



# Queen Elizabeth's School

## Behaviour Procedures

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



# Behaviour Procedures

## 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 25.7.2024**

**Review date 1.1.2025**

**Version 1 of the 24-25 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
- ACE Card
- 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

## Warm Welcome: Expectations for Students



When the Bell goes at 8.37am:

Line up in your Year area - in Single file and in silence (be there for 8.37 - quicker you are there the quicker we can go inside).

If you are 3 minutes or more late - expect an ACE Strike

Have uniform on and correctly worn. No hoodies, No trainers, Skirts unrolled, Shirts in, Blazers on. Coats on if it is wet/cold and the tutor/Head of House agrees. Lanyard on and visible.

Have your pencil case out ready.

You will be asked if you have to fix any any issues. Pastoral Managers can support students with this.

Lead in once the check is complete. The tutor will lead you to your tutor room. Remain in single file until you return to tutor

**SLT Link:**

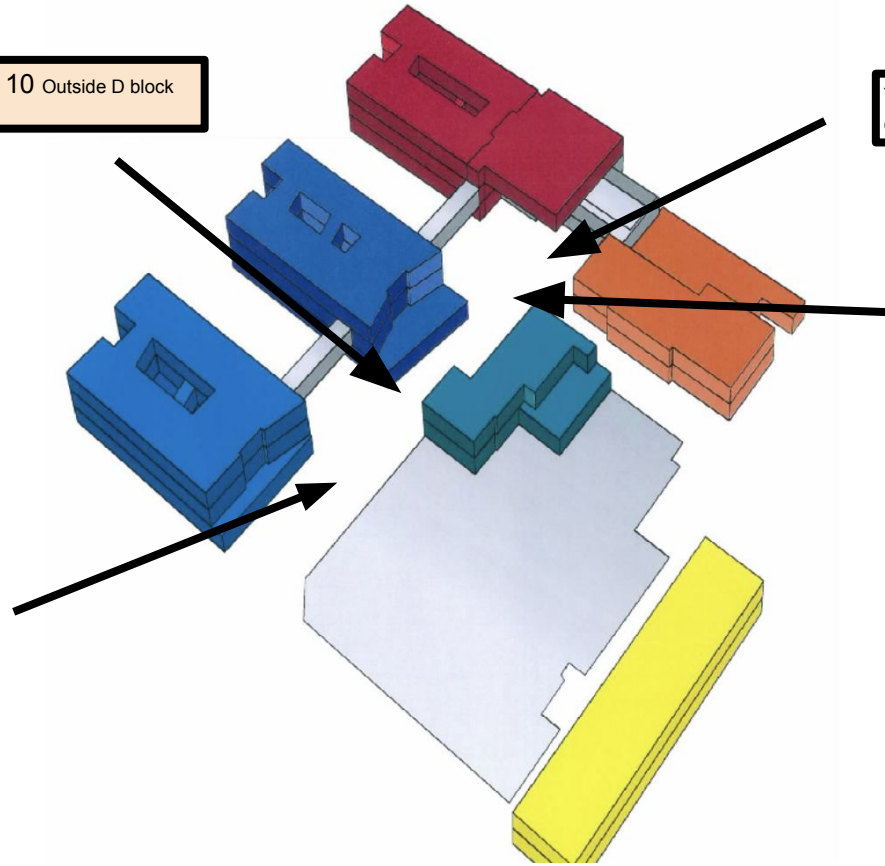
- Mr Neil - Support all
- Mrs Porter - Year 11
- Mrs Burrows - Year 11
- Mrs Ashby - Year 11
- Mr Humphreys - Year 10
- Mrs Dettrick - Year 10
- Mr Oldfield - Year 9
- Mr Willis - Year 9

Year 10 Outside D block

Year on Assembly  
Outside foyer

Year 9 Edge of D block

Year 11 Outside E block



**SLT Link:**

Mr Neil - Support all

Mrs Porter - Year 11

Mrs Burrows - Year 11

Mrs Ashby - Year 11

Mr Humphreys - Year 10

Mrs Dettrick - Year 10

Mr Oldfield - Year 9

Mr Willis - Year 9

Miss Dean - Year 12/13



## ACE Cards

Rationale:

To build consistency around uniform and punctuality.

To give students the opportunity to meet high standards.

To address persistent offenders

To reward those students who always get it right.

