



Queen  
Elizabeth's  
— ACADEMY —

# Behaviour Policy

“Life in all its fullness” (John 10:10) means respecting everyone equally.

This policy, along with associated documents, ensures that students are kept safe, happy, confident and respected, putting learning first.

Process and Signatures		
	Who	Date
Presented by	DPL	September 2017 Pending Govs

**Policy Dated:** September 2017  
**Review Date:** September 2018

## **Behaviour Policy 2017-18**

### **“Life in all its fullness”**

We want all our pupils to be rounded, resilient individuals who are respectful of themselves and others and seek to achieve the best possible outcome for their future. To do this we encourage independence, citizenship and aspiration. This is worked on not only in lessons but through pastoral activities, expectations around behaviour, assembly, celebration of success and use of rewards, role modelling by pupils with areas of responsibility and by all staff.

### **“Life in all its fullness”**

#### **We aim to provide:**

- A secure, happy and caring community for all members of the Academy
- A confident understanding of the basic British values of individual liberty, respect, rule of law, tolerance and democracy
- Help for all individuals regardless of their race, gender or disability to acquire the skills and knowledge needed to achieve their fullest potential in a rapidly changing world
- An understanding of, and respect for, a wide range of religious values, languages and cultural traditions
- An environment that encourages positive parental and community involvement
- To promote healthy lifestyles
- A curriculum that meets the widest spectrum of pupil needs
- Encouragement of an enjoyment for life-long learning
- A curriculum that is stimulating, broad, balanced, innovative and creative
- A learning environment that encourages individuals to take responsibility for their own learning
- Opportunities to celebrate achievement

#### **Structure of the Pastoral system**

At QEA we have 4 Houses, Chappell, Dodsley, Flogan and Sterne. Each House is made up of 4 or 5 forms. These are vertical. Each House is led by a Head of House who serves as the primary conduit for House business. Tutors meet their Forms daily and are the first port of call for student specific concerns. They meet again Wednesday period 6 for a full session with a SMSC/CEIAG focus.

#### **We expect students to:**

- Arrive in the Academy and at lessons punctually and prepared to learn. Any student who arrives late to the Academy or lessons will be sanctioned and may be required to undertake a House detention
- Bring appropriate equipment
- Wear uniform correctly
- All students are expected to be polite, courteous, respectful to everyone at Holgate and to comply with reasonable requests or instructions made by staff on the first time of asking
- Students are expected to have regard for their own safety and that of others

- QEA provides a secure and safe environment for students who are expected to remain on site throughout the Academy day.

## **Strategies for managing behaviour**

### **The basic principles for Behaviour Management**

- a) Rewards – our leading principle- based around positive points
- b) Sanctions- negative points, isolation and detentions for unacceptable behaviour
- c) Identifying and not tolerating any behaviour that is anti-social, dangerous or harmful AND is deemed as impacting on learning within the Academy
- d) Implementing strategies to deal appropriately with poor behaviour- first through faculty then the pastoral teams
- e) All staff to consistently apply the Praise and Consequence Pathways- keeping full records on SIMS

### **Rewards**

Rewards are a key element in encouraging pupils to work hard, be great citizens and support one another. We aim for a reward to sanction ration of 15:1. Staff can reward pupils in a range of ways.

- Verbal praise (individual and public)
- Written praise
- Postcards home
- Comments in books, on work and recorded on SIMS
- Trips and activities
- Awarding of certificates-
  - Department/Department Awards
  - Rewards Evenings- 3x year
  - Success boards
  - Display of students' work
  - Bronze, silver, gold, platinum VIP club and associated privileges

### **Positive Points:**

The use of plus points are key to motivation and the Reward system. They can be awarded for a wide range of reasons.

