



Queen Elizabeth's School

## **Reward and Respect - Behaviour for Learning Policy**

*'Floreat Schola Kyrtonensis' – Everyone in Crediton school flourishes*

**Date adopted: September 2025**

**Prepared by: Neil Dyke**

**Ratified by: Governing body**

**Review date: July 2026**

Our mission is for Queen Elizabeth's to be a great school which enables all our young people to flourish in life and make a positive difference to their communities.

### **We will do this by:**

Providing an excellent education that develops knowledge, character, contribution, and wisdom.

### **Our Values:**

**Ambition** – we work hard to be the best we can be so that we flourish in life.

**Community** – we take part in opportunities to make a positive difference to ourselves, each other and our wider community. We honour being together and are proud to be part of our school.

**Kindness** – we act with kindness so that others feel respected, valued and cared for.

We have an ethos of catching students being good, praising and rewarding as much as possible. We also have the highest expectations of every student where we expect that every single individual treats one another, our school and our community with the upmost respect. Our behaviour curriculum will support every student to meet these high expectations and our rewards system will praise them for doing so.

We expect every student to work hard to achieve their best, show respect and be kind at all times. Where these expectations are not met, we have clear policies and sanctions in place that will be followed consistently and fairly by staff.

This behaviour policy is based on our key concept for Every Child Succeeds and is underpinned by an inclusion model created using the work of Bronfenbrenner and on Maslow's hierarchy of needs. Our model is based on **safe** and **connected** children learning **successfully** in a classroom environment. This policy aims to:

1. To **support students taking pride in their behaviour**, so that there is a culture of warmth, achievement, ambition and learning everywhere in the school with and no learning opportunity wasted.
2. To provide **clarity for staff, students and the community** about acceptable behaviour and enable the creation of **strong and positive relationships**.
3. To encourage students to **make positive choices** and **take responsibility** for their own actions.

4. To enable teachers to **deliver engaging and creative lessons, experiment and take risks**, in a safe and secure environment.

## **1.0 The Respect and Reward School Behaviour Policy**

**Queen Elizabeth's** School encourages good behaviour through high expectations, clear policy and an ethos which ensures students show pride in their conduct and learning by making positive behaviour choices.

**Queen Elizabeth's** School has in place a comprehensive package of rewards to reinforce and praise good behaviour with clear sanctions for those who do not make positive choices and therefore fail to comply with the school's behaviour policy.

This Policy aims to outline the measures by which the school aims to promote good behaviour, self-discipline and respect; prevent bullying; ensure that students complete assigned work; and ensure **Queen Elizabeth's** School is a safe place for all.

The commitment of staff, students and parents is vital to develop a positive whole school ethos. **Queen Elizabeth's** School reserves the right to apply this policy to **all** students and **any time** a student is recognisable as a **Queen Elizabeth's** School student, regardless of whether this is before/during/after school hours and to all matters relating to social media and online activity. The application of this policy is not dependent on whether the student is wearing school uniform.

## **2.0 Rewards**

We aim to develop a culture of positive reinforcement. Our praise and recognition system are designed to celebrate the success of all our students. It is underpinned by the belief that recognition of each student's own personal best behaviour and attitude to work is fundamental to establishing and reinforcing appropriate behaviour patterns. Verbal praise is used by all staff at Queen Elizabeth's to routinely create and reinforce positive relationships. We aim to recognise all opportunities when students are caught doing the right thing. Queen Elizabeth's School regularly celebrates the success of all students in a wide variety of ways.

### **2.1 Rewards assemblies**

Celebration assemblies take place at the end of each term to recognise students for their positive contribution to school life.

#### **Academic Awards**

Teaching staff will nominate students from each year group they teach under the following headings:

- Outstanding Attainment
- Ambitious Learner
- Most Improved

Students will be presented with a certificate during end of term assemblies.

#### **Head of Year Awards and Weekly Assemblies**

Each year team will recognise a number of students at the end of each term who have contributed to our community in a positive way. These awards will be decided amongst the tutor team. The list of awards includes but is not limited to:

- 100% Attendance
- Head of Year Award
- Bromcom Points
- Student of the Week

## 2.2 Bromcom Rewards

Merits are used by all staff to reward positive behaviour are given through Bromcom, examples include as follows:

- Social Time Merits
- Kindness
- Outstanding Contribution
- Positive social time conduct

Homework

- Submitted on time
- Sparx completed
- Excellent homework
- Uniform & Equipment correct

Students earn 'spendable points' through Bromcom merits. Negative points are subtracted from the 'spendable' total. Students have one half-term in which to spend their points. At the end of a half-term all points are re-set to zero and do not carry over into the next half-term. Students will have the opportunity to suggest rewards to be included in the rewards shop. These will be considered for inclusion by Heads of Year.

## 2.3 Merit milestone recognition

Each half-term as students accrue merits, digital 'badges'. Bronze, Silver and Gold awardees receive a badge to be worn as part of our school uniform. Uniform badges are awarded once across the academic year. Badges are presented in year group assemblies at the end of each half-term

## 2.4 Celebration Events

- |   |                                    |
|---|------------------------------------|
| • Sports Awards Evening                 | • Duke of Edinburgh Awards Evening |
| • Sixth Form Diploma Awards Evening     | • Peripatetic music event          |
| • Expressive Arts Showcase              | • Year 11 Summer Ball              |
| • Art and Photography Show Private View | • Sixth Form Leavers' social event |

## 2.5 Recognition

- We recognise student success via our school newsletter, local media and social media platforms and highlight student achievement and celebrate their successes wherever possible
- Half termly student praise postcards written by teachers and sent home
- Termly appreciation slips from students to teachers

