



# QUEEN ELIZABETH'S

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## **Behaviour Management, Rewards and Relationships Policy**

### **1. Introduction**

At Queen Elizabeth's ("the School") we aim to encourage pupils to adopt the highest standards of behaviour, principles and moral standards. We believe that good relations, good manners, and a safe and secure learning environment play a crucial part in the development of intellectually curious pupils, who are motivated to become life-long learners.

This policy applies to **all pupils** in Queen Elizabeth's including those pupils who turn 19 in Year 13 (due to re-taking a school year for personal or medical reasons), and those in our Early Years Foundation Setting (EYFS). Age appropriate adaptations will be made to the guidelines throughout this policy to ensure provision is suitable for the EYFS setting.

#### **1.1 List of abbreviations**

DoP	Director of Pupils
HoD	Head of Department
HoS	Head of Section
HoY	Head of Year
SEND	Special Educational Needs and Disabilities
LAB	Learning Acceleration Base (previously the Learning Support Department)
SENDCo	Special Educational Needs and Disabilities Coordinator
SLT	Senior Leadership Team
LADO	Local Authority Designated Officer

#### **1.2 Related Policies and Guidance**

This policy operates in conjunction with the following policies / agreements:

- Anti-Bullying Policy
- Attendance Management Policy
- Child on Child Abuse Policy
- Complaints Policy
- Drugs and Substance Misuse Policy
- Exclusions (Permanent) and Required Removal Policy
- ICT Acceptable Use Policy
- AI Use Policy
- Parent Code of Conduct
- Parent Terms and Conditions
- PSHE Policy
- RSE Policy
- Safeguarding and Child Protection Policy
- SEND Policy
- SMSC Policy

The following documents have been referred to during the writing of this policy:

- ["Behaviour in Schools: Advice for Headteachers and School Staff" \(February 2024\)](#)
- ["Early years foundation stage \(EYFS\) statutory framework"](#)
- ["Mobile phones in schools" \(January 2026\)](#).
- ["Restrictive interventions, including use of reasonable force, in schools" \(April 2026\)](#)
- ["Screening and searching guidance"](#)

### 1.3 **Queen Elizabeth's Values**

At Queen Elizabeth's we **C.A.R.E**:

**Care (C)** - We act with kindness, and are reflective, respectful and have integrity in all that we do, showing warmth, empathy and compassion to others. We encourage others to do the same. We reflect on our behaviours in order to grow as individuals.

**Adventure (A)** - We develop the capacity to grow stronger through challenges, adapt, recover and thrive amidst adversity. We prioritise active participation and involvement, giving pupils the freedom to express themselves and preparing them for lives of personal satisfaction, change and leadership.

**Reach (R)** - We empower individuals to become the best versions of themselves, curious and agile problem solvers who are ready to live enriched and fulfilling lives. Professional growth and understanding is supported and encouraged at every level.

**Engage (E)** - We are a collaborative community which celebrates our diversity, recognising it makes us stronger together. We foster a culture where our people are outward looking, connected, perceptive and committed to making a positive, lasting impact.

### 1.4 **Policy Rationale and Aims**

This policy is intended to set out the standards to which we aspire as a collective learning community. They apply whenever, or wherever, anyone from the school community is identifiable as a member of Queen Elizabeth's. Our expectations apply to all those in association with the School, regardless of age, and are intended to be positive in their purpose and to guide and encourage each individual to conduct themselves to the highest possible standard.

The positive attitude and behaviour of pupils and staff underpins the quality of day to day interactions and includes both in person and online relations.

Failure to meet school expectations may lead to exclusion from the School and being subject to disciplinary measures (See 'rewards/sanctions' section).

This policy aims to:

- promote positive behaviour, self-discipline and respect for self, others, and the environment;
- set out the School's expectations in relation to behaviour and conduct of all school members in adherence with our agreed overarching Values (C.A.R.E) and School Rules (Be Safe, Be Ready, Be Respectful);
- outline the recognition and appreciation of achievement and good conduct in all aspects of school life and the sanctions applied when behaviour is not desirable and contrary to school Values and Rules;
- outline methods of communication with parents;
- outline the legal background to specific procedures;
- provide the framework to create empowered pupils who are encouraged to make choices for themselves commensurate with their stage of development;
- provide the framework to support pupil journeys to becoming 'the best versions of themselves';
- establish the most conducive learning environment possible within which pupil progress and well being are nurtured and supported;
- to keep all community members safe;
- assist the School in meeting its obligations under [Part 3, Paragraph 9 of the Education \(Independent School Standards\) Regulations 2014 \(ISSRs\)](#).

## **2. Stakeholder roles, responsibilities and expectations**

The Executive Head has overall responsibility to determine the School's Behaviour Management, Rewards and Relationships Policy, set the standard of behaviour expected of pupils, determine the School Rules and any disciplinary sanctions for breaking the Rules or behaving contrary to the Values.

However, we believe that every member of the school community has an important role in creating a positive learning environment; the key to successful pastoral and academic development is the establishment of strong and consistent relationships. It is particularly important that all adults working in the School accept responsibility for reinforcing positive behaviour throughout the school and to act appropriately when misbehaviour is observed.

### **2.1 Expectations of school provision**

All stakeholders can expect the promotion of learning and positive pupil development to be at the heart of all school and staff decisions and actions. All Pupils have a right to expect to be treated with respect and to be treated equitably. All those working in or for the School in any capacity will ensure this expectation is fulfilled by:

- Providing a safe, welcoming environment;
- Placing the emphasis on learning and teaching;
- Treating each member of the community as an individual who is known and valued;

- Recognising, praising and rewarding good behaviour;
- Ensuring equity, fairness and consistency in approaches to pupils;
- Working constructively with all stakeholders within the school;
- Communicating in a timely professional manner with other stakeholders;
- Maintaining high levels of timekeeping;
- Maintaining high levels of record keeping.

Staff are supported in their implementation of this Policy through the guidance and leadership of the Senior Leadership Team, Heads of Section, Heads of Year, other pastoral staff, regular pastoral meetings and comprehensive training.

New staff are required to read through this Policy and are required to ensure understanding of its implementation during staff induction.

## 2.2 **Role of the SLT, HoS and HoYs**

The Executive Head, together with the Head of Preparatory and other SLT members, will help to create a culture of respect by reinforcing, modelling and making explicit the desired standards of behaviour.

The Directors of Pupils provide leadership and support to the pastoral teams, Heads of Section and Heads of Year, who are responsible for day-to-day behaviour management and progress of pupils. This is achieved through actions including:

- Being a positive, visible presence around school;
- Taking time to welcome pupils and parents at the start of the day and being available to parents at the end of the school day;
- Encouraging the use of positive praise and constructive dialogue between all stakeholders;
- Regularly celebrating pupils whose efforts go above and beyond expectations;
- Enforcing the Rules and embedding our Values.

## 2.3 **Role of the Form Tutor (Senior) / Class Teacher (Prep)**

A Form Tutor / Class Teacher is central to both caring for pupils and, crucially, both monitoring their academic progress, promoting their emotional wellbeing; and encouraging involvement, commitment, and high standards of work, behaviour and personal care. It is recognised by the school community that the understanding of being a Queen Elizabeth's pupil, with all that is expected, flows from the Form Tutor / Class Teachers working proactively with pupils every day. The Form Tutor / Class Teacher should be active in looking after the interests of the "whole child".

A Staff Code of Conduct (on FireFly) and a 'Role of the Form Tutor' (link [here](#)) is available for Form Tutors / Class Teachers **internally for staff only**.

## 2.4 **Role of the Teacher**

All teachers at Queen Elizabeth's should aspire to the highest standards of classroom delivery and planning. It is an expectation that all teachers plan appropriately for the needs of all pupils in their classes (using an adaptive approach where necessary). Teachers should know their pupils to enable them to build upon their strengths. Suitable systems have been designed in order to allow teachers to prioritise positive relationships and conducive learning within the School.

Please see [Appendix 1](#): Staff Code of Conduct.

## 2.5 **Expectations of Pupils**

Queen Elizabeth's has high expectations for all pupils in all aspects of their school life. Respectful, constructive behaviour and positive relationships are key to fulfilling these expectations.

Everyone, particularly the vulnerable, has a right to feel secure and to be treated with dignity and respect at Queen Elizabeth's. Harassment, bullying and physical threats or abuse in any form will not be tolerated, including online, or outside of the School. Please see the School's Anti-Bullying Policy.

Expectations are taught, modelled and reinforced throughout the School with all pupils. In the Preparatory Section, a behaviour curriculum is followed to ensure all pupils are aware of what constitutes positive behaviour. Staff are clear and consistent regarding expectations. They will focus on, and regularly praise, positive behaviour.

The School recognises that some pupils may require additional support to meet the School's behaviour expectations. This support will be given consistently and predictably, applied fairly and only where necessary.

## 2.6 **Role of Parents**

In order for a pupil to thrive and fully make the most of the opportunities school provides, it is important that a mutually respectful, cooperative and constructive relationship is maintained between the school and those with parental responsibilities for the pupil.

We expect those with parental responsibilities for a pupil to work with the School in good faith, including by:

- encouraging your child in their studies, and giving appropriate support at home;
- engaging with the School in a cooperative and transparent manner and providing assistance to the School so that your child can participate in, and benefit from, the School's provision of education;
- attending meetings and keeping in touch with the School where your child's interests so require;
- maintaining a constructive relationship with staff, acting reasonably, and ensuring the tone, content, volume and/or nature of your communications with the School are reasonable and appropriate.

These points summarise the 'obligations' section in the Parental Terms and Conditions (available on the School's website) that accompany the Acceptance Form that is signed by those with parental responsibilities when a place is agreed at the School.

Those with parental responsibility also sign to accept the terms within the Parent Code of Conduct (available on the School's website) at the start of the pupil's time in the School and each year thereafter to reaffirm the commitment to working together with the School in their child/children's best interests.

Those with parental responsibility are encouraged to approach the School for informal or formal support and discussions about their child's education.

The School will analyse key areas of performance, conduct and attitudes throughout the school career of a pupil with significant reviews for pupils of concern.

These reviews will be led by the Directors of Pupils in both sections. For pupils of concern there will have been opportunities for regular communication between all stakeholders prior to the review point. However, the School may, at these junctures, request parental meetings in order to discuss actions required to enable sustained improved progress or potential alternative educational settings for a pupil's next key stage of education.

