



## **Queen Elizabeth's Grammar School**

### **Ashbourne Academy**

## **Student Behaviour Management Policy**

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## 1. Aims and Objectives

The Student Behaviour Management Policy aims to:

- Enable effective teaching and learning.
- Promote positive behaviour.
- To emphasise the importance of good behaviour and its relationship to learning.
- To provide a framework for the consistent management of all behaviour-related issues.
- To emphasise the value of partnership between parents, students and the Academy in the achievement of high standards of behaviour within the whole Academy community.
- To encourage every member of QEGS to show care, courtesy and consideration to other members of the Academy and to the wider community.

## 2. Principles

The Academy recognises that effective teaching and learning only take place in an atmosphere where there is a clear understanding of what is and what is not acceptable behaviour. Actions which prevent teachers from teaching and students from learning are not acceptable.

The following principles should be recognised if a whole-Academy approach to behaviour management is to be successful.

1. An understanding and acceptance of the policy by every member of the Academy is important if our aims are to be achieved.
2. The Student Behaviour Management Policy is a partnership between all members of the Academy.
3. A whole-Academy approach is intended to be preventative wherever possible. Pro-action is more effective than re-action.
4. Self-discipline should be the ultimate aim for all members of the Academy.
5. Behaviour patterns can be changed and indiscipline managed effectively only when behaviour management is handled consistently.
6. Sanctions must be administered fairly and be appropriate to the breach of conduct.
7. Effective behaviour management seeks to avoid aggressive confrontation.
8. Rewards, obtainable by all, are an effective way of improving and maintaining good behaviour and should be applied consistently.

Several other Academy policies should be referred to in conjunction with the Student Behaviour Management Policy, for example:-

- Anti-Bullying Policy
- Attendance Policy
- Equal Opportunities Policy
- Safeguarding
- Special Educational Needs Policy
- Social Media Agreement
- ICT Policy
- Physical Restraint Policy



### 3. Practice

Good behaviour will be promoted through the establishment of good relationships within the Academy community built upon mutual respect.

Assemblies play an important role in promoting the ethos of the Academy where courtesy, respect and good behaviour are the expected norm.

Tutor time also provides opportunities for consideration of behavioural issues, in particular through the Wellbeing programme, where issues such as tolerance, honesty, bullying, rights and responsibilities are addressed.

The Academy will seek to provide a relevant curriculum for all students. The provision of high quality Teaching and Learning is central to achieving good behaviour.

The Academy has adopted the Reflective Behaviour Chart (Appendix i) which forms the basis of behaviour management. The Student Code of Conduct (Appendix ii) is displayed around the Academy, printed in the students' planners and emphasised in assemblies.

Students who are experiencing behavioural and emotional difficulties will be supported through the Academy's pastoral, counselling and multi-agency work.

Student Behaviour Events, both positive and negative, are recorded on the Academy's Management Information System. These events are monitored, managed and analysed by pastoral staff.

Each member of staff has responsibility for upholding standards of behaviour in Academy, both within their classroom and around the Academy site. Staff are provided with INSET to help them develop their behaviour management skills.

### 4. Roles and Responsibilities

Class Teachers will - (Stages 1, 2, 3 and 4)

- Plan and deliver engaging lessons of an appropriate level of challenge
- Maintain a positive, well managed classroom environment.
- Use Rewards and Sanctions as outlined in the whole Academy Student Behaviour Management Policy (as outlined in Appendix i and iii).
- Record behavioural events, both positive and negative, and resulting action or sanction on the Academy's Management Information System when required.
- Refer students whose behaviour gives a cause for concern to their Curriculum Leader, Student Progress Leader or the Senior Leadership Team as detailed in the different stages of the Reflective Behaviour Table. (Appendix i)
- Contact parents by letter or telephone.
- Arrange meetings with parents/students.

Teaching Assistants and Support Staff will - (Stages 1, 2, 3 and 4)

- Assist in maintaining a positive and well managed environment.
- Refer students whose behaviour gives cause for concern to their Line Manager, Curriculum Leader or Student Progress Leader.



### Curriculum Leaders will - (Stage 4)

- Ensure that their Department follows the agreed and adopted Student Behaviour Management Policy with regard to both rewards and sanctions, and roles and responsibilities
- Support members of their department with behavioural issues with individual students or classes.
- Place students on a subject report for their curriculum area.
- Contact parents by letter or telephone.
- Arrange meetings with parents/students.
- Organise departmental detentions.
- Staff the Emergency Call-Out Rota.