## 2.6 Phone calls home

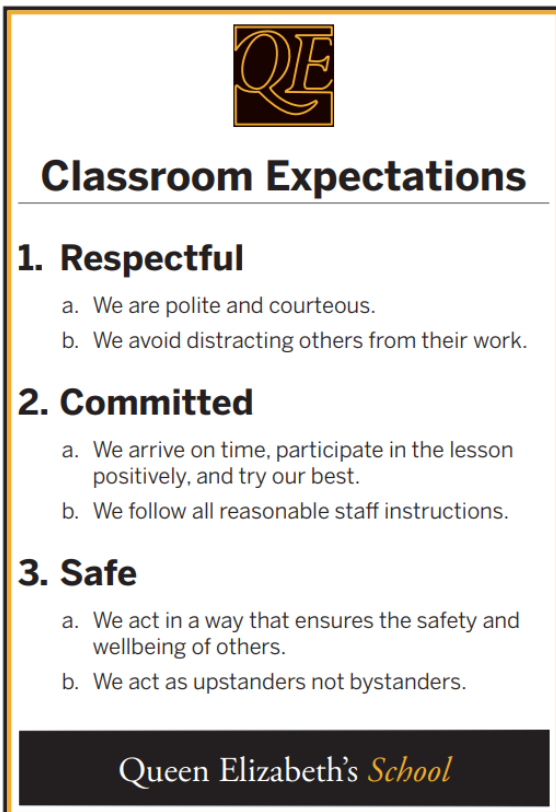
Staff will make at least one positive phone call per week (or email where phone contact is not possible).

### 3.0 High Expectations

#### Queen Elizabeth's School Lesson Expectations

All Lesson expectations are based on the following principles:

Our lesson behaviours are based on the principle that we respect the rights of other people in the classroom.



**QE**

## Classroom Expectations

- 1. Respectful**
  - a. We are polite and courteous.
  - b. We avoid distracting others from their work.
- 2. Committed**
  - a. We arrive on time, participate in the lesson positively, and try our best.
  - b. We follow all reasonable staff instructions.
- 3. Safe**
  - a. We act in a way that ensures the safety and wellbeing of others.
  - b. We act as upstanders not bystanders.

Queen Elizabeth's *School*

All lesson expectations have been co-produced in consultation with staff and students. Lesson expectations are reviewed regularly with students and staff.

Student, parent and staff voice is really important to our school and we conduct an annual survey with each group to help inform our approaches and support continual improvement. In addition to this, there are a number of opportunities throughout the year for our communities to share their recommendations and reflections including through our student council/parliament, through termly parent forums, annual surveys and staff networks.

### 3.1 Creating Routines

All teaching staff have a program of development, training and coaching designed to help them constantly improve their practice and establish a healthy behaviour culture. Staff receive coaching through deliberate practice to help them develop a range of skills to build strong relationships with students.

## **4.0 Sanctions**

Sanctions are only to be used when more positive methods of promoting outstanding learning through good behaviour are not working with a particular individual or group of students. When a member of staff feels the need to resort to sanctions these are always to be applied impersonally (i.e. it is the negative behaviour that is resulting in the sanction not the student's personality), calmly, fairly, consistently and professionally.

The only sanctions/systems to be used within a lesson are warnings and removal to Triage and the Behaviour Support Room.

The aim should be to keep all students accessing their learning within the lesson for the full duration of the lesson. We are committed to not allowing the negative behaviour of the minority to continually disrupt the outstanding learning of the majority. For this reason, we use a system where students who fail to respond to a verbal reminder by correcting their behaviour can be removed from the lesson in order to allow the learning of the rest of the group to continue. We also employ the on-call system so that a student can be collected (if deemed a serious incident) and removed from the classroom.

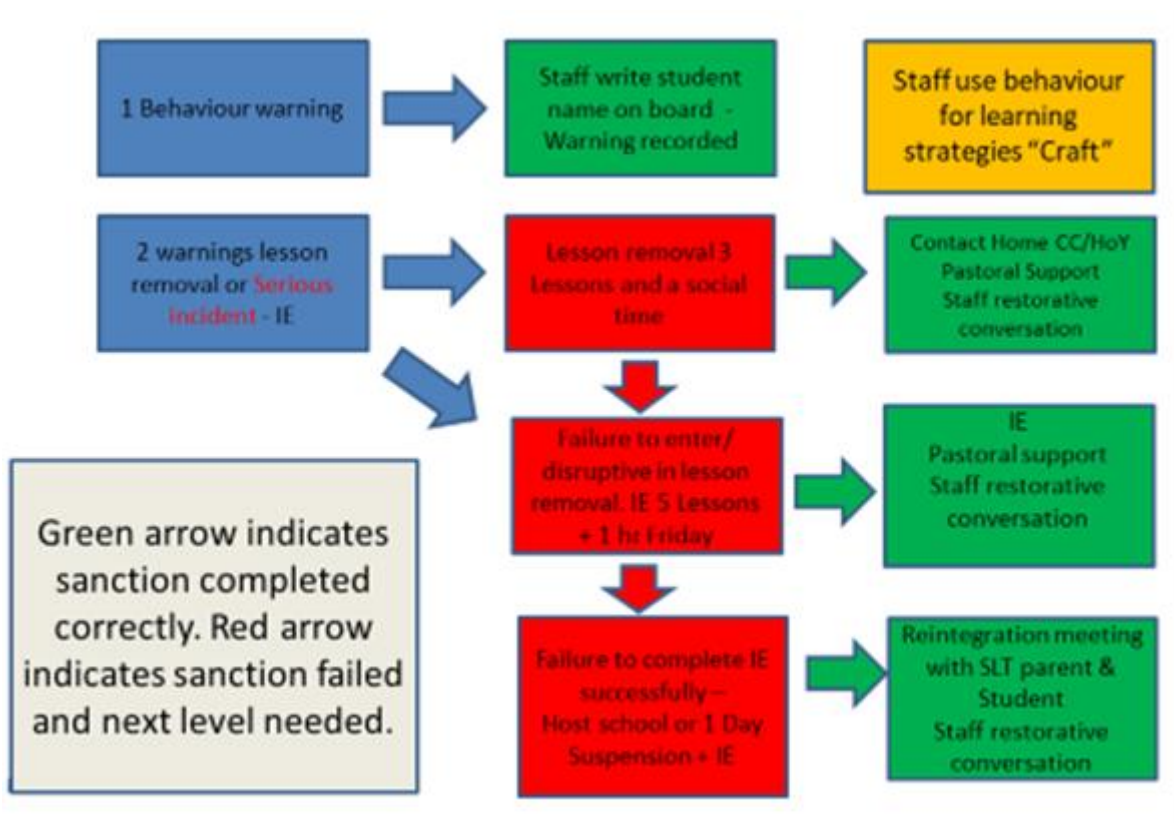
When issuing a verbal warning to a student it is important that this is done calmly and professionally throughout. The aim is to show students that they have 'chosen' their behaviour. There is an opportunity for restoration explicitly written into the system, whereby any student removed will be met by the member of staff responsible where possible.

