



## QUEENS' SCHOOL

*Dare to be Great*

### Behaviour for Learning Policy

#### 1. Introduction

At Queens' School we believe that everyone has the right to be part of a school community where they feel happy, safe, respected and supported. High expectations result in good learning, allowing students to achieve their best.

We believe that positive behaviour results from:

- high quality teaching where teachers set high expectations of the standards to be achieved and match their teaching to the needs and abilities of students
- positive relationships between members of the school community based on mutual respect and fair treatment for all
- high levels of self-esteem and self-discipline
- praise and encouragement
- a consistency of approach to rewards and sanctions
- clarity about rules and expectations
- clear communication between the school and parents/carers

This policy encompasses our ethos, rules, rewards and sanctions as well as the frameworks we use to ensure that everyone at Queens' School is treated fairly and with respect. Rules are in place for good reasons and they are clearly communicated. They are made known to students, parents/carers, staff and governors through school posters and displays, the staff handbook, notices in assemblies and tutor time, newsletters and via the school website.

#### 2. Aims:

- To promote our school values in all that we do.
- To provide a positive learning environment, in which all members of the school community feel safe, cared for, respected and able to develop.
- To encourage self-discipline, mutual respect, regard for authority and pride in ourselves and our school.
- To ensure equality and fairness for all by promoting consistent responses to both positive and negative behaviours.
- To celebrate and promote a culture of success.
- To seek to resolve conflict where it arises and repair and rebuild relationships where they break down.
- To nurture and develop students' self-esteem.
- To foster positive relationships between the school and the local community.

- To work with a range of outside agencies to engage in early intervention where behaviour is a concern.

### **3. Scope of the Policy**

This policy applies on school premises, on off-site visits (including those that are residential) and during any events when the students are the responsibility of school staff. When students are travelling to and from school they are considered to representing the school and therefore the school rules apply.

The school reserves the right to take interest in and issue sanctions for any unacceptable behaviour by any student at any time, even when they are not in school uniform. This right is exercised where misbehaviour could have repercussions for the orderly running of the school, which poses a threat to another student or member of the public or which could adversely affect the reputation of the school.

Whilst it is impossible for a school to manage the conduct of students when they are under their parents/carers care, the school can impose sanctions on students who have used the internet, social media or a mobile phone to harass another student or member of staff.

### **4. Acceptable and Unacceptable Behaviour**

Queens' School holds high expectations for all students and defines acceptable behaviour as that which promotes respect, courtesy, cooperation and consideration from all students in terms of their relationships with other students within/outside the School, teachers and other School staff and with visitors or other persons within/outside the School premises.

Queens' has identified examples of unacceptable behaviour as that which includes defiance, answering back, name calling, verbal abuse, threatening language or behaviour, intimidation, physical abuse, play fighting, bullying and harassment, including racist, sexist, homophobic and other prejudicial abuse and damage to property

### **5. Responding to Acceptable Behaviour**

It is important that students are recognised when behaving and achieving well. The following should be considered to acknowledge this:

- Verbal praise
- Written comments on individual pieces of work
- STAR (Values) Points – issued via Class Charts
- Badges
- Email to parents
- Telephone call home to parents/carers
- Certificates
- Recognition in assembly
- School Colours
- Presentation Evenings

### **6. Responding to unacceptable behaviour**

Whilst our ethos is to reward and recognise students, there inevitably have to be clear expectations regarding behaviour. Sanctions are used to help pupils make appropriate choices about their behaviour. The most appropriate sanction is one designed to encourage reflection, put matters right and to encourage desired behaviour in the future. Queens' will implement a range of strategies to deal with undesired behaviour of students, including:

## 6.1 Detentions

C2 Lunch detention:

A 20 minute detention at lunchtime, for the following: arriving late to school, arriving late to lesson, arriving to lesson ill-equipped, not meeting uniform expectations, using a mobile phone or earphones during the school day. School detentions are run by student support managers for each year group.