## 2.7 **Support systems**

The School recognises that, at different times in their school career, all pupils may require additional pastoral support to reach their potential. The School has a number of support systems in place to meet the needs of all pupils. These include:

- Zones of Regulation;
- 'Working with Boys'
- 'Pupils on Board';
- Peer Mentors;

- Welfare Officer and Mental Health Leads;
- Mental Health First Aiders;
- ELSA (Emotional Literacy Support Assistant) sessions;
- Lego Therapy;
- 'Calm corners' in Prep classrooms
- Counsellors in both sections of the School.
- EBSA (Emotional behavioural School Avoidance)

The School also works closely with the Local Authority and may, if required, liaise with external agencies such as:

- The LADO
- Child and Adolescent Mental Health Services (CAMHS)
- Education Welfare Office (EWO)
- Police
- Prevent Lead within the North-East region
- Local community businesses
- Spectrum

## 2.8 **School Rules**

The School has three overarching themes that all interactions are considered against:

- Be Safe
- Be Ready
- Be Respectful

The School Rules are purposefully wide ranging, child friendly and easy to follow. The ways in which pupils are educated regarding what constitutes appropriate behaviours within these rules and how these rules are monitored will vary according to age and pupil accessibility towards these rules.

The School positively reinforces when expectations are met, and uses sanctions as required where rules are broken.

Please see:

- [Appendix 2 - Preparatory Section School Rules](#)
- [Appendix 3 - Senior Section School Rules](#)

All pupils, who are able, sign an age appropriate pupil agreement at the beginning of each year. This agreement renews the pupil's commitment to the School and their undertaking of adhering to the expectations of all aspects of school life. This renewed commitment will be visible in pupil handbooks.

For these agreements, please see:

- [Appendix 4 - Preparatory Section Agreement Form](#)
- [Appendix 5 - Senior Section Agreement Form](#)

### 2.8.1 **School Uniform**

One aspect of being ready to learn and being part of Queen Elizabeth's community is for pupils to take pride in their uniform and their outward presentation to the local community and when representing the School in sporting, cultural or charitable events. Pupils who **'look good', 'feel good' and therefore 'do good!'**

Guidance on uniform expectations and requirements can be found on the School's website [here](#).

### 2.8.2 **Use of mobile phones**

The School recognises that mobile phones and other Internet enabled devices are an essential part of daily life for many. However, they are not required whilst school is in session. The School has regard to the [DfE guidance, Mobile phones in schools](#) (January 2026) and promotes a mobile free environment.

#### Use in the Senior Section

Should pupils wish to contact parents or visa versa, formal communication must flow through the School Office. Pupils must follow the agreed school protocol and not have phones visible whilst the school is in session.

#### Use in the Preparatory Section

Pupils in the Preparatory Section may bring their mobile phone to school only if required for certain circumstances, namely:

- Use for public transport and/or school bus tickets;
- Needing to arrange pick up points at the end of the school day;
- Moving from one parental home to another at the end of the school day;
- Spending time away from home between school days e.g. Sleep overs.

Prior permission must be sought to bring a mobile device (using a form available upon request from the School Office). The device will be handed into the Preparatory Section Office first thing upon arrival at school and can be collected upon departure. The device must be switched off while on school grounds or during off site visits at all times unless when supervised by a member of staff. Failure to adhere to these rules can result in removal of the privilege to bring in a device.

### 2.8.3 **Special Educational Needs and Disabilities**

In accordance with the [SEND Code of Practice](#) (2015) and the [Children and Families Act](#) (2014), Queen Elizabeth's prioritises early identification and the "Assess, Plan, Do, Review" cycle to support pupils whose needs may manifest as dysregulated behavior. We believe that a predictable, calm, and regulated environment is a prerequisite for learning, not a reward for it.

In accordance with the [Equality Act \(2010\)](#), the School fulfils its legal duty to provide reasonable adjustments that remove barriers to learning and prevent pupils with disabilities from facing substantial disadvantage. Moving beyond mere compliance we, where reasonable, seek to adapt our environment and practices to ensure equity of access. More information on how the School seeks to support and meet the individual needs of pupils with SEND can be found in [Queen Elizabeth's SEND Policy](#).

#### Responding to Distressed Behaviour:

When a pupil with SEND finds it difficult to meet school expectations, the School will always seek to understand the underlying reasons for their behaviour. We will carefully consider:

- whether the behaviour reflects an unmet need or is linked to a disability
- whether appropriate reasonable adjustments have been implemented and are deemed to be having the desired impact

Where additional needs or disability contribute to a pupil's behaviour we will normally respond with support rather than sanction. Our approach prioritises restorative and relational practice, helping pupils to feel understood, rebuild trust, and develop the self-regulation skills they need over time.

Where sanctions are deemed to be required e.g. where a pupil's behaviour has a negative impact on others' learning, need is factored in so that every pupil is supported to ensure that conversations about behavioural outcomes are constructive and positive learning experiences. Need will also be a factor when deciding the type of sanction involved and how it is administered to attempt to mitigate against a compounding effect from the sanction (please also see section 4).

### 2.8.4 **Conduct outside school grounds**

The School takes the conduct of its pupils outside of school grounds extremely seriously.

A pupil's misbehaviour outside of School can be damaging to the reputation of both the pupil and the School. Where an incident is reported to the School of a pupil/s' poor

behaviour outside of School and the incident has not been witnessed by School staff, the School will take an evidence-based approach and/or investigate further before identifying any further action (including any sanction) required for such behaviour. This also applies to online behaviour and interactions.

### **3. Promotion and recognition of positive behaviours**

The School believes that regular acknowledgment of positive behaviour and celebration of curricular and extra-curricular achievements encourages their repetition and communicates the School's expectations and values to all pupils.

Positive reinforcements and rewards are applied clearly and fairly to reinforce the desired positive culture. Wherever practical, pupils are praised in public, reminded in private.

Recognition of positive behaviour and achievement is delivered in an age appropriate manner, non-exhaustive examples of which are outlined in the following appendices:

- [Appendix 6 - Preparatory Section: Promotion and Recognition of Good Behaviour](#)
- [Appendix 7 - Senior Section: Promotion and Recognition of Good Behaviour](#)

### **4. Undesirable behaviour (including sanctions)**

The School has high standards and expectations of behaviour from all pupils. We concentrate on and accentuate the positive behavioural examples displayed by the majority of pupils. However, it is recognised that some pupils, either accidentally or willingly, may sometimes make the wrong behavioural choice. We seek to repair these undesirable behaviours at the most appropriate level. However, should interventions fail to correct negative behaviour then the School reserves the right to escalate accordingly based on cumulative poor conduct or on the basis of a major breach of the 'School Rules'.

When a member of school staff becomes aware of misbehaviour they will respond in accordance with the sanctions and disciplinary processes outlined in [Appendix 8](#) - Preparatory Section and [Appendix 9](#) - Senior Section. The School's first priority will be to ensure the safety of pupils and staff and to restore a calm environment. School staff will respond in a consistent, fair and proportionate manner so pupils know with certainty that misbehaviour will always be addressed.

Instances of poor work or behaviour will usually be dealt with by the member of staff responsible for the lesson or activity. This should be dealt with via the 'steps system'

**Behaviour for Learning.** More serious breaches of School Rules may be referred to the Head of Year, Head of Section or Senior Management Team as appropriate.

All SLT and pastoral staff have the authority to issue a detention to pupils, including same-day detentions and detentions that take place outside of school hours. Parental consent is not required for detentions. For lunchtime detentions, staff will allow reasonable time for the pupil to eat, drink and use the toilet. School staff will not issue a detention where there is any reasonable concern that doing so would compromise a pupil's safety.

Members of staff, led by the Executive Head and Head of Preparatory Section undertake to apply sanctions fairly, reasonably and proportionately. Sanctions may undergo reasonable change from time to time but will never involve any form of unlawful or degrading activity or in any other way be incompatible with the [Human Rights Act \(1998\)](#) or [European Convention on Human Rights](#). For instance, unacceptable, excessive or idiosyncratic sanctions which are intended to cause pain, anxiety or humiliation are strictly prohibited.

Corporal punishment is illegal and is never used or threatened at our School and we do not support parents' use of corporal punishment on their children for misbehaviour. Corporal punishment by parents is a safeguarding issue and will be managed under the School's Safeguarding and Child Protection Policy.

In applying sanctions, especially those with serious consequences, we undertake to take reasonable steps to avoid placing pupils with SEND or particular vulnerability at a particular disadvantage compared to other pupils, in accordance with the School's obligations under the Equality Act (2010).

The School's Exclusion (permanent) and Required Removal Policy is available on the website. All parents and pupils should be aware of the more serious sanctions, including "suspension" (fixed term exclusion) and "permanent exclusion", that the Executive Head and Head of Preparatory Section can impose for serious breaches of the School Rules, including but not limited to criminal behaviour. Examples of serious breaches can be found in the School Rules.

The School has a confidential record of all sanctions imposed for serious misbehaviour. The entries of this record include the pupil's name and year group, the nature and date of offence and the sanction imposed.

#### 4.1 Preparatory Section

Pupils are taught and regularly reminded of what constitutes appropriate behaviour both in and out of school. The Preparatory Section has a **behaviour curriculum** that aims to ensure all pupils are aware of and can adhere to the School Rules and Values.

Our approach is child specific and we respond to pupils' individual needs. Where appropriate and feasible, respectful warnings regarding behavioural choices and positive modelling will be given by staff and will precede the issuing of Behaviour Points.

Behaviour points given to pupils are part of the learning process. They are intended to be a reminder of the constructive conversation and advice that follows a behavioural choice that is contrary to the School Rules and Values.

Further information regarding sanctions and disciplinary processes is outlined in [Appendix 8](#).

#### 4.2 Senior Section

Further information regarding sanctions and disciplinary processes is outlined in [Appendix 9](#).

#### 4.3 Next steps following a pupil sanction

Following a sanction, the School will consider strategies to help all pupils understand how to improve their behaviour and meet the behaviour expectations of the School. These strategies may include:

- A targeted discussion with the pupil, including explaining what they did wrong, the impact of their actions, how they can do better in the future and what will happen if their behaviour fails to improve. This may also include advising them to apologise to the relevant person, if appropriate.
- A phone call or meeting with parents to reinforce and explain the above.
- Inquiries into the pupil's conduct with staff involved in teaching, supporting or supervising the pupil in School.
- Inquiries into circumstances outside of School, including at home, conducted by the Designated Safeguarding Lead (DSL)/Deputy Designated Safeguarding Leads (DDSL) this includes HoY's and HoS's;
- Considering whether the support for behaviour management being provided remains appropriate.