### Form Tutors will – (Stage 1,2,3 and 4)

- Maintain a positive, well managed environment during Tutor Time and Assemblies.
- Use Rewards and Sanctions as outlined in the whole Academy Student Behaviour Management Policy (as outlined in Appendix i and iii).
- Record behavioural events, both positive and negative, and resulting action or sanction on the Academy's Management Information System when required.
- Refer students whose behaviour gives cause for concern to their Student Progress Leader or the Senior Leadership Team as detailed in the different stages of the Reflective Behaviour Table. (Appendix i)
- Liaise with staff and Curriculum Leaders with regard to concerns about the behaviour of individual students.
- Monitor the attitude, effort, and quality of work of individual students across the curriculum.
- Place students on Form Tutor report.
- Contact parents by letter or telephone.
- Arrange meetings with parents/students.

### Student Progress Leaders will - (Stages 4, 5 and 6)

- Liaise with staff and Curriculum Leaders with regard to concerns about the behaviour of individual students or groups of students.
- Monitor the attitude, effort and quality of work of individual students across the curriculum.
- Place students on Progress Leader report.
- Contact parents by letter or telephone.
- Arrange meetings with parents/students.
- Use the Behaviour Events section of the Management Information System to monitor, analyse and manage students' behaviour.
- Staff the Emergency Call-Out Rota.
- Recommend referrals to other agencies.
- Introduce a Pastoral Support Programme for students whose behaviour gives serious cause for concern.
- Ensure that the Pastoral Register, Bullying and Racist Incident Logs are kept up to date.
- Use the Behaviour Events section of the Management Information System to monitor, analyse and manage students' behaviour.
- Inform SLT with regard to behaviour data and trends.
- Staff the Emergency Call-Out Rota.
- Refer students to the Leadership team for consideration for Internal Isolation when there has been a serious breach of the Academy's Behaviour Chart, or 3 or more Emergency Call Outs, or a serious breach of the students Code of Conduct
- Discuss, with the Head of the Academy, a Fixed Term Exclusion for the more serious breaches of Academy conduct.



### Leadership Team will - (Stages 6, 7 and 8)

- Ensure departments they line manage fulfil their roles and responsibilities and follow Student Behaviour Management Policy.
- Staff the Emergency Call-Out Rota.
- “Walk the Academy” calling into lessons; particularly those lessons which staff have identified as a behaviour “hot spot” where SLT support has been requested including visiting lessons being covered.
- Place students on SLT report having liaised with the Pastoral Team.
- Discuss with the Head of the Academy whether Internal Isolation should be issued, when there has been a serious breach of the Academy’s Behaviour Chart, or 3 or more Emergency Call Outs, or a serious breach of the students Code of Conduct.
- Discuss, with the Head of the Academy, a Fixed Term Exclusion for serious breaches of Academy conduct.
- The Head of the Academy will consider Permanent Exclusion for the most serious breaches of Academy conduct. Responsibility for the Academy’s behavioural policies and practice is that of the Assistant Headteacher, Pastoral.

## **5. Internal Isolation, Fixed Term and Permanent Exclusions**

For serious breaches of the students Code of Conduct or the Behaviour Chart, where students have reached or exceeded stage 5 of the Reflective Behaviour Chart (appendix i) students will be placed in Internal Isolation for a maximum of three days.

For extreme breaches of the Academy code of conduct the Head of the Academy may decide to issue the student with a Fixed Term Exclusion, these range from one to fifteen days depending upon the severity of the incident. The Head of the Academy may also decide to permanently exclude a student if it is felt appropriate.

If a student receives any form of exclusion or is placed in Internal Isolation, Parents/carers will be notified by a member of SLT, Progress Leader or a Key Stage Support Officer. For fixed term and permanent exclusions parents/carers will receive written notification from the Academy outlining the nature of the incident and exclusion duration.

## **6. Appeals**

There is an appeals process for fixed term exclusions (appendix iv). Any appeals must be made in writing to the Clerk to the Governors as outlined in the letter notifying Parents/carers of the exclusion.

