

Queen Elizabeth's Girls' School

Behaviour for Learning Policy

POLICY TITLE: Behaviour for Learning Policy

STATUS: Statutory

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Section 1: Aims

Courage - Courtesy - Creativity - Integrity - Resilience - Respect - Wisdom

The central aim of the school is to encourage the development of each student's inner resources, so that they acquire the wisdom and integrity to make positive choices in a rapidly changing world. Most importantly, students will leave our school as well-qualified, confident, caring and happy members of their community, equipped to be capable of supporting themselves financially, contributing economically and socially to wider communities. We strongly believe that all students are individuals and that all should pursue excellence and develop their talents in academic, creative, physical and social skills. We provide an environment in which learning can flourish and be enjoyed not just as a means to good academic results but as an interest for life, motivated by the school's commitment to provide the students with access to a full range of study and enrichment experiences.

Positive behaviour underpins all aspects of a student's education. Good behaviour enables students to make outstanding progress and enables them to become socially responsible citizens, preparing them for life after education. At Queen Elizabeth's Girls' School we believe that all students have the right to an outstanding education, to fulfil their potential and feel safe at school. Therefore, we expect outstanding behaviour from all our students all the time. We expect outstanding behaviour from students because we care about them and their futures. We manage behaviour so that we can provide calm, safe and supportive environments where students can learn and thrive. This Behaviour for Learning Policy aims to:

- Reflect the school's values (Courage, Courtesy, Creativity, Integrity, Resilience, Respect, Wisdom)
- Create a positive culture that promotes excellent behaviour, ensuring that all students have the opportunity to learn in a calm, safe and supportive environment
- Establish a consistent, whole-school approach to maintaining high standards of behaviour that supports students to become self-disciplined, accept responsibility for their own actions and reflect the values of the school
- Define what we consider to be good behaviour for learning and misbehaviour
- Make clear the positive and constructive rules of conduct
- Set out a framework for rewarding good and responsible behaviour and the procedures to be followed and sanctions to be applied should behaviour fall short of these standards
- Ensure that equality of opportunity is available to all
- Build a community based on tolerance, respect and personal responsibility.
- This policy applies to students' behaviour both at school and within the wider community

Our behaviour system emanates from the need for students to make good choices within the school environment and in the wider community. Students are expected to;

- **Be Respectful:** Use appropriate language, engage in appropriate interactions with others and be considerate of the learning and emotions of other members of the community
- **Be Responsible:** Self-regulate, be aware that they are responsible for their own actions and the impact they have upon others (make healthy choices)

Students can demonstrate these by;

- Being self-disciplined and behaving in an orderly manner
- Showing respect and consideration towards all members of the school community always
- Fostering positive relationships with all members of the school community

- Respecting the right of others to learn and are prepared to learn themselves
- Avoiding the use of discriminatory language
- Actively contributing to the life of the school and the wider community
- Moving quietly around the school
- Treating the school buildings and school property with respect
- Wearing the school uniform correctly at all times
- Accepting sanctions when given
- Refraining from behaving in manners that bring the school into disrepute, including on their way to and from school
- Respecting the feelings and rights of others both on and offline, in and out of school. This includes not producing, participating in, or passing on explicit, offensive, harmful or hurtful videos/content and / or posts/ messages on social media of students and staff and anyone's family members
- Taking responsibility for keeping themselves and others safe online

We also believe in recognising, celebrating and rewarding achievement of all kinds. Our rewards system is designed to celebrate successes. We have clear expectations regarding behaviour and consequences for poor behaviour. Our consequences system is based on fair rules that are applied without favour.

Section 2: Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

[Behaviour in schools: advice for headteachers and school staff 2024](#)

[Searching, screening and confiscation: advice for schools 2022](#)

[The Equality Act 2010 \(Amendment\) Regulations 2023](#)

[Keeping Children Safe in Education 2025](#)

[Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)

[Use of reasonable force in schools 2026](#)

[Police and Criminal Evidence Act 1984 \(PACE\) - Code C](#)

[Supporting pupils with medical conditions at school - 2015](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

In addition, this policy is based on:

Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy

[DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy

This policy complies with our funding agreement and articles of association.

Section 3: Definitions

Good behaviour for learning includes, but is not limited to:

- Being polite and respectful to peers, staff, members of our local community and visitors to the school
- Being kind to others by respecting other people's beliefs and opinions and accepting that others may hold different views to your own.
- Being kind by speaking and treating all people in the community in the manner you would want to be treated

- Being respectful by treating other people's belongings with respect
- Being on time
- Having excellent school attendance
- Taking pride in wearing the correct uniform correctly at all times
- Behaving sensibly in corridors and at unstructured times by walking sensibly, keeping to the left, without running or causing a disturbance
- Being prepared for learning and having all equipment, every lesson and every day
- Showing respect for learning and that of others by being silent when requested
- Listening to members of staff and following instructions politely and calmly, the first time of being asked
- Helping and supporting others
- Actively participating in learning activities
- Asking and answering questions in lessons
- Seeking help and support when needed
- Respecting our local community by quietly making your way to and from school quickly and never congregating in large groups on local streets

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform
- Not following instructions
- Acting as a bystander when someone is being bullied or intimidated

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour like interfering with clothes
 - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Tampering with a fire or safety device or ignoring health and safety rules
- Possession of any prohibited items (see section 10.1.1)
- Possession of any banned items (see section 10.1.2)

Section 4: Bullying

Bullying is any attempt to hurt, frighten or threaten a person and to make that person's life uncomfortable, whether it is done deliberately or otherwise.

Here is the school's [Anti-Bullying Policy](#).

Section 5: Roles and Responsibilities

All staff will:

- Expect high standards of work and behaviour
- Establish and maintain clear boundaries of acceptable student behaviour
- Challenge students to meet the school's expectations
- Create a calm and safe environment for students
- Communicate the school's expectations routines, values and standards through teaching behaviour and in every interaction with students
- Model expected behaviour and positive relationships
- Implement the Behaviour for Learning Policy consistently
- Reward good behaviour and challenge students to meet the school's expectations
- Provide a personalised approach to the specific behavioural needs of particular students
- Record behaviour incidents promptly and in line with the school protocols
- Communicate praise or concern to parents and carers
- Be punctual to lessons, briefings, meetings, duties etc included in directed time
- Make lessons appropriate and stimulating, using assessment for learning
- Ensure students stay in class throughout the lesson (diagnosed and agreed by school for medical reasons exempted)
- Be visible in the corridor and at their classroom door to ensure lesson changeovers are orderly
- Dismiss students in an orderly manner at lesson changeover times and no earlier
- Adopt a restorative approach at appropriate times to allow students to understand the impact of their behaviours

Tutors will:

- Work to create a cohesive identity and a positive ethos in their tutor and year group
- Check that students are ready to learn by being equipped with their planner, equipment and are in correct school uniform, intervening and offering support as required
- Reward positive behaviour and take action to improve poor behaviour
- Monitor and give feedback through the referral and reporting systems
- Monitor students' punctuality and respond as required
- Communicate regularly with parents/carers
- Communicate with subject staff and others as appropriate

Curriculum Leaders will:

- Ensure staff in their department consistently follow strategies for effective classroom management
- Monitor classroom practice through regular observations and data analysis
- Support teachers in maintaining discipline and following up incidents
- Lead on the behaviour protocols within their department so that procedures are clear
- Establish and maintain clear sanctions within the department that are in line this policy
- Support the professional development of staff regarding their classroom and behaviour management skills and practices

Heads of Years will:

