

# Queen's College Preparatory School (including Early Years Foundation Stage)

## *Behaviour Policy*

*Due for review during  
Michaelmas Term 2024*



*'Behaviour and discipline in schools'* (2022) document and the Equality Act (2010). The School acknowledges its legal duties in respect of safeguarding and in respect of pupils with special educational needs and/or disabilities. When assessing behaviour and deciding on a relevant course of action, staff must bear in mind any special educational needs, or disabilities, a pupil may have and the Head of Learning Support should be consulted. This policy applies to all children in the school (including EYFS).

The School has an Anti-Bullying Policy; Expulsion, Removal and Review Policy; and a Physical Restraint and Physical Intervention Policy, which should be read in conjunction with this policy document.

## **Policy Aims**

Queen's College Preparatory School prides itself on having a relaxed but disciplined atmosphere. It is our primary aim to create an environment where all members of Queen's College Preparatory School feel happy, valued, respected and safe. Setting a good example is the best tool for inspiring and promoting positive behaviour of our pupils. Firm and clear discipline is a primary duty of a genuinely caring institution and is necessary in any civilised community. The School is committed to the promotion of Fundamental British Values and encourages a Growth Mindset within our pupils. We provide a nurturing environment for all, also focusing on developing self-worth, encouraging risk taking and creating resilient pupils at every age.

The philosophy of good behaviour and our School Values of compassion, collaboration, creativity, courage and curiosity are embedded at the heart of the school, believing that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter poor behaviour.

## **Policy Objectives**

The objectives of the Behaviour Policy are:

- to promote positive relationships so that everyone within the Queen's College Preparatory School community can work together in a mutually supportive way
- to create a responsive and effective learning environment
- to acknowledge and value the achievement of children and to build self-esteem
- to develop an understanding in the children of how their behaviour impacts upon themselves and others

- to support children's moral and social development
- to promote appropriate behaviour based on the principles of our School Values – compassion, collaboration, courage, creativity and curiosity
- to clearly set out rewards which may be given for good behaviour or achievements and to ensure they are awarded consistently
- to clearly set out sanctions that may be applied when misbehaviour occurs and to ensure they are applied consistently

## Leadership and Management of Behaviour

The Headmistress has overall responsibility for the welfare of the children in the school. The Deputy Head (Pastoral) is responsible for overseeing the management of behaviour issues in the Prep, Pre-Prep and EYFS departments. She is supported by the Head of Prep, Head of Pre-Prep and Head of EYFS.

## Teachers' Responsibilities

We have an important responsibility for the moral and social development of our children.

We aim to:-

- recognise that each child is an individual and to be aware of their needs
- appreciate the contribution and achievement of children
- expect a high standard of courtesy and conduct
- raise children's self-esteem
- encourage relationships based on honesty, respect, consideration and empathy
- create a safe learning environment
- provide a challenging, relevant and differentiated curriculum
- ensure fairness regardless of age, gender, race, culture, creed, sexual orientation, ability and disability
- listen and be responsive to the children in our care
- use sanctions fairly and appropriately
- ensure that the pupils are familiar with and understand the School Values and IT Acceptable User Agreement

## The Curriculum

A structured creative curriculum and responsive teaching contribute to a positive learning environment. Thorough planning, the involvement of children in their own learning and structured feedback are essential.

It follows that lessons should have clear objectives, which are understood by the pupils and should be differentiated to meet the needs of children of differing abilities and experiences. The school marking policy makes it explicit how marking should be used as a supportive activity, providing feedback to the children on their progress and achievements.

Assemblies provide important opportunities to deliver and reinforce positive modes of behaviour. PSHE lessons, Circle and Form Times provide a context for further discussion and reflection.

## Classroom Management

Classroom management and teaching styles have an important influence on children's performance and behaviour. Relationships between teachers and children, strategies for positive encouragement, arrangements of furniture, access to resources and classroom displays all have a bearing on the way children respond to the learning environment.

Classrooms should be organised to develop independence and interdependence. Furniture should be arranged to provide an environment conducive to a focused approach from the children, as well as to effective collaborative work. Materials and resources should be arranged to aid accessibility and reduce disruption. Displays help develop self-esteem through demonstrating the value of every individual's contribution, and the classroom should be a welcoming and safe environment.

Teaching styles should facilitate active participation for all. Lessons should be designed to develop the skills, knowledge and understanding which enable children to work effectively as individuals and in co-operation with others. It is important to praise excellent attitudes to work and positive behaviour as well as academic performance.

