



**QUEEN ETHELBURGA'S COLLEGIATE  
BEHAVIOUR AND DISCIPLINE POLICY**

**Authorised by**                      **The Collegiate Board**

**Signed**                                      .....

**Chair of the Collegiate Board**

**Date**

**Effective date of the policy**                      **1 September 2023**



## QUEEN ETHELBURGA'S COLLEGIATE

### BEHAVIOUR AND DISCIPLINE POLICY

<p><b>Reviewed:</b> 31 August 2023</p> <p><b>Due for review:</b> August 2024</p>	<p><b>This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:</b></p> <p>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.</p> <p>Keeping children safe in education (DfE, September 2023)</p> <p>Working together to safeguard children (DfE, 26 March 2015, updated 1 July 2022)</p> <p>National minimum standards for boarding schools, in force from 5 September 2022</p> <p>Statutory framework for the Early Years Foundation Stage (DfE, 31 March 2014, updated 12 July 2023) Applies from 4 September 2023</p> <p>Equality Act 2010</p> <p><b>This policy has regard to the following guidance and advice:</b></p> <p><a href="#">The Independent School Standards - Guidance for independent schools (April 2019)</a></p> <p><a href="#">Equality Act 2010: guidance</a></p> <p><a href="#">Behaviour in Schools - Advice for headteachers and school staff (DfE 16 July 2022, updated 7 October 2022)</a></p> <p><a href="#">SEND Code of Practice: 0-25 years January 2015</a></p> <p><a href="#">Use of reasonable force (July 2013, DfE)</a></p> <p><a href="#">The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019</a></p> <p><a href="#">Sexting in schools and colleges: responding to incidents and safeguarding young people (UK Council for Child Internet Safety, August 2016)</a></p> <p><a href="#">Mental health and behaviour in schools (November 2018)</a></p> <p><a href="#">Searching, Screening and Confiscation (July 2022) Use from 1 September 2022</a></p> <p><a href="#">Sharing nudes and semi-nudes: advice for education settings working with children and young people (UKCIS, December 2020)</a></p>	<p><b>To be viewed alongside the following related policies and documentation:</b></p> <p>Anti-bullying Policy</p> <p>Attendance Policy</p> <p>Child Protection and Safeguarding Policy</p> <p>E-safety – Digital Wellbeing Policy</p> <p>Equality, Diversity and Inclusion Policy</p> <p>Expulsion, Removal and Review Policy</p> <p>Intervention Policy</p> <p>Relationships and Sex Education Policy</p> <p>Risk Assessment Policy for Student Welfare</p> <p>SEND Policy</p> <p>Uniform Policy</p> <p>Smoking, Alcohol, Drugs and Substances Policy</p> <p>Staff Code of Conduct</p>	<p><b>Publication and availability for Staff, Parents, Carers and Prospective Parents:</b></p> <p>This policy is published on the QE website and on the Parent Portal. It is available to staff on SharePoint.</p>
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	<p><a href="#">Preventing and Tackling Bullying (including advice on cyberbullying)</a></p> <p><a href="#">Promoting fundamental British values as apart of SMSC in schools (November 2014)</a></p> <p><a href="#">Supporting pupils with medical conditions at school (updated August 2017, DfE)</a></p>	<p>Student Acceptable Use Policy</p> <p>Supporting Students with Medical Conditions</p> <p>RSE policy</p> <p>THRIVE@QE behaviour expectations and rewards system</p>	
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## Introduction

This policy statement applies to Queen's Kindergarten and Chapter House Preparatory School, King's Magna Middle School, Queen Ethelburga's College, The Faculty of Queen Ethelburga's and Queen Ethelburga's Services (QES) - hereafter referred to as **"the Collegiate"**. Staff from across the Collegiate are collectively known, and will be referred to, as "Team QE". This policy also applies to Queen Ethelburga's holiday programmes, including Holidays@QE; QE Summer Schools; and Camp QE.

The Collegiate has in place a wide variety of systems and support to underpin the overall judgement of very good behaviour across the schools, but it acknowledges that some circumstances present challenges for both staff and students, and it seeks to develop the character of the young people in its care, to equip them to thrive in society within and beyond their life in school.

## Aims

The aims of this policy are:

- to enable the Principal to carry out his responsibilities of maintaining order and good discipline in the Collegiate
- to nurture, educate and equip our students to become considerate, respectful upstanders ready to take their place in society. Creating a culture of tolerance, empathy, and mutual respect across the Collegiate.
- to promote good behaviour and support positive behaviour modification, as part of a framework for developing character that allows all students to flourish in a happy, respectful, and caring community
- to ensure, as far as possible, that every student in the Collegiate is able to benefit from, and make a full contribution to, the life of the Collegiate, consistent always with the needs of the Collegiate community
- to authorise the Collegiate rules and any procedures necessary for implementing them.



## Collegiate rules for behaviour and discipline

The Collegiate rules and policies for behaviour and discipline shall be set by the Principal.

The Collegiate rules and policies for behaviour and discipline are necessary:

- for the health, safety, welfare, and well-being of everyone at the Collegiate
- for the reputation of the Collegiate community as a whole
- for the protection of Collegiate property and the wider environment.

The Collegiate rules always apply to all age groups and when the student is:

- at the Collegiate, representing the Collegiate or wearing Collegiate uniform
- travelling to and from the Collegiate
- associated with the Collegiate at any time.

Students and staff are expected to know and understand the Collegiate rules and policies for behaviour and discipline which include:

- this policy, which dovetails with the **Anti-bullying Policy**, and the **Child Protection and Safeguarding Policy** appendix on **child-on-child abuse**
- the THRIVE@QE behaviour expectations and rewards system
- the **Attendance Policy**
- the **Uniform Policy**
- the **E-Safety – Digital Wellbeing Policy** and **Student Acceptable Use Policy**
- the **Relationships and Sex Education (RSE) Policy**
- the **Smoking, Alcohol, Drugs and Substances Policy**.

The Collegiate rules and policies for behaviour and discipline will be amended from time to time and reinforced in assemblies and on other appropriate occasions. The policy is reviewed annually. All staff receive training regarding the behaviour policy during their induction and a minimum of annual refresher training thereafter.

### 1 Scope

The Collegiate Board and the Principal intend that the Collegiate rules and policies for behaviour and discipline and the rewards and sanctions provided in them shall also, in appropriate circumstances, be capable of regulating the conduct of students when they are away from Collegiate premises and outside the jurisdiction of the Collegiate, for example during leave-out weekends, half term and in the holidays.

This will normally be where the conduct in question could have repercussions for the orderly running of the Collegiate, affects the welfare of a member or members of the Collegiate community or a member of the public, or which brings the Collegiate into disrepute.

### 2 Responsibilities

The Proprietor is required to ensure that all those with leadership and management responsibilities at the Collegiate actively promote the wellbeing of pupils. The adoption and authorisation of this policy is part of the Collegiate Board's response to this duty.