- Lead and implement the behaviour policy with their year group

- Lead on behaviour, and its rewards and consequences, that is evident across subjects and/or the school, that emanates from outside school or that is serious and recurring
- Manage the tutor team and provide support strategies for tutors and parents/carers
- Monitor the behaviour of students through data, referrals, reports and discussions, and provide help to tutors in co-ordinating support for students where required
- Implement and monitor the anti-bullying procedures
- Work with tutors to follow up and resolve issues relating to students being ready to learn and equipped with their planner, equipment and in correct school uniform, intervening as required
- Liaise with internal and external stakeholders as appropriate to support improvements in students' behaviour

The SEN and Inclusion Department will:

- Coordinate the development and implementation of support plans for students with SEN, including those with social, emotional and behavioural needs in accordance with the SEN Code of Practice
- Respond to referrals of students for behaviour support
- Coordinate support for students in lessons
- Liaise with relevant internal and external stakeholders and agencies to ensure that information is shared appropriately
- Communicate with parents and carers to ensure effective home-school liaison

The Senior Leadership Team will:

- Ensure that the school environment encourages positive behaviour
- Be visible, active and involved in managing behaviour
- Take action with regard to serious incidents and persistent disruption
- Oversee liaison with outside agencies
- Ensure this policy works alongside the safeguarding policy to offer students both sanctions and support when necessary
- Ensure that all staff understand the behavioural expectations and the importance of maintaining them
- Monitor how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of students
- Offer appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Provide new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all students to participate fully
- Report key data such as exclusions and referrals to the Trustees
- Ensure that the data from the behaviour log is reviewed regularly, to make sure that no groups of students are being disproportionately negatively impacted by this policy (see section 13.1)

All students will:

- Manage and take responsibility for their own behaviour
- Follow school rules and comply with school procedures
- Work positively and respectfully with adults and peers
- Engage with the pastoral support that is available to them to help them meet the behavioural standards
- Give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy

Parents and carers will:

- Work in partnership with the school to support their child's positive behaviour and attitude
- Support the school's behaviour policy
- Discuss any behavioural concerns with the class teacher, form tutor and or head of year promptly
- Attend meetings with teachers to discuss their child's progress and behaviour
- Inform the school of any changes in circumstances that may affect their child's behaviour

The school will endeavour to build positive relationships with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

Trustees will:

- Review and approve this Behaviour for Learning policy
- Support rewards and reward ceremonies
- Regularly review behaviour and exclusions data
- Sit on exclusion panels as required (non-staff trustees only)
- Monitor and review the effectiveness of the behaviour policy

Section 6: School Behaviour Curriculum

Students are taught explicitly what good behaviour looks like. The school promotes, among students, self-discipline and proper regard for authority. The behaviour curriculum focuses on the key habits and routines required in the school.

6.1 Classroom behaviour

There are three strands to classroom behaviour management:

- Classroom rules
- Rewards for keeping to the rules
- Consequences of breaking the rules

6.2 Classroom rules

Students follow a simple set of classroom rules that are common to all classrooms and displayed clearly in each class:

We want to create an effective and calm working atmosphere. These rules help us learn and work together effectively:

1. Arrive on time and wear the correct uniform
2. Have the necessary equipment
 - two black or blue pens
 - a green pen
 - a HB pencil and a rubber
 - coloured pencils
 - a plastic ruler
 - a highlighter
 - a pair of compasses
 - a protractor
 - a scientific calculator
 - a glue-stick
 - round-ended scissors
 - a planner

- a reading book
 - a pencil case
3. Listen to instructions and follow them the first time they are given
 4. Treat other students, all of the school community and their personal space, with respect
 5. Listen to others without interrupting
 6. Engage in lessons fully
 7. Do not drink, eat or chew in class (you may drink water, except where health and safety requirements prohibit it e.g. science laboratory, computer rooms).

These rules apply to all classrooms (lessons and registration/tutor time) and are taught to students as part of a teacher's initial lesson with a new group of students. The rules are referred to whenever a teacher or teaching assistant praises or corrects behaviour in class. This ensures that students and staff are clear about expectations of behaviour.

Teachers and tutors routinely confirm with students the expectations for day-to-day practice:

- where required, students in years 7 to 11 line up quietly outside the classroom before each lesson
- students take out equipment, books and planners as soon as they have sat down;
- students do not leave the classroom during lessons, unless there are exceptional circumstances in which case they have a signed note in their planner from their teacher or a pre-arranged pass;
- students stand behind their chairs at the end of the lesson and are dismissed row by row or table by table, so that their exit from the classroom is orderly.

The teacher also introduces students to any subject- or classroom-specific routines that they need to adopt.

6.3 Behaviour around school

In addition to Classroom Rules, the School Rules confirm expectations of behaviour at all times in the school.

The **School Rules** are:

1. Treat other students, all of the school community and their personal space, with respect
2. Wear correct uniform correctly at all times
3. Walk quietly and safely on stairs and in corridors (walk on the left hand side)
4. Follow instructions from staff without negotiation
5. Year 7-11: leave smartphones, smart watches and similar devices at home
6. Year 12-13: keep mobile phones, ear phones and other smart devices out of sight except in the dedicated sixth form areas
7. Year 12-13 to wear Lanyards with ID cards visible
8. Only use lockers before school, during break times and at the end of the school day
9. Behave responsibly on the way to and from school
10. No chewing gum

During break and lunchtime all students will:

1. Only go to designated areas: upper and lower courtyards, area in front of the Sports Hall, school hall, canteen, toilets, library, gym (when available) and school grounds (May to October)
2. Stay out of classrooms and not sit on the floor in corridors
3. Queue to enter the canteen in an orderly manner at the allotted time
4. Use their break and lunch time effectively:
 - a. Drink some water and fill up water bottles if required

- b. Eat purchased food and snacks in designated areas (canteen, hall and pod/upper courtyard)
- c. Eat packed lunches in the school hall
- d. Clear up in the canteen by placing trays and empty dishes in the appropriate locations
- e. Place all litter in the bins
- f. Meet with SLT/ALT/HOY to address any concerns
- g. Go to the toilet
- h. Say thank you to catering staff
- i. Follow all school rules to maintain a calm and pleasant environment for all
- j. Do not gather in large groups (rule of thumb: maximum 8 students)
- k. Never engage in any violent or aggressive behaviour, including play-fighting
- l. Never act as a bystander to bad behaviour, report it to a member of staff

This information will be communicated to students as follows,

- Start of term presentations
- Assemblies
- Posters in classrooms
- Relevant sections of the school's website
- Mentoring

Students who join the school mid-year will have an induction on expected conduct. For students with diagnosed or suspected SEND, extra time may be spent explaining the rules and using a range of strategies to aid understanding and ultimately good behaviour.

Section 7: Classroom Management

All staff set the tone and context for positive behaviour.

They will:

- Plan lessons using adaptive teaching that takes account of different needs
- Start lessons with a retrieval activity enabling to settle and focus on learning immediately
- Greet students in the morning/at the start of lessons
- Create and maintain a stimulating environment that encourages students to be engaged
- Support all students in their adherence to school and classroom rules
- Develop a positive relationship with students, which will include:
 - Establishing clear routines
 - Use of the school rewards system
 - Using positive reinforcement
 - Highlighting and promoting good behaviour
 - Having a plan for dealing with low-level disruption
 - Communicating expectations of behaviour in ways other than verbally
- Conclude the lesson/day positively and calmly, starting the next lesson/day afresh

Section 8: Responding to good behaviour

8.1 Rewarding good behaviour

Behaviour improves if good behaviour is rewarded; students are rewarded for following the rules. These rewards relate specifically to behaviour not to attainment, which is rewarded separately. Rewards should be given in at least the ratio of three positives to one negative.