## **7. Academy Rewards**

Students can be rewarded by staff for a variety of reasons. These rewards are entered as positive events (merits) onto a student’s record. The list below is not exhaustive, but a merit can, for example, be awarded for:

- Excellent classwork or homework
- Good citizenship
- Displaying a positive attitude
- Acts or positions of responsibility
- Excellent achievement in sport/music/drama/dance
- Attending intervention
- 100% Attendance during each half term
- Going above and beyond the Academy’s expectations



#### Whole school rewards for merits:

- House Hero: Each A week, the male and female with the most positives, minus negative events, from each form go into a draw to win a gift card. All nominees are notified, with one winner from each House drawn out during assembly.
- Form of the Fortnight: Each B week the form with the most positives collectively, minus negatives, from each year group receive an early lunch pass, for each student in that form, to use once the following week.
- Head of the Academy Invitation: The top 10% of students from each year group, based on positive events minus negatives, are entered into a draw. 2 from each year group are selected randomly and, along with a friend, invited to join the Head of the Academy, for breakfast, lunch or afternoon tea. Draw run 3 times a year in the week prior to each half-term holiday.
- Positive Events Certificate: Certificate sent home for 10, 20, 40, 60 and 80 positive events recorded.
- Merits Certificate: Certificate sent home for Bronze (30), Silver (60), Gold (90) and Head Teacher's (120) awards.

#### Whole school rewards for attendance:

- Bronze certificate sent home for 100% attendance for 1 term.
- Silver certificate sent home for 100% attendance for 2 terms.
- Gold certificate sent home for 100% attendance for 3 terms.
- Attendance Above 96%: Rewards events are organised for students exceeding the school attendance target.

#### Additional Rewards:

- Summer Alton Towers Trip: All students that have met attendance, punctuality and behaviour event targets will be invited to attend an end of year trip to Alton Towers.
- QEGS Reward Partnership: Students in Years 9, 10 and 11 receive a discount card when they receive their Merit Award. This card can be used to get money off goods and services in a variety of local businesses. The higher the Merit Award that they achieve, the greater the discounts they are entitled to.
- QEGS Goody Bag: QEGS branded items will be awarded to individual KS3 students nominated for their academic achievements by curriculum areas.
- Y7 Disco: A target of positive events, set by the Student Progress Leader, gained collectively by the whole year group, if met, results in a Disco being awarded at the end of the term.
- Christmas Progress Leader Reward: Students in Years 7, 8, 9 and 10 who achieve the criteria set by their Progress Leader will be invited to participate.
- Christmas shopping and cinema trip: Year 11 students that have met attendance, punctuality, behaviour event and intervention targets, have completed all of their mock exams and are on track with all CAU work will be invited to go to Derby for the day during the last week of the autumn term.
- Christmas Chocolates: The Tutor Group with the most merits in each Year Group will receive a tub of chocolates to share during Tutor Time, in the last week of the autumn term.
- Easter Progress Leader Reward: All students who achieve the criteria set by their Progress Leader will be invited to participate.
- Easter Eggs: The boy and girl in each year with the highest number of merits will receive an Easter egg; this will be issued on the last day of term before Easter.
- Passport to the Prom: Year 11 students that have met attendance, punctuality and behaviour event targets will be invited to the Year 11 Prom. The top performing students, based on attendance and merits, will also be rewarded with a VIP Prom Pass which will enable a select few to receive a prom makeover/haircut/nails before the prom and a complimentary soft drinks package at the prom.

Departments can also reward students additionally within their own departmental policy.



## REFLECTIVE BEHAVIOUR CHART

<i>Action/Escalation</i>	<i>Examples of Behaviour</i>	<i>Possible Consequences</i>
<b>STAGE ONE</b>		
Verbal Warning	Lateness to lessons Talking inappropriately Interrupting the flow of the lesson Leaving allocated seat in classroom	Verbal Warning Change to seating plan <b>Do not</b> log an event on system
<b>STAGE TWO</b>		
Break detention	Repeated incidents of behaviours outlined in stage one in one lesson	Break detention Log event and sanction on system
<b>STAGE THREE</b>		
Lunchtime detention	Repeated incidents of behaviours outlined in stage one in subsequent lesson Refusal to work Failure to follow instructions from a member of staff Failure to complete work set	Class teacher lunchtime detention Log event and sanction on system
<b>STAGE FOUR</b>		
After school detention	Repeated or serious incidents of behaviours outlined in stage three	Remove to another lesson within the department <b>and</b> detention Phone call home Departmental detention Departmental report After school detention Log event and sanction on system
<b>Emergency call out <u>should not be required for stages 1-4</u></b>		
<b>STAGE FIVE</b>		
Internal isolation authorised by Mr Garrity, Mr Atkins or in the event that neither are on site, Mr Bawden.	Refusal to accept the discipline of the school Damage to school property/equipment Verbal abuse/threatening behaviour towards students/staff/other adults/visitors	Use of emergency call out <b>and</b> lunch/after school detention Phone call home Internal isolation Behaviour may be so severe that it may be necessary to move to stage 6 immediately
<b>STAGE SIX</b>		
Fixed Term Exclusion (authorised by Mr Garrity or Mr Atkins)	Dangerous or violent behaviour Serious breach of the behaviour code/school rules	Emergency call out Fixed Term Exclusion (maximum 5 days unless exceptional circumstances when 6 <sup>th</sup> day provision may need sourcing)
<b>STAGE SEVEN</b>		
Governing Body Involvement	Repeated Fixed Term Exclusions	Parent and student to attend meeting with Governors Disciplinary committee Managed move
<b>STAGE EIGHT</b>		
Permanent Exclusion (Decision made by Mr Garrity)	Very serious breach of school rules/expected code of conduct	Deferred Exclusion transfer Permanent exclusion ratified by Governing body

