

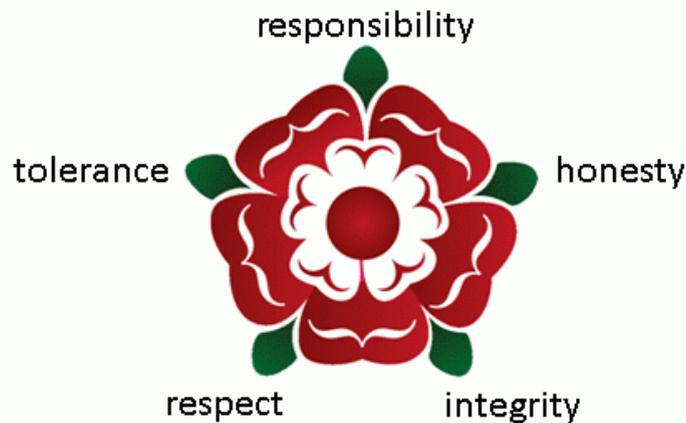
Rewards, Behaviour and Consequence Policy

Version Control			
Date: March 2021			
Review Date: March 2022			
Adopted by governing body on:		February 2019	
Version	Author	Date	Changes
1	SLT	05/02/19	New rewards and behaviour framework amended
2	SLT	23/03/20	Addendum for partial opening during Covid -19 pandemic
3	SLT	1/11/20	Reference to outside agency support or referral (p.8).
4	SLT	01/03/21	Reviewed, no amendments.
5	SLT	11/10/21	Updates to reflect guidance on sexual harassment, violence and sexualised language use (p7,9) Update to reflect guidance pastoral care for staff accused of misconduct (p13) Covid Pandemic addendum reviewed and maintained (p13)
Distribution			
Essential reading for:		All stakeholders of the school	
Information for:			

Behaviour and Discipline Policy

Rationale

Our aim is to provide an environment at Queen Mary's High School in which all students are able to learn, appreciate their lessons, make friends and be enthusiastic about school. We want to encourage good behaviour and discourage behaviour that would undermine learning or confidence between students or students and staff. We will reward desirable behaviour with praise and tangible rewards and will impose consistent, clear and unavoidable sanctions for unacceptable behaviour. The Spirit of Queen Mary's High School is demonstrated through our core values



Introduction

The Governing Body believes that in order to enable effective teaching and learning to take place, good behaviour in all aspects of school life is necessary. It seeks to create a caring and learning environment in the school by:

- Encouraging and acknowledging good behaviour and discipline.
- Promoting self-esteem by encouraging students to value and respect themselves and others.
- Providing a safe environment free from disruption, violence, bullying and any form of harassment.
- Promoting early intervention.
- Ensuring a consistency of response to both positive and negative behaviour.
- Encouraging a positive relationship with parents and carers to develop a shared approach to involve them in the implementation of the school's policy and associated procedure.
- Encourage students to take responsibility for their behaviour, acknowledging when their behaviour has not been acceptable.

Roles and responsibilities

The Governing Body will establish in consultation with the head, staff and parents the policy for the promotion of good behaviour and keep it under review. It will ensure that it is communicated to students and parents, is non-discriminatory and the expectations are clear.

Governors will support the school in maintaining high standards of behaviour.

The Head Teacher will be responsible for the implementation of the policy and procedures, with the day to day management delegated as appropriate.

Staff, including teachers, support staff and student teachers, will be responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied. Mutual support amongst all staff in the implementation of the policy is essential so that a high quality learning environment is created in which students develop self-discipline and personal responsibility.

The governing body, Head Teacher and staff will ensure there is no differential application of the policy on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of students are listened to and appropriately addressed.

Parents and carers will take responsibility for the behaviour of their child both inside and outside the school. They will be encouraged to work in partnership with the school in maintaining high standards of behaviour and will have the opportunity to raise with the school any issues arising from the operation of the policy. As made clear in The Home School Agreement, it is extremely important that parents understand and support the school's behaviour policy and help their children understand why respecting this policy is important for the well-being of every student and the smooth running of the school. There may be rare times when parents do not agree with the chosen consequence. In such cases, while the school will be willing to discuss the matter, we expect that parents will nonetheless support the school's decision.