The hierarchy of rewards includes:

1. Verbal praise (using the student's name)
2. Achievement points on ClassCharts (see *School Rewards System* below)
3. Comments in books or planners
4. Mentioning the good behaviour to the student's tutor and/or Head of Year
5. Praise emails sent home from the teacher or HoD/HoF/SLT
6. Phone call home by the teacher (first check SIMS for "no contact"; record call on SIMS)
7. Whole class or year group rewards, such as a popular activity
8. End of term awards, certificates and lapel badges (see *School Rewards System* below)

8.2 School Rewards System

The reward system means that attention is given to appropriate behaviour rather than negative behaviour. Rewards may need to be private (depending on the individual needs of the student) and frequent ('catch them being good'). Rewards are differentiated so that, for example, students with emotional and behavioural difficulties, who may be on the SEND Register, may be rewarded more regularly or in a way that is appropriate for their needs.

8.2.1 Attendance

Students with at least a 98% attendance rate will earn the "Excellent Attendance" award at the end of the Term on Class Charts and these will be visible in the student's feed and an alert will be sent to the parent/carers. Students with improved attendance will also earn the "Improved Attendance" award at the end of term. This award will also be visible in the student's feed and their parent/carers will receive an alert from ClassCharts.

8.2.2 Achievement

Students receive **achievement points** during lessons. These are awarded for demonstrating the seven school values, plus effort in classwork, effort in home learning and also representing the school as follows:

- Courage
- Courtesy
- Creativity
- Integrity
- Resilience
- Respect
- Wisdom
- Effort in classwork
- Effort in home learning
- Representing QEGS

Students will be rewarded by **certificates** (bronze, silver, gold, platinum, etc) as they earn more positive points. Students are also awarded a virtual badge within Class Charts for every 50 achievement points they receive, increasing in value the higher the award.

Each term, two students from each year group will be selected to receive the Headteacher award where they are invited to attend a breakfast with members of the Year Team and Senior Leadership Team.

8.2.3 Subject Achievement

Each term **teachers bestow** a student of the term award in each class taught.

This is awarded for exceeding their target or for continued excellence and commitment. Students will receive a **lapel badge** (by subject name) in their Year Group colour and a **certificate**.

NB: Students can only win the subject award once per year per subject.

Section 9: Responding to misbehaviour

The Legal Framework

We are led by our statutory powers set out in the Education and Inspections Act 2006. In applying the policy and particularly the sanctions of detention, there is an expectation that staff adopt an approach that is both reasonable and appropriate to the circumstances.

What the law allows:

Teachers can sanction students whose conduct falls below the standard which could reasonably be expected of them. This means that if a student misbehaves, breaks a rule or fails to follow a reasonable instruction, the teacher can apply a sanction to that student.

Staff can issue sanctions any time students are in school or elsewhere under the charge of a member of staff, including on school visits. This also applies in certain circumstances when a student's misbehaviour occurs outside of school hours when students are not in our direct care.

9.1 Safeguarding

The school recognises that changes in behaviour may be an indicator that a student is in need of help or protection. We will consider whether a student's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate. Please refer to our [Child Protection and Safeguarding Policy](#) for more information.

When a member of staff becomes aware of misbehaviour, they will respond predictably, promptly and assertively in accordance with this policy. Staff across the school respond in a consistent and proportionate manner so students know with certainty that misbehaviour is always addressed. De-escalation techniques are used to help prevent further behaviour issues arising and recurring. Students are made aware that negative behaviour has consequences.

9.2 Sanctions

Acceptable forms of sanction include,

- A verbal reprimand and reminder of the expectations of behaviour
- The setting of written tasks such as an account of their behaviour giving opportunity for reflection
- Loss of privileges
- Expecting work to be completed at home, or at break or lunchtime
- Detention (see section 9.3)
- Removal of the student from the classroom (see section 9.11.1)
- Email, letter or phone call home
- School based community service, such as tidying a classroom
- Being placed 'on report' for behaviour monitoring
- Agreeing a behaviour plan/contract
- Suspension (see section 9.11.4)
- In the most serious of circumstances, permanent exclusion. (see section 9.11.4)

When establishing the facts following a behaviour incident, the school and headteacher will apply the civil standard of proof, i.e. 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the

criminal standard of 'beyond reasonable doubt'. This means that the headteacher will accept that something happened if it is more likely that it happened than it did not happen.

Hierarchy of Behaviour Management Strategies in Lessons

Students must perceive that consequences in lessons follow a predictable and reliable pattern. Teachers will ensure that students know it is their priority to maintain the pace of their lesson for the benefit of all the students' learning. Consequences cannot be revoked. Please see grid overleaf.

Hierarchy of Behaviour Management Strategies in Lessons

Action	Description	Follow up actions		
			Action required by the teacher	Action required by HOD/TLR holder
Informal				
Reminder	Verbal reminder of the expectations of behaviour. For example, <i>“You need to stop turning around and listen to others.”</i>			
Warning	Verbal warning and reminder of the expectations of behaviour. For example, <i>“You need to stop disturbing your neighbour and get on with your own work right now, thank you.”</i>			
Move seat	The student is instructed to move seats within the room.		Follow -up conversation with student	
Formal (Recorded in ClassCharts)				
Removal to another classroom within the subject area	Preferably the other room will not be in the same year group and will remain ‘in subject’. e.g. the student might move into a 6th form lesson in the same subject or a room in close proximity. The student must be sent with work to complete.		Record in ClassCharts 15 min detention/ restorative meeting	Support restorative meeting as required
SLT Out and About referral	Teacher emails office@qegschool.org.uk and requests SLT support. Behaviour expectations reinforced by SLT ‘Out & About’		Record in ClassCharts 15 min or 40 min detention depending on the behaviour and restorative meeting	Set up and facilitate restorative meeting
Removal by SLT for the remainder	Only used in response to serious misbehaviour and once other behavioural strategies within the classroom have been attempted.		Record in ClassCharts	Set up restorative meeting

of the lesson	For example, persistent disruption to the learning of others. The student must be sent with work to complete. Parents should be informed on the same day.		40 min detention Phone call home on the same day by teacher or HOD/TLR holder	
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SLT support at all levels as appropriate

9.3 Detentions

Detentions are used as a sanction in response to poor punctuality, lack of or poor-quality classwork, lack of or poor-quality homework and lower or ongoing behaviour concerns.

In September 2015 (updated in February 2024), the Department for Education (DfE) updated its advice on behaviour and discipline in all schools in England. Paragraph 34 of the document says that when issuing a detention, school staff should consider whether the student's parents should be informed. It says that in many cases this will be necessary, but it will depend on the circumstances. For instance, advance notice may not be necessary for "a short after-school detention if the student can get home safely". There is no legal limit to how long schools can detain students after school without informing parents. The school will consider whether suitable travel arrangements can reasonably be made by the parent for the student; it does not matter if making these arrangements is inconvenient for the parent. DfE advice stated that individual schools should set their own policies on this and ensure that they act "within reason".

Queen Elizabeth's Girls' School determines that best practice is to avoid impromptu detentions after school that exceed 15 minutes without prior parental notification and instead inform the student and parents/carers the day before. This allows parents/carers to make alternative arrangements for after-school travel where necessary.

Consequences cannot be revoked or negotiated.

