



Behaviour Policy

QES & QESstudio

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Review Sheet

Each entry in the table below summarises the changes to these procedures made since the last review (if any).

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1. Principles

QE Schools are committed to making sure that everyone can learn and contribute to a community where behaviour is exemplary. Modelling the behaviour of a caring society to young people by maintaining a happy, safe, orderly and respectful community is a shared responsibility for everyone who works in QE Schools.

Achieving good behaviour makes learning possible for all children and keeps QE Schools happy and positive places. Our focus on standards and expectations relies upon the warm and strong professional relationships between adults and children that we value so much, highly skilled teaching, the shared language of our values and 'choice and consequence', and, crucially, consistency.

Our Core Values are the guiding principles for every member of our community:

- Respecting the past and its traditions
- Working hard and doing your best
- Being decent to others
- Being polite, friendly and courteous
- Looking out for others
- Getting involved
- Respecting the environment
- Thinking of others less fortunate
- Encouraging global citizenship
- Remembering that life is about more than money and material things

We work from the starting point of high expectations for every pupil in line with our Core Values, creating an atmosphere of mutual respect and care. The key principles of our practice, shared by all staff, are:

- The interdependence of Scholarship and Care.
- The importance of a Values-led education.
- The importance of Personal Development and the social and emotional learning of pupils.
- An understanding that every child has the right to stay safe, be healthy, enjoy and achieve in their learning, make a positive contribution to their communities and be free from the negative impact of poverty and achieve economic wellbeing.
- The commitment that all pupils, staff and visitors must be free from discrimination and bullying.
- That staff must set an excellent example and model our expectations of behaviour and Values to all pupils at all times.
- That rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy.
- That the behaviour policy must be understood by pupils and staff.
- That pupils struggling to meet our behaviour expectations will be supported in order to address the underlying causes of any challenging behaviour, which is impacting both on the individual and others in our community.
- That suspensions and exclusions will only be used as a last resort.
- That pupils are helped to take responsibility for their actions.
- To work in partnership with parents and carers to ensure good relationships between School and home, to support pupils to uphold our Values and make positive contributions to our community.

2. Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn and achieve their best in a calm, safe and supportive environment.
- Establish a Trust-wide approach to teaching; maintaining and supporting high standards of behaviour that reflect our Core Values and high expectations.
- Outline the expectations and consequences of behaviour.
- Outline how our Values are integral to our everyday routines and expectations.
- Provide a consistent approach to behaviour management that is applied equally to all pupils regardless of any protected characteristic.

At QE Schools all pupils are expected to behave in a way that creates an environment where;

- Staff can teach to the best of their abilities
- All members of QE Schools can work in a safe place
- Staff, pupils, families and visitors can enjoy and be proud of their association with QE Schools
- Abusive, violent or threatening behaviour will never be tolerated in any circumstance.

3. Legislation, statutory requirements and statutory guidance

3.1 Behaviour Policy

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

- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)

- [Keeping Children Safe in Education](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#) .
- [When to refer to the police](#)
- It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and makes reference to the [Guidance for Safer Working Practice for those working with Children and Young People in Education Settings](#) and the [Teacher Standards](#).

3.2 Teachers' powers

- Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006).
- The power also applies to all paid staff (unless the Executive Headteacher says otherwise) with responsibility for pupils, such as teaching assistants.
- Teachers can discipline pupils at any time the pupil is in a QE School or elsewhere under the charge of a teacher.
- Teachers can also discipline pupils in certain circumstances when a pupil's misbehaviour occurs outside of QE Schools.
- Teachers have the power to discipline pupils for misbehaving outside of QE Schools premises "to such an extent as is reasonable".
- Teachers have a power to impose detention outside QE Schools' hours.
- Teachers can confiscate pupils' property.

4. Roles and responsibilities

4.1 Trustees and Governors

Are responsible for:

- Reviewing this behaviour policy in conjunction with the Executive Headteacher
- Monitoring the policy's effectiveness
- Holding QE Schools to account for its implementation

4.2 Executive Headteacher and Strategic Leadership Team

The Executive Headteacher and Strategic Leadership Team are responsible for:

- Reviewing and approving this behaviour policy
- Ensuring that the QE Schools' environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils
- Ensuring that all staff understand the behavioural expectations in and out of lessons and the importance of maintaining them
- Providing new staff with a clear induction into QE Schools' behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully

- Offering 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
- Ensuring this policy working alongside the Child Protection and Safeguarding Policy to offer pupils both sanctions and support when necessary
- Ensuring that the behaviour data is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy.

The Executive Headteacher may delegate areas of their responsibility to members of the Senior Leadership Team (SLT).

4.3 Teachers and staff

Staff are responsible for:

- Ensuring they fully understand this policy
- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the Behaviour for Learning policy consistently
- Communicating QE Schools' expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing support and guidance to 'teach' pupils good behaviour and habits
- Considering their own behaviour on QE Schools' culture and how they can uphold QE Schools' values and expectations
- Recording behaviour incidents promptly
- Challenging pupils to meet QE Schools' values and expectations.

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

4.4 Parents and carers

Parents and carers should:

- Get to know the QE Schools' behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the QE Schools' behaviour policy and home-school communication policy
- Inform school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the relevant pastoral team
- Take part in any pastoral meetings following misbehaviour
- Raise any concerns about the management of behaviour with QE Schools directly, whilst continuing to work in partnership with QE Schools
- Support in the life of QE Schools and their culture.

QE Schools will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and QE Schools' policy and working in collaboration with them to tackle behavioural issues.

4.5 Pupils

Pupils will be made aware of the following:

- The purpose of behaviour standards as linked to scholarship and care
- The expected standard of behaviour they should be displaying at school
- That they have a responsibility to follow the behaviour policy
- QE Schools' values, lesson expectations, behaviour for learning and routines
- How to report any incidents of negative behaviour
- The rewards they can earn for standout effort, attitude to learning and community contributions, including upholding the QE Schools' values, and the consequences they will face if they don't meet the standard
- The pastoral support that is available to them to help them meet the behavioural standards.

Pupils will be supported to meet the behaviour expectations and to develop an understanding of QE Schools' behaviour policy and wider culture.

Pupils can be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for pupils who are in-year admissions.