C3 After School detention:

A 40 minute detention after school for in-lesson issues such as poor behaviour after a reminder and warning, swearing, provoking others to break the rules, rudeness or defiance towards a member of staff and failing to following instructions. C3 detentions are usually run by teachers in their own classrooms or departmentally. If issues have occurred outside of lessons or if the detention is set for failing to attend a C2 detention students are supervised in Room 1 by SLT and Directors of Learning.

C4 SLT detention:

A 1 hour detention after school on Tuesdays, Wednesdays and Thursdays run by SLT and DoLs in Room 1 or the south gym. These detentions are issued for repeated misdemeanours or for more serious instances of rudeness or defiance where a day in Reflection (C5) is not deemed appropriate. These are issued by SLT, HoFs/Ds and DoLs only.

All detentions are issued and recorded on Class Charts

## 6.2 Attitude to Learning Expectations:

- We have perfect uniform at all times
- We have the correct equipment for each lesson
- We arrive on time to school and lessons and never bring junk food/drinks into Queens'
- Our mobile phones (and other non-permitted electronic devices) are never visible and / or in use
- We never disrupt learning

At Queens', we believe that consistency and clarity of expectations and routines are key to fostering a culture of high standards of readiness to learn and building discipline. For this reason, all teachers should use the School's warning system in response to unacceptable disruptive behaviour in their classroom practice.

## 6.3 Low level behaviour: Tiered system

<b>Tier 1 – Reminder</b>	<i>Reminding students of the way to behave</i>
<b>Tier 2 – Warning</b>	<i>Warning students that their behaviour continues to affect learning</i>
<b>Tier 3 – Detention</b>	Actioning a detention for persistent non-compliance (C3 detention). Students will also be sent to the shadow timetable for the remainder of the lesson

Teachers will record Warnings and Detentions on ClassCharts

#### **6.4 High Level Incident (HLI)**

It is recognised that in certain circumstances referral may be necessary. The types of behaviour (note this is not an exhaustive list) which may require referral include the following:

- Refusal to hand over mobile phone
- Refusal to comply with the warning system
- Damage to school property
- Verbal abuse to member of staff or student
- Physical abuse to member of staff or student
- Intentionally disrupting the school day

In the event of the above, staff should not hesitate to ask for guidance and assistance from the pastoral or Senior Leadership Team (SLT) colleagues and should follow the process below:

Click on the ALERT button on SIMS to request the Duty Officer or send a pupil to the Main Office / Student Support Office. Staff should then complete an Incident Form.

Following this, a sanction is likely to be issued against the student; this most likely will be a day Reflection, but it is possible that the sanction may be lower or higher, e.g. a C4 SLT detention or a suspension, respectively

#### **6.5 Reflection**

Students who are internally excluded complete a specified number of days in the Reflection room, which is commensurate to the severity of the incident. Whilst in Reflection, students have an adjusted and highly structured day (8.30am-3.00pm), with a prime focus on reflection and deterrence.

A member of staff may facilitate a parent/student meeting following the incident which resulted in a student being placed in Reflection in order to promote desired behaviour in the future which upholds our values inside and outside of school.

The Reflection room is for both isolated and continuous infringements of the School's Code of Conduct, Behaviour for Learning Policy and/or Attitude to Learning framework.

The types of behaviour (note this is not an exhaustive list) which may meet the threshold for Reflection are:

- Persistent C3, failure to attend a C4, poor behaviour in C4 Detention
- 3 detentions in 24 hours
- Failure to sign in when late or arriving to school after 9am
- Unacceptable uniform that cannot be rectified
- Theft; Selling; Spitting; Truancy; Fighting; Bullying; Intimidation
- Crossing Aldenham Road
- Discriminatory language
- Smoking/vaping or possession of smoking/vaping paraphernalia; In procession of items that disrupt the school day
- Misuse of the internet/social media/recording an incident
- Leaving the school site
- Failing to follow the instructions of the Duty Officer/SLT
- Bringing the school into disrepute
- Cheating in an assessment/plagiarism
- Disrupting a formal or public exam

It is the responsibility of individual teachers to send appropriate work to Reflection so that the students they would normally teach do not fall behind with their learning.

