



Queen Mary's Grammar School

Key Stage 3 & 4 ONLY: Behaviour & Discipline Policy

Approved by the LGB September 2025

Next review September 2026

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This policy aligns with the School's legal obligations under the Equality Act 2010, safeguarding responsibilities, and Sections 90 and 91 of the Education and Inspections Act 2006. It incorporates guidance from the following Department for Education documents:

- Behaviour in Schools (February 2024)
- Suspension and Permanent Exclusion from Maintained Schools, Academies and Pupil Referral Units in England, Including Pupil Movement (August 2024)
- Searching, Screening and Confiscation: Advice for Schools (July 2023)
- Keeping Children Safe in Education (September 2025)

Behaviour & Discipline Policy: Key Stage 3 & 4 ONLY

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1. The Mercian Trust Behaviour Principles Statement

We are a family of schools committed to helping each other increase opportunities and improve outcomes for students throughout Walsall and the West Midlands conurbation. Our schools all have an ambitious commitment to ensuring high behavioural standards for all students, and this statement sets out to present the broad values and principles that underpin the behaviours that are expected and promoted in all our schools. Because of this ambitious commitment, we prioritise our efforts to address social mobility and social justice for disadvantaged and vulnerable children. This statement reflects the belief that effective learning and personal development relies on good standards of behaviour and that some students, including those who are most vulnerable, may display behaviours that require specific and sometimes innovative approaches to support and challenge their behaviour.

Actual, practical applications of these principles is the responsibility of the Headteachers in each school, who will ensure that the behaviour policy, behaviour system and any decisions taken regarding behaviour reflect these principles.

2. The Mercian Trust Principles

The concern of the Trust and each individual school is the safety, behaviour, attendance, wellbeing and education of all pupils; actions taken in response to student behaviour are with the intention of supporting the student's regular attendance, wellbeing and academic progress, as well as fulfilling our safeguarding responsibilities.

Each school prioritises equality of opportunity, belonging and inclusion and will ensure that all members of the school community are able to enjoy the activities of the academy free from any discrimination. The school will create and maintain an atmosphere and ethos of acceptance, equality, diversity, respect, understanding and kindness throughout the academy community in everyday practice.

Each school aims to foster a collective ethos amongst all members of the school community and ensure that all students, staff and visitors always feel safe in the school environment through a high quality provision of care, support and guidance.

All students have a right to achieve their fullest academic and personal potential and feel they are valued members of the school community, and should be free from bullying, discrimination and distracting peer behaviour.

Each school ensures that the Behaviour Policy is consistently applied by all staff. Good behaviour is acknowledged and rewarded and where sanctions are exercised, they are in line with the school's Behaviour Policy and are applied after due consideration of the principles outlined in this document. Through the Trust's commitment to improvement and innovative practice, all staff are committed to being curious about the reasons for negative behaviour and can draw on a range of effective action to support behaviour change. Each school offers comprehensive and structured support to students displaying challenging behaviour and will consider students' wellbeing and any SEND.

Any kind of violence, threatening behaviour or abuse between students, or by members of the school community towards staff, will not be tolerated. If a parent/ carer does not conduct themselves properly, the school reserves the right to ban them from the premises and, if the parent/carers continues to cause disturbance, they may be liable to prosecution.

Put simply, the staff and students in Mercian schools will live life to the full in the pursuit of what is good, right and true. In doing so they will behave well and realise their potential and make a positive contribution to their families and the local, national, and international community.

3. The School's Principles

The School believes that in order to enable effective teaching and learning to take place, good behaviour in all aspects of school life is necessary. All pupils and staff have a right to work in a calm, supportive and purposeful atmosphere, undisturbed by anti-social or disruptive behaviour from others.

The School looks to create and embed a culture where pupils and staff flourish in safety and dignity. We aim to:

- Clearly communicate behaviour expectations to pupils, parents, and staff.
- Teach pupils how to behave well, rooted in core values allowing them to succeed in a school environment but also beyond the school setting.
- Promote self-discipline, respect, and positive relationships.
- Ensure staff training to embody the school culture and consistently uphold the behaviour policy.
- Provide targeted support for pupils requiring behavioural intervention. Ensuring high challenge, high support measures are deployed effectively.
- Maintain a safe environment free from bullying, threats, or intimidation.