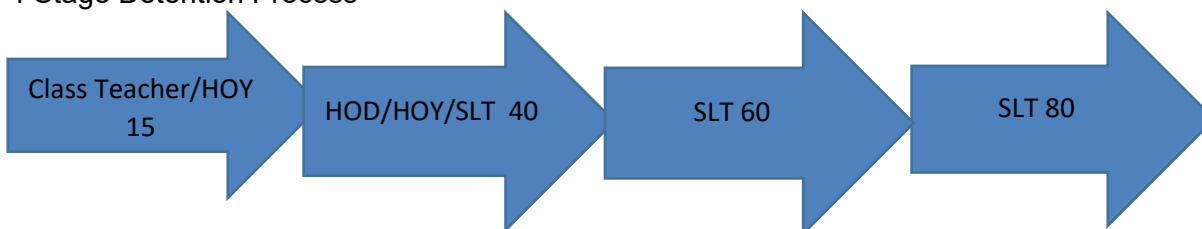
Detention Procedure

Where a student has poor behaviour for learning (planner, equipment, effort, home learning, disruption, etc.) and dependant on the individual student's response, teachers will instruct students to return at the end of the school day for a detention/restorative meeting for no more than 15 minutes (to discuss the issues from the lesson). No prior notice will be given to parents/carers for these short detentions. The aims are to repair working relationships, understand one's roles and responsibilities in the school community and become a more effective learner.

Failure to attend a 15 minute class teacher or form tutor detention after school will lead to an escalation to a 40 minute detention with either a Head of Department/Faculty or Head of Year, which runs from 3.20pm until 4.00pm. Failure to attend this detention will result in a 60 minute detention with a member of the Senior Leadership Team (SLT). This detention runs from 3.20pm until 4.20pm. Failure to attend this detention will result in a 80 minute detention with a member of SLT. This detention runs from 3.20pm until 4.40pm. Further sanctions will apply should the issue still not be resolved.

Students are expected to arrive for their detentions within 10 minutes of the start of the detention time. Failure to do so will be classified as an absence and the detention will be escalated accordingly.

4 Stage Detention Process



When imposing a detention, the school will consider whether doing so would:

- Compromise the student's safety
- Conflict with a medical appointment
- Prevent the student from getting home safely
- Interrupt the student's caring responsibilities

9.4 Restorative Approaches

The school is committed to a restorative approach as its first response to misbehaviour. Restorative approaches can change the emotional atmosphere and lead to more positive relationships between students and between students and staff.

The primary purpose of the 15 minute after-school detention is for a restorative conversation between staff member and student. It may be appropriate for another member of staff to support the conversation.

Staff will use restorative language and questions to allow students to understand the impact of their behaviours.

More serious incidents may require a formal meeting where those affected are invited to share

- What has happened?
- What were your thoughts at the time?
- What have been your thoughts since?
- Who has been affected by what happened?
- How have they been affected?
- What needs to happen to put things right or to make things better in the future?

9.5 Off-site misbehaviour

Sanctions may be applied where a student has misbehaved off-site when representing the school. This means misbehaviour when the student is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In some other way identifiable as a student at the school
- Involved in behaviour that,
 - could have repercussions for the orderly running of the school
 - poses a threat to another student, or
 - could adversely affect the reputation of the school

Sanctions may also be applied where a student has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another student
- Could adversely affect the reputation of the school

Sanctions will be given out on school premises or elsewhere irrespective of whether the student is under the lawful control of a staff member (e.g. on a school-organised trip, on the way to or from school).

9.6 Online misbehaviour

The way in which students relate to one another online can have a significant impact on the culture of the school. Behaviour issues online can be very difficult to manage given issues of anonymity, and online incidents can occur both on and off the school premises. Many online behaviour incidents amongst young people occur

outside the school day and off the school premises. Parents are responsible for this behaviour. However, often incidents that occur online will affect the school culture. The school will sanction students for their behaviour online when:

- It poses a threat or causes harm to another student
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The student is identifiable as a member of the school

9.7 Suspected criminal behaviour

If a student is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the headteacher/member of the senior leadership team will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

9.8 Sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response and never ignored.

Students are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police

Please refer to our [Child Protection and Safeguarding Policy](#) for more information.

9.9 Malicious allegations

Where a student makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the student in accordance with this policy.

Where a student makes an allegation of sexual violence or sexual harassment against another student and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the student in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the student who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and students accused of misconduct.

Please refer to our [Child Protection and Safeguarding Policy](#) for more information on responding to allegations of abuse against staff or other students.

9.10 Misuse of mobile phones and devices by students

9.10.1 Students in Years 7-11

Any mobile phone or device (including every form of a smartwatch) with internet or /filming or connecting capabilities is banned at all times. This includes,

- during Educational Visits and Journeys (unless a risk assessment has taken place and the Headteacher has authorised their use)
- during performances at the school outside of school hours (unless a risk assessment has taken place and the Headteacher has authorised their use).

The school understands that some families will want their child to have a mobile device for safety purposes. Students are not permitted to bring a smartphone to school. A smartphone is defined as any phone capable of taking an image or video or being connected to the internet. Students may however bring a 'non-smartphone', i.e. Nokia or similar phone to school providing that it is switched off and out of sight at all times.

The school reserves the right to search students if it is suspected they are in possession of any banned item, including mobile phones and or devices. Confiscated items may also be examined for harmful, pornographic, or inappropriate content.

We are aware that we have a number of students who may present as being particularly vulnerable. In particular, these may be students that are:

- supported through an Educational Health Care Plan (EHCP)
- may have underlying long term medical conditions (Type 1 Diabetes, etc.)
- subject to a Child Protection Order or other significant safeguarding concern

Queen Elizabeth's Girls' School will work with families to determine the needs of the students on an individual basis. The provision will extend on this limited basis to logging the phone in and out of the school office and safe on a daily basis. There isn't a provision or capacity to extend this beyond those clearly defined groups of students. We allow a basic phone and this should be sufficient from a safeguarding perspective for students to travel to and from school in safety. While some families have taken to using tracking technology the school cannot extend

to making provision for them (similar to the vulnerable student groups) due to capacity and logistics. There are airtags that are available to families for tracking purposes.

The school will seek to educate students about ways to keep themselves safe that do not rely on mobile technology. If a student urgently needs to contact home when the school is open, they should speak to their form tutor, Head of Year or member of the Senior Leadership Team who will help them with their request.

Mobile devices of any kind will be confiscated if;

- A student's phone, or any phone in their possession, is seen or heard on the school site (Years 7-11) - this includes smartwatches and similar devices for 5 consecutive school days irrespective of length of school holidays
- A phone with internet or camera/video capabilities is in a student's possession (Years 7-11) - this includes smartwatches and similar devices for 10 consecutive school days irrespective of length of school holidays.

Mobile phone devices including both smart devices and or non internet/filming enabled device of any kind will be confiscated (for 10 consecutive school days irrespective of length of school holidays) if they have been used during the course of the school day - including communication to parents/carers (Years 7-11).

Confiscated phones before school holidays will be kept for ten continuous school days irrespective of the length of the school holidays.

Should students choose to bring a non-camera/non internet enabled mobile device, the following applies:

- Students must secure their phones as much as possible, including using passwords or pin codes to protect access to the phone's functions.
- The school accepts no responsibility for mobile phones that are lost, damaged or stolen on school premises or transport, during school visits or trips, or while students are travelling to and from school.
- Lost phones should be returned to Reception. The school will then attempt to contact the owner.

9.10.2 Students in the 6th Form

Students in our 6th Form earn the privilege of using mobile devices. This is subject to our '[ICT Acceptable Use Policy](#)'. 6th Form students are expected to be role models to our younger students. The use of devices is limited to the designated sixth form areas.