These interventions will be delivered by appropriately trained staff and as part of a wider approach that considers the wellbeing and mental health of the pupil.

## 5. **Screening, Searching and Confiscation**

The School acknowledges its duties and responsibilities under the applicable education legislation and [guidance](#) in respect of screening and searching pupils, and confiscating items.

Screening - At the request of the Head or Director of Pupils all School IT facilities may be screened and checked for improper use. At all times, effective monitoring and filtering systems are in operation on devices connected to the school server. This is a fundamental strand of our digital safeguarding policy. Lightspeed Alert systems are in place to safeguard the use of IT on pupil chromebooks/servers. This includes manual review and support. Filtering systems are regularly reviewed in order to update safeguarding trends and enable access to all aspects of the curriculum.

Searching - School staff may search pupils' clothing, bags or lockers without consent for any prohibited item, and for any item which we believe could cause injury to any person or damage to property. This process will be governed by internal procedures and will only be undertaken by staff authorised by the Head or Director of Pupils.

The consent of a pupil will usually be obtained before conducting a search unless the Head (or authorised member of staff) reasonably suspects that the pupil has in their possession an item that has been, or is likely to be, used to commit an offence, or to cause personal injury to any person (including the pupil being searched), or cause damage to property, or the pupil has, or is reasonably suspected to have in their possession any of the following items as mentioned in [Appendix 3](#).

The School may give due regard to police involvement or initiating safeguarding processes as appropriate.

The School will always consider the age of the pupil to be searched and any SEND or vulnerabilities (including certain health conditions) the pupil may have before conducting the search to decide whether any additional precautions or adjustments are needed, in accordance with the School's Safeguarding and Child Protection Policy.

The School will inform the pupil's parents of any search conducted after the event, particularly where alcohol, illegal drugs or potentially harmful substances have been found as a result of the search. The parent's prior consent to undertake a search is not required.

The School will keep a record of all searches carried out, including the results of any search, and the actions taken following that search.

Where an electronic device is found during a search and the member of staff undertaking the search suspects that the device has been, or is likely to be used, to commit an offence or cause personal injury or damage to property, the School may examine relevant data or files on the device, where there is good reason to do so. The School can also decide whether the material is of such seriousness that the police need to be involved.

Parental consent to search electronic devices is not required but they will be informed after the event unless doing so presents a further risk to any pupil.

Any decision to search a pupil's device will be based on the professional judgement of the Head / Director of Pupils / DSL and should always comply with the School's Safeguarding and Child Protection Policy. The School will document the decision, including times, dates and reasons for decisions made in its safeguarding records.

Confiscation - As a general rule, school staff can seize any prohibited item found as a result of a search, and any item however found which they consider harmful or detrimental to school discipline. Items may be confiscated, retained, handed to the police or disposed of as a disciplinary penalty, when it is reasonable to do so. All searches must be carried out with two adults present and the activity must be logged on the School's pupil searches log.

The Senior and Preparatory section arrangements for when a pupil is removed are part of the Behaviour for Learning documents in [Appendix 10](#) and [Appendix 11](#).

## **6. Use of Restrictive interventions (including use of Reasonable Force)**

### **Definitions:**

**Restrictive intervention:** any action that prevents, restricts, or subdues a pupil's movement (or part of the body), including physical and non-physical measures, used to reduce immediate risk of harm.

**Reasonable force:** the minimum degree of physical force necessary, used for the least time, to prevent immediate risk of harm or to conduct a lawful search for a statutorily prohibited item.

Queen Elizabeth's acknowledges its duties and responsibilities under the [Education and Inspections Act 2006](#) in which all school staff members have a power to use reasonable force to prevent pupils committing a criminal offence, injuring themselves or others, or damaging property and to maintain good order and discipline amongst pupils.

Staff should only use force when:

- the potential consequences of not intervening are sufficiently serious to justify considering the use of force;
- the chances of achieving the desired result by other means are low and the risks associated with not using force outweigh those of using force. Safe methods of reasonable force must only be used for the shortest period of time necessary and with the minimum amount of force necessary to achieve the desired result.

In any case where a member of staff has recourse to use reasonable force, the incident will be recorded by the staff member involved (including on the confidential register on CPOMS), witnesses identified and the level of positive handling used. Pupils involved in the incident will be supported, but separated from one another at different pastoral bases. This will allow individuals to write a statement and de-escalation to take place. Parents will be informed as soon as reasonably practicable thereafter, save where there may be a safeguarding reason not to do so.

Key personnel are regularly updated in the deployment of positive handling and de-escalation techniques.

Follow-up and support will be provided for those involved in the incident (pupil understanding as to why 'positive handling' techniques were deployed), including pupils who may have witnessed the incident. Reflection and restorative practices will be established in the process of reintegration back into the learning community.

Further information can be found in [Appendix 12: Use of Reasonable Force](#).

## **7. Child on Child abuse**

Queen Elizabeth's prohibits all forms of sexual abuse and discrimination, including sexual harassment, gender based bullying and sexual violence. The School's procedures for handling Child-on-Child sexual abuse and discrimination are detailed in the [Child-on-Child Abuse Policy](#), the [ICT Acceptable use Policy \(including use of social media\)](#). The school will respond promptly and robustly to any sexual harassment complaints in line with the [Safeguarding and Child Protection Policy](#); appropriate steps will be taken to stop the harassment and prevent any reoccurrence.

Sanctions for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

## **8. Malicious accusations against school staff**

The School recognises that there may be occasions when a pupil justifiably needs to raise issues about the actions of a member of staff, and has procedures for dealing with such concerns. However, where the allegation is clearly one of malicious intent or fabrication, the School will give due regard to the most appropriate disciplinary sanction to be taken which may include temporary or permanent exclusion, as well as referral to the police if there are grounds for believing a criminal offence may have been committed.

If an allegation is determined to be unsubstantiated, unfounded, false or malicious, the LADO and the case manager should consider whether the pupil and/or the person who has made the allegation is in need of additional support. The School will also take seriously inappropriate use of technologies including mobile and social networking sites which are targeted at members of staff.

The School reserves the right to take disciplinary action against pupils who are found to have deliberately invented or made malicious accusations, whether against other pupils, staff or other individuals.

## **9. Complaints**

We hope that any difficulty or concern with this policy can be handled and resolved informally before it reaches the formal complaints stage. The School's Complaints Policy (which applies equally in the EYFS) is on our website and sets out how parents can raise a formal complaint and how the School will handle it. A copy of the School's Complaints Policy can also be sent out on request.

## **10. Monitoring, Evaluation and Review**

The School has a strong and effective system for data capture regarding behaviour. Behavioural patterns, positive rewards and sanctions data is objectively analysed regularly and presented to school leaders and governors.

This data includes the following:

- removal from the classroom
- Behaviour Points
- House Points
- attendance
- exclusions
- incident of searching/confiscation
- anonymous surveys.

The School will consider whether there are patterns of concerning, problematic or inappropriate behaviour among pupils. When patterns are identified, the School will decide an appropriate course of action including amending this policy.

The Directors of Pupils will monitor the implementation and effectiveness of this policy through the use of data on positive reinforcements such as House points alongside detentions and other consequences such as exclusions, and report to the SLT. This Behaviour Management, Rewards and Relationships Policy is a 'dynamic policy' which adapts to the changing needs of a changing educational landscape.

The policy will be reviewed at least annually.

## **Appendix 1: Staff Code of Conduct (internal to staff only)**

Staff must adhere to the Staff Code of Conduct on the Firefly policies page (internal to staff only)

## **Appendix 2: School Rules - Preparatory Section**

Pupils in the Preparatory section have their own copies of these rules displayed in the classrooms around school and they are written in each pupil's school planner. The list below gives examples of how the school rules could be demonstrated in our school setting. The examples are not exhaustive, but provide guidance about the culture we strive to build, the desired working practices we aim to develop, and the behaviours pupils should display.

### ***I can show I am..... being Ready by:***

- Trying my best to be present and punctual each day
- Bringing the correct equipment to lessons
- Taking care of equipment provided by the school
- Entering any learning space sensibly and in a calm manner
- Listening and responding to the correct people in any learning situation or space
- Concentrating on tasks provided by staff to the best of my ability
- Encouraging others who are not ready through my actions
- Getting changed for PE lessons efficiently and sensibly

### ***I can show I am..... being Respectful by:***

- Saying 'please' and 'thank you' and replying with 'you're welcome' when appropriate
- Saying 'good morning/afternoon' to adults and asking how people are
- Making eye contact, when able, with members of staff when in discussion with them
- Where sensible and practical, holding doors open for others around school and for someone coming through behind
- Checking the wellbeing of others when accidents happen or when fellow pupils appear upset
- Being kind and thoughtful in verbal interactions with others
- Being careful with the property of others
- Telling the truth, no matter how difficult
- Taking responsibility for your own words and actions
- Showing empathy and supporting those who have different outlooks or beliefs to my own

### ***I can show I am..... being Safe by:***

- Wearing the correct uniform and keeping to the uniform guidelines about hair, jewellery and accessories
- Using sensible movements around the school premises, including walking when inside school buildings
- Walking on the left-hand side of corridors
- Playing in a thoughtful manner in shared spaces
- Showing consideration to others when playing games
- Being kind in my physical interactions with others
- Using my digital online profile carefully and appropriately

## Appendix 3: School Rules - Senior Section

Our School Rules should be read in conjunction with our Values (C.A.R.E) and our 3 simple behaviour expectations.

Care

Adventure

Reach

Engage

**A Queen Elizabeth's pupil should always - Be Ready...Be Respectful...Be Safe**

### 1. General

Queen Elizabeth's expects the highest standards of behaviour in and outside of the classroom environment. Please see the Pupil Learning Contract and Expectations in Appendix 4 and 5 of this Policy.

These Rules are not intended to be comprehensive. They exist to facilitate the good running of the School and the well-being of the individuals within it, and to enable the community of Queen Elizabeth's to work together in a positive and harmonious fashion.

Pupils are expected to display good manners, common-sense, honesty and, in particular, kindness and consideration for others at all times, and if there is no specific rule covering a particular circumstance, their actions should be governed by the three behavioural characteristics and values above.

In general, School Rules apply:

- throughout school hours;
- on the way to and from school (private or public transport);
- when wearing school uniform;
- when participating in any school group, activity, sporting fixture or excursion;
- Virtually or in person.

