

Behaviour – appendix

Queen Elizabeth's Academy

September 2022

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Associated documents:			
Praise Pathway Corrections Pathway			
Links to:			
https://www.diverseacademies.org.uk/wp-content/uploads/sites/25/2019/08/Behaviour.pdf Behaviour-Covid-19-Appendix.pdf https://www.diverseacademies.org.uk/wp-content/uploads/sites/25/2020/02/Exclusions.pdf			

Inspired by **Luke 10:29 – 37** we give our all to all in appreciation to God who gave his all in Jesus, offering learning without boundaries and care without limits so that all our students can experience 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, assemblies/collective worship, celebration of success and use of rewards, role modelling by pupils with areas of responsibility and by all staff. Our students and staff delight in experiencing “life in all its fullness” and always aim to “give their all to all” to ensure they are “the best version of themselves.”

“Care without limits”

We aim to provide:

- A secure, happy and caring community in which all members of the Academy flourish.
- A confident understanding of the British and Christian values of individual liberty, respect, rule of law, tolerance, democracy and forgiveness.
- Help for all individuals regardless of their race, gender or disability to acquire the knowledge, skills and wisdom needed to achieve their fullest potential in a rapidly changing world.
- An understanding of, and respect for our Christian distinctiveness, as well as a wide range of religious values, languages and cultural traditions.
- A hospitable community environment that encourages positive parental and stakeholder involvement
- A curriculum that develops wisdom, knowledge and well-being
- A learning environment that develops perseverance, patience and gratitude.
- Opportunities to celebrate achievement and reward students for making positive choices

Structure of the Pastoral System

On entry in September students are tutored in year groups (horizontal) with between 5 & 6 tutor groups per year. A Head of Year will oversee all tutor groups in the Year group, and they will serve as the primary conduit for Year business. Whilst students are tutored in this manner, they will also be allocated a 'House' for an added sense of identity and competition activities. At QEA we have 4 Houses: Chappell, Dodsley, Flogan and Sterne. The Vice Principal for Culture oversees the strategic direction of the Heads of Year.

Tutors meet their tutor groups daily and follow a Pastoral curriculum as well as having collective worship which links to our core values, along with a pastoral focussed session or small group chaplaincy focussed discussions. Tutors are the first port of call for student specific concerns.

We expect students to follow the QEA way by:

- Arriving at the Academy and to lessons punctually and prepared to learn. Any student who arrives late to the Academy or lessons will be issued with a 'correction' and contact with home will be made/ detention issued
- Bringing appropriate equipment
- Wearing uniform correctly
- Being polite, courteous, respectful to everyone at Queen Elizabeth's and to comply with reasonable requests or instructions made by staff on the first time of asking
- Having regard for their own safety and that of others
- Remaining on site throughout the Academy day as QEA provides a secure and safe environment for students

Strategies for Managing Behaviour

The basic principles for Behaviour Management

- a) Rewards – our leading principle-based around positive points
- b) Corrections- negative points, pre-ex and detentions for unacceptable behaviour
- c) Identifying and not tolerating any behaviour that is antisocial, dangerous or harmful AND is deemed as impacting on learning within the Academy - "Not OK at QEA"
- d) Implementing strategies to deal appropriately with undesirable behaviour-first through faculty then the pastoral teams
- e) All staff to consistently apply the Praise and Corrections Pathways- keeping full records on SIMS

There is an understanding that staff follow this through the Culture Non Negotiables:

Staff role model the high expectations of the QEA way by embedding and reinforcing consistent routines that shape students behaviours.

Staff monitor and challenge students who do not comply with the QEA way through consistent tracking (SIMS and Graduated Response Pathway) and communicating with key stakeholders (Parents, HOF's, Tutor, HOY)

Staff monitor attendance daily and communicate attendance weekly to students. Students know their attendance and why attending school every day contributes to their success.

Staff form supportive and positive relationships with pupils by praising, celebrating effort, sharing success and establishing an environment where pupils believe their feelings will be listened to and understood.

