

Queenswood



Pupil Behaviour Policy

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PUPIL BEHAVIOUR POLICY

Policy Statement

Queenswood is committed to the promotion and encouragement of good behaviour by pupils, parents, staff and governors. Respect and consideration for other people and their property is inculcated regardless of race, gender, age or disability. A setting where good relations, good manners, courtesy, integrity and mutual trust prevail, is essential to the creation of a safe and happy learning environment in which intellectually-curious pupils may flourish and develop into life-long learners. This policy has been written in line with the advice provided in the Government guidance.

We are committed to a culture of praise to encourage each pupil to fulfil her potential. We have high expectations of behaviour which are based on respect, consideration, courtesy, encouragement and positive reinforcement. We recognise and celebrate effort and progress as well as attainment and achievement. We believe that rewards and recognition contribute to a pupil's personal development and fulfilment. The rewards and sanctions system is communicated to every member of the school community.

In-line with Queenswood's RSE and PSHCEE Policies and Fundamental British Values we seek to build and maintain a community of inclusivity and tolerance, while promoting individual liberty and mutual respect.

We understand that young adults will form many different types of relationships at School. We actively promote professionally positive and strong relationships between staff and pupils and encourage the pupils to make friends. Indeed, such a focus on these positive relationships is at the heart of our community.

We know that young people, as they move through adolescence, will also want to explore their own understanding of romantic relationships. As a School we adhere to the Equality Act 2010 in respect of protected characteristics, the 1989 Children Act, and Keeping Children Safe in Education. It is our overall intention to create a positive learning and living environment. We seek to promote positive, healthy, respectful relationships in-line with our School aims and values.

Queenswood understands that young people are vulnerable and that relationships come with risk. Through our PSHE (including RSE programme) and pastoral care, we always seek to educate our pupils about boundaries, consent, and mutual respect to foster an informed and inclusive school environment.

Whilst we support the right of pupils to express and explore their individuality, this must be done with the context of the school and boarding community in mind. There are, therefore, limits on some behaviour expressions to ensure that school is a safe and comfortable place for everyone.

Aims and objectives

- To implement a code of conduct which is supported by the whole school community: pupils, parents, staff and governors based on shared values.
- To maintain a caring and positive atmosphere within the School, which enables individual pupils to fulfil their potential in all areas without infringing upon the freedoms of others.
- To encourage pupils to appreciate the importance of self-discipline and consideration for others in society at large.

- To teach, through the school curriculum, values and attitudes as well as knowledge and skills.
- To promote responsible and self-disciplined behaviour.
- To maintain the good reputation of Queenswood.
- To maintain the highest values and standards of behaviour both inside and outside the classroom, as well as outside the School and in any written or electronic communication.

It is essential for everyone to recognise that good standards of behaviour should be achieved, as far as possible, by positive means of encouragement such as the use of private or public expressions of praise. Sanctions will, of course, occasionally be necessary but criticism must always be constructive and punishments entirely appropriate to the misdemeanour.

Roles and responsibilities

Every member of the Queenswood community has a role to play in the maintenance of good behaviour, both through personal example and by ensuring that appropriate and immediate attention is drawn to any shortcomings in standards.

All members of staff are responsible for maintaining good behaviour by effective classroom management and throughout the School at all times and for applying rules with consistency and professionalism. Where necessary staff will be offered suitable INSET to help them in this. The Deputy Head Pastoral has overall responsibility for discipline within the School, in conjunction with the Senior Deputy Head and the Assistant Heads and Heads of Year and is supported by strong school leadership from the Principal. The School collects, monitors and analyses data internally in order to interrogate repeat paths and effectiveness of the sanctions.

Parents also have a key supporting role to play by respecting this Behaviour policy and the disciplinary authority of School staff as written in the Queenswood Parent Contract. They are expected to support the School's values in matters such as attendance and punctuality, behaviour, uniform/dress and appearance, standards of academic work, co-curricular activities and homework/private study.