Uniform expectations are detailed on the school website. Any exceptions made to uniform should be agreed in advance with the school, supported by medical evidence and (where relevant) involve non-branded items eg. Students who wear trainers for medical reasons should wear non-branded, black and logo free items.

Uniform is checked regularly by tutors and senior staff. Students who are not in correct uniform (unless carrying signed permission slip) and refuse or are unable to correct it will be supported to make a positive choice. This could include spending time in our Internal Exclusion (IE) room until the uniform is corrected.

### **4.1 Lesson removal**

If a student does not adhere to the 'Classroom Expectations', a teacher will tell them that they have a "warning", and their name will be written on the board. If a student does this for a second time, they will be referred to Triage and the Behaviour Support Room. See flow diagram below;



When students are sent to Triage, they are expected take their book from their current lesson.

When in Triage students will hand in their phones and a Learning Passport will be written out for them.

If a student has a “reasonable adjustment” due to a specific need they will have a bespoke plan in place which could involve time spent in a number of different rooms within our Inclusion Hub including the; Sensory Room, Learning Support Room (LSR), Behaviour Support or Internal Exclusion (IE).

If a student feels they have been unfairly or incorrectly sent to Triage, they have the right to appeal. This will be through discussion with the teacher in Triage or on call. A student will lose their right to appeal if they refuse to leave the classroom or try and argue their lesson removal with the teacher.

### Year 7 induction to the Queen Elizabeth’s behaviour system

A Queen Elizabeth’s School we recognise that the high expectations of the Reward and Respect Behaviour Policy, may take time to adjust to. Therefore, we operate a phased-in approach with new Year 7 students each September. The following will apply:

- Week 1 and 2: Staff practise with students, pointing out where warnings would be given and what would result in being sent to Triage. If a student needs to be removed from lessons, they will be sent to the Learning Support Room (LSR).
- Week 3: Warnings are now given. Any student who receives a second warning will be sent to Triage and the Behaviour Support Room for the remainder of that lesson only.
- Week 4: Full Reward and Respect Behaviour for Learning Policy sanctions in place.

Any serious incidents within the classroom or community spaces will be sanctioned accordingly.

## 4.2 Repeated or more Serious Incidents

We are committed to inclusion and to preventing suspension. However, where a student (for example) fails to wear the correct uniform, fails to attend detentions, receives multiple lesson removals, or is involved in an incident too serious for a detention, the student will be referred to internal exclusion. Students will spend a full day in internal exclusion including an after-school detention of 1 hour.

More serious incidents could include but are not limited to:

- Truancing (student deliberately missing from lesson without permission)
- Vaping/smoking
- Vandalism/deliberate damage
- Refusal to follow instructions
- Bullying
- Swearing
- Aggression
- Rudeness
- Dangerous behaviour

## 4.3 Reconnect, rebuild and restore

Any staff member who removes a student from lessons will visit the student and complete a restorative conversation where possible.

Restorative Reflection;

- What has happened?
- What were you thinking at the time? (Class teacher and Child)
- Who has been affected by the actions?
- How have they been affected?
- What needs to be done now to make things right?
- How can you do things differently in the future?

When in our inclusion rooms a focus is on learning. Students will be given a Learning Passport which will detail the work from their timetabled lessons. This will be the same content as their class and students will be expected to complete this work as if they were in the lesson. Students will complete work in their own subject exercise books which will be collected for students at the start of each lesson. All classroom expectations will apply with students given merits and warnings to support positive engagement in learning.

## 4.4 School community sanctions

### Respectful

We are polite and courteous.

We respect the school environment and the property of others.

### Committed

We arrive to school on time, with the right equipment and wearing our uniform correctly.

We follow all reasonable staff instructions.

### Safe

We act in a way that ensures the safety and wellbeing of others.

We act as upstanders not bystanders.

If a student fails to meet the 'Respectful, Committed and Safe' expectations students will receive a red card detention.

The 'Red Card' detention is a 10-minute detention for anti-social behaviour in and around school. We expect all students to always behave and treat each other with respect. That means walking around the school calmly and quietly, respecting each other's space and looking out for each other. There are no warnings for these behaviours.

The red card detentions enable us to address any behaviour that does not meet our high expectations. The following are possible (but not limited to) reasons for a red card detention:

Running indoors	Eating and drinking in banned areas
Shouting indoors	Not clearing away your table in the canteen or dining hall
Being out of bounds	Hitting or kicking school property
Dropping litter/throwing food	Not adhering to school uniform expectations on multiple occasions
Inappropriate language or attitude	Late to school/tutorial/lesson

If a student does one of the things above, an adult will tell them that they have a "Red card", and that they must serve a 10-minute break/lunch-time detention at the next available session. Students will be facilitated to have food/drink and a toilet break during this time.

#### 4.5 Focus Week

At periodic times throughout the school year there will be a 'Focus Week'. These weeks will vary depending on the needs of the school and current emerging issues. An example week might focus on uniform or student equipment or we may choose to focus on the awarding of merits and 'catching students being good'.

The focus will be communicated in advance to parents and students. The week will focus positively on students' engagement and additional rewards will be available for students who consistently meet our expectations. Students will receive additional support to ensure they are not only aware but also prepared for the focus. All staff will support students and all staff will be responsible for the issuing of merits/sanctions at this time. Wherever possible tutors will support and prepare student in advance and daily (during the week) to enable students to meet expectations.