5. QE Schools' Behaviour for Learning Curriculum

At QE Schools, we are committed to creating a culture of positive behaviour that enables all pupils to learn effectively and develop holistically. This is underpinned by a clearly defined behaviour curriculum, which is explicitly taught and regularly revisited for pupils, and consistently modelled and reinforced by staff. As a whole school community, both pupils and staff share collective responsibility for the wellbeing of others, actively promoting and upholding our values in all aspects of school life.

All pupils are expected to:

- Act respectfully towards staff and peers
- In class, make it possible for all pupils to learn
- Move quietly around QE Schools, walking on the left in corridors and in single file in key parts of QE Schools: all stairwells, the three-storey building, library corridor, Springfield House corridors
- Treat QE buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings QE Schools into disrepute, including when outside school or online
- Strive to uphold our values at all times.
- Report any concerns to a member of staff or pastoral staff as soon as possible. Where appropriate and reasonable, adjustments may be made to routines with the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

Our approach is rooted in mutual respect, where pupils and staff are supported to be considerate of others and mindful of how their actions and language affect those around them. We promote a culture where individuals can express their thoughts and feelings appropriately, without causing discomfort or disrupting the learning of others.

Learning how to behave positively towards one another is fundamental; without this, effective learning cannot take place. Our aim is to normalise and explicitly teach positive behaviour, rather than simply react to or sanction poor behaviour.

Within the classroom, teachers have both the responsibility to enable effective learning and the right to teach without disruption. Equally, all pupils have the right to learn and the responsibility to engage, make progress, and contribute positively to the learning environment.

Underpinning our approach is the 'Triage Triangle', which recognises that behaviour is influenced by a range of interconnected factors. This responsive framework supports staff in understanding and addressing the underlying causes of behaviour, enabling proportionate and effective support (adapted from the Education Endowment Foundation guidance on improving behaviour in schools).



Emotional Learning Behaviours	Social Learning Behaviours	Cognitive Learning Behaviours
Focus on a pupil's relationship with themselves , such as their self-esteem, self-talk and self-regulation of emotions.	Focus on a pupil's relationship with others , such as family and especially friends, whether in school or increasingly online.	Focus on a pupil's relationship with the curriculum , knowing that progress is shaped by social and/or emotional factors.

6. Behaviour Management in Practice

Effective behaviour management begins with prevention rather than intervention. At QE Schools, positive behaviour is taught, practised and reinforced through high-quality teaching, strong relationships, consistent routines and clear expectations. We believe that pupils are most successful when they know exactly what is expected of them and experience those expectations consistently across the QE Schools.

Strong classroom routines, including the Do Now, Learning Modes, formative assessment, positive relationships and clear expectations, help pupils to regulate their behaviour and engage successfully in learning. These approaches reduce uncertainty, promote engagement and maximise learning time for all pupils.

Staff will explicitly teach, model and reinforce our expectations for learning and behaviour. Positive behaviour will be recognised and celebrated, while behaviour that does not meet expectations will be addressed promptly, consistently and proportionately.

The majority of behaviour concerns should be resolved through clear expectations, effective classroom practice and the consistent application of classroom routines. Where behaviour continues to fall below expectations, staff will apply the school's behaviour stages in order to restore learning and maintain a calm, safe and purposeful environment for all pupils.

At QE Schools, we believe that positive behaviour is taught, practised and reinforced through clear routines, high-quality teaching and consistent expectations. Pupils are most successful when they understand what is expected of them and experience those expectations consistently across the school.

To support this, all pupils are expected to follow the **LEARN** principles:



These principles provide a shared language for learning and behaviour and are reinforced through the consistent use of Learning Modes in every classroom. Staff will clearly identify the Learning Mode required for an activity and pupils are expected to adjust their behaviour accordingly.

Learning Mode	Expectations
Silent Study Mode	Pupils work independently in complete silence. This is purposeful, focused thinking time with no distractions. Pupils raise their hand for help when required.
Quiet Partners Mode	Structured paired discussion in low voices. Turn-taking, listening and accountability are key. Pupils engage in focused turn-taking, active listening and accountability.
Focused Groups Mode	Collaborative work with defined roles and controlled noise levels. Talk is purposeful and linked to the task. This mode may also be used for practical lessons where pupils can work in a focused way with controlled noise levels.
Respectful Whole Group Mode	Full attention on the speaker. Pupils contribute thoughtfully and respond with respect. Pupils demonstrate full attention through their eyes, body language and listening. No calling out will be accepted.

Learning Modes provide a consistent framework for classroom behaviour across QE Schools. They reduce uncertainty, support self-regulation and ensure pupils understand what successful participation looks like at any given point in a lesson.

6.1 Rewards and Positive Behaviour

At QE Schools, we place a strong emphasis on recognising and celebrating positive behaviour. When a pupil's behaviour meets or exceeds expectations, staff will provide clear and consistent recognition. This reinforces our culture, values and high expectations across the school.

Rewards are rooted in QE Schools' values and are designed to recognise pupils who consistently demonstrate these through their attitudes, behaviours and contributions, both in lessons and beyond.

Positive reinforcement and rewards will be applied fairly, consistently and visibly to strengthen routines, expectations and the wider behaviour culture.

As pupils accumulate positive points, they will progress through the reward pyramid, with increasing levels of recognition and celebration. This may include:

- Verbal praise
- Positive logs on Bromcom
- Communication with parents/carers via MCAS, phone call or written correspondence
- Celebration in assemblies (House and Year)
- Sharing success via school communication channels
- Executive Headteacher's commendation
- Annual awards ceremonies

6.2 Behaviour Management in Practice

BfL - Low to Medium Level Disengagement Classroom

Below shows how low and medium-level disengagement should be addressed consistently across classrooms.