## **6.6 Suspension from school**

Suspension is for continuous, serious infringement of the Queens' Behaviour for Learning Policy or for a single, serious incident.

The types of behaviour (note this is not an exhaustive list) which may meet the threshold for Suspension are:

- Persistent C5, failure to attend Reflection, poor behaviour in Reflection
- Bringing alcohol or drugs into school
- Under the influence of alcohol or drugs
- Refusal to serve or failing to behave appropriately in Reflection
- Swearing at or about or threatening a member of staff
- Vandalism / Graffiti
- Deliberately setting off a fire alarm or extinguisher
- Conduct liable to seriously endanger others / Deliberately causing injury to another student
- Bringing the school into serious disrepute
- Physical assault
- Sexual harassment

Parents / carers will be expected to bring the student back to school to be formally readmitted and the student will be closely monitored by a senior member of staff.

When considering suspension, account will be taken of the guidance from the DfE and the personal circumstances of the student. Under the law, the Headteacher, Governing Body and Independent Review Panel must have regard to the relevant DfE guidance when deciding:

- whether to suspend a student or (where applicable) to uphold a suspension
- the period of suspension
- (where applicable) whether to direct the Headteacher to reinstate a suspension student

The School's response to challenging and disruptive behaviour will be made in the context of the Behaviour for Learning Policy and will encompass a range of strategies, with suspension as one option. Queens' will ensure that the interests of the whole School are considered within any action taken.

## **6.7 Permanent Exclusion**

Permanent exclusions will normally be used only as a last resort when a range of other strategies has been exhausted. In exceptional circumstances, the Headteacher might consider it appropriate to permanently exclude a child for a first or one-off offence.

The Headteacher may decide that permanent exclusion is necessary. This may include, but is not limited to, the following:

- Persistent breaches of the school's behaviour policy
- Extreme physical violence
- Possession of drugs with intent to sell
- Possession of an offensive weapon

- Violence towards a member of staff
- Sexual abuse/assault

### **6.8 Deciding whether to exclude a student**

Only the Headteacher or, in their absence, a senior teacher acting with their authority, can exclude a student from the School. A decision to exclude a student will be taken only:

- In response to a serious breach, or persistent breaches, of the School's discipline policy; and
- If allowing the student to remain in school would seriously harm the education or welfare of the student or others

The decision to exclude a student is a matter of judgement for the Headteacher, who will take into account the likely impact of the misconduct on the life of the School. This may include behaviour on or off School premises which is in breach of the standards of behaviour expected by the School.

Before reaching a decision to exclude, either permanently or for a fixed period, the Headteacher will:

- consider all the relevant facts and such evidence as may be available to support the allegations made, taking into account the School's behaviour and equal opportunities policies
- where possible allow the student to give his or her version of events
- check whether the incident may have been provoked, for example by racial or sexual harassment
- (if necessary) consult others, being careful not to involve anyone who may have a role in any statutory review of his or her decision, for example members of the Governing Body's Discipline Committee.
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Where a parent/carer refuses to comply with the terms of an exclusion, the School may notify Social Care and the police if, in the Headteacher's view, the child or any other person may be at risk as a result of a failure to meet the terms of the exclusion.

### **6.9 Other Considerations**

The School will implement its Behaviour for Learning Policy with due regard to the implications arising from the SEND Code of Practice (2014), Equalities Act 2010, the Race Relations (Amendment) Act 2000, the Human Rights Act 1998, KCSIE Sept 2025 and any other relevant legislation.

### **6.10 Exclusions and SEN Students**

Other than in exceptional circumstances, the School will seek to avoid excluding students with SEN.

### **6.11 Exclusions and Looked After Children (CLAs)**

The School will be particularly sensitive to CLAs. Children's Services and the Virtual School will be involved as early as possible and the designated teacher will be fully involved.

### **6.12 Student Behaviour outside the School**

Students' behaviour on School business is subject to this Behaviour for Learning Policy.

For behaviour outside the School, but not on School business, the Behaviour for Learning Policy will apply if there is a link between poor behaviour and maintaining good behaviour and discipline among the student body as a whole.