6th Form students must not:

- Walk around the main school site with mobile devices or earpods visible
- Use their device in the main school before or after school, or during break/lunch periods.

9.11 Serious Sanctions

9.11.1 Removal from classrooms to the removal room

In response to serious or persistent breaches of this policy, the school may remove the student from the classroom for a limited time.

Students who have been removed will continue to receive education under the supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove students from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the student is being unreasonably disruptive
- Maintain the safety of all students
- Allow the disruptive student to continue their learning in a managed environment
- Allow the disruptive student to regain calm in a safe space

Students will not be removed from classrooms for prolonged periods of time without the explicit agreement of headteacher.

Students should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a student successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents will be informed on the same day that their child is removed from the classroom.

The school will consider an alternative approach to behaviour management for students who are frequently removed from class, such as:

- Meetings with Behaviour or Academic mentors
- Use of teaching assistants
- Short term behaviour/progress report cards
- Long term behaviour plans
- Pupil support units
- Multi-agency assessment

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal, and any protected characteristics of the student in the behaviour log.

See also [Appendix 1: Behaviour Pathway](#).

9.11.2 Off-Site Direction

Off-site direction is when a student is required to attend somewhere off-site to receive education that is intended to improve their behaviour. Where interventions or outreach support have not been successful in improving the student's behaviour, off-site direction is used to arrange short-term temporary support. During the off-site direction, pupils are dual registered. Depending on the individual needs and circumstances of the student, off-site direction can be full-time or a combination of part-time support in alternative provision and continued mainstream education.

The length of time a pupil spends in another mainstream school or alternative provision will depend on what best supports the pupil's needs and potential improvement in behaviour. The length of time a pupil spends in another mainstream school or alternative provision and the reintegration plan will be kept under review at the Headteacher's discretion.

See also [Appendix 1: Behaviour Pathway](#).

9.11.3 Managed Moves

A managed move is a permanent transfer to another school, when the student has been attending the proposed new school under an off-site direction and a review of the direction has established that the student has settled well into the school and should remain there on a permanent basis. Under exceptional circumstances, such as a safeguarding concern, it may be appropriate for a student at any mainstream school to transfer to another mainstream school as a managed move, but this should only happen when in the student's best interest. Managed moves should be a permanent move, voluntary and agreed with all parties involved.

See also [Appendix 1: Behaviour Pathway](#).

9.11.4 Suspensions and Permanent Exclusions

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions.

A suspension, where a pupil is temporarily removed from the school, may be used to provide a clear signal of what is unacceptable behaviour and show a student that their current behaviour is putting them at risk of permanent exclusion. Where suspensions are becoming a regular occurrence for a student, the school will consider whether suspension alone is an effective sanction for the student and whether appropriate strategies need to be put in place to address behaviour.

During a suspension, a continuation of education occurs. The school will take steps to ensure that work is set and marked for pupils during the first five school days of a suspension. This might include utilising online pathways such as Google Classroom. The school's legal duties to pupils with disabilities or special educational needs remain in force, for example to make reasonable adjustments in how they support disabled pupils during this period.

A permanent exclusion is when a pupil is no longer allowed to attend a school (unless the pupil is reinstated). The decision to exclude a student permanently is only taken:

- in response to a serious breach or persistent breaches of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupils or staff in the school.

For any permanent exclusion, the school will take reasonable steps to ensure that work is set and marked for students during the first five school days where the student will not be attending alternative provision. Any appropriate referrals to support services or notifying key workers (such as a student's social worker) will also be considered.

The decision to exclude will be made by the headteacher and only as a last resort.

See also [Appendix 1: Behaviour Pathway](#).

Please refer to our policy for more information.

9.12 Responding to misbehaviour from students with SEND

9.12.1 Recognising the impact of SEND on behaviour

The school recognises that students' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a student's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a student's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from students with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled student caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of students with SEND ([Children and Families Act 2014](#))
- If a student has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must cooperate with the local authority and other bodies.

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the student concerned.

The school's approach will include:

- Short, planned movement breaks for a student with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a student with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a student with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism
- Use of separation spaces (sensory zones or nurture rooms) where students can regulate their emotions during a moment of sensory overload

9.12.2 Adapting sanctions for students with SEND

When considering a behavioural sanction for a student with SEND, the school will take into account:

- Whether the student was unable to understand the rule or instruction?
- Whether the student was unable to act differently at the time as a result of their SEND?
- Whether the student is likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the student for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

9.12.3 Considering whether a student may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a student, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

9.12.4 Students with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will cooperate with the local authority and other bodies.

If the school has a concern about the behaviour of a student with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

Barnet Council, 2 Bristol Ave, London NW9 4EW

9.13 Supporting students following a sanction

Following a sanction, a variety of strategies and interventions are employed, as appropriate, to help students to understand how to improve their behaviour and meet the behaviour expectations of the school. These include,

- Targeted discussion to explain 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 with parents, and the Virtual School Head for looked after children
- Reintegration meetings
- Providing mentoring and coaching
- Short-term behaviour report cards or longer-term behaviour plans
- Engaging with local partners and agencies to address specific challenges such as poor anger management, a lack of resilience and difficulties with peer relationships and social skills.

9.14 Attendance at extra-curricular activities

Attendance at extra-curricular activities - including but not limited to trips, off-timetable opportunities and evening events (including Year 11 Prom) - is a privilege subject to excellent behaviour and expected levels of attendance and punctuality.

Staff will make a decision on a student's eligibility based on a variety of factors. These include but are not limited to: the number of negative behaviour points a student has accrued; the number of negative behaviour events; the severity of any negative behaviour events; any suspensions or time placed in the removal room as a sanction for negative behaviour. This may also be considered against averages for students in the same year group for the same period. For students with identified SEND, decisions will be made on a case-by-case basis in accordance with the Equality Act 2010 to ensure reasonable adjustments are fully considered.

The school reserves the right to withdraw permission for a student to partake in an activity at any stage if their behaviour falls short of school standards, even if prior confirmation has been issued or financial payment has been made by the student's family. In the event that permission is withdrawn by the school due to behaviour, a refund will only be issued if another student takes the vacancy and pays for the place in full. If a replacement cannot be secured, the school is unable to guarantee or offer a refund for any loss of funds.

Section 10: Confiscation, searches and screening

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

10.1 Confiscation

10.1.1 Prohibited Items

Prohibited items found in a student's possession as a result of a search will be confiscated. These items will not be returned to the student.

Prohibited Items	Confiscation Period
Knives or weapons, or any item with a potentially sharp edge that may be used as a weapon	Not returned
Alcohol	Not returned
Illegal drugs including vaping equipment or paraphernalia	Not returned
Stolen items	Not returned
Tobacco and cigarette papers	Not returned
Fireworks	Not returned
Pornographic images	Not returned
Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student)	Not returned

10.1.2 Banned Items

Banned items that are either harmful or detrimental to school discipline can be searched for and will also be confiscated.

School Banned Items	Confiscation Period
Smart phones, smartwatches and similar devices (unless required for an underlying long term medical condition)	10 continuous school days irrespective of length of school holidays if seen/heard
Smoking paraphernalia	Not returned, unless collected by parent/carer
Aerosols and perfumes	Either returned to the student at the end of the school day or to a parent/carer, depending on the type and circumstances

Medication of any description <i>(with the exception of prescribed asthma inhalers and epi-pens)</i>	Either returned to the student at the end of the school day or to a parent/carer, depending on the type of medication and circumstances
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Permitted in school if not seen or heard	Confiscation Period
Non-camera and non-internet enabled phones	If seen or heard - 5 continuous school days irrespective of school holidays If used - 10 continuous school days irrespective of school holidays

At the end of each term unclaimed items may be safely disposed of by the school. Consideration will be given to the value of the item and no items will be disposed of without the approval of a member of the senior leadership team. While items confiscated will be placed in locked storage, the school takes no responsibility for items confiscated.