Students will be expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedures and expectations. Students also have a responsibility to ensure that any incidents of disruption, bullying and any form of harassment are reported.

Equality Impact Statement

We will do all we can to ensure that this policy does not discriminate, directly or indirectly. We shall do this through regular monitoring and evaluation of our policies. On review we shall assess and consult relevant stakeholders on the likely impact of our policies on the promotion of race equality, equality for disabled persons, gender equality and community cohesion using an appropriate Equality Impact Assessment. The policy may be amended as a result of any review.

Training

The Governing Body will ensure that appropriate high quality training on all aspects of behaviour management is provided to support the implementation of the policy.

Monitoring, evaluation and review

The school will review this policy every two years and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.

Interrelationship with other school policies

In order for the behaviour policy to be effective a clear relationship with other school policies (particularly anti-bullying policy, equality policy, the use of force to control or restrain students' policy and teaching and learning policy) has been established.

Involvement of outside agencies

The school works positively with external agencies (e.g. educational welfare, health services etc.). It seeks appropriate support from them to ensure that the needs of all students are met by utilising the range of external support available.

Procedures

The Head Teacher in consultation with staff will develop the procedures from this policy. The procedures will make clear to the students how acceptable standards of behaviour can be achieved and will have a clear rationale, which is made explicit to staff, students and parents.

The procedures will be consistently and fairly applied and promote the idea of personal responsibility and treat every member of the school equally. Each member of the school community has a responsibility towards the whole community in which we live.

Queen Mary's High School Code of Conduct

The Code of Conduct, shown below, summarises the school's expectations of student behaviour. It is always included in student planners and students are reminded of its content at the start of each academic year and at intervals through the year as appropriate.

In order for our school to maintain high standards and function properly and safely it is necessary for all members of the community to take responsibility for their actions. Most of the points listed below are common sense and all recognise the right of everyone within the community to enjoy school and be in a pleasant, safe and secure environment at all times.

1. Arrive to school and lessons on time and properly equipped. In form time and lessons ensure that you are an active learner, focussed on developing a love of learning and building resilience.
2. Wear the correct uniform smartly throughout the day both in and out of school.
3. Show consideration and kindness towards each other. We may not like each other all the time but you must always be civil and show other people respect.
4. Be courteous towards **every** member of staff. All are here to help you and everyone has a job to do. Listen and follow instructions politely and calmly.
5. Look out for strangers on the site. **All should be wearing a visitor's badge.** If they look lost, direct them to the Reception office. Report strangers on site to the nearest member of staff.
6. Make sure you have your security card with you and use it. It is a vital part of our security system. If you lose your security card, report this immediately to the Main Office.
7. Move around the buildings quietly and without running or pushing. Be patient in a 'bottle-neck' location. Keep to the left whenever possible, to allow a better flow of people on corridors.
8. Keep your bags, purses and mobile phones in your locker at all times during the school day. If you need to bring large sums of money or valuables into school, take them to reception for safe keeping.
9. Look after our environment. Be careful not to damage the buildings, equipment, furniture, grounds or displays. Put all your litter in the bin and remember that chewing gum is not allowed in school as it damages clothing, furniture and carpets. Play your part in making Queen Mary's High School a pleasant place to be.
10. Do not bring anything into school which could cause harm to yourself or others.
11. Outside the school, ensure that your behaviour enhances the school's reputation and reflects your role as an ambassador for our school.

Students must understand there will be consequences if they choose not to observe the above code of conduct, which summarises expectations of behaviour at QMHS.

Rewards

A school ethos of encouragement is central to the promotion of good behaviour. Rewards are one means of achieving this. They have a motivational role in helping students to realise that good behaviour is valued. Integral to the system of rewards is an emphasis on praise both informal and formal to individuals and groups.

