Our Lady Queen of Peace

Catholic High School

Behaviour & Rewards Policy

Date of Policy updated	Sept 2026
Date of Review	Sept 2027

'In Christ We Grow'

Striving for excellence through caring, sharing and achieving'.

'I am the vine; you are the branches. Those who abide in me and I in them bear much fruit' [John 15: 5]

Contents	Page
Mission Statement & School Ethos	3
Statement of Intent	3
Purpose	4
School Expectations	4
Roles & Responsibilities	6
Rewards	11
Pastoral care	12
Supporting students with SEND	12
The 3-Tier Behaviour System	13
Tier 1 - Positive behaviour management in the classroom	14
Tier 2 - Removal to a colleague	14
Tier 3 - On Call	15
Safeguarding	15
Sanctions	16
Detentions	16
Behaviour Reports	20
School Rules	21
Prevention strategies and intervention	29
Restorative justice	31
Suspensions & permanent exclusions	32
Use of reasonable force	34
Screening, searching and confiscation	35
Staff training & induction	36
The Thrive Approach	37
Monitoring & Evaluation	37

Mission Statement & School Ethos

'In Christ We Grow'

Striving for excellence through caring, sharing and achieving'.

'I am the vine; you are the branches. Those who abide in me and I in them bear much fruit' [John 15: 5]

Our school ethos reflects the values proclaimed by Christ in the Gospels and recognises the unique value of each individual. We recognise that each child is created in the image and likeness of God. We promote strong relationships and provide a learning environment that is based on three core values: Respect, Responsibility and Resilience. Our school seeks to promote opportunities for spiritual, moral, social and cultural development in an atmosphere of mutual respect, trust, love, forgiveness and reconciliation.

This policy is based on advice and guidance from the Department for Education (DFE)

- DfE, Behaviour in Schools: Advice for Headteachers and School Staff (February 2024
- Equality Act 2010 and DfE, Equality Act 2010: Advice for Schools (2014, last updated 2018
- Children and Families Act 2014
- DfE, Restrictive Interventions, including the Use of Reasonable Force, in Schools (2026)
- DFE Mental Health and Behaviour in Schools 2018
- DfE, Keeping Children Safe in Education (KCSIE) 2026
- DfE Searching, Screening and Confiscation: Guidance for Schools (updated July 2023).
- DfE, Suspension and Permanent Exclusion from Maintained Schools, Academies and Pupil Referral Units in England, Including Pupil Movement (July 2026)
- DfE, Mobile Phones in Schools (June 2026)
- DfE, Working Together to Improve School Attendance (updated July 2026).

This policy operates in conjunction with the following school documents:

- School Expectations
- Complaints Procedures Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Child Protection and Safeguarding Policy
- Smoke-free Policy
- Anti-bullying Policy

Statement of Intent

High expectations of behaviour and a positive attitude to learning are vital in creating a positive learning environment in which all students can achieve to their full potential. The policy is based on the premise that all staff students and parents have a clear understanding of what constitutes good behaviour at Our Lady Queen of Peace. These standards apply to school, during school visits as well as when travelling between home and school.

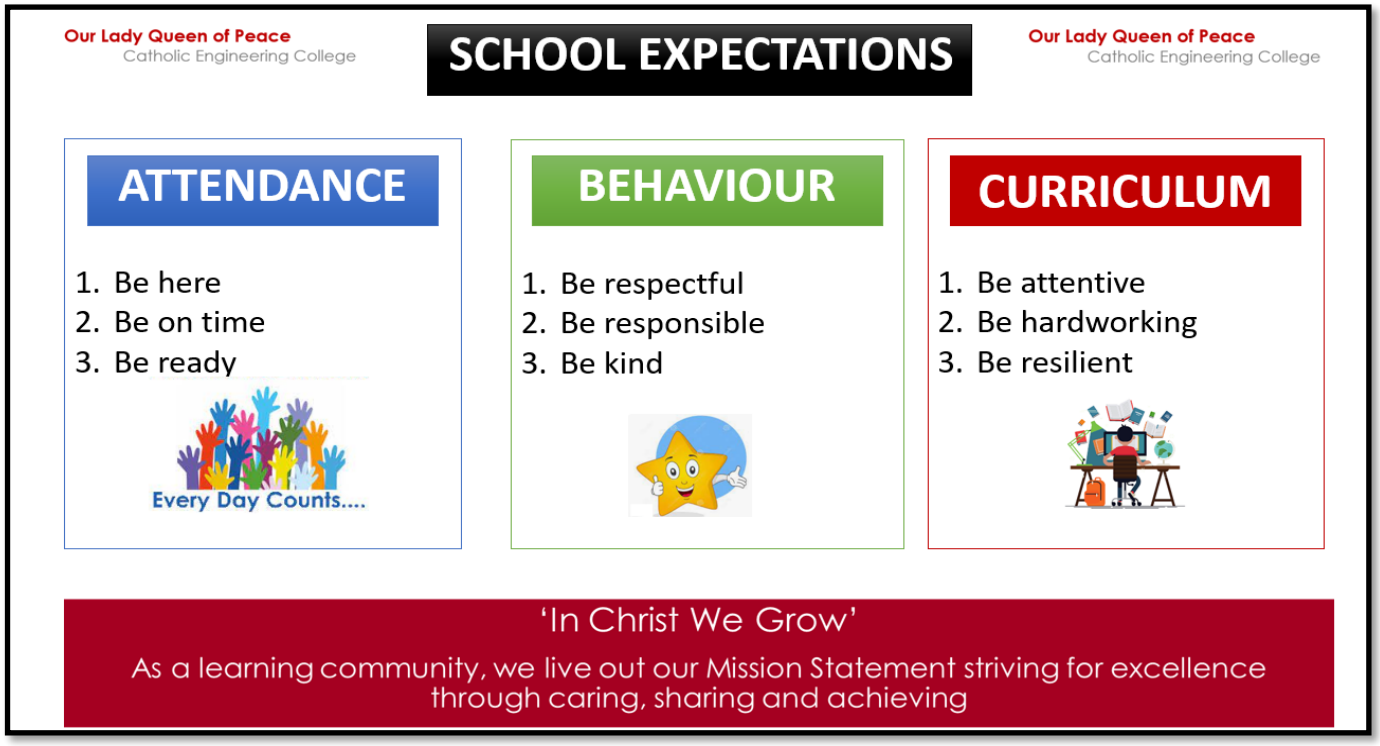
Purpose

- To promote the core values of Respect, Responsibility and Resilience.
- To develop positive relationships and promote high standards of behaviour.
- To create a high-quality learning environment where staff and students feel safe.
- To create a climate of trust, responsibility, self-discipline and self-regulation.
- To ensure that all are treated equally and with upmost dignity, regardless of social background, race, gender, sexual orientation, disability, or religion.
- To recognise, promote and celebrate good behaviour through rewards.
- To educate students on our School Expectations and develop a sense of community.
- To challenge unacceptable behaviour and using appropriate sanctions.
- To ensure that bullying and discrimination are dealt with promptly, fairly and firmly.
- To train staff to identify problems before they escalate and ensure targeted support.
- To ensure that vulnerable students are well supported with appropriate intervention.
- To foster positive relationships with parents/carers.

School Expectations of Students

The School Expectations cover three key aspects of school life and were written collaboratively by staff and the School Council. The three key areas include:

1. Attendance
2. Behaviour
3. Curriculum



Attendance Expectations

Expectation	What this means	Rationale
1. Be here	Attend school every day	High levels of attendance ensure the best chances of academic success
	Attend all lessons	
	Stay in lessons	
	Do not leave a lesson without permission	
	A student using a 'time out' card will be returned to learning	
	Go to the toilet outside lesson time	
2. Be on time	Be on time to school	Every minute of learning matters
	Be on time to lessons	
	Do not go to student services / pastoral care / water fountains / the toilet at the end of break or lunch, you will be sent to lessons	
3. Be ready	Correct uniform	Have high expectations of yourself
	Blazers to be worn when on corridors	
	Shirts tucked in and ties worn	
	School bags	
	Black footwear	
	No jewellery, make up, false eye lashes, false nails	
	Skirts of decent length	
	No mobile phones or hoodies	

Behaviour Expectations

Expectation	What this means	Rationale
1. Be respectful	Speak politely to staff and to each other	Treat everyone with dignity & respect
	Use your manners	
	Stop when staff speak to you, listen and respond	
	When speaking to staff, use 'Miss' or 'Sir'	
	Hold doors open for others	
	Do not laugh at or make fun of others	
2. Be responsible	Make a positive contribution to school life	Make sensible choices
	Do as you are asked by staff first time	
	Actively support the well-being of others	
	Help others feel safe	
	Value and nurture differences	
	Do not tolerate bullying, cyberbullying, aggression, discrimination and derogatory language	
	Do not tolerate sexual harassment or violence	
3. Be kind	Treat each other with kindness	Stick to your personal values
	Give each other compliments	
	Say 'thank you' to others	
	Use kind words, even when you are feeling upset or angry	
	Offer to help others	
	Do not use foul language or swear	

Curriculum Expectations

Expectation	What this means	Rationale
1. Be attentive	Stop what you are doing, put your pen down and sit still	Listen to the expert
	Face the teacher	
	Be silent when the teacher is talking	
	Listen carefully	
	Ask questions at the right time	
	No low-level disruption	
2. Be hardworking	Listen carefully to instructions	Try your best
	Take care with your presentation	
	Engage in 'recall & retrieval' tasks	
	Be ready to answer questions	
	Focus on the quality of your work	
	Extend your answers	
	Mark your work carefully	
	Respond to teacher feedback	
3. Be resilient	Do not give up when something is hard	Don't give up
	Think for yourself	
	Persevere and try to solve problems by yourself	
	Do academic reading	
	Show your own efforts to do the work, then ask for help	
	Do your homework & hand it in on time	

Roles & Responsibilities

Role of the Governing Body

- To ensure that the school provides a calm, safe and supportive environment in which students can learn and thrive
- To review and approve the Behaviour Policy in conjunction with the Headteacher
- To monitor the effectiveness of the policy holding the Headteacher to account for its implementation
- To ensure that this policy is published on the school website.

