PROMOTING POSITIVE BEHAVIOUR POLICY

Statement
We believe that every girl has the right to enjoy a happy and fulfilling school life and to benefit from the opportunities offered at The Queen's School.
Corporal punishment is never a sanction at The Queen's School.
This policy should be read in conjunction with the Anti-bullying policy, the staff code of conduct and the Safeguarding policy.

Aims
We aim to ensure all girls are able to reach their potential by providing a community in which all girls feel recognised, valued and supported.

Objectives
To ensure that girls make a positive contribution to the school community through their attitude and demeanour.
To promote positive peer relationships.
To uphold the policy through a consistent approach to recognising positive contributions to the school community.

Unacceptable behaviour
The School identifies name-calling, verbal abuse, anti-social behaviour, vandalism, threatening language or behaviour, extremism, intimidation, physical abuse, peer on peer abuse, bullying (including online) and harassment (including racist, sexist and homophobic abuse) as examples of unacceptable behaviour. The School also includes any behaviour that disrupts or hinders learning taking place in the classroom or beyond as unacceptable. The school does not tolerate or dismiss any of these behaviours as 'banter', 'part of growing up' or 'having a laugh'. The School communicates regularly the standards of acceptable and unacceptable behaviour to pupils, parents and carers through letters, assemblies, form time and PSHE. This list if not exhaustive.

Recognition of positive contributions to The Queen's School community
All staff are encouraged to adopt a consistent approach towards encouraging positive contributions to the school community from pupils through their attitude and demeanour. They also strive to exhibit positive role modelling of desirable attitude and demeanour. This enables pupils to understand our high expectations of appropriate conduct. Please see the staff code of conduct for more details.

The Queen's Senior School staff are encouraged to promote all pupils' welfare and development, rewarding positive behaviour by praise and recognition; for example by the award of merit marks. Positive contribution to the school community is always encouraged by recognition.

PROMOTING POSITIVE BEHAVIOUR POLICY

Senior School

- **Praise** – verbal, written, sticker, friendly word or gesture, referral to another adult
- **Special responsibility, privilege or trust**
- **Merit Marks** - awarded for academic work, effort, improvement in effort or attainment, positive behaviour such as kindness, helping others
- **Merit Mark Pins**-
  Year 7- 9 100 merits = pin
  Year 10 40 merits = pin
  Year 11 20 merits = pin
- **Weekly Assemblies** – commending children for hard work, good manners, sporting achievements, etc.
- **Roles and Responsibilities** (Prefects / Form Representatives / School Council Representatives)
- **Social media** - celebratory tweets/Instagram/Facebook posts
- **Newsletter** articles
- **Head of Year commendations**

Lower School

- **Praise** – verbal, written, sticker, friendly word or gesture, referral to another adult
- Special responsibility, privilege or trust
- **Merit Marks (Key Stage Two)** - awarded for academic work, effort, improvement in effort or attainment, positive behaviour such as kindness, helping others
- **Merit Mark Certificates (Key Stage Two)-**
  Bronze 50 Merits
  Silver 125 Merits
  Gold 200 Merits
  Diamond 300 Merits
  Platinum 400 Merits
- **Queen Bee Charts (Infants)** – celebrated in assembly when completed
- **Weekly Sharing Assemblies** – commending children for hard work, good manners, sporting achievements, etc.
- **Roles and Responsibilities** - Catering Committee, School Council, Playground Agents, Queen Bees, Eco Agents (Next Year), etc…
- **Social media** - celebratory tweets/Instagram/Facebook posts
- **Newsletter articles**
- **Headmistress commendations**

PROMOTING POSITIVE BEHAVIOUR POLICY

Interventions
An intervention may become appropriate where a pupil has behaved in a way that does uphold the principal of making a positive contribution to the school community.
Parents will be notified of behaviour that does not uphold the ethos of the school community by subject teachers or pastoral staff. Information will be recorded on 3Sys.

