



Queen Elizabeth's School

Behaviour Procedures 2023-24

'You will be secure because there is hope' Job 11:18



Behaviour Procedures 2023-24

Introduction:

At the Queen Elizabeth's School we strive for the best behaviour and encourage all of our members, staff and students to be the very best they can. Expectations around behaviour are very high as we want all of our members to feel safe and secure and have the opportunity to grow and learn in a calm and safe environment. All of this is also built on our strong Christian foundation and **Vision of Hope**. It is our **hope** that all are behaving correctly and displaying the highest standards, both in school and when representing the school. We believe in a culture of rewards and support and we **hope** to be able to model the highest standards at all times and recognise those that keep to these standards on a regular basis.

Purpose and Aims:

This document is designed to sit underneath the WATs Behaviour Policy and outlines how the policy is carried out in the school. It is designed to describe and explain the systems used at Queen Elizabeth's School to implement the behaviour policy.

For information regarding the Policy please see the WAT Behaviour Policy.

Updated 5.9.2023

Review date 1.1.2024

Version 1 of the 23-24 copy

Rewards

A variety of rewards are used to encourage and recognise positive behaviour:

- House points
(Platinum/Gold/Silver/Bronze)
- Contact home
- Celebration assembly
- Headteacher commendations
- Celebration of achievement
- Reward parties/breakfasts
- Non-Uniform Days

“Respect”

Consequences

A variety of methods and sanctions are used as consequences to negative behaviour:

- Verbal Warning
- Removal from lesson
- After school detention
- Isolation
- Level 2 Isolation
- Fixed Term Exclusion
- Governors Panel
- Permanent Exclusions

“Developing character”

Behaviour Support

A variety of strategies are used to improve or change behaviour:

- Extra curricular opportunities
- A range of reports - Tutor/House/SLT
- Mentoring
- Chaplain support
- The HUB - Individualised Programme
- Pastoral Support Plan
- Educational Psychologist
- Alternative Provision

“Love”

Classroom Expectations

Every Minute matters *“Community”*

Lesson start

- Arrive promptly
- Line up outside the room in silence
- Full and correct uniform
- Enter the room in silence
- Sit in seating plan
- Equipment out on desk

Do Now

- Starter activity to recall key information from KO
- Attempt every question

Guided and Deliberate Practice

- Silent working time (unless instructed otherwise)
- Answer questions - no opt out
- Work hard
- High quality presentation

Dismissal

- Pack away in silence
- Stand behind desks
- Wait to be dismissed
- Swift move to next lesson



“Every minute matters”

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In the classroom

Poor behaviour - does it disrupt learning or distract teaching



Yes

Preventative disruption strategies



Formal warning + name on board (student will be removed)



Second offence - Removal initiated and student takes themself to Isolation - 5 minutes to arrive. 24 hr Isolation

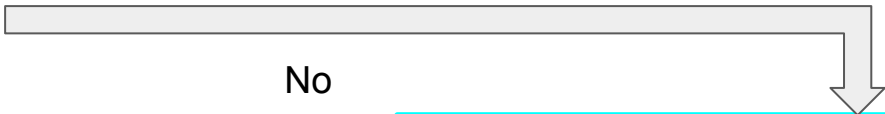


Isolation - 24HRs for the student



Teacher Completes SOR button, holds an RJ if they wish and contacts home

No



Lack of work or issue that doesn't disrupt learning (lack of work, missing Homework etc)



Lunchtime Detention issued - Added to SIMS and placed in a lunch detention slot



Teacher notifies student and detention message sent by behaviour support

Around school/bus/community

Poor behaviour seen - do you know the student?

Yes

Is the behaviour and consequence able to be dealt with by you?

Yes

Explain the behaviour seen to the student and the consequence. Log on SIMS and add to either Lunch/ASD slot



No

Use SOR to report the behaviour and location - behaviour support will pick this up



No

Use the SOR Removal button to log the incident. SOR will collect the student and take them to isolation. Add to SIMS or email SLT/HOH if serious



HOH/SLT to action with Isolation/L2 Isolation or suspension depending on the level of incident. HOH/SLT contacts home to issue the consequence

Removals - Multiple

Subject teacher contacts home.
Tutor places them on Tutor report

Student is removed from lesson - is this the 1st?



Yes



No

Is it 2 from the same subject?