The Role of the Headteacher

- To establish high expectations of students' conduct and behaviour and implement measures to achieve this.
- To review and approve this behaviour policy regularly alongside the governors to ensure it meets the needs of the school community.
- To ensure that the school environment encourages positive behaviour.
- To ensure that staff deal effectively with poor behaviour.
- To monitor how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of students.

- To ensure that all staff understand the behavioural expectations and the importance of maintaining them.
- To ensure new staff receive a clear induction into the school's behavioural culture to ensure they understand its rules and routines and how best to support all students to participate fully.
- To offer appropriate training in behaviour management, the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour so staff can fulfil their duties set out in this policy.
- To ensure that this policy works alongside the safeguarding policy to offer support to students when necessary.
- To ensure that the data from the OLQP Dashboard is reviewed regularly, issues identified and addressed.

The Role of Senior Leaders

- To welcome and support all students as they enter the school.
- To oversee the line ups at the start of the day ensuring policies and procedures are followed.
- To oversee behaviour during break and lunchtime.
- To manage students' departure at the end of the school day.
- To act as role models and ensure that all are following the school policy.
- To ensure that staff apply rewards and sanctions consistently and record incidents.
- To offer support and advice to colleagues experiencing difficulty with student behaviour.
- To provide CPD as appropriate.
- To provide support to colleagues and deal with serious incidents via 'On Call'.
- To support the whole school Behaviour for Learning ethos.
- To oversee detentions, Internal Exclusion & the Study Room.
- To monitor the effectiveness of school behaviour systems on a regular basis.
- To lead re-integration meetings with parents following a suspension.
- To meet with parents / carers of students whose behaviour is a serious cause for concern.
- To ensure external support is offered from agencies.
- To liaise with alternative provision providers ensuring the tracking of attendance, safeguarding and progress of students educated off site.

The Role of Subject Leaders

- To support classroom teachers with effective classroom management strategies.
- To ensure that at the second stage of the three-tier behaviour system, 'Removal to a colleague', the teacher makes a phone call home and that a sanction is put in place and followed through.
- To track behaviour data, identify key issues and address them.
- To make contact with parents to support the behaviour management of colleagues.
- To ensure that subject rewards and sanctions are followed through with consistency.
- To support colleagues with reasonable adjustments for SEND students.
- To report on behaviour to the SLT line manager in line management meetings.
- To ask for further support from Heads of Year, SENDCo, SLT.

The Role of Heads of Year

- To welcome, monitor, challenge and support all students during morning line ups.
- To ensure high standards of uniform and support the follow through of detentions.
- To oversee behaviour during break.
- To take ownership of the year group that they are responsible for.
- To lead the year team and to hold form tutors to account.
- To act as role models and ensure that all are following the school policy.
- To ensure that tutors apply rewards and sanctions with consistency and fairness.
- To monitor ClassCharts and take appropriate action.
- To identify issues within the year group and be pro-active in addressing them.
- To ensure early intervention by Form Tutors.
- To send a weekly email to staff to list students on white, blue and red report.
- To challenge students with poor attendance and punctuality.
- To challenge and support students who exhibit challenging behaviour.
- To visit form bases on a regular basis and support their Year teams.
- To supervise detentions.
- To meet with parents of students posing a persistent behavioural problem.
- To attend re-integration meetings as requested.
- To liaise with Subject Leaders where poor behaviour is an issue, identify patterns and trends and address barriers.
- To maintain, update and keep accurate records including CPOMs & ClassCharts.
- To liaise with SLT to support positive behaviour for learning within their Year Group.

The Role of Teachers

Each teacher is responsible for ensuring that their students enjoy and achieve in a calm, safe and orderly environment and that they implement the Behaviour Policy in a fair and consistent manner. Teachers are expected to uphold high standards and expectations:

- To set out clear expectations for students' behaviour, in line with school policy.
- To plan high quality, stimulating, challenging lessons which include effective questioning and enable students to learn well.
- To ensure that all groups of students can make good or better progress.
- To start and finish lessons on time.
- To manage teaching resources effectively so that learning time is maximised.
- To build and maintain positive relationships and motivate students to succeed.
- To safeguard all students and ensure a safe learning environment.
- To ensure that behaviour management is inclusive and reasonable adjustments are made for SEND students.
- To have high aspirations/expectations.
- To reward good behaviour, work and progress, using the school's reward system.
- To use consequences consistently and fairly.
- To ensure effective communication with parents, form tutors, Heads of Year, subject leaders, SLT and SENDCo and raise concerns as they arise.
- To use restorative approaches.

Teaching Standard 7

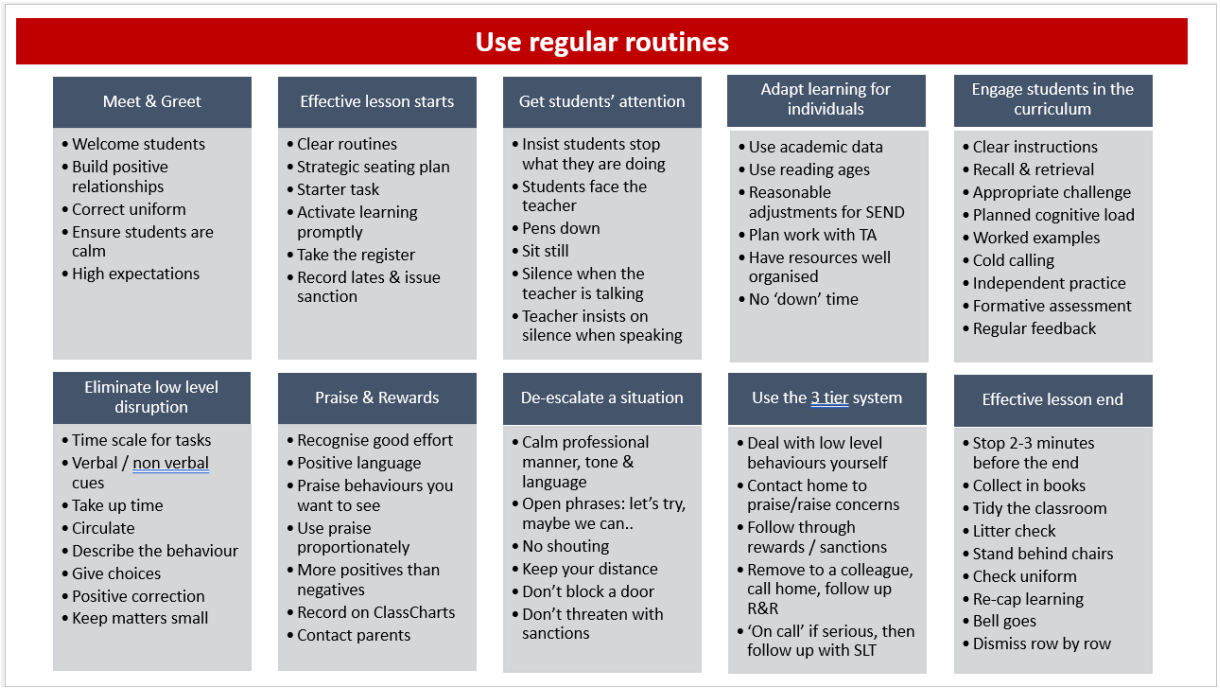
Teaching Standard 7 expects teachers to manage behaviour effectively to ensure a good and safe learning environment. The expectation is that they:

- Have **clear rules and routines** for behaviour in classrooms and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy.
- **Have high expectations of behaviour** and establish a framework for discipline with a range of strategies, **using praise, sanctions and rewards consistently and fairly.**
- Manage classes effectively, using approaches which are **appropriate to students' needs** in order to **involve and motivate** them.
- Maintain **good relationships** with students, exercise **appropriate authority**, and **act decisively** when necessary.