Parents will also be contacted routinely by the School whenever there is any particular concern raised regarding the behaviour of their daughters.

The School liaises with parents and other agencies where appropriate.

Behaviour

To encourage good behaviour, Queenswood has the Queenswood Code, a Code of Conduct and the School Rules.

Queenswood Code

- We respect the privacy, property, culture and religious beliefs of everyone in the community.
- We value and respect each other as individuals, regardless of any differences.
- We accept responsibility for our environment, in order to enjoy and maintain it for the future.
- We uphold the rules of the community in promoting the safety, happiness and well-being of us all.

Code of Conduct

Queenswood expects that pupils will abide by the Queenswood Code and will behave in a considerate, co-operative and courteous way. Good manners and high standards of thoughtful behaviour are expected. Respectful behaviour is to be shown to all people regardless of race, gender, age or disability. We consider that setting and developing high standards of behaviour is an important aspect of education.

In their behaviour, pupils are expected to take responsibility for themselves and their own actions. All pupils are expected to (Some Pupils will need additional support to read the expected standard and where possible, will be identified as soon as possible):

- Be polite and courteous to others: staff, all visitors and pupils; hold doors open, queue in an orderly fashion; stand to one side in the corridor; become quiet when a member of staff walks into a room; raise a hand in class rather than calling out an answer.
- Want to learn: be punctual to lessons, attentive, disciplined in listening, diligent in work and supportive of one another's learning, contribute to a working and purposeful learning environment, not copy work, hand in work on time.
- Be organised: arrive at school, lessons and activities punctually and prepared.
- Be respectful of other people and property: look after their own property, make sure that all clothes and equipment are named, not 'borrow' without permission; avoid unnecessary wasteful use of resources.
- Be respectful of each other's personal space; no inappropriate physical contact.
- Be good ambassadors for the School: take pride in the school, dress smartly and appropriately, adhering to the correct dress code; celebrate the success of others.
- Be considerate and considered in word and action: all members of the community should be sensitive to the damage caused by gossip, rumour and malicious conversations (spoken and electronic); be supportive and forgiving.
- Be prepared to be quiet and to listen: be quiet in the Chapel, Library, and Assembly.

School rules

The School rules are designed to reflect the Queenswood Code. Rules exist to ensure the smooth running of the School, the good of the community and to protect individuals from harm. All Staff are aware of their Safeguarding responsibility as set out in Part 1 of KCSIE. All pupils are expected to adhere to them, in School, on School visits, and travelling to and from School. School will take very seriously poor behaviour outside School which brings the School into disrepute or which may adversely affect the School community.

The School rules are displayed in boarding houses and around the school and support the code of conduct. Pupils will be made aware of the behaviours systems, rules and routines during the induction period.

The following are strictly forbidden:

1. Bullying, including all forms of cyber bullying.
2. Misconduct of any form, including inappropriate physical contact, conduct or endangering the safety of a Pupil or staff member.
3. The possession, use or procurement for sale of drugs or harmful abuse of solvents (see School policy), including all banned items.

4. The possession or use of cigarettes, including e-cigarettes (known as ‘vapes’).
5. The possession or consumption of alcohol without permission.
6. Stealing and theft.
7. Vandalism and wilful damage or misuse of the School’s or other people’s property.
8. Leaving the site or breaking bounds without permission.
9. Receiving visitors without permission.
10. Any breach of the School’s driving Policy.
11. Any breach of the School’s Pupils’ IT Policy.
12. Rudeness, foul language and deliberately malicious behaviour.

There will be disciplinary action against pupils who are found to have made malicious accusations against staff.

Our School Community

Our School community is supportive and respectful. We expect pupils to behave in an appropriate manner, remaining professional in their verbal and physical interactions with others. All behaviours must be conducive to a positive living and working environment; everyone should always be polite and respectful, in all that they do.

Romantic relationships, either within or outside of School, between pupils, do come with additional risks over and above friendships. We recognise that the sexual development of adolescence must be carefully and respectfully managed as this is a normal rite of passage for most young people.

