Rewards, Behaviour and Consequence Policy

Version Control			
Date: September 2025			
Review Date: March 2027			
Adopted by governing body on:		1st October 2025	
Version	**Author**	**Date**	**Changes**
9	**DMC**	**May 2025**	Refinements to use of mobile phones, being late to school, online bullying and reference to character curriculum.
Distribution **Essential reading for:** **Information for:**		All stakeholders of the school	

Behaviour and Consequence 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 will impose consistent, clear and unavoidable consequences 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 Headteacher, 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 Headteacher 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, Headteacher 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 child protection and safeguarding policy, 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 Headteacher 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.

Code of Conduct

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. The points listed below build upon the core values of Being Ready, Kind and Responsible. Most of 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 and building your learning power.
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 Reception 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.

Behaviour Support Model

To build upon the Code of Conduct QMHS recognises that the most effective learning takes place in an environment where all parties (school staff, students and parent/carers) work collectively for the best outcomes.
At Queen Mary's High School we recognise that ALL parties invested in a child's personal journey have a collective responsibility to contribute to their educational and personal development. There are many qualities and attributes we value as being influential to greater success.
Whilst instilling our wider school values of respect, tolerance, honesty, responsibility and integrity; when it comes to behaviour we expect all parties to commit to the three **QM core behaviour rules**. These are:

1. **Be Ready**
2. **Be Kind**
3. **Be Responsible**

Staff

At QMHS we believe that positive behaviours should be regularly modelled and reinforced by ALL staff and this will be done through a culture of building positive interactions and relationships. Staff should actively acknowledge and praise a young person who is meeting and exceeding the basic expectations as recognised through our core values.

Teachers

Teachers have a professional responsibility to manage the behaviour and climate for learning in their lessons. This includes establishing effective routines and high expectations.
Students will be explicitly taught to understand that they need to adopt the school's values and follow the QM core behaviour rules as they are designed to ensure that everyone is happy and successful whilst also keeping students and staff safe.

Teachers will demonstrate the three QM core behaviour rules by:

Ready	• Meeting students at the door at the beginning of every lesson • Planning and delivering high quality lessons which are engaging, academically rigorous and adapted to ensure all students make progress • Maintaining clear and consistent routines in a culture of high expectations
Kind	• Getting to know students in their classes • Understanding the different needs that individuals have and responding to these to ensure all students feel included, valued and supported • Acknowledging student contributions and maintaining high expectations of engagement in school life
Responsible	• Give praise, rewards and consequences in line with school expectations to ensure fairness and consistency • Support positive behaviour in line with the school expectations and holding students to account for any negative behaviour they may display • Role model and explicitly teach the behaviours we expect to see from students

Students

Students will be taught and expected to adhere to our three simple behaviour rules: Be Ready, Be Kind, Be Responsible. Students will be explicitly taught to understand that they need to follow the school values as they are designed to ensure that everyone is happy and successful whilst also keeping everyone safe.

Students will demonstrate the three QM core behaviour rules by:

Ready	• Attending school every day and arriving punctually • Wearing their uniform correctly and with pride and having all required equipment for the day • Engaging actively and positively with the curriculum and wider curriculum opportunities we offer
Kind	• Being polite and courteous to all students, staff and visitors • Being kind in our actions and words, looking out for one another • Recognising that we all have a right to work and learn in a calm and safe environment and need to take care of our school environment and its facilities
Responsible	• Actively engaging in and contributing towards my own learning and success in both the core curriculum and wider curriculum • Being accountable for my choices and actions (positive and negative) and accepting the consequences • Being an upstander and a champion for myself, my peers and my school – a responsible member of the wider QM family.

Parents / Carers

When choosing QMHS for their child's education we make it clear to parents and carers that the success of their child will be greater when we all work collectively. All parents are requested to sign a home school agreement at the start of every academic year where the partnership is made clear on the role they are encouraged to play in supporting the academic and personal growth of their child.

We therefore also ask our parents to adhere to our three simple behaviour rules: Be Ready, Be Kind, Be Responsible.