**Overall responsibility:** The Collegiate Board has overall responsibility for the effective operation of the Collegiate's Behaviour and Discipline Policy and for ensuring compliance with the relevant statutory framework prohibiting discrimination. The Principal and QELT lead in promoting and encouraging an environment which is welcoming, inclusive and safe for all members of the school community, irrespective of their protected characteristics and/or background.

The Collegiate Board has delegated to the Principal responsibility for ensuring implementation, with the day-to-day responsibility for operating the policy and ensuring its accessibility, availability, maintenance and review, lying with the Head of Student Wellbeing.

### **3 Rewarding good behaviour**

Loyalty to the Collegiate and the students' commitment to reaching their full potential will be achieved by encouraging and celebrating positive behaviour. Whilst sanctions are required for students to understand that choices have consequences, our primary focus is to motivate our students to Thrive at QE.

The Collegiate firmly believes that student behaviour is best modified through, not only the use of sanction and intervention, but also using reward and celebration. Reward incentives are offered on both an individual and whole-school basis, to encourage good behaviour and support for one another, enabling students to thrive. This is recognised in assemblies, reward weeks and the awarding of QE points. Other forms of praise and rewarding good behaviour include:

- Tree of Achievement and Special Mention certificates in Chapter House.
- Verbal praise
- Certificates at assessment and examination periods, to recognise achievement and progress
- Colours for participation in Sport and Drama
- Written praise
- Displays of good work
- Positive telephone calls/letters or emails home
- Achievement Boards
- Recognition for 'clean sheets' in terms of behaviour
- Recognition of the highest individual QE points score including House cup
- Speech Day

Further detail about the ways in which the Collegiate may reward good behaviour are set out in Appendix 1.

The Collegiate recognises that where challenging behaviour is related to a student's disability, use of positive discipline and reward methods may enable the Collegiate to manage the student's behaviour more effectively and improve their educational outcomes.

### **4 Encouraging our students to Thrive at QE.**

The Collegiate believes that student behaviour should be modified and supported and that sanctioning alone is not dealing with the core root of a behavioural concern or behaviour change. As such, the Collegiate has a system in place to enable and encourage all students, and staff, to Thrive at QE.



The Wellbeing timetable supports students with a range of areas promoting positive mental health and wellbeing and developing resilience. Students can access sessions, to help modify behaviour and build confidence and esteem in a safe and secure environment, giving the students the tools to correct behavioural patterns and support their community.

More information about the Wellbeing timetable can be found in Appendix 2.

## 5 Intervention

There are in place many different intervention systems, which monitor and analyse all aspects of the student's life during both the academic day and boarding time. These systems provide an overview and allow students who may require a range of support to be identified and the appropriate intervention put into place. Diverse needs which are identified may include:

- Social and emotional support
- Keyworker support
- Behavioural intervention
- Academic intervention
- Organisational support
- Learning Development support
- Welfare plans
- Anti-bullying intervention
- Child Protection concerns (These are confidential and are passed to a safeguarding officer).

The early identification of potential issues is the responsibility of all staff to ensure that the relevant early help and intervention can be provided when required. Staff are made aware of the importance of challenging inappropriate behaviour between children and young people and recognise that downplaying certain behaviours can lead to a culture of unacceptable behaviour.

More information can be found in the **Intervention Policy**.

## 5 Transition

During the transitional phases there is the passing on of information and strategies to ensure a smooth transition. The Collegiate supports students to ensure that their first weeks of school are enjoyable and smooth. Students are supported and understand behaving appropriately in their new setting/class using consistent systems, expectations, and rewards. Students are regularly monitored, and intervention put in place to enable students to Thrive at QE.

## 6 Breaches of School discipline

The Principal may prescribe and authorise the use of any sanctions that comply with good educational practice and promote good behaviour and compliance within the Collegiate rules.

Examples of sanctions used at the Collegiate are set out in Appendix 3. A high-level sanction may be imposed if it is considered appropriate to do so, e.g., where there are persistent breaches of discipline by a student.



When considering the appropriate sanction, the risks posed to student welfare by an individual's behaviour will be assessed. This may include consideration of how any action taken, sanctions applied, or inaction may affect that individual's welfare and, where appropriate, how it may affect other students' welfare and/or the Collegiate community as a whole.

Minor breaches of discipline are dealt with by staff as they occur, and low-level sanctions may be given. A verbal warning will often be sufficient. More serious breaches of Collegiate rules should be referred to the Head of Student Wellbeing. The Head of Student Wellbeing must also be consulted in cases of breaches of discipline where there may be special circumstances which should be taken into consideration (see also below).

### **Serious breaches of discipline**

For serious breaches of discipline, the student may be asked to leave the Collegiate permanently. All serious disciplinary matters must be reported to the Principal. Please see the School's separate Expulsion, Removal and Review Policy.

**Removal:** The Principal may require the Removal of a student from the Collegiate if, after consultation with the parents and if appropriate the student, the Principal is of the opinion that:

- by reason of the student's conduct or progress, the student is unwilling or unable to benefit sufficiently from the educational opportunities offered by the Collegiate; or
- a parent has treated the Collegiate, members of its staff or any member of the Collegiate community unreasonably.

In these circumstances, the parents may be permitted to withdraw the student as an alternative to Removal being required.

**Expulsion:** A student is liable to Expulsion for a grave breach of Collegiate discipline or a serious criminal offence. Expulsion is reserved for the most serious breaches.

The Principal is required to act fairly and in accordance with the principles of natural justice. Please see the Collegiate's separate Expulsion, Removal and Review Policy.

**Suspension:** For serious breaches of discipline, a student may be released home for a limited period pending the outcome of an investigation.

The Collegiate seeks to work in partnership with parents over matters of discipline, and it is part of parents' obligations to the Collegiate to support the Collegiate rules. Parents will be contacted to discuss any disciplinary matter which may result in suspension, or where Removal or Expulsion is being considered. Parents will also be notified of any other disciplinary sanction and may be contacted to discuss the matter if it is considered appropriate to do so.

The Collegiate **will pay due regard to the Equality Act 2010**, and it will make reasonable adjustments for managing behaviour which is related to a student's special educational need or disability. Staff should seek advice from the Head of student Wellbeing if they are unsure about how to manage a student's behaviour where this is related to a special educational need or disability. Where Expulsion needs to be considered, the Collegiate will ensure that a student with a



disability or special educational needs can present their case fully, where their disability or special educational needs might hinder this. Any religious requirements affecting the student will also be considered. Staff will also be alert to the fact that students with special educational needs may be more vulnerable to abuse, which may manifest itself in behavioural changes.

## **7 Malicious allegations against staff (See detail in the Child Protection and Safeguarding Policy)**

Where a student makes an accusation against a member of staff and there is reasonable suspicion that the accusation has been deliberately invented or malicious, the Principal will consider whether to take disciplinary action in accordance with this policy.