C1	C2	C3
Early Intervention	Escalating Disengagement	Serious Behaviour
Choice	Consequence	Consequence & Removal
Use positive framing to encourage engagement before C1. Low-level disengagement corrected quickly, then pupil needs redirecting. - Off-task behaviour - Not following learning mode - Minor silliness - Calling out - Distracting others - Failure to work after support - Throwing an item in the classroom e.g. rubber to a friend	Behaviour continues after correction. - Repeated C1 disengagement (see C1 examples) - Non-discriminatory inappropriate language - Non-discriminatory gestures	Deliberate refusal to follow a direct reasonable instruction from a member of staff. Includes: - Refusal to respond to a reasonable request e.g. move seat, complete work - Disrespectful/rude manner (verbal) - Leaving lesson - Throwing an item in a manner that is unsafe or causes disruption. - Serious disruption (lesson stopped due to behaviour) Direct escalation: a C3 may be issued without prior C1/C2 where behaviour warrants removal
Positive framing, language of choice. Logged on Edulink 5 x C1 in a week = school detention	Verbal reminder Logged on Edulink School detention the following school day	Removal from lesson On Edulink 'call out' to a Buddy Room Restorative conversation Afterschool detention following day

BfL - Low to Medium Level Disengagement **Outside Class**

Below shows the graduated response to low and medium-level disengagement outside the classroom.

C1	C2	C3
Early Intervention	Escalating Disengagement	Serious Behaviour
Choice	Consequence	Consequence & Removal
- Poor corridor conduct - Not moving purposefully - Minor silliness or shouting - Queueing/lining up incorrectly - Eating in non-designated areas - Out of year zone / Out-of-bounds area - Hands-on behaviour - Negative disruption in social spaces	- Repeated C1 behaviour - Running indoors/corridors - Loud or disruptive behaviour - Obstructing corridors or entrances - Inappropriate language (non-discriminatory) - Littering	- Refusal to follow a direct reasonable instruction - Walking away from staff - Refusal to surrender phone - Truancy (from lesson) - Leaving site at lunchtime (first time) - Unsafe behaviour that puts themselves and others at risk - Repeated unsafe behaviour - Refusal at school detention - Possession or use of prohibited nicotine products (first incident). - Toilet misuse inc drinking, eating or more than one per cubicle
Positive framing, language of choice. Logged on Edulink 5 x C1 in a week = school detention	Verbal reminder Logged on Edulink School detention the following school day	Verbal record of consequence Pupil to HoY office (channel 1) Logged on Edulink Restorative conversation Afterschool detention following day

6.2.1 Low to Mid-Level Disengagement

The Behaviour for Learning (BfL) framework provides a consistent, graduated response to behaviour both inside and outside the classroom. The aim is always to restore learning at the earliest opportunity through calm, predictable and consistent practice.

All staff will:

- use QE Shared Scripts, positive framing and clear instructions to communicate expectations consistently.
- reinforce the expected Learning Mode.
- provide pupils with clear opportunities to make positive choices before behaviour escalates.
- avoid confrontation, negotiation or repeated instructions.
- apply C1, C2 and C3 consistently and proportionately.
- record behaviour on Edulink where required; and
- use restorative conversations to rebuild relationships following more serious incidents.

C1 – Early Intervention

C1 is used to address low-level disengagement before it escalates. Staff should use positive framing to redirect behaviour and provide pupils with a clear opportunity to make a positive choice.

Where behaviour improves, staff should positively acknowledge the change and continue the lesson.

Reasonable Adjustment for SEND (where identified)

Where identified as a reasonable adjustment for an individual pupil with SEND, staff may provide a brief period of structured processing time before issuing a C1. Staff will:

- give a clear instruction;
- use the agreed phrase:
"I'm giving you some correction time."
- step away and return after approximately 30–60 seconds.

If the pupil responds positively, staff should acknowledge this and continue the lesson. If the behaviour continues, the pupil will receive a C1 in line with the Behaviour for Learning framework.

C2 – Escalating Disengagement

Where behaviour continues following C1, or the pupil chooses not to respond to the opportunity to improve, a C2 will be issued. Staff will:

- clearly communicate that the behaviour has escalated to C2;
- reinforce the expected behaviour;

C3 – Serious Behaviour

A C3 may be issued where behaviour continues despite previous interventions, where there is refusal to follow a reasonable instruction, or where the seriousness of the behaviour warrants immediate escalation.

Where a C3 is issued, staff will follow the school's removal procedures, including on-call support, removal to the designated provision, recording the incident, restorative follow-up and the associated consequence.

Key Principles

- Prevention is always preferred to intervention.
- Positive behaviour is explicitly taught, recognised and reinforced.
- Pupils are given clear opportunities to make positive choices before behaviour escalates, unless the seriousness of the incident requires immediate escalation.
- Behaviour is addressed calmly, consistently and proportionately.
- Reasonable adjustments will be made where appropriate for pupils with identified SEND whilst maintaining high expectations for all.
- Consequences are used to restore learning, reinforce expectations and support pupils to make better choices in the future.

BfL - High Level Disengagement

Below shows the behaviour stages for serious misconduct and repeated defiance.

C4	C5	C6	C7
Internal Isolation	Internal Suspension	External Suspension	Permanent Exclusion
Repeated defiance, persistent refusal, or serious misconduct. Includes: - Repeated C3 behaviours and/or persistent failure to comply with staff instructions. Uncooperative in buddy room - Bullying - Vandalism e.g. graffiti on a desk - Threatening behaviour - Discriminatory behaviour (indirect) - Repeated truancy - Persistent refusal across the day - Prohibited item (repeat)	Serious misconduct or repeated high-level breaches of the behaviour policy where external suspension is not yet considered proportionate e.g. - Aggressive defiance - Threats/intimidation - Physical aggression causing minor harm or significant risk. - Bullying - Intentional discriminatory behaviour - Deliberate vandalism e.g. smashing a window - Serious reputational incidents - Repeat refusal to surrender prohibited items	Serious misconduct - significant risk, or persistent breaches of the behaviour policy despite comprehensive support, intervention and previous sanctions e.g. - Persistent serious disruption or defiance - Physical assault. - Serious discriminatory abuse - Possession illegal substances - Sexual/indecent assault - Significant damage - Serious threats - Disruption in Refl. Room - Ongoing/severe bullying - Significant damage - Serious false allegations - Failure in isolation - Theft - Serious behaviour in school/online/community - Substance misuse; possession or intoxication	A serious breach, or persistent breaches, of the school's behaviour policy where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others e.g. - Possession of weapon - Supply of illegal substances - Serious violence - Extreme safeguarding breach - Extreme one-off incident - Deliberately fabricated allegations (staff or pupils) - Extremism: extremist behaviour or acts - Hate crime - Reputation: serious damage to QE schools - Persistent serious breaches
Internal isolation in the reflection room	- Pupil rarely shows negative actions and clear remorse. - Build-up of C2 to C4	- Fixed term susp. leads to time in reflection room on return. - Consider off-site direction or managed move	PEX: Managed move could be offered in certain circumstances e.g. extreme one-off incident

When considering any sanction, including suspension or permanent exclusion, QE schools will consider its duties under the Equality Act 2010, including the requirement to make reasonable adjustments for pupils with disabilities and to take account of identified SEND needs.