Praise and rewards will be used to motivate students much more frequently than negative consequences. This builds a culture of achievement and success. The praise and rewards will aim to constantly reinforce our core values. The range of rewards available at Queen Mary's High School and the recognised behaviours are shared with staff and students through the reward hierarchy shown below.

Hierarchy of Rewards

It will be normal practice to reward students verbally for good work and behaviour. Thereafter, the following staged procedures will take place at all key stages from Y7-13.

Level	Achievement example	Reward	Staff responsible
One	Contribution in lesson Using initiative Being resilient Volunteering Good Behaviour Good Manners Any pleasing behaviour	Verbal praise/smile Sticker/ Note in planner Privileges (e.g. leave room first) (See departmental policies) Teacher commendation	Teacher Form Tutor Support Staff
Two	<i>Consistent level 1 achievements, or</i> Progress in understanding Large pieces of work well done/showing improvement. Form Captain Consistently Interested and motivated One-off events/winner of competitions Exemplar work put on display	Verbal praise Sticker/Note in planner Subject Commendation (See departmental policies)	Teacher Form Tutor Support Staff
Three	<i>Consistent level 2 achievements or</i> 'Going the extra mile' Service to School Academic success/progress	Post card or phone call home Senior Leader Commendation Head Teacher Commendation Making a Positive Contribution Awards (Copper, Bronze, Silver)	Teacher Form Tutor Head of House Head of Year SLT, Head Teacher
Four	Outstanding service to the school Outstanding service to the community Outstanding academic success Outstanding academic progress Outstanding personal resilience	Making a Positive Contribution Award (Gold, Platinum) Letter from Head Teacher Prize Giving trophy/prize Spirit of Queen Mary's Award (for an outstanding contribution to the life of the school)	Deputy Head Teacher Head Teacher Governors

Commendations

Commendations are awarded to individual students by staff members for acts which support a positive community or promote academic achievement: -

- Positive contributions in lessons or form times.
- Dedication in homework or class work.
- Volunteering to help a student or teacher.
- Volunteering service to the school.
- Taking initiative.
- Showing courtesy.
- Performing acts of kindness.
- Outstanding effort or improvement.

Commendations and their accumulation are tracked through SIMS. Key Stage Three students achieving 30 or more commendations and Key Stage Four students achieving 25 or more commendations in a half term receive a certificate rewarding their achievement. Key Stage 5 students receive a certificate when they have achieved 15 or more commendations in a half term.

Making a Positive Contribution Award

Students are encouraged to take an active role and make a positive contribution to the wider life of the school by engaging with activities beyond the classroom. The school seeks to develop rounded individuals who have the necessary life skills to take leading roles in the adult world. The "Making a Positive Contribution Award" is structured to reward students across the school who take the initiative to develop the transferable skills of leadership, organisation, perseverance, teamwork, resourcefulness and oral communication etc.

Phone Calls and Postcards Home The school encourages parents to take a great interest in their child's education and development. Form tutors check student planners regularly and parents are invited to sign their child's planner and write a comment if they wish. Form tutors, subject leaders, Heads of Year and Heads of House will contact parents to give positive feedback whenever it is possible to do so through phone calls and postcards home.

Annual Prize Giving

Prizes are awarded to students for outstanding performance in their academic work, for high attainment or rapid or sustained progress, and for service or dedication to the school. A key principle is that students are rewarded for actions which reflect the ethos and values of the school. Students who have made exceptional contributions to the life of the school or have demonstrated exceptional resilience will receive "The Spirit of Queen Mary's Award". The highest accolade from the school is the "Platinum Award" given to students who have made an exceptional contribution over a prolonged period, i.e. for more than one year.

MANAGING NEGATIVE BEHAVIOUR FRAMEWORK

This framework provides a formal and commonly understood structure for students, staff, parents, and governors in order to maintain the high expectations of the school, which are embodied in our code of conduct. The behaviours and interventions outlined below are for guidance and do not encompass all situations and interventions.