## Our School Values

The School Values exemplify how we expect Queen's College Preparatory School children to behave so that children and staff are able to enjoy learning, teaching and life in school. We want our pupils to be:

**Curious:** Committed to learning for the joy of learning, our pupils have an unquenchable thirst for knowledge. They actively and independently pursue their interests and understanding of the world to find out answers to their own 'how and why' questions.

**Courageous:** Pupils at Queen's are prepared to get out of their comfort zone to push boundaries and ensure their personal progress. They are resilient in their approach

to all that they do, confident that mistakes prove that they are learning and growing.

**Compassionate:** Our pupils are kind to one another, polite to their elders and care deeply about global issues. They are committed to using their skills and knowledge to improve the world and help others less fortunate than themselves.

**Creative:** Queen's pupils are creative thinkers, able to solve problems with a flexible and original approach. They are engaging speakers and writers with a talent for invention and playfulness in all that they do.

**Collaborative:** Our pupils work and play effectively and happily in a team, respecting and valuing the contributions of their peers. They can influence, compromise, lead and work together to achieve a goal. They celebrate the achievements of others and understand the power of a common purpose.

## Children's Responsibilities

We expect our children:

- to aspire to achieve the School Values
- to treat adults with respect
- to treat each other with respect and kindness
- to understand and accept the teachers' and other adults' roles and authority
- to contribute to the happiness and effectiveness of the school community
- to show empathy to all members of the school community
- to recognise the impact of their behaviour on others and on themselves
- to accept responsibility for their actions
- to obey the rules of the school
- to accept the sanctions that may be considered necessary

## Whole School Reward System

We seek to motivate our girls to do their best in as many ways as possible, both academically and behaviourally. In giving awards and praise, we are looking to recognise and celebrate personal bests. In this way all our girls have a chance to shine and have their efforts and achievement recognised. Equally, our pupils learn to celebrate others' success, and, as they get older, recognise that they might not *always* be rewarded for their efforts, but should increasingly seek their own sense of fulfilment that experiencing personal achievement brings.

All rewards and achievements should be documented by all staff on the Pupil Celebration Tracker and Star/Learner/Commendation Tracker in the Reward folder of the Past&Inc Sharepoint.

During their time at QCPS, pupils will be rewarded and recognised for their efforts in the following ways.

### **Merits**

Girls are awarded Merits for **academic effort and achievement**. Merits are given as Merit stamps directly into pupils' work books and Form teachers check these regularly to update each pupil's running total, which is then communicated to the Specialist Teaching Assistant and kept electronically throughout their time at QCPS. Pupils are awarded Merit badges and certificates for reaching particular milestones and girls may wear their latest Merit badge on their uniform. Merits should be given generously where effort is shown, and up to a maximum of three merits may be given for a particularly outstanding piece of work.

Badges and certificates are awarded thus:

Red= 20 Merits

Pink = 40 Merits

Orange = 70 Merits

Yellow = 100 Merits

Green = 140 Merits

Blue = 180 Merits

Purple = 240 Merits

Maroon = 360 Merits

White = 400 Merits

Black = 440 Merits

Silver Crest = 550 Merits

Gold Star = 750 Merits

### **House Points**

Girls are awarded House Point stickers in any of the five values: courage; curiosity; collaboration; compassion and creativity, working towards one of three badges in each value. The stickers are collected in a special House Point sticker album, and are recorded each half term by House Captains to contribute to each pupil's electronic running total, which is kept by House Coordinators throughout the girls' time at QCPS. House Point totals are rewarded to girls in Form I and above thus:

25 House Points stickers for one value – Black badge for corresponding value

100 House Points stickers for one value – Silver badge for corresponding value

250 House Points stickers for one value – Gold badge for corresponding value



Pupils will receive their House Point badge (either black, silver or gold, one available for each of the five values) in assembly and may wear their latest badge




for each value (either black, silver or gold) on their uniform. Reception pupils collect the stickers but are only eligible to count their stickers towards a badge once they enter Form I, when the sticker counter goes back to zero.

House point coins will also be given for values stickers during each class’s Library time. Teaching Assistants will collect the coin supply and House Point stamper (to stamp over the validated sticker) from the School Office, before stamping the stickers in the sticker album for the relevant number of coins given. Girls can then place their collected coins into the relevant House counter in the corridor of 61. House Points for each House are totalled at the end of the school year and the winning House is awarded the House Cup.

Teachers are encouraged to give out between 5 and 10 stickers of any value per lesson, to ensure ample opportunity for all girls to achieve a gold pin in at least one value during their seven years at QCPS.