- ✓ Homework
- ✓ Uniform and Equipment
- ✓ Work
- ✓ Attendance
- ✓ Punctuality

## **Support Structures**

- Form Tutors
- Counselling
- Progress Centre and SEN(d) support
- Head of House
- School Nurse
- Outside Agencies- including MAP
- Parental Involvement
- Behaviour Reports
- Inclusion Strategies
- Intervention Strategies
- Alternative Provision

## **What constitutes concerning behaviour:**

- Smoking and/or possession of tobacco products
- Substance abuse
- Possession and/or consumption of alcohol
- Repeated non co-operation
- Disruption to learning
- Physical assault
- Fighting
- Incitement
- Bullying, including cyber bullying
- Vandalism
- Verbal assault
- Racist behaviour
- Swearing or use of inappropriate language
- Sexual abuse and harassment
- Extortion
- Theft
- Misuse of electronic devices (including cameras and smartphones)
- Bringing firearms or imitation firearms to Academy
- Bringing knives, clubs or other offensive weapons to Academy
- Bringing the Academy into disrepute
- Inappropriate use of internet or social media
- Possession of pornographic and inappropriate materials
- Dangerous behaviour
- Anti-social behaviour
- Truancy from Academy
- Truancy from lessons
- Lateness to lessons
- Leaving the Academy site without permission
- Eating outside of designated areas
- Disruption during social time
- Breach of Academy uniform standards
- Insolence and bad manners

- Inappropriate Possession/use of aerosols

### **Consequence Pathway**

**The Consequence Pathway is the step-by-step guide to practical application in the classroom and during social time of our Code of Conduct and expectations. SEE APPENDIX DOCUMENTS**

C1. Verbal warning- visual cue, name on board

C2. -5 recorded on SIMS- and indicate on a board in the classroom

C3. If poor behaviour continues and lesson is disrupted then student removed.

Complete the appropriate slip and the student to report to the C3 room promptly.

#### **Actions following a C3:**

- Record incident on SIMS
- Phone call home to inform parent/carer of the incident, record on SIMS
- Fresh start for student next lesson

Refusal of Faculty Isolation: if a student refuses to go to Faculty Isolation or fails to arrive at Faculty Isolation. The C4 should be served on the next day so as the sanction is clearly connected to the poor behaviour.

#### **Home Contact:**

Home contact must always be made following a C3 incident. This needs to be logged on SIMS

### **C4**

#### **C4 offences:**

- Refusal to enter a Faculty Isolation (C3)
- Poor behaviour in a Faculty Isolation
- Senior Leaders & House Leaders can place students in C4 under other circumstances such as assault, damage to Academy property and so on. This could be over an extended period as an alternative to a FTE.

#### **AER- Alternative to Exclusion Room**

- AER will open at 9am
- AER will run till 4pm.
- Lunchtime will be spent on the AER lunch table in the canteen with SLT. Despite being in the phone zone, students are not permitted to use mobile or other devices. Period 4 AER staff will deliver the students to the canteen and handover to SLT member.
- Students will work from their knowledge organisers or in the event that work is complete, from the textbooks in the room.

- Y11 students will NOT spend full days in the AER to avoid lost learning at this critical time- SLT detention as an alternative.
- Guidance for AER rules is displayed on the walls.

### Sanctions and support that sit outside the basic framework

	Faculty Action	House Action
1	Removal of social times	Mediation: House Leader(HoH), student Class teacher
2	Faculty Leader (FL) meets with student	Parent meeting
3	Faculty Report	Report
4	Mediation: FL/Senior Leader link- Student, Class teacher	Removal of social times
5	Parent meeting with behaviour plan an SMART targets	Lesson drop in
6	Class change	Population change
7	Population change	Reduced Time Table- with SMART targets set
8	SEND support	Referral to external agencies
9	Referral to House Leader	Referral Senior Leader
	<i>All to be recorded on SIMS</i>	<i>All to be recorded on SIMS</i>

### Reasonable Adjustment

Reasonable Adjustment of sanctions will be made to meet the specific needs of SEND students. This is done a case-by-case basis and is determined by the HoH, SLT, SENDCo.

### C5

C5- Fixed Term Exclusion (FTE) to be used as a last resort once all other avenues explored. Pastoral admin to then phone parent/carers to inform of the FTE and log on the FTE tracking document. Senior Leadership to conduct all readmissions completing PESP.

### Permanent Exclusion

A permanent exclusion is an extremely serious sanction, and a step taken by the Academy only as an absolute last resort, in most cases, permanent exclusions will only be used after various alternative strategies have been tried to improve behaviour but have been unsuccessful. There are however, some situations in which permanent exclusion on the first offence is the only option. These include:

- Serious, actual or threatened violence against student or staff
- Sexual abuse or assault
- Supplying an illegal drug
- Carrying an offensive weapon
- Arson

## **Reviewing an exclusion**

Parents/ carers have the right to make representations about the decision to exclude, to the Governors. If they wish to do so, they should write to the Chair of Governors, Mr Peter Mabbott via the Academy.