Yes

Is it 2 removals

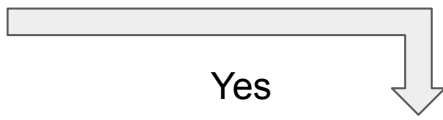


No

3rd removal
Behaviour support send information to HOH/SLT
First of 3 removals (with no previous suspension- L2 isolation
Second offence 1 day suspension
Contact home and pack completed -
Reintegration meeting set



No



Yes

HOH contacts home and places the student on HOH report

HOD contacts home and places the student on Subject report - group moves are investigated

Student removal

If a student is removed they remain in isolation all day.

To this end the language of removal needs to be clear to ensure students understand that they are about to be removed and what it is for.

“ You are talking and disrupting the learning of others - if this behaviour continues you will have to leave the lesson”. The teacher then writes their name on the board.

“Unfortunately you have continued to talk and disrupt the learning of others -you are now removed and have 5 minutes to get to Isolation”

Staff use the SOR button on the intranet - select removal and complete the options. This sends a message to student reception and the appropriate staff.

Isolation (Removal, Isolation or L2 Isolation)

Expectations:

- All mobiles, iPods, MP3 players and related equipment will be handed in at the start of the isolation.
- Students will work in silence throughout the day.
- Students will raise a hand to notify a teacher for help.
- Students must complete all tasks with the same effort and attitude as expected in normal lessons.
- Students must complete their isolation reflection when removed
- Student will go down to break at 10.40-10.50am and lunch 12.20-12.40pm.
- Isolation is 24 hours from arrival - (5 lessons).

A student failing to meet these expectations will receive the following sanctions:

1. A formal, written warning logged on SIMS.
2. The use of removal to request a member or SLT, who will then:
 - i. Remove the student to Level 2 Isolation or another day in isolation
 - ii. Use SLT intervention to resolve
 - iii. Decide if a suspension is appropriate

The following behaviours will trigger an immediate sanction as defined above:

- Communicating with other students in the room.
- Failure to complete work set.
- Graffiti or destruction of learning resources or the isolation area.

Rudeness towards staff will result in the use of removal by a member of

SLT

LD (Lunch detention)

LDs are issued primarily for Uniform and Knowledge organiser incidents

They are logged by the member of staff and detention slot selected in advance with appropriate warning.

Failure to attend an LD without a very good reason will result in an ASD being issued.

ASD (After school detention)

ASD are issued primarily for more severe behaviour incidents

ASD can also be issued for behaviour issues that take place outside of the learning environment.

They are logged by the member of staff and detention slot selected in advance with appropriate warning.

Failure to attend an ASD without a very good reason will result in isolation for a full rotation.

All Staff Responsibilities for Behaviour and Rewards

Uphold expectations around uniform and behaviour

Use SOR to report any issues

Log issues if students are known

Support with rewards and issuing rewards and prizes

Support with duties where required

Support meetings where required

Behaviour Support/PSO Responsibilities for Behaviour and Rewards

- Uphold expectations around uniform and behaviour
- Use and monitor SOR to report any issues
- Log issues on SIMS
- Support with investigations
- Support with rewards and issuing rewards and prizes
- Support with duties where required
- Support meetings where required
- Liaise with Police where required
- Lead After school Detentions
- Produce removal data for SLT and HOH
- Update HOH/HOD and SLT regarding students on 2 removals
- Manage detentions systems and contacts home
- Lead and manage the isolation room
- Communicate detentions and isolations with staff

Tutor Responsibilities for Behaviour and Rewards

Check daily expectations around uniform, Knowledge organiser, equipment, attendance and punctuality

Monitor students daily behaviours via SIMS home page information

Issue Tutor/Punctuality reports when required - Tutor reports following a removal or other pastoral concerns

Support all students with attendance between 95-90%

Mentor where needed regarding behaviour

Log all achievement points for students regarding expectations

Share data on behaviour, rewards and attendance from the Data Crunch, Reward slides and attendance tracker

Teacher Responsibilities for Behaviour and Rewards

Support with expectations in department areas

Meet and greet students at the door

Monitor expectations within the classroom - check uniform and punctuality

Ensure high standards of work

Ensure disruption free learning is taking place

Issue Subject reports if a student is removed from your lesson twice

Contact home following removals

Ensure work is accessible for students in isolation

Log behaviours and achievements on SIMS

Log detentions where required

Use tracking data, SEN and pastoral information to support students

Inform HOD or behaviour issues and concerns

HOD Responsibilities for Behaviour and Rewards

Support with expectations in department areas

Drop in and support lessons

Monitor expectations within the department

Monitor departmental removals and detentions

Ensure high standards of work across classes

Ensure disruption free learning is taking place in the department

Issue Subject reports if a student is removed from your department twice

Contact home following removals - meet parents if required

Investigate group moves to support positive behaviour

Produce monitoring data for behaviour to support department strategies - how many detentions, removals, students requiring support etc