Level	Demerits	Behaviour Examples	Teacher Intervention (should include at least one of these)	Staff responsible
One	0	Lateness to lesson Lateness to school	Late sticker in planner and L mark in register (note minutes late on SIMS)	Teacher Support staff
		Lack of equipment Planner not signed No planner Inadequate classwork Inadequate homework Absence from instrumental lesson No security card Incorrect uniform Inappropriate behaviour (e.g. chewing gum, littering) Low level disruption to learning	Verbal warning Move seat temporarily Intervention conversation with student Note to parent in planner	Teacher Support staff
Two	1	Repeated infringement x3 at level one (over a period of lessons or social times) Graffiti Unauthorised mobile phone use Unauthorised ICT/social media use	Move seat over longer term Intervention conversation with student Teacher detention 10 minutes at break/lunch Confiscation of mobile phone as per school policy And inform parents (planner, phone, email, letter)	Teacher Support staff (Subject Leader/HoY support)
Three	2	Rudeness/defiance/insubordination to staff Truancy from lessons/Form time Inappropriate use of digital media/social network sites	Intervention conversation with student Referral to Head of Subject/Head of Year as appropriate for further intervention Head of Year detention Internal social exclusion And inform parents (planner, phone, email, letter)	Teacher Support staff Subject Leader Head of Year
Four	At least 3 <i>Demerits associated with Serious Incidents to be issued on individual basis by HoY/SLT</i>	A serious incident <i>Examples could be:</i> Significant disruption to learning of others Setting off fire alarm with no cause Malicious damage to the property of another person. Bullying Vandalism of school property Fighting Truancy from school	If necessary, send to reception for removal from classroom Head of Year detention Internal social exclusion Internal exclusion at QMHS/alternative school Fixed term external exclusion Individual support plan (HoY) Formal meeting with parents (HoY) Referral to police/outside agencies as appropriate Governors' Discipline Panel Permanent exclusion And inform parents (planner, phone, email, letter)	Head of Year SLT Head Teacher
		A significantly serious incident <i>Examples could be:</i> Physical/verbal abuse of staff or students Racist abuse Threatening of staff or students Possession/Supply of illegal substances Bringing school into disrepute/damaging its reputation (Head Teacher's discretion) Sexual harassment Online sexual abuse and sexual violence		
Five	<i>If a student accumulates 5 demerits</i>	Head of Year will review behaviour report for students accumulating 5 demerits	Head of Year detention/internal exclusion Pupil Planning Meeting (HoY/Form Tutor) Individual support plan (Form Tutor) And inform parents (planner, phone, email, letter)	Form tutor Head of Year
Six	<i>If a student accumulates 10 demerits</i>	Head of Year will review behaviour report for students accumulating 10 demerits	Head of Year detention /Internal exclusion Pupil Planning Meeting (HoY/Form Tutor) Individual support plan (Form Tutor) And inform parents (planner, phone, email, letter)	Head of Year SLT support
Seven	<i>If a student accumulates 15 demerits</i>	Head of Year will review behaviour report for students accumulating 15 demerits	SLT detention/Internal exclusion/fixed term external exclusion Pupil Planning Meeting with parents (HoY/SLT) Individual support plan (HoY/SLT) Referral to police/outside agencies as appropriate And inform parents (planner, phone, email, letter)	Head of Year SLT Head Teacher
Eight	<i>If a student accumulates 20 demerits</i>	Head of Year will review behaviour report for students accumulating 20 demerits	Pupil Planning Meeting with parents HoY/SLT) Individual support plan (SLT) Fixed term external exclusion Formal meeting with parents (SLT/HT) Referral to police/outside agencies as appropriate Governors' Discipline Panel for a managed move or permanent exclusion	Head of Year SLT Head Teacher Governor panel

To support colleagues and maintain consistency please follow these guidelines:

- Lateness to lessons should be recorded on your register on SIMS, where it is significant, record the number of minutes late.
- All behaviour incidents should be recorded on the behaviour report for the student on SIMS.
- Consistent use of our rewards and praise will support excellent behaviour for learning, these commendations should be recorded on SIMS.
- Interventions and sanctions should always be applied fairly and consistently without undermining the students' sense of self-respect.
- Senior staff will support colleagues by having a presence around school reinforcing uniform and behaviour messages.
- Demerits are automatically allocated on SIMS when the teacher makes a record, the teacher should write clear further detail in the comment box where needed.
- The behaviour report is monitored by the Head of Year and senior staff fortnightly, advice will be provided for staff having difficulty with any pupil behaviour as necessary.

