



Queen Elizabeth Grammar School

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Author/Lead Job Title	Jim Palin, Deputy Head Richard Thompson, Director of Junior Section (QEGS Deputy Head from January 2025)
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Checker Person Name / Title	Alistair McKinlay, Chair of GEC
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CHANGE RECORD

Version	Date	Change details
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QEGS Behaviour Policy

1. Introduction

This policy is intended to set out the standards to which we aspire and which we expect all of our pupils to achieve. They apply both inside and outside School. For example, they will apply to all pupils who represent the School away from the site whilst undertaking educational visits and sporting engagements, and they also apply to their behaviour on the journey to and from School. It is also important to understand that they can apply at any time, for example at the weekend or during school holidays, particularly where the behaviour has an impact on any member of the school community or has the potential to damage the reputation of the School. They apply to all pupils, regardless of age and are intended to be positive in their purpose and to guide and encourage each pupil to conduct themselves appropriately.

The positive attitude and behaviour of pupils and staff underpins the quality of the community that we operate in.

Any breach of the School Rules, as shown in the school diary and appendix 1, may lead to the pupil in question being subject to disciplinary measures. Such measures range from traditional and minor punishments, such as missing a break or lunch at Key Stage 2 or catching up on outstanding school work, through to more serious sanctions such as detentions, suspensions (Fixed Term Exclusions) or Permanent Exclusion, depending upon the nature and seriousness of the breach of discipline which has occurred.

Sanctions used through the Key Stages, as well as being matched to the incident that has occurred, will also reflect the age of the child. This means that a pupil involved in unkindness towards another pupil may miss a break in Key Stage 2, but could serve an after school detention in Key Stage 3 for similar or identical behaviour; the important principle here is one of pupils taking increasing responsibility for, and understanding of, their own actions and in particular the consequences for others.

However, in the vast majority of cases, the starting point is a teacher or other member of staff explaining clearly to a pupil what they have done wrong, how it does not fit in with our School Values, why it isn't appropriate, and, where necessary, how they should behave in the future. An important part of this discussion should be the potential consequences of their actions for others, not just themselves. Pupils will make mistakes, and need to be allowed to learn from them and demonstrate improvement. In some cases this may also require a sanction, in others an explanation of what is required, and why, may be adequate.

2. Policy Aims

- To enable all pupils to uphold the School Values and ethos.
- To enable all teaching staff, and ultimately the Deputy Head and Head, to carry out their responsibilities of maintaining order and good discipline in the School.
- To ensure, as far as possible, that every pupil in the School is able to benefit from, and make his full contribution to, the life of the School - consistent always with the needs of the school community and the School Values.

- To authorise the School Rules and any procedures necessary for implementing them.

This policy links and refers to the following additional school policies.

- [WGSF Safeguarding and Child Protection Policy](#)
- [WGSF Exclusions Policy](#)

3. Fundamental Principles

Good behaviour in schools is central to a good education. Schools need to manage behaviour well so they can provide calm, safe and supportive environments which children and young people want to attend and where they can learn and thrive. Being taught how to behave well and appropriately within the context they are in is vital for all pupils to succeed personally. [KCSIE](#) is clear that all school staff have a responsibility to provide a safe environment in which pupils can learn.

Where behaviour is poor, pupils can suffer from issues as diverse as lost learning time, child-on-child abuse, anxiety, bullying, violence and distress. It can cause some children to stay away from school, missing vital learning time. Similarly, continually dealing with misbehaviour negatively affects the wellbeing of teachers and, for some, it is a reason why they leave the profession.

Good behaviour and discipline is the foundation on which the School is able to base the values which we impart to pupils. Care, kindness and respect for others, regard for authority and a sense of community and responsibility are more easily learned in an ordered environment but are also the “pillars”, or framework, for later life. These core values are neither “old fashioned” nor “out of date”, and in fact parental surveys and pupil voice meetings across all Key Stages point to good discipline as being one of the most important aspects of securing a kind and happy environment in which young people can learn and flourish.