Where a parent has made a deliberately invented or malicious allegation, the Principal will consider whether to require that parent to remove their child or children from the Collegiate, on the basis that they have treated the Collegiate or a member of staff unreasonably and compromised the requirement for mutual trust and confidence.

In accordance with the DfE's guidance **Keeping Children Safe in Education (Sept 2023)**, the Collegiate will consider a malicious allegation to be one where there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive.

## **8 Reports of bullying and child on child abuse**

Reports of bullying and child on child abuse will be responded to in line with the Child Protection and Safeguarding Policy and the Anti-Bullying Policy. The needs and wishes of the victim should be paramount (along with protecting the child), particularly with regards to any reports of sexual violence or sexual harassment, in any response. In accordance with the DfE's guidance **Keeping Children Safe in Education (Sept 2023)**, the Collegiate's response to reports of child-on-child abuse will include disciplinary measures and support for victims and alleged perpetrators (whether the reports have happened inside or outside the Collegiate campus or online) as outlined in this policy, the Anti-Bullying Policy and the Child Protection and Safeguarding Policy.

## **9 Use of restraint and reasonable force**

Any use of force by staff will be reasonable, proportionate, and lawful. Reasonable force will be used in accordance with the DfE guidance Use of Reasonable Force (July 2013) and as set out in Appendix 4. More detailed guidance about the use of reasonable force is provided to staff in the Code of Conduct. In the EYFS, where it is necessary to use restraint, this will be recorded and reported to parents within 24 hours. Corporal punishment is not threatened or used at the Collegiate.

During annual staff training on behaviour and discipline staff are reminded of when reasonable force can be used. All incidents involving reasonable force are recorded and logged and kept with the DSL. Parents are informed when there has been an incident that involved the need for reasonable force to be used.

## **10 Searching students**

**Informed consent:** Collegiate staff may search a student or their possessions or accommodation with their consent for any item. If a member of staff suspects that a student has a banned item in





their possession, they can instruct the student to turn out their pockets or bag. If the student refuses, sanctions will be applied in accordance with this policy.

**Searches without consent:** In relation to prohibited items, the Principal, and staff authorised by the Principal, may search a student or a student's possessions, without their consent, where they have reasonable grounds for suspecting that a student has a prohibited item in their possession. Please see Appendix 5 for the Collegiate's policy on searching and confiscation. Such action will be taken in accordance with the DfE guidance Searching, Screening and Confiscation (July 2022).

## **11 Records**

Administration of major punishments are recorded, with the name of the student concerned, the reason for the punishment, including relevant dates, the name of the person administering the punishment and the follow up support post sanction. This log is reviewed regularly by the Head of Student Wellbeing so that patterns in behaviour can be identified and managed appropriately in line with UK GDPR.

## **12 Review**

A student or their parents may request a Collegiate Board's Review of the Principal's decision to expel or remove a student from the Collegiate, or where the student is suspended from the Collegiate for 11 school days or more or where a suspension would result in the student missing a public examination. See the Collegiate's separate Expulsion, Removal and Review Policy.

There will be no right to a Review of other sanctions, but a student who feels aggrieved may ask the Head of Student Wellbeing to take up his or her concerns with the member of staff who imposed the sanction.



## **Appendix 1 REWARDS**

### **Queen's Kindergarten**

In EYFS, we aim to set boundaries in a way that helps the child develop a sense of the effect of their own behaviour, both on their own environment and on those around them. Restrictions on the child's desire to explore and develop their own ideas and concepts are kept to a minimum. Good behaviour is praised and reinforced regularly.

### **Chapter House Preparatory School**

QE points and stickers are given to reward positive behaviour. Children can be mentioned in the "Tree of Achievement" assembly, to choose a space for their leaf and receive a certificate. This is awarded if they have tried especially hard with any aspect of their work.

Children are encouraged to nominate their peers for 'Special Mention,' which is awarded each week. This is awarded to those children who have helped or cared for someone during the week. Staff can also nominate children for special mention, particularly if a child has made an extra effort to make the right choice with their behaviour.

Responsible behaviour is rewarded in Year 5 by students earning a 'Prefect' badge and status through showing a good example to younger students and caring and responsible attitude towards others at School. Prefects have a higher status which is shown by the sitting on chairs in assembly and given privileges such sitting with younger children at break and supporting them in the playground. In return they have responsibility for continued duties such as trustworthy errands and collecting snacks at break.

**King's Magna Middle School, Queen Ethelburga's College and the Faculty of Queen Ethelburga's** Loyalty to the Collegiate and the students' commitment to reaching their full potential will be achieved by encouraging and celebrating positive behaviour. Whilst sanctions are required for students to understand that choices have consequences, when students aspire to Thrive at QE, they earn QE points. Students can also earn QE points by demonstrating positive behaviour or progress in any

### **QE points**

QE points are earned like House Points and are added to the House totals.

- Staff award students QE points electronically.
- Students save and spend their QE points on rewards that can be found in the school shop. For example, stationery, tuck items in the shop will be determined by feedback from the student body.
- Students can check their QE points balance by checking with a member of the Pastoral Care team or by asking their form tutor. The online resource can be used to manage inter-form and competitive house competitions. They can also look online through [www.epraise.co.uk](http://www.epraise.co.uk).



**Other forms of praise and recognition of achievement:**

- Tree of Achievement and Special Mention certificates in Chapter House.
- Verbal praise
- Certificates at assessment and examination periods, to recognise achievement and progress
- Colours for participation in Sport and Drama
- Written praise in the planner to the parent / houseparent / form tutor
- Displays of good work
- Positive telephone calls/letters or emails home
- Achievement Boards
- Recognition for 'clean sheets' in terms of behaviour
- Recognition of the highest individual QE points Score
- Speech Day

QE points are awarded by all staff (boarding, academic and ancillary) and monitored by tutors, house staff and students. Upon accumulating points, students can exchange this credit to redeem items available to 'buy' from the shop. Each September the amount of redeemable credit will increase as students are awarded points, but their accumulative points will reset to 'zero' each year to allow students to work towards new goals.



## Appendix 2 The Wellbeing timetable

**The Wellbeing timetable** aims to promote and support positive mental health and resilience through workshops/activities/events during social time/clinics. It is coordinated and run from the Pastoral Care Centre to support all students within the Collegiate. It uses the dedicated area which is an incredibly positive place where all students are welcome, and support is available.

Students can be referred by teachers, their school team, house tutors, form tutors, Peer Mentors/Prefects or through self-referral. **The Wellbeing timetable** also builds on and supports areas raised in Personal Development. **Sessions** of intervention are offered by all staff in the Collegiate, to support students' positive mental health, wellbeing, resilience, and happiness.

