



### Mission

For all members of Team QE to aspire to the Hill Standard:

*"To be the best that I can with the gifts that I have" - The Hill Standard-*

### Vision

To consistently be recognised as a world-renowned educational community.

### Collegiate Ethos

To ensure a supportive and mutually respectful environment, encouraging diversity, pro-activity and innovation, whilst empowering all members of Team QE to thrive.

### Aims

We aim to:

Build skills for lifelong learning and future success.

Foster a spirit of adventure and discovery.

Promote happiness, positive health and community safety.

Encourage respect, equity, integrity and collective responsibility.

## QUEEN ETHELBURGA'S COLLEGIATE BEHAVIOUR AND DISCIPLINE POLICY

Authorised by the Collegiate Board

Signed: *A.K. Martin*

Chair of the Collegiate Board

Date: 04 June 2025

Effective date of the policy: 04 June 2025

Next policy review: May 2026

This policy was reviewed and approved by the Collegiate Board on **04 June 2025**. It is effective from this date and remains in force until the next scheduled full annual review by the Collegiate Board on **10 June 2026**. Where updates are required to reflect changes in statutory guidance or operational procedures (typically effective from 01 September), these will be incorporated through version-controlled amendments. All such updates will be clearly documented and communicated to staff.

*A copy of this policy document bearing the original handwritten signature, as signed and approved at the Board meeting, is held on file by the Board Secretary.*

Collegiate Ethos

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**QUEEN ETHELBURGA'S COLLEGIATE**

**BEHAVIOUR AND DISCIPLINE POLICY**

<p><b>Review period:</b> 01-31 May 2025</p> <p><b>Due for review:</b> May 2026</p>	<p><b>This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:</b></p> <p>Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children; paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy.</p> <p><a href="#">Keeping children safe in education 2025 (KCSIE) - in force from 01 September 2025</a></p> <p>Working together to safeguard children 2023: statutory guidance (DfE, 15 December 2023, updated 12 June 2025)</p> <p>National minimum standards for boarding schools, in force from 5 September 2022</p> <p>Early years foundation stage statutory framework (DfE, 14 July 2025, effective from 01 September 2025)</p> <p>Equality Act 2010</p> <p>PACE Code C 2023 (Home Office, published 20 December 2023)</p> <p><a href="#">The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019</a></p> <p><a href="#">Prevent duty guidance - England and Wales (2023) (Home Office, 31 December 2023, updated 06 March 2024)</a></p> <p><a href="#">Working together to improve school attendance (DfE, 06 May 2022, updated 19 August 2024)</a></p> <p><a href="#">Children missing education (DfE, 26 November 2013, updated 19 August 2024)</a></p>	<p><b>To be viewed alongside the following related policies and documentation:</b></p> <p>Anti-bullying Policy</p> <p>Attendance Policy</p> <p>Child Protection and Safeguarding Policy</p> <p>Equality, Diversity and Inclusion Policy</p> <p>E-safety – Digital Wellbeing Policy</p> <p>Expulsion, Removal and Review Policy</p> <p>Intervention Policy</p> <p>Mental Health and Wellbeing Policy</p> <p>Relationships and Sex Education Policy</p>	<p><b>Publication and availability for Staff, Parents, Carers and Prospective Parents:</b></p> <p>This policy is published on the QE website and on the Parent Portal. It is available to staff on SharePoint.</p>
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	<p><b>This policy has regard to the following guidance and advice:</b></p> <p><a href="#">The Independent School Standards - Guidance for independent schools (April 2019)</a></p> <p><a href="#">Equality Act 2010: guidance (Government Equalities Office and Equality and Human Rights Commission, 27 February 2013, updated 16 June 2015)</a></p> <p><a href="#">Equality Act 2010: advice for schools: departmental advice for school leaders, school staff, governing bodies and local authorities (DfE, May 2014, updated 28 June 2018)</a></p> <p><a href="#">Behaviour in Schools - Advice for headteachers and school staff (DfE 16 July 2022, updated 19 February 2024)</a></p> <p><a href="#">Further guidance and resources for supporting behaviour in schools (DfE, updated 19 February 2024)</a></p> <p><a href="#">SEND code of practice: 0 to 25 years (DfE and DHSC, 11 June 2014, updated 12 September 2024)</a></p> <p><a href="#">Relationships and sex education (RSE) and health education (DfE 25 June 2019, updated 15 July 2025)</a></p> <p><a href="#">Use of reasonable force (DfE, 17 July 2013, updated 15 January 2025)</a></p> <p><a href="#">Overview of Sexting Guidance - UK Council For Internet Safety (UKCIS)</a></p> <p><a href="#">Mental health and behaviour in schools (DfE, 16 June 2014, updated 12 November 2018)</a></p> <p><a href="#">Searching, screening and confiscation in schools (DfE, 14 February 2014, updated 19 July 2023)</a></p> <p><a href="#">Sharing nudes and semi-nudes: advice for education settings working with children and young people (Department for Science innovation and Technology and UKCIS, 23 December 2020, updated 11 March 2024)</a></p> <p><a href="#">Preventing and Tackling Bullying (including advice on cyberbullying) (DfE, 22 August 2013, updated 04 July 2017)</a></p> <p><a href="#">Advice for parents and carers on cyberbullying (DfE, November 2014)</a></p> <p><a href="#">Promoting fundamental British values through SMSC (DfE, 27 November 2014)</a></p> <p><a href="#">Supporting pupils with medical conditions at school (DfE, 01 September 2014, updated 16 August 2017)</a></p> <p><a href="#">Mobile phones in schools (DfE, 19 February 2024)</a></p> <p><a href="#">Creating a culture: a review of behaviour management in schools (DfE, 24 March 2017, updated 02 September 2020)</a></p>	<p>Risk Assessment Policy for Student Welfare</p> <p>Special Educational Needs (SEN) and Disability Policy</p> <p>Uniform Policy</p> <p>Smoking, Alcohol, Drugs and Substances Policy</p> <p>Staff Code of Conduct</p> <p>Student Acceptable Use Policy (AUP)</p> <p>Supporting Students with Medical Conditions</p> <p>Thrive at QE behaviour expectations and rewards system – see <a href="#">Appendix 7</a></p>	
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	<p><a href="#">Meeting digital and technology standards in schools and colleges - Cyber security standards for schools and colleges (DfE, 23 March 2022, updated 10 March 2025)</a></p> <p><a href="#">Teaching online safety in schools (DfE, 26 June 2019, updated 12 January 2023)</a></p> <p><a href="#">Improving practice with children, young people and families (DfE, 15 December 2023, updated 11 October 2024)</a></p> <p><a href="#">Promoting and supporting mental health and wellbeing in schools and colleges (DfE, 02 June 2021, updated 14 July 2025)</a></p>		
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## Collegiate Ethos

To ensure a supportive and mutually respectful environment, encouraging diversity, pro-activity and innovation, whilst empowering all members of Team QE to thrive.



## QUEEN ETHELBURGA'S COLLEGIATE

### BEHAVIOUR AND DISCIPLINE POLICY

#### 1. Introduction

- 1.1. This policy applies to the Early Years foundation Stage (EYFS), Chapter House Preparatory School, King's Magna Middle School, Queen Ethelburga's College, The Faculty of Queen Ethelburga's and Queen Ethelburga's Services (QES) - hereafter referred to as "**the Collegiate**". Staff from across the Collegiate are collectively known, and will be referred to, as "Team QE". This policy also applies to Queen Ethelburga's Collegiate holiday programmes; Queen Ethelburga's (QE) Short Courses and International Summer School; and Camp QE.
- 1.2. The Collegiate has in place a wide variety of systems and support to underpin high standards of behaviour across the schools, but it acknowledges that some circumstances present challenges for both staff and students, and it seeks to develop the character of the young people in its care, to equip them to thrive in society within and beyond their life in school.
- 1.3. This policy has been developed through a variety of consultation methods, including parent, guardian and student questionnaires and discussions in focus groups with Collegiate staff, students, and parents.

#### 2. Aims

The aims of this policy are to:

- 2.1. Enable the Principal to carry out their responsibilities of maintaining order and good discipline in the Collegiate.
- 2.2. Nurture, educate and equip our students to become considerate, respectful upstanders ready to take their place in society. Creating a culture of tolerance, empathy, and mutual respect across the Collegiate.



- 2.3. Promote good behaviour and support positive behaviour modification, as part of a framework for developing character that allows all students to flourish in a happy, respectful, and caring community.
- 2.4. Ensure, as far as possible, that every student in the Collegiate can benefit from, and make a full contribution to, the life of the Collegiate, consistent always with the needs of the Collegiate community.
- 2.5. Authorise the Collegiate rules and any procedures necessary for implementing them.

### 3. Scope

- 3.1. The Collegiate Board and the Principal intend that the Collegiate rules and policies for behaviour and discipline and the rewards and sanctions provided in them shall also, in appropriate circumstances, be capable of regulating the conduct of students when they are away from Collegiate premises and outside the jurisdiction of the Collegiate, for example during leave-out weekends, half term and in the holidays.
- 3.2. This will normally be where the conduct in question could have repercussions for the orderly running of the Collegiate, affects the welfare of a member or members of the Collegiate community or a member of the public, or which brings the Collegiate into disrepute.

### 4. Responsibilities

- 4.1. The Proprietor is required to ensure that all those with leadership and management responsibilities at the Collegiate actively promote the wellbeing of pupils. The adoption and authorisation of this policy is part of the Collegiate Board's response to this duty.
- 4.2. **Overall responsibility:** The Collegiate Board has overall responsibility for the effective operation of the Collegiate's **Behaviour and Discipline Policy** and for ensuring compliance with the relevant statutory framework prohibiting discrimination. The Principal and Queen Ethelburga's Leadership Team (QELT) lead in promoting and encouraging an environment which is welcoming, inclusive, and safe for all members of the school community, irrespective of their protected characteristics and/or background.
- 4.3. The Collegiate Board has delegated to the Principal responsibility for ensuring implementation of this policy, with the day-to-day responsibility for operating the policy and ensuring its accessibility, availability, maintenance, and review, lying with the Head of Student Wellbeing.

### 5. Collegiate rules for behaviour and discipline

- 5.1. The Collegiate rules and policies for behaviour and discipline shall be set by the Principal.