Use tracking data, SEN and pastoral information to support students

HOH Responsibilities for Behaviour and Rewards

Support with expectations around the school and in the House

Drop in and support tutors

Monitor expectations within the House

Monitor House suspensions, isolations, removals and detentions

Ensure students in the House are bringing equipment, punctual, dressed correctly and attending school

Issue House reports if a student is removed twice

Issue Attendance reports/Punctuality reports/Positive reports were required

Contact home following 2 removals - meet parents if required

Lead reintegration meetings following suspensions

Investigate tutor/House moves to support positive behaviour

Produce monitoring data for behaviour to support pastoral strategies - how many detentions, removals, students requiring support etc

Use tracking data, SEN and pastoral information to support students

Support Attendance between 90-50%

Lead House assemblies on expectations and rewards

SLT Responsibilities for Behaviour and Rewards

Support with expectations around the school and in the community

Drop in and support tutors, lessons, interventions and clubs

Be visible around the school

Monitor expectations across the school

Support SOR and the Isolation room

Monitor suspensions, isolations, removals and detentions - look for trends

Ensure students in the school are bringing equipment, punctual, dressed correctly and attending school

Issue SLT reports if a student is on a PSP

Manage PSPs

Make referral to outside agencies including Appropriate provision were needed

Attend LIP meetings

Contact home to support students suspended or at risk of PEX- meet parents if required

Attend reintegration meetings following suspensions were required

Produce monitoring data for behaviour to support pastoral strategies - how many detentions, removals, students requiring support etc - whole school and groups