Pupils are taught about coercive control, how to make and maintain boundaries and what makes a healthy relationship through our RSE programme. Staff are aware that some pupils can be more vulnerable in complex social and romantic situations and might require more specific support. Staff are aware of the roles and responsibilities of designated staff and the support provided to pupils with additional needs. Adjustments can be made to the routines for pupils with additional needs, where appropriate and reasonable. It is also the duty of staff to be alert to signs of child on child abuse and keep in mind the advice in KCSIE. As a school, we take our safeguarding responsibilities very seriously. Further information can be found in our Safeguarding Policy.

The ramifications of emotional disruption within school, and, in particular in boarding, when relationships end, can be significant and appropriate care and support for pupils should be considered.

Behaviour in the Boarding House

Queenswood’s priority is to always ensure the safety and wellbeing of all pupils. Every boarding house adopts a robust policy for pupils to safeguard them from harm and ensure they are housed appropriately in dorms or rooms, regardless of sexual orientation or relationship status.

Everyone must feel at ease in their boarding house, and we expect everyone to behave in a polite, respectful, and understanding manner. This is very much a part of every House’s ethos.

As a school, we seek to balance the risks that can be associated with any relationship, with education and ongoing pastoral support.

Bedrooms in the Boarding House

Multi-person dorms are allocated, irrespective of sexual orientation.

Your bed is your space: explicit consent is needed from you for others to sit or lie on your bed. After lights out, your bed is your space alone.

In the interests of student wellbeing, sleep is critical and must not be disturbed.

Everyone should knock before entering another person's bedroom.

It is not permissible for pupils to stay in each other's dorms without the express permission of House staff.

Sharing beds is not permissible.

It is a very normal part of boarding school life to enjoy activities and time with each other in the dorms. Pupils should remember that the boundaries mentioned above need to be kept in mind and adhered to at all times.

Romantic relationships

While the School recognises that pupils may engage in romantic relationships, any sexual touching or sexual behaviour is not appropriate at School, whether in a boarding house or around the school grounds.

Human contact can be healthy and is important to wellbeing. Pupils are taught through the RSE programme that the age of consent is 16. No person under the age of 16 can consent to sexual activity. Doing so is a very serious breach of the School rules and against the law.

Online behaviour

Negative interactions online can have a negative impact on the Schools culture and make the School feel like an unsafe place. The same standards apply for both online and offline behaviour. Bullying will be dealt with in line with the School's Anti-Bullying Policy.

Sanctions for inappropriate behaviour

Queenswood takes very seriously any breach of this policy and as with all inappropriate behaviour, concerns will be reported to Head of Year and/or Deputy Head Pastoral. A decision will then be taken as to the sanction to be imposed but this could include detention, suspension (internal or external) or, if not a first offence, the pupil may lose their right to be a member of the community. Parents would be contacted, unless there was a serious Safeguarding concern. Equally, if a pupil has not yet disclosed their sexual orientation or gender identity to their parents or guardians, this would be discussed with the pupil before any contact is made.

Rewards and Sanctions

Rewards and Sanctions must be used consistently and be appropriate to the needs of the individual pupil and situation.

Rewards

Queenswood is committed to a culture of praise to encourage each pupil to fulfil her potential. We have high expectations of behaviour which are based on respect, consideration, courtesy, encouragement and positive reinforcement.

We recognise and celebrate effort and progress as well as attainment and achievement. We believe that rewards and recognition contribute to a pupil's personal development and fulfilment.

The Rewards and Sanctions system is communicated to every member of the School community.