Pupils should also be aware that the School may be required to take a view on incidents that have occurred outside the times or circumstances outlined above as their actions outside school may still bring the School into disrepute or have a negative impact on other members of the school community. An example of this would be the posting of offensive or unpleasant material about another pupil on a social networking site from a device at home.

Compliance with the Rules currently in force, together with those amendments which are made from time to time, is a condition of a pupil's continued membership of the School.

Any action which is prejudicial to the good order or the good name of the School will be regarded as an offence against school discipline.

Pupils and parents will confirm their commitment to upholding these Rules by signing the relevant parent 'Terms and Conditions' at the start of the School term. Similar pupil agreements will be visible daily in the pupil school handbook.

## **2. Relationships - Care and Be Respectful**

A major strength of this school is the relationships that pupils have with each other and with staff. They generate a sense of community, pride and loyalty and will be consistently promoted in lessons and in activities in and out of school. Pupils must treat each other with kindness, tolerance and respect, and where they do not they can expect to be challenged. For repeated incidents, pupils can expect serious consequences in terms of disciplinary sanctions. Unkindness, or bullying, can do serious damage to an individual and therefore we all have a collective role to play in making sure that every person in our community can rely on being respected and treated fairly and with kindness.

All staff should approach interactions with 'trauma informed' behaviour at the forefront of our consideration when trying to de-escalate poor decision making. Our community is invested in 'growing a culture of belonging for every child' and establishing a space for pupils of all abilities and protected characteristics: 'all voices, one community'.

Pupils can help to make sure this happens, every day, by:

- Making the right choices about the language you use, either verbally or electronically, when communicating with other people in the School.
- Remembering that intervening to stop another pupil being treated badly, rather than choosing to be an inactive "bystander", is the right thing to do. Don't turn a "blind eye" to unkindness, wherever you see it.
- Understanding that if you become aware that somebody else is unhappy or being treated badly, the right thing to do is to tell somebody who can help that pupil, immediately – for example a teacher, a prefect or a parent.
- Remembering that treating other people well, and with kindness, is important not because it is in the Rules, but because it is the right thing to do.
- Understanding that poor behaviour towards other members of the school community, either face to face or using social media or electronic equipment, will be dealt with whether it happens in or out of school because the negative impact on individuals is the same.
- Being an outstanding custodian of the school grounds and buildings, respecting the working environment which members of our community take great pride in.

### **3. Attendance & Pupil Absence - Reach, Engage and Be Safe**

Every pupil is required to be in attendance on all school days unless prevented by ill-health or other unavoidable cause. Any request for a pupil to have leave of absence from school must be made by a parent, in writing and in advance, to the Head.

Leave of absence may be granted for reasons of health, on compassionate grounds, or on grounds of educational benefit. Requests should be made via email to [headpa@qegsss.org.uk](mailto:headpa@qegsss.org.uk).

Term dates are published one year in advance and parents are particularly requested not to take family holidays in term-time.

Parents are required to contact the School in order to report the absence of their child. All absences will be confirmed by the Attendance Officer and additional evidence may be required to authorise absences. In addition, parents are asked to telephone the School Office each morning if the absence extends beyond one day to confirm that their child will not be attending.

In the event of prolonged absence due to illness, a medical certificate may be required. If a pupil is not fit to take a full part in school life and activities, this must be stated clearly in an email by a parent. Sustained unexplained absences will be reported to the Local Authority; however, the school will view non-attendance through the prism of EBSA (Emotional Behaviour School Avoidance) and the School will look to proactively support families and pupils to reintegrate back into the School setting.

If pupils fail to attend school, with no communication established then the 'Attendance Champion' (Deputy Head - Director of Pupils - Senior Section) will alert the Local Authority through the CME (Child Missing in Education) attendance portal or refer to the Education Welfare Officer.

All pupils are expected to attend punctually and they should be in the appropriate Form room for registration at 8.40am. If they are late, they must sign in using an Inventory terminal at the School Office.

Pupils in Key Stage 3 and 4 are not permitted to enter school and then leave the site before registration. Once pupils are on site, then they must stay on site. This does not apply to Key Stage 5 pupils.

Pupils must attend assemblies, tutorial periods, House events and all other timetabled lessons, including games, and other school commitments. Pupils are encouraged to take part in other out-of-school activities, and to attend for rehearsals, practices, matches, etc. on school day, and at weekends, unless specifically exempted.

It is an expectation that all pupils (except Y11 and Y13) will volunteer their time to promote and project pride in their school during the School's Open Morning event each year. Our pupils and staff are our greatest assets.

Outstanding attendance (98%-100%) will be rewarded on a half term and termly basis. Examples of rewards for attending each day may include, Incremental vouchers, handwritten letters sent home and email messages of congratulations

#### **4. After School - Be safe**

All pupils are expected to leave the school buildings by 4.15pm. After that time a pupil should either be in a designated school activity under the direction of a member of staff or they must go to the Learning Resources Centre (LRC) for After School Care (ASC). They cannot wander around the school or wait in the school yard. When a designated activity finishes, pupils should either go straight home or go to the LRC. Where pupils attend ASC then they should be signed in before 4.15pm. Pupils are not permitted to leave the site and then return for ASC. Failure to adhere to the Rules may risk them being asked to leave and future access to ASC may be declined. The LRC will close promptly at 6pm after which time no pupil may remain on the School site.

Members of the Senior Leadership Team are responsible for any pupil still in ASC after 6pm and should seek to contact parents in order to determine when their child will be collected.

#### **5. Access to the school site and buildings -Be Safe**

- Pupils in Years 7-8 are permitted to access the 1910 or annex building in order to access lockers. Pupils should not linger in Form Rooms and they should exit once lockers have been accessed.
- Pupils are encouraged to socialise outside at break/lunch, but pupils may also have the option of socialising in QE Hall (SLT supervision).
- Pupils are not permitted to be in classrooms unless supervised by a responsible adult.
- Pupils in years 7 and 8 will be permitted exclusive access to the recreation area (formerly known as the Junior yard) and Quiet Garden during breaks/lunch.
- Year 11 pupils may access their common room area and their locker area during break/lunch. Inappropriate use may result in the loss of this provision.
- Communal spaces should not be used before or after school hours.
- Year 10 pupils may access their communal space in Queen's Lobby. Inappropriate use may result in the loss of this provision. Communal spaces should not be used before (before 8.30am) or after school hours (after 4.15pm).
- Access to the school playing fields is via the gate at the back of the Sports Hall. Care must be taken when crossing the road. Pupils must be supervised by an appropriate number of staff whilst in transit to the playing fields.

- Pedestrian access to the School site for school fixtures, whilst the School is in session, is via the pedestrian gate on College Grove. All visitors must sign in, wear suitable lanyard identification and keep to the designated zone.
- When engaging in activities during social times in the playground it should be remembered that others should not be inconvenienced or the buildings damaged. All school equipment must be respected, shared and cleared at the end of social time. These provisions may be withdrawn as a consequence of poor choices.
- Pupils are not permitted to be inside the school (corridors or classrooms) during break/lunch unless accessing toilets or seeking support from teachers in a pre-arranged manner,
- Pupils must use the designated crossings to access the School gates.
- During normal school hours, pupils in Years 7-11 are not permitted to leave the premises at any time. Year 12 and Year 13 may leave the site, as directed by their Head of Year, if they do not have lessons and sign in and out.
- Pupils will move around the School on the left hand side of corridors.

## **6. Dress and Appearance - Be Safe ...Be Ready**

- Pupils should always be smart, maintain a high standard of appearance and adhere to uniform expectations ([Dress code](#)).
- Pupils who look good, feel good, do good!
- Only school regulation PE and games kit may be worn.
- Appropriate and non-offensive clothing may be worn during a non-uniform event which raises funds for chosen charities. The School maintains the right to ask pupils to remove items of clothing, isolate pupils or to, if necessary suspend pupils who are inappropriately dressed. ([Dress code](#)).
- Parents are asked to label all items of school uniform and equipment very clearly.

## **7. Work, Private Study and Examinations - Reach, Be Ready**

Pupils are expected to complete all study tasks and work set by teaching staff to the best of their ability without recourse to the work of other pupils. It should be their own work and reflect good effort and careful presentation. If in doubt, assistance should always be sought from the teacher concerned.

During study periods in the 6th form, pupils should be working or reading quietly. Pupils may not leave the school premises during any study periods.

The School issues complete instructions for all school and public examinations. These must be strictly adhered to and the instructions of the Examinations Officer must be obeyed at all times.

## **8. Homework - Reach, be Ready**

All homework will be set in accordance with the **Homework Policy**.

All pupils will be expected to complete the homework set by their subject teachers, adhering to the deadlines given. Should they be unable to complete their work on time, they must let their teacher know as soon as possible, and before the deadline for its completion.

Homework is expected to be completed to an acceptable standard allowing the pupils to make progress with their learning.

Should homework not be completed on time and to an acceptable standard the teacher will make a judgement as to whether this is because the pupil cannot do the work. If this is the case, the pupil will be offered support to complete it.

If a pupil refuses to complete their homework, sanctions will be applied.

## **9. Bicycles and cars - Be Safe**

Pupils and their parents should accept responsibility for any bicycles or cars that they use.

Cyclists must use extreme caution when riding their bicycles. Pupils must dismount whilst on the school site and bikes should be securely stored in the designated areas.

E-bikes or e-scooters are not permitted on site.

The School cannot sanction the use of cars by senior pupils. Parents must take responsibility for any vehicle used by their child. Where a student uses a vehicle it must never be brought on to the main school site during the school day without gaining prior permission. Failure to comply with this rule would be deemed a major offence as it represents a risk to the safety of the school community. Sixth Formers using cars should park at the Games Field but they must understand that this facility may not be always available or could be removed if the needs of the School change or, for example, when a major school function is taking place. There is no automatic right to a parking space anywhere on the school site for pupils.

Pupils who do use their car and park at the Games Field must observe the five mile an hour speed limit and be vigilant for pedestrians at all times.

## **10. Personal Property - Be Respectful**

Respect for the individual and for the individual's property and possessions is a prerequisite of attendance at Queen Elizabeth's.