Posters and timetables are around school and the boarding houses to inform students of the types of things on offer. The information is tailored for Chapter House, King's Magna, and the Senior Schools, to ensure the support offered is age appropriate and relevant to the challenges each Key Stage face.

**The Wellbeing timetable** is a very flexible system which offers initiatives such as peer mentoring, forces support, anger management, self-esteem, body image, resilience, dealing with stress, anti-bullying, e-safety support, and the cancer support group. As well as set sessions, support is also offered to tackle current issues such as the appropriate use of social media, upcoming events and focus weeks and items in the news. Decorum, respect, and manners are also supported to help students understand the impact of their actions and modify and support their behaviour.

### International support

International students can receive support to help them with any barriers caused by nationality, culture, or language. This may help those who are, for example, seen alone during break times and struggling to integrate. Pastoral Prefects/Peer Mentors/Peer Leaders can help identify any students who may need support and encourage them to attend.

### Boarding support

**The Wellbeing timetable** is also extended during boarding time using the pastoral area after school and at weekends, to support student's positive mental health and resilience across academic and boarding and allow students the opportunity to receive more directed, age-appropriate support. Boarding staff support students with issues such as home sickness or integration, and students are given the opportunity to meet their siblings and family and spend some time together.

Chapter House students are brought during form times on a rotational basis to participate in activities and become familiar with the pastoral area and support transition. Students focus on resilience, structured play, and social interaction. Senior School Peer Mentors, Peer Leaders and Buddies also assist

King's Magna students use the welfare area at breaks, lunch, and afterschool/boarding time, if they need some time out or specific support. KM buddies could be invited along to meet us and take on a role of identifying friends/peers that they may think could use some support. Students are also supported with behaviour management and other strands of support.



For College and Faculty students, sessions encourage the use of welfare as a safe place for learning to cope with anxiety, exam stress, friendship troubles and help with other struggles which may impact on positive mental health, providing books/activities to help or just for them to relax in a comparable way to King's Magna. There may also be the opportunity to use some clinic time, where there is some available. Students are also supported with behaviour management and other strands of support.



### Appendix 3 Sanctions

In addition to the sanctions set out in this Appendix, the Principal may prescribe and authorise the use of such other sanctions as comply with good education practice and tend to promote good behaviour and compliance with the Collegiate rules.

#### Queen's Kindergarten and Chapter House Foundation Stage

Sanctions will consider the age and stage of development of the student and behavioural boundaries are set in a way that helps the student develop a sense of their own behaviour, both on their own environment and those around them.

Nominated staff will ensure that the parents are fully informed about support and actions being taken to modify their children's behaviour. If necessary, an ABCC form will be used to monitor a student's behaviour and an individual learning plan for behaviour completed by the key person, in consultation with the student's parents. A record will be kept of any occasions where physical restraint has been used in EYFS and parents or carers will be informed as soon as reasonably practicable.

#### Chapter House Preparatory School

A lunch time detention will be completed by students **specifically** for:

- Reaching red on the traffic light system
- Inappropriate physical or verbal behaviour towards another student or adult.

#### **Key Stage 1:**

A student who is placed on red during the day will miss the next break time and be supervised by the class teacher. If the behaviour warrants it, the student will be sent to the Head of Chapter House for 'time out.'

#### **Key Stage 2 (excluding year 6):**

This detention takes place daily from 12:40-13.00. **Detentions take priority over all other activities.** During detention students will reflect on their actions with support from the staff member supervising the session, they will identify how to avoid detention in future.



## King's Magna Middle School, Queen Ethelburga's College and The Faculty of Queen Ethelburga's

A lunch time detention will be completed by students

### Specifically, for:

- **3 written strikes in the planner in one week** (awarded by the teacher giving the third strike)
- **Defiance or rudeness to staff**
- **Inappropriate social behaviour**
- **3 uniform offences in one half term**
- **3 phone confiscations in one half term**
- **3 late strikes on iSAMS in one half term**
- **Continued misbehaviour/lack of engagement despite a written warning**
- **Insufficient quality or quantity of class work related to ability**
- **Leaving a lesson without permission**
- **Department removal**
- **3 missed preps in one half term**

After school detention:

- **Using inappropriate language**
- **Failing to attend a lesson, form time or assembly**
- **Being caught out of bounds**
- **Failing to attend a lunchtime detention.**

Failure to complete detention results in the students receiving a higher-level sanction.

**Detentions take priority over all other activities.** During detention students will reflect on their actions, and with support from their tutor, HOY and/or a pastoral team member, they will identify how to avoid detention in future.

### Issuing Detentions

Detentions will be recorded on ISAMS for any of the reasons above. Once recorded on ISAMS, the tutor will receive notification of the time and date of the detention, to inform the student. The student should record this in their planner.



### **Boarding Detentions**

Verbal warnings are given to students with the emphasis on educating them to modify their behaviour. Following 3 verbal warnings students receive one boarding strike on iSAMS. For those who do not heed the warnings a boarding detention will be given.

A one-hour boarding detention will be completed by students

**Specifically, for:**

- **Defiance or rudeness to staff**
- **Inappropriate social behaviour**
- **3 electronic devices strikes on iSAMS in one half term**
- **Missed breakfast**

A two-hour boarding detention will be completed by students who:

- **Use of inappropriate language**
- **Fail to attend a 1-hour detention**
- **Being out of bounds**

Both the one-hour and two –hour Boarding Detentions take place on an evening 7-8pm Monday to Friday. The student is required to sit with a member of boarding staff. Electronic devices can be used at the discretion of supervising staff and can be used to complete schoolwork only.

### **Progression of sanctions**

Detentions are monitored weekly by the pastoral team and an accumulation of detentions will lead to some/all the following:

- Report
- Letter sent home to parents/guardians
- Personal Intervention Plan/Welfare plan
- Academic Social Isolation
- Intervention including the following:
  - Pastoral Staff Intervention
  - School teams
  - Boarding teams
  - Learning Development
  - Peer mentors, peer leaders and buddies
  - Wellbeing session





## **Pastoral Loss of Privileges**

If a student fails to complete their school or boarding detention despite several opportunities, they will have certain privileges removed until they meet basic expectations. A letter will be sent home informing parents that their child has failed to complete a sanction, students will be given a notice informing them of the loss of privileges.

Students will lose access to the following privileges:

- Gym
- Muggles
- The atrium
- Boarding trips/activities (both weekend and weekday)
- Weekend leave

The aim is for students to take responsibility for their sanction and arrange a time to complete their sanction within the given time.

If students fail to complete their remaining sanction in the given time, then their sanction will be escalated.

Students will either be gated or isolated depending on the needs of the student. This will clear both the sanction and the student will regain all privileges and be given a fresh start.

## ***Higher-Level Sanctions***

### **Green Gatings / Social Isolation**

**Boarding:** This gating involves a student being gated from 17:00 on Friday until 22:00 on Sunday, signing in hourly and remaining in uniform. Students will also be required to attend detention on a Monday evening. A letter home is also sent to parents/guardians.