It remains the case that good behaviour and positive actions at QEGS massively outnumber poor behaviour, and this is consistently and comprehensively demonstrated through ‘merit’ and ‘demerit’ analysis. This policy should be read in this context. The ongoing and detailed analysis of pupil data, in the pastoral and academic systems within school, and the feedback from pupil voice and parents, points to an overwhelming “buy in” by the vast majority of pupils for most of the time and it is therefore important that balance and proportion is applied at all times. This does not mean that we accept poor behaviour, but instead means that we seek to change behaviour first, before we punish it, particularly where this behaviour is not typical for that pupil. Punishment in isolation, with no attempt to promote understanding, or awareness of personal responsibility, is highly unlikely to be effective.

Creating a culture that promotes excellent behaviour requires a clear vision of what good behaviour looks like. The School Values (below) are intended to be endemic within the community and promote a productive learning environment in a safe and caring school. They apply to every member of the school community equally, and it is expected that staff and adults on the site model these values for pupils at all times. The values are designed to be applicable in a wide range of contexts, and to pupils of all ages.



OUR VALUES WHAT THEY MEAN FOR US ALL



> CARE

We act with kindness and honesty - always.

We celebrate and value the fact that we are all different.

We make everyone feel welcome, through both our actions and our words.

We encourage all of those around us to do all of the above.

By doing this, we give every member of this community, young and old, the very best chance of enjoying happiness and success.

> CONTRIBUTE

We recognise that our own actions can make a difference to others, every day.

We understand that small, positive actions can have a large, cumulative effect.

We understand that any community is diverse, and that is what makes it strong.

We find ways to help others, both in our own community and the wider communities that we all belong to.

By doing this, we are able to have a positive impact on everybody around us, and in particular those who do not have the same opportunities as we do.

> ASPIRE

We try to do our best at all times and help others to do the same.

We recognise our own potential and the potential of those around us.

We understand that genuine success is underpinned by consistent effort and hard work.

We thrive on challenges and do not use the fear of failure to avoid them.

By doing this, we give ourselves and everybody around us the very best chance of achieving our potential, gaining enjoyment through learning and living fulfilling lives.

This policy should be considered alongside the comprehensive and varied rewards system that is in place across the Key Stages, from the Junior Section at Key Stage 2 through to the Sixth Form.

4. Conduct - Expectations

While at school or engaged in any school activity, all pupils, staff, contractors and visitors are expected to behave in a considerate and courteous manner when dealing with other staff, pupils and members of the public. QEGS aims to provide a high quality education in which all pupils are encouraged to strive for excellence and fulfil their potential. Unacceptable behaviour can hinder the academic progress or work performance of others and can also lead to other people feeling unhappy, threatened or vulnerable.

The purpose of the School Rules and this policy is to clearly define pupil and staff rights and responsibilities that relate to appropriate behaviour. The intent is to foster a learning environment in which all pupils and staff can participate safely and effectively whilst maintaining an understanding and tolerance of the fact that this is an environment where young boys grow into young men, and few will make this transition without making some mistakes along the way. The success of any behaviour and discipline policy is built, ultimately, on fairness, kindness, common decency, a sense of proportionality and consistency. Pupils have a right to expect that all staff working with them are consistent and fair in the application of this policy. **One of the key roles of the pastoral team - the Heads of Year and Heads of Section - is to ensure that this consistency is applied across departments and by all individual teachers, and critically that the needs of that child, and the child's individual context, are always at the core of any decisions taken under this Behaviour Policy.**

5. School Rules

The school aims to encourage high standards not only in academic work but in all personal behaviour. The school wishes to encourage collective discipline and self-discipline of the individual within a framework of rules, which are essential in every courteous and orderly community.

School rules cannot cover all contingencies; whilst the specific rules might apply to a particular issue, all pupils are expected to behave in a way that maintains a safe, courteous and civilised environment and those that do not may face disciplinary action even if their conduct is not specifically outlined in the School Rules. This general requirement of good behaviour, combined with good common sense, together with the School Rules (which are reviewed annually by the Deputy Head) are defined as the 'Rules'.