#### 4.6 Punctuality and lateness

Punctuality is a key skill for any student to develop in life and we aim to support students to appreciate the importance of good punctuality. Students who arrive in school after their allotted start time without sufficient cause will be issued with a same day late detention after school and parents/carers notified by text message.

Failure to attend this detention will result in a period of time in IE.

- Under 20 minutes late will result in a Red card detention for 10 minutes
- Over 20 minutes late will result in a 1 hour after school detention

Students are expected to be in all lessons on time. If students are late the following sanctions will apply;

- 4 – 8 minutes Red card issued for lateness
- 8+ minutes Referred to IE for truancy

Arriving to a lesson after 8 minutes without a genuine reason may result in a further sanction. Any student who has been with an adult which has caused the lateness will be issued with a pass or it will be recorded on Team SOS so teaching staff are aware.

#### **4.7 Multiple referrals**

Students who experience multiple referrals to Triage and the Behaviour Support Room will have a graduated response to support. We aim to ensure students can make positive choices, we recognise that this is more challenging for some students especially those with additional needs. Additional support is highlighted on our Menu of Support which is a combination of both interventions and reasonable adjustments delivered and facilitated through the Inclusion Team.

#### **4.8 Lesson removal at a host school**

In certain circumstances and to avoid suspension Queen Elizabeth’s School may refer a student to behaviour support at the opposite site, Western Road or Barnfield. If this isn’t appropriate then another (host) school. The purpose of this is to allow the student to continue to access their learning and help support improvements in their behaviour. Any referral to a host school or site will be completed in consultation with parents/carers. If a student fails/refuses to attend then a suspension could be issued.

Circumstances that could result in a student spending time at a host school include, but are not limited to, the following breaches of the behaviour policy:

- Unsuccessful lesson removal to the Behaviour Support Room or IE
- Refusal to follow instructions
- Bullying
- Swearing
- Aggression
- Rudeness
- Dangerous behaviour
- Inappropriate use of computers, the internet, images or social media
- Fighting

The school follows the latest DfE guidance regarding exclusion and suspension to ensure that students are treated fairly and not discriminated against. The application of this policy will be dependent upon the most recent [statutory guidance](#).

#### **4.9 Deliberate use of fire alarm**

Deliberately setting the fire alarm off is an extremely dangerous act. The whole school experiences significant disruption and could prevent a fire engine attending a genuine emergency. In addition to the disruption to teaching, learning and the good order of the school, it also has a disproportionate impact on the most vulnerable students. Many students will struggle to regulate their feelings after such a significant disruption to their routine. The school reserves the right to permanently exclude any student is deemed to have triggered the alarm deliberately or with malicious intent.

#### **5.0 Bullying and Discrimination**

PLEASE REFER TO SEPARATE ANTI-BULLYING POLICY on our website

At Queen Elizabeth's School our aim is to prevent bullying through education, by prompt and sustained response to reports of bullying, and by developing the confidence of students. We aim to have a culture of courage, compassion and citizenship and respect where difference is valued. The School aims to foster an atmosphere of friendship, mutual trust, respect and consideration for each person within the community. We are proud of our ENTER DETAILS OF EXTERNAL ANTI-BULLYING AWARD

To establish an ethos where students set a good example to others. To encourage all members of our school community to recognise bullying, acknowledge its unacceptability and report it. We have a system of support for students who have been bullied and a system of clear, fair and consistent responses to incidences of bullying ensuring that everyone is in a supportive, caring and safe environment. Bullying is unacceptable and will not be tolerated in our community.

Bullying is defined as repeated behaviour which is intended to hurt someone either emotionally or physically and is often aimed at certain people because of their race, religion, gender or sexual orientation or any other aspect such as appearance, disability or SEN need. It might be motivated by actual differences between children, or perceived differences.

Bullying can also occur where there is a power imbalance between students. A power imbalance is when one student (or a group of students) is able to dominate decision- making or otherwise asserts power in ways that disadvantages other student(s).

Bullying in any form will not be accepted or condoned. All forms of bullying will be addressed.

Bullying can include but not limited to:

- Emotional harm;
- Physical harm;
- Deliberately hurtful comments;
- Social bullying;
- Social media;
- Filming students/staff without consent;
- Posting inappropriate content/filmed incidents online/sharing;
- Threatening behaviour;
- Power imbalance;
- Name calling;
- Sexting;
- Cyber bullying; and
- Sexual exploitation.

Bullying can impact on a students' attendance and attainment at school, marginalises those groups who may be particular targets for bullies and can have a life-long negative impact on some young people's lives. We continue to promote a culture of high expectations and work with our community to ensure that our students have a sense of pride and feel happy and safe to be a part of our community.

All bullying incidents will be treated and addressed individually, and we will apply the full range of sanctions depending on the severity, frequency and seriousness of the incidents(s).

In exceptional circumstances and where other attempts to resolve an issue have not been successful the school may use a behaviour contract between students to establish a clear and equitable arrangement for

communication and behaviour. The contract will identify clear sanctions for failing to meet the stated requirements that could include, but not limited to: red card, Lesson removal, suspension exclusion and for repeated breaches, permanent exclusion.

### **5.1 Sexual harassment and online sexual abuse**

Queen Elizabeth's School takes all reports of Sexual harassment, sexual violence and online sexual abuse extremely seriously and aims to create an open culture where students are comfortable and confident to report all incidents to any member of staff. We are clear that sexual harassment and violence are not acceptable, will never be tolerated and is not an inevitable part of growing up. We will always challenge behaviour or language that seeks to normalise sexual harassment or violence in schools.

School aims to prepare students for issues related to sexual harassment and online abuse through the curriculum and assemblies. Our age and stage appropriate curriculum covers such issues as:

- Healthy and respectful relationships, including consent;
- Gender roles, stereotyping, equality, diversity;
- Body confidence and self-esteem;
- Prejudiced behaviour;
- That sexual harassment and violence is always wrong; and
- Addressing any culture of sexual harassment.

We recognise the complexity of this issue and will always aim to safeguard all students involved taking into account the nature of incidents and their wider context.