6.2.2 High Level Disengagement

C4–C7 are reserved for serious incidents of misbehaviour, repeated non-compliance or situations where the safety, wellbeing or education of others is compromised. These responses are designed to restore learning, protect the school community and provide pupils with the opportunity to reflect, repair relationships and successfully reintegrate.

Where behaviour reaches the C4–C7 threshold, staff will:

- remain calm, professional and avoid confrontation.
- use QE Shared Scripts to communicate expectations and next steps.
- request support from the Duty Manager or On-Call team where required using Edulink.
- ensure the immediate safety of pupils and staff.
- record all incidents promptly and accurately on Edulink.
- gather relevant information before determining the appropriate consequence.
- consider any safeguarding concerns, SEND reasonable adjustments or other contextual factors; and
- ensure parents/carers are informed where appropriate.

C4 – Internal Isolation

Where a C4 is issued, pupils will complete a period in the Reflection Room. This provides a structured environment in which pupils can regulate, reflect on their behaviour, complete learning and prepare for a successful return to lessons.

C5 – Internal Suspension

A C5 may be issued where behaviour is sufficiently serious or where repeated high-level breaches demonstrate that previous interventions have not secured improvement. A pupil receiving a C5 will complete their internal suspension in the Reflection Room, where they will continue to access appropriate learning while completing structured reflection, support and intervention activities.

Before returning to their usual timetable, the pupil and their parent or carer will normally be required to attend a reintegration meeting with an appropriate member of staff. The meeting will review the incident, consider pupil and parental voice, clarify expectations for a successful return and agree any support or further interventions required.

C6 – External Suspension

A C6 may be issued where behaviour represents serious misconduct, presents a significant risk to the safety, wellbeing or education of others, or constitutes persistent breaches of the Behaviour for Learning Policy despite extensive support and intervention.

Following a suspension, pupils and their parent/carers will normally attend a reintegration meeting. Pupils will also complete a period in the Reflection Room to support a successful return to learning.

C7 – Permanent Exclusion

Permanent exclusion is a sanction of last resort. It will only be considered where the legal threshold has been met and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others. The Executive Headteacher will make decisions regarding permanent exclusion in accordance with statutory guidance, taking account of all relevant evidence, the individual circumstances of the case and the school's duties under the Equality Act 2010.

Key Principles

- A C4–C7 may be issued immediately where the seriousness of the behaviour warrants escalation.
- Consequences will be applied consistently, fairly and proportionately.
- Staff will balance accountability with support, maintaining high expectations for every pupil.
- Safeguarding, SEND, vulnerability and any relevant contextual information will be considered when determining the most appropriate response.
- Reflection, restoration and successful reintegration are central to the QE Schools' Behaviour for Learning approach.
- Permanent exclusion will only be used where the legal threshold has been met, and all appropriate alternatives have been considered.

6.3 Buddy rooms

Buddy rooms are used as a short-term, in-lesson removal strategy to maintain high standards of behaviour while minimising disruption to learning.

- Buddy rooms are allocated geographically across our schools, rather than by department, to ensure efficiency and consistency.
- They will typically be KS4 or KS5 lessons, identified in advance as part of the behaviour system.
- Pupils who are removed from a lesson as they have reached the C3 threshold will be:
 - Collected and escorted to a Buddy room by a member of the 'on-call' team.
 - Expected to engage in learning and follow the expectations of the host classroom.
- The use of Buddy Rooms is intended to:
 - Protect the learning environment for others
 - Provide a clear reset opportunity within the same lesson period.

At the end of the lesson, pupils will:

- Return to their next timetabled lesson, unless the Duty Manager determines that a different provision is required.
- Engage positively with the remainder of the school day.
- Be expected to meet the behaviour expectations.
- Attend afterschool detention the following school day.

6.4 Reflection Room

The Reflection Room is used as a structured, supportive environment where pupils can reset, reflect and re-engage with their learning following serious or persistent disruption. It enables QE Schools to maintain high standards of behaviour while protecting the learning of others.

- Pupils may be placed in the Reflection Room following a C3, C4, C5 Internal Suspension, C6 External Suspension or another serious behaviour incident where this is considered necessary to support reflection, restore learning or facilitate successful reintegration into lessons. Where directed, the pupil will complete the remainder of the school day in the Reflection Room, including any after-school detention that has been issued. Following a C5 or C6, a reintegration meeting with the pupil and their parent or carer will normally take place before the pupil returns to their usual timetable.
- Pupils will complete appropriate curriculum work and a reflection task to support improved future behaviour.
- Pupils are expected to work silently and independently, following all staff instructions.
- Social interaction is not permitted, ensuring a calm and purposeful environment.
- Pupils will remain in the Reflection Room for break and lunch, with food consumed at designated times.
- Mobile phones and prohibited items will be confiscated in line with school policy.
- Failure to meet expectations in the Reflection Room may result in a repeat placement or further sanction.

All pupils returning from a suspension will complete a period in the Reflection Room to support a successful reintegration into school.

QE Schools aims to keep suspensions to a minimum. However, where suspensions are necessary, they form part of a wider approach focused on accountability, reflection and successful reintegration. This ensures pupils are supported to learn from their actions while maintaining a safe, calm and purposeful environment for all.

7. Parental Meetings

QE Schools may invite parents/carers to attend a meeting (in person or virtually) to discuss concerns relating to a pupil's behaviour or a specific incident. These meetings are an important part of working in partnership to support improved outcomes for the pupil.