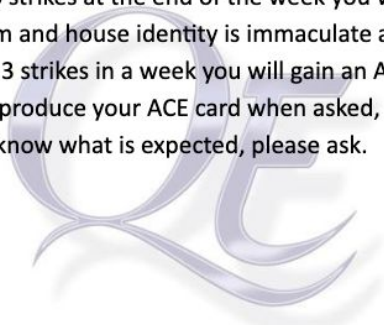


<b>Name:</b>		
<b>TG:</b>	<b>w/c:</b>	
<b>House:</b>		
	<b>Reward</b>	<b>Strike (Uni/Lan/Punc/Pho)</b>
<b>1</b>		
<b>2</b>		
<b>3</b>		
<b>Community - Respect - Kindness - Love</b>		



### QE ACE Card

1. Wear your uniform and house identity correctly and with pride (*as per the uniform policy*)
2. If you have no strikes at the end of the week you will receive 5 house points
3. If your uniform and house identity is immaculate a member of staff may wish to reward you. If you gain 3 signatures you will receive 20 extra house points – reward!
4. If you receive 3 strikes in a week you will gain an ASD.
5. If you cannot produce your ACE card when asked, you will gain an ASD
6. If you do not know what is expected, please ask.

A large, stylized, light blue logo of the letters 'QE' is positioned in the background, partially overlapping the list. The letters are intertwined and have a soft, glowing effect.

*We are proud of you so be proud of your appearance,  
your House and your QE community*

Each student will receive a card.

Staff will carry spare cards in order to replace the one collected.

Students will be asked for cards if standards are below expectations or above

Staff will sign cards - if the signature fills all spaces for either rewards or uniforms

staff collect the card in and add rewards on SIMS or an ASD. ACE stikes for equipment in tutor only.

If a students doesn't have a card that will result in an automatic ASD that the staff member logs on SIMS.

ACE cards to be kept in the Lanyard card holder



*“Every minute matters”*

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# ACE Expectations

## Achievement

We all

- arrive on time for school and lessons.
- enter school, buildings and rooms quietly.
- have the necessary equipment to succeed.
- respond to the level of peer interaction indicated by staff.
- wear the uniform correctly and wear the lanyard.
- attempt all tasks to the best of their ability.
- SLANT* in every lesson and assembly.
- practice disruption free learning.
- respond positively to feedback.
- know where we are and what we need to do to improve.
- complete homework to the best of our ability.

## Confidence

We all

- leave the room and school areas in a tidy state using bins provided.
- wear the uniform correctly and wear the lanyard around school - we take pride in how we dress.
- speak to all calmly and fairly to everyone at school
- use language that is inclusive and non derogatory and call it out when we hear it.
- welcome new students, parents and visitors - including cover and support staff.
- show respect to everyone in school and the community.
- Use positive and appropriate language at all times.



# ACE Expectations

Enjoyment

We all

use social media with respect for all other users.

Take part in clubs, activities and other extracurricular opportunities.

respect the site, facilities and buildings.

make the school a more positive place.

make school a safe place for everyone regardless of gender, sexuality or race.

treat everyone with kindness and care.

enter into all opportunities with positivity.

support my community by taking part in competitions.

In the classroom

Poor behaviour - does it disrupt learning or distract teaching

Yes

No

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.



Isolation - for the student



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

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/HOY if serious



HOY/SLT to action with Isolation/L2 Isolation or suspension depending on the level of incident. HOY/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?



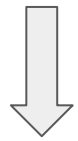
Yes

Is it 2 removals

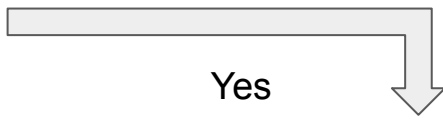


No

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



No



Yes

HOY contacts home and places the student on HOY 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 for the rest of the 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, players and related equipment will be handed in at the start of the isolation.
- Students will work in silence throughout the day and remain in their seats.
- 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
- Students will complete Knowledge Organiser, Past Papers or written revision - no access to IT
- Student will go down to break at 11.15-11.30am and lunch 1.50-2.15pm.
- Isolation is for the remainder of the day and until after break if removed period 5 the previous day.

***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 or suspension
  - 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
- Sign ACE cards where standards are met or not met
- 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
- Sign ACE cards where standards are met or not met
- 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 HOY
- Update HOY/HOD/HOF 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

Sign ACE cards where standards are met or not met

Issue new ACE Cards where required

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

Sign ACE cards where standards are met or not met

Issue new ACE cards where required

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/HOF or behaviour issues and concerns

## HOD/HOF 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

## HOY Responsibilities for Behaviour and Rewards

Support with expectations around the school and in the Year group

Drop in and support tutors

Monitor expectations within the Year

Monitor House suspensions, isolations, removals and detentions

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

Issue Year 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/panel/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 Year 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

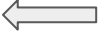
Uniform corrected  
Shirt in  
(Shirt unrolled  
Tie on  
Blazer on  
Correct shoes  
No nose piercing -  
clear retainer okay  
Lanyard on  
No additional  
jewellery).