Our Rewards System

- Celebrates success and rewards individual achievements
- Builds House spirit
- Encourages consistent effort
- Encourages a positive attitude towards academic work and co-curricular activities
- Nurtures self-esteem
- Encourages independence

Possible Rewards:

- Verbal praise and positive feedback
- House Points
- Praise on a Postcard
- Colours and badges
- Being invited to see the Principal or Senior Deputy Head for exceptional work
- Certificates
- House Reward Systems

The House Points System

House points can be awarded to any pupil in the School. Every member of staff may award House points which are recorded by the awarding member of staff on iSAMS. One point would be the normal award; in exceptional cases two may be awarded. The two pupils in each House who gain the most House points per term will be congratulated by the Principal in the end of term Assembly. The term's total for each House will be announced, and a cup awarded to the winning House, in the end of term Assembly. Queenswood Qualities can also be awarded to a pupil exhibiting the qualities of: Creative, Resourceful, Curious, Reflective, Courageous and Resilient. Queenswood Qualities are worth two House points.

Heads of Year will congratulate pupils in the Year Assembly who gain a large number of House Points and may also write home.

House points are awarded for:

- a) Service – showing consideration for the welfare of others, showing initiative and commitment, making a positive contribution to School and House life. Two House Points can be awarded for participation in Tour mornings by the department involved.
- b) Attitude to work – making a positive contribution in lessons, producing work of a higher standard than usually expected, making progress, having a good attitude towards the whole learning experience.
- c) Producing consistently good work or an outstanding piece of work

- d) Participation in House Competitions – as a team or cast member, or as an active spectator. (These will be awarded by the Head of House).

3. House of the Year

At the Final Assembly of the school year, the Rothnie Cup will be awarded to the House which has gained the highest average points per pupil for success in Drama, Music and Sports competitions, and for gaining the greatest number of House points overall (i.e. throughout the entire year). This will also be published on the Portal.

4. Praise on a Postcard

Written by any teacher and sent home, via the Principal.

5. Progress Checks

Good Progress Checks are rewarded by:

- a) Gold Certificates - these are awarded to any pupil who achieves an overall outstanding effort in a Progress Check. In normal circumstances it might be expected that about 10% of pupils in each Year group might receive a Gold Certificate, but it is awarded at the discretion of the Head of Year.
- b) Gold Bar – this is awarded, in the end of year Assembly, to any pupil who has gained two Gold Certificates.
- c) Silver Bar – this is awarded for good effort (one Gold Certificate) or improved effort during the year.
- d) Academic Colours which are awarded at the end of the Summer Term to pupils who achieve an overall outstanding academic achievement in their Progress Checks throughout the year. In normal circumstances it might be expected that about 5 pupils in each Year group might receive Academic Colours, but it is awarded at the discretion of the Head of Year/Head of Sixth Form. It excludes PE, Drama and Music as these have colours which are awarded separately.

6. Colours and badges

These are awarded in many areas for service and contribution to school life.

7. Exceptional Work

Pupils may be invited to see the Senior Deputy Head or Principal for exceptional work. The Senior Deputy Head or Principal will then contact parents. Praise on a Postcard is then issued by the teacher as above.

8. Certificates

Departments may also award certificates.

9 House Reward Systems

Individual Boarding Houses also encourage and reward good behaviour in House.

Sanctions

At Queenswood, we are committed to enabling pupils to develop their self-discipline, self-knowledge and self-esteem. Every pupil is encouraged to distinguish between right and wrong, and to take responsibility for her actions. On the occasions when a pupil's behaviour is not appropriate, sanctions are applied.

Where sanctions are given, pupils are encouraged to see how they may learn from the incident which brought the sanction. Sanctions are delivered within a supportive and clear framework where the focus is on helping the pupil to learn from the experience and move on. A firm, fair and proportionate response to inappropriate behaviour plays a valuable part in a pupil's self-development.

Possible sanctions

- Warnings recording on iSAMS
- Report card
- Detention

In the case of the most serious misdemeanours, a pupil may be suspended (internal or external) or excluded. Guidance will be sought from the "School suspension and permanent exclusion" statutory guidance, issues by the Government.

Under the Equality Act (2010), reasonable adjustments are made for those with special educational needs and disabilities.