Suggested reasons for giving out House Points for each of the values:

	<b>In the Classroom</b>	<b>Lunch, Garden, Assembly, transition times</b>
 <p>Pupils at Queen’s are prepared to get out of their comfort zone to push boundaries and ensure their personal progress. They are resilient in their approach to all that they do, confident that mistakes prove that they are learning and growing.</p>	<p>Pushing through ‘the learning pit’ – persevering through a challenging task; attempting a task that they know will challenge them; putting effort into working towards a target; doing something that they find difficult, e.g. speaking in front of the class.</p>	<p>Trying a food that they think they don’t like at lunchtime; trying a new activity or game in the Garden; contributing to or speaking in front of the school in assembly; showing good manners to adults around the school e.g. saying ‘good morning’.</p>
 <p>Our pupils work and play effectively and happily in a team, respecting and valuing the contributions of their peers. They can influence, compromise, lead and work together to achieve a goal. They celebrate the achievements of others and understand the power of a common purpose.</p>	<p>Working effectively during group work: sharing; not talking over others; taking turns; encouraging and celebrating others; adhering to assigned roles.</p>	<p>Being inclusive of others during Garden time and encouraging others to join in in group games; helping to clear their table at lunchtime; remembering to walk through the school with low voices and safe behaviour.</p>

 <p>Queen's pupils are creative thinkers, able to solve problems with a flexible and original approach. They are engaging speakers and writers with a talent for invention and playfulness in all that they do.</p>	<p>Thinking 'outside the box'; problem solving; offering ideas and solutions during group work; trying new ways of approaching a problem; showing creative thinking.</p>	<p>Making up games to share with their peers during Garden time; conversing with their table peers during lunchtime.</p>
 <p>Our pupils are kind to one another, polite to their elders and care deeply about global issues. They are committed to using their skills and knowledge to improve the world and help others less fortunate than themselves.</p>	<p>Listening carefully; responding thoughtfully to teachers and peers; adhering to classroom behaviour expectations to allow everyone to learn.</p>	<p>Being kind to others; helping and encouraging others at lunchtime; inviting peers who might be alone or feeling lonely to join in their games; lining up and taking turns for the lavatory.</p>
 <p>Committed to learning for the joy of learning, our pupils have an unquenchable thirst for knowledge. They actively and independently pursue their interests and understanding of the world to find out answers to their own 'how and why' questions.</p>	<p>Displaying enthusiasm for learning by: engaging fully in lessons; asking 'I Wonder' questions; completing Queen's Curious Pupils homework tasks; reading books in their spare time about their topic.</p>	<p>Trying new foods at lunchtime; trying new games in the Garden; asking questions; being observant.</p>

## Queen's Colours

New for 2023-24, Queen's Colours is our talent recognition programme. Pupils in Form I and above have the opportunity to gain recognition 'Colours' in a variety of curriculum areas including sports, drama, dance, art & design, music, languages and computing. They may collect the same Colour for their chosen talent each year or diversify and collect a variety of Colours throughout their time at QCPS.

Assessments take place after the Lent and Summer half term breaks, and pupils can only work towards one award at any time, meaning they may attempt two Colours awards in total, each year. Throughout their time at QCPS, they may collect a variety of Colours for different talents, or they may choose to begin to work towards one or two talents in order to gain the same Colour each year. Taking this approach will show their dedication to their growing skills in that particular talent, as the criteria becomes more challenging as they move through the Colours.

Colours in each subject can be gained in the following years:

	Form I	Form II	Form III	Form IV	Form V	Form VI
--	--------	---------	----------	---------	--------	---------



Art & Design	✓	✓	✓	✓	✓	✓
Computer Science	✓	✓	✓	✓	✓	✓
Dance	✓	✓	✓	✓	✓	✓
Drama			✓	✓	✓	✓
Languages	✓	✓	✓	✓	✓	✓
Music		✓	✓	✓	✓	✓
Sports			✓	✓	✓	✓

The assessment criteria for each Colour can be found in the separate 'Queen's Colours' booklet. Effort and enthusiasm, as well as talent, will be accounted for when rewarding Colours, but girls will have to work hard to produce their best possible work.

Colours must be worked towards independently and in a pupil's spare time, although support will be provided by the relevant teacher.

Colours pins and certificates are awarded twice a year in a special Colours assembly and pupils may wear all their earned Colours on their uniform.