Restorative practice is a key approach embedded within our school procedures. We look to challenge and support in equal measure focussing very much on the small detail as much as the high-level behaviour issues. We work on the premise that it is the small seemingly insignificant things we do on a regular basis that defines our behaviour, define us as people and lead to our outcomes. Focusing on these 'Atomic Habits' will therefore empower our pupils to achieve their full potential.

4. Roles and Responsibilities

The **Governing Body** will establish, in consultation with the Headmaster, staff and parents, the policy for the promotion of good behaviour and keep it under review. It will ensure that it is communicated to pupils and parents, is non-discriminatory and the expectations are clear. Governors will support the School in maintaining high standards of behaviour.

The **Headmaster**, Mr RJ Langton will be responsible for the implementation of the policy and procedures. Support for staff faced with challenging behaviour is also an important responsibility of the Headmaster.

The day-to-day management of procedures is the responsibility of Miss R Naguthney, **Assistant Headteacher**.

Staff, including teachers, associate staff, trainee teachers and volunteers, will be responsible for ensuring that the policy and procedures are followed and are consistently and fairly applied. Mutual support amongst staff in the implementation of the policy is essential, with a particular responsibility falling to Heads of Department (HoD) and Year Teams. All staff have a key role in advising the Headmaster on the effectiveness of the policy and procedures. They also have responsibility, with the support of the Headmaster for creating a high-quality learning environment, teaching good behaviour and implementing the agreed policy and procedures consistently.

The Headmaster and staff will ensure that there is no differential application of the policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality.

Parents and carers are expected to take responsibility for the behaviour of their child both inside and outside the school. They will be encouraged to work in partnership with the school in maintaining high standards of

behaviour and will have the opportunity to raise with the school any issues arising from the application of the policy.

Prefects are expected to take a lead in setting high standards of behaviour. They are encouraged to take responsibility for maintaining good behaviour around school, particularly at break and lunchtime. They carry the Headmaster's authority in carrying out their duties; receive appropriate advice and support, and their performance as prefects is monitored by staff.

Pupils are expected to take responsibility for their own behaviour and are made fully aware of the school policy, procedures and expectations. Pupils also have a responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported.

5. Reporting to the Governing Body

The Headmaster will report to the Governing Body on any issues relating to the Behaviour and Discipline Policy and its implementation in the school. The Headmaster will ensure that the policy is applied by all members of staff and may be held to account by the Governing Body if there are any instances when the policy has not been followed/applied consistently to all pupils.

6. Procedures

The procedures arising from this policy are developed by the Headmaster in consultation with the staff. The procedures make clear to the pupils what are acceptable standards of behaviour and have a clear rationale which is made clear to staff, pupils and parents. The procedures will be consistently and fairly applied and promote the idea of personal responsibility and that every member of the school has a responsibility towards the whole community. Staff will:

- Embed the School's core values and 'Atomic Habits' through a range of means in order to encourage a consistent 'high challenge, high support' approach. This will enable all pupils to achieve their potential. Reasonable adjustments for pupils with a SEND or other specific needs will be considered as required
- Record behaviour and achievement points via SIMS/Edulink.
- Communicate behaviour updates to parents via Edulink. This information will then be communicated to parents through the Edulink App. Behaviour points will be monitored by Year Teams who will work alongside a range of pastoral and teaching staff when addressing any patterns and individual concerns.
- Apply sanctions using the *High Challenge, High Support Ladders* and *Stages of Challenge and Support* documents (see Appendix 3).

7. Training

The Senior Leadership Team (SLT) will ensure that appropriate high-quality training on all aspects of behaviour management is provided to support the implementation of the policy. Training will be provided by members of the SLT and in some circumstances, other members of staff.

Training/guidance will be provided for:

- New members of staff as part of their staff induction.
- All staff to inform them of changes to the policy, upskill, refresh, etc.
- Any member of staff who requires additional help and support in dealing with issues of behaviour and discipline.

The Headmaster will report to the Governing Body on any training which has taken place regarding this policy.

8. Review and monitoring

The Headmaster in consultation with staff will undertake systematic monitoring and conduct regular reviews of the Behaviour Policy and procedures in order to ensure that the operation is effective, fair and consistent. The Headmaster will keep the Governing Body informed.

In the same fashion, Miss R Naguthney will monitor and objectively analyse key data relating to behaviour on a regular basis. Miss R Naguthney is responsible for reporting findings back to the Headmaster and Governing Body and implementing any resulting changes.