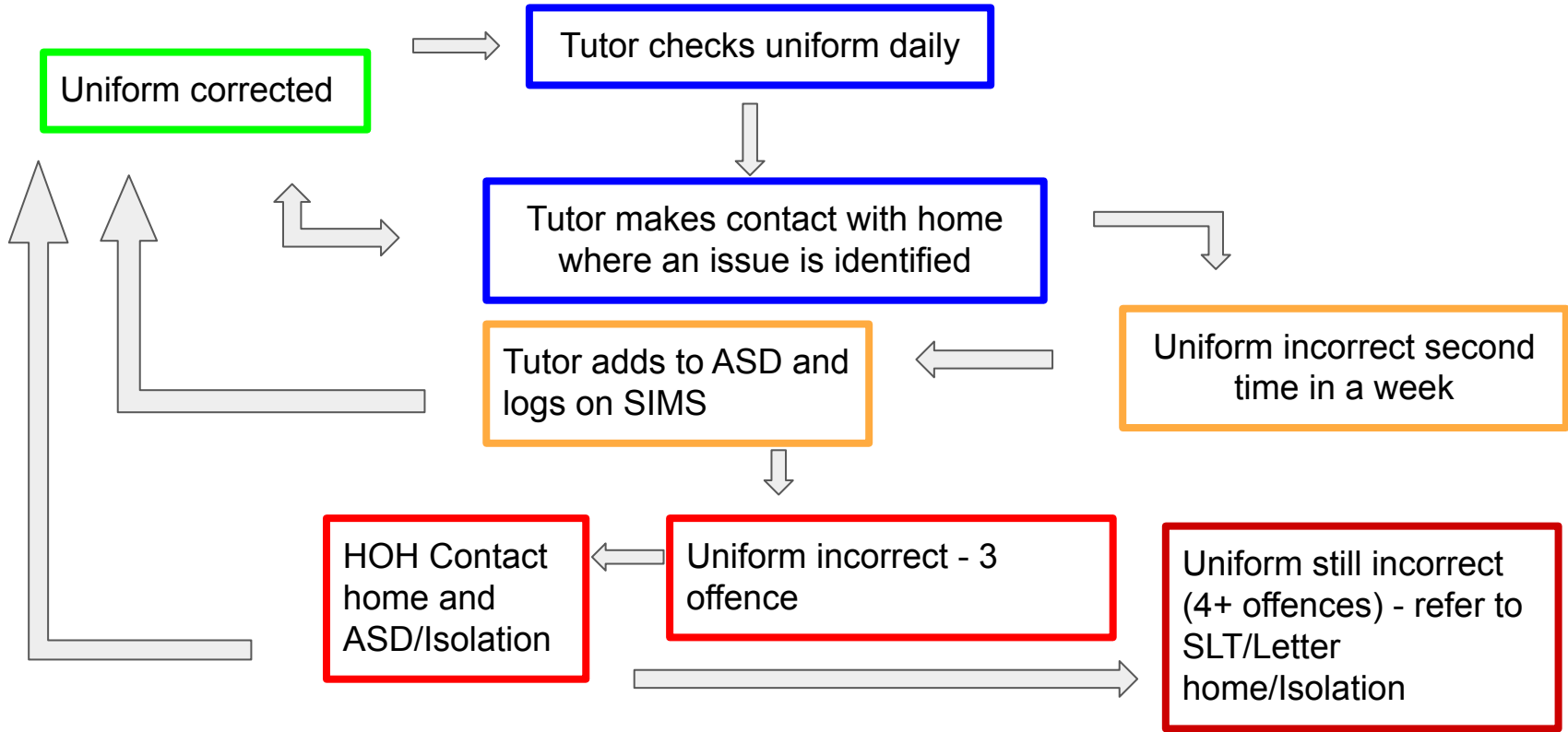
Support Attendance between 50-0%

Lead assemblies on expectations and rewards

Attend Governors and Exclusion panels

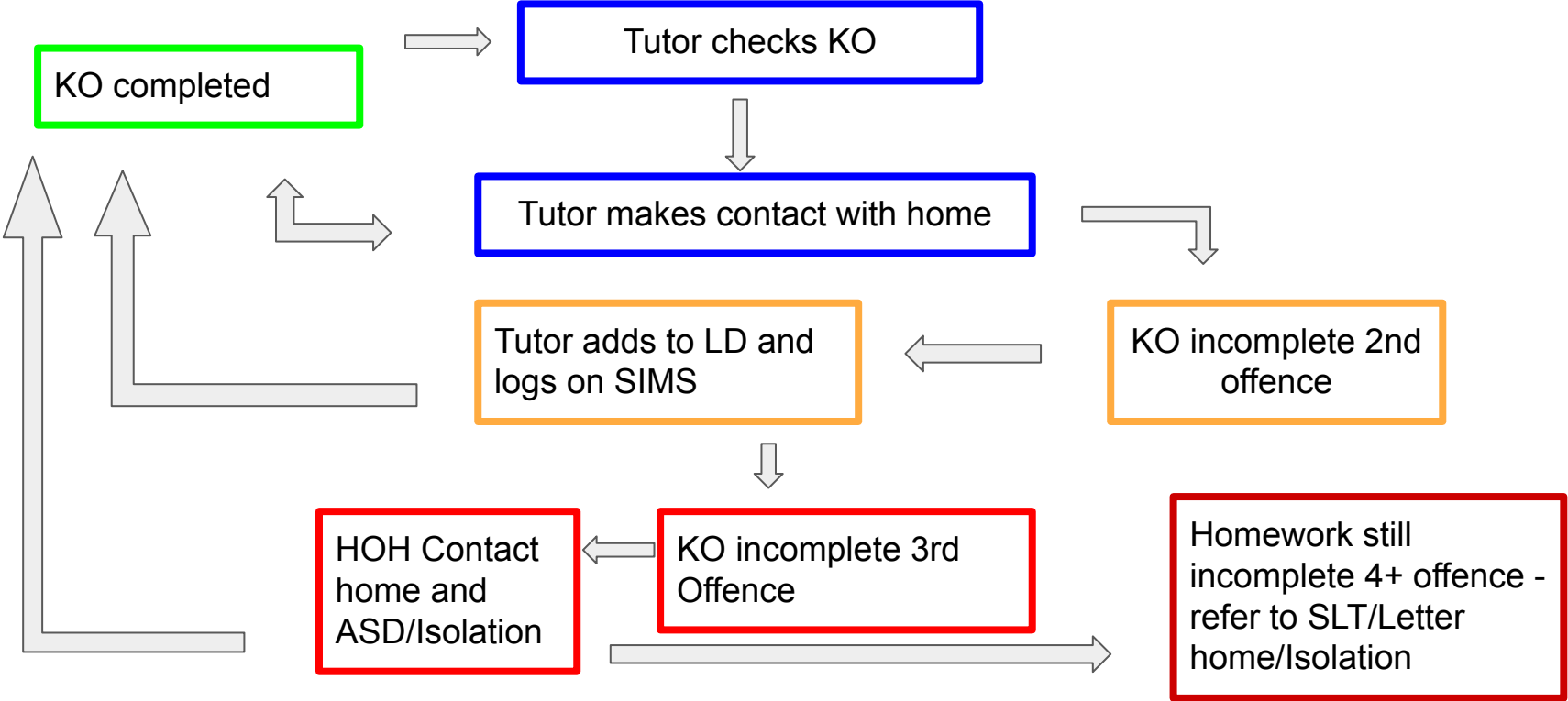


Uniform Flow Chart





Homework Flowchart





Queen Elizabeth's School

Rewards Procedures 2023-24

'You will be secure because there is hope' Job 11:18



Rewards Procedures 2023

Introduction:

At the Queen Elizabeth's School we strive for the best behaviour and encourage all of our members, staff and students to be the very best they can. For those students that demonstrate the very best behaviour and performance in all areas QE has an extensive rewards system. Built on strong Christian foundations of **hope**, QE has a culture of praise and reward, ensuring motivation and a continued strive towards achieving the very best in all areas.

Purpose and Aims:

This document is designed to sit underneath the WATs Behaviour Policy and outlines how the policy is carried out in the school. It is designed to describe and explain the systems used at Queen Elizabeth's School to implement the behaviour policy. It sits alongside our own Behaviour Procedures and adds details to the rewards section

For information regarding the Policy please see the WAT Behaviour Policy.

Updated 5.9.2022

Review date 1.1.2023

Version 1

Rewards

A variety of rewards are used to encourage and recognise positive behaviour:

- House points
- Certificates
- Celebration assembly
- Reward Breakfasts
- Celebration of achievement
- Reward parties
- Reward Afternoons
- Vouchers and prizes

(taken from Behaviour Procedures 2023)

“Respect”

Classroom Expectations

“Every minute matters” “Community”

Lesson start

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- Line up outside the room in silence
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Do Now

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Guided and Deliberate Practice

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- Answer questions - no opt out
- Work hard
- High quality presentation

Dismissal

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- Stand behind desks
- Wait to be dismissed