### **Headmistress' Stickers and Commendations**

Girls are nominated by their teachers to show the Headmistress any piece of work that displays particular academic achievement for that individual child to be rewarded a Headmistress' Sticker. Particularly outstanding effort or achievement can be rewarded with a Headmistress' Commendation and a special bookmark, celebrated in half-termly assemblies.

### **Queen's Club**

Queen's Club is used to celebrate children who show continual kindness, manners and resilience. This is celebrated half-termly with a hot chocolate party hosted by the Deputy Head (Pastoral).

### **Star/Learner of the Week**

Class teachers award either Star of the Week (Pre-Prep) or Learner of the Week (Prep) certificates each week, for the pupil who has shown the most effort, progress

or achievement in their own personal targets. Teachers ensure that all pupils receive one of these at least once during the school year.

### **Class Rewards**

Individual teachers also use their own systems to celebrate effort, progress or good behaviour, usually when pupils are working in groups or as a whole-class. These can include visual incentives such as 'marbles in the jar' for group or whole-class rewards such as end-of-week or end-of-term treats.

### **Other Awards**

#### **Reading/Homework Diaries**

A note may be written to parents to communicate praise.

#### **Special Award Certificate**

Certificates may be awarded by a teacher to recognise any significant achievement.

#### **Dining Hall Awards**

A range of commendations may be awarded by any QCPS employee to recognise any significant achievement.

#### **Newsletters**

Newsletters publicise the achievement of individuals and groups to a wider audience.

#### **Verbal feedback on the door**

Opportunities are taken to communicate praise to parents at the end of the school day.

#### **Annual School Prize-Giving**

This is an annual occasion to celebrate life in the school and where our children from Forms II to VI receive formal recognition for effort, contribution and achievement in school. All children in Reception and Form I receive certificates with individual citations at the end of the academic year in their own smaller award ceremony.

### **Sanctions and Classroom Behaviour Management Procedures**

The expectations of the children's behaviour are based on the QCPS Values, and rewards are central to the encouragement of good behaviour. Each class must have the QCPS Values clearly displayed, which will also be displayed around the School. Occasionally, children may forget their good behaviour and be inconsiderate towards others. In the majority of cases, a firm reminder will be sufficient to prevent

it from happening again; in an environment where respect is central, loss of respect (or disapproval) is a powerful punishment.

A key part of our pastoral care system is helping children understand when they make mistakes and then supporting them in putting it right for the future. Depending on the situation, it may be necessary to apply appropriate sanctions.

The use of sanctions should be characterised by certain features:

- It must be made clear why the sanction is being applied
- It must be made clear what changes in behaviour are required to avoid future sanctions
- Group sanctions should be avoided
- It should be the behaviour rather than the person that is punished
- Parents should be notified at the earliest opportunity

Staff should always discuss the incident with the child concerned, highlighting the reasons for the reprimand. Sometimes, however, this may not be enough and, depending on the situation, it will be necessary to deal with persistent bad behaviour by applying appropriate sanctions stated below.

More serious cases of misconduct are likely to involve the Form Teacher, Head of Prep/Pre-Prep, or the Deputy Head (Pastoral), who will agree an appropriate course of action. The response will be determined by the age of the child, the circumstances surrounding the incident, the degree of the misbehaviour and the child's history. Alongside any imposed sanction such as a parental interview or a reflective session with the Headmistress, a clear and coherent strategy will be implemented by the Form Teacher to provide an opportunity for the child to modify and improve their behaviour.

Pupils are expected to behave with respect and courtesy to each other and to staff. Violent, abusive and aggressive behaviour either towards a member of staff or towards another girl is treated very seriously and may result in serious disciplinary action. Any form of corporal punishment or threat of corporal punishment is strictly prohibited. Furthermore, malicious allegations against either staff or pupils will equally result in serious disciplinary action being taken.

### **Strategies for dealing with poor behaviour or conflict:**

Teachers may use a variety of appropriate strategies when considering the situation at the time and/or the individual needs of the student. Below are agreed strategies used at each stage of the school to support positive behaviour, however other strategies may be considered to support individual needs. All behaviour strategies must reflect the school's ethos and Values.

The Values most likely to be referred to when dealing with negative behaviours will be Compassion (e.g. unkindness to others); Collaboration (e.g. not working well with others; behaving unsafely around the School that could cause damage or danger to self or others); Curiosity (e.g. not listening in lessons); Courage (e.g. not persevering when experiencing challenge).