**All Behaviour issues in lessons should be dealt with by the class teacher with support from the Curriculum Leader if required. Very serious breaches of conduct will occasionally require staff to go straight to Stage 5. This however should be rare. All behaviour concerns at social time will be referred to Progress Leaders.**



### **Student Code of Conduct**

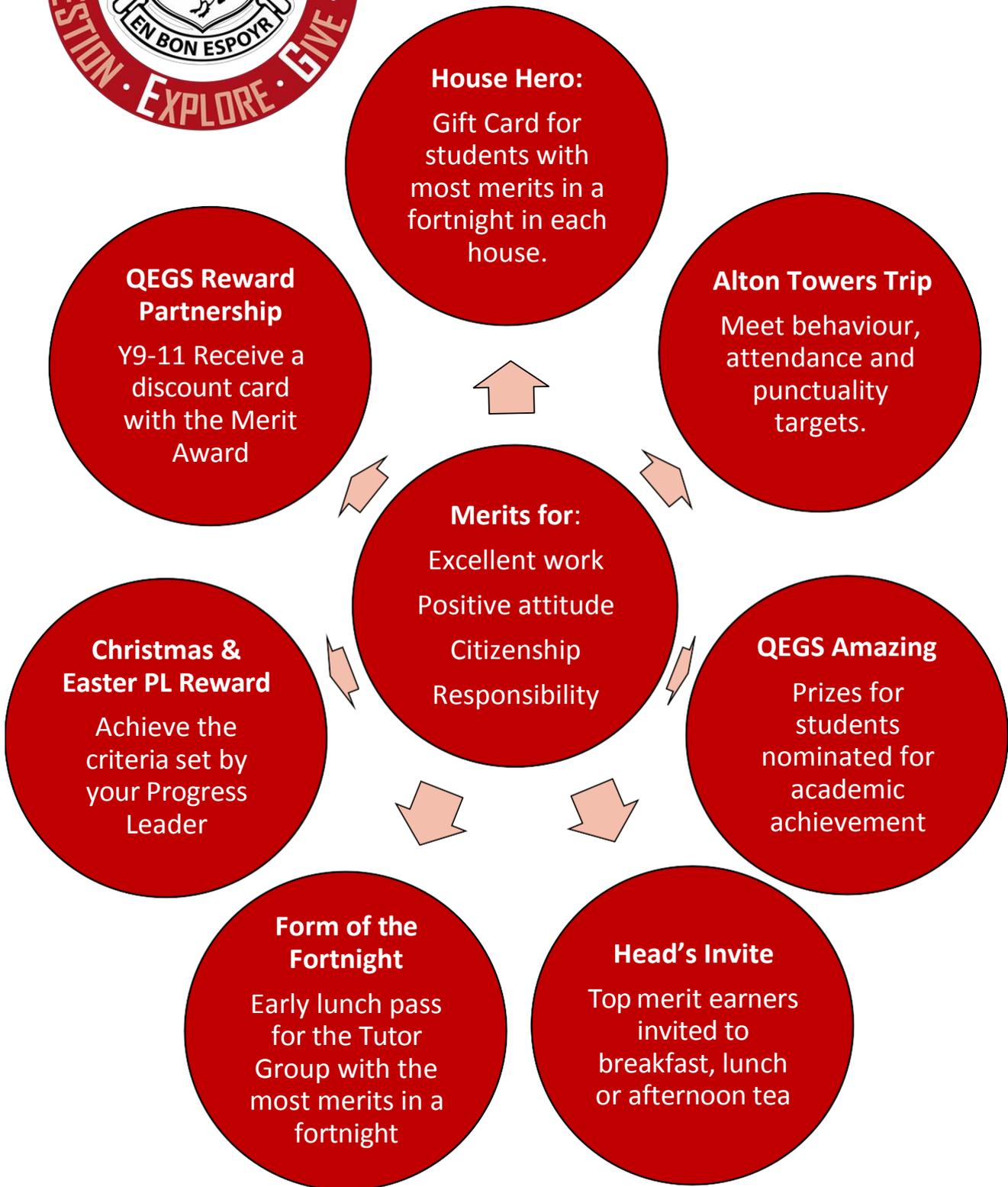
- Academy begins promptly at 8:50am. You should always arrive at Academy on time. If you arrive late you **must** register with Student Services.
- You should come to the Academy smartly dressed in the Academy uniform.
- You must **not** leave the Academy site without a letter from a parent/guardian which has been countersigned by your Student Progress Leader and shown to Student Services when you sign out.
- If you are absent from Academy for any reason you should bring an explanatory note for your Form Tutor on the day you return from your parent/carer.
- If you are unable to do P.E. or Expressive Arts you must bring a note from parent/carer or a doctor.
- Students in Years 7-11 should line up and wait quietly outside classrooms until a teacher arrives. Years 12 and 13 may enter a classroom before the teacher arrives but may not enter a laboratory unsupervised.
- Ensure that you have everything with you that you need for each lesson.
- Move calmly and quietly around the Academy walking on the left hand side of corridors and steps. This means never running, barging or shouting. Look where you are going and be ready to open doors, stand back and allow visitors, staff and other students to pass. You must observe the “Up” and “Down” directions indicated on staircases.
- You should keep the Academy clean and tidy, putting litter in bins and keeping walls and furniture unmarked. You will not deliberately damage Academy property. Chewing gum is forbidden.
- You will never attempt to physically hurt or intimidate another member of this Academy, either a student or a member of staff or encourage others to do so.
- You should take great care of your own and other people’s property. You will not touch other people’s belongings unless you have their permission.
- You should not engage in any abusive, threatening or bullying behaviour towards any other students or staff at the Academy. This includes physical and verbal abuse.
- Smoking and vaping is forbidden in the Academy and on the way to and from the Academy.
- You will **not** bring sharp objects e.g. knives or screwdrivers into the Academy under **ANY** circumstances.
- You must not be in the possession of, or consume, alcohol or any narcotic substance in the Academy.
- Mobile phones or any other electronic devices (MP3 player, iPods etc.) are not to be used or seen between the hours of 8:40 am and 3:55pm, unless with permission from a member of staff.