- All clothing, shoes and personal property must be clearly marked with the owner's name and initials.
- Valuables are brought into school at the individual's own risk. The school will not accept responsibility for pupils' property which is lost or damaged and pupils should give serious thought as to the wisdom of bringing in high value and unnecessary items to school. This also applies to large sums of money.
- Valuables, including cash, mobile phones and wallets must be handed in before any sports or Games activity. Games staff will always collect valuables from pupils before they leave the changing rooms. Pupils who do not adhere to this process and fail to hand their valuables in at the start of the lesson, do so at their own risk and the school accepts no responsibility for loss of possession.
- Mobile phone use - The School promotes a mobile free environment. Although the school recognises that mobile phones and other Internet enabled devices are an essential part of daily life for many they are not required whilst school is in session. Should parents wish to contact the School Office or visa versa, communication must flow through the School office.
- Attempting to gain access to, or using, a private electronic device belonging to another student, irrespective of the purpose it is used for, also constitutes a failure to meet expectations.
- Pupils are assigned a locker and are responsible for its condition. It should be used as much as possible to store books, clothing and other personal property. Pupils should report any damage to the locker directly to their Form Tutor. Pupils are responsible for making sure that their lockers are secured with padlocks at all times.
- Any items of value found around the school should be handed in to the School Office for safe-keeping and returned to the owner.
- Enquiries about lost property should be addressed to the School Office in the first instance and Form Tutors informed of the loss.
- Theft is a very serious offence and the School will not hesitate to inform the Police if necessary. It is also likely to lead to serious consideration of a pupil's continued position in the School.
- Audio devices such as personal stereos, ipods, smart glasses and mp3 players **must not** be used in school without permission.
- Should members of staff be concerned with pupils having in their possession a prohibited item, the School retains the right to search a pupils locker and clothing. Searches should be carried out by two adults at all times. Parental consent is desirable, but not essential. All searches must be recorded afterwards.

#### Damage - Care, Be Respectful & Be Safe

All School property should be treated with the utmost respect at all times. We understand that accidents can happen but where it is deemed that poor behaviour or choices have led to the damage, pupils must expect to contribute to the costs for which they have been responsible. Where damage is deemed wilful, additional sanctions are also likely to be applied at the most appropriate level.

## 11. Acceptable Use Policy for ICT Resources and Privacy Notice

- The use of Chromebooks are determined by the teaching member of staff and should be used solely for the completion of Academic study. Classroom cloud monitoring system is permitted during lessons in order to monitor pupil progress. The use of Lightspeed Alert and Human Review is in place to safeguard pupil users. The School reserves the right to sever connectivity of any pupil's account should improper use occur or be detected.
- The use of email between peers, as means of communicating inside/outside of the school is not permitted. Removal of permissions may well be imposed should this not be adhered to.
- The taking and recording of video or audio is forbidden (including wearing recording devices such as smart glasses and body worn cameras etc.) unless it is specifically authorised by a member of the Senior Leadership Team outside of lessons, or a teacher in timetabled lessons.
- Pupils who post offensive comments, accusations or allegations about any other member of the school community in a public forum, for example on a social networking site, should expect the school to treat this as a serious matter, along with any other behaviour that is likely to bring the school into disrepute. In addition, the use of electronic devices or social media to distribute offensive, inappropriate or illegal files (still images, text, video or audio) is a matter regarded as both extremely serious and one that could require the involvement of other external agencies, such as the Police or Social Services.
- Extensive monitoring and filtering mechanisms are in place in order to safeguard pupils online. Pastoral leaders may access pupil digital records and history should members of staff be concerned about serious breaches of the Rules or present a safeguarding concern.

Please refer to the School's [ICT Acceptable Use Policy](#) on the School's website. This policy protects the interests and safety of the whole School and aims to provide clear guidance on how to minimise risks with ICT systems and devices.

Pupils should also be aware of the School's Privacy Notice which outlines how the School will use (or "process") personal data about individuals (including pupils). The School's Privacy Notices are available to view on the website.

## 12. Serious Incidents

Serious breach of the Rules (examples)	Sanction tier
Bringing onto site illegal/prohibited substances.	Tier 1 - Verbal warnings
Sexual Harassment/violence.	Tier 2 - Behaviour Points
Peer on Peer abuse (incl. Bullying of all descriptions).	Tier 3 - Break & lunch detentions
Physical Violence (Pupil and Staff).	Tier 4 - After school detention
Inappropriate and potentially harmful use of technology.	Tier 5 - Saturday detentions
Mobile phone use in school.	Tier 6 - Internal Isolation/removal
Theft.	Tier 7 - Suspension ( Fixed term Exclusion)
Vandalism and destruction of school/personal property.	Tier 8 - Permanent Exclusion (Expulsion)
Malicious use of the Emergency Alarm system.	

The School always reserves the right to take a view on the conduct of pupils outside school, and pupils found guilty of criminal offences could face action in school if it is felt that they have either brought the school into disrepute or represent a risk to the school community.

## 13. Prohibited Items and behaviours

- Tobacco
- Vapes
- Alcohol
- Drugs (other than prescribed drugs, which should be safely stored with the school nurse) or nitrous oxide are forbidden.
- Knives or any other bladed item
- Fireworks
- Indecent sexualised material (print or digital)
- Stolen property
- Dangerous Items - replica guns/laser pens

A pupil who is found in possession of drugs or related illegal substances is likely to be required to leave the school and the police will be informed.

Smoking, vaping and bringing in, or consuming alcohol on the school site are forbidden.

Gambling either in school or on school devices is forbidden.

All brands of energy drink are not permitted on site and will be confiscated. These will not be returned to the pupil.

All products containing nuts should not be brought into school in line with the School's **Allergy and Anaphylaxis Policy**. Items containing nuts will be confiscated and destroyed.

No dangerous items e.g. bladed items, fireworks, laser-pens, replica or real guns or air-guns should be brought to school.

'Buying' and 'selling' on the school premises is forbidden unless it forms part of an authorised activity, for example a charity fund raising initiative.

#### **14. Paid Employment**

Owing to the potential detrimental effect that evening or weekend jobs could have on a pupil's work or ability to complete work, parents should consider this carefully, and, where they are unsure, seek advice from Pastoral staff. Many pupils manage their time effectively, and it is understood that there are many positives that can come from a part time job, but care should be taken to balance priorities, particularly for pupils taking courses leading to external exams in Years 10-13. Most pupils in Years 10-13 should be able to balance a part time job of limited hours with their school work, but problems may arise when the job requires many hours over several days and evenings a week and in particular where these hours are focussed late in the evening, for example bar work or work in clubs.

#### **15. Emergencies - Be Safe**

An emergency is any event that potentially puts anybody in the school community at significant and immediate risk. In the event of an emergency, pupils should immediately contact the nearest member of staff, the School Office or the Emergency Services directly.

Pupils should know how to alert school staff should they discover a fire or, if they are concerned about a potential breach of the school perimeter by unidentified individuals.

All pupils should be aware of the fire drill and lockdown procedures operated by the School and follow these procedures in the event of an emergency. Pupils should be clear about the difference between the two types of alarm sounded, one for a fire evacuation,

one for lockdown. Drills are held regularly in order to embed awareness of the Schools procedures.

Malicious activation of these alarms will constitute a major breach of the Rules as it jeopardises the safety of the school community and that of the wider community (scrambling of emergency services on false pretences).

The School has a [Fire Safety and Evacuation Procedures](#) on the School's website and a [Critical Incident Policy](#) available internally.

#### Accidents - **Be Safe**

If a pupil sees an accident on or around the school premises they should go to the aid of the person concerned, and report the incident to the member of staff on duty or to the School Office. The School Nurse is available to deal with accidents and injuries.

## Appendix 4: Pupil Contract - Preparatory Section

### KS1

#### Queen Elizabeth's Wakefield Preparatory School: Student Learning Contract

##### 1. Our Values (C.A.R.E)

I promise to try my hardest to:

**Care:**                      **Adventure:**                      **Reach:**                      **Engage:**

##### 2. The Three School Rules

I promise to try my hardest to:

1. **Be Ready:** I will be on time, I will listen carefully to my teachers, I will follow instructions at the first time of asking.
2. **Be Respectful:** I will treat other pupils kindly, and the property of others with consideration. I will treat people who are different to me with respect and care. I will tell the truth, even when it is hard.
3. **Be Safe:** I will move sensibly around the school, using wonderful walking. I will follow all safety instructions. I will be careful with my movements.

Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

Student Signature: \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_

### KS2

#### Queen Elizabeth's Wakefield Preparatory School: Student Learning Contract

##### 1. Our Values (C.A.R.E)

As a student of Queen Elizabeth's, I promise to try my hardest to:

- **Care:** I will act with kindness, empathy, and integrity, showing respect for the wellbeing of others and myself.
- **Adventure:** I will embrace challenges, participate actively in school life, and develop the resilience to thrive amidst adversity.
- **Reach:** I will strive to become the "best version of myself," remaining curious and committed to my academic and personal development.
- **Engage:** I will contribute to our collaborative community, celebrating diversity and seeking to make a positive impact on the world.

##### 2. The Three School Rules

I promise to try my hardest to:

1. **Be Ready:** I will be on time, wear the correct uniform, have the right things for lessons and work positively with others.
2. **Be Respectful:** I will treat staff, other pupils, and the property of others with consideration, using appropriate language and listening to others. Diversity and inclusion is celebrated as a fundamental part of our school identity.
3. **Be Safe:** I will move sensibly around the school, follow all safety instructions, and ensure my actions—both in person and online—do not harm others.

##### 3. General Expectations and Conduct

- **Community Representation:** I understand these rules apply whenever I am identifiable as a member of the school including online, on the way to/from school and during off-site activities.
- **Honesty:** I will tell the truth, even when it is difficult, and take full responsibility for my words and actions.
- **Anti-Bullying:** I will be an "upstander" not a "bystander." I will intervene or report any unkindness or bullying I witness to a member of staff.

##### 4. Commitment

I understand that failure to meet these expectations may lead to disciplinary measures, including behaviour points, detentions, or exclusion.

Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

Student Signature: \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_

[Return to the main body of the policy](#)

## Appendix 5: Pupil Contract - Senior Section

# Queen Elizabeth's School: Student Learning Contract

## 1. Our Core Values (C.A.R.E)

As a student of Queen Elizabeth's, I commit to upholding the foundation values of our community:

- **Care:** I will act with kindness, empathy, and integrity, showing respect for the wellbeing of others and myself.
- **Adventure:** I will embrace challenges, participate actively in school life, and develop the resilience to thrive amidst adversity.
- **Reach:** I will strive to become the "best version of myself," remaining curious and committed to my academic and personal development.
- **Engage:** I will contribute to our collaborative community, celebrating diversity and seeking to make a positive impact on the world.