Regular Routines

Teachers are expected to

- Create a calm, safe and supportive environment which students want to attend and where they can learn and thrive
- Communicate the school's high standards & values
- Expect students to treat each other with dignity, kindness & respect
- Use calm, professional, positive language
- Challenge all students to meet school expectations in classrooms & all school spaces
- Give students 'take up time'
- Make appropriate adjustments for students with SEND
- Not to tolerate low level disruption
- Ask for help when they need it: Use subject area support or use 'on call' if it is a serious incident



The Role of Assistant Heads of Year

- To support Heads of Year & SLT following behaviour incidents.
- To collect statements and keep accurate records.
- To deal with students leaving lessons without permission.
- To monitor zones to reduce student lateness to lessons.
- To give additional support to students who are LAC & Young Carers.
- To collect students for detentions.
- To supervise students as requested.
- To cover the 'on call' collection of students when requested.
- To have regular check-ins with students who present with behaviour concerns or social, emotional and mental health issues encouraging positive attitudes and behaviour around the school.
- To support targeted students to enable them to overcome barriers to learning.
- To support with the safeguarding of students.
- To work with parents / carers to help address poor behaviour.
- To support the development of partnerships with external agencies/organisations.

The Role of Parents / Carers

- To support their child to attend school on time each day, behave well and engage in learning.
- To ensure that their child is in correct school uniform and equipped for learning with a bag and basic stationery.
- To know and support their child to follow the School Expectations.
- To promote the school values: Respect, Responsibility and Resilience.
- To support the school system for rewards and sanctions.
- To support the school in ensuring that their child attends detentions if they are issued with one.
- To inform the school of any changes in circumstances that may affect their child's behaviour.
- To discuss any behavioural concerns with their child's form teacher or Head of Year promptly.
- To respond promptly and appropriately to communication from school
- To attend meetings relevant to their child.
- To develop positive relationships with members of the school community.
- To monitor their child's use of social media.

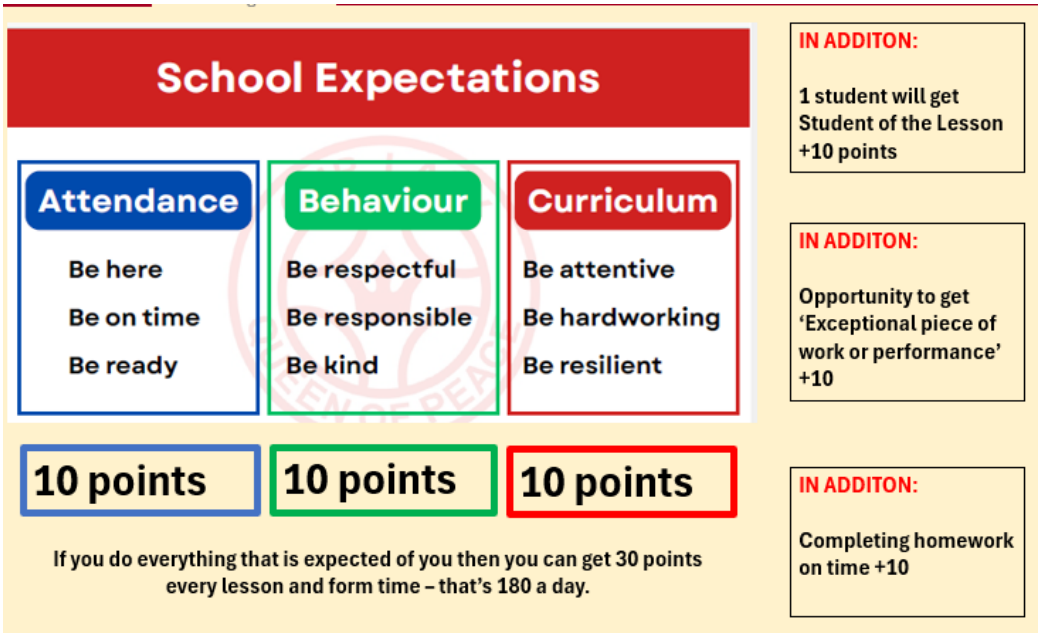
The Role of Students

- To attend school, behave well and work hard.
- To follow the School Expectations and the school rules.
- To put the School Values into practice: Respect, Responsibility & Resilience.
- To follow instructions given by staff
- To be safe.
- To accept and complete the sanctions put in place as a result of unacceptable behaviour.
- To arrive and leave in full school uniform
- To respect the local community and not cause a disturbance
- To travel safely on school transport and respect the driver
- To be positive ambassadors for Our Lady Queen of Peace and not bring the reputation of the school into disrepute

Rewards

Class Teacher Rewards

- Daily use of positive points on ClassCharts
- Teachers to award class charts positives every lesson for A, B, C (as below)



    - Top 10 students each half term recognised with a certificate and Gold/Silver/Bronze pin-badge
- Points collated weekly by Heads of Year
    - Leaderboard (Year Group)
    - Post-cards sent out to top two students per year group (with no negatives) each Monday morning for the preceding week for each subject (Core, MFL, Humanities) by non-teaching pastoral staff
- Weekly monitoring by Assistant Headteacher with summary sent out to all staff each week

SLT Spot Prizes

- Each member of SLT to be issued with 10 Brekkie-Bonus tickets at the start of each week for use that week
- During On-Call when proactively visiting lessons these should be issued to students and "Spot Prize" awarded on ClassCharts for students who are:
    - On Time to lesson
    - Ready to learn
    - "Getting it right"

Student of the Week

- Eligibility
    - 100% attendance
    - no negatives
- 2 students with positives in each year group go into a draw for a £5 voucher

Attendance:

- Every week, Head of Year to review the attendance data and reward the top attending Form in their year group;
- Congratulations letters for 97% & above
- Certificates for improved attendance
- Termly rewards for 100% attendance: a selection box or Easter egg; For 97%+ attendance, entry into prize draw for e-vouchers

Form Tutor:

- Monday morning, ***confectionery*** given by Form Tutor to one student to recognise previous week's achievements – most Class Charts points, improvement in lesson engagement, improvement in behaviour, acts of kindness, sports participation,

Head of Year:

- Head of Year awards ***Golden Tickets*** (queue jumper) to the top three Class Charts net positive points winners for the previous week; five GTs for use each day of the week; GTs allow a "plus one" friend each day.

End of Term Celebration Assemblies:

- Progress & Achievement in subjects

Pastoral Support for Students

At Our Lady Queen of Peace we are incredibly proud of our pastoral support which is implemented by our pastoral team who work tirelessly to ensure students are happy, safe and thriving in our school community. All staff work hard to support our young people as they grow and develop into mature young adults ready to take their next steps. We know at times our students may need some support and this team play a vital role in ensuring the right support is in place. They are approachable, kind, caring and always ready to provide a listening ear to students and their families.

Head of Year

Heads of Year have an overview of the pastoral and behaviour needs of students within a year group.

Form tutors

Form tutors are the day to day contact for a student. Form tutors will monitor and support students as needs arise. They will support students to behave well on a daily basis and ensure they are organised on a daily basis.

Assistant Head of Year

Assistant Heads of Year support students who may be experiencing social, emotional and mental health issues that could have an impact on their behaviour.

SENDCo

The SENDCo has overview of the needs of students with special educational needs or a disability and will liaise with senior staff, Heads of Year, teachers, pastoral staff, students and families to ensure that reasonable adjustments are in place and that needs are met.

The BASE

The BASE area may be used as a means of support for students with SEND. Support in this area will be personalised to the needs of the student.

Other specialist support

In some circumstances, students may be referred to outside agencies for counselling and other specialist support including Early Help, medical support and intervention for drugs and alcohol.

Supporting Students with SEND

The school will not assume that because a student has SEND, it must have affected their behaviour in a particular incident. This is a question of judgement based on the facts of the situation. There will also be no assumption that a student's SEND automatically requires behavioural support to be put in place – again, it depends on the student.

The school will consider whether the student understood the rule or instruction and whether the student was unable to act differently as a result of their SEN or disability. The school will also consider whether any reasonable adjustments need to be made to the sanction in response to any SEND the student may have. The school will try and understand the underlying causes of behaviour and whether additional support is needed.

Students with SEND are not exempt from sanctions. The decision about how to sanction will be taken in a way that is consistent with the usual duties the school has under the Equality Act 2010. At the same time, the school will consider ways in which other students are protected from further disruption or harm and this may result in further support for the student.

The Three Tier Behaviour System

Teachers are first and foremost responsible for the management of behaviour in their classroom. The three-tier behaviour system encourages a graduated approach to behaviour management.