### EYFS

In order to put immediate interventions in place, Reception use a ‘thinking chair’ that is positioned in a suitable place in the classroom that can be easily supervised, but that is away from the main class activities. This is to be used when a child needs time to reflect on a moment of inappropriate behaviour. They should not be left on the chair for longer than 5 minutes. The child should be spoken to about why they are needing to be on the reflection chair and be given support afterwards in how to improve/act on their behaviour.

### Pre-Prep (Form I and II)

In these year groups, a ‘cloud and sunshine’ visual system will be used in conjunction with the QCPS Values. At the start of the day, all children will be on the sunshine. Their name is moved to the cloud if they behave inappropriately, and the reasons will be explained clearly to them. They can then change their behaviour to be moved back onto the sunshine. If, at the end of the week, their name is on the cloud, they will lose some time from Golden Time. Instead, they will use this time to write a reflection letter or complete unfinished work.

### Prep (Forms III-VI)

In these year groups the system follows a sanctions ladder. This list is not exhaustive, nor overly prescriptive. At every stage the pupil will be made aware of which of the QCPS Values they are infringing. The incident and child’s name should be recorded on the class behaviour tracking sheet (Appendix 1):

Level	Examples of Behaviour	Possible Sanctions
1	<u>Repeated behaviours</u> <ul style="list-style-type: none"> <li>• Inappropriate talking</li> <li>• Calling out</li> <li>• Interrupting</li> </ul>	<b>Verbal warning 1:</b> the teacher communicates which of the QCPS Values are not being met and a warning is given

	<ul style="list-style-type: none"> <li>• Not listening</li> <li>• Pushing in a line</li> <li>• Running inside the building</li> <li>• Running/jumping down the stairs</li> <li>• Shouting and screaming anywhere in school</li> </ul>	<p><b>Verbal warning 2:</b> the child should be asked which of the QCPS Values they are infringing and given a final warning that they will risk losing a portion of their playtime/garden time. The child should be informed that they have the choice to uphold the rules, and warned of the consequence of further infringements. A note should be written in the child's homework diary, which explains the incident and consequence. This is to be signed by their parent.</p> <p>Other possible sanctions after warning 2:</p> <ul style="list-style-type: none"> <li>• Separate children within the class</li> <li>• Loss of privileges</li> <li>• Referral made to Head of Prep or Deputy Head (Pastoral)</li> </ul>
2	<ul style="list-style-type: none"> <li>• Answering back and rudeness to any adult</li> <li>• Refusal to obey instructions</li> <li>• Targeted unkindness to another child</li> <li>• Persistent non-completion of homework</li> </ul>	<p><b>Loss of playtime – SLT Reflection Duty</b> The teacher informs the pupil that they have lost 5 minutes of playtime/garden time. The teacher records this on the class behaviour tracker, informs the relevant class teacher as well as the Head of Prep. Parents are informed via email/phone call</p> <p><b>Time out of class</b> Teacher sends the child to Head of Prep or Deputy Head (Pastoral) for time to reflect and reset. The child should be sent with appropriate work. Meeting arranged with class teacher and parents to discuss strategies to improve behaviour.</p>
3	<ul style="list-style-type: none"> <li>• Bullying, including cyber bullying</li> <li>• Theft</li> <li>• Damage of school property</li> </ul>	<p><b>Time out of class with Headmistress</b> The Headmistress is informed and a meeting with the parents is arranged. Child to spend agreed time out of class with Headmistress discussing behaviour and completing reflection activity</p> <p><b>Individual Behaviour Plan</b></p>

		Child put on Individual Behaviour Plan for a period of time, to support them in upholding the QCPS Values. The IBP will be drawn up with active involvement from the pupil in question, parents and the Form Teacher. The IBP will be circulated to all staff involved with the child concerned.
4	<ul style="list-style-type: none"> <li>• Aggressive or violent behaviour against girls or members of staff</li> <li>• Persistent bullying</li> <li>• Theft</li> <li>• Any other serious behaviours</li> </ul>	<b>Please refer to Expulsion, Removal and Review policy</b>

When dealing with poor behaviour or conflict, the following points should be considered:

- Any criticism should be constructive
- The child/children involved should be helped to understand why their behaviour was unsatisfactory
- If possible, subsequent improvements should be noted and praised

### **Parental Involvement**

Parents are always contacted and kept informed of lapses in behaviour, however minor. It is essential to work closely with the family to identify possible reasons for poor behaviour and to put in place positive strategies for improvements both at school and at home. Sanctions and parent meetings are to be recorded on the behaviour tracker and Schoolbase.