The Rules apply at all times when pupils are involved in activities or when they are in School uniform, including travelling to and from school and school trips. They may also apply out of School and where pupils may not necessarily be in uniform. An example would be that a pupil using a mobile phone to send a series of threatening or unpleasant messages to another member of the school community, from their home at the weekend, is highly likely to face action under this policy. This again is underpinned by our School Values – **we do not cease to be a school community at 4pm, or at the weekend**. This is an essential part of the effective management of the welfare and pastoral care of all pupils and staff, and also in protecting the reputation of the school at all times.

Conduct which at any time brings the name of the school into disrepute or damages the reputation of the school, e.g. criminal charges being brought against a pupil or the misuse of social media, may lead directly to fixed term or permanent exclusion. It should be noted that compliance with the Rules is a condition of a pupil's continuing membership of the school.

The School Rules are available for every pupil, and for parents, on Firefly.

6. Rewards

The School operates a wide range of rewards, ranging from the more formal occasions at events such as Prizegiving and Speech Days through to less formal booking of ice cream vans or ordering in pizzas to reward a particular form or group of boys. There has been a deliberate shift towards recognising contributions and individual qualities that are not just academic and the emphasis is on the fact that all pupils who "buy-in" to the sort of community that we want to be at QEGS, and contribute to it, can and will be rewarded.

We firmly believe that through rewarding good behaviour we are directly promoting it and we also believe, through consultation and pupil voice, that rewards are important to pupils of all ages, not just the younger year groups. Clearly, there are also a wide range of academic prizes as you would expect in a high achieving school, but equally boys will find themselves receiving awards for raising money for charity, helping other boys through difficult times, helping out with the running of school events, or simply being pupils who are a pleasure to work with and contribute towards making the school a better and happier place. The importance and value to the whole community of the "kind of person that you are" is continually promoted through our rewards processes to ensure that pupils who may not be academic high achievers can also feel valued.

6.1 Formal Prize Giving and Awards Events

“Year 14” Prizegiving: “Speech Day”

One of the major events of the year in the school calendar where boys in “Year 14” (our boys who return to us after A-levels in the summer) receive their examination certificates and a range of Special Prizes that identify key qualities which we see as important and which have resulted in those pupils being superb role models to younger pupils in school. We seize this opportunity, every year, to show how important the fundamental core values of the School are, and how many of the pupils receiving these awards are not necessarily the most academically able or rewarded through the academic system. Parents are invited, and there is a guest speaker. In addition, a range of academic and co-curricular prizes are awarded, and the contribution of the Senior Prefects and Head Boy and Deputy Head Boy Team acknowledged, again celebrating their contribution to the overall life of the school.

Lower and Middle School Prize giving on Foundation Day

An event very similar in format to Speech Day which is now done separately to avoid the academic achievements of the younger boys becoming “lost” in the event outlined above. Again, parents are invited, and the awards take place as part of an extended whole school assembly. The Form Prizes awarded in the last academic year are presented, along with specific prizes for outstanding contributions to the co-curricular life of the school.

Junior Section Speech Day

This event involves the distribution of prizes along with speeches/reviews being given by the Head, Director of Junior Section and a Guest speaker. The event takes place at the end of the academic year and rewards/prizes are given for a range of academic and co-curricular achievements. The Head Boy Team for the following year is also announced at this event and the year 6 pupils are presented with their ‘Memories of the Junior Section’ book.

The following sections illustrate examples of the kinds of rewards offered across the Key Stages at QEGS.

6.2 KS2 Formal Rewards

- Form Prize: top academic achievers in the form based on assessments
- Subject Prize: top performer in the following subjects: English, maths, science, music, art
- General Merit Prize: awarded to a small number of pupils in each form
- A number of co-curricular prizes are awarded, e.g. sports, music, drama, cookery, contribution to charity.
- Certificates of Merit: awarded for number of Merits collected. Awarded at Platinum, Gold, Silver, Bronze levels.