1. Classroom teacher concern
2. Removal to a subject colleague
3. 'On Call' for a serious incident

Three Tier System leading to an 'On Call' for a Serious Incident		
1. CLASSROOM TEACHER CONCERN	**2. REMOVAL TO SUBJECT COLLEAGUE**	**3. 'ON CALL' FOR SERIOUS INCIDENT**
• *Teacher uses classroom strategies* • *'Keep issues small'. De-escalate* • *Focus the student on learning*	• *Classroom strategies are now exhausted* • *The department system is needed*	• *Concerns continue in colleague's classroom* • *There is a serious 'one-off' incident*
RESILIENCE	Defiance to staff, will not co-operate	Absconding from school
No pen *(no detention)*	Disrupting a formal assessment	Filming others without consent
No PE kit	Further use of inappropriate language	Hate speech
Appearance **(-5 points)**	Little or no work in the lesson	Leaving lesson without permission
	Misuse or damage to equipment	Persistent disruption or defiance
RESPONSIBILITY	Persistently argumentative	Physical aggression
Disengaged	Refusal to follow seating plan	Prohibited items
Little or no work	Repeatedly out of seat	Refusal to attend a lesson
Late to lesson	Rudeness	Refusal to hand over mobile phone
Chatty	Swearing within earshot of staff	Swearing directly at staff
Eating/drinking in class		Theft
Mobile phone		Truancy
No homework **(-10 points)**		Unsafe behaviour
		Vandalism/wilful damage
RESPECT		Vaping
Rude / disrespectful / First name		Verbal aggression
Head on desk		
Not following instructions		
Argumentative		
Missed detention **(-15 points)**	**(-20 points)**	**(-30 points)**
Subject teacher sanction	**Subject teacher call home & sanction**	**Senior teacher arranges call home & serious sanction**
Click on the correct icon on ClassCharts **Resilience** - Social time detention **Responsibility** - Social time detention (Break or lunch with the classroom teacher) **Respect** – After school centralised detention – 30 minutes	Click on the correct icon on ClassCharts More detail may be added to CPOMS, as needed After school centralised detention – 30 minutes	Click on the correct icon on ClassCharts ***'Serious incident' logged on CPOMS by 'on call' teacher*** After school centralised detention – 60 minutes
TIME OUT		
○ *Support from the BASE needed* ○ *Support from a Pastoral Support Assistant needed*		
Student has a 'Time Out' card (BASE)	Upset student (PSA)	
BASE / PSA call home – as needed		
Click 'Time Out' icon on ClassCharts. Type in explanation on ClassCharts / CPOMS		

TIER 1 - Positive behaviour management in the classroom

- Teaching staff and support staff are responsible for setting the tone and context for positive behaviour in the classroom
- The classroom teacher is fully responsible for using a range of strategies in the classroom to create a positive, calm learning environment and 'keeping matters small' by using a range of de-escalation strategies and keeping students focused on learning
- Positive working relationships with students are key to successful learning
- Mutual understanding and respect are essential
- Students should be given 'a fresh start' each lesson

Classroom strategies to manage misbehaviour

Non-Verbal Prompts

- Circulate and pause near any students of concern.
- Moving work to correct position.
- Pointing at the board
- Raised eyebrows, nodding, pointing.

Verbal Prompts

- Calmly repeat the instructions.
- Praise positive behaviours and achievements.
- Anonymous correction.
- Ask a question about the work / Offer support.

De-escalate

- Stay calm, no shouting.
- Keep issues small.
- Focus on the primary behaviour.
- Say thank you.
- Give 'take-up time'.
- Take a breath, don't take it personally, think about the language you use.

Tier 2 – Removal to a colleague

If a student's misbehaviour has become persistent and is disturbing the learning of others, the teacher should move to Tier 2 - 'Removal to a Colleague'. This may include any of the following concerns:

- Defiance to staff, will not co-operate
- Disrupting a formal assessment
- Further use of inappropriate language
- Little or no work in the lesson
- Misuse or damage to equipment
- Persistently argumentative
- Refusal to follow seating plan
- Repeatedly out of seat
- Rudeness
- Swearing within earshot of staff

- The classroom teacher must follow the 'Removal to a colleague' with a sanction of a 30 minute detention logged on class charts.
- The Classroom teacher must have a restorative conversation with the student by visiting the after school detention.

Tier 3 – 'On Call'

'On Call' may be requested by a subject colleague if a student's misbehaviour continues in their classroom or if any of the following incidents occur in the subject teacher's classroom. These concerns are regarded as a 'Serious Incident'. The member of staff will log the incident on ClassCharts. The classroom will be attended by the SLT who is 'On Call'. The SLT will contact the parent / carer and will issue a serious sanction.

- Absconding from school
- Filming others without consent
- Hate speech
- Leaving lesson without permission
- Persistent disruption or defiance
- Physical aggression
- Prohibited items
- Refusal to attend a lesson
- Refusal to hand over mobile phone
- Swearing directly at staff
- Theft
- Truancy
- Unsafe behaviour
- Vandalism/willful damage
- Vaping
- Verbal aggression

Students will be returned to the lesson where possible after a situation has been resolved linked to the following concerns:

- Refusal to attend a lesson
- Leaving a lesson without permission

If a student has left a lesson without permission, this is a serious safeguarding issue and will be followed up by an after-school detention.

Safeguarding considerations

- Staff may ask a student to stand outside the classroom and leave the door open to give the student time to calm down. This should be for no longer than 5 minutes. The student should remain within the sight of the teacher.
- A teacher should not leave a class unattended.
- As appropriate, during lesson time, staff should remove to a colleague or click ClassCharts for 'On Call'.
- Staff should not send students directly to Heads of Year, SLT or any other area unless the student is having a 'time out'. This would be recorded on ClassCharts.
- Confrontation of any kind is to be strongly discouraged.
- Staff should avoid close proximity with a student – one metre – especially in any tense situation.
- Staff should not touch students unless there are exceptional circumstances (See Child Protection & Safeguarding Policy)
- Staff should stand clear of doorways and never try to prevent a student from leaving the classroom.
- When dealing with an incident, the most senior member of staff should decide who should be present and try to keep numbers to a minimum.

Sanctions

Sanctions may include any of the following and should be proportionate, reasonable and fair, taking account of the circumstances of the incident and the individual needs of the student:

- Verbal reprimand
- Student statement, reflection or apology
- Negative points on ClassCharts
- Loss of appropriate privileges
- Loss of social time where appropriate
- Detention at break, lunchtime or after school
- Behaviour Monitoring Report
- White Report – monitored by the Form Tutor
- Blue Report – monitored by the Head of Year
- Red Report – monitored by SLT
- Internal Exclusion
- Suspension
- Permanent exclusion

Other forms of support or intervention may also be used where appropriate. These are not sanctions and should not be presented as such. They include:

- Pastoral support plans
- Thrive support
- Aspire
- Alternative provision
- Off-site direction
- Managed moves
- Multi-agency support
- Support from specialist external agencies
-

The school will consider the student's age, SEND, disability, medical needs, individual circumstances, previous behaviour, contributing factors and any reasonable adjustments that may be required when determining an appropriate response.

Sanctions will normally be proportionate to the behaviour concerned. However, the school reserves the right to consider the full circumstances of an incident and determine an appropriate response rather than applying sanctions automatically.

Detentions issued by Pastoral Staff (Whole school centralised detentions)

- A sanction which is a consequence of not following School Expectations
- An opportunity to engage in restorative practice to restore relationships

Schedule for Detentions

- **Break Time** – 10 minutes (11am to 11:10am) *for uniform issues*

Key Stage 3	Arts Theatre
Key Stage 4	Arts Theatre

- **Lunch Time** – 10 minutes (1:20pm to 1:30pm) *for:*
    - *(1) lateness after 8.30am*
    - *(2) anti-social behaviour at lunch*
    - *(3) lateness to lessons*
- The centralised lunch-time detention is NOT to be used by subject teachers
- Subject detentions should follow the subject detention system.

All year groups	Arts Theatre

- Students must have time to eat and go to the toilet

- **After School On Call detentions -** (3-4pm) Reflection Room.

All year groups	Reflection Room

After School On Call Detentions

- The school will detain a student 3-4pm as a sanction for unacceptable behaviour or the breaking of other school rules, usually following an On Call removal.
- Students will complete the whole school detention in the reflection room
- SLT may decide to detain students for one hour or two hours after school for high-level poor behaviour
- Whilst the detaining of a student will be viewed primarily as a sanction, time spent in "detention" is also an opportunity to repair and restore student/teacher relationships
- An after school detention will always finish in time for the school late bus at 4.00pm or 5.00pm but the responsibility lies with parents/carers to ensure the safe return home of their child.
- A detention can be issued by staff for the same day as the incident but the school will work with parents to defer the detention if it is genuinely not possible for their child to attend.
- Detentions are logged on Class Charts and will alert parents.
- Any student who gets issued with a detention before 1.30pm will be expected to do the after-school detention the same day. After 1.30pm, the student will do the detention the next day. This is to support parents who need to organise transport home.

Recording of Whole School Centralised Detentions

- All detentions are recorded on ClassCharts

- **For break time detentions due to standards infringement**
    - Pastoral staff will set up the detention on class charts.

- **For lunch time detentions due to late to school or lesson**
    - Student services will set up the detentions on class charts.

- **For lunch time detentions due to anti-social behaviour**
    - The teacher dealing with the behaviour will set up the detentions on class charts.

- **For after school 1 hour On Call detentions**
    - The On Call teacher will set up the detentions on class charts.

Non-teaching pastoral staff will collect students for whole school centralised detentions. Failure or refusal to attend an after school On Call detention will result in the student being internally isolated until that after school detention is completed.

Subject Detention System

- In order to eliminate low-level disruption and to ensure a calm and purposeful learning environment in classrooms, subject teachers are able to issue break, lunchtime or after school detentions as a sanction if a student chooses to disrupt learning.