In all instances, the aim is to encourage positive contribution to the school community through attitude and demeanour rather than to impose 'punishment'. However, the school recognises there are some instances whereby an intervention might need to take place in order for the pupil to learn about the importance of conducting themselves appropriately. In these cases, the chosen intervention must focus on the behaviour not the child and look to demonstrate how better choices can be made in future. **Corporal punishment is never a sanction at The Queen's School.**

Senior School
Individual members of staff should deal with minor transgressions in the first instance. The subject teacher is responsible for monitoring the behaviour of their pupils during lessons. More serious concerns should be referred to the form tutor or the relevant Head of Department, who may involve the Head of Year, Head of School, Deputy Heads and/or Headmistress. This includes repeated instances. Any member of staff may request information about a pupil whose behaviour does not uphold the ethos of the school community from all other relevant teachers / SENCO in order to gain a balanced picture of a pupil's behaviour and progress.

1. **Reprimand -** Any member of staff may give a verbal reprimand to a pupil that has behaved inappropriately at their discretion. At all times members of staff are to be aware that they are dealing with children and that the aim of all discipline is to encourage self-reflection and positive conduct as well as the points set out above.
2. **Deprivation of privileges (sixth form) -** A pupil in the sixth form may have privileges withdrawn temporarily or permanently, such as being able to leave school during the working day, or work in the sixth form common room / elsewhere rather than in the library. This will be at the discretion of a senior member of staff.
3. **Exclusion from activities -** A pupil may be excluded from or withdrawn from any activity or trip if her conduct indicates that their attendance may not impact positively on the activity. This will be at the discretion of the Head of Year, Head of Key Stage or a member of SLT.
4. **Monitoring** - A pupil may be placed on monitoring of behaviour and working activity. This will be at the discretion of a Head of Year or senior member of staff. The format of this will be decided based upon the best means of encouraging the adoption of appropriate conduct.
5. **Temporary confiscations** - Items of jewellery or inappropriate clothing may be confiscated for up to half a term, at the discretion of the Head of Year or Senior Staff.
6. **Detention** - A lunchtime detention may be given to girls for conduct in the classroom, for example not handing in homework on time. Detentions are tracked by the Pastoral team

and multiple detentions may lead to a further consequence. An after school detention will be given for girls where the Head of Key Stage or member of SLT deems the behaviour to warrant it. The process for setting detentions can be found in the Appendix.

7. **Exclusion** - Exclusions may be temporary or permanent. Internal or external exclusion of a pupil may be the outcome of a serious breach of school rules. A pupil is liable to expulsion if it is proved on the balance of probabilities that the pupil has committed a very grave breach of discipline, or a serious criminal offence, or a wilful act calculated to cause serious damage to the School, its community or any of its members. Although this is not an exhaustive list, examples of such behaviour include, bullying, theft, violent conduct, alcohol/substance abuse or any prejudicial conduct, that is, any conduct that is seriously disruptive or prejudicial to the reputation of the school or to the welfare of any other person during term-time or holidays and on or off school premises. Permanent exclusion will only be implemented for individual or cumulative breaches that are serious enough to merit this step. Details of exclusions will be recorded by the Headmistress. See Exclusions Procedure in the Appendix for full details.

Lower School

1. **Reminder -** Any member of staff may give a verbal reminder to a pupil whose behaviour is not meeting the expected standards. At all times members of staff are to be aware that they are dealing with children and that the aim of all discipline is to encourage self-reflection and positive conduct as well as the points set out above.
2. **Warning** – If behaviour does not improve any member of staff may give a verbal warning to pupil. At this point the pupil is made aware that she will miss an opportunity to play and her parents will be made aware if the unsuitable behaviour continues.
3. **Break time isolation** – If a pupil does not heed the warning they will be require to remain with the teacher on duty during the next break time and will be unable to play with friends. At this point the form teacher will advise parents that this sanction has taken place and the reasons why.
4. **Monitoring** - A pupil may be placed on monitoring of behaviour and working activity. This will be at the discretion of the Deputy Head or Head of Lower School. The format of this will be decided based upon the best means of encouraging the adoption of appropriate conduct.
5. **Temporary confiscations** – Toys, electronics or items of jewellery may be confiscated until the end of the day and returned directly to parents / guardians.
6. **Exclusion -** Exclusions may be temporary or permanent. Internal or external exclusion of a pupil may be the outcome of a serious breach of school rules, such as bullying or the possession of a banned substance in school. Permanent exclusion will only be implemented for individual or cumulative breaches that are serious enough to merit this step. Details of exclusions will be recorded by the Headmistress. See Exclusions Procedure in the Appendix for full details.