9. Acceptable and Unacceptable Behaviour

The School defines acceptable behaviour as that which promotes courtesy, co-operation and consideration from all pupils in terms of their relationships with other pupils, teachers, other school staff and visitors as well as other people within or outside the school premises.

In the classroom, a proper respect for the teacher, peers and the subject should inform all behaviour. There should be immediate co-operation with any instructions given by a member of staff. Only one person should speak at a time when work involves the whole class. Pupils will show proper courtesy to any visitor to the classroom; such courtesy includes the requirement for all pupils to stand when an adult enters the room.

The School has identified examples of unacceptable behaviour as that which includes disrespect or failure to follow the instructions of a member of staff. It also includes 'child-on-child' abuse, i.e. name-calling, verbal abuse, threatening language or behaviour, intimidation, bullying or harassment, including racist, sexist, religious, cyber and homophobic abuse.

Good behaviour is expected in school, during journeys to and from school, in all extra-curricular activities in or away from school and out of school.

For behaviour outside school, but not on school business, the Headmaster may sanction a pupil if there is a clear link between that behaviour and the discipline and well-being of the school community. Such sanctions may include suspension or permanent exclusion from the School.

10. Rewards

The School will promote good and improved behaviour by pupils through a system of recognition and reward. This will include the use of:

- Verbal praise and positive feedback
- Achievement points acknowledging behaviour, effort, classwork, homework, manners, participation, academic or sporting achievements, contribution to the school and/or wider community
- Recognition in form time, year group assembly, house assembly or whole school assembly
- Praise breakfast with the Headmaster
- Letters, praise postcards, certificates, awards, phone calls, emails, social media posts
- Acknowledgement within the termly newsletter and information screens around school

11. Detentions

Parental consent is **not** required for detention. Staff are authorised to issue a break, lunch or after school detention to pupils. These sanctions aim to challenge and support pupils in improving their behaviour (refer to the 'High Challenge, High Support Ladder' in Appendix 3). Travel inconvenience is not a valid reason to cancel or reschedule detentions; pupils may remain on site, beyond their allocated detention, until suitable travel arrangements are made by the parent/carer.

It is important that all members of staff are consistent when issuing school detentions to pupils. Any inconsistency between members of staff may lead to pupils/parents questioning the reason for the detention.

Detentions may be scheduled:

- Any school day where the pupil does not have permission to be absent.
- Weekends - except the weekend preceding or following the half term break.
- Non-teaching days such as training days.

Saturday and Training day detentions are used as a high-level sanction where the needed intervention has been raised to a severe level and are issued at the discretion of the Headmaster and Assistant Headteacher, Miss R Naguthney.

Same Day Detentions (SDDs) run every weekday from 15:45 to 16:45 in the Annex for disruption to lesson or device misuse. For any disruption to lesson, the pupil will receive a warning. If the pupil persists with any further unacceptable behaviour, they will be issued with a behaviour point which parents will be notified of via Edulink followed by a 30-minute SDD if poor behaviour persists. For pupils who accrue two same day detentions in one day they will be issued with a 60-minute detention. For pupils accruing three plus on the day detentions they will serve a 60-minute detention and will also be given a follow up sanction, community task and further contact will be made with parents/guardians.

Detentions issued before 13:00 are scheduled for the same day; those after lunch are deferred to the next school day. These detentions will be logged via Edulink to notify parents. SDDs override extracurricular commitments and repeated infractions will lead to an escalation of more formal sanctions in line with our behaviour policy.

Staff will not issue a detention where they know that doing so would compromise a child's safety; advice should be taken from the relevant Year Team or the DSL. Staff issuing the detention should consider the following points:

- whether the detention is likely to put the pupil at increased risk;
- whether the pupil has known caring responsibilities;
- whether the detention timing conflicts with a medical appointment;
- whether suitable travel arrangements can reasonably be made by the parent for the pupil. It does not matter if making these arrangements is inconvenient for the parent. Whether the detention is likely to put the pupil at risk.

Parents are informed of SLT detentions, Saturday detentions and training day detentions in writing providing at least 24-hour notice of the detention, this does not extend to Same Day Detentions. In some

circumstances, Year Teams may phone parents to inform them of a school detention instead of doing this in writing.