Managing negative behaviours

There is a clear set of escalating interventions for poor behaviour. The hierarchy provides a formal and commonly understood structure for students, staff, parents, and governors in order to maintain the code of conduct. They should always be applied fairly and consistently without undermining the students' sense of self-respect. The staged procedures are applied to all years, Y7-13.

Most instances of poor behaviour are relatively minor and can be adequately dealt with through minor interventions. Where a serious incident occurs a number of interventions may be required. In such cases careful evaluation of the curriculum on offer, classroom organisation and management, and whole school procedures should take place to eliminate these as contributory factors. Additional specialist help and advice may be necessary, for example the Educational Psychologist, Health Services, Partner schools within the Mercian Trust, or the Local Authority Early Help team. These possibilities should be discussed by Heads of Year, Pastoral Support Coordinators and the SLT members with responsibility for pastoral care.

If, after school support that is in place for a student, there is no improvement, then we will refer to the outside agencies, such as those above.

Social Exclusion

Students behaving inappropriately during break or lunch times will be sanctioned by being closely supervised by Heads of Year, Heads of House and SLT staff for a period of time, at break and /or lunchtimes at the discretion of the pastoral staff and SLT.

Learning Withdrawal

The school has a zero tolerance of low level disruption and any behaviour that impacts negatively on the learning environment. Any student who ignores the reasonable intervention of the teacher or classroom supervisor and continues with behaviour which disrupts the learning of others and affects the ability of the teacher to teach or the supervisor to cover the lesson will be withdrawn from the lesson by a member of the SLT following the procedures outlined below.

- The teacher or classroom supervisor should send another student with a message requesting senior staff support for a withdrawal to the reception office.
- The message must indicate the room where the teacher is teaching or the cover lesson being supervised.
- Office staff will alert a member of the senior leadership team immediately that support is required.
- The SLT member will withdraw the student and supervise them for the duration of the lesson in the room provided for this purpose. Following the lesson, the student will resume a normal timetable for the rest of the day.

Bullying

We are committed to providing a caring, friendly and safe environment for all of our students so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all students are encouraged to tell a member of staff and to know that incidents will be dealt with promptly and effectively, in line with The Sanctions Hierarchy. We aim to be a TELLING school. This means that *anyone* who knows that bullying is happening is expected to tell the staff. Our commitment to anti-bullying is reflected in the Anti-Bullying Charter outlined in the school's anti-bullying policy.

Peer on peer abuse and sexual harassment

Sexual harassment, online sexual abuse and sexual violence, including the use of sexualised language are not acceptable at QMHS. Students should feel safe to report to any member of staff if they feel they have been harassed by any member of our school community or by any other minor or adult.

Investigating incidents, searching and confiscation

The following procedures should be followed if a serious disciplinary offence (Level Three and above) is thought to have taken place. These procedures are for guidance and they may be altered if circumstances require, for example if specific staff are unavailable or if the matter requires expeditious action.

Investigating incidents

Internal investigations can inadvertently prejudice investigations by Social Services or the Police. If it appears that a serious disciplinary offence is a matter for Social Services or the Police, staff must stop the internal investigation immediately and refer the matter to the Head Teacher and/or the Designated Person for child protection as appropriate. In situations where other services need to be informed, the head teacher or her designate will attempt to contact the family to let them know of the referral, unless it is, in their judgement, inappropriate to do so.