PROMOTING POSITIVE BEHAVIOUR POLICY

The Queen's School community is

Ready to learn

We commit ourselves to having a positive and pro-active attitude to learning, being prepared for our lessons and working with focus and determination.

Ready to contribute

We commit ourselves to making The Queen's School a community where everyone has the opportunity to succeed and everyone is valued.

Ready to help

We commit ourselves to developing positive relationships throughout the school by being kind and respectful.

PROMOTING POSITIVE BEHAVIOUR POLICY

Queen's girls are;
Ready to learn
We commit ourselves to having a positive and proactive attitude to learning, being prepared for our lessons and working with focus and determination.

- I will bring all my equipment with me to all lessons.
- I will hand all work in on time and make sure it reflects my best efforts.
- Rec – Year 6 – If I need a phone for my journey to school I will hand it in to my teacher.
- Years 7-9 – My phone will always be turned off and in my locker during lessons.
- Year 10-12 – My phone will always be turned off and in my bag during lessons.
- I will ensure my school uniform and appearance always reflects my role as an ambassador for the school.
- I will use the equipment provided for my learning appropriately, including my iPad, and will not use any equipment without permission or instruction.
- I will be on time for school and for lessons.
- Year 7-13 - I will tell the teacher in advance if I will be late or absent from a lesson.

Ready to contribute
We commit ourselves to making The Queen's School a community where everyone has the opportunity to succeed and everyone is valued.

- I will keep The Queen's School environment one that I would be proud to show to visitors by;
    a) Not leaving my belongings in an untidy condition.
    b) Not eating in my form room or the corridors at lunch time.
    c) Keeping my form room tidy and clearing up my work space at the end of a lesson.
- I will keep myself and others safe by;
    a) Reporting any potential hazards to the office.
    b) Going to the School office or a member of staff if I, or another pupil, feels unwell. In the Senior School;
    c) Not entering a laboratory, Art room, F&N or DT room without direction.
    d) Not bringing alcohol, drugs and other illegal substances, dangerous items, tobacco, matches, cigarettes, cigarette lighters, vape or e-cigarettes into school.
- I will be a positive ambassador for the school in how I conduct myself around the site, on transport and in all places.

Ready to help
We commit ourselves to developing positive relationships throughout the school by being kind and respectful.

- I will treat everyone as I would like to be treated.
- I will speak respectfully to staff and my peers and use good manners around school.
- I will stand up for good conduct and challenge conduct that does not uphold the ethos of our community.

PROMOTING POSITIVE BEHAVIOUR POLICY

Appendix 1: Requesting and actioning an intervention
Staff can use an electronic form on Firefly to request an intervention;
https://firefly.thequeensschool.co.uk/forms/behaviour-intervention-1

The subject or other teacher (originating teacher) fills in the behaviour intervention form on Firefly. Separate forms are required for each pupil.

Detentions

1. The form is received by the Head of Pastoral and she sends a task to the pupil, copying in the originating teacher, the HOY and the detention supervisor - including the date, time and place (12.40, L3).
2. Originating teacher leaves the work IN THE FOLDER IN THE STAFFROOM.
3. The detention supervisor, collecst the work FROM THE FOLDER IN THE STAFFROOM AND RETURNS IT ONCE COMPLETE.
4. The detention supervisor emails the Head of Pastoral to confirm that the pupil turned up. The Head of Pastoral then deletes the task so it disappears from the task list.
5. The Head of Pastoral adds a note on 3sys that the pupil was given a detention and what for.
6. ORIGINATING TEACHER COLLECTS WORK FROM THE FOLDER IN THE STAFFROOM.

Other interventions

1. The form is received by the Head of Pastoral who decides who will follow up on the issue raised, for example, for Confiscation, the Head of Year will be asked to follow up with the pupil.
2. Notes are added to 3sys by the originating teacher, and the person who follows up.

PROMOTING POSITIVE BEHAVIOUR POLICY

Appendix: Exclusions procedure

Introduction

The school, at the discretion of the Headmistress, has at its disposal a range of sanctions for breaches of discipline, which will include: reprimand, detention, deprivation of privileges, exclusion from activities, weekly report. This procedure also covers Early Years Foundation Stage pupils in the school.