10.2 Searches

Searching a student

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves. Queen Elizabeth's Girls' School has identified members of the Safeguarding Team (Headteacher, DSL, SLT), Heads of Year, and the Medical and Welfare Officer, Behaviour Manager and Behaviour Mentor as Authorised Members of Staff (AMS) that can screen or conduct searches of students.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the student, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the student can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; and
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the student; or
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness they should immediately report this to another member of staff and ensure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the headteacher, the Senior Leadership Team, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the student. During this time the student will be supervised and kept away from other students.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the student is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the student has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other students. The search will only take place on the school premises or where the member of staff has lawful control or charge of the student, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other students or staff at risk
- Consider whether the search would pose a safeguarding risk to the student
- Explain to the student why they are being searched
- Explain to the student what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf
- Explain how and where the search will be carried out
- Give the student the opportunity to ask questions
- Seek the student's co-operation

If the student refuses to co-operate and agree to a search, the member of staff will contact the headteacher/designated safeguarding lead, to try and determine why the student is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the student. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the student harming themselves or others, damaging property or from causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 9.1.1, but not to search for banned items that are only identified in the school rules.

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a student's outer clothing, pockets, possessions, desks or lockers.

Outer clothing includes:

- Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes, boots

Searching students' possessions

Possessions means any items that the student has or appears to have control of, including:

- Lockers
- Bags

A student's possessions can be searched for any item if the student agrees to the search. If the student does not agree to the search, staff can still carry out a search for prohibited items (listed in section 10.1.1) and banned items identified in the school rules.

An authorised member of staff can search a student's possessions when the student and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a student was in possession of a prohibited item as listed in section 10.1.1
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 10.1.1), including incidents where no items were found, will be recorded in the school's safeguarding system (CPOMs).

Informing parents

Parents will always be informed of any search for a prohibited item (listed in section 10.1.1). A member of staff will tell the parents as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the student may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

Strip searches

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the [Police and Criminal Evidence Act 1984 \(PACE\) Code C](#). While the decisions to undertake the strip search itself and its conduct are police matters, school staff retain a duty of care to the students involved and will advocate for student wellbeing at all times.

Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the student(s) involved. Staff retain a duty of care to the student involved and should advocate for student wellbeing at all times.

See [Appendix 3 for more details](#).

10.3 Screening

- Screening can help provide reassurance to students, staff and parents that the school is taking measures to create a calm, safe and supportive environment.
- Queen Elizabeth's Girls' School's statutory power to make rules on student behaviour and their duties as an employer to manage the safety of staff, students and visitors enables it to impose a requirement that students undergo screening.
- The school can require students to undergo screening by a walk-through or hand-held metal detector (arch or wand) even if they do not suspect them of having a weapon.
- Where a student has a disability or SEND needs, the school will make any reasonable adjustments to the screening process that may be required.
- If a student refuses to be screened, the member of staff should consider why the student is not co-operating, and make an assessment of whether it is necessary to carry out a search. The school may refuse to have the student on the premises. Health and safety legislation requires a school to be managed in a way which does not expose students or staff to risks to their health and safety and this would include making reasonable rules as a condition of admittance.
- If a student fails to comply, and the school does not let the student in, the school has not excluded the student and the student's absence should be treated as unauthorised. The student should comply with the rules and attend.
- The school also operates random whole-class device screening for students in Years 7 to 11. A senior member of staff, accompanied by another member of staff, will lead a search of students and their bags, checking they do not have smartphones, smart watches or similar devices in their possession. A wand / metal detector may be used by a female member of staff to check for metallic objects on a student's person, and students' lockers may also be checked as part of the search. Please can you support us by ensuring that if your child does have a smartphone, smart watch or similar device, they do not bring it to school with them.

Section 11: Reasonable force

11.1 Circumstances where reasonable force may be used

There are circumstances when it is appropriate for staff in schools to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. 'Reasonable' in these circumstances means 'using no more force than is needed'. All members of staff have a legal power to use reasonable force, in the following circumstances, to prevent a student from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Headteachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco, fireworks, pornographic images or articles that they reasonably suspect have been or are likely to be used to commit an offence or cause harm. Force may not be used to search for other items banned under the school rules.

When considering using reasonable force staff will, in considering the risks, carefully recognise any specific vulnerabilities of the student, including SEND, mental health needs or medical conditions.

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Never involve holds that affect a pupil's airway, breathing, or circulation (such as ground holds or pressure to the neck or abdomen)
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

11.2 Recording the use of force

- Incidents must be recorded in writing as soon as practicable after the event. It should be recorded by the staff member(s) involved and they should endeavour to do this no later than the same day.
- The requirement to record applies even if the use of restrictive interventions in certain circumstances is agreed with parents as part of a pupil's behaviour support plan.
- The school will record the following details as a minimum:
 - names of pupil and staff directly involved
 - 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
 - time, date, location and approximate duration of the intervention
 - 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, and (where relevant) what type of reasonable force was applied, the degree of force, and details of any physical injuries sustained
 - 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

11.3 Reporting the use of force

- The school will report each significant use of force to the parents of the pupil involved as soon as practicable after the incident
- Exceptions to the requirement to report are where it appears to the staff member that doing so would be likely to result in serious harm to the pupil. In this instance, the staff member must report the incident to any parent(s) who it can be reported to without resulting in significant harm or, if there are none, to the local authority within whose area the pupil is ordinarily resident.
- A report of the incident made to parents should include the following details as a minimum:
 - time, date, location and approximate duration of the intervention
 - brief account of why the intervention was assessed as necessary in that instance
 - brief account of what type of force was applied, and the degree of force
 - details of any physical injuries sustained, if applicable
- The requirement to report applies even if the use of restrictive interventions in certain circumstances is agreed with parents as part of a pupil's behaviour support plan.
- The school should communicate this information to parents in writing.
- The school may use this information to amend any existing behaviour support plans, as needed.

11.4 Seclusion

- Seclusion - a non-disciplinary intervention involving keeping a pupil confined to a place away from others and prevented from leaving - should only be used as a safety measure to protect others from harm when a pupil is experiencing high levels of emotional or behavioural dysregulation. In such circumstances, the pupil is not acting with intent. Seclusion should not be implemented by staff through threat of punishment.
- The place to which the pupil is confined should be safe and not feel threatening or intimidating to the pupil. The pupil should be supervised at all times during the period of seclusion. As soon as the immediate risk of harm has reduced, the pupil should be allowed to leave.
- An incident involving the use of seclusion must be recorded and reported in accordance with the procedures outlined above.
- Seclusion, as defined in the DfE guidance listed in Section 2 ('Use of reasonable force in schools') is not a disciplinary response to deliberate or wilful misbehaviour. There are disciplinary measures that are similar, such as removal from the classroom.

See Appendix 2: Extract from 'Restrictive interventions, including use of reasonable force, in schools' (Guidance for schools in England April 2026)

Section 12: Student transition

12.1 Inducting incoming students

The school will support incoming students to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

12.2 Preparing outgoing students for transition

To ensure behaviour is continually monitored and the right support is in place, information related to student behaviour issues may be transferred to relevant staff at the start of the term or year.