**Academic:** This social isolation involves students being isolated during their break and lunch times for a period of three days. During this time, the student is encouraged to reflect on their actions. A letter home is also sent to parents/guardians.

### **Amber Gating / Social Isolation**

**Boarding:** An amber gating involves the student being confined to campus from the Friday of the week the gating is issued for a period of 4 days. The student must always stay in uniform, sign in hourly and attend two evening detentions. A letter home is also sent to parents/guardians.

**Academic:** An amber social isolation involves students being isolated during their break and lunch times for a period of four days. During this time, the student is encouraged to reflect on their actions. A letter home is also sent to parents/guardians.



### **Red Gating / Social Isolation**

**Boarding:** A red gating involves the student being confined to campus from the day on which the gating is issued until the start of school one week later. The students must stay in uniform, spend all free time in their named house, sign in hourly and attend 5 detentions on an evening. Students will also attend meals with a member of staff.

**Academic:** A red social isolation involves students being isolated during their break and lunch times for a period of five days. During this time, the student is encouraged to reflect on their actions. A letter home is also sent to parents/guardians.

### **Sports fixtures and other activities**

Students who have received gatings are not able to participate in any sporting fixture or extracurricular activity/trip. Any exception is to be agreed by the Head of student Wellbeing, and Head of School/Boarding.

### **Full isolation**

A full academic isolation will be given to any student who causes 'significant disruption to the learning environment.' The decision for an isolation will be made by the Head of Student Wellbeing. During this time, the student will be required to work in full isolation in the pastoral behaviour management area and work will be collected for the students to complete. The student will have to hand over all electronic devices and will be in isolation until 4pm.

Full isolation may also be given to students who are awaiting a decision regarding a suspension or other higher-level sanction from the Principal. Students who are boarders may be isolated during both academic and boarding time dependant on the incident and possible outcome.

### **Suspension**

Suspensions require the student to leave site for a period of days dependent on the severity of the action. On the students return they, and the parent/guardian, sign a behaviour contract at a reintegration meeting with the Principal. Students will then be monitored for a period of two weeks to help ensure a smooth re-integration into school life.



#### **Appendix 4 Use of reasonable force**

- 1** Reasonable force may be used to prevent a student from doing or continuing to do any of the following:
  - 1.1 committing a criminal offence
  - 1.2 injuring themselves or others
  - 1.3 causing damage to property, including their own
  - 1.4 engaging in any behaviour prejudicial to good order and discipline at the Collegiate or among any of its students, whether that behaviour occurs in a classroom or elsewhere.
  
- 2** In these circumstances, force will be used for two main purposes: to control students or to restrain them. Reasonable force may be used, for example, to restrain a student at risk of harming themselves or another individual or to prevent a student leaving a classroom where allowing them to do so would risk their safety or lead to behaviour that disrupts the behaviour of others.
  
- 3** In addition, reasonable force may be used to conduct a search for certain "prohibited items" (see Appendix 5 below).
  
- 4** In deciding whether reasonable force is required, the needs of individual students will be considered, and reasonable adjustments will be made for students with special educational needs or disabilities.
  
- 5** Where reasonable force is used by a member of staff, the Head of Student Welfare must be informed of the incident, and it will be recorded in writing. The student's parents will be informed about serious incidents involving the use of force. In the EYFS setting, the student's parents will be informed about any use of force on the day of the incident or as soon as reasonably practicable.



## Appendix 5 Searching and confiscation

All schools have a general power to impose reasonable and proportionate disciplinary measures (Education and Inspections Act 2006). This enables a member of staff to confiscate, retain or dispose of a student's property as a disciplinary penalty where it is reasonable to do so. The Collegiate's policy on searching and confiscation has regard to guidance published by the DfE, Searching, Screening and Confiscation (July 2022). The purpose of searching and confiscation is to ensure a calm, safe and supportive environment within school and boarding to ensure that individuals and the community as a whole feel safe. When searching and confiscation does occur it is done so under the consideration of whether it is safe, proportionate, and appropriate.

### 6 Prohibited items

Prohibited items are:

- 6.1 knives or weapons
- 6.2 alcohol
- 6.3 illegal drugs
- 6.4 stolen items
- 6.5 tobacco and cigarette papers, vaping materials
- 6.6 fireworks
- 6.7 pornographic images
- 6.8 any article that the member of staff reasonably suspects has been, or is likely to be, used:
  - 6.8.1 to commit an offence, or
  - 6.8.2 to cause personal injury to, or damage to the property of, any person (including the pupil).

The Principal and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item for which may be searched. Authorised staff are members of the Pastoral Care and Safeguarding Teams, alongside the Boarding Management Team.

#### Searching with consent

- 6.9 Before any search is undertaken the student will **usually** be asked to give informed consent. In seeking consent, the age and maturity of the student will be considered together with any special needs the student may have. Written consent will not usually be required.



- 6.10 The consent of the student must be obtained for searches for items that are not "prohibited items" as listed in section 1 above. The consent of the student must be sought even if not at the Collegiate at the time. If a member of staff suspects that a student has an item that is banned by the Collegiate, they can instruct the student to turn out their pockets or bag.
- 6.11 If the student refuses to provide consent disciplinary action may be taken in accordance with this policy.

## 7 Searching for prohibited items

- 7.1 Where the Principal or an authorised member of staff has reasonable grounds to suspect that a student may have a prohibited item that may cause a safeguarding concern, **consent is not required**, and the search will be carried out. For example, they may have heard other students talking about the item, or they might notice a student behaving in a way that causes them to be suspicious. The search can be carried out using reasonable force if necessary (such force may not be used in searches for items included in 1.1.4 above).
- 7.2 Searches will be carried out only on Collegiate premises or, if elsewhere, where the member of staff has lawful control or charge of the student, for example on an educational visit or in training settings.
- 7.3 If it is believed that a student has a prohibited item, it may be appropriate for a member of staff to carry out:
  - 7.3.1 a search of outer clothing and / or
  - 7.3.2 a search of Collegiate property (e.g., students' lockers or desks, bed studies or dormitories) and / or
  - 7.3.3 a search of personal property (e.g., bag or pencil case).
- 7.4 Searches will be conducted in such a manner as to minimise embarrassment or distress. Any search of a student or their possessions will be conducted in the presence of the student and another member of staff. Where a student is searched, the searcher will be the same gender as the student.
- 7.5 Where it is believed that serious harm may be caused if the search is not conducted immediately and it is not practicable to summon another member of staff, a member of staff may conduct a search of a student of the opposite sex and / or in the absence of a witness.

Where the Principal, or staff authorised by the Principal, find anything which they have reasonable grounds for suspecting is a prohibited item, they may seize, retain, and dispose of that item in accordance with this policy.



