



QUEEN ELIZABETH'S
GRAMMAR SCHOOL
Ashbourne, Derbyshire

**Student Behaviour
Management Policy**

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| Prepared by: | Mr J Amps |
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| Approved by: | Mr S Garrity |

**** This policy is being reviewed. This version will remain current until the review is complete ****

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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.

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

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, 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 3Rs (Respect, Responsibility and Ready to Achieve) as the basis for student expectations. The Behaviour Code will be used by all staff in managing behaviour (Appendix i)

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.

Roles and Responsibilities

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

- 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, email, or telephone.
- Arrange meetings with parents/students.

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

- 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.

Form Tutors will – (Stages 1, 2 and 3)

- 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, email, or telephone.
- Arrange meetings with parents/students.

Student Progress Leaders will - (Stages 3, 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, email, 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 CPOMS is 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 the Rest Room 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 Headteacher, a Suspension for the more serious breaches of Academy conduct.

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, email, or telephone.
- Arrange meetings with parents/students.
- Organise departmental detentions.
- Staff the Emergency Call-Out Rota.

Leadership Team will - (Stages 4, 5, 6 and 7)

- 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 Headteacher whether students will be placed in the Reset Room, 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 Headteacher, a Suspension for serious breaches of Academy conduct.
- The Headteacher 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.

Reset Room, Suspensions and Permanent Exclusions

For serious breaches of the students Code of Conduct or the Behaviour Code, students could be placed in Reset, receive a detention, suspension or possible permanent exclusion depending on the severity of the incident

For extreme breaches of the Academy code of conduct the Headteacher may decide to issue the student with a Suspension, these range from one to fifteen days depending upon the severity of the incident. The Headteacher 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 the Reset Room, Parents/carers will be notified by a member of SLT, Progress Leader or a Pastoral Support Officer. For suspensions and permanent exclusions parents/carers will receive written notification from the Academy outlining the nature of the incident and exclusion duration.

Appeals

There is an appeals process for suspensions (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.

Academy Rewards

Students will be rewarded on meeting the 3Rs. Examples of meeting Respect would be listening to another's viewpoint in class, picking up litter in school or showing patience and understanding. Examples of meeting Responsibility would be representing themselves and school in a school event or doing a great piece of homework. To be rewarded for Ready to Achieve students might complete a piece of work to a high standard or they might demonstrate a high standard of behaviour in lessons.

Whole school rewards:

- QEGS Points will be used but to help encourage positive behaviour in and out of an academic situation, any member of staff is encouraged to award these for any of the following:
 - Meeting our core values of respectful, responsible and ready to achieve behaviours
 - Polite behaviour such as holding doors open or picking up litter
 - Listening and contributing well, in class
 - Completing work to a high standard
 - Improving behaviour or standard of work

QEGS Points will be collected and used in the QEGS shop to allow student to manage and save for rewards. Further detail information on the reward process can be found in the reward booklet and on our website at:

<https://www.queenelizabeths.derbyshire.sch.uk/parents/rewards/>

Students can work towards a Bronze, silver and gold badge to attach to their lanyard. These may be awarded for consistent attendance and good behaviour as provided through year leader rewards assemblies each term. Points levels for badges will be set by lead leaders.

A Gold badge will automatically enter the student for a Golden Ticket. Students will keep their Gold badge and start the process again. This means regular winners receive regular acknowledgement for their achievements and others still have the aim to work towards a certain badge without a time limit.

Golden Ticket Rewards

- Students can be rewarded straight to a Golden Ticket level; however, this is for exceptional achievements such as:
 - A remarkable piece of work
 - Going out of their way to help a member of staff or fellow student
 - Dramatic Improvement
 - Outstanding achievement or consistency on excellent behaviours

Wellbeing Rewards

- Around significant times in a student's school life such as mock exams we look to organise wellbeing event such as Coffee/Chocolate Carts and Shopping Trips to celebrate excellent behaviour and personal management around these potentially pressured periods.