- 5.2. The Collegiate rules and policies for behaviour and discipline are necessary:
- for the health, safety, welfare, and well-being of everyone at the Collegiate.
  - for the reputation of the Collegiate community.
  - for the protection of Collegiate property and the wider environment.
- 5.3. The Collegiate rules always apply to all age groups and when the student is:
- at the Collegiate, representing the Collegiate or wearing Collegiate uniform.
  - travelling to and from the Collegiate.
  - associated with the Collegiate at any time.
- 5.4. Students and staff are expected to know and understand the Collegiate rules and policies for behaviour and discipline which include:
- this policy, which dovetails with the **Anti-bullying Policy**, and the **Child Protection and Safeguarding Policy** appendix on child-on-child abuse.
  - the [Thrive at QE](#) behaviour expectations and rewards system
  - the **Attendance Policy**.
  - the **Uniform Policy**.
  - the **E-Safety – Digital Wellbeing Policy** and **Student Acceptable Use Policy**.
  - the **Relationships and Sex Education (RSE) Policy**.
  - the **Smoking, Alcohol, Drugs and Substances Policy**.
- 5.5. In line with **KCSIE 2025**, our behaviour expectations extend to online conduct both within and beyond the school environment. Students are expected to engage with digital platforms responsibly, avoiding the sharing or promotion of harmful content including misinformation, disinformation, and conspiracy theories. The use of generative AI tools must be supervised and purposeful, with clear boundaries to prevent misuse. Breaches of online safety will be treated as serious behavioural incidents and may trigger safeguarding procedures.
- 5.6. Regular attendance is a key component of positive behaviour. Absence from school may indicate underlying safeguarding concerns, including exploitation or abuse. Staff are trained to identify patterns of absence and respond with appropriate early help interventions. Behaviour monitoring will include attendance data to ensure a holistic understanding of student wellbeing.
- 5.7. Our **Behaviour and Discipline Policy** reflects inclusive terminology in line with updated guidance. Students are expected to treat all members of the Collegiate community with respect, recognising and celebrating diversity in identity, ability, and background. Discriminatory language or behaviour will be addressed promptly and proportionately.



- 5.8. The Collegiate rules and policies for behaviour and discipline will be amended from time to time and reinforced in assemblies and on other appropriate occasions. The policy is reviewed annually.
- 5.9. All staff receive training regarding the **Behaviour and Discipline Policy** during their induction and a minimum of annual refresher training thereafter.

## 6. Rewarding good behaviour

- 6.1. Loyalty to the Collegiate and the students' commitment to reaching their full potential will be achieved by encouraging and celebrating positive behaviour. Whilst sanctions are required for students to understand that choices have consequences, our primary focus is to motivate our students to [Thrive at QE](#).
- 6.2. The Collegiate firmly believes that student behaviour is best modified through, not only the use of sanction and intervention, but also using reward and celebration.
- 6.3. Reward incentives are offered on both an individual and whole-school basis, to encourage good behaviour and support for one another, enabling students to thrive.
- 6.4. This is recognised in assemblies, reward weeks and the awarding of QE points.
- 6.5. Other forms of praise and rewarding good behaviour include:
  - Tree of Achievement and Special Mention certificates in Chapter House
  - Whole class work to fill the 'Warm and Fuzzy' jar to receive a reward chosen by the class in Chapter House.
  - Golden tickets
  - Verbal praise
  - Certificates at assessment and examination periods, to recognise achievement and progress
  - Colours for participation in Sport and Drama
  - Written praise
  - Displays of good work
  - Positive telephone calls/letters or emails home and 'You're a star' certificates (worth 10 QE points) handed out to students for going above and beyond.
  - Achievement Boards
  - Recognition for 'clean sheets' in terms of behaviour
  - Recognition of the highest individual QE points score, including House cup
  - Speech Day.



- 6.6. Further detail about the ways in which the Collegiate may reward good behaviour are set out in [Appendix 1](#).
- 6.7. The Collegiate recognises that where challenging behaviour is related to a student's disability, use of positive discipline and reward methods may enable the Collegiate to manage the student's behaviour more effectively and improve their educational outcomes.

## 7. Encouraging our students to Thrive at QE

- 7.1. The Collegiate believes that student behaviour should be modified and supported and that sanctioning alone is not dealing with the core root of a behavioural concern or behaviour change. As such, the Collegiate has a system in place to enable and encourage all students, and staff, to [Thrive at QE](#).
- 7.2. The **'Zones of Regulation'** approach is used in Chapter House to support children by promoting emotional awareness, self-regulation, and a shared language for discussing feelings and behaviours.
- 7.3. By helping children to recognise which 'zone' they are in (such as calm, anxious, tired, or angry) they can learn to manage their emotions using appropriate strategies. This proactive, inclusive approach offers a structured and visual method for all children to express and regulate their emotions, encouraging reflection rather than sanctions.
- 7.4. The **Wellbeing Programme** supports students with a range of areas promoting positive mental health and wellbeing and developing resilience.
- 7.5. Students can access sessions, to help modify behaviour and build confidence and esteem in a safe and secure environment, giving the students the tools to correct behavioural patterns and support their community.
- 7.6. More information about the **Wellbeing Programme** can be found in [Appendix 2](#).

## 8. Intervention

- 8.1. There are in place many different intervention systems, which monitor and analyse all aspects of the student's life during both the academic day and boarding time.
- 8.2. These systems provide an overview and allow students who may require a range of support to be identified, and the appropriate intervention put into place.
- 8.3. Diverse needs which are identified may include:
  - 8.3.1. Social and emotional support
  - 8.3.2. Keyworker support
  - 8.3.3. Behavioural intervention
  - 8.3.4. Academic intervention
  - 8.3.5. Organisational support



8.3.6. Learning Development support

8.3.7. Welfare plans

8.3.8. Anti-bullying interventions

8.3.9. Child Protection concerns (These are confidential and are passed to a trained safeguarding officer).

8.4. The early identification of potential issues is the **responsibility of all staff** to ensure that the relevant early help and intervention can be provided when required.

8.5. Staff are made aware of the importance of challenging inappropriate behaviour between children and young people and recognise that downplaying certain behaviours can lead to a culture of unacceptable behaviour.

8.6. More information can be found in the **Intervention Policy**.

## 9. Transition

9.1. During the transitional phases processes are in place to pass on information and strategies to ensure a smooth transition.

9.2. The Collegiate supports students to ensure that their first weeks of school are enjoyable and smooth.

9.3. Students are supported and understand behaving appropriately in their new setting/class using consistent systems, expectations, and rewards.

9.4. Students are regularly monitored, and interventions put in place to enable students to **Thrive at QE**.

## 10. Breaches of school discipline

10.1. The Principal may authorise the implementation of other appropriate measures that align with best educational practice and support the promotion of positive behaviour and adherence to Collegiate rules.

10.2. Examples of sanctions used at the Collegiate are set out in [Appendix 3](#).

10.3. A high-level sanction may be imposed if it is considered appropriate to do so, e.g., where there are persistent breaches of discipline by a student.

10.4. When considering the appropriate sanction, the risks posed to student welfare by an individual's behaviour will be assessed. This may include consideration of how any action taken, sanctions applied, or inaction may affect that individual's welfare and, where appropriate, how it may affect other students' welfare and/or the Collegiate community.

10.5. Minor breaches of discipline are dealt with by staff as they occur, and low-level sanctions may be given. A verbal warning will often be sufficient.



- 10.6. More serious breaches of Collegiate rules should be referred to the Head of Student Wellbeing.
- 10.7. The Head of Student Wellbeing must also be consulted in cases of breaches of discipline where there may be special circumstances which should be taken into consideration (see also below).

## 11. Serious breaches of discipline

- 11.1. For serious breaches of discipline, the student may be asked to leave the Collegiate permanently.
- 11.2. All serious disciplinary matters must be reported to the Principal.
- 11.3. Please see the Collegiate's separate **Expulsion, Removal and Review Policy**.
- 11.4. **Removal:** The Principal may require the Removal of a student from the Collegiate if, after consultation with the parents, and if appropriate the student, the Principal is of the opinion that:
  - 11.4.1. by reason of the student's conduct or progress, the student is unwilling or unable to benefit sufficiently from the educational opportunities offered by the Collegiate; or
  - 11.4.2. a parent has treated the Collegiate, members of its staff or any member of the Collegiate community unreasonably.

In these circumstances, the parents may be permitted to withdraw the student as an alternative to Removal being required.

- 11.5. **Expulsion:** A student is liable to Expulsion for a grave breach of Collegiate discipline or a serious criminal offence. Expulsion is reserved for the most serious breaches.  
The Principal is required to act fairly and in accordance with the principles of natural justice. Please see the Collegiate's separate **Expulsion, Removal and Review Policy**.
- 11.6. **Suspension:** For serious breaches of discipline, a student may be released home for a limited period pending the outcome of an investigation.
- 11.7. The Collegiate seeks to work in partnership with parents over matters of discipline, and it is part of parents' obligations to the Collegiate to support the Collegiate rules.
- 11.8. Parents will be contacted to discuss any disciplinary matter which may result in suspension, or where Removal or Expulsion is being considered.
- 11.9. Parents will also be notified of any other disciplinary sanction and may be contacted to discuss the matter if it is considered appropriate to do so.
- 11.10. The Collegiate **will pay due regard to the Equality Act 2010**, and it will make reasonable adjustments for managing behaviour which is related to a student's special educational need or disability.



- 11.11. Staff should seek advice from the Head of Student Wellbeing if they are unsure about how to manage a student's behaviour where this is related to a special educational need or disability.
- 11.12. Where Expulsion needs to be considered, the Collegiate will ensure that a student with a disability or special educational needs can present their case fully, where their disability or special educational needs might hinder this. Any religious requirements affecting the student will also be considered.
- 11.13. Staff will also be alert to the fact that students with special educational needs may be more vulnerable to abuse, which may manifest itself in behavioural changes.

## **12. Malicious allegations against staff – refer to **Child Protection and Safeguarding Policy****

- 12.1. Where a student makes an accusation against a member of staff and there is reasonable suspicion that the accusation has been deliberately invented or malicious, the Principal will consider whether to take disciplinary action in accordance with this policy.
- 12.2. Where a parent has made a deliberately invented or malicious allegation, the Principal will consider whether to require that parent to remove their child or children from the Collegiate, on the basis that they have treated the Collegiate or a member of staff unreasonably and compromised the requirement for mutual trust and confidence.
- 12.3. In accordance with the DfE's guidance **Keeping Children Safe in Education (Sept 2025)**, the Collegiate will consider a malicious allegation to be one where there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive.