Warnings

There are two categories of formal warning, which will normally be preceded by a verbal reminder.

- i) Academic Warning
- ii) Conduct Warning

Any staff can issue these. Warnings are emailed to pupils via iSAMS along with their Tutor, Head of Year and Housemistress/Houseparent (as appropriate). They should be discussed in department meetings.

There are drop down boxes for speed:

Academic Warning

- Late to class/registration
- Unsatisfactory work*
- Late work*
- Missed lesson (automatic detention)
- Incomplete work*
- Poor attitude to learning
- Late to class
- Lack of equipment
- Talking in class/low level disruption
- Missed Study deadline

*Staff should insist the work is done/redone by a new deadline, or may supervise it being done.

Conduct Warning

- Inappropriate behaviour (outside of lessons and inclusive of online behaviour)
- Uniform worn incorrectly (first, second and third offense)
- Non-attendance at activity without reason
- Not completing a duty
- Night-time disruption
- Chewing gum
- Late to Chapel
- Missing Chapel (automatic detention)
- Phone confiscation (first, second and third offense)

2. Detention

The next level is a detention. Detentions will only be issued if there are no concerns that doing so would compromise a pupil's safety. Detentions are issued in a number of circumstances:

Academic/Conduct Detention

1. By HoYs, HoDs, DHs or HMs/HPs for one serious issue
2. For three academic or three conduct warnings. The PA to the Deputy Head Pastoral collates this information weekly and enters a detention sanction on iSAMS for any pupil who falls into this category. Detentions are communicated to pupils via iSAMS email. The Tutor may write to parents.
3. Should the student receive six or more sanctions, they may be progressed straight to a HoY detention.
4. Should the student fail to attend the last detention of the term and/or accumulate six or more sanctions at the time of the final detention being issued, then they will be expected to sit a Deputy Head detention on the first Friday of the following term. After this, the slate will be wiped clean for the remainder of the new term.
5. Some warnings come with an automatic detention, these include;
 - Missed Lesson

- Missing Chapel
- Late on 3 occasions - Should a student arrive late to either registration or a lesson on three occasions per half term, then a sanction will be given. This sanction will come with an automatic detention. Lateness due to traffic, transport, illness and appointments will not be included, as long as My School Portal has been updated and the General Office and/or Head of Year and/or Tutor have been notified.

Detentions are supervised centrally on a rota in either the Terrace room or the Conference room on a Friday lunchtime from 13:15 – 13:45. A series of tasks in a box file are kept with the Assistant Head. Work should be hand written. This takes priority over everything else, except in exceptional circumstances. Pupils will be allowed time to eat, drink and use the toilet.

Head of Year and Head of Sixth Detention

If a pupil accumulates another three Sanctions within the term, she will receive a Head of Year Detention. Heads of Year and Head of Sixth Form may give a Head of Year Detention for up to an hour after school Monday to Thursday. These will be arranged by the Head of Year/Head of Sixth Form with the pupil directly. The Detention will have priority over all activities, excluding paid activities and major events. This is at the discretion of the Head of Year. The PA to the Deputy Head, Pastoral will record the detention on iSAMS and the Head of Year will e-mail home and may also ask to discuss the issue in further detail with the parents. Again, the nature of the detention will reflect the reason a pupil is in a detention.

Deputy Head Detention

If, after a Head of Year Detention, a pupil accumulates another three Sanctions within the term (bringing the total to 9), she will attend a Deputy Head Detention. This will be on a Friday after school from 16:40 – 18:00. This will be arranged with the pupil and parents will be given a week's notice.

Principal's Detention

If matters still do not improve and three further conduct warnings are received within a term, the pupil will sit a Principal's Detention on a Saturday from 09:00 – 11:00. Parents will be given a week's notice.

School Code of Conduct

If a pupil breaks a School rule, she will be sanctioned in line with the policy. This may involve a detention, suspension or, even, her right to attend the School. Where the School has serious concerns about a pupil's behaviour, it may be considered that a multi-agency assessment is required.