- Where a pupil has received a C4 or above, a meeting may be required before they return fully to their normal timetable

- Following a suspension, pupils and their parent/carer will normally be required to attend a reintegration meeting. The purpose of this meeting is to support a successful return to school, review expectations, discuss any support required and agree strategies to reduce the likelihood of future incidents.
- Pupils will usually attend the meeting alongside their parent/carer and are expected to do so in full school uniform
- If parents/carers are unable to attend within a reasonable timeframe, the school may agree for an appropriate adult to attend in their place
- Meetings will be conducted by relevant staff; it is not standard practice for staff directly involved in an incident to attend

Recording of meetings or telephone conversations is not permitted. QE Schools reserves the right to take appropriate action where this expectation is not followed.

- Meetings will only take place with registered parents/carers on the school system
- Parents/carers may be accompanied by another adult; however, the school must be notified in advance
- All meetings are by appointment only

8. Zero Tolerance of Abuse

QE Schools is committed to providing a safe, respectful working and learning environments for all members of the school community.

Any form of abuse, intimidation or threatening behaviour towards staff, pupils or visitors will not be tolerated. Where this expectation is not met, QE Schools will take appropriate action, which may include:

- Restricting communication with staff
- Terminating meetings
- Limiting or preventing access to the school site

All interactions must remain respectful and in line with our shared values.

9. Safeguarding

QE Schools recognise that changes in a pupil's behaviour can be an indicator that they may need help or protection. Where concerns arise, staff will consider whether behaviour may be linked to a pupil experiencing, or being at risk of, harm. In such cases, the school will respond in line with its safeguarding procedures.

This may include:

- Providing pastoral support
- Initiating an early help intervention
- Making a referral to children's social care, where appropriate

All safeguarding concerns will be acted upon promptly and in accordance with the QE Schools' Child Protection and Safeguarding Policy.

10. Common Standards

Pupils are expected to always uphold our Common Standards, including meeting the expectations for uniform, appearance and equipment detailed within [QE Schools' Uniform Policy](#).

Our Common Standards are:

- Chewing gum is a banned item and not permitted
- Hairstyles should be neat, tidy and appropriate for school; extreme styles, patterns or colours that draw undue attention are not permitted

- Nails should be short, no extensions, gels or polish
- Uniform worn in line with our uniform standards
- Minimal make-up
- Minimal jewellery: wristwatch and a single pair of studs in each ear lobe
- No piercings except a single pair of studs in each ear lobe (sixth form exemption)
- Mobile phones should not be used during QE Schools day – see section 11.2
- Headphones/earbuds/earpods – not permitted in school.

Teachers will log all misdemeanours related to our Common Standards on Edulink (our MIS)

Pupils who repeatedly refuse to co-operate with staff who ask them to comply with our Common standards including our uniform expectations will receive sanctions:

5 logs	25 min lunch time school detention
10 log	after-school detention
15 logs	isolation
20 logs	internal suspension

The logs will be re-set to zero every half term.

11. Mobile phones and Personal Devices

QE Schools operate a mobile phone-free school day for pupils in Years 7 to 11. Pupils may bring a mobile phone to school for use on their journey to and from school but, on arrival, it must be switched off, secured in the pupil's allocated Yondr pouch and remain inaccessible until the end of the school day.

Pupils must not access, use or attempt to access a mobile phone or other unauthorised communication device during the school day unless expressly authorised by a member of staff. This includes using a dummy phone, an unauthorised magnetic unlocking device, tampering with a Yondr pouch or deliberately failing to secure a phone as required.

Breaches of the Mobile Phone Policy will normally be dealt with as follows:

- First breach – C3 (Consequence & Removal): the device will be confiscated, the pupil will receive an after-school detention and the device will be returned to a parent/carer following completion of the detention.
- Refusal or circumvention: refusal to hand over a device, refusal to co-operate with a reasonable compliance check without an agreed exception, or an attempt to bypass the Yondr system, including using a second phone, dummy phone, unauthorised magnetic unlocking device or tampering with a pouch, will normally result in a C4 (Internal Isolation), taking account of the individual circumstances and any relevant SEND, medical or safeguarding needs.

Smartwatches and other communication-enabled wearable devices are subject to the same expectations. Any unauthorised use will normally result in a C3, while refusal to comply or repeated misuse will normally result in a C4.

Full operational procedures, including arrangements for Yondr pouches, exceptional circumstances, confiscation and storage of devices, are set out in the QE Schools Mobile Phone Policy.

11.1 Routine compliance checks

To support the consistent implementation of the Mobile Phone Policy, QE Schools may undertake routine, non-contact checks using a hand-held metal detector, referred to as a screening wand. These checks may be carried out at agreed points during the school day, including during form time, assemblies or where concerns arise that a pupil may have failed to secure a device in their Yondr pouch.

Checks will be conducted calmly, respectfully and proportionately by members of staff who have received appropriate guidance in the use of the equipment. The screening wand will be passed close to, but will not normally touch, the pupil's clothing, bag or other possessions.

The screening wand detects metal and cannot identify the particular object responsible for an alert. An alert will therefore prompt a conversation and may lead to the pupil being asked to confirm that their phone is secured in their Yondr pouch, remove an innocent metal object or co-operate with a search carried out in accordance with section 15 of this policy.

Routine checks may include whole groups, randomly selected pupils or pupils selected as part of a proportionate response to patterns of non-compliance. Checks will not be used in a discriminatory manner or to target pupils without an objective and recorded reason.

Reasonable adjustments will be made for pupils with SEND, medical conditions, implanted medical devices or other relevant needs. Pupils should tell the member of staff privately if there is a medical or personal reason why the standard process may not be appropriate.

Refusal to co-operate with a reasonable routine check will be referred to a senior member of staff. The reasons for the refusal will be explored before any sanction or further action is considered.

12. School Trips, Enrichment and Super-curricular Activities

All school trips, enrichment and super-curricular activities operate in line with the QE Schools' Behaviour for Learning (BfL) Policy. Expectations for behaviour remain consistent with those in school.

Where a pupil presents with behaviour at C1 or C2 level during an activity, staff will address the behaviour using the school's normal behaviour procedures. This may include a reminder of expectations, a period of reflection, temporary withdrawal from an activity or an alternative supervised activity where appropriate.

Where a pupil presents with behaviour at C3 level, they will not participate in the planned activity and will instead be supervised by a member of staff.