- Teachers can issue 10-minute or 30-minute detentions based on the seriousness of the poor behaviour and level of disruption caused.
- All detentions issued by class teachers should be accurately logged on Class Charts and attendance must be recorded as attended or not attended.
- 10-minute detentions are to be arranged for break and lunch at the earliest convenience to the teacher. They take place with the subject teacher. Teachers must ensure that students still have time to get food and go to the toilet during social times.
- If a student fails to attend a 10-minute detention then the teacher will escalate this to an after school 30 minutes detention.
- 30-minute detentions will take place after school the same day and students will be escorted by their lesson 5 teacher to a centralised detention area in the Languages block.
- 30-minute detentions issued after 1.30pm will take place the following day.
- Any teacher issuing a 30-minute detention must visit the student in that detention to have a restorative conversation.
- Failure to attend a 30-minute detention will result in an escalation the following day to a 1-hour detention.

Role of Staff Supervising Detentions

- Rota staff determine the seating plan, seat one at a time & sit apart
- Complete ClassCharts register with Attended / Not attended. No detentions should be left as Pending.
- Ensure students are in silence for the duration of the detention
- Students should be in correct uniform. No coats
- No mobile phones & no eating
- Students should use the time to read, complete missed work or homework
- Teachers should deal with behaviour concerns. Use de-escalation strategies, allow take up time
- Contact SLT immediately if the behaviour is at risk of escalating

Sanctions for defiance

Typical defiant behaviour: walking off from staff, repeatedly not following staff instructions, not turning up for the after-school detention.

- **Missed Break detention** escalates to lunch
- **Missed Lunch detention** escalates to after-school 30 minutes
- **Missed 30 minute After School detention** escalates to a 1 hour after school detention.
- **Missed 1 hour after school detention .** A student will be place in isolation the next day and will do the 1-hour detention the same night.
- **Full day in Internal exclusion**
    - Pastoral staff to call home
    - Internal exclusion to be logged on SIMS by the Behaviour Manager.
    - Pastoral staff to collect the student in form-time & place in the Reflection Room
  - **Offsite direction**
    - Parents Contacted to inform of decision to send to a partner school.
    - Seclusion to be logged on SIMS by the Behaviour Manager.
    - Pastoral staff to take the student with work to the partner school and arrange necessary paperwork.
- **Suspension**
- Ongoing defiance or misbehaviour in Internal exclusion will result in a suspension
    - Referral made to DHT i/c behaviour
    - DHT will see HT re: a suspension
    - When the suspension is approved, contact is to be made with home
    - Information on access to EduClass is provided so students can complete work
    - Following the suspension, the parent is invited to a reintegration meeting with a Head of Year or SLT
    - The student is placed on Monitoring Report and other support put in place where necessary.

Role of non-teaching pastoral staff

- Ensure all behaviour is logged accurately on Class Charts.
- Ensure that **ALL** detentions are followed through
- Have an overview of all detentions and discuss concerns with the Head of Year.

Role of SLT (link year groups)

- Monitor completion of detentions for link year groups
- Support the pastoral team as needed.
- Ensure that all stages of the detention system are followed through consistently

Attendance at an after-school detention

- Doing a detention is number one priority
- A student will not be allowed to take part
    - in an extra-curricular club
    - represent the school in a sports team
    - do revision on that day

- If a parent contacts school with a genuine situation and asks for a change of date, school will work with the parent to ensure that the child attends on the agreed date
- Any exceptional circumstances must be discussed with the Headteacher or Mrs Downing, the Deputy Headteacher i/c behaviour

Refusal to do an after-school detention

- If a pupil refuses to attend an after-school detention, the school will escalate the sanction to either an **internal exclusion** or a **suspension**.
- This will be issued due to defiance and the student's refusal to comply with the school's behaviour policy. The school expects the parent or carer to work collaboratively with staff to resolve the situation.
- The student should complete the after-school detention as soon as possible to ensure a swift resolution.
- An after-school detention will not be changed unless there are exceptional circumstances and it is approved by either Mrs Downing or the Headteacher.

Avoidance of after-school detentions

- Pupils who are polite, respectful, follow school rules and work hard in lessons will receive praise and rewards and avoid after-school detentions.
- By demonstrating the school values of Respect, Responsibility, and Resilience, they will engage fully in learning, develop strong personal characteristics and thrive in school. This is ultimately the aim for all of our pupils.

Behaviour Reports

Purpose

Behaviour Monitoring Reports are a pastoral support tool, designed to help students reflect on and improve specific aspects of their behaviour. These reports are not punitive. Instead, they promote personal growth through consistent feedback, clear expectations, and supportive guidance.

Levels of Behaviour Report

The Behaviour Monitoring system operates at three escalating levels of support:

Level 1 – White Report

- Monitored by: Form Tutor
- Used for minor but recurring concerns that require early intervention and monitoring at tutor level.

Level 2 – Blue Report

- Monitored by: Head of Year
- For students who have not responded to White Report interventions or who require more structured support due to ongoing behaviour issues.

Level 3 – Red Report

- Monitored by: Senior Leadership Team (SLT)
- Reserved for serious or persistent behavioural concerns that require the highest level of pastoral oversight. Also used after a suspension.
- If concerns continue, the student will be referred to the Headteacher or Deputy Headteacher.
- The student hands over their mobile telephone to a senior member of staff on entry to school each morning for the duration of the red report.
- Failure to improve may result in any of the following sanctions:

1. Internal Exclusion
2. External Suspension
3. Behaviour Contract
4. Behaviour panel
5. Respite at partner school
6. Headteacher's First/Second/Final Formal Warning
7. Managed Transfer to another school
8. Referral to a PRU
9. Permanent exclusion

- Behaviour Reports are a supportive tool to monitor and support student behaviour.
- Parents must be informed their child is being placed on report and then updated on the success of the report and/or next steps. This communication home should come from the person monitoring the report.
- Students will be placed on report for 1 week initially and then the report will be reviewed.
- Class teachers should complete the report every lesson in addition to ensuring all positive and negative behaviours are recorded on Class Charts.

Possible outcomes:

- Successful completion – student comes off report
- Report extended for an additional week.
- Escalation – moved to the next level of support
- Referral for additional support – internal or external services as appropriate

School Rules

1. Anti-Social Behaviour

- The behaviour and movement of students on the yard, corridors and elsewhere should be calm and respectful.
- If a student exhibits anti-social behaviour, duty staff will escort them to Internal Exclusion for the remainder of the social time.
- Students will hand over their mobile phone on entry.
- If behaviour is having a negative impact on the wellbeing of other students, higher level sanctions will apply and these could include after-school detention, Internal Exclusion or a suspension as well as contact with parents/carers.

2. Behaviour in the Dining Room and in the Queue

- A student is expected to queue up in a calm and orderly manner and be in correct uniform
- Students must be polite and respectful to all staff
- Students are expected to clear up after themselves and put litter in the bins
- Students who do not follow the dining room rules may be asked to eat elsewhere

3. Blades and Weapons

- Any student found in possession of a bladed article or weapon (including replicas) of any type or size could face Permanent Exclusion.
- At the very least he/she will receive a suspension.
- All students found in possession of a bladed article or weapon (including replicas) will automatically be referred to the police and will be dealt with accordingly.
- In law fireworks such as "bangers" etc. are classed as firearms.
- Students who are suspected of carrying items such these or any banned item into school will be subject to searches by SLT and appropriate sanctions given.

4. Bullying

- Bullying is unacceptable behaviour and will not be tolerated. It is behaviour that deliberately tries to cause anxiety, fear or hurt.
- Bullying can include being hit, pushed around, being teased, threatened, called names or having money or possessions taken or damaged.
- Bullying is characterised as repeated and targeted behaviour.
- Bullying is not characterised as 'one-off' incidents of physical or verbal abuse.

Bullying behaviour can be exhibited as:-

- **Verbal** - the use of words to cause hurt, name calling, threats, calling encouragement for bullying and spreading rumours.

- **Physical** - unwanted touch and contact, pushing, kicking, hitting and acting aggressively or violently.

- **Emotional** - actions that wear down someone's self-esteem, lowering self-confidence and deliberately excluding people from groups.

- **Sexual** - unwanted physical contact, using sexual terminology to be derogatory

.

- **Homophobic** - bullying because of their sexuality.

- **Racial** - bullying as a result of someone's ethnic origins.

- **Cyber Bullying** - using technology such as e-mail or mobile phones to send verbal and visual bullying.

