lunch time away from their peers.

17. SUSPENSION AND PERMANENT EXCLUSION

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

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.

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 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	
9	1	15 commendations in 1 category	Postcard sent home plus 4 break passes Postcard sent home plus 4 break passes
	2	15 commendations in 2 categories	Postcard sent home plus 4 golden passes
	3	15 commendations in 3 categories	Postcard sent home plus 4 golden passes
	4	15 commendations in 4 categories	
10	1	15 commendations in 1 category	Postcard sent home plus 4 break passes Postcard sent home plus 4 break passes
	2	15 commendations in 2 categories	Postcard sent home plus 4 golden passes
	3	15 commendations in 3 categories	Postcard sent home plus 4 golden passes
	4	15 commendations in 4 categories	
11	1	5 commendations in 1 category	Postcard sent home plus 4 break passes Postcard sent home plus 4 golden passes
	2	5 commendations in 2 categories	Postcard sent home plus 4 golden passes
	3	5 commendations in 3 categories	Postcard sent home Town pass
	4	5 commendations in 4 categories	

Stage 5	Stage 6 Headteacher Award
Deputy Headteacher Award	
Achieve all QEGS Awards +5 more in each category	Achieve all QEGS Awards +10 more in each category
Certificate QEGS Prize	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.

The **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 Town Pass will be revoked should a student's standards of behaviour fall below our expectations.

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 will be distributed by 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