6.3 KS2 Informal Rewards and Celebrations

- ‘Star of the Week’ certificates presented in assemblies
- Top weekly merit achievers are invited for hot chocolate with the Director of Junior Section

6.4 KS3 Formal Rewards

- Form Prize: top 3 academic achievers in the form based on summer assessments
- Certificates of Commendation for:
 - Top 3 reports at Christmas
 - Outstanding/most improved reports at Easter (excluding Autumn Term winners)
 - Outstanding/most improved reports in the Summer (excluding Form Prize winners)
- Certificates of Merit: awarded for number of Merits collected. Awarded at Platinum, Gold, Silver, Bronze levels.
- HoY Report letters: sent to boys who are making an outstanding effort grades.
- FT report postcards: sent to boys who have gained excellent effort grades
- Young Savillian Award (Y9 only)
- Summer Term Top Merit Award Winners Trip

6.5 KS3 Informal Rewards and Celebrations

Year 9

- Buffet and Bowling – whole year group
- Breakfast Cookery at the end of the academic year – each form makes visits to the cookery suite with their Form Tutor.

Year 8

- Restaurant trip in Autumn Term – team building
- Joint disco with Wakefield Girls' High School

Year 7

- "Camp Windermere" Residential in September – induction to school, making friends
- Wakefield Theatre Royal - Pantomime, year group social.

Through KS3 opportunities

- "Good Egg" Award ("good egg" an expression used to describe someone who is perceived to be kind and reliable). These are termly awards given to boys who may not get academic recognition but are viewed by the staff as pupils who make a positive contribution to school life and deserve acknowledgement. Particular attention is given to boys who treat others well (kindness and friendship); 2 or 3 per form (can be more at FT's discretion):
- "Cakes@Break" with Deputy Head and Head in the autumn term – same principle as above
- Lollies at Lunch (Ice Cream Van on site) – Summer
- All boys in KS3 are rewarded with on or off site activities at the end of Assessment Week – typically these include venues such as Yorkshire Sculpture Park, Flamingo Land, Yorkshire Wildlife Park on site "Film Schools" or History workshops

6.6 KS4 Formal Rewards

Head's Commendation (all years) Awarded at any time of the year to any boy in school who provides a useful service e.g. tour guide, helper on Entrance Examination day or achieves excellence in any aspect of school life. Presented in sectional assembly or if appropriate full school assembly.

Certificate of Merit – Bronze to Platinum (Y10 & Y11) Awarded for number of Merits collected. Certificate is posted home via firefly.

Letter of Commendation (Y10 & Y11)

Awarded to pupils on the basis of high effort scores in their report. Also acknowledged in the sectional assembly at the end of each term. Pizza/Breakfast treat is delivered to the Y11 boys in this category in the autumn term and to Y10 boys in the spring term.

Form Prizes (Y10) The equivalent of three per form awarded annually on the basis of the highest percentage scores in the end of year examinations. Presented at Junior & Middle Speech Day/Prize Giving.

Outstanding Approach Letter (Y10 & Y11) Letters from HoY sent to parents to commend boys who have shown an outstanding approach. All top effort grades in their report.

Potential Savile Scholars (Y10 & Y11) Boys meeting 7 or more grade 8/9s in Y10 internal exams / Y11 mocks exams meet with the Head.

6.7 Informal Rewards, Events and Roles at KS4

Interform Competition (Y10) Pizzas for winning form – a variety of challenges from fundraising to cooking.

Friday Challenge (Y11) Every Friday possible, where possible, pupils take part in a Friday Challenge - can be a quiz, a puzzle, a light physical activity. Pupils can win prizes individually and the best Form overall over the course of a half-term wins a special treat.

Friday Phone Calls (Y11) On a Friday, HoY makes a phone call home for pupils who have done well that week - usually based on merit totals but can be based on other aspects of school life

Pupils of the Month (Y10 & Y11) Recognition of contribution outside the classroom by a group of boys Examples include the Sound and light team, Musicians, pupil voice volunteers.