Seasonal Rewards

- Seasonal Rewards or Initiatives will run such as:
 - Best decorated form room at Christmas
 - Easter Rabbit Rewards
 - Ready for the summer study rewards

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 (+ pin badge).
- Gold certificate sent home for 100% attendance for 3 terms (+ pin badge).
- Attendance Above 96%: Rewards events are organized for students exceeding the school attendance targets and a voucher draw for each year group at the end of every half term that resets for the following half term so all can set new targets and be rewarded for strong attendance throughout the year.

Further information can be found in the attendance information booklet:

<https://www.queenelizabeths.derbyshire.sch.uk/parents/attendance/>

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

Appendix i - Behaviour Code

Make the right choice!

QEGS Behaviour Code

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| | POSITIVE STAGE 4 Contribution to School Life | 20 QEGS Points | Recognition of students going above and beyond QEGS expectations, and representing their school at various events like sports, choir, music etc. to promote 'QEGS Life'. This correlates with the awards given at Speech night in year 11 and 13. |
| | POSITIVE STAGE 3 Exceeding Expectations | 10 QEGS Points | Dedication and enthusiasm for learning consistently meeting or exceeding QEGS expectations over a half term. Taking responsibility and leadership opportunities to support own and others learning. |
| | POSITIVE STAGE 2 Meeting Expectations | 3 QEGS Points | CTs recognise where students meet the 3Rs throughout the WHOLE lesson to increase value in meeting expectations and being rewarded for meeting QEGS expectations. |
| | POSITIVE STAGE 1 Mostly Meeting Expectations | 2 QEGS Points | CTs recognise where students have made some effort to meet the 3Rs in the lesson, but this is not consistently applied throughout. |
| | NOT MEETING 3RS – Teaching & Learning Strategies for initial intervention 'Anonymous calling' (See positive assertive communication strategies routine) | | |

QEGS Behaviour Code

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| | STAGE 1 Check in | 0 Points | Check with student to ascertain why not meeting QEGS expectations after first instruction quietly 1-2-1 to identify barrier to learning. | Constant low-level behaviour after initial intervention , not meeting the 3Rs, not engaging in learning. |
| | NEGATIVE STAGE 2 Restorative conversation | -2 QEGS Points | CT to hold 1-2-1 restorative conversation at the door (one foot in, one foot out) following script to bring student back on track with understanding of clear sanctions and consequences if continues. | Repeated failure meeting the 3Rs, still not engaging in learning. |
| | NEGATIVE STAGE 3 On-call | -3 QEGS Points | On-Call to support CT with restorative conversation for student to return to the classroom; ON-CALL to triage circumstances. | Safeguarding, disregard to 3Rs CT detention 15 minutes |
| | NEGATIVE STAGE 4 Parking room | -10 QEGS Points | If On-Call called again to same student escorted to Parking room for remainder of lesson unless reset triage is needed. | Safeguarding, persistent disregard to 3Rs CT detention 30 minutes |
| | NEGATIVE STAGE 5 Reset | -20 QEGS Points | On-Call escorts to reset for triage and agreement on term of stay dependant upon circumstances (See Reset routine) | Safeguarding, persistent disregard to 3Rs CL detention 60 minutes |

Appendix ii - 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 should leave home suitably dressed.
- 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 the academy your parents and carers should follow the school's absence process.
- If you are unable to do PE, Dance or Drama you must bring a note from your 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 8:50am and 3:20pm, 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.**

Appendix iii - Review Procedure for Suspensions and Permanent Exclusions

Stage 1.

Parent /Carer contacts the Clerk to the Governors to register a review

Stage 2.

If the Suspension totals more than 15 days within the year.

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 Suspension. It can however request a note be placed on the students' file outlining any concerns they may raise.

Stage 3.

If the Suspension equates to more than 45 days within a year 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 Suspension 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.