## **13. Reports of bullying and child-on-child abuse**

- 13.1. Reports of bullying and child-on-child abuse will be responded to in line with the **Child Protection and Safeguarding Policy** and the **Anti-bullying Policy**.
- 13.2. The needs and wishes of the victim should be paramount (along with protecting the child), particularly with regards to any reports of sexual violence or sexual harassment, in any response.
- 13.3. In accordance with the DfE's guidance **Keeping Children Safe in Education (Sept 2025)**, the Collegiate's response to reports of child-on-child abuse will include disciplinary measures and support for victims and alleged perpetrators (whether the reports have happened inside or outside the Collegiate campus or online) as outlined in this policy, the **Anti-bullying Policy** and the **Child Protection and Safeguarding Policy**.



#### 14. Use of restraint and reasonable force

- 14.1. Any use of force by staff will be reasonable, proportionate, and lawful.
- 14.2. Reasonable force will be used in accordance with the DfE guidance **Use of Reasonable Force (July 2013)** and as set out in [Appendix 4](#).
- 14.3. More detailed guidance about the use of reasonable force is provided to staff in the Collegiate Staff Code of Conduct.
- 14.4. In the Early Years foundation Stage (EYFS), where it is necessary to use restraint, this will be recorded and reported to parents within 24 hours.
- 14.5. ***Corporal punishment is not threatened or used at the Collegiate.***
- 14.6. During annual staff training on behaviour and discipline staff are reminded of when reasonable force can be used.
- 14.7. All incidents involving reasonable force are recorded and logged and kept with the Designated Safeguarding Lead (DSL).
- 14.8. Parents are informed when there has been an incident that involved the need for reasonable force to be used.

#### 15. Searching students

- 15.1. **Informed consent:** Collegiate staff may search a student or their possessions or accommodation with their consent for any item. If a member of staff suspects that a student has a banned item in their possession, they can instruct the student to turn out their pockets or bag. If the student refuses, sanctions will be applied in accordance with this policy.
- 15.2. **Searches without consent:** In relation to prohibited items, the Principal, and staff authorised by the Principal, may search a student or a student's possessions, without their consent, where they have reasonable grounds for suspecting that a student has a prohibited item in their possession. Please see [Appendix 5](#) for the Collegiate's policy on searching and confiscation. Such action will be taken in accordance with the DfE guidance **Searching, Screening and Confiscation (updated July 2023)**.

#### 16. Records

- 16.1. Administration of major punishments are recorded, with the name of the student concerned, the reason for the punishment, including relevant dates, the name of the person administering the punishment and the follow up support post sanction.
- 16.2. This log is reviewed regularly by the **Head of Student Wellbeing** so that patterns in behaviour can be identified and managed appropriately in line with **UK GDPR**.



## 17. Review

- 17.1. A student or their parents may request a **Collegiate Board's Review** of the Principal's decision to expel or remove a student from the Collegiate, or where the student is suspended from the Collegiate for 11 school days or more, or where a suspension would result in the student missing a public examination. See the Collegiate's separate **Expulsion, Removal and Review Policy**.
- 17.2. There will be no right to a Review of other sanctions, but a student who feels aggrieved may ask the Head of Student Wellbeing to take up his or her concerns with the member of staff who imposed the sanction.

## 18. Sharing of data and confidentiality

- 18.1. This policy has been reviewed in accordance with the **Data Protection Act (2018)** and the **UK General Data Protection Regulation (UK GDPR, 1 January 2021)**. More information about UK GDPR can be obtained from the Information Commissioner's Office (ICO) website.
- 18.2. The Collegiate accepts it has a duty of care to ensure individuals' data is kept safe and secure and the Collegiate privacy notices for staff, parents and students provide information regarding the personal information we collect and hold; what we do with it; who we can share it with; and how long we retain data.
- 18.3. A privacy notice is available to view on the Collegiate website.
- 18.4. The Collegiate has a Data Protection Officer (DPO) who can be contacted directly at [dpo@qe.org](mailto:dpo@qe.org).
- 18.5. When sharing confidential information about a member of staff or student, the Collegiate has regard to its responsibilities under the **Data Protection Act (2018)** and to the **UK General Data Protection Regulation (UK GDPR, 1 January 2021)**, and where relevant, the **Education (Pupil Information) (England) Regulations (2005)**. Data Protection does not prevent the sharing of information for the purposes of keeping children safe.
- 18.6. Generally, the Collegiate will not release incident reports to parents due to the sensitive nature of the report and the third-party information contained within it.

If a parent insists, via a Subject Access Request (SARs), for such data, then the DPO will comply with the request.

When the DPO responds to a SAR, they are bound by the requirements of the **UK GDPR** which states under **Article 15 part 4**, that the right to obtain a copy of an individual's data shall not adversely affect the rights and freedoms of others. In practice, this means that the DPO will only extract all relevant personal data relating to that individual and not reveal personal data pertaining to others.



## 19. Policy availability

- 19.1. Parents, prospective parents, and carers can access this policy on the [Collegiate website](#).
- 19.2. Hard or electronic copies of this policy can be requested from the PA to the Principal at [esd@qe.org](mailto:esd@qe.org).
- 19.3. A hard copy can be made available to view during normal Collegiate opening hours, on request, from the PA to the Principal.
- 19.4. This policy can be made available in large print or where possible an accessible format, if required.
- 19.5. Policies are available to all staff on the Home SharePoint page - [Policies and Procedures 2023-25](#).



## Version Control Summary

Version Number	Summary of Changes	Approved by	Date
1.0	Full annual review and approval by Collegiate Board.	Collegiate Board	04.06.2025
1.1	Updated to reflect changes in statutory and non-statutory guidance effective from <b>01 September 2025</b> .	Head of Student Wellbeing (DSL) - under delegated authority	01.09.2025

## Version Control Table

Version Number	Purpose/Change	Author	Date
1.0	<ul style="list-style-type: none"> <li>The <b>annual</b> policy review concluded on <b>31 May 2025</b></li> <li>This policy was published with effect from <b>04 June 2025</b></li> <li>Signed by the Collegiate Board on <b>04 June 2025</b>.</li> </ul>	<ul style="list-style-type: none"> <li>Head of Student Wellbeing</li> </ul>	04.06.2025
1.0 Amendment and updates	<ul style="list-style-type: none"> <li><b>Updated links and references throughout this document and in the table on pages 1 - 3 to include:</b> <ul style="list-style-type: none"> <li>➤ Statutory framework for the Early Years Foundation Stage (DfE, 11 October 2024, updated 01 November 2024)</li> <li>➤ Working together to safeguard children 2023: statutory guidance (DfE, 15 December 2023, updated 12 June 2025) *</li> <li>➤ <a href="#">Equality Act 2010: advice for schools: departmental advice for school leaders, school staff, governing bodies and local authorities (DfE, May 2014, updated 28 June 2018)</a></li> <li>➤ <a href="#">Use of reasonable force (DfE, 17 July 2013, updated 15 January 2025)</a></li> <li>➤ <a href="#">Promoting and supporting mental health and wellbeing in schools and colleges (DfE, 02 June 2021, updated 17 March 2025)</a></li> </ul> </li> <li><b>Clarifications made to existing policy:</b> <ul style="list-style-type: none"> <li>➤ <b>Paragraph 6.5</b> updated to reflect current practice in rewarding good behaviour.</li> <li>➤ <b>Links to appendices</b> embedded throughout the document – see paragraphs 5.4, 6.6, 7.6, 10.2, 14.2 and 15.2.</li> <li>➤ <b>Paragraphs 7.2 and 7.3</b> added to outline the approach to the implementation and application of the 'Zones of Regulation' in Chapter House.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Head of Student Wellbeing</li> <li>Head of Regulation</li> </ul>	04.06.2025 12.06.2025*



	<ul style="list-style-type: none"> <li>➤ <b>Appendix 1 Rewards</b> updated to reflect current practice. Further updates on 12.06.2025* include: <ul style="list-style-type: none"> <li>○ <b>Chapter House Behaviour System</b> and <b>Higher-Level Sanctions</b> tables and <b>paragraph 2.1</b> updated.</li> <li>○ <b>Lunchtime reflection sessions</b> changed from 12.40 - 13.00 to 12.30 – 13.00.</li> </ul> </li> <li>➤ <b>Appendix 2</b> reviewed and updated to align with <b>Appendix 7</b>.</li> <li>➤ <b>Appendix 3</b> reviewed and updated to reflect current practice - Editorial amendments made for clarity and consistency.</li> <li>➤ <b>Appendix 5, section 6 Communication with parents</b> updated, paragraph 6.1 added, and paragraph 6.2 revised.</li> <li>➤ <b>Appendix 7</b> editorial amendments made for clarity and consistency.</li> </ul> <p><b>Additionally,</b></p> <ul style="list-style-type: none"> <li>○ <b>Chapter House Sanctions: STEP 6 – Time Out Pathway/Suspension</b> updated 12.06.2025.*</li> </ul>		
<p><b>1.1 Amendment and updates</b></p>	<ul style="list-style-type: none"> <li>● <b>Updated links and references throughout this document and in the table on pages 1 - 3 to include:</b> <ul style="list-style-type: none"> <li>➤ Early years foundation stage statutory framework (DfE, 14 July 2025, effective from 01 September 2025)</li> <li>➤ <a href="#">Keeping children safe in education 2025 (KCSIE) - in force from September 2025</a></li> <li>➤ <a href="#">Relationships and sex education (RSE) and health education (DfE 25 June 2019, updated 15 July 2025)</a></li> <li>➤ <a href="#">Promoting and supporting mental health and wellbeing in schools and colleges (DfE, 02 June 2021, updated 14 July 2025)</a></li> </ul> </li> <li>● <b>Clarifications and amendments made to existing policy in line with changes in statutory and non-statutory guidance:</b> <ul style="list-style-type: none"> <li>➤ Reference to Queen's Kindergarten replaced by Explorers Nursery and Early Years Foundation Stage (EYFS)</li> <li>➤ Reference to Head of Year replaced by Student Experience Lead</li> <li>➤ Reference to Head of Department replaced by Department Lead</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Head of Student Wellbeing</li> <li>● Head of Regulation</li> </ul>	<p>01.09.2025</p>



	<p>➤ Addition of <b>paragraphs 5.5, 5.6 and 5.7</b> covering online conduct, attendance monitoring and inclusive language and respect, in alignment with KCSIE 2025</p>		
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## Appendix 1 Rewards

### 1. Early Years Foundation Stage (EYFS)

- 1.1. **Positive Behaviour and Boundaries** - In the EYFS setting, we aim to establish clear and consistent boundaries that support children in understanding the impact of their behaviour—both on their environment and on those around them. This approach encourages self-awareness and empathy.
- 1.2. **Supporting Exploration and Independence** - We believe in nurturing children's natural curiosity. Therefore, any restrictions on their desire to explore, experiment, and develop their own ideas are kept to a minimum, ensuring a safe yet stimulating learning environment.
- 1.3. **Celebrating Positive Behaviour** - Positive behaviour is consistently acknowledged and reinforced. Each week, children who demonstrate kindness, cooperation, or other positive behaviours are celebrated with a 'Bag of Joy'. This includes a class teddy and a book to take home and share with their family, promoting a strong home-school connection.