12. Behaviour Issues

The behaviour of the majority of our pupils is excellent, therefore issues regarding poor behaviour towards other pupils and members of staff are rare. Unacceptable behaviour includes disrespect, defiance and 'child-on-child' abuse, for example name-calling, verbal abuse, threatening language or behaviour, intimidation, bullying or harassment, including racist, sexist, religious, cyber and homophobic abuse and abuse of property.

Serious incidents involving violent or threatening behaviour, possession of drugs, alcohol or a weapon, theft, vandalism, bullying and gross disobedience/lack of respect shown to a member of staff will be referred to the Year Team and Miss R Naguthney immediately who will take appropriate action. These may result in a suspension or permanent exclusion. Refer to the Anti-Bullying and Substance Abuse policies for further guidance. The School's anti-bullying policy and substance abuse policy can also be referred to for further specific information.

13. Early Intervention and Monitoring

The School undertakes reviews of the progress and behaviour of individual pupils as appropriate. Staff will record behaviour incidents using Edulink which will be available for staff and parents to see. In the first instance staff members should deal with behaviour incidents themselves and seek help/advice from Year Teams and HoDs, if required, who will take appropriate action. The SIMS system will allow a detailed record of individual's/group's behaviour to be built up over time; this will allow early intervention strategies to be put in place to support individuals and groups.

The School encourages pupils to take responsibility for their own behaviour and to help them recognise the consequences of inappropriate behaviour. This is done through the work of the Form Tutors, PSHEE lessons, Year assemblies, full school assemblies, as well as notices in form rooms and corridors. Such matters are also discussed at the School Council. The School provides appropriate training and support for staff to promote positive, consistent behaviour standards. Behaviour expectations are also a key part of the transition and induction process for pupils starting at the School in Year 7.

Pupils, parents or carers who are concerned about a sanction should raise their concern promptly and are encouraged to contact the Year Team, Assistant Headteacher or Headmaster, depending on the seriousness of the sanction.

14. Investigating cases

The School will investigate, as appropriate, reported incidents of pupils' misbehaviour. The school will notify the Police and other relevant bodies of incidents where it is appropriate to do so. The school will ensure that appropriate feedback from any investigation undertaken is provided to relevant persons, together with recommendations for action.

In cases when a member of staff or headteacher suspects criminal behaviour, the school will make an initial assessment of whether an incident should be reported to the police by gathering enough information to establish the facts of the case. Once a decision is made to report the incident to police, the school will look to ensure that any further action it takes does not interfere with any police action taken. Equally the school may continue investigations and enforce its own sanctions, so long as it does not conflict with police action.

15. Record keeping

The prompt and accurate reporting of incidents is considered particularly important to the effectiveness of the School's Behaviour Policy. The School maintains accurate records of behaviour incidents and uses these to identify any patterns which will further inform challenge and support measures used to action poor behaviour and establish a positive learning environment.

16. Power to Search Pupils

If a member of staff has reasonable grounds for suspecting that a pupil is in possession of a prohibited item, the members of staff has the power to search without consent for prohibited items, including:

- Knives and weapons (an item used for inflicting bodily harm or physical damage)
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and/or smoking paraphernalia
- Fireworks
- Pornographic images
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; e.g. laser pens, hot chilli sauces/powder, etc. and
- Any item banned by the school rules which has been identified in the rules as an item which may be searched for,

If a member of staff believes that a search is required, they should first consult a member of the SLT and only conduct a search with a member of the Pastoral Team present. Parents should be informed of any searches that have taken place.

Under common law powers, schools are able to search lockers and desks for any item provided the pupil agrees. If a pupil does not consent to a search, then it is possible to conduct a search without consent but only for the "prohibited items" listed above.

School staff can seize any prohibited item found as a result of a search. They can also seize any item they consider harmful or detrimental to school discipline. School staff can confiscate, retain or dispose of a pupil's property as a disciplinary penalty in the same circumstances as other disciplinary penalties. The law protects staff from liability in any proceedings brought against them for any loss or damage to items they have confiscated, provided they acted lawfully.

Where the person conducting the search finds an electronic device that is prohibited by the school rules or that they reasonably suspects has been, or is likely to be used to commit an offence or cause personal injury or damage to property, they may examine any data or files on the device where there is a good reason to do so. They may also delete data or files if they think there is a good reason to do so, unless they are going to give the device to the police.