The governing body will meet in all cases of permanent exclusion, as well as any fixed term exclusion that would lead to a student being excluded for more than 15 days of an Academy term or missing a public exam.

The parents will be invited to the meeting and are entitled to bring a friend or legal representative with them. Students concerned are encouraged to attend and take part in the process.

Parents will be notified of the outcome of the review meeting in writing. The outcome will be either to:

- a) uphold the exclusion
- b) reinstate the student

Following the meeting, parents have the right to ask an independent review panel to review the decision not to reinstate a permanently excluded student. Details of this process will be given to parents following the exclusion meeting.

## **During an Exclusion**

For the first five days of any type of exclusion the student should complete work from their knowledge organisers under parental supervision. From the sixth day onwards, the Academy will arrange alternative provision for education. If the exclusion is permanent, the LA will arrange for this provision having assessed the needs of the child.

## **Conclusion**

Our overriding aim is to work with parents/ carers and other agencies to find ways of modifying students' behaviour, so that the whole Academy community can be safe and successful. Our priority is that the climate in the classroom and around the Academy is calm and positive so that young people can learn effectively.

## **General Behaviour Observations**

### **Behaviour before and after the Academy day**

On an Academy day, every student is an ambassador for the Academy on their journeys to and from the Academy and students are expected to observe the basic principles of the behaviour policy and the Academy's code of conduct. In situations where students have brought the Academy into disrepute, sanctions will be applied.

Additional consideration needs to be given to the following:

- Students should be respectful and polite to members of the local community
- Students should act in a socially responsible manner
- Students must not harass, abuse, or assault other students or members of the community
- Students should not damage public and private property
- Students should not drop litter
- During after-Academy events on the Academy site, the behaviour policy is in full effect. Poor behaviour can result in sanctions being applied, in addition to being prohibited from attending subsequent extra-curricular activities.
- When representing the Academy in sporting or other activities and at other venues, students should conduct themselves within the full spirit of the Code of Conduct, remembering that they are ambassadors for the Academy.

### **Student Behaviour on Buses**

The above policy applies equally when travelling to and from Academy by public service buses.

**Most** buses are equipped with CCTV and recordings of dangerous, unsafe, or unacceptable behaviour can be used as evidence to inform action when necessary. Any reported incidents will be investigated, regardless of the availability of CCTV evidence.

All students should respect the health and safety of themselves and other passengers on the bus.

While travelling, all students:

- Must not be abusive or disrespectful towards the driver or other passengers
- Must remain seated (or stand still if there are no available seats)
- Must not harm each other, verbally or physically
- Must not interfere with each other's property
- Must not damage the bus
- Must not litter the bus
- Must not smoke
- Must not use aerosols
- Must not use any combustible materials
- Must not throw objects in the bus or out of the bus
- Must not shout abuse out of the windows or make offensive gestures

### **Vandalism Policy**

- Any **deliberate** damage or destruction of Academy property or Academy buildings/ environment is viewed as an act of vandalism.
- In cases of vandalism, the normal sanctions operated by the Academy will be applied, from a detention to a permanent exclusion, according to the extent of the damage caused and its context.



- In addition to the above sanctions the cost of the repair/replacement of the damaged property/building will be charged to the student's parents.
- In cases of serious vandalism, the Academy may involve the appropriate authorities to pursue prosecution of the individual(s) concerned.
- In addition to vandalism, any damage or destruction of Academy property or Academy buildings or environment caused incidentally through inappropriate, dangerous or anti-social behaviour will be viewed very seriously and subject to the same action as in Item 1 or 2 above.