### 2. Chapter House Preparatory School

- 2.1. **Recognising and Rewarding Positive Behaviour** - We use a variety of strategies to celebrate and reinforce positive behaviour across the school. Children earn **points and stickers** for demonstrating kindness, effort, and good choices. They may also be recognised during our '**Tree of Achievement**' assembly, where they choose a space for their leaf and receive a certificate for exceptional effort in any area of their learning.

Each class works collaboratively to fill their '**Warm and Fuzzy**' jar with tokens awarded for positive contributions such as hard work, kindness, and teamwork. Once full, the class enjoys a reward of their choosing, promoting a sense of shared responsibility and achievement.

- 2.2. **Individual Recognition** - Children who go above and beyond may receive a '**You're a Star**' certificate, which is worth 10 QE points. In addition, positive emails are sent home to parents to celebrate their child's achievements and reinforce the home-school partnership.
- 2.3. **Peer and Staff Nominations** - We encourage children to recognise and celebrate each other's kindness and support. Each week, pupils can nominate a classmate for a '**Special Mention**'—awarded to those who have shown care or helped others. Staff can also nominate children, particularly when a pupil has made a conscious effort to make positive behaviour choices.



- 2.4. **Leadership and Responsibility** - In **Year 2**, children demonstrating responsible behaviour may be selected as **playtime buddies**, supporting younger peers on the Key Stage 1 playground. In **Year 5**, pupils who consistently model exemplary behaviour and a caring attitude may be awarded **Prefect status**. Prefects receive a badge and are recognised as role models within the school community.
  - 2.5. **Prefect Privileges and Responsibilities** - Prefects are entrusted with meaningful roles that promote leadership and responsibility. They are given privileges such as **sitting with younger children at break times** and **supporting them in the playground**, helping to foster a caring and inclusive school environment. In return, they are expected to carry out ongoing duties, including **running trustworthy errands** and **collecting snacks at break**, reinforcing their role as dependable members of the school community.
- 3. King's Magna Middle School, Queen Ethelburga's College, and the Faculty of Queen Ethelburga's**
- 3.1. **Promoting Loyalty and Aspiration** - We foster a culture of **loyalty to the Collegiate** and encourage students to **strive toward their full potential** by consistently celebrating and reinforcing positive behaviour. This approach helps build a strong sense of belonging and pride in the Collegiate community.
  - 3.2. **Encouraging Growth Through Recognition** - While appropriate **sanctions** are in place to help students understand that actions have consequences, we place a strong emphasis on **positive reinforcement**. Students who aspire to [Thrive at QE](#), earn **QE points**, which recognise their efforts, progress, and positive behaviour. These points serve as a motivational tool and a celebration of their commitment to personal growth and the Collegiate's aims.
- 4. QE points**
- 4.1. QE points are earned like House Points and are added to the House totals.
  - 4.2. Staff award students QE points electronically.
  - 4.3. Students collect QE points to reach milestones; each milestone will result in the collection of a reward.
  - 4.4. Rewards are acknowledged at the end of each term and are reviewed annually based on student feedback.
  - 4.5. Students can check their QE points balance by checking with a member of the pastoral team or by asking their form tutor. The online resource can be used to manage inter-form and competitive house competitions. They can also look online through [www.epraise.co.uk](http://www.epraise.co.uk).



## 5. Other forms of praise and recognition of achievement

### 5.1. These include:

- Tree of Achievement and Special Mention certificates in Chapter House.
- Verbal praise
- Certificates at assessment and examination periods, to recognise achievement and progress
- Colours for participation in Sport and Drama
- Written praise
- Displays of good work
- Positive telephone calls/letters or emails home
- Achievement Boards
- Recognition for 'clean sheets' in terms of behaviour
- Recognition of the highest individual QE points Score
- Speech Day.

5.2. **Recognition - QE points** can be awarded by **all members of staff**—including boarding, academic, and ancillary teams—ensuring a unified approach to recognising positive behaviour and contributions. These points are **monitored by tutors, house staff, and the students themselves**, promoting shared responsibility and reflection.

5.3. **Milestone Rewards** - Students can **track and manage their QE points online**, working towards milestone achievements at **Bronze, Silver, and Gold levels**. Reaching these milestones unlocks **additional privileges**, encouraging sustained effort and engagement.

5.4. **Annual Reset and Fresh Goals** - At the start of each academic year in **September**, students' cumulative points are **reset to zero**, giving everyone a fresh opportunity to set new goals and strive for personal growth and success.



## Appendix 2 The Wellbeing Programme and timetable

### 1. The Wellbeing Programme

- 1.1 The programme aims to promote and support positive mental health and resilience through offering workshops/activities/events during social time/clinics. Sessions are all linked to the evidenced based '*five ways to wellbeing*'.
- 1.2 The **Wellbeing Programme** is coordinated and operated from the **Student Wellbeing Centre** to support all students within the Collegiate.
- 1.3 It is based in a dedicated space within the Bronte building - a welcoming and positive environment where all students are encouraged to seek support.
- 1.4 Students can be referred by teachers, their school team, houseparents, form tutors, peer mentors/prefects or through self-referral.
- 1.5 The **Wellbeing Programme** builds on and supports issues raised in Personal Development.
- 1.6 The **Wellbeing Programme** includes a comprehensive timetable outlining all planned events and activities.
- 1.7 Timetabled intervention sessions are offered by staff in the Collegiate, to support students' positive mental health, wellbeing, resilience, and happiness. These sessions are delivered regularly and are designed to promote positive mental health through inclusive, supportive, and proactive engagement with students.
- 1.8 Posters and timetables are displayed throughout the schools and boarding houses to inform students about the range of activities and support available.
- 1.9 The information is tailored specifically for Chapter House, King's Magna, and the Senior Schools, ensuring that the support provided is age-appropriate and relevant to the unique challenges faced at each Key Stage.
- 1.10 The programme is a highly flexible system offering a wide range of initiatives, including peer mentoring, forces support, conduct coaching, self-esteem and body image workshops, resilience training, stress management, anti-bullying strategies, e-safety support and guidance, woodland, and wildlife activities and 'Tea and Talk' sessions.



1.11 In addition to scheduled sessions, support is also provided to address current and emerging issues such as the appropriate use of social media, upcoming events, themed focus weeks and relevant news topics.

1.12 The programme promotes values such as decorum, respect, and good manners, helping students understand the impact of their actions and encouraging positive behaviour.

## 2. International support

2.1 International students are offered tailored wellbeing support to help them overcome any barriers related to nationality, culture, or language.

2.2 This support aims to promote inclusion and ensure all students feel a sense of belonging within the school community.

2.3 Students who may appear isolated—for example, spending break times alone or struggling to integrate—can be identified by Wellbeing Ambassadors, Peer Mentors, or Peer Leaders. These student leaders are encouraged to reach out and guide their peers toward available support and inclusive activities.

## 3. Boarding support

3.1 The **Wellbeing Programme** is extended into boarding hours using the **Student Wellbeing Centre**, which is available after school and on weekends. This allows students to access age-appropriate, targeted support that promotes positive mental health and resilience across academic and boarding life.

3.2 Boarding staff play a key role in supporting students with challenges such as home sickness and integration. Opportunities are also provided for students to connect with their siblings and family members, helping to maintain important emotional bonds and a sense of belonging.

## 4. Student support

4.1 **Chapter House students** have weekly sessions delivered during form times, on a rotational basis, to participate in activities and become familiar with the student wellbeing area and to support transition. Students focus on resilience, structured play, and social interaction. Senior school Peer Mentors, Peer Leaders and Buddies also assist with this programme.

4.2 **King's Magna students** use the student wellbeing area at breaks, lunch, and afterschool/boarding time if they need some time out or specific support. KM Buddies learn how to take on a role of identifying friends/peers that they may think could use some support.



- 4.3 **College and Faculty students** are encouraged to use the wellbeing area as a safe and supportive space where they can learn positive strategies to manage anxiety, exam stress, friendship challenges, and other issues that may impact their mental health adversely.

The space offers a range of resources, including bools and calming activities, to support emotional regulation or simply provide a quiet place to relax – similar to the provision for King's Magna. Where appropriate, students may also be given access to clinic time for additional academic support.

- 4.4 All students are supported with behaviour management and other strands of support.



## Appendix 3 Sanctions

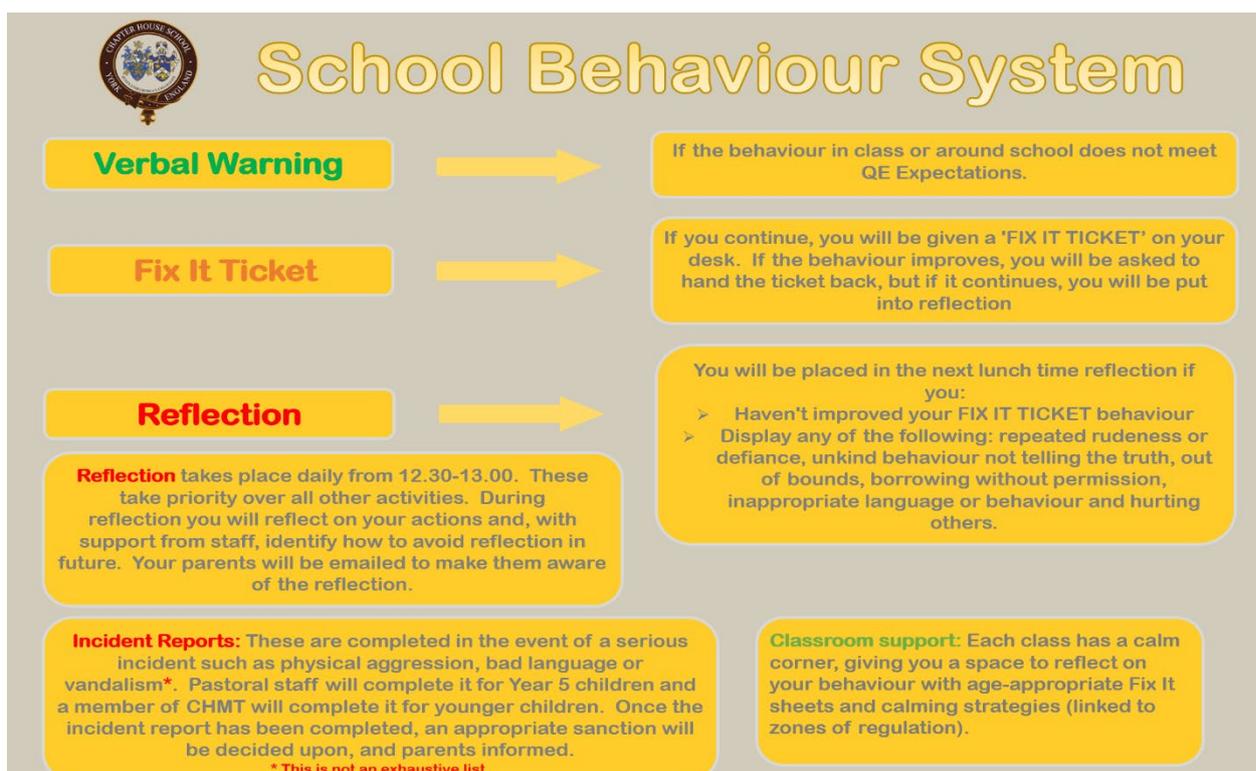
In addition to the sanctions outlined in this appendix, the Principal may authorise the implementation of other appropriate measures that align with best educational practice and support the promotion of positive behaviour and adherence to Collegiate rules.