Where behaviour escalates to C4 to C7, parents/carers will be contacted and expected to collect the pupil, where this is practicable and appropriate. These measures ensure that the safety, wellbeing and experience of all pupils and staff are protected.

QE Schools reserves the right to withdraw a pupil from participation in trips or activities where there is a pattern of behaviour falling within C1 to C6. Decisions will be made on a case-by-case basis by the Senior Leadership Team considering risk, safety and the pupil's ability to meet expectations.

For residential and international visits, staff act *in loco parentis* and must be confident that pupils will respond to reasonable instructions first time, every time. This is essential to ensure the safety of the individual pupil and the wider group and to uphold the standards expected of QE Schools when representing the school beyond the school site.

13. Misbehaviour

13.1 Responding to misbehaviour

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases.

Where behaviour falls below expectations and classroom strategies have not secured improvement, staff will apply QE School's Behaviour for Learning procedures through the graduated use of C1, C2 and C3 consequences to restore learning and maintain a calm, purposeful environment. Staff will record all behaviour incidents on Edulink

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and considered.

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

QE Schools may use one or more of the following sanctions in response to unacceptable behaviour:

- Sending the pupil out of the class to work in a buddy room
- A verbal reprimand and reminder of the expectations of behaviour
- Setting of written tasks such as an account of their behaviour
- Expecting work to be completed at home, or at break or lunchtime
- Detention at break or lunchtime, or after school
- School-based community service, such as tidying a classroom, litter picking
- Restorative justice
- Letter or phone call home to parents
- Agreeing a behaviour contract
- Putting a pupil 'on report'
- Removal of the pupil from the classroom
- Community service
- Contact with external agencies, e.g. children's services, third sector agencies, police.
- Suspension
- Permanent exclusions, in the most serious of circumstances

Personal circumstances of the pupil will be taken into account when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

See sanctions linked with behaviour for learning.

13.2 Off-site misbehaviour

All pupils are expected to uphold our values both in and out of school.

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

- Taking part in any school-organised or school-related activity (e.g., school trips)
- Travelling to or from QE schools
- Wearing QE School's uniform
- In any other way identifiable as a pupil of QE Schools
-

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the QE Schools
- Poses a threat to another pupil
- Could adversely affect the reputation of the QE Schools

Sanctions will be given out on school premises and/or when the pupil is under the lawful control of a staff member (e.g., on a school-organised trip).

13.3 Online misbehaviour

QE Schools will issue behaviour sanctions to pupils for online misbehaviour when:

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

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

13.4 Zero-tolerance approach to sexual harassment and sexual violence

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

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

QE Schools' response will be:

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

QE Schools have 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

13.5 Malicious allegations

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

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

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

QE Schools will also consider the pastoral needs of staff and pupils 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 pupils.

14. Restrictive interventions, including the use of reasonable force

There are circumstances when it is appropriate for staff to use restrictive interventions, including the use of reasonable force to safeguard children. Schools do not require parental consent to use force on a pupil. The term 'restrictive interventions' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury.

QE Schools has taken account of advice provided by the DfE – [Restrictive interventions, including use of reasonable force, in schools](#) and the school's public sector equality duty set out in Section 149 of the Equality Act 2010.

For further information on this issue please refer to our Restrictive interventions, including the use of reasonable force policy.

15. School Confiscation, searches, screening

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

Confiscation

Any prohibited items listed below found in a pupil's possession as a result of a belongings check/search will be confiscated. These items will not be returned to the pupil.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Possession of any prohibited items. These include:

- Knives, weapons and tools including imitations
- Blades/sharp objects for the intentional use of causing harm
- Alcohol
- Illegal drugs
- Prescription Drugs (unless agreed with an iHCP – see Supporting Children with Medical conditions)
- Non-prescription (over the counter) medication
- Stolen items
- Smoking paraphernalia including cigarettes, vapes, vape fluid, cigarette papers and lighters
- Any product containing nicotine
- Fireworks and firecrackers
- Pornographic images (including those found on electronic devices)
- Laser pens
- Water pistols
- Aerosols
- Perfume
- Smelling salts
- Chewing Gum
- Carbonated (fizzy) and / or caffeinated soft drinks
- Energy drinks
- Large (family size) bags of sweets and snacks
- Chilli peppers unless required as an ingredient in Food and nutrition
- Glass bottles
- Noise making paraphernalia e.g. yazoos, whistles, clackers, rattles etc unless required for music lessons/performances
- Sexualised objects
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, to threaten others, or to cause personal injury to, or damage to the property of, any person (including the pupil themselves).

15.1 Screening and routine compliance checks

QE Schools may use a hand-held metal detector, referred to as a **screening wand**, as part of its arrangements for maintaining a safe school environment and monitoring compliance with school rules.

Screening is a non-contact process and does not, by itself, involve searching a pupil's clothing or possessions. The wand may be used:

- as part of an announced whole-school or group safety-screening arrangement;
- as part of routine checks connected with the Mobile Phone Policy;
- where there is information or behaviour giving rise to a concern that a pupil may possess a phone, unauthorised magnetic device, weapon or another prohibited or banned item; or
- to assist an authorised member of staff during a lawful search of a pupil or their possessions.

Pupils and parents/carers will be informed that screening and routine compliance checks may take place. Any planned whole-school safety-screening arrangement will be authorised by the Executive Headteacher, and the school will consider seeking advice from the police where appropriate.

Staff will explain the purpose and process of the check. The wand will be passed close to the pupil's outer clothing and/or possessions without deliberately touching the pupil. The check will be conducted respectfully and with due regard to the pupil's age, dignity, SEND, disability, medical needs, religious clothing and any known safeguarding considerations.

An activation of the screening wand does not establish that a pupil possesses a prohibited or banned item. Staff will consider possible innocent explanations and may ask the pupil to identify or remove ordinary metal objects. Where concerns remain, an authorised member of staff will decide whether the grounds and circumstances justify a search under section 15.2.

If a pupil refuses to co-operate, staff will seek to understand the reason for the refusal and make any required reasonable adjustment. The matter will be referred to a member of SLT where necessary. Any subsequent search or sanction will be considered separately and in accordance with this policy.