For the purpose of this policy, when referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur both in person and online. Sexual harassment is likely to violate a student's dignity, and/or make them feel intimidated, degraded, or humiliated and/or create a hostile, offensive or sexualised environment.

Sexual harassment could include but is not limited to:

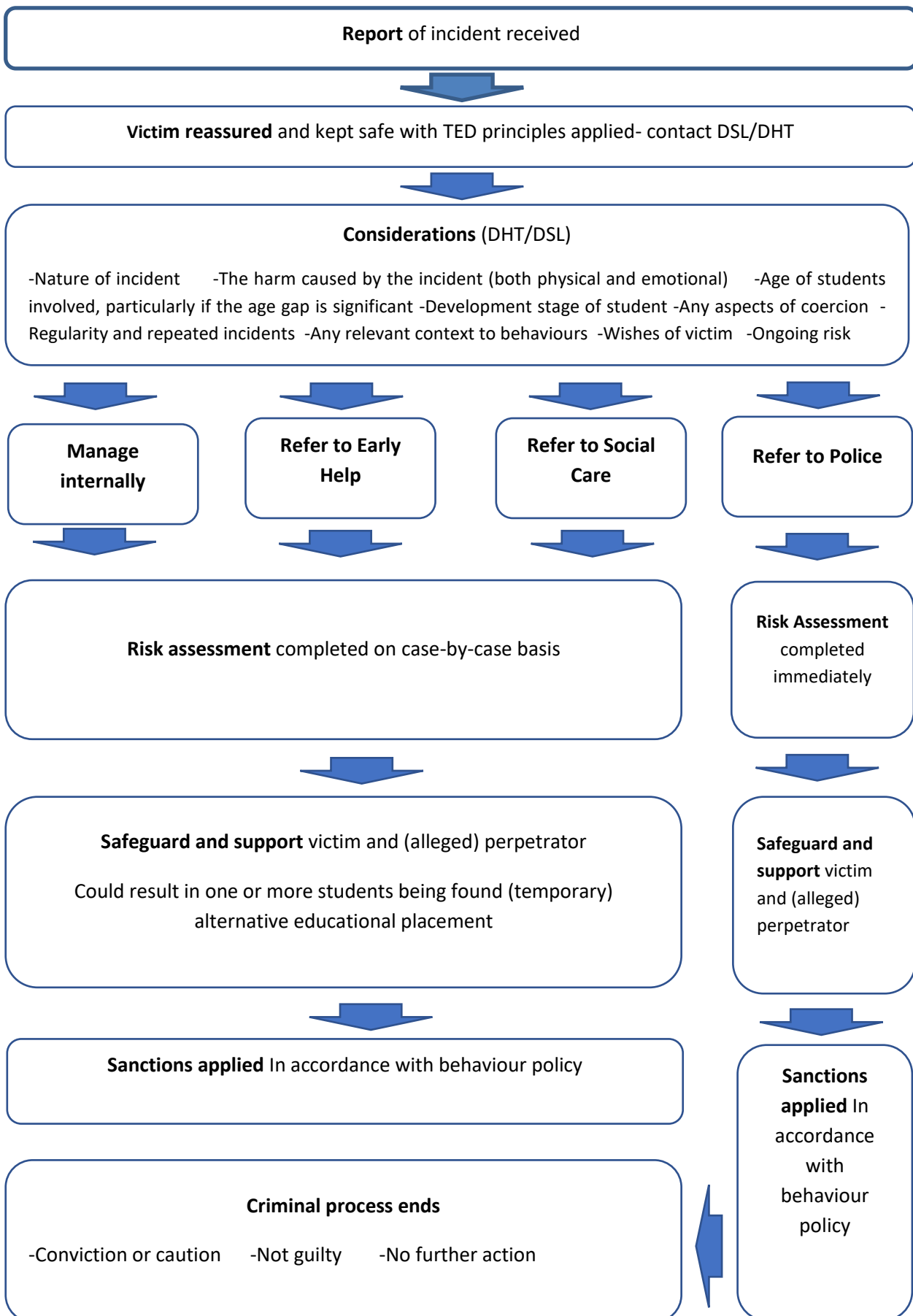
- Sexual comments, lewd comments, sexual stories, remarks about clothing, appearance and name calling;
- Sexual 'jokes' or taunting;
- Physical behaviour, such as: deliberate contact, interfering with clothing, displaying sexual images;
- Online sexual harassment, which might include: non-consensual sharing of images and videos (often referred to as sexting), inappropriate sexual comments on social media, exploitation, coercion and threats; and
- The deliberate creation and/or distribution of deep fake or AI images involving any member of the school community.

Sexual violence could include but is not limited to:

(When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003)

- Rape;
- Assault by Penetration;
- Sexual Assault; and
- Causing someone to engage in sexual activity without consent.

Queen Elizabeth’s School will follow the following process when incidents are reported.



Queen Elizabeth's School recognises that all reported cases will have a range of factors that will be considered, these include but are not limited to:

- Nature of incident;
- The harm caused by the incident (both physical and emotional);
- Age of students involved, particularly if the age gap is significant;
- Development stage of student;
- Any aspects of coercion;
- Regularity and repeated incidents;
- Any relevant context to behaviours;
- Wishes of victim; and
- Ongoing risk.

Queen Elizabeth's School will always aim to deal with incidents in a timely and sensitive manner. All reported incidents will be recorded and (where relevant) passed on to other agencies for support or further action.

Queen Elizabeth's School will apply the full range of sanctions available to any student responsible for sexual harassment or online sexual abuse. The application of any sanction is not dependent on any further actions from any other relevant agencies and will be applied in-line with the balance of probabilities principle.

Sanctions may include but are not limited to:

- Restorative meeting;
- Behaviour contract;
- Lesson removal;
- Host school Lesson removal;
- suspension;
- Managed move;
- Permanent exclusion; and
- Referral to social services or police.