## 2. The Three School Rule Strands

I understand that all my interactions and behaviors are measured against three overarching rules:

1. **Be Ready:** I will be punctual, wear the correct uniform, to fail, to reflect, to work in partnership and bring all necessary equipment to be prepared for learning.
2. **Be Respectful:** I will treat staff, peers, and school property with consideration, using appropriate language and listening to others. Diversity and inclusion is celebrated as a fundamental part of our school identity.
3. **Be Safe:** I will move sensibly around the school, follow all safety instructions, and ensure my actions—both in person and online—do not harm others.

## 3. General Expectations and Conduct

- **Community Representation:** I understand these rules apply whenever I am identifiable as a member of the school, including on the way to/from school and during off-site activities.
- **Honesty:** I will tell the truth, even when it is difficult, and take full responsibility for my words and actions.
- **Anti-Bullying:** I will not be a "bystander." I will intervene or report any unkindness or bullying I witness to a member of staff.
- **Environment:** I will treat all school property and the personal property of others with respect.

## 4. Digital and Technology Use

- **Mobile Phones:** I will follow section-specific rules regarding devices. In the Senior Section, phones must be locked away in their school pouches at the start of the session bell. Phones will be unlocked at 4pm..
- **ICT Safety:** I will use school technology only for authorised purposes, keep my passwords private, and never upload or distribute offensive or unauthorised images or videos.
- **Social Media:** I understand that posting offensive material about community members from home is a breach of school discipline.
- **AI Generative Use:** I agree to use AI tools in accordance with the 'school rules' and IT use agreement. AI must be referenced if used to complete academic work.

## 5. Prohibited Items and Safety

- **Illegal Items:** I will not bring in anything listed in the 'school rules' as prohibited.
- **Searching:** I acknowledge the school's right to search my clothing, bags, or lockers for prohibited or harmful items.

## 6. Commitment

I understand that failure to meet these expectations may lead to disciplinary measures, including behaviour points, detentions, or exclusion. I sign this agreement to renew my commitment to the school and its values.

**Student Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Student Signature:** \_\_\_\_\_

**Parent/Guardian Signature:** \_\_\_\_\_

## Appendix 6: Promotion and recognition of good behaviour - Preparatory Section

All staff receive training on the positive praise mechanisms used within Queen Elizabeth's and are encouraged to regularly use them to engender a purposeful and happy environment where all pupils feel safe, known and recognised for their positive contributions.

Examples of these mechanisms within the classroom are:

- 'Catching' pupils doing the right thing;
- House Points;
- Constructive comments on work/in books (detailed in the **Marking and Assessment policy**);
- Recognition boards in classrooms and display areas around the school;
- Taking work to the HOY or a member of SLT;
- SLT 'call in' for groups/classes.

We also have whole school events where recognition of good behaviour is recognised, such as:

- Weekly 'hot chocolate and a chat' with the Head for nominated pupils;
- Weekly celebration assemblies which include
  - 'Star of the Week' certificates
  - House point milestone certificates
  - Other significant out of school achievements;
- Speech Day, where effort, good character and a positive approach to studies are recognised alongside achievement.

School and home working together to promote and reinforce good behaviour is a powerful way to ensure it is embedded. Examples of how this is facilitated are:

- Emails and/or praise notes home;
- Praise calls home - as well as regular calls themselves, class teachers nominate pupils on a weekly basis for a member of SLT to call home regarding demonstration of desired behaviour in school;
- Positive comments in reports and parents' events;
- House points are electronically recorded and can be seen by parents (and carers) at home.

Continued positive behaviour and exemplary interactions over time are a significant contributing factor to selection for:

- Head boy/girl positions

- Membership of the prefect team
- Roles within the 'little leader' programme
- Peer mentoring
- 'Colours' for co-curricular activities such as Sports and Music

### **House Points**

House Points are awarded to recognise any type of achievement or behaviour deemed worthy. They may also be rewarded for school service, co-curricular participation and achievement or House contribution. Accumulation of House Points indicates regular good behaviour. Milestones are recognised in the following ways:

- **100 house points** - Form Tutor/Teacher letter is sent home.
- **150 house points** - bronze certificate is awarded alongside a letter from the HoY.
- **200 house points** - silver certificate is awarded alongside a letter from the DoP.
- **250 house points** - gold certificate is awarded alongside a letter from the Head of Preparatory Section and invitation to a celebratory breakfast with them at a breaktime.
- **350 house points**- platinum certificate is awarded alongside a letter from the Chair of Governors for the School and invitation to a celebratory breakfast with the Executive Head at a breaktime.

### **School Colours**

School Colours are based on an outstanding, demonstrable commitment to, and significant achievement within, a specific area of school life. The specifications for colours can change depending on the Year Group's ability and commitment to that area of school life. Preparatory Section Colours are awarded in one of the final assemblies of the School year, ordinarily after speech day.

[Return to the main body of the policy](#)

## **Appendix 7: Promotion and recognition of good behaviour - Senior Section**

Queen Elizabeth's believes that acknowledging good behaviour encourages repetition and communicates the School's expectations and values to all pupils. Positive reinforcements and rewards are applied clearly and fairly to reinforce the routines, expectations and norms of our learning community.

At Queen Elizabeth's we reward and encourage good behaviour and celebrate curricular, and co-curricular achievements from our pupils by:

- Verbal praise.
- Communicating praise to parents via phone call or written correspondence.
- Certificates, prize ceremonies, named awards or 'shout out' assemblies.
- Awarding positions of responsibility, such as being entrusted with a particular decision or project.
- Whole-class or year group rewards, including a Head's Recognition Award.
- Half colours and Full colours
- Head's Award

We are immensely proud of our most senior pupils and see them as an extension of the staff body and leadership capability. Prefects are selected by both peers and staff and collaborate to enact change in identified specific areas of strategic improvement. This is facilitated by Pupil Committee structures and Pupil Voice engagement. They assist the School in promoting and setting an example of good behaviour at all times. They are expected to set the standard by which other pupils measure themselves and play a crucial role in ensuring that the ethos of the School carries across to all areas of school life. The School's Pupil Handbook provides further information on the selection and role of School Prefects.]

### House Points

House points are awarded to recognise any type of achievement or behaviour deemed worthy of such rewards. They may also be rewarded for school service, extracurricular participation and achievement or House contribution. Accumulation of House Points indicates regular good behaviour, milestones are recognised in the following ways:

- 100 house points - Form Tutor letter is sent home.
- 150 house points - bronze certificate is awarded alongside a letter from the Head of Year.
- 200 house points - silver certificate is awarded alongside a letter from the Head of Section.

- 250 house points - gold certificate is awarded alongside a letter from the Director of Pupils.
- 300 house points - platinum certificate is awarded alongside a letter from the Head and invitation to a celebratory breakfast with the Head at a breaktime.

### School Colours

School Colours are based on an outstanding, demonstrable commitment to, and significant achievement within, a specific area of school life. The specifications for colours can change depending on the Year Group's ability and commitment to that area of school life. Preparatory Section Colours are awarded in one of the final assemblies of the School year, ordinarily after speech day.

## Appendix 8: Disciplinary procedures including sanctions - Preparatory Section

The following are a list of the possible Behaviour Points that could be issued as part of the process dealing with a pupil who has made a wrong decision, poor choice or has exhibited inappropriate behaviour that is contrary to the school Rules and Values.

There are occasions, especially for younger pupils, when the situation is dictated by parental choice or behaviour, for example, forgotten kit or punctuality. In these instances Behaviour Points would not be allocated. However, by the end of Year 2, if not before, the School has an expectation that pupils are responsible for the organisation of their equipment and uniform.

The descriptors and reasons below are a guide and are not exhaustive; in conjunction with this policy, the professional judgement of staff will be a determining factor when and where Behaviour Points are allocated.

	<b>Description/possible reasons</b>	<b>Point</b>	<b>Consequence</b>
<b>PR UNREADY</b>	<ul style="list-style-type: none"> <li>● Forgotten kit or equipment for PE, Games or Swimming (x2 in a term)</li> <li>● Forgotten equipment for class based lessons (x2 in a term)</li> <li>● Late homework without parental explanation (x2 in a term)</li> <li>● Coming to school in, or bringing to school, incorrect clothing without parental explanation (x2 in a term)</li> <li>● Repeatedly not listening well and/or disrupting the work of others</li> </ul>	1	Point awarded on SIMS and visible on Firefly
<b>PR DISRESPECTFUL</b>	<ul style="list-style-type: none"> <li>● Intentionally or recklessly losing or damaging the property of others</li> <li>● Taking the property of others without permission</li> <li>● Not sharing communal equipment according to teacher instructions</li> <li>● Spreading rumours</li> <li>● Saying or doing things that could reasonably be perceived to have caused upset to another member of the school community</li> </ul>	1	Point awarded on SIMS and visible on Firefly
<b>PR UNSAFE</b>	<ul style="list-style-type: none"> <li>● Repeated inappropriate movements around school</li> <li>● Distracting others during practical activities</li> </ul>	1	Point awarded on SIMS and visible on Firefly
<b>PR PHYSICAL</b>	<ul style="list-style-type: none"> <li>● Not being thoughtful and/or respectful with</li> </ul>	2	Point awarded on

	physical actions for example ○ Pushing/Shoving ○ Tripping		SIMS and visible on Firefly  Loss of some playtime
<b>PR DISHONESTY</b>	<ul style="list-style-type: none"> <li>● Deliberately not telling the truth to an adult in school</li> <li>● Spreading a rumour known to be false</li> </ul>	2	Point awarded on SIMS and visible on Firefly  Loss of some playtime
<b>PR SIGNIFICANT</b>	<ul style="list-style-type: none"> <li>● Fighting</li> <li>● Spitting</li> <li>● Bullying</li> <li>● Stealing</li> <li>● Illegal activity in school</li> </ul>	5 - 12	Point awarded on SIMS and visible on Firefly  Loss of some playtime  Parental contact regarding the incident

**Repeated or Severe examples of any preceding behaviour may warrant an immediate sanction or escalation beyond the parameters outlined depending on the severity.**

HOY/SLT allocate any behaviour points with 2 or above.

A maximum of one incident of behaviour points can be allocated in each lesson.

In EYFS, rather than behaviour points, there is a stepped approach involving:

- Redirection and/or distraction
- Reminders of boundaries
- Natural consequence explanations
- 'Time in' instead of 'time out' (keeping a pupil close to staff to help support them to regulate)

This approach can be entered at any level, depending on the behaviour being displayed. Regular conversations take place with parents to outline behaviours demonstrated in school and the strategies employed to help pupils make better choices.