Tutor checks uniform daily - sign ACE Card if required

Uniform incorrect second time - 2nd ACE Signature

Uniform incorrect - 3rd ACE Signature - card taken and ASD Logged on SIMS. New card issued

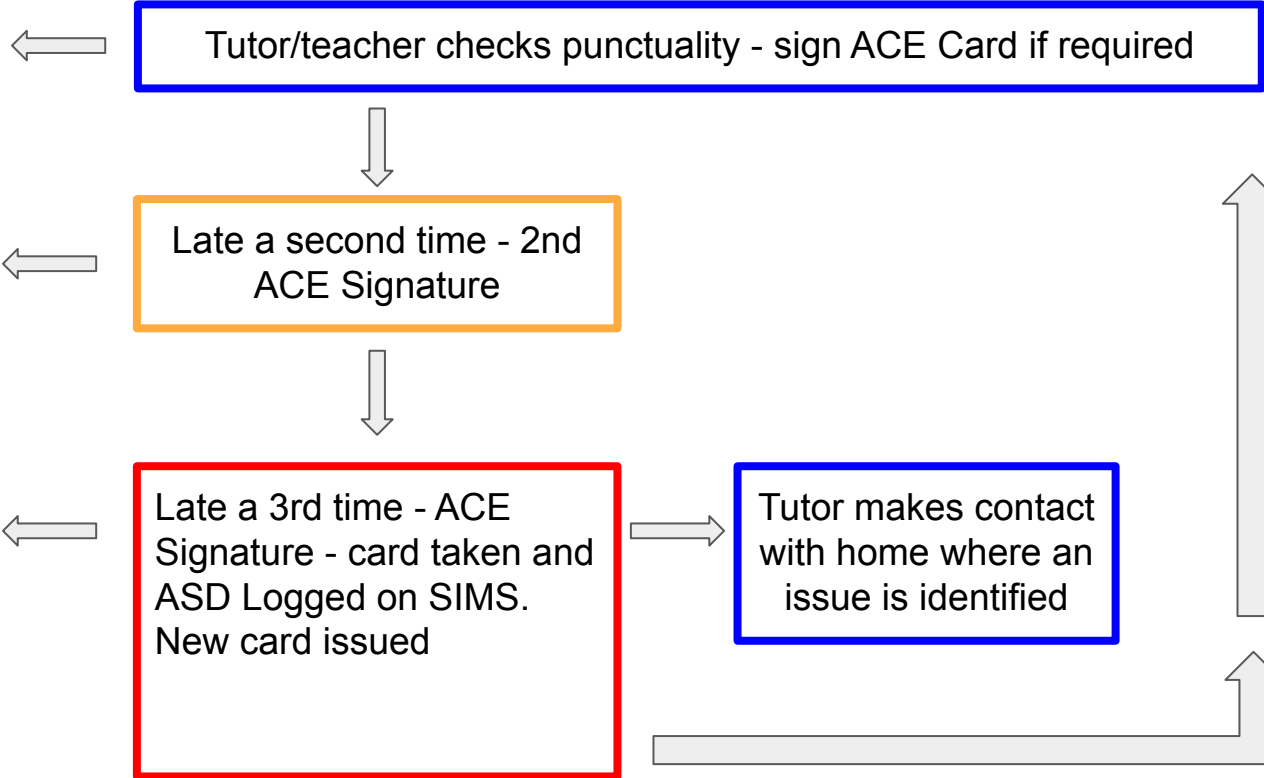
Tutor makes contact with home where an issue is identified