Incidents of bullying will be investigated fully. Please see further detail in the Anti-bullying Policy

5. Child-on Child Abuse

- Child-on-child abuse occurs when a young person is exploited, bullied and/or harmed by other children who are the same or similar age, and under the age of 18.
- Abuse can take many forms, including language meant to intimidate and cause fear, hate speech, filming of others without consent, inappropriate image sharing
- All staff understand that children can abuse other children and will inform the DSL team of any concerns
- Child-on-child abuse will be taken as seriously as any other form of abuse, including physical and emotional abuse

6. Disruptive Behaviour that is persistent

- Behaviour that repeatedly disrupts learning is unacceptable and will result in the removal of a student from a lesson by SLT and placed in Internal Exclusion
- A parent will be called and an after-school detention issued
- Further continuation of disruptive behaviour may result in a suspension
- High level persistent disruptive behaviour may result in a Permanent Exclusion

7. Defiance that is persistent

- Students who are persistently refusing to follow instructions will be removed by a member of SLT via 'On Call'. At this point, the student may be placed in Internal Exclusion.
- If the level of defiance is serious and remains persistent with senior staff, the matter will be referred to the headteacher at which point a suspension may be required.
- Any student who is regularly defiant and does not improve with the support provided, will be at risk of permanent exclusion.

8. Drugs

- Students found in the possession of drugs and drugs paraphernalia, supplying or distributing illegal substances or legal highs faces Permanent Exclusion from school.

9. Energy Drinks, Chewing Gum & Selling Items to Others

- Energy drinks and snacks are prohibited.
- Where students are found to be in possession of fizzy and/or high sugar drinks and snacks, these will be confiscated and not returned.
- Chewing gum is also banned from the school site.
- Student(s) who bring food or drink items into school with the intention of selling these items to others or are found to be carrying these items into school for other student(s) will have the items confiscated. Parents will be given the opportunity to collect these items within 48 hours, otherwise the items will be disposed of.
- Parents will be contacted and sanctions will be applied.

10. Fighting

- Students who have an issue with others, are asked to report their concerns to staff so that staff can deal with the issues.

- The school has a clear 'no touch' rule for students, which includes aggression or retaliation.
- Students who are physically aggressive will face serious disciplinary consequences. This may include a lengthy suspension; a permanent exclusion and a report being made to the police.
- Staff may intervene to separate students. Staff should, however, not put themselves in danger of being injured.

11. Fire safety

- Most fire alarm buttons are protected by a flap which has to be deliberately pulled up to break glass and push a button.
- Any student setting off a fire alarm without just cause or abusing fire-safety equipment will receive a lengthy suspension.
- Actions which deliberately endanger the safety of others may lead to permanent exclusion.
- Any charges incurred will be passed to the parents.

12. Hate speech, including issues arising from "Prevent"

- Hate Speech/ Action – i.e. the use of offensive speech or writing/ symbolism that expresses prejudice or causes offence on the basis of race, ethnicity, religion, disability, sexual orientation, gender, gender identity or any other group protected under the Equalities Act 2010 - is not tolerated in school.
- Hate speech has a negative impact on a person's emotional wellbeing and is unacceptable in a community which respects each person's diversity.
- Hate speech/action is a crime. Allegations of hate speech will be investigated fully, as priority, by pastoral staff in liaison with SLT. If it is decided that a student has used hate speech or is found to be promoting any type of prejudicial bullying, they will be sanctioned.
- Students are educated about hate speech and protected characteristics through our Curriculum for Life. Students who use Hate Speech/Action will have additional, personalised curriculum input as part of the follow up to the incident. Referrals to outside support from the police or other agencies may be appropriate.
- Serious, or repeated, incidents of Hate Speech/Action may result in a suspension or possibly a permanent exclusion.

13. Illegal or prohibited items

- Whether they are discovered in the classroom or elsewhere, the school has a specific list of items that have no place in our community.
- Please refer to the Screening, Searching and Confiscation section of this Policy.
- Higher level sanctions will apply.

    - Aerosols
    - Alcohol
    - Any object that could potentially cause injury
    - Blades
    - Chewing gum
    - Cigarette lighters and any other smoking paraphernalia
    - Drugs
    - Energy drinks

- Firearms
- Fireworks (including fire crackers / bangers)
- Fizzy drinks
- ICT virus equipment – inappropriate material
- Indecent images stored in any format
- Jewellery
- Knives
- Laser pens or any laser pointing device
- Legal highs
- Lighters
- Lollipops
- Make up
- Matches
- Painkillers & over the counter medicines (without the consent of the school & parents)
- Prescription medicines (without the consent of the school and parents)
- Solvents
- Vapes

- Students found in possession of banned items will have the items confiscated and they will not be returned.

14. Malicious Allegations

- Allegations made against members of staff will be taken very seriously and will be referred to the Headteacher.
- Any allegation made will be responded to quickly and treated with fairness and consistency ensuring a balance of support for the student and for the member of staff who is the subject of the allegation.
- Every effort will be made to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated. Suspension will not be used as an automatic response when an allegation has been reported.
- Allegations made against staff will be handled by a member of the Senior Leadership Team with support from Lancashire Local Authority and Professional Associations when necessary.
- The school will not tolerate malicious allegations against staff or students. Should a student make a malicious allegation that proved to be unfounded following investigation, the student may be subject to the school's most serious sanctions available including a suspension or even a permanent exclusion.

15. Mobile phones, ear pods, smart watches

See separate mobile phone policy

- Our Lady Queen of Peace is a mobile-phone-free school during the school day.
- The school uses Yondr phone pouches to support this approach.
- Students must not use or access mobile phones, ear pods, smart watches or other smart technology covered by the school's Mobile Phone Policy during the school day, including lessons, movement between lessons, break and lunchtime, unless an agreed exception applies.

- The school recognises that reasonable adjustments or specific adaptations may be necessary for individual pupils, including where there are medical, SEND or other exceptional circumstances. Any agreed adjustment will be determined by the school and recorded where appropriate.
- Where a student breaches the Mobile Phone Policy, the school may confiscate the device and/or apply an appropriate sanction in accordance with the Behaviour Policy and Mobile Phone Policy.
- The response will take account of the circumstances, the student's age, SEND or disability and any other relevant individual circumstances.
- The school may search for mobile phones and similar devices where there are reasonable grounds to suspect that a pupil has such an item and the search is permitted under the school's legal powers and this policy.
- Parents/carers should contact the school office where they need to communicate with their child during the school day. The school will facilitate appropriate contact where necessary.
- The school will provide reasonable adjustments and appropriate exceptions where required by law or where necessary to safeguard the welfare of an individual pupil.

- ***The school accepts no liability for loss or damage to mobiles, ear pods, smart watches nor any electronic device that a student chooses to bring into school.***

Parental Responsibility

- Parents have a responsibility to monitor their child's use of mobile phones and social media accounts outside of school.
- School recommends age-appropriate access to the internet and social media platforms, agreed usage periods and regular checks of their child's usage.
- If parents/carers have concerns about their child's social media activity they should, as the account holder, report matters to the service provider and, if necessary, to the police.
- Parents are entitled to check the contents of their child's phone if they are concerned.
- School staff are entitled to confiscate a child's device, as necessary.
- Staff will support with issues that spill over into school but the manner in which the device is used is, ultimately, a parental responsibility.

16. Misuse of Computers

- Cyber security has an ever-rising profile and our students' electronic and online safety is important.
- Any misuse of school computers through activity like attempts at inappropriate browsing, importing harmful files or the use of hate speech (see point 9 above) is unacceptable and sanctions will be used proportionately.

17. Misuse of Social Media

- Students are regularly informed and reminded about the dangers of social media and their responsibilities in using and accessing it. Therefore, it is assumed that any student who is responsible for any type of misuse of social media is fully aware of their actions, even though they may have carried it out when at home or at the weekend.
- Students will therefore be sanctioned accordingly
- Misuse of social media includes:

- Cyberbullying
- Sexting
- Verbal abuse of students and/ or staff
- 'Liking' any image or post which causes upset
- Posting any image which causes upset
- Posting any image without a person's knowledge and/ or consent
- Posting images and comments which demonstrate illegal and/ or inappropriate activity
- Sharing nudes

18. Punctuality

- Being on time for school and for lessons is an important signal that shows a student is ready and willing to engage in their learning.
- The school day starts at 8.25am. Students who arrive after this time will be subject to the following sanctions:

Late before 9.00am	Late after 9.00am
Student pays back 10minutes at lunch time	*Student pays back 30 minutes after school*
Non-compliance leads to further appropriate sanctions	

- Persistent lateness will incur further sanctions including a Punctuality Report and contact with parents/carers.
- Lateness to lessons will incur detentions logged on ClassCharts by the classroom teacher.
- This data is reviewed regularly by SLT who will identify patterns and trends which may lead to parent/carer contact, as appropriate.

19. Racism

- Racism is a hate crime and will not be tolerated at Our Lady Queen of Peace.
- Allegations of racism will fully be investigated by either pastoral staff / SLT.
- If it is decided that a student has made racist comments or who is found to be promoting any type of racist bullying, they will be seriously sanctioned. This may result in a suspension and the student will be at risk of permanent exclusion

20. Sexual Harassment and Online Sexual Abuse

- Any form of sexual abuse, sexual harassment or sexual touch is never acceptable and will not be tolerated.
- All students have the right to be free from all forms of sexual abuse and sexual harassment, both offline and online.
- Inappropriate use of sexual language possibly seen by some as 'banter' is not acceptable as this can lead to the normalisation of an unsafe environment for students.
- The school is an advocate for high standards of conduct between students and staff. All should demonstrate and model manners, courtesy and dignified/respectful relationships.
- The school has a strong culture of safeguarding in which sexual abuse and sexual harassment will not be tolerated or accepted.