Poor behaviour by students in the immediate vicinity of the School, or on a journey to or from Queens', will be subject to this Behaviour for Learning Policy.

## **7. Withdrawal of Privileges**

Students who are in Reflection are not allowed to represent the school in teams or on visits to other schools during that week or possibly for longer if staff are not confident that they have amended their behaviour appropriately.

Students on IBPs can only attend school trips with the permission of their Director of Learning. Students on PSPs cannot attend school trips as it would not be appropriate for someone at risk of permanent exclusion to represent the school. The school reserves the right to remove a student from a trip that they are already booked onto if their behaviour is deemed to pose a risk to the safe running of the trip.

## **8. Confiscation**

Teachers have a legal right to confiscate any item that poses a threat to health and safety, pupil learning or is counter to the ethos of the school. Mobile phones will be locked away and taken, when convenient, to the School safe where they will be kept until the end of the day and returned.

Any dangerous or illegal items, such as cigarettes, vapes, cigarette lighters, alcohol, drugs or potential weapons will be confiscated and destroyed or handed to the police if necessary.

## **9. Searching pupils and their possessions**

The Headteacher can authorise a search of pupils or their possessions (including bags and lockers) without their consent if there are reasonable grounds for doing so.

## **10. Restrictive Intervention**

Restraint or restrictive interventions may be used when all other strategies have failed, and therefore only as a **last resort**. All staff should focus on promoting a positive and proactive approach to behaviour and emotional wellbeing, including de-escalation techniques (appropriate to the child), to minimise the likelihood of, and avoid the need to use, restraint. All instances of restrictive physical intervention must be recorded by school staff.

## **11. Student Support**

The School will review the support available to individual students who may be at risk of disaffection or exclusion, including:

- Learning support
- Counselling
- Mentoring
- Individual education planning
- Curriculum and curriculum resources
- Teaching strategies
- Study support
- Outreach from external agencies
- Alternative Provision

### **11.1 Restorative Justice**

Restorative Justice is the process used by Queens' to resolve conflict. It promotes telling the truth, taking responsibility, acknowledging harm as appropriate responses to conflict and in doing so creates accountability.

Restorative Justice not only allows the harmer to see the impact of their behaviour but also allows the harmed person the opportunity to see if they contributed to the conflict in any way by their own behaviour. Both participants are then able to agree their own joint contract of how they are going to treat each other in the future; this gives them a personal stake in the success of the contract.

## **12. Roles and Responsibilities**

### **12.1 Staff at Queens'**

- Staff will be expected to draw on the following principles of good practice:
- Establish and maintain consistent high expectations and routines in order to help students establish regular punctual attendance and good behaviour from the start, involving parents / carers in the process
- Providing early intervention with prompt action where there is poor behaviour or unexplained absence, so it is clear that this will not be tolerated
- Rewarding achievements through positive recognition of individual students, classes or year groups achievements in good attendance and behaviour, and through mentions in assembly, certificates or rewards
- Supporting behaviour management techniques such as assertive discipline and restorative justice to help improve and maintain high standards of behaviour and discipline
- Identifying underlying causes since poor behaviour may be linked to a student's problem elsewhere, for example, where additional literacy or numeracy support may be required to address poor behaviour effectively
- Implementing study support, including activities from homework clubs to thinking skills workshops. Family support services may help parents / carers support the learning of their children

### **12.2 Class Teacher**

The maintenance of good, positive student management is the responsibility of all teachers in their lessons. Teachers are expected to use the school's Attitude to Learning system to support them in promoting discipline and issuing sanctions.

Teachers should make every effort to solve any discipline problems as they arise, either independently or with the support of other pastoral colleagues.

It is recognised that in certain circumstances referral may be necessary. Staff should not hesitate to ask for guidance and assistance from either subject leaders, pastoral or Senior Leadership Team (SLT) colleagues.