If a serious offence appears to have been committed, the member of staff concerned should inform the Head Teacher as soon as possible. In the event that this is not possible then the staff member should refer it to the Deputy Head Teacher. The Head Teacher or her designate will decide the nature of investigation required, usually including conducting an initial interview with the student/students concerned and by arranging for the student/students concerned to produce a statement relating to the matter.

It is also important that disciplinary matters, particularly serious ones, are investigated at a measured pace and that no premature judgments are made concerning the matter. Once an investigation for a serious offence begins it may be necessary for the student/students concerned to be supervised by a member of staff or in extreme cases isolated from other students. Any investigation should be conducted away from the public gaze.

When a student is interviewed s/he should be made aware of the matter being investigated at the start of the interview. It should also be made clear at the start of an interview that students are expected to tell the truth and that if they do not do so they can expect to be interviewed again.

Careful contemporaneous notes should be kept during all interviews. These should be signed by the member(s) of staff present afterwards. Individual written statements should be taken wherever possible and they must be signed and dated by the student concerned.

Searches and confiscation

If a member of staff suspects that a student is in possession of a prohibited object, the student may be searched. This search of a student should be conducted by a member of staff authorised by the Head Teacher, (usually Head of Year/SLT). The search should be conducted by a person of the same gender as the student, and with another adult (where possible of the same gender) present. Before any search is undertaken consent will be sought from students. If consent is refused, the student will be asked to say why they have refused. Refusal to allow a search will be taken as refusal to follow teacher instructions and depending on the circumstances, will warrant a sanction. Where there is suspicion of knives or weapons, alcohol, illegal drugs or stolen items (referred to in the legislation as "prohibited items"), the student may be searched without their consent.

When being searched, students cannot be required to remove their socks or tights, shirts, trousers or skirt; they may only be required to remove "outer clothing" such as coats and jumpers. Searching the student's possessions includes searching a student's goods over which s/he has or appears to have control. Searches will be conducted in such a manner as to minimise embarrassment or distress. When items are found they can be confiscated if it is reasonable to do so and they are not allowed under the school rules. Where any article is thought to be a weapon it must be passed to the police. It is not necessary to inform parents before or after a search takes place or to seek their consent to search their child. Where objects are found however, the individual students' parents or guardians should be contacted where what is found constitutes a significant breach of the school rules, and especially where a "prohibited item" is found.

More detailed protocols for searching students, and what to do if objects are found are laid out in the Department for Education's advice, "[Screening, searching and confiscation](#)".

Physical Restraint

The Education and Inspections Act 2006 confirmed the right of staff to "use such force as is reasonable" to prevent a student:

- committing an offence;
- causing personal injury to, or damage to the property of, any person (including themselves); and
- prejudicing the maintenance of good order and discipline.

Restraint is **NOT** a punishment and must not be used as such. The DfE's '[Use of reasonable force](#)' document gives clear guidance to staff as briefly outlined below:

"Circumstances where physical restraint may be justified"

- Physical restraint should only be used as a last resort; other non-physical strategies for diffusing the situation must be tried first.
- Whenever possible, the age, level of understanding and gender of the student should be considered. In addition staff should be mindful of any student who is on the Child Protection Register.
- The governing body appreciates that in some instances (such as stopping a child who is running down a corridor) staff may have to act quickly, and without having the time to consider all the circumstances.

Examples of behaviour likely to lead to restraint:

- physical attack by a student on an adult/student;
- deliberate damage to school property;
- a student behaving in a way which places others at risk, e.g. pushing, tripping on a staircase, rough play or running in a corridor;
- preventing a student running into a busy road;
- refusal by a disruptive student to leave the classroom.

Mobile Phones

Students are allowed to bring mobile phones to school. It is expected that the phones will be switched off and stored in lockers throughout the day. If seen, phones will be confiscated and returned to students at the end of the day, with two demerits. Staff confiscating a phone should take it to reception, or alternatively take the student to reception to hand in their phone, clearly labelled with the student's name. Students are expected to collect their phone from the senior member of staff. In the case of a second offence in an academic year, phones will be confiscated for a longer period and parents informed.