17. Sexual Violence and Sexual Harassment

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and

sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physically and verbally) and are never acceptable.

Reports of sexual violence and sexual harassment are extremely complex to manage. It is essential that victims are protected, offered appropriate support and every effort is made to ensure their education is not disrupted.

When referring to sexual harassment we mean ‘unwanted conduct of a sexual nature’ that can occur online and offline. Sexual harassment is likely to: violate a child’s dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment. Whilst not intended to be an exhaustive list, sexual harassment can include:

- Sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names
- Sexual “jokes” or taunting
- Physical behaviour, such as: deliberately brushing against someone, interfering with someone’s clothes and displaying pictures, photos or drawings of a sexual nature
- Online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence
- Non-consensual sharing of sexual images and videos. (UKCCIS sexting advice provides detailed advice for schools and colleges)
- Sexualised online bullying
- Unwanted sexual comments and messages, including, on social media; and
- Sexual exploitation, coercion and threats

Reports of sexual violence and sexual harassment are likely to be complex, requiring difficult professional decisions to be made, often quickly and under pressure. Any incidents will be investigated by the SLT with the Designated Safeguarding Lead/Headmaster taking a leading role, using their professional judgement and being supported by other agencies, such as children’s social care and the Police as required. The wishes of the victim in terms of how they want to proceed will be taken into account when dealing with any reported incidents. This is especially important in the context of sexual violence and sexual harassment.

18. Power to Use Reasonable Force

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline at the school or among pupils.

Headteachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco, fireworks, pornographic images or articles that they reasonably suspect have been or are likely to be used to commit an offence or cause harm.

Any use of force must be reasonable and appropriate and only be used as a last resort. Force may not be used to search for other items banned under the school rules. Further information can be found in the school’s policy on the use of ‘Use of Force’.

19. Internal Suspension of Pupils

The School may place pupils in an area away from other pupils for a limited period where there has been a significant breach of the school rules and an investigation needs to be conducted. Pupils can be isolated in

the R Room with Mrs M Hayden or Mrs S Sarwar (behaviour support colleagues), the Head of Year or Miss R Naguthney (Assistant Headteacher). When the school uses internal suspension as a disciplinary penalty it should be made clear to the pupils and parents why this sanction has been used. The School will ensure the health and safety of pupils and any requirements in relation to safeguarding and pupil welfare are considered.

It is for Heads of Year, Assistant Headteachers and the Headmaster to decide how long a pupil should be internally suspended, this will normally be one day or half a day; in exceptional circumstances this may be extended. The School will ensure that pupils are internally suspended no longer than is necessary and that their time spent there is used constructively in order to examine the incident that has led them to that point and reflect on how they might change their future behaviour. Time outside of this will be spent continuing with their studies. The School will allow pupils time to eat at break and lunchtime and use the toilet. When a pupil is internally suspended, the school will communicate this with parents/carers.

20. Exclusion of Pupils

Serious incidents such as violent or threatening behaviour, possession of illegal substances (drugs), possession of a knife or a weapon, theft, vandalism, bullying and gross disobedience/lack of respect shown to a member of staff will be referred to the Year Team and Miss R Naguthney immediately who will take appropriate action. This may include the issuing of a suspension. If a suspension is issued then the school will meet with the pupil and parents/carers as a matter of course to explore the circumstances surrounding the issue and to plan out an appropriate reintegration process that will look to prevent any future such incidents. Serious incidents will be referred to the Headmaster which may result in a permanent exclusion from the school.

Only the headteacher can suspend or permanently exclude a pupil on disciplinary grounds. A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently excluded.

Parents/carers will be informed of the decision to suspend or exclude a pupil. A letter explaining the suspension or exclusion will be sent electronically to the parents/carers. The School will seek parental cooperation at all stages of the process. The school will also inform the Governing Body and Local Authority of the suspension/exclusion without delay as well as any social workers where appropriate. Further information relating to exclusion procedures can be found within Appendix 1.

21. Mobile Phones and other BYODs

Mobile phones and handheld devices can cause an unnecessary distraction during the working day and are often to be considered intrusive when used in the company of others. For this reason, devices should not be used unless directed by a member of staff whilst on the school site or in authorised areas. Devices used without the permission of a member of staff will be confiscated from pupils, and they will serve an SDD at the end of the day where their device will be returned. Repeated infractions will lead to further sanctions which may include the confiscation of the device for a period of time. This will be arranged in consultation with parents/carers. Further details can be found the school's policy on E-safety.