Teachers are expected to do the following:

- Line up students in silence prior to entry, checking for perfect uniform, equipment and punctuality
- Establish and maintain consistent routines
- Address disruptions using the school's system
- Monitor effort and achievement

- Address any eating or chewing in class
- Promote manners and respect for staff, students and the environment
- Address bad language
- Expect students to walk on the left on the school site and to follow the underpass one way system
- Not permit students to leave their classroom before the end of the lesson unless being sent to shadow, for medical emergencies or other authorised reasons, for example, to attend an approved appointment etc. Failure of a student to comply with this instruction could meet the threshold for a sanction

### **12.3 Subject Leader**

Subject Leaders are responsible for what is taught in their department and for guidance and advice for teachers within their department. They are also responsible for supporting student management in lessons taught in their departments. The Subject Leader will ensure that an effective shadow timetable is in place across their department area.

### **12.4 Form Tutor**

The Form Tutor may be asked to help manage a student by checking day to day progress, having conversations about attendance or working with the student. The form tutor should be the first port of call for parents wishing to discuss behaviour concerns with a member of staff.

### **12.5 Senior Leadership Team**

All *High Level Incidents* should be referred to the appropriate member of SLT as described above

### **12.6 Headteacher**

The SLT should inform the Headteacher of incidents and be involved in investigations which could lead to exclusion or affect an alternative strategy.

### **12.7 Families**

Queens' encourages families to support good attendance and behaviour through the Home-School Agreement, families' meetings and other communication. Families are expected to reinforce the behaviour policy and contact the School with any concerns.

Should families have concerns regarding a behaviour related incident and/or consequence issued to their child they should refer to the Complaints Policy which can be found on our website

## **13. Record keeping**

Details of all high level incidents that result in a C5 sanction (Reflection) or above are kept on SIMS, the school's student information management system. Detentions and warnings are recorded using Class Charts, and parents /carers will be made aware of C2,3 and 4 consequences immediately if they have registered for the ClassCharts app.

## **14. Linked Policies**

- Teaching and Learning Policy
- Anti-Bullying Policy
- The Restrictive Intervention Policy
- Home School Agreement
- Staff Code of Conduct

**Trustee approved: September 2025**

**Review date: September 2026**

**Queens' School (Bushey) Ltd (registered number: 076506090)**



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### Rewards Ladder

Level (House Points)	Examples Behaviour	Reward
<b>R1</b>	<p>Demonstrating Scholarship, Tenacity, Altruism and/or Respect</p> <p>50 STAR Points 100 STAR Points 150 STAR Points 200 STAR Points 250 STAR Points 300 STAR Points 350 STAR Points 400 STAR Points 450 STAR Points 500 STAR Points</p>	<p>STAR Point</p> <p>Amber Certificate Bronze Certificate Emerald Certificate Silver Certificate Ruby Certificate Gold Certificate Sapphire Certificate Platinum Certificate Diamond Certificate <i>Dare to be Great Certificate</i></p>
<b>R2</b>	<p>Outstanding demonstration of STAR Values during the half-term (Subject; Year; House)</p>	<p>Roll of Honour</p>
<b>R3</b>	<p>Brightest STAR in one value across a half- term Participation in extra-curricular</p>	<p>AHT Commendation</p>
<b>R4</b>	<p>Brightest STAR across all values in a half- term</p>	<p>DHT Commendation</p>
<b>R5</b>	<p>'Above and Beyond Values Award'</p>	<p>Headteacher Commendation</p>
<b>R6</b>	<p>Representing a Form; Year; House; Subject; Sport</p>	<p>School Colours</p>
<b>R7</b>	<p>Outstanding Effort / Achievement Award</p>	<p>Annual Awards Evening</p>