KS4 Prefects (Y10 & Y11) Breakfast treat and letter sent to parents to commend boys for taking on this responsibility.

Breakfast Treat (Y11) At the end of the mocks exams Y11 boys are treated to a breakfast treat in the Sixth form centre with SLT.

Study Leave BBQ (Y11) At the start of GCSE study leave there is a BBQ lunch on the front lawn for Y11 and their tutors.

Recognition by KS4 Form Tutors for positive engagement is rewarded in a number of informal ways throughout the year. Examples include form pancakes, tea and toast and cooked breakfast.

6.8 KS5 Formal Rewards

Events and Roles at KS5

Academic and achievement awards and prizes at KS5 form the main part of the annual Autumn Prizegiving awards and are based on performance in A-Level exams and all round contribution to school life. A major theme on this evening is recognising boys who have proved to be exemplary role models to younger boys in terms of their contribution and approach to school. It is also an evening where those lads who have faced adversity are recognised.

Senior Prefects are selected at Easter in Y12 from a formal application and election process involving the pupil body, teaching staff and SLT. The number varies according to the qualities of the applicants but is usually around 25. Deputy Head Boys and Head Boys have a formal interview with the Head and Deputy Head as part of the selection process. Senior Prefects and the Head Boy and Deputy Head Boy have their own tie, awarded in a school assembly.

School Colours are awarded to those boys who display continually high levels of commitment and achievement and demonstrate a significant contribution to the main school sports teams and other co-curricular activities.

Special school ties are also awarded in KS5 for:

1. **Savile Scholars** – pupils who have achieved 8 or more grades 8/9 at GCSE
2. **Academic Excellence** – pupils who have excelled in individual subjects at GCSE, gaining a grade 9, who have not already been recognised as Savile Scholars

Exceptional Performance (“Starry” tie) – this is to identify members of the school community who have gone ‘above and beyond’ and are an inspiration to others out of the classroom, e.g. key members of the stage crew or sound and light team, boys who have performed in the West End, a boy who has acted as a carer for a sick parent or sibling, etc. This tie is to recognise boys’ talents or commitments that are not necessarily catered for at school and therefore, a boy could also receive a tie for being a Motocross champion or for Karate. It is to formally recognise and reward what he has personally achieved. Y12 and Y13 pupils can be nominated by their FT and the SLT will consider the suggestions made.

The Head can also look at individual cases on merit and award a tie at his discretion. Boys can elect to receive their tie but not necessarily wear it, as it could be that they wish to retain some privacy in relation to the award, perhaps because of the circumstances under which they have gained it. Form Tutors or HOY will advise on this, in which case the award will be made privately by the Head.

The Sixth Form Leavers' Ball is the key social event for members of the Sixth Form. It is held as a joint event with WGHS and takes place in May.

6.9 Informal Rewards at KS5

In Years 12 and 13 Sixth Form Café vouchers or “credits” are awarded to individuals who have gone ‘above and beyond’ the norm in both academic and pastoral terms. These vouchers are awarded by the Heads of Year and SLT (recommendations come from members of staff) and may be redeemed at the Café in the Sixth Form Centre. They can also be used by form tutors to acknowledge contribution or specific positive action that has taken place in or outside school.

In addition to this there are a number of informal year group activities designed to foster a sense of identity and to reward good behaviour:

Year 12

- Joint social event with WGHS (as part of induction in the first term)
- Christmas ‘coffee and donuts’, Sixth Form Centre.
- Summer BBQ (part of Careers Convention)

Year 13

- Senior Prefect Dinner – typically involving a bowling trip with staff followed by a meal at the end of the evening. This is done to celebrate their time as Senior Prefects and also in recognition of their hard work and contribution to school life
- Leavers’ Day activities (fancy dress football tournament, cooked breakfast and lunch) at the Games field – this represents a final goodbye as the boys start to sit final external examinations and involves form tutors, key pastoral staff and SLT; the boys are also welcomed to the old Savilian’s Club.