Parents will demonstrate the three QM core behaviour rules by:

Ready	• Ensuring their child attends school regularly and on time • Ensuring their child is equipped and wearing the correct uniform • Supporting their child in ensuring they are ready for learning and participation in the wider life of the school
Kind	• Working with their child to understand that all children are individuals with their own identity and may need more or less support than themselves • Monitoring the child's social media and internet usage and holding them to account for any unkind messaging or inappropriate use they are witness to • Not comparing the progress of their own child to that of others
Responsible	• Engaging with the learning their child has completed each day • Checking their child's progress, attendance and behaviour data • Informing the school of any matters that may be affecting their child's ability to engage fully in their learning and personal development

Rewards and Praise Framework

At QMHS we expect all students to adhere to the **QMHS core behaviour rules**:

Be Ready
Be Kind
Be Responsible

We also expect our students to demonstrate the core values of respect, tolerance, honesty, responsibility and integrity. When students follow these core values and behaviour rules they are demonstrating a commitment to their learning, their personal development and the school community.

We want all students to be intrinsically motivated to commit to our school values and core behaviour rules whilst also recognising that they can be greater motivated when they feel valued for their contributions to school life and going above and beyond.

Achievement Points (1)

Examples of how these can be awarded in lessons:

a. Progress, for example, when a student has made significant progress between assessments or the quality of their work improves notably
b. Achievement, for example, when a student has completed a piece of work (classwork or homework) that is outstanding
c. Concentration, for example, when a student has worked their way independently through a task, applying their prior learning, knowledge and understanding
d. Contributing and engagement, for example, when a student has offered a **high-quality** answer to a question (verbally or written)
e. Creativity, for example, when a student has approached a piece of work in an imaginative way
f. Assessment, for example, when a student achieves or exceeds expectation in formative and summative assessments
g. Perseverance, for example, when a student has experienced difficulties with a piece of work but refuses to give up until they have managed to complete it
h. Effort, for example, when a student completes a piece of independent work that has required real effort
i. Helpfulness, for example, when a student goes above and beyond to help a fellow member of the school community (e.g. peer / teacher / visitor)
j. Positivity, for example, when a student demonstrates an outstanding attitude throughout a lesson

All of the situations highlighted above would be issued by a classroom teacher / member of support staff.

In addition to the above, Achievement Points can be awarded during form time for the following:

a. Kindness, for example, when a student has gone out of their way to help a fellow student
b. Positive contribution, for example, when students have engaged positively in or led a Character Curriculum activity or taken on a leadership role
c. Reading, for example, a student who significantly contributes to the Character Curriculum reading program

In addition to the above behaviours that will be rewarded on a daily basis, form tutors will also issue Achievement Points on a half termly basis for the following:

d. Punctuality, for example, a student whose punctuality is consistently excellent
e. Uniform, for example, a student who consistently wears full, correct school uniform
f. Progress, for example a student who has improved a previously identified area for improvement
g. Attendance, for example, a student who has achieved 100% attendance
h. Representation, for example, a student who has represented the school in a wider curricular activity, e.g. sports team, music event, inter house event

These positive behaviours will normally be awarded at the end of each term. Support in logging these can be provided by the schools data manager.

Head of Year Achievement Points

Our Heads of Year are often aware of more detailed examples of student behaviour that deserves to be rewarded and as such, they are able to award their points for the following categories:

i. Progress, for example, for a student who has shown a marked improvement in an element of their school life
j. Achievement, for example, a student who has overcome a previous barrier to learning
k. Kindness, for example, a student who has alerted staff to another student who is experiencing difficulty
l. Friendship, for example a student who has gone out of their way to make a new student welcome in our community
m. Achievement, for example, a student who has overcome a previous barrier to learning
n. Perseverance, for example, a student who has overcome a considerable difficulty in their life
o. Success, for example, a student who has achieved something significant, whether inside or outside of school

Head of Year Kindness Awards

Heads of Year will issue fortnightly Kindness Awards to any student who has demonstrated any particularly positive acts of kindness e.g. helping someone who has been upset, helping someone with their work, welcoming a new student. The student will receive a praise post card and small treat. Form tutors will be asked to nominate students who the praise post card will be awarded to.