Uniform not present (including PE uniform)

Students are expected to wear school uniform (Key Stages Three and Four) and to adhere to the dress code in Years Twelve and Thirteen.

Form tutors and Heads of Year are responsible for monitoring student compliance with the school uniform and dress code. Uniform/dress will be checked at the start of the day. Students out of uniform or dressed inappropriately will be challenged to explain their non-compliance and the Head of Year may be informed. At the discretion of the Head of Year parents will be contacted and asked to ensure the missing item is in school the next day. In some circumstances, students will be loaned the missing item from school samples held in reception. Key Stage Five students may be asked to return home to change at the discretion of the Head of Sixth Form. Non-compliance with school uniform/dress code will be sanctioned in accordance with the sanction hierarchy.

In PE, failure to have a full kit will result in "kit marks" being given for any missing items. Two kit marks in an activity cycle results in a demerit. Students who attend PE with no kit at all will be given a demerit.

Punctuality

Every member of staff is expected to make attendance a high priority and convey to the students the importance of the education being provided. Registration times are 8.45am and 2.00pm and students must be in their form rooms by 8.45am and their teaching rooms by 2.00pm. The morning register will close at 8.55am.

Students arriving after 8.55am should sign in at reception where they will be recorded as late and a demerit will be awarded. Students arriving after 9.15am will be marked as having an unauthorised absence until a satisfactory reason is provided by parents. Students who are persistently late for school will have a meeting with the school's EWO to identify any issues which need to be addressed. The intention is that a strict line on punctuality will lead to improved attendance in the long term.

Truancy

Truancy from lessons and truancy from school are not acceptable under any circumstances. Students are required to follow school procedures with regard to absenting themselves either from a lesson or from a school session. Students who truant will be required to make-up double the time lost in detention(s). Parents will always be informed.

Beyond The School Gate / School Trips

Outside of the school, whether in uniform or not, students are expected to show exemplary behaviour at all times. Students are expected to behave as ambassadors for the school and do their best to enhance its reputation and do nothing that will bring the school into disrepute and damage its reputation in the community. At all times students are expected to take responsibility for their own personal safety and help others to do the same. The school has the power to discipline beyond the school gate.

For residential trips the school has a "Student Conduct on Trips" form, which clearly outlines the expectations of the school in terms of student behaviour. Before going on residential trips all students and parents are expected to sign the form and by doing so agree to the school's expectations of behaviour and the associated consequences for any noncompliance whilst in the care of the school's staff. Details of student behaviour expected on trips are shown below.

Extracts from the “Student Conduct on Trips” form: -

“This visit is a valid educational experience which requires sensible, active participation. To ensure that maximum value is gained particular requirements for behaviour and application are necessary. The importance of these must be acknowledged and applied by the students concerned. **School rules and expectations apply on all school visits.**”

I shall:

- Cooperate fully with my teachers, other adults and other students to make this visit enjoyable, rewarding and trouble free.
- Make an effort to participate fully in all activities and sessions during the visit.
- Be considerate towards all adults and other students throughout the visit.
- Respect all requests and requirements made by the teachers or other adults with the party.
- Behave, at all times, in a manner which will not embarrass myself, my teachers or my school.
- Follow any specific school or tour operator regulations.
- Avoid noise or other behaviour in the accommodation which might inconvenience other guests or upset the management or staff.
- Only use personal stereos during free time and only with headphones.
- Not leave the accommodation at any time without informing any teacher and gaining their permission.
- Not take part in any event, which could be deemed to be dangerous, without the prior permission of my teacher. ☹ Be punctual at all times.
- Remain in a group of no less than 3 students, or some other specified by the teacher, when I leave the accommodation.
- Fulfil any tasks or duties set prior to and during the event.
- Always return to the accommodation or the meeting point by the agreed time.
- Not take or share any medication without permission or knowledge of the group leader
- Abide by the laws of the country/ies visited and comply with customs and duty-free regulations.
- Not consume or purchase alcohol.
- Not smoke, take drugs or participate in sexual activity.
- Agree that a full report of any misconduct be forwarded to my parents / guardians.