Where parents disagree with the decision, they should follow the school's Complaints Policy. QCPS regards any form of bullying as harmful and unacceptable. We believe that everyone has a right to feel safe. The School does not tolerate bullying of any kind. Further details can be found in our Anti-Bullying Policy.

### **Behaviour Incident Record**

A Behaviour Incident Record is held by the Deputy Head (Pastoral). This record contains records of sanctions, investigation reports, parental interviews, and any other relevant documents.

## **Searching and Confiscation**

All schools have a general power to impose reasonable and proportionate disciplinary measures (Education and Inspections Act 2006). This enables a member of staff to confiscate, retain or dispose of a pupil's property as a disciplinary penalty where it is reasonable to do so. If it is deemed necessary to protect the safety of students or staff an SLT member will conduct a search in line with the schools Searching and Confiscation policy (Appendix B.)

## **Suspension and Expulsion**

The Headmistress reserves the right to suspend or expel any child whose behaviour puts another child at risk or could damage the good order or good name of the school. This includes all forms of bullying. The procedures outlined in the 'Expulsion, Removal and Review Policy' document would be followed, and the Chair of the Council of Queen's College London would be fully involved in any case that resulted in the expulsion of a child.

## **Pupils with special educational needs and disabled pupils**

The school takes account of any special educational needs when considering whether or not to exclude a pupil. We have a legal duty under the Equality Act 2010 not to discriminate against disabled pupils by excluding them from school for behaviour related to their disability. However, the safety and wellbeing of the child and those around them, will be taken into serious consideration. If it is deemed that the child's behaviour and the environment are unsafe, necessary action by the Headmistress will be taken. The Headmistress will ensure that reasonable steps have been taken by the school to respond to a pupil's disability so the pupil is not treated less favourably for reasons related to the disability.

'Reasonable steps' could include:

- Individual risk assessments to be written that considers the child's disability and behaviour related to this disability.
- developing strategies to prevent the pupil's behaviour
- requesting external help with the pupil
- staff training

Where reasonable adjustments to policies and practices have been made to accommodate a pupil's needs and to avoid the necessity for exclusion as far as possible, exclusion may be justified if there is a material and substantial reason for it. A specific incident affecting order and discipline or the safety of the child and those around them in the school may be such a reason.

## **Roles, Responsibilities and Communication**

### **The Form Teacher:**

The Form Teacher plays the key role in the pastoral care of children.

The Form Teacher's responsibility is:

- to recognise their key role in the pastoral care of children
- to design strategies to meet individual needs
- to inform appropriate colleagues of children causing concern and the strategies devised
- to inform parents and to seek their support
- to monitor and to evaluate success of strategies
- to maintain written records
- to utilise the experience of colleagues
- to support colleagues experiencing difficulties with a child in their form
- to judge when it is appropriate to discuss individual cases with the Deputy Head (Pastoral)
- to report Safeguarding and Child Protection issues immediately to the Designated Safeguarding Lead

### **Specialist Teachers, Classroom Assistants, Lunchtime Supervisors & Visiting Music Teachers**

Observations from these members of staff enable the Form Teacher to build a clearer picture of the child and the difficulties they may be experiencing and/or creating.

It is expected that they will:

- inform the Form Teacher of the difficulties they have encountered and any sanctions imposed
- record incidents in writing which are passed to the Form Teacher
- seek advice from the Form Teacher and keep them informed
- follow the Safeguarding and Child Protection procedures outlined in the School Policy on Safeguarding and Child Protection

### **Deputy Head (Pastoral)**

The Deputy Head (Pastoral) is responsible for behaviour management. These responsibilities include:

- monitoring, reviewing and updating the Pastoral Care policy
- ensuring the dissemination, understanding and implementation of the policy
- working closely with Heads of Prep and Pre-Prep, Head of EYFS and Form Teachers



- meeting and discussing strategies with Form Teachers when requested
- supporting colleagues in parental meetings where appropriate
- to liaise closely with Form Teachers and be fully involved where bullying is being alleged
- keeping the Headmistress aware of pastoral care issues and concerns
- involving the Headmistress directly in pastoral care issues where appropriate

### **Designated Safeguarding Lead**

The role of the Designated Safeguarding Lead is clearly defined in the Safeguarding and Child Protection Policy document. In specific situations the advice and guidance of the appropriate named teacher will be required. The Designated Safeguarding Lead, including for children within the Early Years Foundation Stage, is the Deputy Head (Pastoral).