Section 13: Training

As part of their induction process, staff are provided with regular training on managing behaviour, including training on:

- The proper use of restraint
- The needs of the students at the school
- How SEND and mental health needs impact behaviour

Behaviour management will also form part of continuing professional development.

Section 14: Monitoring arrangements

14.1 Monitoring and evaluating school behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusion and suspension
- Use of student support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, students, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed every term by SLT.

The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of students are identified by this analysis, the school will review its policies to tackle it.

14.2 Monitoring this policy

This behaviour policy will be reviewed by the headteacher and board of trustees at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 14.1). At each review, the policy will be approved by the board of trustees.

Section 15: Links with other policies

This behaviour policy is linked to the following policies:

- Child protection and safeguarding policy
- Anti-bullying policy
- Inclusion Policy

Section 16: DfE Identification Codes (must be recorded on letters)

DfE Code for Suspension Identification

VP Verbal abuse/threatening behaviour against a pupil

VA Verbal abuse/threatening behaviour against an adult

PA Physical assault against an adult

PP Physical assault against pupil

PH Wilful & repeated transgression of protective measures in place for public health

DB Persistent Disruptive behaviour

MT Inappropriate use of social media/online technology

OW Use or threat of an offensive weapon or prohibited item

TH Theft

DA Drug and alcohol related

DM Damage

SM Sexual Misconduct

LG Abuse against sexual orientation & gender identity

DS Abuse relating to disability

BU Bullying

RA Racist abuse

Appendix 1: Behaviour Pathway and Consequences

Please note that:

- These lists are not exhaustive but are designed to indicate categories of behaviours and the likely sanctions that will arise in response
- The Headteacher therefore has discretion to vary sanctions at each stage up to and including permanent exclusion
- The Headteacher therefore also has discretion to add behaviours that warrant sanctions at each stage up to and including permanent exclusion
- The school reserves the right to review and update the behaviour pathway and consequences table as required.

	Behaviour Pathway		
	Behaviour	Action	By whom
+	Good behaviour is rewarded in school through Achievement Points which are given for exhibiting the school values: • Courage • Courtesy • Creativity • Integrity • Resilience • Respect • Wisdom Achievement Points are also awarded for: • Effort in classwork • Effort in home learning • Representing QEGS Badges are awarded on Class Charts and celebrated in assembly for reaching the milestones of 50, 100, 150, 200, 250 and 300 Achievement Points. Consistently good behaviour will also be rewarded in other ways.	Achievement Points, Badges, Rewards	All staff
C0	Toilet request in lesson (student has a toilet pass)	0 behaviour point and no detention	Class teacher/Any member of staff
	Toilet request in lesson (no toilet pass)		
	Medical request in lesson		
	Sixth Form - Student without a lanyard		
C1	Chewing gum	1 behaviour point and no	

	Lack of subject-specific equipment or resources	detention	Class teacher or Form tutor
	Sixth Form - Academic Concern		
	Sixth Form - Missed/Incomplete work		
	Sixth Form Negative Referral		
	Sixth Form Punctuality		
C2	Poor effort	2 behaviour points and 15 minute detention with issuing staff member	Class Teacher/Form Tutor/Head of Year
	Disrupting learning		
	Rudeness		
	Repeated lack of subject-specific equipment or resources		
	Repeated No PE kit		
	Missing or incomplete home learning		
	Littering		
	Late twice in one day [PM Form Time]		
	Uniform Infringement [AM Form Time]		
	Missing essential school equipment [AM Form Time]		
	Sixth Form - Missed Detention		
	Non-smart phone in possession [confiscation for 5 continuous school days irrespective of length of school holidays]		

	Late to AM Registration		HOY
C3	Failure to attend a 15 minute detention	1 additional behaviour point and 40 minute Middle Leader detention	Class teacher with approval from Head of Department or Head of Year
	Failure to attend 15 minute Late detention		
	Repeated lateness to AM Registration	3 behaviour points and 40 minute Middle Leader detention	
	Poor behaviour in a 15 minute detention		
	Persistent C2 behaviour		
	Play Fighting		
	Defiance and rudeness		
	Swearing (not directed at a person)		
	Other		
	Persistent uniform infringement [Outside AM Form Time]		Head of Year
	Consecutive day of uniform infringement [AM Form Time]		Tutor
	Sixth Form - Missed Detention		6 th Form Team
C4	Failure to attend a 40 minute detention	1 additional behaviour point and 60 minute SLT detention	SLT
	Poor behaviour in a 40 minute detention	4 behaviour points and 60 minute SLT detention	
	Swearing at other students		
	Other		
	Drawing Graffiti on school property		

C5	Failure to attend a 60 minute detention	1 additional behaviour point and 80 minute SLT detention	SLT
	Truancy from lesson	5 behaviour points and 80 minute SLT detention	
	Smartphone/device in possession [confiscation for 10 consecutive school days irrespective length of school holidays]		
	Non-Smartphone in possession [confiscation for 10 consecutive school days irrespective of length of school holidays]		
	Poor behaviour in a 60 minute detention		
	Acting as a bystander and not reporting an incident (Inciting, Joint Enterprise, or Recording). Not a part of the solution = part of the problem		
	Other		
	Two or three 40 minute detentions in one day	80 minute SLT detention	Data Team
C6	Truancy from school	4 additional behaviour points, Removal Room - Day to end at 4:40pm	SLT
	Failure to attend an 80 minute detention	1 additional behaviour point, Removal Room - Day to end at 4:40pm	
	Poor behaviour in an 80 minute detention	6 behaviour points Removal Room - Day to end at 4:40pm	
	Serious or persistent defiance		
	Rude or offensive behaviour		

	Aggressive behaviour		
	Discriminatory language		
	Bringing the school into disrepute		
	Misuse of the internet/social media/recording an incident including sharing of login details to others		
	In possession of an inappropriate/dangerous item		
	Unacceptable uniform that cannot be rectified		
	Other serious incidents		
	Four or more 40 minute detentions in one day	Removal Room - Day to end at 4:40pm	Data Team
C7	Homophobic or racist abuse or other forms of discriminatory behaviour - Discriminatory behaviour of any kind including but not limited to, against Protected Characteristics	7 points and Suspension	Headteacher
	Swearing at a member of staff		
	Dangerous and threatening behaviour towards a student, adult or visitor		
	Very rude or offensive behaviour		
	Leaving the removal room without permission		
	Refusing to attend the removal room		
	Persistent poor behaviour in the removal room		
	Refusal to hand over prohibited items or School banned Items		
	Persistent disruptive behaviour		
C8	Persistent refusal to follow the school's rules		Headteacher

Being in possession of an item that could be/has been used as an offensive weapon	Off-site provision, managed move to another school or permanent exclusion	
Being in possession of, supplying or selling banned substances on site		
Unsafe behaviour that places oneself and or others at risk		
Serious or ongoing bullying, including cyber-bullying		
Serious physical and/or sexual misconduct/ assault on a student, adult or visitor		
Sexual harassment of a student, –adult, or visitor		
Verbal abuse or threat toward a student, adult or visitor		
Ongoing or extreme one-off incidents using derogatory or discriminative language or images against student/s or staff either verbally, visually or by social media		
Serious abuse or misuse of the schools IT systems including sharing login details for the purpose of allowing 'hackers' to use the system to disrupt lessons or abuse staff or students, distributing pornographic materials, hacking into restricted areas		
Bringing a dangerous and threatening situation to the school e.g. co-ordinating other people to attend the school or its local area for the purpose of causing confrontation with members of the school or local community		
Extreme behaviour on the way to and from school or in the community outside of school hours which brings the school into disrepute e.g. involvement in the selling or distribution of banned substances, involvement in violent criminal activity, fighting that creates dangerous unsafe situations for other members of the school or wider community		
Making serious false allegations against a member of staff		
Serious breach of GDPR by sharing data of other members of the school community without permission, including inappropriate images		
Extremely serious damage of school property or building		
The sharing or distribution of offensive material, including sexually explicit material, violent material or material expressing extreme views		
Persistent disruptive and defiant behaviour		