Departmental Rewards

Departments need to ensure consistency in how they award achievement points but may develop their own approach. It is suggested that each department has a nominated star of the fortnight per teaching group and these can be displayed. Each department is then expected to issue departmental rewards at the end of each term. This should be done using praise postcards or certificates and emails sent home. The guidance is that one student per teaching group should be nominated by their class teacher for a departmental subject leader award. These can be issued to students for a sustained achievement in line with the positive achievement points framework.

The Achievement Points Framework

Students are expected to demonstrate the core behaviour rules of being Ready, Kind and Responsible at all times. When students both exemplify and go beyond the expectation praise and rewards should be

applied. Specific examples are provided in the wider policy and categorised in Go4Schools. The table below summarises where Achievement Points should be awarded.

Achievement Points	Achievement examples	Reward	Staff responsible
1	Excellent use of knowledge Positive work ethic Demonstrating perseverance in their learning Excellent focus and concentration Using initiative Volunteering beyond expectations Good verbal response	Verbal praise Positive praise conversation Sticker Achievement point (1)	Teacher Form tutor Associate staff Visitor
2	Significant progress in learning Outstanding effort Outstanding attitude Excellent verbal response Consistently interested and motivated Proactively helping others in their learning Representing their House in competitions	Verbal praise Positive praise conversation Sticker Achievement points (2)	Teacher Form tutor Associate staff
3	Exemplifying QM values over a period of time (half term) Exceeding expectations in their learning Service to the school Going the 'extra mile' Outstanding perseverance Representing the school Successful form leadership role over a term Being an upstander	Verbal praise Head of year or subject leader achievement points (3)	Teacher Form tutor Associate staff Head of year Subject leader
5	Exemplifying QM core behaviour rules – Eg No negative behaviour points over a half term Achieving any MPC award Significant contribution to house events 100% punctuality and attendance over a half term Representing the school in the wider community Representing the school in competitive events over a period of time (eg sports teams) Department recognition award (termly)	Verbal praise Head of year Head of house Subject Leader Head teacher achievement points (5) Letter / email home to parents	Head of year Head of House SLT

Celebration and Recognition

It is important that we maintain a positive approach to learning and personal development at all times and collectively celebrate achievements

a. The most valuable form of praise is verbal praise. Students will receive verbal praise when achievement points are earned. Once awarded, parents will be notified via Go4Schools. Staff may also award a sticker
b. Progress will be acknowledged fortnightly in form time and in assemblies when appropriate by Heads of Year and Heads of House
c. At the end of each term achievement assemblies will be led by Heads of Year and Heads of House and awards presented accordingly
d. Parents will be notified via Go4Schools if their child is in the top 10 students in each year group achieving achievement points each half term

e. At the end of each full term, Heads of Year will organise a celebration event for the top 10 pupils earning achievement points in their year group(s) in that term

Head of Year Assemblies

At the end of each term, Heads of Year will celebrate the contribution that individuals have made over the term in relation to:

- Academic resilience
- Academic progress
- Significant commitment to the QM core behaviour rules and school values
- Wider learning commitments / roles of responsibility both in school and outside of school
- Celebrate students who have achieved 100% punctuality and attendance
- The main focus will be on individual rather than collective achievements

Head of House Assemblies

Achievement points will all contribute to collective house point totals. In their fortnightly assemblies Heads of House will encourage and motivate students to get involved in the wider curriculum opportunities and house events that are taking place. It is hoped that all students will actively represent their house in at least 1 interhouse activity over the course of each academic year.
In their end of term assemblies Heads of House will:

- Celebrate individuals who have significantly contributed to house events
- Celebrate individuals who have achieved MPC awards
- Celebrate students who have represented the school in inter school competitions (eg sports teams, debating)
- Share the results of house events and the points achieved from these
- Share the overall house points totals and their ranking (points to be averaged based on number of students in each house)
- If their house is the winning house present the house trophy to the house captain
- The house trophy will then be displayed in Richardson Hall with the relevant house colour ribbon

Significant Achievement Rewards

When a student achieves significant levels of achievement points this will be further recognised and celebrated as follows:

Points achieved	**Acknowledgement**
50 achievement points	Bronze certificate of achievement
100 achievement points	Silver certificate of achievement
150 achievement points	Gold certificate of achievement
200 achievement points	Platinum certificate of achievement presented by the Headteacher

Making a Positive Contribution Awards

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.