- Swift move to next lesson

Student House Point Tariffs

Award (per half term)	House Points required	Reward
Platinum	550 or above	Certificate Invite to reward breakfast Film afternoon or Activities hour Voucher for the canteen
Gold	500-549	Certificate Invite to reward breakfast Film afternoon or Activities Hour
Silver	450-499	Certificate Film afternoon or Activities Hour
Bronze	400-449	Certificate Prize

Student House Point Tariffs - 6th Form

Award (per half term)	House Points required	Reward
Platinum	300 or above	Certificate Invite to reward breakfast Costa Voucher Activities Hour
Gold	250-299	Certificate Invite to reward breakfast Activities Hour
Silver	200-249	Certificate Activities Hour
Bronze	150-199	Certificate Prize

House Point Tariffs - Top Tutor Group

Award	House Points required	Reward
Platinum	9000 or above	Platinum Sign Tutor Reward Party Activities Hour Prizes Queue Jump pass
Gold	8000-8999	Gold Sign Tutor Reward Party Prizes Queue Jump pass
Silver	7000-7999	Silver Sign Prizes Queue Jump pass
Bronze	6500-6999	Bronze Sign Prizes

House Point Tariffs - Top Tutor Group - 6th Form

Award	House Points required	Reward
Platinum	8000 or above	Platinum Sign Tutor Reward Party Prizes Activities Hour
Gold	7000-7999	Gold Sign Tutor Reward Party Prizes Activities Hour
Silver	6000-6999	Silver Sign Reward Party Prizes
Bronze	5000-5999	Bronze Sign Prizes



Ongoing Rewards

Ongoing Rewards

Award	Requirement	Reward
Praise	Various around attendance/positive behaviour/contributions	House points
Overall Eggcellance!	Upholding the school values	Creme Egg Voucher (Easter)
Ebenezer Good!	Upholding the school values	Chocolate coin Voucher (Christmas)
Costa Vouchers	Upholding the school values - Sixth form only	A Voucher to use in Costa
Headteachers Tea Parties	Selected by HOH - attendance/positive behaviour	Invite to a Headteachers Tea Party (held every 2 weeks)



Bigger Events

End of term trips for selected students based on Total Annual House Points (Net):

2 a Year

Christmas and Summer

Ideas to include:

Badbury Rings - Picnic

Tank Museum

Paintball

Swimming Inflatables

Games Afternoon - sports/crafts held at school