### **Anti-Smoking Policy**

- The Academy is committed to the health and safety of all of its students and staff and will take action to safeguard and promote their well-being.
- The Academy prohibits the use of tobacco, and the supply of these substances, by all members of the Academy community.
- The Academy has a duty to inform and educate young people on the consequences of tobacco use as part of its concern for their welfare.
- **Smoking is not allowed:**
  - **on the Academy site**
  - **in the vicinity of the Academy**
- Students are not permitted to bring tobacco, tobacco products, matches, lighters or any equipment for the purpose of smoking onto the Academy site; this does include e. cigarettes. This applies to all students.
- Any student found in possession of illegal tobacco products will have them confiscated and destroyed. Any student refusing to co-operate with confiscation will incur appropriate sanctions.
- Any student supplying illegal tobacco products on the Academy site or during an off-site Academy activity will incur appropriate sanctions.
- If found smoking on the Academy site or in the vicinity of the Academy, appropriate sanctions will be applied.

### **Behaviour off-site Policy**

- The object of this policy is to ensure the safety of the students at all times that they are in the care of the Academy.
- Under no circumstances should Y7-11 students leave the Academy site during the course of the day without permission.
- On Academy-organised trip, all students and staff follow the Academy's behaviour policy.

### **Confiscation of Items**

All staff have the legal right to confiscate certain items that are not allowed in the Academy. These include:

- an item that poses a threat to others
- an item that poses a threat to good order for learning
- an item that is against Academy uniform rules
- an item that poses a health or safety threat
- an item which is counter to the ethos of the Academy
- an item which is illegal for a child to have

In the majority of cases, confiscated items could be collected at the end of the day. In some cases, however, it will be appropriate to retain items for longer. Such cases would include:

- Items of no material or emotional value that may simply be disposed of.
- Items of value which the student should not have brought to the Academy, or has misused in some way, might, if the Academy judges this appropriate and reasonable, be stored safely at the Academy until a responsible family adult can come to retrieve them.
- Other items which the student should not have had in their possession, particularly of an unlawful or hazardous nature, may be given by the Academy to an external agency for disposal or further action as necessary.

### **Staff Searching Students**

Staff have the legal right to search students within the following guidelines:

- Two members of staff working together can instruct students to turn out their pockets or their bags. Students and their possessions can be searched with or without the student's consent.
- The Exec Principal / Principal can authorise a search of student or their possessions (including bags or lockers) for weapons and drugs by a member of the Senior Leadership Team.
- Gender appropriate searches will be conducted.

### **Detention Policy**

If a student is issued with 20 or more negative points in a week they will be issued with a 30 minute after school detention. If a student is issued with 30 or more negative points in a week they will be issued with a 1 hour after school detention. This will take place on a Wednesday. If a student is issued with a detention parent/carers will be contacted by school.

If a student fails to attend the detention then they will be issued with an Senior Detention for 2 hours the following Friday. Academy staff will contact parent/carers to inform them of the Senior Detention.

If a student fails to attend the Senior Detention then:

Y7-10- day in AER

Y11- Parent meeting and rescheduled detention

### **Entry and Exit Policy**

In order to facilitate a business like start/end to lessons there are some clear expectations for pupils that all staff apply.

#### **Entry to lessons**

- ✓ Students to enter classroom in an orderly manner
- ✓ Students to take out their basic equipment, take outdoor clothing off and attempt ready to learn activity. An activity must be provided for students to work on independently at the start of each lesson
- ✓ Teacher to take the register within first 5 minutes

#### **Exit from lessons**

- ✓ Students to tidy away their equipment and follow staff instructions for handing back materials
- ✓ Students to quietly stand behind their chairs and wait to be dismissed, table by table/row by row
- ✓ Students to leave the room/block in an orderly manner

### **Assemblies**

#### **Entry**

- ✓ Students to arrive at form room promptly, leaving coats and bags in the room
- ✓ Tutor to take the register
- ✓ Tutor to lead group to assembly in an orderly manner
- ✓ Tutor to lead group into assembly and sit/stand with form group, ensuring silence

#### **Exit**

- ✓ Dismissed row by row- one from the front out the front side door, one from the back through the back side door.

### **Other Related documents:**

- Consequences Pathway posters (x2)
- Praise Pathway poster
- QEA Way for Students
- Consequences Pathway in Action document

### **Other Related Policies:**

- Uniform- details on website
- Anti-Bullying- see specific policy
- Safeguarding- see specific policy
- Trips- see specific policy

**Complaints Procedure- see website**

Contact the Chair of Governors, Mr P Mabbott