Annual Prizegiving Event

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 behaviours to maintain positive behaviour for learning

The behaviour culture at QMHS is to promote and maintain positive interactions and relationships between all stakeholders. Inevitably some children may make mistakes and will need to understand that there are always choices and **consequences** and will be held account for these so that they can learn quickly and rectify these mistakes as part of their learning journey.
We have a staged approach to managing any behaviours that are not line with our school values and **QM core behaviour rules**. The management of all negative behaviours must start with a reflective conversation using the Ready, Kind and Responsible framework so that students can reflect on their behaviour and understand why the consequences have been applied, and be clear how they will avoid repeating the negative behaviour. Conversations can also relate to whether their behaviours reflect the character they would like to be recognised for.
Below are examples of behaviours that will need a consequence and staff should use their professional integrity in applying these within the context of the situation.

Example behaviours	**Points tariff**
Stage 1 behaviours Being Unkind Chewing gum Poor punctuality Incorrect uniform Incorrect equipment Low level disruption to learning Not adhering in to basic school expectations	-1
Stage 2 behaviours Significant disruption to learning Incomplete classwork Incomplete home learning Insufficient effort Mobile phone infringement Deliberate damage to school or another person's property Unkind behaviour in social time	-2
Stage 3 behaviours Not following clear instructions from any member of staff Being rude to a member of staff – Eg Backchatting Truancy from lessons or form time Inappropriate use of digital media or social media sites Inappropriate and unkind behaviour in social time Cheating on any assessment	-3
More significant negative behaviour incidents that will be dealt with at the discretion of HoY and SLT	
Stage 4 behaviours Bullying Intentional vandalism Fighting Truancy from school Inappropriate use of digital media or social media sites Setting off the fire alarm without due cause	
Stage 5 behaviours Physical and /or verbal abuse of staff or any member of our school community Abuse incited by prejudice based on race, religion or identity Threatening behaviour towards other members of the school community Possession or supply of dangerous or illegal items or substances Bringing the school into disrepute or damaging its reputation	

Consequences threshold

When any student hits a points threshold the consequences will be as laid out in the table below. More significant behaviour incidents will be dealt with at the discretion of the headteacher.
For all stage one behaviours it is expected that staff will have a discretionary Ready, Kind and Responsible conversation with the student so they understand the consequences and impact of their behaviour on both their own and other peoples' learning. Teachers should also make it explicit that learners have a choice in how they behave and outline the consequence of their choices. Staff will always deliver consequences calmly and with care and with the express intent to maintain a positive working relationship with the student. When a behaviour is repeated within a particular lesson the subject leader will offer support to the teacher in managing the behaviour of individuals. When a behaviour is repeated across subjects the HoY will also intervene. There will be a supportive element to each of the consequences to help the student to change their behaviour.

Consequence points tariff	**Consequence**	**Member of staff responsible**
1	Ready, Kind, Responsible discretionary conversation. Incident logged on Go4Schools	Any member of staff dealing with the behaviour
10	Lunch time detention (20 minutes) Parents informed via Go4Schools and phone call home Reflective activity 1 completed	Head of year on a rota Form tutor to have reflective conversation and make phone call home
20	After school detention (30 minutes) Parents informed via Go4Schools and phone call home Reflective activity 2 completed	Teaching staff on a rota
40	SLT detention (60 minutes) Parent and pupil meeting with HoY to agree action plan moving forwards to ensure all parties adhere to the Ready, Kind and Respectful behaviours Reflective activity 3 completed	SLT on a rota
60	1 day internal isolation at QMHS or an alternative school Formal meeting with parents and member of SLT. Individual support plan agreed. Reflective activity 4 completed	Discretion of HoY and SLT
80	Depending on reasons contributing to points accumulation: 2 day redirection at an alternative school (mini move) Formal meeting with parents and the head teacher. Individual behaviour support contract. Potential managed move	Discretion of HoY and SLT
Stage 4 and 5 behaviours	Depending on the context of the situation: 1 day internal isolation at QMHS or an alternative school Formal meeting with parents, HoY and member of SLT Individual support plan Potential managed move Referral to outside agency as appropriate Fixed term external exclusion Governors discipline panel Permanent exclusion	HoY and SLT

Additional Support

Additional specialist help and advice may be necessary, for example an Occupational Therapist, 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.