### **Parental Concern**

Parents who are concerned about the way the policy is carried out can, in the first instance, address their concerns to Deputy Head (Pastoral). If the parental concern is not resolved, then it is referred to the Headmistress. Queen's College Preparatory School has a complaints procedure, which should be followed in this instance.

## Appendix 1. Example of Class behaviour tracking sheet

Child's name	Date of incident	Lesson incident occurred	Detail of incident	Conclusion
Pupil A	5/09/21	Music	Pupil A has been given 2 verbal warnings for shouting out in class inappropriately.	Pupil A missed 10 minutes of morning break completing their work. Mrs N rang the Mr and Mrs *. See notes on Schoolbase.
	8/09/21	English	Pupil A was asked to complete a task. They refused to do so, responding "I don't care about that, I am not doing it."	Pupil A missed all of break time and spent time with Mrs Nicholls completing the task and reflecting on their actions. They verbally apologised to the teacher. Mrs Nicholls spoke with parents and said that if this behaviour continues, we will need to meet in person to discuss how we improve Pupil A's behaviour in school. See notes on Schoolbase.

## Appendix B. Searching and Confiscation

All schools have a general power to impose reasonable and proportionate disciplinary measures (Education and Inspections Act 2006). This enables a member of staff to confiscate, retain or dispose of a pupil's property as a disciplinary penalty where it is reasonable to do so. The School's policy on searching and confiscation has regard to guidance published by the DfE in *Searching, Screening and Confiscation* (2022).

### 1. Prohibited items

1.1 The following are "prohibited items" under Section 550ZA (3) of the Education Act 1996 and Regulation 3 of the Schools (Specification and Disposal of Articles) Regulations 2012:

1.1.1 knives (including all types of training knives) or weapons, alcohol, illegal drugs and stolen items

1.1.2 tobacco, cigarette papers, vaping devices, vaping cartridges/ refills, fireworks and pornographic images

1.1.3 any article that a member of staff reasonably suspects has been, or is likely to be used:

1. to commit an offence or
2. to cause personal injury to, or damage to the property of, any person (including the pupil)

## **2. Searching with consent**

- 2.1 Before any search is undertaken the pupil will usually be asked to consent. In seeking consent, the age and maturity of the pupil will be taken into account together with any special needs the pupil may have. Written consent will not usually be required.
- 2.2 The consent of the pupil must be obtained for searches for items that are not "prohibited items" as listed in section 1 above. The consent of the pupil must be sought even if they are not at the School at the time. If a member of staff suspects that a pupil has an item that is banned by the School, they can instruct the pupil to open their locker and turn out their pockets and/ or bag.
- 2.3 If the pupil refuses to provide consent, disciplinary action may be taken in accordance with this Behaviour Policy.

## **3. Searching for prohibited items**

- 3.1 Where the Headmistress or an authorised member of staff have reasonable grounds to suspect that a pupil may have a prohibited item, consent is not required and the search will be carried out, using reasonable force if necessary.
- 3.2 Searches will be carried out only on School premises or, if elsewhere, where the member of staff has lawful control or charge of the pupil, for example on an educational visit or in training settings.
- 3.3 If it is believed that a pupil has a prohibited item, it may be appropriate for a member of staff to carry out:
  - 3.3.1 a search of outer clothing and / or
  - 3.3.2 a search of School property (e.g. pupils' lockers)
  - 3.3.3 a search of personal property (e.g. bag or pencil case).
- 3.4 Searches will be conducted in such a manner as to minimise embarrassment or distress. Any search of a pupil or their possessions will be carried out in the presence of the pupil and another member of staff. Where a pupil is searched, the searcher will be the same gender as the pupil. There will always be a second member of staff present.
- 3.5 Where it is reasonably believed that serious harm may be caused if the search is not carried out immediately and it is not practicable to summon another member of staff, a member of staff may carry out a search of a pupil of the opposite sex and / or in the absence of a witness.
- 3.6 Where the Headmistress or staff authorised by the Headmistress, find anything which they have reasonable grounds for suspecting is a prohibited item, they may seize, retain and dispose of that item in accordance with this policy.

## **4. Confiscation**

- 4.1 Under the School's general power to discipline, a member of staff may confiscate, retain or dispose of a pupil's property as a disciplinary penalty where it is reasonable to do so.

4.2 Confiscation of an item may take place following a lawful search, as set out above, or however the item is found if the member of staff considers it to be harmful or detrimental to School discipline.