## 8 Confiscation

- 8.1 Under the Collegiate's general power to discipline, a member of staff may confiscate, retain, or dispose of a student's property as a disciplinary penalty where it is reasonable to do so.
- 8.2 Confiscation of an item may take place following a lawful search, as set out above, or however the item is found if the member of staff considers it to be harmful or detrimental to Collegiate discipline.
- 8.3 Staff have a defence to any complaint or other action brought against them. The law protects members of staff from liability in any proceedings brought against them for any loss of, or damage to, any item they have confiscated, provided they acted lawfully.

## 9 Searching electronic devices

An electronic device such as a mobile phone or a tablet computer may be confiscated in appropriate circumstances in accordance with this policy. If there is good reason to suspect that the device has been, or is likely to be used to, cause harm, disrupt teaching, break Collegiate Rules, commit an offence, or cause personal injury or damage to property any data or files on the device may be searched and, where appropriate, data or files may be erased before the device is returned to its owner unless the device needs to be given to the police. Any search of an electronic device should be conducted in the presence of a member of the Safeguarding Team and in line with procedures in the Child Protection and Safeguarding Policy.

- 9.1 The Collegiate is not required to gain parental consent to examine a student's mobile phone, or device, which has been seized lawfully to conduct a 'without consent' search and is prohibited by the school rules or is reasonably suspected of being, or might be, used to commit an offence or cause personal injury or damage to property.
- 9.2 Any data or files will only be erased, if there is good reason to suspect that the data or files have been, or could be used to cause harm, to disrupt teaching or break Collegiate Rules. 'Good reason' to examine or delete the data or files requires a staff member to reasonably suspect that the data or file in question has been, or could be, used to cause harm, to disrupt teaching or break the school rules.

If inappropriate material is found on an electronic device, the member of staff may delete the material, retain it as evidence of a breach of Collegiate discipline or criminal offence or hand it over to the police if the material is of such seriousness that police involvement is required. This includes material that is suspected to be evidence relevant to an offence, or that is a pornographic image of a child or an extreme pornographic image. For any material which is inappropriate, but not requiring police attention, the staff member can delete any files or data from the device or retain the device as evidence of a breach of school discipline. Staff will have regard to Part 5 of KCSIE 2023.



## 10 Disposal of confiscated items

- 10.1 **Alcohol:** alcohol which has been confiscated will be destroyed.
- 10.2 **Controlled drugs:** controlled drugs will usually be delivered to the police as soon as possible. In exceptional circumstances and at the discretion of the Principal or authorised member of staff, the drugs may be destroyed without the involvement of the police if there is good reason to do so. All relevant circumstances will be considered, and staff will use professional judgement to determine whether the items can be safely disposed of. They will not be returned to the student.
- 10.3 **Other substances:** substances which are not believed to be illegal drugs, but which are harmful or detrimental to good order and discipline (for example "legal highs") may be confiscated and destroyed. Where it is not clear whether the substance seized is an illegal drug, it will be treated as though it is illegal and disposed of as above.
- 10.4 **Stolen items:** stolen items will usually be delivered to the police as soon as possible. However, if, in the opinion of the Principal or authorised member of staff, there is good reason to do so, stolen items may be returned to the owner without the involvement of the police. This is likely to apply to items of low value, such as pencil cases.
- 10.5 **Tobacco or cigarette papers:** tobacco or cigarette papers will be destroyed. This also includes vaping.
- 10.6 **Fireworks:** fireworks will not be returned to the student. They will be disposed of, safely at the discretion of the Principal or other authorised member of staff which may include donation to an appropriate charity.
- 10.7 **Pornographic images:** pornographic images involving children or images that constitute "extreme pornography" under section 63 of the Criminal Justice and Immigration Act 2008 will be handed to the police as soon as practicable. As possession of such images may indicate that the student has been abused, the Designated Safeguarding Lead will also be notified and will decide whether to make a referral to North Yorkshire children's social care. See further detail in the Child Protection and Safeguarding Policy.
- 10.8 Other pornographic images will also be discussed with the Designated Safeguarding Lead. The images may then be passed to children's social care for consideration of any further action. If no action is to be taken by the local authority the images will be erased after a note has been made for disciplinary purposes, confirming the nature of the material.
- 10.9 **Article used to commit an offence or to cause personal injury or damage to property:** such articles may, at the discretion of the Principal or authorised member of staff taking all the circumstances into account, be delivered to the police, returned to the owner, retained, or disposed of.



- 10.10 **Weapons or items which are evidence of an offence:** such items will be passed to the police as soon as possible.
- 10.11 **An item banned under Collegiate Rules:** such items may, at the discretion of the Collegiate or authorised member of staff taking all the circumstances into account, be returned to its owner, retained, or disposed of. Where staff confiscate a mobile phone that has been used in breach of Collegiate Rules to disrupt teaching, the phone will be kept safely until the end of the school day when it can be claimed by its owner, unless the Principal considers it necessary to retain the device for evidence in disciplinary proceedings in accordance with 6.12 below. If a student persists in using a mobile phone in breach of Collegiate Rules, the phone will be confiscated and must be collected by a parent.
- 10.12 **Electronic devices:** if it is found that a mobile phone, laptop or tablet computer or any other electronic device has been used to cause harm, disrupt teaching, or break Collegiate Rules, including carrying out cyberbullying or sexual harassment, the device will be confiscated and may be used as evidence in disciplinary proceedings. Once the proceedings have been concluded the device must be collected by a parent or carer and the student may be prohibited from bringing such a device onto School premises or on educational visits. In addition, any data or files may be erased if there is good reason to do so. In serious cases, the device may be handed to the police for investigation.

## 11 Communication with parents

- 11.1 There is no legal requirement for the Collegiate to inform parents before a search for banned or prohibited items takes place or to seek their consent to search their child and it will not generally be practicable to do so. In appropriate cases we will inform parents on how the Collegiate will dispose of certain items.
- 11.2 We will keep a record of all searches conducted, whether the search is with or without the consent of the student, the date, time, what was searched for, reasons and follow up actions including relevant support, which can be inspected by the parents of the student(s) involved subject to any restrictions under the Data Protection Act 2018 and in line with UK GDPR. The record will include details of any disposal of items confiscated. The DSL will always be informed when a search has taken place.
- 11.3 Complaints about searching or confiscation will be dealt with through the Collegiate's Complaints Procedure. A copy of the procedure is available on request.
- 11.4 The Collegiate will take reasonable care of any items confiscated from students. However, unless negligent or guilty of some other wrongdoing causing injury, loss, or damage, the Collegiate does not accept responsibility for loss or damage to property.





## Appendix 6 Police and Criminal Evidence Act (1984) – Code C

The Designated Safeguarding Lead (and deputy) are aware of the requirement for children to have an appropriate adult when in contact with Police officers who suspect them of an offence.