Learning Withdrawal

It is expected that there should not be cause for any student to need to be withdrawn from a lesson.
In the very rare case that this might be required. The teacher or classroom supervisor should send another student to the reception office with a message requesting staff support for a pupil withdrawal. The message must indicate the room where the teacher is teaching or the cover lesson being supervised. Office staff will then alert a member of the pastoral support team or the senior leadership team that support is required. The student will be withdrawn and have a reflective Be Ready, Kind, Responsible conversation. 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 maintaining positive behaviour for learning framework. 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.

We are aware of the increasing complexities of the online world. Cyber bullying can occur outside of school hours. Whilst we cannot police students' interactions on social media and urge parents to regularly check and monitor their child's online usage it can sometimes have ripple effects on friendships and a student's wellbeing in school. We will intervene if the unkindness has an impact in school and will report to parents and any relevant authorities where necessary to safeguard all parties.

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 Headteacher and/or the Designated Person for child protection as appropriate. In situations where other services need to be informed, the Headteacher 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 Headteacher as soon as possible. In the event that this is not possible then the staff member should refer it to the Deputy Headteacher. The Headteacher 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 they 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 and more serious consequences applied.

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 includes mobile phones. This search of a student should be conducted by a member of staff authorised by the Headteacher, (usually Head of year, SLT or Deputy DSL's). 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.

Electronic devices, including mobile phones, can contain files or data which relate to an offence, or which may cause harm to another person. This includes, but is not limited to, indecent images of children, pornography, abusive messages, images or videos, or evidence relating to suspected criminal behaviour. If we have good reason to suspect a mobile phone may contain data and information that has been used or could be used to cause harm to others, undermine the safe environment of the school and disrupt teaching or be used to commit an offence staff may examine the data or files from the device.

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 carers 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". A copy is available at gov.uk.

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 school's Physical Restraint Policy 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;
- preventing a student leaving the school site without permission for safeguarding purposes;
- 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 parents will be called to collect the phone at their earliest convenience. Consequence points will be applied. 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. If this behaviour is repeated the phone will need to be handed in to reception every day.

Uniform

All students are expected to wear school uniform. 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 a consequence point applied. Parents may 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 supplies.

In PE, failure to have any items of kit will result in a being Ready, Kind and Responsible conversation and consequence points applied for failing to be ready where deemed necessary. If a student fails to have their full kit or uniform consequence points will be applied accordingly.

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 8.40am and waiting to enter their teaching rooms by 2.00pm.

If a student arrives after 8.45am they should enter via Gate 2 and expect to have a supportive / challenge conversation with a member of SLT and politely explain any valid reason for them being late. Students should then sign in at reception using the Inventry system. If a student arrives after 9.15am they will be recorded with a L mark and an unauthorised absence until a satisfactory reason is provided by parents / carers. Students who are persistently late will have to attend a lates detention after their 5th day of being late and every day thereafter.

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. If a student chooses to truant school parents will be informed and a meeting with the school's attendance officer and Head of year may be arranged as well as consequence points applied as per the framework.

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.

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.

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 Headteacher. 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 Headteacher'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 Headteacher or her delegated representative. 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 and wellbeing 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 can be downloaded 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.)

Consistency in approach - Expectations of all staff

Consistency in approach is integral to the success of this behaviour framework. To support colleagues and maintain consistency please follow these guidelines:

- Follow the QM core behaviour rules for teachers. Students will know you have these and should expect all teachers to follow them
- Clearly communicate and instil your own expectations using the Ready, Kind and Responsible framework
- **All** lateness to lessons should be challenged with a 'Ready, Kind, Responsible' conversation and the number of minutes late recorded on Go4Schools
- Create a positive learning environment where high expectations are the norm along with praise and encouragement. If you do award an achievement point ensure you tell the student and that it is recorded on Go4Schools
- If a consequence point must be given to a student for a negative behaviour it is important that you have a ready, kind and responsible conversation within good time and that it is recorded on Go4Schools.
- If consequences are always applied fairly and consistently the positive working relationships between students and staff can be maintained.

Senior staff will support colleagues by having a presence around school reinforcing uniform and behaviour messages.