7. Sanctions - breaches of School Discipline

Minor breaches of school discipline and misdemeanours would usually result in a teacher informing the pupil of their inappropriate behaviour and reminding them of a more appropriate way to behave. This is in line with the expectation that learning how to behave should be an educational process where possible, not just punitive. High expectations, consistency, tolerance and ultimately kindness should underpin the strong relationships between staff and pupils at QEGS.

Beyond the approach above, which will often bring about an improvement, there are a range of sanctions that can be used. These sanctions should be used as part of a hierarchical process as indicated, but for serious incidents, the SLT or Heads of Section may decide to utilise sanctions such as detentions or internal inclusion without having first issued less serious sanctions:

7.1 Negative Comments - “De-Merit”

This is a comment that is applied via the SIMS register system and becomes visible to parents on Firefly. The comment is written immediately by the teacher who has reprimanded the pupil and contains a brief description of the behaviour that has resulted in

the negative comment. This comment would be seen by parents and Form Tutors and other pastoral staff as part of the weekly routine of the Form Tutor.

In the case of the Sixth Form, the subject teacher may in the first instance contact the Form Tutor or HoY, or may, if they feel it is appropriate, choose to use the SIMS system thereby making the comment (de-merit) available to parents. The approach with Sixth Formers should, where appropriate, reflect the greater level of maturity of a Sixth Former, but may still include some of the following list of sanctions, in common with other pupils, and should include close communication with parents.

Teachers may under any circumstances also choose to contact a parent directly or via email about conduct in their lessons, but in this case should always log the conduct in the CPOMS system to ensure that the wider pastoral team and SLT are aware.

Recording demerits or contacting parents directly are two of the most effective mechanisms that a teacher can use to alert parents to a specific issue and also make it clear to a pupil that there is an issue, and how this issue can be resolved. It is therefore important that pupils are involved and engaged in this process.

7.2 Sending Pupils Out of Lessons

When the conduct of a pupil within a lesson is not acceptable due to the excessive disruption caused to the rest of the class or on health and safety grounds, that pupil can be asked to leave the lesson. The pupil should be escorted to the Head of Department or another teacher in the department who is able to supervise the pupil for a short period of time. Alternatively, if no other teacher is available, or if it is felt more appropriate, the pupil can be sent to the school office. The school office will then place the pupil in an appropriate waiting area and contact a member of SLT who will then deal with the pupil.

The teacher sending the pupil out or another member of staff should notify the office by telephone or email that the pupil is on route before the pupil leaves their care. This is to make sure the welfare of the child is protected and pupils who are potentially upset or angry are not left to wander around the site without an appropriate level of care and supervision.

Where a member of staff is not happy to send a child unaccompanied they should request via the office in the initial phone call that the child is collected. In a serious situation, a member of staff may contact the office directly to request the attendance of a member of SLT or a senior pastoral leader and the response to that situation will be prioritised by the relevant member of staff.

7.3 Missing a break or lunchtime

Pastoral staff, particularly at Key Stage 2 or sometimes at Key Stage 3, may choose to require a pupil to miss a break or lunchtime as a consequence of their actions. An important part of this process will be communication with parents and also a discussion with the pupil so that they understand why they are being sanctioned and what kind of behaviour is expected in the future. These conversations will focus on the School Values and identifying how the conduct of the child is not in line with these values, and the impact that this can have on others.

7.4 Lunchtime Detentions

An accumulation of demerits in a short period of time, or any one single incident, could lead to a Head of Department, Head of Year or Form Tutor interviewing the pupil and placing them in a lunchtime detention. Lunchtime detentions are supervised by the Heads of Section or Heads of Year. Detentions at lunchtime are recorded in Firefly so that parents are aware that they have been required, and the reasons behind them. As a general principle, the Head of Year, Head of Section or a member of SLT, may “overrule” a detention that has been requested by a Head of Department or Form Tutor as a consequence of applying a wider knowledge and understanding of the pastoral circumstances for that particular child.