- When a student is serving a detention with a HOD, HOY or SLT it is good practice for the relevant members of staff, where possible, to visit the detention to have a restorative conversation.
- Where an issue persists e.g. repeated poor punctuality or repeated uniform infringements then the head of year will set up a behaviour plan which will involve the student being 'on report' and families being invited in to school to agree strategies moving forward
- Consideration will be given, where appropriate, to mitigating or aggravating factors and this may influence the decision reached about an appropriate sanction
- In considering whether a sanction is reasonable in all circumstances, the school will consider whether it is proportionate in the circumstances of the case and consider any special circumstances relevant to its imposition including the student's age, any special educational needs or disability they may have, and any religious requirements affecting them.
- The schools will consider whether a student's SEND has contributed to the misbehaviour and if so, whether it is appropriate and lawful to sanction the student. In considering this, the school will refer to the Equality Act 2010 and schools guidance.
- Alternative arrangements for sanctions can be considered on a case-by-case basis for any student where the school believes an alternative arrangement would be more effective for that particular student, based on their knowledge of that student's personal circumstances. The school will have regard to the impact on consistency and perceived fairness overall when considering any alternative arrangements.

Appendix 2: Extract from ‘Restrictive interventions, including use of reasonable force, in schools’ (Guidance for schools in England April 2026)

Who can use reasonable force?

All members of school staff have a legal power to use reasonable force in certain circumstances.

To prevent or stop a pupil from:

1. causing injury to themselves or others
2. committing a criminal offence
3. damaging property
4. causing disorder among pupils at the school, whether during a teaching session or otherwise

Staff who are likely to need to use reasonable force and/or other restrictive interventions should be adequately trained in its safe and lawful use and in preventative strategies. We trust school leaders to make decisions on training based on their school’s individual contexts and needs. When deciding what formal staff training is required, school leaders should ensure that the chosen training reflects the principles of this guidance.

Employers have a duty to ensure, so far as is reasonably practicable, the health, safety and welfare of their employees. Therefore, schools should carry out risk assessments to ensure that staff who regularly work alongside pupils where the use of reasonable force and/or other restrictive interventions may be required can do so as safely as possible.

Use of reasonable force to search pupils

Head teachers and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item. A member of staff can use such force as is reasonable to search for legally prohibited items, but not to search for items banned under the school rules only. Staff should refer to the Searching, Screening and Confiscation in Schools guidance document for detailed advice on searching a pupil.

Unacceptable uses of force

It is illegal to use force on a pupil for the purpose of punishment.

Pupils should not be restrained in a way that affects their airway, breathing or circulation, for example, by covering the mouth and/or nose, or applying pressure to the neck region or abdomen. The use of force can be dangerous, particularly where it occurs on the ground. If a pupil is unintentionally held on the ground, staff should release their holds or re-position into a safer alternative or standing position as quickly as possible.

Where appropriate, the pupil should receive a medical assessment and treatment for any injuries as soon as possible. For any form of restraint, including seated and standing, there is a risk of physical and psychological harm, and it should be avoided where possible.

Other physical contact with pupils

Schools should not have a 'no contact' policy. Additionally, schools should not grant any requests by parents or staff members not to use reasonable force and/or other restrictive interventions. The adoption of a 'no contact' policy at a school can leave staff unable to intervene where reasonable in the circumstances to fully protect pupils. School leaders should adopt sensible policies which allow and support their staff to make appropriate physical contact.

There are circumstances when it is appropriate for staff to have some physical contact with pupils which does not give rise to any question over the use of reasonable force and other restrictive interventions. This will depend on the circumstance, but examples of occasions when physical contact is generally appropriate include:

- to give first aid
- to guide or escort pupils, such as holding the hand of a pupil at the front/back of the line when going to assembly, when walking together around the school or on a school trip, or when helping a pupil to a space they have chosen to access to self-regulate
- to comfort a distressed pupil
- to congratulate or praise a pupil, for example a pat on the back or a handshake
- to demonstrate how to use a musical instrument
- to demonstrate exercises or techniques during PE lessons or sports coaching
- In assessing whether physical contact is appropriate in a given situation, the member of staff should use their judgement and have regard to:
 - the school's child protection (or any other relevant) policy
 - the applicable circumstances, such as whether there are other adults present
 - the individual pupil's age
 - any other material factors, including but not limited to whether:
 - the pupil has SEND or other vulnerabilities
 - any alternative strategies that do not include physical contact can be used

Seclusion

Seclusion - a non-disciplinary intervention involving keeping a pupil confined to a place away from others and prevented from leaving - should only be used as a safety measure to protect others from harm when a pupil is experiencing high levels of emotional or behavioural dysregulation. In such circumstances, the pupil is not acting with intent. Seclusion should not be implemented by staff through threat of punishment.

The place to which the pupil is confined should be safe and not feel threatening or intimidating to the pupil. The pupil should be supervised at all times during the period of seclusion. As soon as the immediate risk of harm has reduced, the pupil should be allowed to leave.

An incident involving the use of seclusion must be recorded and reported in accordance with the procedures outlined in the section on 'Recording and reporting duties'.

Seclusion, as defined in this guidance, is not a disciplinary response to deliberate or wilful misbehaviour. There are disciplinary measures that are similar, such as removal from the classroom. Schools should refer to the Behaviour in schools guidance for further information on these and other disciplinary measures.

Appendix 3: Strip Searches

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the [Police and Criminal Evidence Act 1984 \(PACE\) Code C](#). While the decisions to undertake the strip search itself and its conduct are police matters, school staff retain a duty of care to the student's involved and will advocate for student wellbeing at all times.

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the student's mental and physical wellbeing and the risk of not recovering the suspected item.

Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the student(s) involved. Staff retain a duty of care to the student involved and should advocate for student wellbeing at all times.

Communication and record-keeping

Where reasonably possible and unless there is an immediate risk of harm, staff will contact at least one of the student's parents to inform them that the police are going to strip search the student before the strip search takes place and ask them if they would like to come into school to act as the student's appropriate adult. If the school can't get in touch with the parents, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for the role of the appropriate adult).

The student's parents will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises and monitor them for any trends that emerge.

Who will be present

For any strip search that involves exposure of intimate body parts, there will be at least 2 people present other than the student, except in urgent cases where there is risk of serious harm to the student or others.

One of these must be the appropriate adult, except if:

- The student explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, and
- The appropriate adult agrees

If this is the case, a record will be made of the student's decision, and it will be signed by the appropriate adult. No more than 2 people other than the student and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

- Act to safeguard the rights, entitlement and welfare of the student
- Not be a police officer or otherwise associated with the police
- Not be the headteacher

- Be of the same sex as the pupil, unless the student specifically requests an adult who is not of the same sex

Except for an appropriate adult of a different sex if the student specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the student could be seen by anyone else.

Care after a strip search

After any strip search, the student will be given appropriate support, irrespective of whether any suspected item is found. The student will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, the school will consider whether the student may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

Staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.

Any student(s) who have been strip searched more than once and/or groups of students who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.