Exclusions

In addition to the sanctions referred to above, the Headmistress also has the power to exclude pupils on either a temporary or permanent basis. Exclusions are serious sanctions, and such events are recorded permanently on the pupil's record.

When considering either a temporary or permanent exclusion, the school will conduct a full investigation into the incident, which may include obtaining written statements and /or interviews with those involved and any witnesses. A written record will be kept of the investigation's findings and any evidence. During any meeting with a pupil in which exclusion is being discussed, the pupil will be supported by their parent(s). If a parent is not available to support the pupil during this meeting, the school will provide such an adult.

In every case of exclusion (whether it is on a temporary or permanent basis) the Headmistress is required to write to the parents, notifying them of the exclusion and giving clear reasons as to why the pupil has been excluded, including any relevant supporting evidence and relevant documentation.

The Headmistress will also advise parents as to how to appeal against the exclusion decision and make available any relevant documentation.

If the parents so request, the Headmistress will also be required to meet the pupil's parents to explain the reason for the decision.

Temporary exclusion

- Temporary exclusion from school may be from one to five school days.
- Parents may appeal against the Headmistress' decision to temporarily exclude their daughter by writing to the Clerk to the Governors within 15 working days from the day that they are informed of the Headmistress' decision, in order to request that the Governors review the decision through the Governors' Exclusions Committee. This appeal will not halt the implementation of the Temporary exclusion.

PROMOTING POSITIVE BEHAVIOUR POLICY

- The Exclusions Committee will consist of 3 Governors and will meet to consider the representations as soon as practicable but usually within 15 working days of the Clerk being notified.

- Parents will be informed in writing of the decision of the Exclusions Committee, which will also be noted in the pupil's school record. If the Committee decides to overturn the Headmistress' decision, the pupils' record will be cleared.

- There will be no right of appeal against the Committee's decision.

Permanent exclusion

- In the case of cumulative or very serious individual breaches of discipline, the Headmistress may consider ordering permanent exclusion.

- If a pupil is permanently excluded, the Governors' Exclusions Committee will meet within 15 working school days of being notified of the exclusion by the Headmistress. The Exclusions Committee shall consist of three governors.

- The committee will review the exclusion and consider whether to confirm the exclusion or reinstate the pupil.

- The parents will have the right to make written representation to the Exclusions Committee which should be received within 5 days of notification of the exclusion.

- If the Committee upholds the Headmistress's decision to exclude a pupil permanently, it will inform the parents in writing. Details will also be given of how to appeal against the decision, should they so wish, and information about the appeal process.

- In order to allow parents to make adequate representations to the Appeal Panel, the Committee will explain in sufficient detail the reason why the pupil was excluded.

- If parents wish to appeal against the judgement of the Exclusions Committee they should inform the Governors' Appeal Panel in writing via the Clerk. No appeal may be made after the 15th working day following the day on which the parents were given notice of the Exclusions Committee's decision.

- The Appeal Panel will consist of one of the Vice Chairs of Governors, a member of the governing body and a person who is independent of the management of the school. This person would not necessarily need to have an educational background but should be able to make a reasonable judgement. All members of the panel will not have been previously directly involved in the exclusion decision. The Clerk to the Governors, on behalf of the Appeal

Panel, will schedule a hearing to take place as soon as practicable and normally within 15 working school days of receiving notification of the parents' request in order to allow time for a full investigation to take place.

- If the panel deems it necessary, it may require that further particulars of the events leading to the exclusion or any related matter be supplied in advance of the hearing. Copies of such particulars shall be supplied to all parties not later than 5 working days prior to the hearing.

- A friend or relative may accompany parents to the hearing. The meeting does not constitute 'legal proceedings' and so legal representation is not appropriate. The Clerk to the Governors must be given 7 working days' notice if the friend or relation is legally qualified. The parents should note that the Panel will want to speak to the parents directly and this person will not be permitted to act as an advocate or to address the Hearing unless invited to do so by the Chair of the Panel.

After due consideration of all the facts they consider relevant, the Panel will reach a decision and may make recommendations. The Clerk will write to the parents informing them of the Panel's decision and the reasons for it, normally within 5 working days. The Panel's findings and any recommendations will also be sent in writing to the Headmistress or the Head of Lower School and the Chair of Governors.