PACE states that anyone who appears to be under 18, shall, in the absence of clear evidence that they are older, be treated as a child for the purposes of this Code and any other Code.

PACE also states that If at any time an officer has any reason to suspect that a person of any age may be vulnerable, then that person is entitled to be accompanied by an appropriate adult at any point.

The Designated Safeguarding (or deputy) will communicate any vulnerabilities known by the school to any police officer who wishes to speak to a pupil about an offence they may suspect. This communication will be recorded on **CPOMS**.

If having been informed of the vulnerabilities, the designated safeguarding lead (or deputy) does not feel that the officer is acting in accordance with PACE, they should ask to speak with a supervisor or contact 101 to escalate their concerns.

A person whom there are grounds to suspect of an offence must be cautioned<sup>1</sup> before questioned about an offence<sup>2</sup>, or asked further questions if the answers they provide the grounds for suspicion, or when put to them the suspect's answers or silence, (i.e., failure or refusal to answer or answer satisfactorily) may be given in evidence to a court in a prosecution.

A Police Officer must not caution a juvenile or a vulnerable person unless the appropriate adult is present. If a child or a vulnerable person is cautioned in the absence of the appropriate adult, the caution must be repeated in the appropriate adult's presence.

### **The appropriate adult' means, in the case of a child:**

1. the parent, guardian or, if the juvenile is in the care of a local authority or voluntary organisation, a person representing that authority or organisation.
2. a social worker of a local authority
3. failing these, some other responsible adult aged 18 or over who is not:
  - a. a police officer;
  - b. employed by the police;
  - c. under the direction or control of the chief officer of a police force; or

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<sup>1</sup> The police caution is: *“You do not have to say anything. But it may harm your defence if you do not mention when questioned something which you later rely on in Court. Anything you do say may be given in evidence.”*

<sup>2</sup> A person need not be cautioned if questions are for other necessary purposes, e.g.: (a) solely to establish their identity or ownership of any vehicle; to obtain information in accordance with any relevant statutory requirement; in furtherance of the proper and effective conduct of a search, e.g. to determine the need to search in the exercise of powers of stop and search or to seek co-operation while carrying out a search; or to seek verification of a written record.



- d. a person who provides services under contractual arrangements (but without being employed by the chief officer of a police force), to assist that force in relation to the discharge of its chief officer's functions,

Further information can be found in the Statutory guidance - [PACE Code C 2019](#).



## Appendix 7 THRIVE@QE behaviour expectations and rewards system

At Queen Ethelburga's, our ethos is for all members of the community to Thrive at QE. we aim to motivate students to develop a lifelong desire to follow the Hill Standard:

'To be the best that I can with the gifts that I have'

Loyalty to the Collegiate and the students' commitment to reaching their full potential will be achieved by encouraging and celebrating positive behaviour. Whilst sanctions are required for students to understand that choices have consequences, our primary focus is to motivate students to Thrive at QE- when students aspire to this challenge, they earn QE points.

Students can earn QE points in recognition of their positive efforts to Thrive at QE. There are four pillars that are the foundations needed for students to be able to Thrive at QE and they are:



Each pillar develops a set of fundamental skills that the Collegiate recognises as necessary to develop in order to achieve your full potential.

Our aims:

Academic – To build skills for lifelong learning and future success.

Enrichment – To foster a spirit of adventure and discovery

Welfare – To promote happiness, positive health, and community safety

Wellbeing – To encourage respect, equity, and collective responsibility.

### **QE points**

- Staff award students QE points.
- Students save and spend their points on rewards. These can be selected from a range of in-school rewards.
- Students can check their QE points balance by checking with a member of the Student Wellbeing team or their form tutor or by looking on the epraise website: [www.epraise.co.uk](http://www.epraise.co.uk).

### **Other forms of praise and recognition of achievement:**

- Tree of Achievement and Special Mention certificates in Chapter House
- Verbal praise



- Certificates at assessment and examination periods, to recognise achievement and progress
- Colours for participation in Sport and Drama
- Displays of good work
- Positive telephone calls/letters or emails home
- Achievement Boards
- Recognition for 'clean sheets' in terms of behaviour
- Recognition of the highest individual QE point score
- Speech Day

QE points are awarded by all staff (boarding, academic and ancillary) and monitored by tutors, house staff and students. Students can manage their QE Points online and work towards milestones at Bronze, Silver and Gold which will enable them to access additional privileges. Upon accumulating points, students can exchange this credit to redeem items available to 'buy' from the QE Point Shop. Each September the amount of redeemable credit will increase as students are awarded points, but their accumulative points will reset to '0' each year to allow students to work towards new goals.

### **The Competitive House System**

Students' individual QE points totals contribute to the competitive House total. QE points can also be awarded for participation in House Events - Music, Drama, Debating, Sports Day etc. House Assemblies and the QE points score board will engage and unite students towards a common goal. The House Trophy is awarded at the end of each academic year, to the House with the most QE points.

**CANTWARA   DERWENT   EOFORWIC   LYMINGE**

### **Support Available**

Students who need to improve their readiness to Thrive at QE will be monitored using a progressive report system that provides different levels of support. Depending on the age and the social, emotional, and behavioural needs of the student, this might include a Pastoral Key worker, Peer Mentor, a referral to Learning Development, referral to external agencies.

### **Reasonable adjustments**

Where a student has a recognised disability that will make the implementation of parts of this policy discriminatory, reasonable adjustments will be made. For example, an Individual Vulnerability, Risk and Welfare Plan may be drawn up, that states agreed strategies for staff to use, to help support the individual's learning. Reasonable adjustments may also be made where there is no recognisable disability, but where it would be beneficial.

### **Student Wellbeing Programme**

**The Wellbeing Programme** aims to promote and support positive mental health and resilience through offering workshops/activities/events during social time/clinics. Sessions are all linked to the evidenced based 'five ways to wellbeing'. It is coordinated and run from the Student Wellbeing Centre, to support all students within the Collegiate. It uses the dedicated area in the Bronte building which is a very positive place where all students are welcome, and support is available.



Students can be referred by teachers, their school team, house parents, form tutors, Peer Mentors/Prefects or through self-referral. The timetable also builds on and supports issues raised in Personal Development. The programme is about the intervention offered by all staff in the Collegiate to support students' mental health, wellbeing, and happiness.

Posters and timetables are around school and the boarding houses, to inform students of the types of things on offer. The information is tailored for Chapter House, King's Magna, and the Senior Schools, to ensure the support offered is age-appropriate and relevant to the challenges each Key Stage face.

The programme is a very flexible system, which offers initiatives such as peer mentoring, forces support, anger management, self-esteem, body image, resilience, dealing with stress, anti-bullying, e-safety support, woodland and wildlife and tea and talk sessions. As well as set sessions support is also offered to tackle current issues such as the appropriate use of social media, upcoming events and focus weeks and items in the news. Decorum, respect, and manners are also supported, to help students understand the impact of their actions and modify and support their behaviour.