I understand that unacceptable behaviour of a serious nature/behaviour which could affect the safety of the group, could result in being sent home before the end of the trip with my parents meeting the cost of the flight.

Exclusion

Exclusion is where a student is sent home from Queen Mary’s High School. Given how seriously the school takes attendance at school, this is something that the school works hard to avoid. It is reserved for incidents at levels four and five of the sanctions’ hierarchy, where an extremely serious consequence is necessary. Exclusions can either be fixed term (the student is educated elsewhere for one or more days), or permanent (where the student does not return to QMHS).

Fixed-Term Exclusion

Fixed-term exclusion means that the student is kept at home for one or more days. Excluded students will receive work to complete. This work must be completed and returned to the school for review. Fixed-term exclusion is at the discretion of the Head Teacher. In exceptional circumstances, they may lead to permanent exclusion.

Students given fixed term exclusions for persistent misbehaviour will be sanctioned on an increasing scale at the Head Teacher’s discretion. The maximum fixed term exclusion will be five days.

Subsequent non- compliance with expected behaviours will result in meetings with parents regarding the suitability of Queen Mary’s High School in providing the student’s education, including the possibility of arranging a managed move to another school.

Reintegration Meetings

Following each fixed term exclusion students will be required to attend a meeting with their parents and the Head Teacher. The purpose of the meeting will be to reflect on the sanctioned behaviour and to articulate the expectations held by the school for the student's behaviour in the future. Students returning from a fixed term exclusion will be automatically placed on an appropriate pastoral support plan so that their behaviour can be closely monitored.

Permanent exclusion

The decision to exclude a student permanently is a serious one. There are two main types of situation in which permanent exclusion may be considered.

The first is a final, formal step in a concerted process for dealing with disciplinary offences following the use of a wide range of other strategies, including fixed-term exclusion, which have been used without success. It is an acknowledgement that all available strategies have been exhausted and is used as a last resort. This would include persistent and defiant misbehaviour including bullying.

The second is where there are exceptional circumstances and it is not appropriate to implement other strategies and where it could be appropriate to permanently exclude a student for a first or "one off" offence. These might include:

- Serious actual or threatened violence against another student or a member of staff.
- Sexual abuse or assault.
- Supplying an illegal drug.
- Carrying a weapon.
- Arson.

The school will consider police involvement and other agencies for any of the above offences.

These instances are not exhaustive but indicate the severity of such offences and the fact that such behaviour seriously affects the discipline and wellbeing of the school community.

Exclusion protocol

Exclusions will be conducted in accordance with the Department for Education's exclusion guidelines. A copy is held in the Deputy Head Teacher's office and can be down-loaded from www.gov.uk/government/publications/school-exclusion.

(A copy of the Mercian Trust Discipline Policy in relation to the behaviour of staff can be obtained on request from the school. This policy includes reference to the pastoral care of staff accused of misconduct.

Pastoral Care for Staff accused of misconduct

The governing body should instruct the headteacher to draw on the advice in the 'Dealing with Allegations of Abuse against Teachers and Other Staff' guidance when setting out the pastoral support school staff can expect to receive if they are accused of misusing their powers. The DFE guidance '[behaviour and discipline in schools](#)' provides further guidance

Addendum from March 23rd 2020

Ongoing during Covid 19 pandemic

All students are expected to maintain the high expectations of behaviour and conduct themselves as they would normally whilst in school and travelling to and from school as outlined in our behaviour policy.

In addition, Queen Mary's High School expects students to adhere to the social distancing guidance provided by the government to ensure that we 'Stay alert and stay safe'. Any student who does not follow this guidance and puts any member of our school community at risk by not doing all that they can to try to adhere to this guidance will be isolated. Parents will be required to collect them from school immediately. The student would require a reintegration meeting with parents and the Head Teacher to reflect on the incident and determine whether the student was able to follow 'Stay alert, stay safe' guidance and would be allowed to return to school.