- If you are unwell during the Academy day and need to go home, you will **not** contact home directly. The Student Welfare Assistant or Student Services will contact home and make any necessary arrangements.
- If you have sustained an injury requiring you to temporarily use crutches/wheelchair or have to wear a plaster cast or are unable to wear shoes your parent/carer must contact the Academy to arrange for a risk assessment to be carried out **before you can return to the Academy.**



# QEGS REWARDS





## Appeals Procedure for Fixed Term and Permanent Exclusions

### Stage 1.

Parent /Carer contacts the Clerk to the Governors to register an appeal

### Stage 2.

If the Fixed Term Exclusion (FTE) is less than 5 days or totals less than 15 days within the term.

The Governing Body disciplinary committee can choose to meet to discuss the appeal. The Governing Body Disciplinary Committee does not have the authority to overturn the FTE. It can however request a note be placed on the student's file outlining any concerns they may raise.

### Stage 3.

If the FTE is more than 5 days, exceeds 15 days within a term or the exclusion is permanent.

The Governing Body Disciplinary Committee will meet to discuss the appeal. The Governing Body can either uphold the exclusion or directly reinstate the student immediately or on a particular date.

If the exclusion coincides with a public examination it is at the discretion of the Chair of Governors whether to allow the student the opportunity to sit the examination.

If the Fixed Term Exclusion or Permanent Exclusion is upheld by the Governing Body Disciplinary Committee then a further appeal may be lodged to an independent panel via the Clerk to the Governors.

All procedures regarding exclusions (fixed term and permanent) are compliant with the DfE Guidance document Exclusion from maintained Academies, Academies and pupil referral units in England – dated September 2017.