Staff hold the pastoral curriculum in the same high regard as the academic curriculum and communicate key messages during tutor time.

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 correction ratio of 15:1. Staff can reward pupils in a range of ways.

- Verbal praise (individual and public)
- Written praise
- Golden tickets
- Postcards home
- Comments in books, on work and recorded on SIMS
- Positive phone calls
- Star of the week (Tutor, HOY, HOF, SLT)
- Lunch celebrations
- Trips/activities
- Celebration assemblies
- Certificates at awards evening

Positive Points:

The use of Praise (plus) points is key to motivation and the Reward system. They can be awarded for a wide range of reasons:-

- Good effort/contributing verbally to a lesson
- Working on/above target
- Homework
- Uniform and Equipment
- Effort within Work
- Attendance
- Punctuality
- Core Values

These will be recorded by the member of staff on Sims.

See Praise Pathway appendix

Golden Ticket: Students can also be rewarded with a 'Golden Ticket' (one student per lesson) for demonstrating an action which the teacher deems to be 'above and beyond' the expected. This could be for a piece of work/act of kindness etc.

Support Structures

- Tutors
- PLC and SEN department
- Head of Faculty
- Head of Year
- Outside Agencies
- School Counsellor
- Culture Team
- Behaviour Mentors
- Behaviour Reports
- Inclusion Strategies
- Intervention Strategies
- Intervention Room
- Alternative Provision

What constitutes concerning behaviour:

- Smoking (including e-cigarettes) 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
- Insolence and bad manner

Corrections Pathway

The Corrections Pathway is the step-by-step guide to practical application in the classroom and during social time of our Code of Conduct and expectations; The QEA Way.

C1. Verbal warning- visual cue, name on the board

C2. Recorded on SIMS- and visual cue indicated on the board in the classroom

C3. If poor behaviour continues and the lesson is disrupted, then the student will be removed to the Removal Room.

The student in receipt of a C3 reports to the Removal Room promptly. When in the Removal Room students will work with the Culture Team to complete 'Breaking Down Barriers' work. This is to help the student to understand why they have been removed from the classroom and how they could have made more positive choices about their behaviour within the lesson.

Actions following a C3:

- Record incident on SIMS
- Phone call home to inform parent/carer of the incident
- Detention issued for lunchtime the next day
- Fresh start for student next lesson
- Failure to turn up to the lunchtime detention means a Wednesday SLT detention for 45 minutes

Repeated C3s will result in a sanction in Pre-ex:

X 2 C3s in a day

X3 C3s in a week

X5 C3s in a half term

*If a student continues to get C3's, respite at other schools will be used as a sanction above pre-ex

Home Contact:

Home contact must always be made following a C3+ incident by the member of staff issuing the correction. This needs to be logged on SIMS.

Detention Policy

A student can be issued with a 30 minute lunch detention for a range of reasons – including C3's and lateness to school/lessons. This will take place on the day after the incident. Parents will not be contacted about this as they will already have received communication of the C3 or lateness from the member of staff issuing the sanction.

If a student fails to attend the lunch detention, they will then be issued with a SLT detention for 45 minutes on a Wednesday after school. Academy staff will contact parents/carers to inform them of the SLT detention.

If a student fails to attend the SLT detention, then Pre Ex will be issued and parents/carers will be invited into the academy for a meeting.

C4 Refusal Offences: Refusal of Removal Room: if a student refuses to go to Removal Room or fails to arrive at Removal Room and/or disrupts the isolation room a C4 will be issued - this may well then be followed by an additional sanction of isolation in Pre-ex.

C4 Truancy: If a student truants a lesson, they will be issued with a C4 truancy. One C4 truancy will result in the removal of a lunchtime the next day. If truancy persists, this will be followed by an additional sanction of isolation in Pre – ex.

Pre-Ex Isolation

If a student is placed in Pre-Ex, they will be isolated with their tutor for the day. They will complete a pre ex work booklet which has work from each subject mirroring the 5 year plan of each subject.

Students will be taken to the Removal Room by their tutor for Break and Lunch.