7.5 After School Detentions

An accumulation of detentions or missed breaks/lunchtimes in a term will lead to the pupil being interviewed by the relevant Head of Year and/or Head of Section. The pupil may then be required to serve an after school detention which is served from 4:00 pm until 5:00 pm. Parents are informed of this action by letter, giving at least 24 hours notice. An after school detention can also be given in relation to one incident if that incident is felt to be more serious. As a general principle, after school detentions are more commonly applied to older pupils, and rarely to pupils at Key Stage 2, as it is recognised that younger pupils frequently do not fully understand the consequences of their actions or behaviour - particularly given the time delay between any incident and the serving of an after school detention - but that this becomes increasingly difficult to use as an “excuse” as pupils get older and move through the school.

7.6 Individual Monitoring/Report Cards

This is a system which may not be instigated as a sanction, but as a form of support. Equally, it may form part of a sanction where previous attempts to modify specific patterns of behaviour have failed. It is a system where the behaviour or attitude of a pupil is checked on a lesson by lesson basis by staff who teach that pupil. The homework diary or a specifically designed record card / logging sheet is used to require the subject teacher is required to sign their initials at the end of a lesson to confirm that behaviour and conduct have been acceptable or to make comment if there have been issues during the lesson. This system can be designed to target specific areas of concern, and should involve the recording of both positive and negative behaviour. It is checked every morning by the respective Head of Year. The system can be used to generate constructive and positive feedback.

Parents will be informed of the reasons for such monitoring being implemented for a pupil and will also be asked to check the relevant card/logging system on a daily basis to review progress. Pupils on monitoring will have their progress reviewed after a period of two weeks by the relevant Head of Year and parents will be contacted at this point to inform them of the results of the review. It is not usually deemed appropriate to keep a pupil on a report card for extended periods of time, even if the pupil would prefer this, as the system is about corrective measures and developing better work habits and attitudes, rather than relying on constant checking over an extended period. In general, monitoring of this type would not be extended for more than 2-3 weeks, the principle being one of a quick, structured

improvement support mechanism rather than an ongoing long term “punishment” or inconvenience.

7.7 Saturday Detention

If a boy has served three school detentions in a term, he will be interviewed by the Head of Year or Head of Section. A letter will be sent home to parents expressing the concerns regarding the persistent inappropriate behaviour and explaining that if a further (fourth) school detention is received then the boy is likely to be required to serve a Saturday detention or more serious sanction as opposed to a further school detention. Saturday detentions are supervised by a member of SLT and are typically served from 9:00 am until 11:00 am on a Saturday morning but may be adjusted to fit in with the school diary and events at that time.

A Saturday detention may also be awarded as a sanction in relation to one incident if the incident is of a more serious nature.

7.8 Fixed Term Exclusions (Suspension)

If a pupil has served two Saturday detentions in a term he will be interviewed by the Head or Deputy Head and may be liable to serve a period of exclusion from school.

Further information about Fixed Term Exclusions and Permanent Exclusions is available in the WGSF Exclusions Policy, which should be read in conjunction with this policy.

Appendix 1: Initial Procedure for dealing with a serious disciplinary incident

If a serious incident involves pupils from both schools (QEGS and WGHS), the SLT will use the separate procedure for [dealing with a serious multi school incident](#).

When circumstances come to the attention of the Head which have the potential to give rise to serious disciplinary measures being taken, he will ask the Deputy Headmaster, or another member of SLT, to conduct a preliminary investigation into the incident. Alternatively, incidents may be passed to the Deputy Headmaster by Heads of Section, Heads of Year, Heads of Department or Heads of Faculty, or, on occasion, directly by any member of staff. Certain serious incidents may, by their nature, require the attention of external agencies, for example the Police or Social Services, and these agencies may request that the school does not investigate further to avoid compromising other external investigations. In these cases, the School will always follow this advice unless they believe the welfare of the child to be compromised by the advice, in which case they will seek to resolve this with the relevant external agency.