Confidentiality and anonymity are very sensitive issues when dealing with allegations and cases of sexual harassment and online abuse. In all cases Queen Elizabeth's School will work in-line with safeguarding principles and in conjunction with any other relevant agencies to protect students. Ultimately, Queen Elizabeth's School will balance the victim's wishes with our duty to protect the victim and other students within the school setting. Any decisions made will be discussed with all concerned and handled sensitively.

## **6.0 Support**

We aim to support all our students to ensure that every child succeeds during their time at School. Where it becomes clear that a child is having on-going difficulties in managing their behaviour, there are a wide range of strategies which are used to support students. We will always consider whether continual disruptive behaviour is the result of an unmet special educational or other need/s and should we consider this to be the case, whether multi-agency assessment would be appropriate.

Every child is different, and all support is tailored to meet the needs of each individual, in recognition of that, what works for one child may not for another. Any student designated at risk of repeated sanctions, lesson removals and suspensions will have a Pupil Inclusion Map (PIM) which is a graduated response to supporting all students make positive behaviour choices.

## 7.0 Suspension

All suspensions are completed using the following statutory guidance:

<https://www.gov.uk/government/publications/school-exclusion>

We will endeavour to avoid suspension wherever possible. A decision to suspend is taken only in response to a breach of the school's behaviour policy, including persistent disruptive behaviour, or where such breaches are neither serious enough to merit permanent exclusion nor minor enough for detention, lesson removal, or lesson removal at host School to be appropriate. All suspensions are authorised by the Headteacher or designated representative or in their absence the next most senior member of staff.

Under exceptional circumstances a student may receive a suspension but if further investigation reveals more serious circumstances then a permanent exclusion may be issued.

All suspended students will be given some work to complete and may be expected to write a restorative letter apologising for their actions leading to the exclusion. As part of their reintegration students may be expected to spend some in lesson removal.

A re-integration meeting will take place at the earliest available time on the first day the student is to return to school. The reintegration meeting will aim to clarify next steps and discuss if any additional support is required. Failure to attend will result in the student remaining in lesson removal until the reintegration meeting can be held.

## 8.0 Permanent Exclusion (PEX)

A decision to exclude a student permanently should be taken only:

- a. in response to a serious breach or persistent breaches of the school's behaviour policy; **and**
- b. where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school

The act of setting off the fire alarm without good cause may lead to PEX, due to the huge disruption caused and potential harm to vulnerable students.

A serious breach of the school's policy may result in a PEX. The list below indicates the circumstances where a PEX may occur (at the discretion of the Headteacher) and includes, but is not limited to, the following:

- assault or attempted assault on staff;
- violent assault- including any form of filming, sharing and distribution;
- sexual assault, harassment or exploitation;
- drug-related activity/paraphernalia;
- criminal or terrorist activity;
- carrying a weapon or dangerous object;
- extremely dangerous/risky behaviour; and
- setting off the school fire alarm.

For detailed information on Permanent Exclusion please see TWMAT Exclusion policy.

## **9.0 Consistent Expectations**

Consistency is hard to achieve in any organisation, we recognise that it is key when creating an outstanding learning environment. Students are much less likely to push the boundaries if they know that what is expected of them will remain constant throughout the day; from one classroom to the next; one teacher to the next; one subject to the next; one year to the next.

This consistency will be applied to all issues relating to uniform. Students will be expected to follow the uniform policies at all times. If a student is unable to meet uniform expectations an alternative will be offered (if possible), refusal to accept the alternative will be viewed as defiance and the student may be placed in Lesson removal or IE until the issue is rectified.

## **10.0 Maintaining a Positive Learning Environment**

A positive learning environment is best maintained through the focus on and positive reinforcement of good behaviours and not through the confrontational challenge of negative behaviours. We recognise this through the effective use of our staged reward and sanctions systems.

Staff make a commitment to 'catch students being good' as often as possible and reinforce this through non-verbal and verbal acknowledgement and praise as well as using some of the more formal rewards available. Staff also make a commitment to deal indirectly with some negative behaviours in this fashion too. An off-task student can often be redirected through praise of a neighbouring student who is working and behaving appropriately. When staff do feel the need to resort to formal warnings and staged sanctions they are committed to doing so in a calm, non-confrontational and professional manner at all times.

## **11.0 Drugs**

The school will not tolerate drug possession, use or supply of any sort on school property or during off-site school activities. The school will sanction any student found to be supplying, possessing or taking drugs. This includes the possession, supply or misuse of solvents, vape fluids or other substances that can be harmful. Students may be permanently excluded if they are found to be involved in any drug-related incidents. Where controlled drugs are found, these will be delivered to the police as soon as possible but may be disposed of if the staff member thinks there is a good reason to do so.

## **12.0 Alcohol**

Consuming, carrying or supplying alcohol is strictly prohibited. Any student involved in any alcohol-related activity may be permanently excluded.

## **13.0 Medication**

Carrying, supplying or taking prescription medicines illegitimately could result in a permanent exclusion. We are aware that it may be necessary for some students to take medication during the school day. Parents/carers should complete an 'Administration of medicines in school' form and bring it together with the medication to student reception. This form authorises our first-aid trained staff, to dispense medication on their behalf. All medication brought into school by parents/carers is stored in a locked cabinet.

## **14.0 Smoking- including all forms of e-cigarette/vaping devices**

Smoking (including vaping), in all its forms, is detrimental to health, anti-social and not conducive to a safe school environment. We will apply this policy to any student who is seen smoking/vaping or we suspect of smoking/vaping. Any sanctions applied will consider the nature, location and frequency of the incident.

Smoking/vaping is not permitted anywhere on the school site.

## **15.0 Search and Confiscation**

The school follows government advice when confiscating items from students which is outlined in the document 'Searching, screening and confiscation. Advice for Headteachers, school staff and governing bodies.' July 2022.

[Searching, Screening and Confiscation \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

The school can confiscate any electronic items being used inappropriately on the premises such as mobile phones, etc. The school reserves the right to view, confiscate and delete any files deemed to be inappropriate that are brought on to the school site on electronic equipment e.g. photos on a mobile phone. In certain circumstances, we reserve the right to retain electronic data as evidence.