22. School Uniform

Our uniform is in keeping with the School's traditions and expectations of pupils' appearance and behaviour. A full description of the School's uniform and appearance requirements can be found in Appendix 2. Failure to follow the school's uniform regulations will result in the normal school sanctions being applied. Pupils are required to wear their full sports tracksuit on their games day.

Pupils in the CCF must dress to King's Regulations when in CCF uniform. Failure to follow these requirements will result in the normal school sanctions being applied. Further details can be obtained from the commanding officers of the school's CCF.

23. Coats and bags

To maintain a safe, respectful, and focused learning environment, students must follow these expectations regarding coats and bags:

- **Locker Use:** Lockers are available for students who opt in. Those using lockers can store coats and bags during the school day and access them during designated break times and at the end of the day.
- **Bags around the site:** Students will need to carry their bags on their shoulders throughout the day and will need to put them under their chairs when not wearing them. They should only contain what is needed for the day. Students are recommended to carry a plain bag, no more than 20L. Sports kit should be kept to a minimum and all property is the responsibility of the student.
- **Classroom Conduct:** Bags must be kept tidy and out of walkways to avoid hazards. In specialist rooms such as science labs and workshops, bags must be placed on designated storage space to ensure safety and minimise disruption to learning. Students should only access their bags when necessary and must not use them as a distraction during lessons.
- **Coats in School:** Coats must not be worn inside the school building. They should be stored in lockers or carried discreetly if a locker is not used. Coats must be:
 - Plain in design
 - Free from large logos or branding
 - Long enough to cover the blazer
 - Without excessive embellishments
- **Hoodies:** Softshell hoodies (without any water-resistant outerlayer) are not permitted on school premises and students should not arrive to the school gate wearing them. This includes zip-up and pullover styles. Any hoodies seen will be confiscated and returned at the end of the next school day. Repeat offences will result in further sanctions.
- **Uniform Consistency:** The school maintains high standards of presentation. Students are expected to arrive prepared for lessons with only the necessary books and equipment, whether using lockers or carrying bags.

24. Working online and online activity

With greater importance being placed on remote and blended learning all pupils must adhere to the requirements of the 'E-Safety policy'. Pupils must ensure they use social media safely and considerately. The school does not have the resources or the jurisdiction to police the internet and pupils use of social media but the school will intervene where there are safeguarding concerns, online abuse or the school name is brought into disrepute. In turn the school will work with pupils, parents/carers and organisations such as CEOP or the Police where appropriate if an offence has occurred.

Appendix 1 - Exclusion procedures

The School follows the 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement' August 2024. In turn it is important to note the following points:

- Only the headteacher can suspend or permanently exclude a pupil on disciplinary grounds. A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently excluded.
- A pupil's behaviour outside school can be considered grounds for a suspension or permanent exclusion. Any decision of a headteacher, including suspension or permanent exclusion, must be made in line with the principles of administrative law, i.e., that it is: lawful (with respect to the legislation relating directly to suspensions and permanent exclusions and a school's wider legal duties); reasonable; fair; and proportionate.
- When establishing the facts in relation to a suspension or permanent exclusion decision the headteacher must apply the civil standard of proof, i.e., 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt.' This means that the headteacher should accept that something happened if it is more likely that it happened than that it did not happen. The headteacher must take account of their legal duty of care when sending a pupil home following an exclusion.
- Headteachers should also take the pupil's views into account, considering these in light of their age and understanding, before deciding to exclude, unless it would not be appropriate to do so. They should inform the pupil about how their views have been factored into any decision made.
- Where relevant, the pupil should be given support to express their view, including through advocates such as parents or, if the pupil has one, a social worker. Whilst an exclusion may still be an appropriate sanction, the headteacher should also take account of any contributing factors identified after an incident of misbehaviour has occurred.
- A suspension, where a pupil is temporarily removed from the school, is an essential behaviour management tool.
- A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year). A suspension does not have to be for a continuous period.
- A suspension may be used to provide a clear signal of what is unacceptable behaviour as part of the school's behaviour policy and show a pupil that their current behaviour is putting them at risk of permanent exclusion. Where suspensions are becoming a regular occurrence for a pupil, headteachers and schools should consider whether suspension alone is an effective sanction for the pupil and whether additional strategies need to be put in place to address behaviour.
- It is important that during a suspension, pupils still receive their education. Headteachers should take steps to ensure that work is set and marked for pupils during the first five school days of a suspension. This can include utilising any online pathways such as Google Classroom or Oak National Academy. The school's legal duties to pupils with disabilities or SEN remain in force, for example, to make reasonable adjustments in how they support disabled pupils during this period. Any time a pupil is sent home due to disciplinary reasons and asked to log on or utilise online pathways should always be recorded as a suspension.
- A suspension can also be for parts of the school day. For example, if a pupil's behaviour at lunchtime is disruptive, they may be suspended from the school premises for the duration of the lunchtime period.
- In exceptional cases, usually where further evidence has come to light, a further suspension may be issued to begin immediately after the first period ends; or a permanent exclusion may be issued to begin immediately after the end of the suspension.