### Accumulation of behaviour points

If a pupil accumulates a number of Behaviour Points through repeated and/or severe poor choices, the following structure may be used to help them learn from these choices and to act as a reminder and/or scaffold to help the pupil with future decisions.

This guidance is not rigid, nor the options within it exhaustive; all behaviour incidents will be dealt with at the level felt most appropriate by the School.

Behaviour Points remain on the school system for the duration of the academic year; however, the table below regarding accumulation of points is calculated on a termly basis. When a pupil accumulates Behaviour Points and meets a threshold this is discussed between SLT/HoYs to ensure a proportionate, appropriate response that considers circumstances before agreeing possible consequences.

<b>Number of behaviour points</b>	<b>Possible consequences</b>
5	<ul style="list-style-type: none"><li>● Phone call home</li><li>● Lunchtime detention</li></ul>
8	<ul style="list-style-type: none"><li>● Phone call home</li><li>● Lunchtime detention</li><li>● Missing school events, e.g. Charity day, musical recitals, school fixtures</li><li>● Focus Card, where appropriate</li></ul>
10	<ul style="list-style-type: none"><li>● Phone call home preceding an official letter home from the Senior Leadership Team</li><li>● After school detention</li><li>● Missing in school 'events' e.g. Charity day, Trips, musical recitals, school fixtures</li><li>● Focus Card, where appropriate</li><li>● Half day exclusion from school activities</li></ul>
12+	<ul style="list-style-type: none"><li>● Phone call home preceding an official letter home from the Senior Leadership Team</li><li>● Temporary exclusion from school</li></ul>

### Focus card expectations

If a pupil is repeating poor choices or making a variety of decisions that impact on their learning and/or the learning of others, the School may deem it appropriate to require the pupil and parents to work together with the School using a focus card. This would be used

to track progress at improving actions related to specific objectives with a concentration on positive praise when this is achieved.

An example Focus card is provided below.

**QES Preparatory Section - Focus Card**

Name:

Date:

Targets

Daily Target -  
Weekly Target-

	Monday	Tuesday	Wednesday	Thursday	Friday
1	√/x				
2	√x/√				
Break					
3					
4					
Lunch					
5					
6					
Comments					
Parents Signature					

Targets are specific to the pupil and the areas where improvements are required

An agreed target will be set each week.

Each target receives a tick or cross in each relevant part of the school day. In the example P1 had targets 1&2 achieved, but not 3, P2 targets 1&3

Parents/Guardians will be required to sign each day.

## Appendix 9: Disciplinary procedures including sanctions - Senior Section

Rule	Conduct around school	Sanction	
<b>SN UnReady</b>	<ul style="list-style-type: none"> <li>- Pupils have not sufficiently prepared themselves to bring all correct equipment to their place of work (including a school bag).</li> <li>- Pupils are not ready to manage their own time and meet homework or coursework deadlines.</li> <li>- Pupils are not ready to start the school day or lesson on time.</li> <li>- Pupils are not ready to engage with learning.</li> </ul>	1 Behaviour Point	
<b>SN Disrespectful</b>	<ul style="list-style-type: none"> <li>- Pupils have used inappropriate language/behaviours towards a member of the school.</li> <li>- Pupils' behaviour towards one another fails to reflect our values.</li> <li>- Pupils fail to respect others' property or the learning environment.</li> <li>- Failure to care or take pride in their classwork or homework.</li> </ul>	1 Behaviour Point	
<b>SN Unsafe</b>	<ul style="list-style-type: none"> <li>- Pupils fail to adhere to uniform expectations.</li> <li>- Pupils purposely put themselves and others in danger through internal</li> </ul>	1 Behaviour Point	

	<p>truancy.</p> <ul style="list-style-type: none"> <li>- Failure to use technology appropriately.</li> <li>- Pupils enter areas of the school which are out of bounds.</li> <li>- Pupils fail to use appropriate crossing points when crossing roads.</li> </ul>		
<b>SN PHYSICAL</b>	<ul style="list-style-type: none"> <li>● Not being thoughtful and/or respectful with physical actions for example <ul style="list-style-type: none"> <li>○ Pushing/Shoving</li> <li>○ Tripping</li> </ul> </li> </ul>	2	<p>Point awarded on SIMS and visible on Firefly</p> <p>Loss of some social time</p>
<b>SN DISHONESTY</b>	<ul style="list-style-type: none"> <li>● Deliberately not telling the truth to an adult in school</li> <li>● Spreading a rumour known to be false</li> </ul>	2	<p>Point awarded on SIMS and visible on Firefly</p> <p>Loss of some social time</p>
<b>SN SIGNIFICANT</b>	<ul style="list-style-type: none"> <li>● Fighting</li> <li>● Spitting</li> <li>● Bullying</li> <li>● Stealing</li> <li>● Illegal activity in school</li> </ul>	20-25 (Tier 4-8 response)	<p>Point awarded on SIMS and visible on Firefly</p> <p>Loss of some social time</p> <p>Parental contact regarding the incident</p>

Termly- Cumulative

10 Behaviour points = Break Re-set - Form Tutor

15 Behaviour points = Lunch detention - HOY

20 Behaviour points = After school detention - HOS

25 Behaviour points = Saturday detention - DoP

25+ Parental Meeting with Pastoral/Academic teams

**Behaviour Points are designed to signpost poor choices to parents via Firefly and may well be used in combination with additional sanctions.**

Additional possible behaviour management strategies include:

- Emphasis on praise, reward and success.
- Parental Meetings.
- Monitoring Reports.
- Restorative Peer to Peer meetings.
- Written Communications.
- Removal from prearranged reward trips.
- Suspension from representing the school at outside events/fixtures.

[Return to the main body of the policy](#)

## Appendix 10: Behaviour for learning - Preparatory & Senior section

### 1. Why and how to add House Points to SIMS

This is a list of some of the reasons House Points should be allocated along with how they will be labelled in SIMS:

**HP Care** - Kindness, positive peer interactions, generosity, engaging well in conversation with staff

**HP Adventure** - Trying something new, being brave, joining clubs, showing resilience with a task

**HP Reach** - Effort in class, standard of work, completing additional tasks/homework

**HP Engage** - Participation in events, enthusiasm in discussions

The reasons for House Points above are not exhaustive and the frequency of awarding is at a teacher's discretion. House Point allocation will be analysed by SLT/HOYs to ensure consistency of approach.

In EYFS and KS1, charts can be used for collections of House Points. An example of this chart is below.

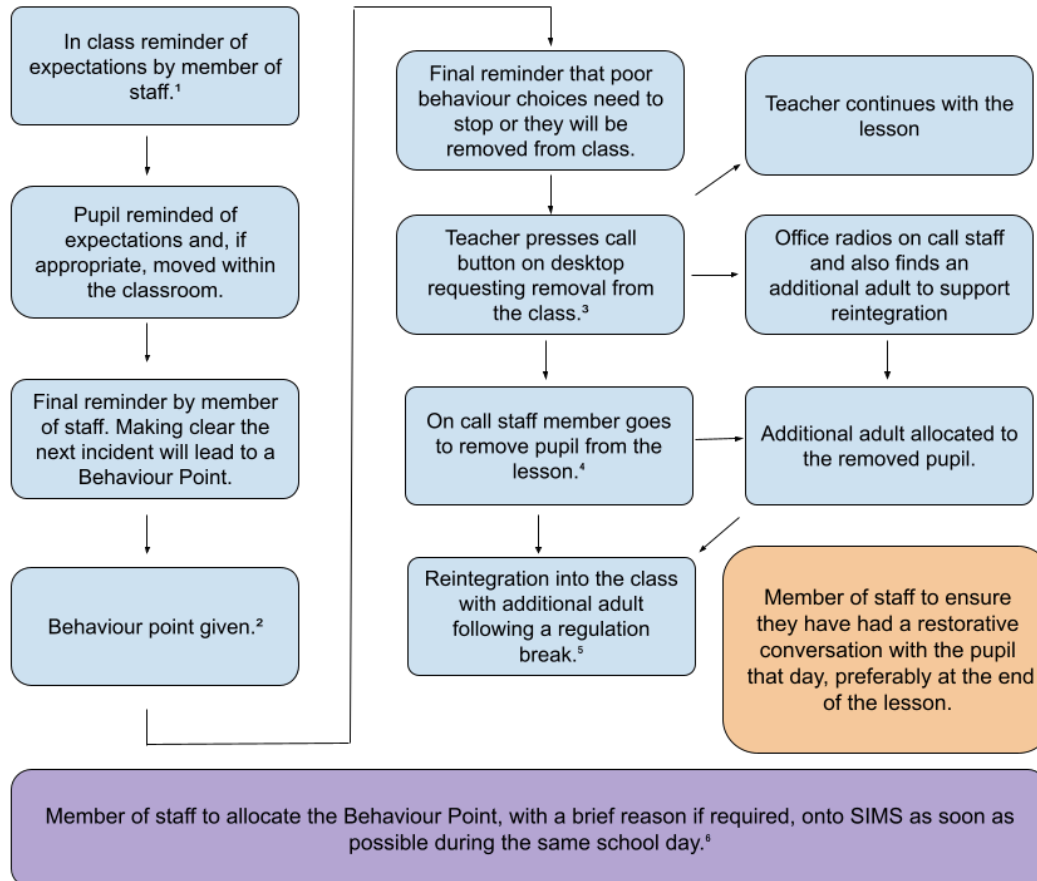
	<b>C</b>	<b>A</b>	<b>R</b>	<b>E</b>
	Care	Adventure	Reach	Engage
NAME				
NAME				
NAME				
NAME				
NAME				
NAME				
NAME				
NAME				
NAME				
NAME				
NAME				
NAME				

If using a chart, the points must be allocated electronically by the end of Thursday each week so that they are included in the SIMS update that evening ready for the weekly achievement assembly (which normally takes place on Friday mornings).

Allocation of behaviour points is monitored by SLT/HOYs and patterns analysed to ensure consistency of application.

## 2. Flowchart for managing disruptive behaviour in the classroom

There is an expectation that appropriate classroom management techniques are employed throughout the stages of the Flowchart below.