Students wearing any accessories or jewellery which do not follow the school uniform policy can expect to have these items confiscated. Any confiscated item will be logged and available for collection at the end of the school day. Where a student is unable to immediately rectify a uniform issue eg. Hair dye or false nails they will spend time in the lesson removal room until they are able to follow uniform expectations. In all cases parents will be informed and given the opportunity to rectify the issue.

Where students repeatedly break rules, they may be asked to hand in items at the beginning of each day to reduce unnecessary time wasting for teachers. Students may also be asked not to bring items to school at all eg. mobile phone and bag searches used to support this. For repeated offences of this nature parents will be asked to collect confiscated items. Where items have been previously returned to parents and have been brought again to school, they will be confiscated again and retained until the end of term. Where items are not collected the school will dispose of them at the end of every term.

Students with smoking/vaping materials, including electronic devices and fluid will have these confiscated and destroyed whether they are found to be smoking/vaping or not. They will also be issued with a sanction for bringing such materials on to the school premises. Students will also receive sanctions for smoking/vaping near the school, and if they are recognisable as a School Student on their way to and from school.

In certain instances, items will not be returned to students and will be disposed of by the school according to the guidance in the DfE document as above.

Students must not bring any of the items listed below on to the school premises. The school will automatically confiscate any of the items below and has the power to search students with or without consent. There may also be severe penalties for students with these items, including permanent exclusion. The following are some examples, but not limited to:

- Knives or weapons;
- Alcohol;
- Illegal drugs;

- Stolen items;
- Tobacco, filters and cigarette papers;
- Fireworks;
- Pornographic images;
- Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student). This would include: matches, lighters, 'legal highs', and laser pens;
- E-cigarettes/vapes/fluid;
- Fizzy drinks;
- Energy drinks;
- Hot water bottles;
- Pictures of staff or students taken without appropriate consent; and
- Medication which has not been accounted for under the medication policy.

School staff apply the following protocols when searching for or confiscating items. Searches will only be conducted by authorised staff members.

Search protocol - key points:

- a. Searches should only be carried out by a member of staff of the same gender as the student being searched. There MUST always be a witness – wherever possible a member of the same gender as the student.
- b. Always seek to gain consent of students to search their bags and ask them to empty their pockets. If they refuse, then please escort them to a safe place and inform SLT.
- c. Please ask students to empty their own pockets fully and allow you to look through their bag and any coat/jacket pockets.
- d. A metal detection device (non-contact) may be used if deemed appropriate.
- e. Anything found which you believe is inappropriate, regardless of whether it was what was being searched for, should be confiscated.
- f. Parents should be informed of anything found which is inappropriate.
- g. All searches should be logged.

## **16.0 Use of reasonable force**

The school is strongly against the use of reasonable force and other restrictive interventions against students and the advice to all staff is to seek support and advice in any situation before using reasonable force or other restrictive interventions. However, there may be instances where this is not possible due to the nature of the incident. The school and its staff will always endeavour to resolve situations without reasonable force and other restrictive interventions and to manage any situation calmly. The school follows the guidance below from the DFE: 'Use of and other restrictive interventions in schools Guidance for schools in England'. 2025

### **16.1 Who can use reasonable force**

All members of school staff have a legal power to use reasonable force in certain circumstances, these include:

- to prevent or stop a pupil from causing injury to themselves or others,
- committing a criminal offence,
- damaging property,

- or doing something that prejudices discipline at the school, whether during a teaching session or otherwise.

Examples of the above could include but are not limited to:

- removing disruptive children from the classroom where they have refused to follow a reasonable request to do so;
- preventing a student behaving in a way that disrupts a school event or a school trip or visit;
- preventing a student leaving the classroom where allowing the student to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- preventing a student from attacking a member of staff or another student, or to stop a fight; and
- restraining a student at risk of harming themselves through physical outbursts.

### **Unacceptable use of force**

School staff must never use force on a pupil for the purpose of punishment. Pupils should not be deliberately restrained in a way that affects their airway, breathing or circulation, for example by covering the mouth and/or nose or applying pressure to the neck region or abdomen.

Where needed, the pupil should receive a medical assessment and treatment for any injuries as soon as possible. For any form of restraint, including seated and standing, there is a risk of physical and psychological harm, and it should be avoided where possible.

### **17.0 Student conduct outside the school premises**

We aim to prepare students for a life beyond education. The School therefore reserves the right to apply all aspects of this policy to students recognisable as a Queen Elizabeth's School student (not just by their uniform) even if they are outside of the school grounds, or outside the usual hours of attendance, or using social media/online activity. What the law allows is laid out in the latest DFE Guidance [Behaviour in Schools](#).

Teachers have a statutory power to discipline students for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives Headteachers a specific statutory power to regulate students' behaviour in these circumstances "to such extent as is reasonable."

The School may apply sanctions to a student for any misbehaviour when the child is:

- taking part in any school-organised or school-related activity;
- travelling to or from school;
- wearing school uniform; and
- in some other way identifiable as a student at the school.

At any time, whether the conditions above apply, that:

- could have repercussions for the orderly running of the school;
- poses a threat to another student or member of the public; or
- could adversely affect the reputation of the school.

The School is committed to ensuring our students act as positive ambassadors for us. We expect the following:

- good order on transport to and from school, educational visits or other placements such as work experience or college courses;

- good behaviour on the way to and from school;
- positive behaviour which does not threaten the health and safety of our students, staff or members of the public;
- reassurance to members of the public about school care and control over students in order to protect the reputation of the school; and
- protection for individual staff and students from harmful conduct by students when not on the school site including online/social media.

The same behaviour expectations for students on the school premises apply to off-site behaviour.