- A permanent exclusion is when a pupil is no longer allowed to attend a school (unless the pupil is reinstated). The decision to exclude a pupil permanently should only be taken:
 - in response to a serious breach or persistent breaches of the school's behaviour policy; and
 - where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school.
- For any permanent exclusion, headteachers should take reasonable steps to ensure that work is set and marked for pupils during the first five school days where the pupil will not be attending alternative provision. Any appropriate referrals to support services or notifying key workers (such as a pupil's social worker) should also be considered.
- Governing boards have a key responsibility in considering whether excluded pupils should be reinstated. This forms part of their wider role to hold executive leaders to account for the lawful use of exclusion, in line with the duties set out in law, including equalities duties.
- There is no automatic right for a suspended or permanently excluded pupil to take a public examination or national curriculum test on the school's premises. The governing board should consider whether it would be appropriate to exercise its discretion to allow a suspended or permanently excluded pupil onto the premises for the sole purpose of taking the examination or test or whether this could be facilitated in another way.
- The headteacher need not postpone taking a decision on a suspension and permanent exclusion solely because a police investigation is underway and/or any criminal proceedings may be brought. In such circumstances, the headteacher will need to take a decision on the evidence available to them at the time.

Appendix 2

School Uniform

Our uniform is in keeping with the School's traditions and expectations of pupils' appearance and behaviour. Queen Mary's Grammar School believes that pride in personal appearance promotes a professional and academic outlook on studying. Guidance on uniform can be found below; any special consideration should be communicated with the school via the enquiries email (enquiries@qmg.merciantrust.org.uk) . Approval of any special consideration request is at the Headmaster's discretion.

Hair

Pupils must maintain high standards of appearance. Hair must be worn in a simple style and extreme styles or colours are not considered appropriate. Beards are permitted but equally must be kept neat and tidy. There are to be no shaved lines in a pupil's hair or eyebrows. Fades should be gradual, there should be no distinctive steps in hair length. Any long hair must be kept neatly and tied back during any practical lessons. Pupils who cover their hair should do so in a colour consistent with school uniform. The final decision as to whether pupils' appearance is appropriate or not rests with the Headmaster.

Jewellery

Jewellery should to be kept to a minimum. Pupils may wear the following:

- Bracelet or necklace for religious reasons
- Approval of any special consideration request is at the Headmaster's discretion and should be emailed into the school via the enquiries email

Sports Kit

Our sports kit is in keeping with our high expectations of appearance, performance and behaviour of our pupils. The uniform is supplied by Surridge and can be bought from Clive Mark. The sports kit is high quality and built to stand the rigours of sport. Other sports wear kit outside of the school range is not allowed. Pupils wearing any jewellery should remove these or cover them up during PE/Games lessons.

Non-Uniform Days

On non-uniform days, pupils are expected to wear sensible clothing suggesting a serious approach to their studies. Even though pupils are permitted to wear clothes of their own choosing, the Uniform Policy for jewellery, hair and makeup will still be adhered to.

Help with School Uniform

We understand that starting a new school is a hugely rewarding experience but can be an expensive time for parents. If your child is eligible for free school meals we can provide assistance with the cost. If your child is not eligible for free school meals, but has been eligible for pupil premium support, at their previous school, we may also be able to provide some assistance in the form of a contribution towards the cost, but you will have to apply for assistance and provide evidence of income to receive support.

If this is not the case, we may be able, in very limited cases, to contribute towards some of the cost. Please contact the School for details.