- All incidents are dealt with in line with the Keeping Children Safe in Education guidance and the school's safeguarding and child protection protocols and procedures.
- The school operates a 'it could happen here' approach and takes any reported incident seriously in order to address inappropriate behaviour.
- The school adopts a proactive and vigilant approach. This ethos is shared across the school by all members of the school community. All staff will complete appropriate training on this subject annually.
- All incidents will be thoroughly investigated and recorded. Perpetrators will be educated and guided as to why their actions are inappropriate. The perpetrator will receive sanctions in line with the school's behaviour policy. Appropriate support and guidance will always be put in place for the victim.

21. Stealing

- Whilst not a common offence in the classroom setting, theft is a dishonest and dishonorable action which, when proven, will lead to a higher-level sanction.

22. Swearing

- Sometimes children use foul language during their interactions with each other, not meaning to cause offence to staff. On such occasions, staff will use an appropriate sanction which will include telling the student that foul language / swearing is unacceptable in our school community.
- Inappropriate language / swearing directed at staff is not acceptable and will lead to a higher level sanction which is likely to be a suspension.

23. Travel to and from school

- Students wearing the school uniform are representatives of Our Lady Queen of Peace and, as such, have a responsibility to behave with respect and good manners.
- The use of the school bus is a privilege and not a right. Behaviour when travelling to and from school should be polite and respectful.
- Students who fail to behave calmly and respectfully will be subject to sanctions which might lead to them being banned from using the school bus.
- Likewise, if reported, unruly or anti-social behaviour while students walk to and from school will be met with appropriate sanctions.

24. Truancy

- The deliberate avoidance of a lesson, or even a whole school session, is unacceptable in a school ethos focused on learning.
- Senior staff will use discretion to restrict a student's social time or place into Internal Exclusion, depending on circumstances.
- The behaviours listed above will nearly always result in higher level sanctions, the extent of which will be decided by SLT. The following will be considered:
    - events leading up to the incident
    - as appropriate, written statements from involved parties
    - intent
    - the student's prior behaviour record
    - the student's attitude and response to initial conversations
    - telephone conversations and/or meeting with parents

25. Uniform

- Parents should inform the school immediately where there are issues with uniform

The following steps may be taken if students are not in correct uniform

- Break detention
- Parents/carers will be contacted and asked to rectify the issue within an agreed time frame. Detentions may be issued for each day past the agreed time frame.
- Should parents/carers have financial issues, they should inform their child's Head of Year who will endeavour, wherever possible, to support the family.
- For persistent non-compliance, or where students fail to rectify the problem within the agreed time frame, students will be placed in Internal Exclusion until the problem is rectified

26. Verbal or Physical aggression

- Verbal or physical is not acceptable and will be sanctioned proportionately. Sanctions may include detentions, a suspension or even a permanent exclusion
- Students will be given advice on how to manage their emotions including anger

27. Wilful damage to property

- Respect of the school environment is key
- Students who willfully damage furniture, windows and doors or other students' belongings will receive an appropriate sanction which may include a suspension
- Parents may be asked to contribute to the repair or replacement of the damaged property

Prevention strategies and interventions

This section outlines the school's strategies for preventing unacceptable behaviour and initial interventions, minimising the severity of incidents, and using sanctions and support effectively and appropriately to improve students' behaviour in the future.

Initial interventions

A range of initial intervention strategies to help students manage their behaviour and reduce the likelihood of more severe sanctions will be used. Support will consider the student's specific needs and may be delivered outside of the classroom, in small groups or in one-to-one activities. A system will be in place to ensure relevant members of the SLT and pastoral staff are aware of any student that is:

- Persistently misbehaving.
- Not improving their behaviour following low-level sanctions.
- Displaying a sudden change in behaviour from previous patterns of behaviour.

Examples of initial interventions to address misbehaviour will include, but are not limited to, the following:

- Frequently engaging with parents
- Providing pastoral support or chaplaincy support
- Short-term behaviour report cards
- Longer-term behaviour support plans
- Placement in Aspire
- Placement at the Acorns School
- Alternative provision placements
- Engagement with local partners and agencies

- Where the student has SEND, an assessment of whether appropriate provision is in place to support the student, and if the student has an EHC plan, contact with the LA to consider a review of the plan

A multi-agency assessment, such an Early Help Assessment, which goes beyond a student's education will be considered where serious concerns about a student's behaviour exist.

Behaviour curriculum

Positive behaviour will be taught to all students as part of the behaviour curriculum, in order to enable them to understand what behaviour is expected and encouraged and what is unacceptable. Positive reinforcement will be used by staff where expectations are met to acknowledge good behaviour and encourage repetition. The behaviour curriculum will focus on defining positive behaviour and making it clear what this looks like, including the key habits and routines required by the school, e.g. lining up quietly outside the classroom before a lesson.

Routines will be used to teach and reinforce the expected behaviours of all students. Appropriate and reasonable adjustments to routines for students with additional needs, e.g. SEND, will be made. Consistent and clear language will be used when acknowledging positive behaviour and addressing misbehaviour.

Positive teacher-student relationships

Positive teacher-student relationships are key to combatting unacceptable behaviour. The school will focus heavily on forming positive relationships based on predictability, fairness and trust to allow teachers to understand their students and create a strong foundation from which behavioural change can take place.

Preventative measures for students with SEND

Behaviour will always be considered in relation to a student's SEND. If it is deemed that a student's SEND has contributed to their misbehaviour, the school will consider a reasonable adjustment to the sanction for the student.

Where a student is identified as having SEND, the graduated approach will be used to assess, plan, deliver and review the impact of support being provided.

The school will aim to anticipate likely triggers of misbehaviour and put in place support to prevent these, taking into account the specific circumstances and requirements of the student

concerned. Measures the school will implement where appropriate include, but are not limited to, the following:

- Short, planned movement breaks for a student whose SEND means they find it difficult to sit still for long
- Ensuring a student with visual or hearing impairment is seated in sight of the teacher
- Adjusting requirements for a student with sensory issues or relevant medical condition
- Training for staff in understanding autism and other conditions

De-escalation strategies

Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation. This will include:

- Appearing calm and using a modulated, low tone of voice.
- Using simple, direct language.
- Avoiding being defensive, e.g. if comments or insults are directed at the staff member.
- Providing adequate personal space and not blocking a student's escape route.
- Showing open, accepting body language, e.g. not standing with their arms crossed.
- Reassuring the student and creating an outcome goal.
- Identifying any points of agreement to build a rapport.
- Offering the student a face-saving route out of confrontation, e.g. that if they stop the behaviour, then the consequences will be lessened.
- Rephrasing requests made up of negative words with positive phrases, e.g. "if you don't return to your seat, I won't help you with your work" becomes "if you return to your seat, I can help you with your work".

Restorative Justice

- Restorative Justice is a strategy for the improvement of behaviour. Questions used in the process include:
    - Why do think you have been given a detention/kept behind/moved?
    - Can you explain what happened?
    - What were you thinking at the time?
    - Who do you think has been affected by your actions? How were they affected?
    - How can we help make things right?
    - How can we stop this from happening again?
    - What can I do to help you?

Staff are encouraged to use these questions when working with students to improve their behaviour for learning.

Behaviour Contract & Formal Warning

- In circumstances where there is a severe breach of school policy, the Headteacher or Deputy Headteacher may use the Behaviour Contract or Formal Warning protocols.
- These set out clear targets for improvement and guidelines for behaviour, with agreed review dates.

- Failure to meet the agreed targets may result in alternative education being sought for the child.
- These warnings may also be issued during the Red Report process.

Governors' Behaviour Panel

- With willful disregard of the Headteacher's formal warning(s), a student and their parent/carer may be required to attend a Governors' Behaviour Panel meeting.
- The child will be invited to explain their actions and to receive specific instructions about their future conduct via, as appropriate, a Governors' Behaviour Contract.

Suspensions & Permanent Exclusions

Suspensions

- Only the Headteacher, or Deputy Headteacher in the absence of the Headteacher, can suspend a student from school. A student may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year).
- The decision to suspend or permanently exclude should be lawful, reasonable and fair.
- Prior to a decision being made by the Headteacher to suspend, a thorough investigation of the incident will be conducted by the SLT, Head of Year or Assistant Head of Year.
- Before making a decision, the Headteacher will consider the evidence available and establish the facts using the civil standard of proof, namely the balance of probabilities.
- The Headteacher will also consider the pupil's views, taking account of their age and understanding, unless it would not be appropriate to do so.
- The school will consider any relevant contributing factors, including SEND, disability, safeguarding concerns, mental health needs, vulnerabilities and other circumstances which may have affected the behaviour.
- Where appropriate, reasonable adjustments will be considered in accordance with the school's legal duties.
- Students will remain in Internal Exclusion whilst the investigation takes place and until a conclusion is reached.
- Parents will be informed when a serious incident has occurred involving their child which could possibly result in a fixed period suspension or permanent exclusion.
- The length of a suspension will be determined by the severity of the incident and the
- previous record of the student.
- A member of school staff will inform parents if their child is given a fixed period suspension. The Headteacher will inform a parent about a permanent exclusion; it will be made clear to parents that they can, if they wish, appeal against a decision to exclude to the Governing Body.
    - Suspension may be used in response to serious breaches of the Behaviour Policy. Examples may include, but are not limited to:
    - Serious verbal abuse or threatening behaviour
    - Physical assault
    - Serious or repeated bullying
    - Serious racist or discriminatory behaviour
    - Serious sexual harassment or sexual violence

- Serious misuse of social media or online technology
- Drugs or alcohol
- Serious damage to property
- Theft
- Possession or use of a weapon
- Serious persistent disruption or defiance
- Other serious behaviour which places the safety, welfare or education of others at risk

The examples above are not an exhaustive list. The Headteacher will consider the circumstances of each individual case.