<sup>1</sup> Concentration on positive behaviour and expectations using appropriate classroom management strategies

<sup>2</sup> Staff are reminded that when issuing a Behaviour Point they are learning opportunities, not castigation

<sup>3</sup> A duty rota will be in place to ensure there is always at least one member of the SLT and/or HOY team available to field calls. Once called for, the staff on duty will get to the classroom as quickly as possible. In the meantime, the teacher in the room must, as far as possible, try to continue the lesson and ensure learning opportunities are not lost for the remainder of the class.

<sup>4</sup> The additional adult to remain in the class until pupil is fully regulated and integrated back into the lesson or until the lesson ends, whichever arrives first. If transition to a new room is required, the additional adult will accompany the pupil to that room to ensure a positive start to the next lesson.

<sup>5</sup> Parents will be able to see when Behaviour Points have been allocated and read the reasons for allocation.

<sup>6</sup> If a removal from class has had to be carried out, SLT/HOYs will seek a detailed explanation from the member of teaching staff and, ordinarily, the member of staff will subsequently communicate with parents. The teaching member of staff will also write an account on CPOMS using the tab 'Behavioural concern'.

## Appendix 11: Behaviour for learning - Senior Section

A Queen Elizabeth's pupil will be expected to be:

- Constantly striving to be the best versions of themselves embodying the shared values of the school.
- A reflective learner who seeks to learn from experiences, lessons and failure (academic or pastoral).
- Kind towards others at all times and forgiving when poor decisions are made.
- Developing academic curiosity and embracing the full experience that school has to offer.
- considerate and courteous when interacting with other pupils, staff and members of the public.
- To not be defined by background, ability profile or past performance.
- Empathetic towards others and endeavour to be a positive 'ally'.
- Ready for each lesson, equipped to learn.
- Punctual to all lessons.
- Endeavouring to meet all deadlines.
- Proud of their work.
- Conducting themselves in a calm and scholarly manner around school modelling behaviours for younger pupils. Where possible pupils should move around school **on the 'left' hand side** of corridors.
- Taking pride in their appearance whilst in and outside of school
- Gracious and grateful to those who support your learning inside and outside of school.
- Proud to celebrate their own or others' successes in all its forms.
- Willing to volunteer and embrace the concept of 'giving back' to those less fortunate and in need of support.
- Ask for help if they find something difficult, and acknowledge that failure is just part of the journey to eventual success.
- Pupils remain seated, and not stand for members of staff entering the room during a lesson.

Should pupils fail to meet our scholarly expectations, then teachers will scaffold areas for improvement through the use of our in class 'step system'. This allows poor choices to be identified and subsequent improvements to be made, hence student control of their behaviour decisions.

Queen Elizabeth's will not tolerate any individual(s) detrimentally impacting the learning and aspirations of others.

Removal is where a pupil is required to spend a limited time out of the classroom following the 'Steps System'. This is to be differentiated from circumstances in which a pupil is

asked to step outside of the classroom briefly with a staff member and asked to return following this. These conversations may be supported by the member of staff 'on call' and is constantly traversing the estate.

Removal from the classroom is a sanction used by the School as a response to serious misbehaviour. It will only be used when necessary and once other behavioural strategies in the classroom have been attempted (Steps 1, 2,3), unless the behaviour is so extreme as to warrant immediate removal. The School's use of removal will allow for a meaningful continuation of the pupil's education in a supervised setting within the 'Reflection Room'.

When a pupil is removed from the classroom by a member of the pastoral team or SLT, parents will be informed immediately on the same day via a school text. A follow up call will be made by the classroom teacher as soon as possible. As with all disciplinary measures, the School will consider whether the sanction is proportionate and whether there are any special considerations relevant to its imposition.

Step 4 removal will only be used for the following reasons:

- to maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption;
- to enable disruptive pupils to be taken to a place where education can be continued in a managed environment or so that the pupil may be given space to self regulate after an episode of dysregulation.
- to allow the pupil to regain calm in a safe space.

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the Head or Deputy Head. These pupils will be provided with support to continue their education including targeted pastoral support aimed to improve behaviour so they can be reintegrated and succeed within the classroom setting.

Staff supervising the 'Reflection Room' used for removal will be suitably trained in both the school behaviour policy and the interpersonal skills necessary to manage pupils with a variety of challenging behaviours and contexts. Relevant and appropriate work will be provided in order to access the curriculum.

Step 1	Step 2	Step 3	Step 4
Learning behaviour fails to meet the above expectations.	Despite a verbal warning a pupil still continues to limit the progress of others	A physical break away from others is required and a (5min) reset is required.	Despite 3 separate de-escalation interventions, the learner still is disrupting the progress of others.
Verbal warning from teacher	Behaviour Point issued		SLT/pastoral 'on call'
This is registered on the classroom chart.	This is registered on Sims from the list of possible undesirable behaviours	<p>This is recorded on the internal logging document by the member of staff. Should pupils accumulate 3 instances in a week (lunch detention HOY)</p> <p>Members of staff 'on call' will engage with pupils outside of classrooms and support classroom teachers in de-escalating the situation and reintegrate back into the class setting.</p>	<p>Pupils will be asked to leave the classroom and work within the 'reflection room' work.</p> <p>Immediate message sent home and to other members of staff in order to provide relevant work.</p> <p>Immediate loss or break/lunch.</p> <p>Restorative practice begins</p> <p>Confiscation of phone.</p> <p>The member of staff who initiated S4 will make contact with parents as soon as it is convenient to do so.</p> <p>Reintegration meeting with parents next day.</p>

The 'on-call' system will be used to chaperone pupils to the toilet during lesson time. These toilet breaks will be monitored and recorded by the Director of Pupils and Heads of Sections.

As a pupil at Queen Elizabeth's you can expect:

- [High quality teaching](#) and Adaptive Teaching styles
- Feel safe and be happy at school.
- To be known and valued.
- High standards of professionalism and standards
- Partnership working founded in mutual respect and understanding (Staff Code of Conduct & Role of Teachers).
- [A safe and nurturing community where your full potential can be achieved](#)
- An ambitious plan to provide innovation and world class experiences.
- A fair, yet clear approach towards behavioural standards/conduct.
- A consistent approach to maintaining the highest standards of learning, conduct and attire.
- To be asked to take ownership of your decisions, behaviour and progress.
- Supported with additional academic needs or pastoral support.
- Access to outstanding 'extra-extracurricular' opportunities.
- Promotion of high quality sporting and leisure activities.
- To be allowed to study in a safe, supportive and diversely rich school environment.
- High quality and diverse Career AIG support relevant to your school journey.
- The opportunity to be who you want to be without prejudice or grief.
- All teachers are defined as being responsible for safeguarding pupils and being teachers of SEN.
- Where lessons on behaviour are not learnt, then expect to be challenged on this by all staff.
- Our full support in making your future aspirations a reality.

## **Appendix 12: Use of Reasonable Force Policy**

### **Importance of prevention and de-escalation**

Always try to avoid physical intervention and the use of force - particularly where the risk is not urgent. Teachers are encouraged to use strategies other than force to diffuse difficult situations:

- Tell pupils to stop the inappropriate behaviour.
- Try to calm the situation.

Physical intervention can increase disruption or actually provoke attack. If force is necessary, the teacher should continue trying to communicate with the pupil throughout the incident, making clear that physical contact or restraint will stop as soon as it is no longer necessary.

It is crucial that the teacher take a calm and measured approach. The teacher must never appear to lose their temper, or to act out of anger or frustration simply to punish the pupil concerned.

### **Use of reasonable force**

A member of staff can use force as is reasonable in order to protect the pupil in question or safeguard other pupils from the actions of another. The decision to use reasonable force should be made on a case-by-case basis. Staff should refer to the [DfE Restrictive Interventions, including use of reasonable force, in schools \(2026\)](#) for detailed advice on the deployment of reasonable force on a pupil.

### **Consideration for Pupils with SEND**

Where appropriate, staff should work with pupils with SEND and their parents in the co-production of any necessary behaviour support plans. Behaviour support plans should outline any adjustments, such as to address aspects of the school environment which the pupil finds challenging and ways for pupils to communicate their needs effectively.

Behaviour support plans should detail circumstances where it may be appropriate for staff to have increased physical contact with a pupil. This should be discussed in conjunction with the relevant persons, such as teachers, parents, the pupil, pastoral staff or health professionals, and parameters around its use stated clearly in the plan.

Where there is an identified risk, such as increased likelihood of the need to use reasonable force and/or other restrictive interventions, a risk assessment must be in place and where possible, measures to mitigate risks identified such as through training and prevention strategies.

## **Reporting and Recording the use of force by members of staff**

### Reporting the Use of Force

The following procedure should be followed for reporting each significant incident in which a member of staff uses force on a pupil to each parent of the pupil as soon as is practicable after the incident, except where:

it appears to the staff member that doing so would be likely to result in significant harm to the pupil. This includes all forms of abuse and neglect. In this instance, the staff member must report the incident to the local authority, via telephone, within whose area the pupil is ordinarily resident and log the incident on CPOMS.

### Recording the Use of Force

Incidents must be recorded by the staff member(s) involved as soon as practicable after the incident. Detailed and up-to-date records should be kept on CPOMS of any incidents where force is used.

Records of incidents **must** include the following information:

- Names of pupil and staff directly involved
- time, date, location and approximate length of time the intervention was used
- brief account of the incident, including what led up to the incident, identified or potential triggers if known, any preventative or de-escalation strategies used, what type of reasonable force was applied, the degree of force, and details of physical injuries sustained, if applicable
- any relevant needs or circumstances of the pupil, including whether the pupil involved has an identified special educational need or disability and their SEN status code
- brief account of why the use of force was assessed as necessary in that instance
- any post-incident support, such as details of any medical treatment for injuries or other adverse impacts

The record could also include:

- property damaged during the incident
- witnesses' accounts of what happened
- when and how parents were notified
- what follow up has taken place

A report of the incident made to parents should include the following details as a minimum:

- time, date, location and approximate length of time the force was used
- brief account of what type of reasonable force was applied, and the degree of force
- details of any physical injuries sustained, if applicable
- brief account of why the use of force was assessed as necessary in that instance

The requirement to report applies even if the use of reasonable force in certain circumstances is agreed with parents as part of a pupil's behaviour support plan.

### **Complaints and allegations**

Any complaints regarding the use of reasonable force and other restrictive interventions should be dealt with in accordance with the School's [Complaints Policy and Procedure](#).

If an allegation regarding inappropriate use of force and/or other restrictive interventions is made against a member of staff, the procedures in [Keeping Children Safe in Education](#) should be followed. This includes the provisions regarding suspension of staff.