Being 'On Report'

The aim of being 'On Report' is to provide an opportunity to focus on improving behaviour, work or attitude as appropriate. It gives clear 'targets' within a short term reporting period. It is not expected that the pupil will remain 'On Report' indefinitely. A Punctuality/ Uniform Card or a

general Report Card will be issued by a Head of Year for ongoing issues and the Head of Year will discuss reasons for placing a pupil 'On Report' and will be clear about the ways in which she should aim to improve. The Head of Year will liaise with others and parents, as needed.

Sanctions for inappropriate uniform

Sanctions to be logged by the Housemistress/Houseparent if a pupil is a boarder and tutor if the pupils is a day pupil. After three offences, the Tutor will write home if a day pupil and HM/HP if a boarder. Further sanctions will trigger the sanctions policy.

House staff and tutors to check uniform every morning before chapel/lessons.

If a pupil arrives at a lesson or school event in inappropriate or incomplete uniform, the subject teacher or adult in charge must challenge this and email the tutor. The Tutor or Housemistress/Houseparent (if a boarder) will then log a sanction if a warning has already been given. This will trigger the sanctions policy and parents will be written to on the third offence.

If a pupil in Year 7 to 11 is wearing nail varnish or make-up, she will be asked to remove it at the next break. If nails are acrylic or gel, Tutor/Housemistress/Houseparent to email home and allow 5 days for them to be removed. If this deadline is not met, the pupil should be sent to her Head of Year.

Skirt length - if a member of staff is unsure about a pupil's skirt length, they should email the Head of Year, who will see the pupil and contact home, if necessary. Staff should not enter into a conversation about skirt length unless they feel comfortable doing so.

Smart watches – if used inappropriately, should be confiscated in line with the mobile phone and IT policy and given to the Tutor or Housemistress/Houseparent. They cannot be worn during examination periods.

Sanctions for inappropriate use of phones

These are detailed in the Mobile Phone Policy.

Sanctions linked to smoking, drugs and alcohol

These are detailed in the Smoking (tobacco and e-cigarettes), Drugs and Alcohol Policy. Staff are also made aware of the Searching, Screening and Confiscation Policy.

Use of Physical Restraint

Corporal punishment is never used but, in exceptional circumstances, physical restraint may be used to prevent a pupil from harming either themselves, other people, or property. Minimum force would be used for the minimum length of time, in line with both the provisions contained in the Education Act 2006, School's Guidelines for the use of Physical Restraint and the use of reasonable force – advice for School leads, Staff and Governing bodies.

When considering reasonable force, Staff should consider risks and recognise and specific? Vulnerabilities of the Pupil.

Removal from a classroom

Removal for serious disciplinary reason should be considered a serious sanction and only used when necessary and to maintain the safety of all pupils. Disruptive pupils should be taken to a place where education can be continued or to allow the pupil to regain calm, in a safe space. Parents will

be informed as soon as possible. Pupils will never be locked in a room for their removal, nor will they be removed for prolonged periods without explicit agreement from the Principal.

Child on Child Sexual Violence and Harassment

The School will follow its Safeguarding Policy and deal with each incident on a case-by-case basis. It is clear that sexual harassment is never acceptable and will not be tolerated. Pupils whose behaviour falls below expectations, will be sanctioned.

Communication

Good and clear communication is of utmost importance in order for the system to be effective, clear and purposeful. The desired outcome of all sanctions given is that the pupils respond and amend. In order to help them to do this, we aim to communicate effectively and in a timely manner.

Other related school policies and procedures

- Anti-bullying Policy
- Attendance Policy
- Complaints Policy and Procedure
- Expulsion, Removal and Review Policy
- IT Policy - Pupils
- Supervision Policy
- Restraints
- Uniform Policy
- Mobile Phone Policy
- Smoking, Alcohol and Drugs Policy
- Searching, Screening and Confiscation Policy
- Safeguarding Policy