If a student spends an extended amount of time in Pre-Ex they will have the opportunity to join their lessons via Microsoft Teams.

Parents/Carers will be informed by a phone call from the relevant Head of Year regarding this correction and the call will be logged on sims.

Sanctions and support that sit outside the basic framework

	Faculty Action	Pastoral Action
1	Removal of social times - subject detention	Mediation: Head of Year, Student Class teacher
2	Head of Faculty (HoF) meets with student/parent	Parent meeting (Tutor/HoY)
3	Faculty Report	Behaviour Report – to mentor
4	Mediation: HoF/Senior Leader link- Student, Class teacher	Removal of social times - logged on sims and taken to the Removal Room
5	Lesson Drop In – Hotspot Timetable	Lesson Drop In – Hotspot Timetable
6	Class change	Population change
7	Population change	Personalised Learning Pathway- with SMART targets set
8	SEND support	Referral to external agencies
9	Referral to Head of Year	Referral Senior Leader – SLT Link
	<i>All to be recorded on SIMS</i>	<i>All to be recorded on SIMS</i>

Reasonable Adjustment

Reasonable adjustment of sanctions/corrections will be made to meet the specific needs of SEND students. This is done on a case-by-case basis and is determined by the HoY/ SLT and SENCo.

C5

C5- Physical and Verbal

Staff can log a C5 for students who verbally or physically assault someone or fight. The sanction of this is decided by HOY and SLT lead for BA following an investigation of the incident. Extended Pre-Ex, FTE's and/or Respite will be used as a sanction for these occasions.

Fixed Term Exclusions (FTE's) are to be used as a last resort once all other avenues have been explored, including a respite or managed move at another local school (restrictions allowing). The Head of Year/SLT will contact parent/carers to inform them of the FTE and the FTE will be logged on Sims. The Senior Leadership Team/HOY will conduct readmission meetings into the Academy following a FTE - this will primarily be the HOY and VP in charge of Behaviour and Attitudes.

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 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. 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

Each 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 (QEA Way). In situations where students have brought the Academy into disrepute, sanctions/corrections 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/School Mini-Bus

The above policy applies equally when travelling to and from the Academy by either public service bus/or the Academy Mini-Bus

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

Any **deliberate** damage or destruction of Academy property or Academy buildings/ environment is regarded 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 outlined 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 cigarettes, E-cigarettes and 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.

Any student refusing to co-operate with confiscation will incur appropriate corrections.

Any student supplying illegal tobacco products on the Academy site or during an off-site Academy activity will incur appropriate corrections.

If found smoking on the Academy site or in the vicinity of the Academy, appropriate corrections will be applied.

Behaviour off-site policy

The object of this policy is to always ensure the safety of the students in the care of the Academy. Under no circumstances should Y7-11 students leave the Academy site during 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 e.g., Mobile phones. 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 Principal can authorise a search of student or their possessions (including bags) for weapons and drugs by a member of the Senior Leadership Team.
- Gender appropriate searches will be conducted.

Entry and Exit to Classrooms Policy

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

Entry to lessons

- Students line up outside of classrooms and wait to enter in an orderly manner having been met by the teacher
- Students to take out their basic equipment, including their knowledge organiser and remove outdoor clothing (coats/jackets).
- A knowledge retrieval activity must be provided for students to work on at the start of each lesson
- The teacher will take the register within first 5 minutes- pupils respond "yes Miss/Sir"

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 by the teacher, table by table/row by row
- Students to leave the room/block in an orderly manner

Assemblies/Collective Worship

Entry

- Students to arrive at their tutor room promptly, leaving coats and bags in the room
- Tutor to take the register
- Tutor to lead group to assembly/collective worship in an orderly manner
- Main hall - entry is through the front side door
- Elizabethan Hall entry is via the doors near the DT block
- 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 middle side door if in the main hall.
- In the Elizabethan Hall, exit will be via the doors near to the DT block, beginning with the back row first

Other Related Documents:

- Corrections Pathway posters
- Praise Pathway poster
- QEA Way

Other Related Policies:

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

Complaints Procedure- see website for further details