UNIFORM REQUIREMENTS - Years 7-11

Item	Requirements
School blazer with badge	QMGS Evolution Blazer
House badge	Appropriate house badge, school issued on arrival. Replacement from school reception
School tie	QMGS School tie
Trousers – grey	Flat front trousers- grey trousers
Pullover – grey, badged	QMGS badged grey pullover
School Scarf	Optional
Shirt	Plain white
Socks	Plain dark socks
Coat	Single colour and of sufficient length to cover the blazer
Shoes	Black polished leather centre lacing/slip on. Boots are not permitted.
Turbans/head covering	Colour must be consistent with school uniform, i.e. black or navy



Core Values

QMGS

- C**ourage.
facing new challenges with determination & resilience
- R**espect
for yourself & tolerance of others
- E**quality
opportunities for all, whilst recognising & celebrating diversity
- D**iscipline
developing personal responsibility
- I**ntegrity
to be honest, sincere, reliable & selfless
- T**eamwork
stronger together

Appendix 3
Atomic Habits



ATOMIC HABITS

The small seemingly insignificant things which when done on a consistent basis lead to our outcomes

GIVE

100%

to teacher and task

BE ON TIME



all the time

ALWAYS



BE

EQUIPPED

and ready to learn

DO YOUR BEST



to attend school

all the time



Always wear the

CORRECT UNIFORM

SHOW RESPECT

to staff and pupils

Be courteous, considerate and cooperative

Tidy up after yourself and care for your surroundings



★ Be a CREDIT to QMGS ★

Appendix 3

**High challenge, High support Ladders
at Queen Mary's Grammar School**

<u>The sanctions ladder</u> typically progresses upwards in a sequential order as incidents accumulate, however some rungs in the ladder may be skipped due to the severity of the incident. This ladder outlines the main methods in which the pupils will be sanctioned/challenged when there has been a breach in the school rules or expectations.	<u>The support ladder</u> lists some of the support methods the school will use when and where needed to encourage the pupils to reflect on their behaviour and bring about the necessary change with input and structure. This ladder is not necessarily sequential, the list provides opportunity for support at any given time dependent upon the individual circumstances.
Permanent exclusion	Stage 3 report
Managed move	Stage 2 report
Suspension (1-5 days)	Stage 1 report
Internal Suspension (1-5 days)	Class report
Isolated to investigate	Nurture group
Training day detention	Work with external agencies
Saturday detention	Referral to SEMH mentor
SLT detention	Referral to SEND
HOD/Year Team detention	Mentoring (peer, CYM, teacher, etc)
3Cs detention	Community service
Teacher lunch detention	Restorative meeting
Teacher break detention	Restorative task

Issuing of behaviour point	Issuing of achievement point
Teacher reprimand	Parental communication, e.g. phone call, meeting, etc.
Same Day Detention Warning Behaviour Point Same Day Detention	Warning: pupil self reflection Behaviour Point: opportunity to reflect with parent Same Day Detention: formal reflection

Appendix 3

**Queen Mary's Grammar School
Stages of Challenge and Support**

Stage 1	• Pupil reaches 10 behaviour points • Issued with a YEAR TEAM detention • Placed on a 1-week Form Tutor report
Stage 2	• Pupil reaches 30 behaviour points • Issued with SLT detention • Placed on a 2-week Year Team report • Removal of privileges and other sanctions in line with performance whilst on Year Team report
Stage 3	• Pupil reaches 50 behaviour points • Issued with Saturday Detention • Placed on a 2-week SLT report • Removal of privileges and other sanctions in line with performance whilst on SLT report.
Stage 4	• Continuing deterioration identified through accumulation of behaviour points • Parental meeting with Year Team and Miss R Naguthney • Behaviour support strategies to be identified and implemented
Stage 5	• Ongoing concerns that have not been resolved through stages 1 – 4 • Parental meeting with Year Team, Miss R Naguthney and Headmaster • Behaviour contract to be established and/or other behaviour management strategies

Serious incidents such as violent behaviour, theft, vandalism, and bullying, gross disobedience/lack of respect shown to a member of staff will be referred to the Year Team and Miss R Naguthney immediately who will take appropriate action. This may include the issuing of a suspension, in serious cases, incidents will be referred to the Headmaster which may result in a permanent exclusion from the school.