If the matter is to be dealt with in school, the following procedure would be followed, though specific circumstances can and will arise that may lead to certain steps not being taken or additional measures being implemented. Events in school, and involving children in general, can be difficult to predict and it is expected that senior staff are able to assess situations dynamically and deviate from policy where they feel it is necessary or there are no other options. The principle of common sense and the overall welfare of others in the school community, as well as the child themselves, are important.

Typically, the process and usual sequence for an investigation in school is:

- The pupils involved in the incident will be removed from their normal timetable and separated from each other so that collusion is not possible.
- Mobile phones may be confiscated from pupils to prevent collusion and/or if they are thought to contain relevant information. Staff should never attempt to view images themselves on mobile phones if the incident being investigated potentially involves explicit images of children and should seek immediate advice from the Designated Safeguarding Lead.
- Where pupils refuse access to mobile devices or specific information stored on them, this could impact on any subsequent judgments made, or the level of sanction applied, particularly if it is viewed that there has been a deliberate attempt to conceal information by preventing access. This may be important if the Head is required to make a judgement on the “balance of probability”.
- When investigating the contents of a mobile phone or device, care should be taken to follow the specific guidance given in other policies, if relevant, particularly in relation to incidents that are suspected to involve “sexting” (now referred to as “sharing nudes or semi nudes”) or sexually explicit material.
- If the investigation requires any form of search, whether of clothing or personal belongings, the school will follow the clear DfE guidance on [Searching, Screening and Confiscation](#). In any situation where a pupil does not consent to a search, once the reasons have been explained clearly to the student, advice should be taken from either the DSL, Head or other member of the Senior Leadership Team. As a general principle, it would only ever be appropriate to consider the use of any kind of force where a student does not consent to a search if it is felt that there is a credible and immediate risk to the safety of the pupil themselves or other members of the school community. The School has chosen to define

our list of prohibited items in line with [Section 550ZA of the Education Act 1996 - Searching, Screening and Confiscation](#) and the guidance above.

- Pupils will be interviewed by the Deputy Headmaster, other members of SLT or the Heads of Section or Year. Where possible, that will be in the presence of an additional member of staff who is there in a “support” capacity, but there could be circumstances where this may not be possible, particularly where the incident or investigation is time sensitive. Where an additional member of staff is available, this should ideally be someone who is known to the pupil and has responsibility for or involvement in the pastoral care of the pupil.
- If appropriate, the senior staff involved will keep the pupil off timetable, either generally or in relation to a specific lesson, if further interviews may be needed during that day. The Headmaster or Deputy Headmaster may also need to consider asking parents to collect the pupil for a fixed period of time, either formally, through applying a fixed term exclusion, or informally by asking the parents to keep the child at home pending the conclusion of the investigation if this is in the best interests of the pupil or to support the on-going investigation. In these circumstances, it will be made clear to parents whether the action is “neutral”, or forms part of a disciplinary sanction.
- The parents will be contacted, usually by phone, and given the reasons for the exclusion and the associated investigation. Parents will be asked to pick up their child from School where possible unless alternative arrangements for the pupil getting home are agreed. If in doubt, the pupil will remain at school until the end of the school day and “internally excluded” from lessons. The school does not seek to “punish parents” for behaviour of their child and for this reason, the circumstances of both parents in relation to being able to collect their child are important considerations.
- At the conclusion of the investigation, the Deputy Headmaster will inform the Head as to the overall findings of the investigation. At this point the Head will form a view as to whether the matter needs to be taken further. If the matter is to be taken further the pupil and parents will need to be informed as soon as possible. An interview will follow involving the pupil, his parents, the Deputy Headmaster (or person responsible for the investigation) and the Head. During this interview the results of the investigation will be discussed, the pupil will be invited to give their version of events, and parents will also be given the opportunity to raise any concerns or questions.

At the conclusion of this interview, the Head may choose to take no further action, to request further investigation in school, or to impose a sanction in line with the Behaviour and related policies. The Head will confirm to the parents any action to be taken by letter.