## **5. Searching electronic devices**

5.1 An electronic device such as a mobile phone or a tablet computer may be confiscated in appropriate circumstances in accordance with this policy. If there is good reason to suspect that the device has been, or could be used to cause harm, to disrupt teaching or break School rules, any data or files on the device may be searched and, where appropriate, data or files may be erased before the device is returned to its owner.

5.2 Any data or files will only be erased, if there is good reason to suspect that the data or files have been, or could be used to cause harm, to disrupt teaching or break School rules.

5.3 If inappropriate material is found on an electronic device, the member of staff may delete the material, retain it as evidence of a breach of School discipline or criminal offence or hand it over to the police if the material is of such seriousness that police involvement is required.

## **6. Disposal of confiscated items**

6.1 **Alcohol:** alcohol which has been confiscated will be destroyed.

6.2 **Controlled drugs:** controlled drugs will usually be delivered to the police as soon as possible. In exceptional circumstances and at the discretion of the Headmistress or authorised member of staff, the drugs may be destroyed without the involvement of the police if there is good reason to do so. All relevant circumstances will be taken into account and staff will use professional judgement to determine whether the items can be safely disposed of. They will not be returned to the pupil.

6.3 **Other substances:** substances which are not believed to be illegal drugs but which are harmful or detrimental to good order and discipline may be confiscated and destroyed. Where it is not clear whether or not the substance seized is an illegal drug, it will be treated as though it is illegal and disposed of as above.

6.4 **Stolen items:** stolen items will usually be delivered to the police as soon as possible. However, if, in the opinion of the Headmistress or authorised member of staff, there is good reason to do so, stolen items may be returned to the owner without the involvement of the police. This is likely to apply to items of low value, such as pencil cases.

6.5 Tobacco, cigarette papers, vaping devices and cartridges/ refills: tobacco or cigarette papers will be destroyed as will vaping devices and cartridges/ refills.

- 6.6 **Fireworks:** fireworks will not be returned to the pupil. They will be disposed of safely at the discretion of the Headmistress or other authorised member of staff, which may include donation to an appropriate charity.
- 6.7 **Pornographic images:** pornographic images involving children or images that constitute "extreme pornography" under section 63 of the Criminal Justice and Immigration Act 2008 will be handed to the police as soon as practicable. As possession of such images may indicate that the pupil has been abused, the Designated Safeguarding Lead will also be notified and will decide whether to make a referral to Children's Social Care.
- 6.8 Other pornographic images will also be discussed with the Designated Safeguarding Lead. The images may then be passed to children's social care for consideration of any further action. If no action is to be taken by the local authority the images will be erased after a note has been made for disciplinary purposes, confirming the nature of the material.
- 6.9 **Articles used to commit an offence or to cause personal injury or damage to property:** such articles may, at the discretion of the Headmistress or authorised member of staff, taking all the circumstances into account, be delivered to the police, returned to the owner, retained or disposed of.
- 6.10 **Weapons or items which are evidence of an offence:** such items will be passed to the police as soon as possible.
- 6.11 **An item banned under School rules:** such items may, at the discretion of the Headmistress or authorised member of staff taking all the circumstances into account, be returned to its owner, retained or disposed of. Where staff confiscate a mobile phone that has been used in breach of School rules, the phone will be kept safely until the end of the day by the School Office Manager when it can be claimed by its owner, unless the Headmistress considers it necessary to retain the device for evidence in disciplinary proceedings in accordance with 6.12 below.
- 6.12 **Electronic devices:** if it is found that a mobile phone, laptop or tablet computer or any other electronic device has been used to cause harm, disrupt teaching or break School rules, including carrying out cyberbullying, the device will be confiscated and may be used as evidence in disciplinary proceedings. In serious cases, the device may be handed to the police for investigation

## 7 **Communication with parents**

- 7.1 There is no legal requirement for the School to inform parents before a search for banned or prohibited items takes place or to seek their consent to search their child and it will not generally be practicable to do so. In appropriate cases the School will inform parents on how the School will dispose of certain items.
- 7.2 The School will keep a record of all searches carried out, whether the search is with or without the consent of the pupil, and the record may be inspected by the parents of the pupil(s) involved subject to any restrictions under the Data

Protection Act 1998. The record will include details of any disposal of items confiscated. The record is located in the Deputy Head Pastoral's office.

7.3 Complaints about searching or confiscation will be dealt with through the Complaints Policy. A copy of the policy is posted on the School website and hard copies are available on request.

7.4 The School will take reasonable care of any items confiscated from pupils. However, unless negligent or guilty of some other wrongdoing causing injury, loss or damage, the School does not accept responsibility for loss or damage to property.