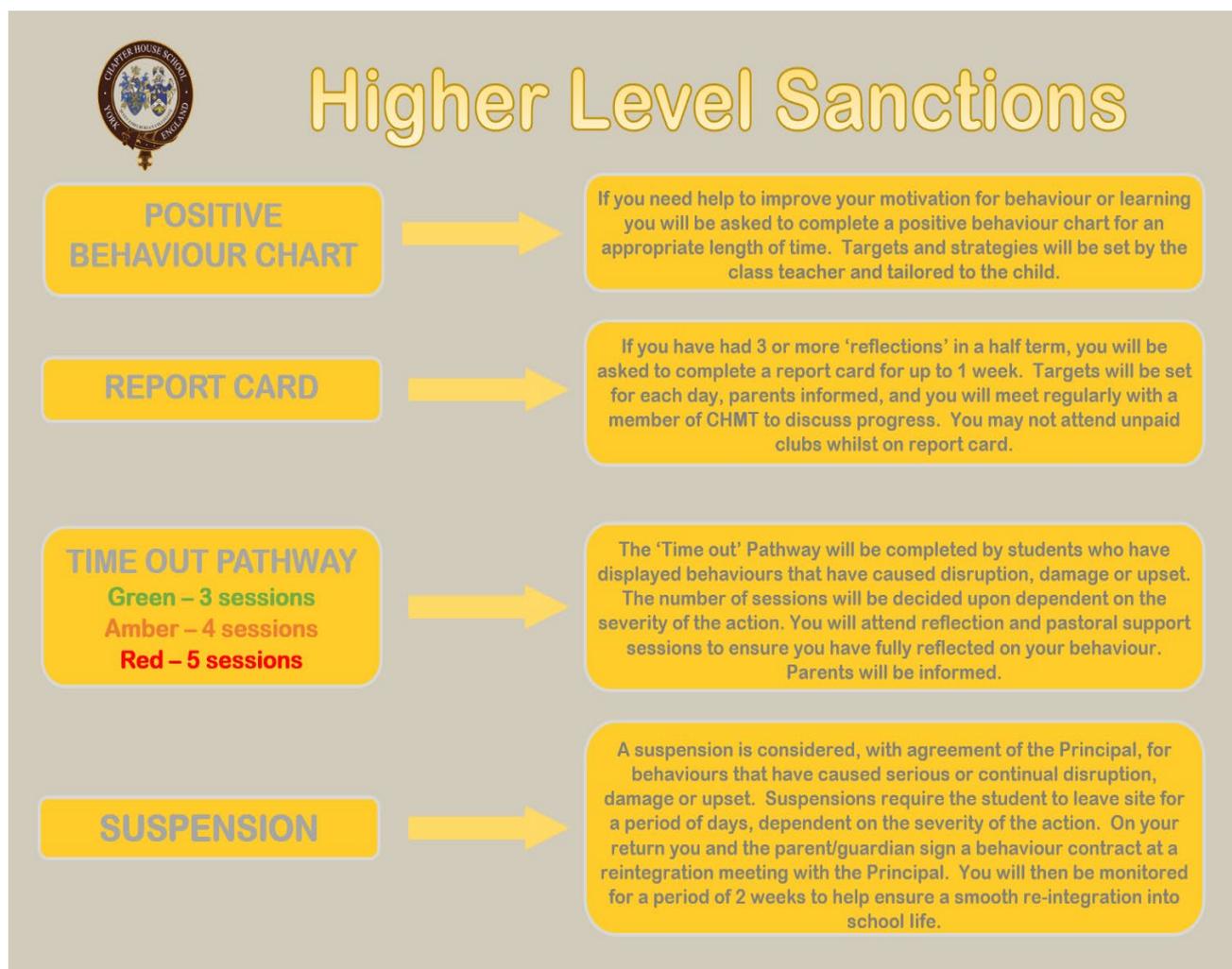
### Early Years Foundation Stage (EYFS) and Chapter House Preparatory School

#### 1. Early Years Foundation Stage

- 1.1. Supportive strategies to guide behaviour will consider the age and stage of development of the student. Clear and consistent boundaries are established to help children understand the impact of their actions on themselves and others, fostering self-awareness, empathy, and positive decision-making.
- 1.2. Designated staff will ensure that the parents are fully informed about the strategies and support and actions in place to guide their child's behaviour. Where appropriate, observations and reflections may be recorded using the Tapestry online journal to monitor progress. An individual learning plan for behaviour will be developed by the child's key person, in consultation with the parents, to ensure a consistent and supportive approach both at home and in the setting.
- 1.3. A record will be kept of any occasions where physical restraint has been used in the Early Years Foundation Stage (EYFS), and parents or carers will be informed as soon as reasonably practicable.

#### 2. Chapter House Preparatory School





2.1. **Key Stage 1:** If a student receives a **Fix It Ticket** and does not show improvement in their behaviour, they will miss their next break time and remain under the supervision of the class teacher. If the behaviour is more serious or persistent, the student may be referred to the Head of Chapter House for 'time out' or be asked to attend a lunchtime **reflection** session to support behaviour awareness and self-regulation.

2.2. **Key Stage 2 (excluding Year 6):**

2.2.1. Lunchtime **reflection** sessions take place **daily** from **12:30-13.00**.

2.2.2. **Lunchtime reflection sessions take priority over all other activities.**

2.2.3. During lunchtime **reflection** sessions students will reflect on their actions and with support from the staff member supervising the session, they will identify how to avoid it in future.



## King's Magna, Queen Ethelburga's College, and The Faculty of Queen Ethelburga's

### 3. Detentions

**A lunch time detention will be completed by students specifically, for:**

- 3 QE commitment strikes in one week
- Defiance or rudeness to staff
- Inappropriate social behaviour
- 3 uniform offences in one half term
- 3 phone confiscations in one half term
- 20-30 minutes of lates in one week
- Lack of engagement with classwork despite verbal warnings
- Insufficient quality or quantity of class work related to ability
- Leaving a lesson without permission
- Department removal
- 3 missed preps in one half term

**After school detention:**

- Using inappropriate language
- Failing to attend a lesson, form time or assembly
- Being caught out of bounds

**Failure to attend a detention will result in the sanction being escalated up the sanction ladder.**

3.1. **Detentions take priority over all other activities.** During detention, students will reflect on their actions, and with support from their tutor, Student Experience Lead and/or a pastoral team member, they will identify how to avoid detention in future.

3.2. **Issuing Detentions:** Detentions will be recorded on iSAMS for any of the reasons above. Once recorded on iSAMS, the tutor will receive notification of the time and date of the detention, to inform the student. The student should record this in their student handbook.

### 4. Boarding Detentions

4.1. Verbal warnings are given to students with the emphasis on educating them to modify their behaviour.

4.2. Following 3 verbal warnings students receive one boarding strike on iSAMS.

4.3. For those who do not heed the warnings, a boarding detention will be given.



- 4.4. Boarding Detentions take place in the evening, Monday to Friday.
- 4.5. The student is required to sit with a member of boarding staff.
- 4.6. Electronic devices can be used at the discretion of supervising staff and can be used to complete schoolwork only.

**A one-hour boarding detention will be completed by students specifically, for:**

- Defiance or rudeness to staff
- Inappropriate social behaviour
- 3 electronic devices strikes on iSAMS in one half term
- Missed breakfast

**A two-hour boarding detention will be completed by students who:**

- Use of inappropriate language
- Failure to attend a 1-hour detention
- Being out of bounds

**5. Progression of sanctions**

5.1. Detentions are monitored weekly by the pastoral team, and an accumulation of detentions will lead to some/all the following:

- Report
- Letter sent home to parents/guardians
- Personal Intervention Plan/Welfare plan
- Academic Social Isolation
- Intervention including the following:
  - Pastoral Staff Intervention
  - School teams
  - Boarding teams
  - Learning Development
  - Peer mentors, peer leaders, and buddies
  - Wellbeing sessions.

**6. Loss of Privileges**

6.1. If a student fails to complete their school or boarding detention despite being given a second opportunity, they will have certain privileges removed until they meet basic expectations.

6.2. A letter will be sent home informing parents that their child has failed to complete a sanction, students will be given a notice informing them of the loss of privileges.



6.3. Students may lose access to any the following privileges that are appropriate:

- Gym
- Muggles
- The atrium
- Boarding trips/activities (both weekend and weekday)
- Weekend leave

6.4. The aim is for students to take responsibility for their sanction and arrange a time to complete their sanction within the given time.

6.5. If students fail to complete their remaining sanction in the given time, then their sanction will be escalated.

6.6. Students will be given a **restorative sanction** depending on the needs of the student. The student will regain all privileges and be given a fresh start on completion of the sanction.

## 7. Higher-Level Sanctions

### 7.1. Green Pathway

#### 7.1.1. Boarding:

- As a part of the behaviour support process in boarding, a student on the **Green Pathway** will be required to **attend three weekday detentions**.
- Parents and guardians will be informed via letter or email.
- During this period, the student will not be permitted to represent the school in school fixtures or participate in any other school events.
- This approach is designed to encourage reflection and reinforce the importance of meeting community expectations.