### **International support**

International students can receive support to help them with any barriers caused by nationality, culture, or language. This may help those who are, for example, seen alone during break times and struggling to integrate. Pastoral Prefects/Peer Mentors/Peer Leaders can help identify any students who may need support and encourage them to attend.

### **Boarding support**

Wellbeing support is also extended during boarding time, using the Student Wellbeing Centre after school and at weekends, to support the student's mental health and resilience across academic and boarding and allow students the opportunity to receive more directed, age-appropriate support. Boarding staff support students with issues such as home sickness and integration.

Chapter House students have weekly sessions delivered during form times, on a rotational basis, to participate in activities and become familiar with the wellbeing area and support transition. Students focus on resilience, structured play, and social interaction. Senior school Peer Mentors, Peer Leaders and Buddies also assist with this programme.

King's Magna students use the wellbeing area at breaks, lunch, and afterschool/boarding time if they need some time out or specific support. KM buddies could be invited along to meet us and take on a role of identifying friends/peers that they may think could use some support. Students are also supported with behaviour management and other strands of support.

For College and Faculty students, sessions encourage the use of wellbeing as a safe place for learning to cope with anxiety, exam stress, friendship troubles and help with other struggles which may impact on positive mental health, providing books/activities to help or just for them to relax in a similar way to King's Magna. There may also be the opportunity to use some clinic time, where



there is some available. Students are also supported with behaviour management and other strands of support.

### **Expectations and Sanctions**

We hope that all students will follow the principles that promote a calm, safe and supportive environment both inside and outside of the classroom which will allow all members of the Collegiate to develop and grow. However, some students may choose not to adhere to this ethos. If this happens, sanctions will be used consistently by all staff, in a progressive way to support learning and eliminate negative behaviour.

#### Step 1

**Verbal warnings** will be given to students who do not meet the basic classroom expectations. When a verbal warning is given, students will be encouraged to change their approach and actions to prevent an escalation to Step 2.

**Verbal warning** – name on the board. This could be for: not listening to staff and fellow students, not engaging with classwork, or taking responsibility for their own learning, poor punctuality, disrespectful behaviour- of each other, possessions, or the school environment.

#### Step 2

**Written strike** recorded in the student handbook for three verbal warnings in any one lesson. If this is the third written strike in a week the awarding teaching will issue a detention, step 3.

#### Step 3

A lunchtime school detention will be completed by the students who are not meeting basic expectations.

Detentions will be issued for:

- 3 written strikes in the planner in one week (awarded by the teacher giving the third strike)
  - Defiance or rudeness to staff
  - Inappropriate social behaviour
- 3 uniform offences in one half term
- 3 phone confiscations in one half term
  - 3 late strikes on iSAMS in one half term
- Continued misbehaviour/lack of engagement despite a written warning
- Insufficient quality or quantity of class work related to ability
- Leaving a lesson without permission
  - Department removal

**After school detention** is given to students who miss a lesson, form time or assembly, swear in the presence of staff/inappropriate language, are caught out of bounds, or miss a lunchtime detention.

**Other sanctions may include** relocation within the department; removal from the department area; monitoring report; withdrawal from school trips / sports fixtures; gatings; loss of social time; and social time monitoring report.



### **Relocation of students within the department/house**

**Students should not be left to stand outside a classroom or in the boarding house corridor.** If the member of staff considers that the student should be removed, then either the departmental or house relocation system must be used.

#### **Departmental:**

- Each department must have a rota of nominated classes that a student can be relocated to within their department – usually a Sixth Form lesson.
- A trusted student should be sent to the HOD/available colleague, who will collect and relocate the student. The class should not be left unsupervised.
- Work should be provided, and a Lunch Time detention given.
- At the detention the student should use the time to reflect on their behaviour, its impact on the learning environment and what they should do differently next time.
- This information should be used by the subject teacher to discuss a way forward. The HOD should act as a mediator in the restorative process, as required.

#### **House:**

- The student must be placed in either a spare room (if available) or in a common room to work in isolation.

### **Removal of students from a department area/house**

Should a student continue to disrupt after relocation, or will not comply with attempts to relocate, the HOD/ available colleague should:

- Contact the Pastoral team
- Provide a written summary of the incident leading to the removal (email to HOY/HOKS and Pastoral team)

Refusal to comply with a boarding removal should be referred to:

- A member of the Boarding Management Team
- The Pastoral Care Team.

Once in receipt of the removed student, the Pastoral team will investigate and complete an incident report if required. The student will be isolated in the Student wellbeing centre until a decision regarding sanctions has been reached and/or they are deemed to be ready to return to the working environment.

#### **Step 4**

A student will be withdrawn from lessons to work in **isolation** if they cause significant disruption to the teaching and learning environment. If the student is to be isolated beyond the current lesson, this decision will be made by the Pastoral Leads in conjunction with the School Team. Parents will be informed at the earliest opportunity.

#### **Step 5**

A **suspension** will be considered for serious offences, but not limited to swearing at staff; alcohol, cigarettes, vaping and mind-altering substance misuse; physical or sexual misconduct; bullying; vandalism, racism and bringing the school into disrepute. The decision will be made by the Head of Student Wellbeing in conjunction with the Principal.



## **Chapter House Sanctions**

We hope that all students will work hard to Thrive at QE but sometimes students choose not to meet this challenge. If this happens sanctions will be used consistently by all staff in a progressive way to support learning and eliminate negative behaviour.

### **STEP 1 – Traffic Lights**

If the behaviour in class or around school does not meet the behaviour code, the student will be given a verbal warning, then if they continue, they will be moved on to 'amber' on the traffic lights. If the behaviour improves then the student will be moved back down to 'green' but if it continues the student will be placed on 'red'.

### **STEP 2 – Detention**

If a student reaches 'red' on the traffic lights, they will be placed in the next lunchtime detention. A student can also be placed in detention if their behaviour warrants it, for example physically hurting another child or continually ignoring warnings given by a member of staff.

#### **Key Stage 1:**

If a student is placed on red during the day, they will miss the next break time and be supervised by the class teacher. If the behaviour warrants it, the student will be sent to the Head of Chapter House for 'time out'.

#### **Key Stage 2:**

This detention takes place daily at Lunch Time. **Detentions take priority over all other activities.** During detention students will reflect on their actions, using their planner, and with support from the staff member supervising the session, they will identify how to avoid detention in future.

### **STEP 3 – Report Card**

Students who need help to improve their motivation for learning may be asked to complete a report card. Parents will be informed, and targets set for each day. The students will meet regularly with a senior teacher to discuss their progress and a behaviour chart will be put in place to support the child when they have completed the report card.

### **STEP 4 – Time Out/Suspension**

'Time out' will be completed by students who cause significant disruption to the teaching and learning environment and a suspension considered for continual serious offences.