15.2 Searching a pupil and their possessions

Searches will only be carried out by the Executive Headteacher or by a member of staff authorised by the Executive Headteacher. Authorised staff may include teaching and support staff who have received appropriate training and guidance in the lawful conduct of searches.

The member of staff conducting a search of a pupil must be of the same sex as the pupil. Another member of staff must normally be present as a witness.

A search may be conducted by a member of staff of the opposite sex and/or without a witness only where the member of staff reasonably believes that there is a risk of serious harm if the search is not carried out urgently and, in the time available, it is not reasonably practicable to arrange for a same-sex member of staff or a witness to be present. Any search conducted under this exception must be reported immediately to another member of staff and formally recorded.

A search may be carried out where the authorised member of staff has reasonable grounds to suspect that the pupil possesses a prohibited item or any other item identified in QE Schools' rules as an item for which a search may be made. A search may also be carried out for any item where the pupil has given informed agreement.

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

An authorised member of staff may use the hand-held metal detector, referred to as the screening wand, to assist with a search. It may be used to scan a pupil's outer clothing, bag or other possessions. Its use does not extend the lawful scope of a search and does not permit staff to require the removal of anything other than outer clothing.

Where the screening wand activates, the pupil will normally be asked to identify or remove any ordinary metal items before the relevant area or possession is checked again. An activation alone will not be treated as conclusive evidence that a prohibited or banned item is present.

A pupil's possessions will only be searched in the presence of the pupil and another member of staff, except where there is a risk that serious harm will be caused if the search is not conducted immediately and it is not reasonably practicable to summon another member of staff. The screening wand may first be passed around the outside of a bag. If concerns remain, the pupil may be asked to open the bag and remove or identify its contents so that the search can be completed safely and systematically.

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

- explain why the pupil is being searched;
- explain what the search will involve, for example asking the pupil to turn out their pockets or remove outer clothing such as a coat;
- explain how and where the search will be conducted;
- give the pupil an opportunity to ask questions; and
- seek the pupil's co-operation.

If the pupil does not co-operate, the member of staff will consider the reasons for this. The pupil may not understand the instruction, may be unaware of what the search involves, may have had a previous distressing experience of being searched, or may require a reasonable adjustment.

If the pupil continues to refuse to co-operate, the member of staff may issue an appropriate sanction in accordance with this Behaviour Policy. Where the search is still considered necessary but is not urgent, advice will be sought from a member of SLT, the CBE team or the DSL or Deputy DSL. During this time, the pupil will be supervised and kept away from other pupils.

Informing the lead designated safeguarding lead (DSL)

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

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 4.
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 4), including incidents where no items were found, will be recorded in QE Schools' safeguarding system.

Informing parents

Parents/carers will always be informed of any search for a prohibited item. A member of staff will tell the parents/carers as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action QE Schools 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, QE Schools will consider whether the pupil 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 QE School's Child Protection and Safeguarding Policy and speak to one of our designated safeguarding leads (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

15.3 Strip searches

No member of staff will carry out a strip search 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.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. QE Schools will advocate for the safety and wellbeing of the pupil(s) involved and always recommend that such searches are not carried out in school. Staff retain a duty of care to the pupil involved and should always advocate for pupil wellbeing.

15.4 Suspected criminal behaviour including the possession/use of drugs

If a pupil is suspected of criminal behaviour, QE Schools will make an initial assessment of whether to report the incident to the police referring to the NPCC guidance document When to call the Police – Guidance for school and colleges

When establishing the facts, QE Schools 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, then a member of the pastoral leadership team will make the report.

QE Schools will not interfere with any police action taken. However, QE Schools 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.

15.5 Suspected offensive weapon protocol

QE Schools operates a zero-tolerance approach to the possession of bladed articles, weapons and replica weapons on the school site, during educational visits or whilst representing the school.

Any pupil found in possession of a bladed article, weapon or replica weapon may face permanent exclusion. At a minimum, possession of such an item is likely to result in an external suspension whilst the incident is investigated.

Where a pupil is suspected or found to be in possession of a bladed article, weapon, replica weapon or other offensive weapon, the school will take immediate action to safeguard pupils and staff. This may include:

- Informing the Executive Headteacher or designated senior leader immediately.
- Securing the item where it is safe and lawful to do so.
- Conducting a search in accordance with the school's Search and Confiscation procedures.
- Obtaining detailed statements from pupils, staff and any other witnesses.
- Contacting the police and cooperating fully with any investigation.
- Making referrals to the Local Authority and other agencies where appropriate.
- Informing parents/carers and providing support to those affected by the incident.
- Supervising the pupil in a safe location pending collection by parents/carers or further action.

Fireworks, including items commonly referred to as "bangers", are prohibited on the school site and will be treated as serious breaches of the Behaviour Policy. Such items may be referred to the police and may result in suspension or permanent exclusion.

The school will consider all relevant circumstances when determining the appropriate sanction. However, the possession of a bladed article, weapon or replica weapon will normally be regarded as exceptionally serious misconduct and is likely to result in permanent exclusion.

16. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. This includes situations where harmful behaviour is experienced repeatedly by a pupil, even if carried out by different individuals, recognising the cumulative impact on the victim.

The Diana Award defines bullying as "repeated negative behaviour that is intended to make others feel upset, uncomfortable or unsafe."

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting, intentional staring, coercive behaviour to control someone's thoughts or feelings
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence. Using any kind of body contact to hurt others.

TYPE OF BULLYING	DEFINITION
Prejudice-based and discriminatory, including (but not exclusively): • Racial • Faith-based • Gendered (sexist) • Sexuality • Homophobic/biphobic • Transphobic • Appearance-based • Disability-based	Taunts, gestures, graffiti, negative use of speech, sign language or physical abuse focused on a particular characteristic (e.g., sex, gender, race, sexuality, gender expression, faith).
Sexual	Explicit sexual remarks, display of sexual material, sending or sharing indecent images of someone, sexual gestures, noises, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing, leaving unkind voice notes, making animal or aggressive noises, negative use of speech, sign language or gestures
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites or AI generated images

Further information on our anti-bullying strategy can be found in our Anti-Bullying policy

17. CCTV

CCTV footage may be reviewed when investigating a suspected breach of the Behaviour or Mobile Phone Policy, determining whether there are reasonable grounds to conduct a search, or responding to a safeguarding or safety concern.