#### 7.1.2. Academic:

- A student on the **Green Pathway** will be required to spend their **break and lunch times, over a period of three days, in the Pastoral Area**.
- Parents and guardians will be informed via letter or email.
- During this time, the student is encouraged to reflect on their actions and engage in relevant wellbeing or educational activities, such as Acceptable Use Policy (AUP) training or cultural awareness sessions.
- While on this pathway, students will not be permitted to represent the school in fixtures or participate in any other school events.

### 7.2. Amber Pathway

#### 7.2.1. Boarding:

- A student on the **Amber Pathway** will be required to **attend four evening detentions**.
- Parents and guardians will be informed via letter or email.



- During this period, the student will not be permitted to represent the school in school fixtures or participate in any other school events.
- Students will be required to hand in their electronic devices in the evening earlier than the usual hand-in time.

#### 7.2.2. Academic:

- A student on the **Amber Pathway** will be required to spend their **break and lunch times, over a period of four days, in the Pastoral Area.**
- Parents and guardians will be informed via letter or email.
- During this time, the student is encouraged to reflect on their actions and engage in relevant wellbeing or educational activities, such as Acceptable Use Policy (AUP) training or cultural awareness sessions.
- While on this pathway, students will not be permitted to represent the school in fixtures or participate in any other school events.

### 7.3. Red Pathway

#### 7.3.1. Boarding:

- A student on the **Red Pathway** will be required to **attend five evening detentions.** Students will also be required to attend meals with a member of staff.
- During this period, a student will not be able to represent the school in school fixtures or participate in any other school events.
- Students will be expected to hand in their electronic devices each evening.

#### 7.3.2. Academic:

- A student on the **Red Pathway** will be required to spend their **break and lunch times, over a period of five days, in the Pastoral Area.**
- Parents and guardians will be informed via letter or email.
- During this time, the student is encouraged to reflect on their actions and engage in relevant wellbeing or educational activities, such as Acceptable Use Policy (AUP) training or cultural awareness sessions.
- While on this pathway, students will not be permitted to represent the school in fixtures or participate in any other school events.

### 7.4. Sports fixtures and other activities

- 7.4.1. Students who have received a pathway sanction are not able to participate in any sporting fixture or extracurricular activity or trip.
- 7.4.2. Any exception to this must be agreed by the **Head of Student Wellbeing** and **Head of School.**



## 7.5. Full isolation

- 7.5.1. A full academic isolation will be given to any student who causes '**significant disruption to the learning environment.**'
- 7.5.2. The decision for an isolation will be made by the **Head of Student Wellbeing.**
- 7.5.3. During this time, the student will be required to work in full isolation in the pastoral behaviour management area and work will be collected for the students to complete. The student will have to hand over all electronic devices and will be in isolation until 4:10pm.
- 7.5.4. Full isolation may also be given to students who are awaiting a decision regarding a suspension or other higher-level sanction from the Principal.
- 7.5.5. Students who are boarders may be isolated during both academic and boarding time dependent on the incident and possible outcome.

## 7.6. Suspension

- 7.6.1. Suspensions require the student to leave the site for a period of days dependent on the severity of the action.
- 7.6.2. On the students return they, and the parent/guardian, sign a behaviour contract at a reintegration meeting with the student's **Head of School**, or **Head of Welfare and Personal Development.**
- 7.6.3. Students will then be monitored for a period of two weeks to help ensure a smooth re-integration into school life.



## Appendix 4 Use of reasonable force

- 1 Reasonable force may be used to prevent a student from doing or continuing to do any of the following:
  - 1.1 committing a criminal offence
  - 1.2 injuring themselves or others
  - 1.3 causing damage to property, including their own
  - 1.4 engaging in any behaviour prejudicial to good order and discipline at the Collegiate or among any of its students, whether that behaviour occurs in a classroom or elsewhere.
- 2 In these circumstances, force will be used for two main purposes: to control students or to restrain them. Reasonable force may be used, for example, to restrain a student at risk of harming themselves or another individual or to prevent a student leaving a classroom where allowing them to do so would risk their safety or lead to behaviour that disrupts the behaviour of others.
- 3 In addition, reasonable force may be used to conduct a search for certain "**prohibited items**" (see [Appendix 5](#) below).
- 4 In deciding whether reasonable force is required, the needs of individual students will be considered, and reasonable adjustments will be made for students with special educational needs or disabilities.
- 5 Where reasonable force is used by a member of staff, the Head of Student Welfare **must be informed** of the incident, and it will be recorded in writing. The student's parents will be informed about serious incidents involving the use of force.
- 6 The student's parents will be informed about any use of force on the day of the incident or as soon as reasonably practicable.



## Appendix 5 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 student's property as a disciplinary penalty where it is reasonable to do so.

The Collegiate's policy on searching and confiscation has regard to guidance published by the DfE, **Searching, Screening and Confiscation (updated July 2023)**. The purpose of searching and confiscation is to ensure a calm, safe and supportive environment within school and boarding to ensure that individuals and the community as a whole feel safe.

When searching and confiscation does occur, it is done under the consideration of whether it is safe, proportionate, and appropriate.

### 1. Prohibited items

#### 1.1. Prohibited items are:

- (a) knives or weapons
- (b) alcohol
- (c) illegal drugs
- (d) stolen items
- (e) tobacco and cigarette papers, vaping materials
- (f) fireworks
- (g) pornographic images
- (h) any article that the member of staff reasonably suspects has been, or is likely to be, used:
  - to commit an offence, or
  - to cause personal injury to, or damage to the property of, any person (including the pupil).

1.2. The Principal and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item for which may be searched.

1.3. Authorised staff are members of the pastoral and safeguarding teams, alongside the Boarding Management Team.

#### 1.4. Searching with consent

1.4.1. Before any search is undertaken the student will **usually** be asked to give informed consent.



- 1.4.2. In seeking consent, the age and maturity of the student will be considered together with any special needs the student may have. Written consent will not usually be required.
- 1.4.3. The consent of the student must be obtained for searches for items that are not "prohibited items" as listed in paragraph 1.1 above. The consent of the student must be sought even if not at the Collegiate at the time. If a member of staff suspects that a student has an item that is banned by the Collegiate, they can instruct the student to turn out their pockets or bag.
- 1.4.4. If the student refuses to provide consent disciplinary action may be taken in accordance with this policy.

## 2. Searching for prohibited items

- 2.1. Where the Principal or an authorised member of staff has reasonable grounds to suspect that a student may have a prohibited item that may cause a safeguarding concern, **consent is not required**, and the search will be carried out. For example, they may have heard other students talking about the item, or they might notice a student behaving in a way that causes them to be suspicious. The search can be carried out using reasonable force if necessary for any prohibited items, as detailed above (such force may not be used in searches for items not on the prohibited list).
- 2.2. Searches will be carried out only on Collegiate premises or, if elsewhere, where the member of staff has lawful control or charge of the student, for example on an educational visit or in training settings.
- 2.3. If it is believed that a student has a prohibited item, it may be appropriate for a member of staff to carry out:
  - 2.3.1. a search of outer clothing and / or
  - 2.3.2. a search of Collegiate property (e.g., students' lockers or desks, bed studies, or dormitories) and / or
  - 2.3.3. a search of personal property (e.g., bag or pencil case).
- 2.4. Searches will be conducted in such a manner as to minimise embarrassment or distress. Any search of a student or their possessions will be conducted in the presence of the student and another member of staff. Where a student is searched, the searcher will be the same gender as the student.
- 2.5. Where it is believed that serious harm may be caused if the search is not conducted immediately and it is not practicable to summon another member of staff, a member of staff may conduct a search of a student of the opposite sex and / or in the absence of a witness.



- 2.6. Where the Principal, or staff authorised by the Principal, 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.

### 3. Confiscation

- 3.1. Under the Collegiate's general power to discipline, a member of staff may confiscate, retain, or dispose of a student's property as a disciplinary penalty where it is reasonable to do so.
- 3.2. 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 Collegiate discipline.
- 3.3. Staff have a defence to any complaint or other action brought against them. The law protects members of staff from liability in any proceedings brought against them for any loss of, or damage to, any item they have confiscated, provided they acted lawfully.

### 4. Searching electronic devices

- 4.1. 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 is likely to be used to, cause harm, disrupt teaching, break Collegiate Rules, commit an offence, or cause personal injury or damage to property, 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 unless the device needs to be given to the police.
- 4.2. Any search of an electronic device should be conducted in the presence of a member of the Safeguarding Team and in line with procedures in the **Child Protection and Safeguarding Policy**.
- 4.3. The Collegiate is not required to gain parental consent to examine a student's mobile phone, or device, which has been seized lawfully to conduct a 'without consent' search and is prohibited by the school rules or is reasonably suspected of being, or might be, used to commit an offence or cause personal injury or damage to property.
- 4.4. 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 Collegiate Rules. 'Good reason' to examine or delete the data or files requires a staff member to reasonably suspect that the data or file in question has been, or could be, used to cause harm, to disrupt teaching or break the school rules.



4.5. 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 Collegiate discipline or criminal offence, or hand it over to the police if the material is of such seriousness that police involvement is required.

This includes material that is suspected to be evidence relevant to an offence, or that is a pornographic image of a child or an extreme pornographic image.

4.6. For any material which is inappropriate, but not requiring police attention, the staff member can delete any files or data from the device or retain the device as evidence of a breach of school discipline. Staff will have regard to **Part 5 of KCSIE 2025**.

## 5. Disposal of confiscated items

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

5.2. **Controlled drugs:** controlled drugs will usually be delivered to the police as soon as possible. In exceptional circumstances and at the discretion of the Principal 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 considered, and staff will use professional judgement to determine whether the items can be safely disposed of. They will not be returned to the student.

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

5.4. **Stolen items:** stolen items will usually be delivered to the police as soon as possible. However, if, in the opinion of the Principal 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.

5.5. **Tobacco or cigarette papers:** tobacco or cigarette papers will be destroyed. This also includes vaping.

5.6. **Fireworks:** fireworks will not be returned to the student. They will be disposed of, safely at the discretion of the Principal or other authorised member of staff which may include donation to an appropriate charity.