## QUEENS' SCHOOL

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### Consequences Ladder

Level	Examples of Behaviour	Consequences
<b>C1</b>	<ul style="list-style-type: none"> <li>Disrupting learning</li> <li>Failure to bring lunch card</li> <li>Home learning incomplete/ not of a satisfactory standard</li> </ul>	Recorded Warning
<b>C2</b>	<ul style="list-style-type: none"> <li>Unacceptable uniform that can be corrected</li> <li>Lateness to school (&lt;8.45) or lesson without a valid reason</li> <li>Lack of kit, equipment or device</li> <li>Littering</li> <li>Mobile / Headphone phone usage</li> <li>Chewing/eating in class</li> </ul>	20 Minute Lunch Detention
<b>C3</b>	<ul style="list-style-type: none"> <li>Persistent C1 or C2, failure to attend, poor behaviour in C2</li> <li>Swearing</li> <li>Provoking / Encouraging others to break the rules</li> <li>Lesson disruption following Reminder and Warning</li> <li>Failure to follow instructions</li> <li>Rudeness to or lying to staff</li> </ul>	40 Minute After School Detention
<b>C4</b>	<ul style="list-style-type: none"> <li>Failure to attend a C3, poor behaviour in C3 Detention</li> <li>In the vicinity of smokers/vapers</li> <li>Deliberately causing distress to another student</li> <li>Out of bounds</li> <li>Lateness to school after registration has closed (8.45-9.00)</li> <li>Being in a toilet cubicle with another student</li> </ul>	60 Minute SLT Detention
<b>C5</b>	<ul style="list-style-type: none"> <li>Persistent C3, failure to attend a C4, poor behaviour in C4 Detention</li> <li>3 detentions in 24 hours</li> <li>Failure to sign in when late or arriving to school after 9am</li> <li>Unacceptable uniform that cannot be rectified</li> <li>Theft; Selling; Spitting; Truancy; Fighting; Bullying; Intimidation</li> <li>Crossing Aldenham Road</li> <li>Discriminatory language</li> <li>Smoking/vaping or possession of smoking/vaping paraphernalia</li> <li>In possession of items that disrupt the school day</li> <li>Misuse of the internet/social media/recording an incident</li> <li>Leaving the school site</li> <li>Failing to follow the instructions of the Duty Officer/SLT</li> <li>Bringing the school into disrepute</li> <li>Cheating in an assessment/plagiarism</li> <li>Disrupting a formal or public exam</li> </ul>	Reflection
<b>C6</b>	<ul style="list-style-type: none"> <li>Persistent C5, failure to attend IE, poor behaviour in IE</li> <li>Bringing alcohol or drugs into school</li> <li>Under the influence of alcohol or drugs</li> <li>Refusal to serve or failing to behave appropriately in Internal Exclusion</li> <li>Swearing at or about or threatening a member of staff</li> <li>Vandalism / Graffiti</li> <li>Deliberately setting off a fire alarm or extinguisher</li> <li>Conduct liable to seriously endanger others / Deliberately causing injury to another student</li> <li>Bringing the school into serious disrepute</li> <li>Physical assault</li> <li>Sexual harassment</li> </ul>	Suspension

<b>C7</b>	<ul style="list-style-type: none"><li>• Persistent C6</li><li>• Extreme physical violence</li><li>• Possession of drugs with intent to sell</li><li>• Possession of an offensive weapon</li><li>• Violence towards a member of staff</li><li>• Sexual abuse/assault</li></ul>	<b>Permanent Exclusion</b>
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### Equality and Diversity Impact Assessment

#### Aim and Objectives

Queens' School is committed to promoting fairness in opportunity. We therefore conduct Equality and Diversity Impact Assessments on policies to understand their potential effects on different groups of people.

#### Policy Assessment

	Positive Impact	Negative Impact	No Impact	Findings
Race			✓	
Religion and/or belief			✓	
Sex (Gender)			✓	
Gender Identity			✓	
Disability		✓		Students with disabilities may struggle with self-regulation
Age			✓	
Sexual orientation			✓	
Marriage and/or civil partnership			✓	
Pregnancy and/or maternity (including surrogacy and adoption)			✓	
Other identified group (e.g. carers)			✓	

<b>Action Planning</b>		
How do you intend to mitigate or eliminate any negative impact identified?	If a positive impact is identified, how do you intend to promote or develop this opportunity?	Where negative impact has been identified, can it be justified? If so, explain how.
Reasonable adjustments and adaptive teaching		Reasonable adjustments and adaptive teaching

<b>Monitor and Review</b>
The policy will be monitored through feedback from stakeholders