CCTV footage will be handled in accordance with UK GDPR, the Data Protection Act 2018 and QE Schools' safeguarding and data-protection procedures. Copies will not normally be released where doing so would compromise safeguarding, disclose the personal data of others or prejudice an investigation.

Requests for footage will be considered individually, including subject access requests and requests from the police or other authorised agencies. Where appropriate and practicable, footage may be redacted or edited to protect the identity and privacy of other individuals. All requests for CCTV footage should be referred to QE Schools' Data Protection Officer.

18 Suspension and Permanent Exclusion

QE Schools 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.

The decision to suspend or exclude will be made by the Executive Headteacher and only as a last resort. See Suspension and Permanent Exclusion Policy.

19. Responding to misbehaviour from pupils with SEND

19.1 Recognising the impact of SEND on behaviour

QE Schools recognises that pupils' 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 pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, QE Schools 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 pupil caused by QE School's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and QE Schools must co-operate with the local authority and other bodies

As part of meeting these duties, QE Schools 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 pupil concerned.

19.2 Reasonable Adjustments to Behaviour for Learning

When considering a behavioural sanction for a pupil with SEND, QE Schools will consider:

- Whether the pupil was unable to understand the rule or instruction
- Whether the pupil was unable to act differently at the time as a result of their SEND
- Whether the pupil 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 QE Schools to sanction the pupil for the behaviour.

QE Schools 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.

Where identified as a reasonable adjustment for an individual pupil with SEND, staff may provide a brief period of structured processing (take-up) time before issuing a C1. Following a clear instruction, staff will use the agreed phrase, "I'm giving you some processing time. I'll be back," before stepping away and returning after approximately 30–60 seconds. If the pupil has responded positively, staff will acknowledge this and continue the lesson. Where the behaviour continues, the normal Behaviour for Learning procedures, including the issue of a C1, will apply.

Reasonable adjustments will be determined on an individual basis and may be informed by the pupil's SEND Support Plan, Education, Health and Care Plan (EHCP), or advice from the SEND Team. Adjustments will support pupils to understand and meet the school's behaviour expectations whilst maintaining high expectations for all.

19.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND

QE Schools' Special Educational Needs Co-ordinator (SENCO) may evaluate a pupil 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 pupil, 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.

19.4 Pupils with an education, health and care (EHC) plan

If QE Schools have a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, QE Schools may request an emergency review of the EHCP.

If we suspect that a pupil's challenging behaviour comes from a difficulty around learning then we arrange for assessments as soon as practicable, working closely with parents to try to put support in place. We can do a certain amount of screening for difficulties in school but will refer to an Educational Psychologist or other specialist service if needed and this can take time.

It still might be appropriate to impose a sanction such as a fixed term suspension for a pupil with learning difficulties or disabilities as these short suspensions are educative and restorative and usually effective in resetting the right boundaries and systems to achieve a fresh start and agree what support is needed in future.

If a child on an EHCP is at risk of permanent exclusion we follow statutory guidance, based on the SEND Code of Practice and the Equality Act of 2010 by adhering to the following process:

- Asking the LA for a review of the EHCP (NB responses of LAs to this request can vary)
- Identifying any further reasonable adjustments that can be made to meet the needs of the child
- Identifying any further risk management strategies that can be used to prevent harm to others
- Considering alternative sanctions (mainly longer fixed term exclusion or restorative justice)
- Exploring Alternative Provision (NB managed moves are not appropriate for pupils on EHCPs)

The decision to permanently exclude a pupil on an EHCP would be made as a last resort if the strategies above have been exhausted as a proportionate means of achieving a legitimate aim, namely the safety and well-being of QE Schools' community.

20. Responding to misbehaviour from pupils who are Looked After, previously looked after and other vulnerable groups defined as more at risk of permanent exclusion.

We will always take into consideration any past experiences of looked-after and previously looked after children and how these can impact on their behaviour before considering whether a suspension or permanent exclusion is an appropriate sanction.

Where a looked-after child is at risk of a suspension or permanent exclusion, the designated teacher, the designated safeguarding lead and the Executive Headteacher, working with the virtual school head and the child's carers will consider what additional assessments and support needs to be put in place to address the causes of the child's behaviour and prevent the need for exclusion.

In addition, we recognise that some pupils may face increased vulnerability or disadvantage, which can influence behaviour and outcomes. This may include, but is not limited to:

- Pupils experiencing socio-economic disadvantage
- Pupils with involvement from social care (e.g. a social worker)
- Pupils from minority ethnic backgrounds or groups who may experience systemic disadvantage or discrimination
- Pupils with additional needs, including SEND or mental health needs

We are committed to understanding the individual context of each pupil, avoiding assumptions, and ensuring that no group is disproportionately impacted by behaviour systems or exclusion practices.

We will always consider the wider context of all our pupils before considering any type of exclusion and will pay particular attention to 'other vulnerable groups' and consider what additional support might be needed to address the needs of pupils from these groups.

21. Monitoring and evaluating behaviour

Monitoring and Evaluation

QE Schools will collect, monitor and analyse data relating to:

- Behaviour incidents, including C1 to C7 sanctions, removals from lessons and placements in the Reflection Room.
- Positive behaviour, rewards and recognition.
- Attendance, punctuality, suspensions and permanent exclusions.
- The use of internal suspension, off-site direction, alternative provision and managed moves.
- Incidents involving searching, screening, confiscation and prohibited items.

Behaviour trends across year groups, subject areas and identified pupil groups.

QE Schools will regularly review this information to evaluate the effectiveness of its Behaviour for Learning approach, identify emerging trends and ensure that behaviour expectations are applied consistently and fairly.

QE Schools will use this analysis to support its duties under the Equality Act 2010. Where patterns, trends or disparities are identified between groups of pupils, the school will investigate these further and take appropriate action to ensure that all pupils are supported to succeed within a safe, respectful and purposeful learning environment.

Links with other policies:

Anti-Bullying Policy
Child Protection and Safeguarding Policy
Data Protection Policy
Equality and Accessibility
IT and Internet Acceptable Use Policy
Mobile Phone Policy
Online Safety Policy
Restrictive Interventions Policy
SEND Policy
Suspensions and Exclusions Policy
Uniform Policy