- 5.7. **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 student has been abused, the Designated Safeguarding Lead will also be notified and will decide whether to make a referral to North Yorkshire children's social care. See further detail in the **Child Protection and Safeguarding Policy**.
- 5.8. 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.
- 5.9. **Article used to commit an offence or to cause personal injury or damage to property:** such articles may, at the discretion of the Principal or authorised member of staff taking all the circumstances into account, be delivered to the police, returned to the owner, retained, or disposed of.
- 5.10. **Weapons or items which are evidence of an offence:** such items will be passed to the police as soon as possible.
- 5.11. **An item banned under Collegiate Rules:** such items may, at the discretion of the Collegiate 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 Collegiate Rules to disrupt teaching, the phone will be kept safely until the end of the school day when it can be claimed by its owner, unless the Principal considers it necessary to retain the device for evidence in disciplinary proceedings. If a student persists in using a mobile phone in breach of Collegiate Rules, the phone will be confiscated and must be collected by a parent.
- 5.12. **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 Collegiate Rules, including carrying out cyberbullying or sexual harassment, the device will be confiscated and may be used as evidence in disciplinary proceedings. Once the proceedings have been concluded the device must be collected by a parent or carer and the student may be prohibited from bringing such a device onto School premises or on educational visits. In addition, any data or files may be erased if there is good reason to do so. In serious cases, the device may be handed to the police for investigation.



## 6. Communication with parents

- 6.1. In accordance with Department for Education guidance - [Searching, screening and confiscation in schools](#) – the Collegiate has the authority to search students without parental consent if there are reasonable grounds to suspect possession of prohibited or banned items.
- 6.2. There is no legal requirement for the Collegiate to inform parents before a search for banned or prohibited items takes place or to seek their consent to search their child, and in most cases, it will not be practicable to do so. However, the Collegiate is committed to transparency and in appropriate circumstances, we will inform parents on how the Collegiate will dispose of certain items.
- 6.3. We will keep a record of all searches conducted, whether the search is with or without the consent of the student, the date, time, what was searched for, reasons and follow up actions including relevant support, which can be inspected by the parents of the student(s) involved subject to any restrictions under the **Data Protection Act 2018** and in line with **UK GDPR**. The record will include details of any disposal of items confiscated. The DSL will always be informed when a search has taken place.
- 6.4. Complaints about searching or confiscation will be dealt with through the **Collegiate's Complaints Policy**. A copy of the policy is available on request.
- 6.5. The Collegiate will take reasonable care of any items confiscated from students. However, unless negligent or guilty of some other wrongdoing causing injury, loss, or damage, the Collegiate does not accept responsibility for loss or damage to property.



## Appendix 6 Police and Criminal Evidence Act (1984) – Code C

The Designated Safeguarding Lead (and deputies) are aware of the requirement for children to have an appropriate adult when in contact with Police officers who suspect them of an offence.

PACE states that anyone who appears to be under 18, shall, in the absence of clear evidence that they are older, be treated as a child for the purposes of this Code and any other Code.

PACE also states that If at any time an officer has any reason to suspect that a person of any age may be vulnerable, then that person is entitled to be accompanied by an appropriate adult at any point.

The Designated Safeguarding Lead (or deputy) will communicate any vulnerabilities known by the school to any police officer who wishes to speak to a pupil about an offence they may suspect. This communication will be recorded on **CPOMS** (Child Protection Online Management System).

If having been informed of the vulnerabilities, the designated safeguarding lead (or deputy) does not feel that the officer is acting in accordance with PACE, they should ask to speak with a supervisor or contact 101 to escalate their concerns.

A person whom there are grounds to suspect of an offence must be cautioned<sup>1</sup> before questioned about an offence<sup>2</sup>, or asked further questions if the answers they provide the grounds for suspicion, or when put to them the suspect's answers or silence, (i.e., failure or refusal to answer or answer satisfactorily) may be given in evidence to a court in a prosecution.

A Police Officer must not caution a juvenile or a vulnerable person unless the appropriate adult is present. If a child or a vulnerable person is cautioned in the absence of the appropriate adult, the caution must be repeated in the appropriate adult's presence.

### The 'appropriate adult' means, in the case of a child:

1. the parent, guardian or, if the juvenile is in the care of a local authority or voluntary organisation, a person representing that authority or organisation.
2. a social worker of a local authority
3. failing these, some other responsible adult aged 18 or over who is not:
  - a. a police officer;
  - b. employed by the police;
  - c. under the direction or control of the chief officer of a police force; or
  - d. a person who provides services under contractual arrangements (but without being employed by the chief officer of a police force), to assist that force in relation to the discharge of its chief officer's functions.

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<sup>1</sup> The police caution is: "You do not have to say anything. But it may harm your defence if you do not mention when questioned something which you later rely on in Court. Anything you do say may be given in evidence."

<sup>2</sup> A person need not be cautioned if questions are for other necessary purposes, e.g.: (a) solely to establish their identity or ownership of any vehicle; to obtain information in accordance with any relevant statutory requirement; in furtherance of the proper and effective conduct of a search, e.g. to determine the need to search in the exercise of powers of stop and search or to seek co-operation while carrying out a search; or to seek verification of a written record.



Further information can be found in the Statutory guidance - [PACE Code C 2023 \(Home Office, 20 December 2023\)](#).

The revised PACE Code C has effect from 20 December 2023 following a [statutory consultation](#).

Code C sets out the requirements for the detention, treatment and questioning of suspects not related to terrorism in police custody by police officers.

You can also [read the order bringing the code into force and the explanatory memorandum describing the changes](#).

The key changes in PACE 2023 Code C, which came into effect on 20 December 2023, include:

- **Fair and Responsible Use of Powers:** The Code emphasises that police powers must be used fairly, responsibly, and without unlawful discrimination. Police forces must have due regard to eliminate unlawful discrimination and advance equality of opportunity [1].
- **Treatment of Detained Persons:** All persons in custody must be dealt with expeditiously and released as soon as the need for detention no longer applies. Custody officers must perform their functions as soon as practicable, and any delay must be justifiable [1].
- **Accessibility of the Code:** The Code of Practice must be readily available at all police stations for consultation by police officers, police staff, detained persons, and members of the public [1].
- **Safeguards for Vulnerable Suspects:** There are specific revisions concerning the safeguards for vulnerable suspects. If an officer suspects that a person of any age may be vulnerable, they must treat the person as such and make reasonable enquiries to ascertain relevant information [1].
- **Voluntary Interviews:** The Code includes provisions for voluntary interviews, ensuring that individuals are aware of their rights and the implications of participating in an interview without being detained [1].
- **Amendments by the Policing and Crime Act 2017:** The Code incorporates amendments made by the Policing and Crime Act 2017, particularly those related to the treatment of individuals under the age of 18, who must be treated as juveniles for all provisions of PACE [1].

These changes reflect the ongoing commitment to the principles of fairness, equality, and the protection of vulnerable individuals within the criminal justice system.

1. [PACE Code C 2023 \(accessible\) - GOV.UK](#)
2. [PACE Code C 2023 - GOV.UK](#)
3. [PACE Code C 2019 - GOV.UK](#)



## Appendix 7 Thrive at QE behaviour expectations and rewards system

At Queen Ethelburga's, our ethos is for all members of the community to Thrive at QE.

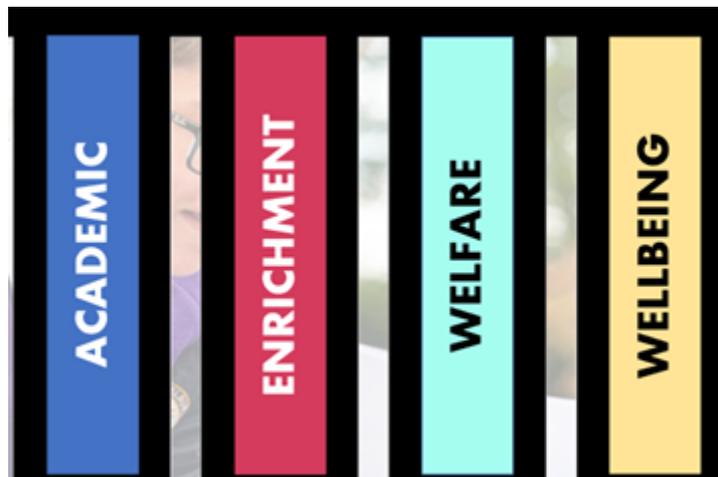
We aim to motivate students to develop a lifelong desire to follow the Hill Standard:

*'To be the best that I can with the gifts that I have'*

Loyalty to the Collegiate and the students' commitment to reaching their full potential will be achieved by encouraging and celebrating positive behaviour. Whilst sanctions are required for students to understand that choices have consequences, our primary focus is to motivate students to **Thrive at QE** - when students aspire to this challenge, they earn QE points.

Students can earn QE points in recognition of their positive efforts to **Thrive at QE**.

There are four pillars that are the foundations needed for students to be able to **Thrive at QE**.



Each pillar develops a set of fundamental skills that the Collegiate recognises as necessary to develop to achieve your full potential.

### Our aims

Academic – To build skills for lifelong learning and future success.

Enrichment – To foster a spirit of adventure and discovery

Welfare – To promote happiness, positive health, and community safety

Wellbeing – To encourage respect, equity, and collective responsibility.

### QE points

- Staff award students QE points.
- Students collect QE points to reach milestones; each milestone will result in the collection of a reward. Rewards are acknowledged at the end of each term and are reviewed annually based on student feedback.
- Students can check their QE points balance by checking with a member of the pastoral team or their form tutor or by looking on the ePraise website: [www.epraise.co.uk](http://www.epraise.co.uk).



### Other forms of praise and recognition of achievement:

- Tree of Achievement and Special Mention certificates in Chapter House
- Verbal praise
- Certificates at assessment and examination periods, to recognise achievement and progress
- Colours for participation in Sport and Drama
- Displays of good work
- Positive telephone calls/letters or emails home
- Achievement Boards
- Recognition for 'clean sheets' in terms of behaviour
- Recognition of the highest individual QE points score
- Speech Day

QE points are awarded by all staff (boarding, academic and ancillary) and monitored by tutors, house staff, and students. Students can manage their QE points online and work towards milestones at Bronze, Silver and Gold which will enable them to access additional privileges. Each September, students' cumulative points will reset to zero, allowing them to work towards new goals each year.

### The Competitive House System

Students' individual QE points totals contribute to the competitive House total. QE points can also be awarded for participation in House Events - Music, Drama, Debating, Sports Day etc. House Assemblies and the QE points score board engage and unite students towards a common goal. The House Trophy is awarded at the end of each academic year, to the House with the most QE points.

**CANTWARA DERWENT EOFORWIC LYMINGE**

### Support Available

Students who need to improve their readiness to **Thrive at QE** will be monitored using a progressive report system that provides different levels of support. Depending on the age and the social, emotional, and behavioural needs of the student, this might include a Pastoral Key Worker, Peer Mentor, a referral to Learning Development, or a referral to external agencies.