- The behaviour of a student outside of school can be considered grounds for a suspension.
- Following suspension, the school will provide appropriate work and support and will arrange a reintegration process. The reintegration process will provide an opportunity for the pupil to reflect on the incident, understand its impact, identify barriers to improvement and agree appropriate support and expectations for returning to school.

Permanent Exclusions

- Permanent exclusion is a serious disciplinary measure and will only be used where the statutory threshold is met.
- A permanent exclusion may be appropriate where there has been a serious breach, or persistent breaches, of the school's behaviour policy and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others.
- Exceptional circumstances may exist where permanent exclusion is appropriate following a first or one-off incident.
- Examples may include:
- Serious actual or threatened violence
- Serious sexual abuse or assault
- Possession or use of a weapon
- Serious drug-related offences
- Other exceptionally serious behaviour

These examples are not exhaustive.

- The governing body must consider the reinstatement of a suspended student if the suspension is permanent or is fixed term which would bring the student's total number of school days of suspension to more than 15 days in a term.
- In all cases of permanent exclusion, parents have the additional right to appeal to an independent appeal panel.
- Schools are under a duty to make every effort to provide suitable alternative education for suspended students from the sixth school day of any fixed term suspension or more than five consecutive school days.

- The school will endeavour to ensure that academic progress is maintained in the event of a fixed term suspension.
- For permanent exclusions, the local authority must arrange suitable full-time education for the student to begin no later than the sixth school day of the exclusion.

The Use of Reasonable Force

- Our Lady Queen of Peace is committed to preventing the need for restrictive interventions wherever possible through positive relationships, clear routines, appropriate support, prevention and de-escalation.
- Restrictive interventions, including reasonable force, may only be used where lawful, necessary and proportionate to the circumstances.
- Reasonable force' is a broad range of actions that can be used by staff that involves a degree of physical contact with a student or students. This can range from guiding a student to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.

- All members of school staff have the legal power to use reasonable force in certain circumstances, including to prevent or stop a pupil:
- Causing injury to themselves or others
- Committing a criminal offence
- Damaging property
- Causing disorder among pupils at school

The decision to use force must be based on the individual circumstances. Staff should consider whether there are less restrictive alternatives and should use the least amount of force necessary for the shortest time required to reduce the relevant risk.
Staff should consider the pupil's age, size, SEND, disability, medical needs, vulnerabilities and other relevant circumstances.
Reasonable force must never be used as a punishment.
Staff should use verbal de-escalation and other preventative strategies wherever practicable before considering physical intervention.

Staff must not put themselves or others at unnecessary risk. Where possible, assistance should be sought.
The school does not require parental consent to use control or restraint on a student; however, parents will be informed when reasonable force has been used in relation to their child.

The school does not operate a policy prohibiting all physical contact. Appropriate physical contact may be necessary in circumstances such as first aid, comforting a distressed pupil, guiding or escorting a pupil safely, or preventing injury.

Seclusion

Seclusion is a non-disciplinary safety intervention involving keeping a pupil confined to a place away from others and preventing them from leaving.

Seclusion must only be used as a safety measure to protect others from harm when a pupil is experiencing high levels of emotional or behavioural dysregulation.
Seclusion must not be used as a punishment or disciplinary sanction.
Where seclusion is used:

- The pupil must be supervised at all times.
- The environment must be safe and not intimidating.
- Staff must allow the pupil to leave as soon as the immediate risk of harm has reduced.
- The incident must be recorded and reported in accordance with the school's recording and reporting procedures.

Internal Exclusion, removal from a lesson and use of the Reflection Room as a disciplinary response are not seclusion where the pupil is free to leave the area and the arrangements do not meet the definition of seclusion.

Recording and reporting

Every significant incident involving the use of force will be recorded as soon as practicable after the incident and staff involved should endeavour to complete the record on the same day.

Screening, Searching and Confiscation

The school may search pupils and their possessions in accordance with the Department for Education's Searching, Screening and Confiscation guidance. The Headteacher and authorised members of staff have statutory powers to search a pupil or their possessions without consent where there are reasonable grounds to suspect that the pupil has a prohibited item or another item identified in the school's rules as an item which may be searched for.
The statutory prohibited items include:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Any article reasonably suspected of being used to commit an offence or cause personal injury or damage to property
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- The school's rules also identify additional items which may be searched for where appropriate, including:
- Vapes and e-cigarettes
- Lighters and matches
- Laser pens
- Mobile phones
- Smart watches and similar smart technology
- Other items specifically prohibited by the School Expectations or this Behaviour Policy

The school may also search for other items where the pupil gives consent.

A search will be carried out in accordance with the DfE guidance, including the requirements relating to the member of staff conducting the search, witnesses, the location and circumstances of the search.
Staff may use reasonable force when searching for a legally prohibited item where this is permitted by law. Reasonable force must not be used to search solely for an item which is prohibited by school rules but is not a legally prohibited item.
Where a prohibited or prohibited-by-school-rules item is found, the school may confiscate the item in accordance with its legal powers and this Behaviour Policy.
Students who refuse to cooperate with a lawful search or who refuse to hand over an item may be subject to an appropriate disciplinary response. The circumstances of the refusal will be considered when determining the response.
Where searches are required, they will be undertaken in accordance with the school's legal powers and the DfE guidance.
Where a search raises a safeguarding concern, staff will follow the Child Protection and Safeguarding Policy and refer the matter to the Designated Safeguarding Lead or deputy as appropriate.

Note: Students who refuse to hand over items or refuse to be searched are subject to serious sanctions.

Staff Training & Induction

- All new staff are inducted clearly into the school's behaviour culture to ensure they understand its rules and routines and how best to support all students to participate in creating the culture of the school.
- Supply teachers also receive a booklet outlining expectations and behaviour management strategies for the classroom.
- Leaders will consider appropriate training for staff to meet their duties and functions within the behaviour policy.
- The school will ensure training and support for trainees taking part in Initial Teacher Training (ITT) and ECTs embarking on the Early Career Framework (ECF)

CCTV

- Whilst CCTV may be used by staff to investigate an incident, parents will not be allowed to view CCTV images as the CCTV footage will contain images of other students.

Confidentiality

- Details of sanctions given to students will not be shared with the parents /carers of other students.
- Students will be sanctioned in a fair and proportionate manner.

The Thrive Approach

Our Lady Queen of Peace uses the Thrive Approach to support students' social and emotional development. This approach focuses on understanding and addressing unmet developmental needs, fostering emotional resilience, and creating a positive learning environment. The Thrive Approach equips students with skills to manage their emotions, respond to stress, and build positive relationships. The Thrive Approach will be used with targeted students who need support to manage their behaviour and interaction with others. This will operate alongside the Behaviour & Rewards Policy.

Key components of the Thrive Approach include:

- **Understanding and Addressing Needs:**
  The Thrive Approach recognises that disruptive behaviour often stems from unmet developmental needs or interruptions in social and emotional learning.
- **Building Resilience:**
  Thrive helps students develop emotional resilience by teaching them to recognise physical signals of stress, manage their responses, and calm themselves.
- **Promoting Positive Relationships:**
  The approach emphasises the importance of connection and social engagement, helping students develop the skills to interact positively with others.
- **Targeted Support:**
  Thrive-Online provides tools for assessing, managing, and tracking behavioural challenges, enabling the creation of tailored action plans.
- **Whole-School Focus:**
  Thrive is integrated into a whole-school approach to mental health and wellbeing, aiming to reduce behavioural incidents and create a positive learning environment.
- **Measurable Impact:**
  Thrive helps make pastoral work measurable, which is useful for reporting on student progress.

Monitoring & Evaluation

- Behaviour is reviewed on a daily basis by Heads of Year and SLT in the meetings that take place 8am-8.30am
- Form tutors will discuss ClassCharts points with their students on a weekly basis
- Heads of Year will analyse and address issues raised in the 'Weekly Snapshot'
- SLT will discuss the 'Weekly Snapshots' with Heads of Year in their fortnightly meetings
- Heads of Year will liaise with form tutors with regards to appropriate support required
- The DHT i/c Behaviour & Attitudes will report trends in OLQP Data Dashboard, identify issues to be addressed and outline weekly impact of actions at SLT meetings
- Behaviour data will be reported to governors
- This policy will be reviewed annually or more frequently as required