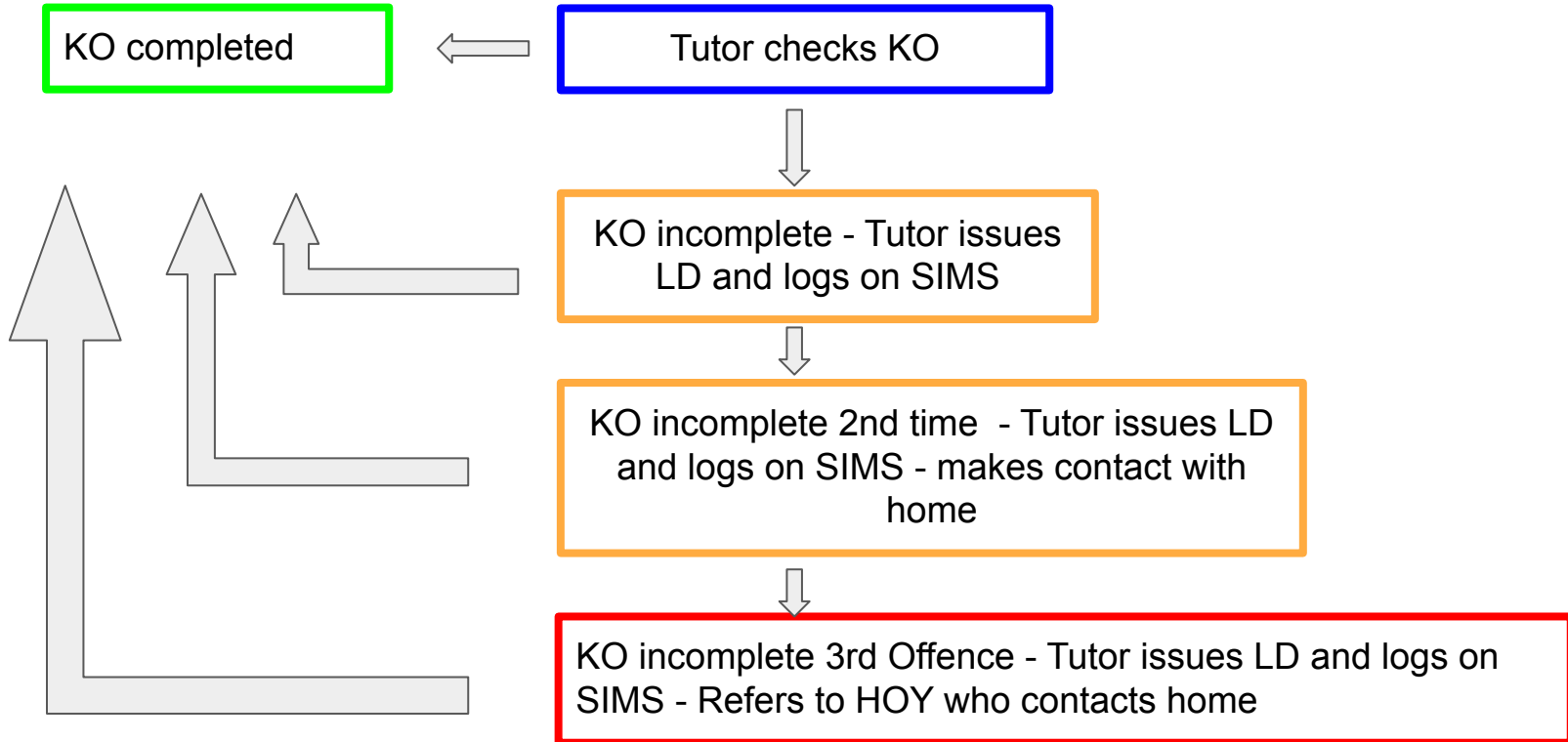
# Punctuality Flow Chart

Students arrives on time or within the 3 minute window.  
(Students outside this window to have their card signed unless a good reason for lateness).





# Homework Flowchart



# Suspension Escalation

Student receives a suspension for first offence 1 day



Call made - reintegration held with full details and reasonable adjustments put in place



No further behaviour

Student receives 2nd suspension - 3 days



Call made - reintegration held with full details and previous adjustments reviewed and further reasonable adjustments put in place



No further behaviour

Student receives 3rd suspension - 5 days



Call made - reintegration held with full details and previous adjustments reviewed and further reasonable adjustments put in place - PSP and referral to SEN if not already SEN



No further behaviour

Student receives 4th suspension - 5 days



Call made - reintegration held with full details and previous adjustments reviewed and further reasonable adjustments put in place - PSP and SEN review - referral to LA Inclusion, GOV panel, Managed Move or PEX issued

HOY may repeat a stage on the above flow chart if they feel that further work needs to be completed to support a student or enable time for an intervention to make an impact.





# Queen Elizabeth's School

## Rewards Procedures

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



# Rewards Procedures

## **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.**

# 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 2024)

*“Respect”*

# 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

## 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

<b>Award</b>	<b>House Points required</b>	<b>Reward</b>
Platinum	9000 or above	Platinum Sign
Gold	8000-8999	Gold Sign
Silver	7000-7999	Silver Sign
Bronze	6500-6999	Bronze Sign

# House Point Tariffs - Top Tutor Group - 6th Form

<b>Award</b>	<b>House Points required</b>	<b>Reward</b>
Platinum	8000 or above	Platinum Sign
Gold	7000-7999	Gold Sign
Silver	6000-6999	Silver Sign
Bronze	5000-5999	Bronze Sign



# 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)
ACE Card	Upholding the school values - Signed card handed in	House Points
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



## 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