### Reasonable adjustments

Where a student has a recognised disability that will make the implementation of parts of this policy discriminatory, reasonable adjustments will be made. For example, an **Individual Vulnerability, Risk and Welfare Plan** may be drawn up, that states agreed strategies for staff to use, to help support the individual's learning. Reasonable adjustments may also be made where there is no recognisable disability, but where it would be beneficial.

### Student Wellbeing Programme

**The Wellbeing Programme** aims to promote and support positive mental health and resilience through offering workshops/activities/events during social time/clinics. Sessions are all linked to the evidenced based '**five ways to wellbeing**'.



The **Wellbeing Programme** is coordinated and operated from the **Student Wellbeing Centre** to support all students within the Collegiate. It is based in a dedicated space within the Bronte building - a welcoming and positive environment where all students are encouraged to seek support.

Students can be referred by teachers, their school team, houseparents, form tutors, peer Mentors/prefects or through self-referral. The timetable also builds on and supports issues raised in Personal Development. The programme is about the intervention offered by all staff in the Collegiate to support students' mental health, wellbeing, and happiness.

The **Wellbeing Programme** includes a comprehensive timetable outlining all planned events and activities. Posters and timetables are displayed throughout the schools and boarding houses to inform students about the range of activities and support available. The information is tailored specifically for Chapter House, King's Magna, and the Senior Schools, ensuring that the support provided is age-appropriate and relevant to the unique challenges faced at each Key Stage.

The programme is a highly flexible system offering a wide range of initiatives, including peer mentoring, forces support, conduct coaching, self-esteem and body image workshops, resilience training, stress management, anti-bullying strategies, e-safety support and guidance, woodland, and wildlife activities and 'Tea and Talk' sessions. In addition to scheduled sessions, support is also provided to address current and emerging issues such as the appropriate use of social media, upcoming events, themed focus weeks and relevant news topics. The programme promotes values such as decorum, respect, and good manners, helping students understand the impact of their actions and encouraging positive behaviour.

### **International support**

International students are offered tailored wellbeing support to help them overcome any barriers related to nationality, culture, or language. This support aims to promote inclusion and ensure all students feel a sense of belonging within the school community.

Students who may appear isolated—for example, spending break times alone or struggling to integrate—can be identified by Wellbeing Ambassadors, Peer Mentors, or Peer Leaders. These student leaders are encouraged to reach out and guide their peers toward available support and inclusive activities.

### **Boarding support**

The **Wellbeing Programme** is extended into boarding hours using the **Student Wellbeing Centre**, which is available after school and on weekends. This allows students to access age-appropriate, targeted support that promotes positive mental health and resilience across academic and boarding life.

Boarding staff play a key role in supporting students with challenges such as home sickness and integration. Opportunities are also provided for students to connect with their siblings and family members, helping to maintain important emotional bonds and a sense of belonging.



## **Student support**

**Chapter House students** have weekly sessions delivered during form times, on a rotational basis, to participate in activities and become familiar with the student wellbeing area and to support transition. Students focus on resilience, structured play, and social interaction. Senior school Peer Mentors, Peer Leaders and Buddies also assist with this programme; and nurture groups such as 'Circle of Friends' and 'Tea and Chat' are available for children requiring additional support.

**King's Magna students** use the student wellbeing area at breaks, lunch, and afterschool/boarding time if they need some time out or specific support. KM Buddies learn how to take on a role of identifying friends/peers that they may think could use some support.

**College and Faculty students** are encouraged to use the wellbeing area as a safe and supportive space where they can learn positive strategies to manage anxiety, exam stress, friendship challenges, and other issues that may impact their mental health adversely.

The space offers a range of resources, including bools and calming activities, to support emotional regulation or simply provide a quiet place to relax – similar to the provision for King's Magna. Where appropriate, students may also be given access to clinic time for additional academic support.

All students are supported with behaviour management and other strands of support.

## **Expectations and Sanctions**

We encourage all students to uphold the principles that foster a calm, safe and supportive environment both in and out of the classroom. This positive atmosphere enables every member of the Collegiate community to grow and thrive. However, if a student chooses not to follow this ethos, consistent and progressive sanctions will be applied by all staff. These measures are designed to support learning and address negative behaviour constructively.

### **Step 1**

**Verbal warnings** will be given to students who do not meet the basic classroom expectations. When a verbal warning is given, students will be encouraged to change their approach and actions to prevent an escalation to Step 2. This serves as an initial step to encourage reflection and improvement in behaviour.

**Verbal warning** – name on the board. This could be for: not listening to staff and fellow students, not engaging with classwork, or not taking responsibility for their own learning, poor punctuality, disrespectful behaviour towards others, their possessions, or the school environment.

### **Step 2**

**QE Commitment Strike** recorded on iSAMS for three verbal warnings in any one lesson. If a student receives three strikes in one week, they will progress to Step 3.

### **Step 3**

A lunchtime school detention will be completed by the students who are not meeting basic expectations.



### **Detentions will be issued for:**

- 3 QE commitment strikes in one week
- Defiance or rudeness to staff
- Inappropriate social behaviour
- 3 uniform offences in one half term
- 3 phone confiscations in one half term
- 20-30 minutes of late strikes on iSAMS in one week
- Continued misbehaviour/lack of engagement despite verbal warnings
- Insufficient quality or quantity of class work related to ability
- Leaving a lesson without permission
- Department removal
- 3 missed preps in one half term

**After school detention** is given to students who miss a lesson; form time or assembly; swear in the presence of staff/inappropriate language; are caught out of bounds; 60 minutes of late minutes in one week; or miss a lunchtime detention.

**Other sanctions may include** relocation within the department; removal from the department area; monitoring report; withdrawal from school trips / sports fixtures; higher level sanction; loss of social time; and social time monitoring report.

### **Relocation of students within the department/house**

**Students should not be left to stand outside a classroom or in the boarding house corridor.** If the member of staff considers that the student should be removed, then either the departmental or house relocation system **must** be used.

#### **Departmental:**

- Each department must have a rota of nominated classes that a student can be relocated to within their department – usually a sixth form lesson.
- A trusted student should be sent to the HOD/available colleague, who will collect and relocate the student. The class should not be left unsupervised.
- Work should be provided, and a Lunch Time detention given.
- At the detention, the student should use the time to reflect on their behaviour, its impact on the learning environment and what they should do differently next time.
- This information should be used by the subject teacher to discuss a way forward. The HOD should act as a mediator in the restorative process, as required.

#### **House:**

- The student must be placed in either a spare room (if available) or in a common room to work in isolation.

### **Removal of students from a department area/house**

Should a student continue to disrupt after relocation, or will not comply with attempts to relocate, the HOD/ available colleague should:

- Contact the pastoral team
- Provide a written summary of the incident leading to the removal (email to Student Experience Lead and pastoral team)



Refusal to comply with a boarding removal should be referred to:

- A member of the Boarding Management Team
- The pastoral team

Once in receipt of the removed student, the pastoral team will investigate and complete an incident report if required. The student will be isolated in the **Student Wellbeing Centre** until a decision regarding sanctions has been reached and/or they are deemed to be ready to return to the working environment.

#### **Step 4**

A student will be withdrawn from lessons to work in **isolation** if they cause significant disruption to the teaching and learning environment. If the student is to be isolated beyond the current lesson, this decision will be made by the Pastoral Leads in conjunction with the relevant School Team. Parents will be informed at the earliest opportunity.

#### **Step 5**

A **suspension** will be considered for serious offences but not limited to swearing at staff; alcohol, cigarettes, vaping, and mind-altering substance misuse; physical or sexual misconduct; bullying; vandalism, racism and bringing the school into disrepute. The decision will be made by the **Head of Student Wellbeing** in conjunction with the **Principal**.

### **Chapter House Sanctions**

We hope that all students will work hard to **Thrive at QE**, supported by *'The Zones of Regulation'* approach, which encourages reflection and self-awareness rather than relying solely on sanctions. However, we recognise that sometimes students may choose not to meet this challenge. In such cases, all staff will apply sanctions consistently and progressively, with the aim of supporting learning and addressing negative behaviour constructively.

#### **STEP 1 – Verbal Warning**

If a student's behaviour in class or around school does not meet the behaviour code, the student will be given a verbal warning. This is a chance to reflect and make a positive change.

#### **STEP 2 – Fix It Ticket**

If the behaviour continues, the student will be given a **Fix It Ticket**. This ticket is a supportive prompt to help the student recognise the behaviour and take responsibility. If the student makes a positive change, they return the ticket, and no further action is needed. If the behaviour persists, the student will be invited to attend lunchtime **reflection** to think about how to move forward positively.

#### **STEP 3 – Reflection**

If a student does not improve their behaviour and hand back the **Fix It Ticket**, they will be placed in the next lunchtime **reflection** session. A student can also be placed in lunchtime **reflection** if their behaviour warrants it, for example, physically hurting another child or continually ignoring warnings given by a member of staff. Lunchtime **reflection** provides a calm, supportive space where students can talk through what happened, consider the impact of their actions, and plan how to make better choices in the future.



### **Key Stage 1:**

If a student receives a **Fix It Ticket** and does not improve their behaviour (asked to hand it back), they will miss the next break time and be supervised by the class teacher. If the behaviour warrants it, the student will be sent to the Head of Chapter House for *'time out'* or be put in a **lunchtime reflection**.

### **Key Stage 2 (excluding Year 6):**

Lunchtime **reflection** takes place daily from 12.30-13:00. Lunchtime **reflections take priority over all other activities**. During lunchtime **reflection** students will reflect on their actions and with support from the staff member supervising the session, they will identify how to avoid it in future.

**Incident Reports:** These are completed if the incident involves physical aggression, bad language, or vandalism. Pastoral staff will complete it for Year 5 children and senior Chapter House staff will complete it for younger children. Once the incident report has been completed, an appropriate sanction will be decided upon, and parents informed.

### **STEP 4 – Positive Behaviour Chart**

In some instances, a student may benefit from a **behaviour chart** to help them to manage their behaviour, stay focused, or build positive routines. It is particularly useful for children who struggle with self-regulation, attention, or meeting classroom expectations, and who respond well to structure and visual feedback. The chart will include clear, achievable targets, regular check-ins with the class teacher and positive reinforcement.

### **STEP 5 – Report Card**

A report card will be used when a student has not responded to a behaviour chart and needs more structured monitoring and consistent feedback. Parents will be informed, and targets set for each day. The students will meet regularly with a member of Chapter House Management Team (CHMT) to discuss their progress, and a behaviour chart will be put in place to support the child when they have completed the report card.

### **STEP 6 – Time Out Pathway/Suspension**

The *'Time out'* Pathway will be completed by students who have caused disruption, damage or upset and a suspension considered for serious or continual disruption, damage or upset.