### **17.1 Sanctions and disciplinary action as a result of poor behaviour off the school premises**

Sanctions may be given for poor behaviour off the school premises including online behaviour and use of social media which undermines any of the above expectations and regardless of whether it is an activity supervised directly by school staff. Sanctions may be in the form of detention, lesson removal, suspension or in very serious cases permanent exclusion. In issuing sanctions, the following will be considered:

- the severity of the incident;
- the extent to which the reputation of the school has been affected;
- whether students were directly identifiable as being members of the School;
- the extent to which the behaviour in question would have repercussions for the orderly running of the School and/or might pose a threat to another student or member of staff (e.g. bullying another student or insulting a member of staff);
- whether the misbehaviour was on the way to or from school, outside the school gates or in close proximity to the school; and
- whether the misbehaviour was whilst the students was on work experience, taking part in a course as part of a school program, participating in a sports event (and in any situation where the student is acting as an ambassador for the school) which might affect the chances of opportunities being offered to other students in the future.

### **18.0 Wilful and Accidental Damage**

Our approach is as follows:

- If damage is accidental, providing this is the first incident involving a particular student, there will be no charge levied on the student.
- If the damage is the result of reckless behaviour, e.g. running inside the building, throwing an object at a peer, etc. the school will levy a charge 50% of the total repair/replacement cost. The maximum charge will not exceed £150. The precise amount levied will depend upon the presence of any mitigating circumstances.
- Students causing accidental damage as a result of reckless behaviour will always be subject to sanctions that include remedial action (where appropriate) and/or detention and/or Lesson removal. Details of the incident will be placed on internal files.
- If the damage is the result of a willful act the school will consider whether there were any mitigating circumstances. Students causing willful damage (graffiti, vandalism, etc.) will face a charge of 100% of the total cost of repair or replacement. The maximum charge will not exceed £500. The precise amount levied will depend upon the presence of any mitigating circumstances.

Students causing wilful damage likely be subject to either internal or external exclusion. In every incident of wilful damage (where damage is estimated to cost over £25 to repair) the school will inform the Police. The school and the Police will work together to bring about a satisfactory resolution within the guidelines above. In extreme or repeated circumstances damage may be logged as a crime. The Police may also act as facilitator in acts of restorative justice that might include remedial work or conferencing with parents and other parties. Invoices will be raised by the Finance office and pursued to an appropriate solution. If payment is not forthcoming, a restorative measure of appropriate gravity should be imposed.

### **19.0 Behaviour of parents/carers**

We are passionately committed to building strong and positive relationships between the School and parents and carers. We are grateful for regular feedback from parents via questionnaires at parents' evenings and on a day-to-day basis. Staff emails are made available to allow efficient communication between parents/carers and school. Staff liaise closely with parents to support effective transition into the school.

All members of our School community will do everything they can to support all students, parents and carers, communicating professionally at all times.

The School has a duty to ensure staff work in a positive environment free from any form of harassment or intimidation. To this end the school will take firm action against any parents who behave inappropriately towards the school or any members of staff this includes the use of banning orders or specifying specific mechanisms of communication.

The School deems any form of aggression or threat either physical or verbal, rudeness and malicious accusations as inappropriate, and this includes all forms of communication including emails and social media.

As a response to inappropriate behaviour by a parent/carer the Headteacher may place a temporary ban on a parent entering the school site or specify specific forms of communication to be used, putting in writing the reasons for the ban or details of mechanisms for communication and giving the parent an opportunity to respond. A Governing Body Sub-committee will be convened (consisting of 3 Governors) to review the Head's decision, and parents will be able to share their views in writing but will not be invited to the hearing. The Governors' Hearing will decide if a ban or limitations on communications should remain in place and decide on the appropriate timescale for these, giving a specific date at which they will be reviewed.

### **20.0 Allegations against staff**

The School has a clear Complaints Policy, which is published on its website, and encourages parents/carers to use this as necessary.

The School should not automatically suspend a member of staff who has been accused of misconduct, pending an investigation, but the Headteacher should draw on advice given in 'Dealing with Allegations of Abuse against Teachers and Other Staff' guidance.

Parents and carers should also be aware of the prohibition on reporting or publishing allegations about teachers in section 141F of the Education Act 2002. If parents or carers wish to apply to the court to have reporting restrictions removed, they should seek legal advice. If we are made aware of any inappropriate comments we will report these to the relevant authorities for immediate action to be taken. Publishing allegations should be taken to include publication online or on social media such as Facebook.

All allegations against staff will be investigated in line with the School's relevant policy and all complaints have the potential for consequences for the staff concerned.

### **20.1 Malicious/false allegations**

Where it is concluded that a student has made a malicious allegation against a member of staff the school sanctions will be applied in a way that the school considers to be proportionate to the severity of the allegation made and its potential impact on the member of staff concerned. Mitigating and aggravating factors will be examined closely, for example: the nature of the allegation or length of time for which the allegation was sustained. In some cases it will be appropriate to use restorative justice as a tool for supporting students to understand the consequences of their behaviour. The sanctions for malicious allegations could include lesson removal, internal exclusion, suspension and permanent exclusion.

### **21.0 Complaints**

The school has a complaints procedure. We encourage parents/carers to take any complaints or concerns to a staff member or the Headteacher and the school will do everything within its power to help resolve conflict or complaints swiftly and effectively. For details of the full complaints procedure see our **School Complaints Policy**. For information on complaints relating to exclusions, see the **School Exclusions Policy**. **Both of these policies are available to download from our website.**

### **Appendix**

Our approach is underpinned by the following research and recommendations:

- Paul Dix: behaviour specialist, author, education reformer and advisor who promotes transformational relational behaviour practice in schools  
[https://educationendowmentfoundation.org.uk/public/files/Publications/Behaviour/EEF\\_Improving\\_behaviour\\_in\\_schools\\_Report.pdf](https://educationendowmentfoundation.org.uk/public/files/Publications/Behaviour/EEF_Improving_behaviour_in_schools_Report.pdf)
- [Tom Bennett- Creating the Culture](#)
- [Behaviour Hubs- research practice](#)
- [Porter 2007](#)
- [Equality Act 2010](#)
- [Lemov- TLAC 2011](#)
- [Trauma Informed Practice](#)
- [EEF- Improving Behaviour in Schools](#)
- [Rogers 2015](#)
- [Dix 2017](#)
- [Scott 2017](#)
- [Babcock- Guidance for Developing Relational Practice and Policy](#)