



**Stronger
Together**

Recognition and Behaviour Policy	
Lead Governor & Member of SLT:	Mr C Radford & Mr D Spicer
To be approved by:	FGB
Frequency of review:	Annual
Date approved:	September 2025
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Queensbridge School

Queensbridge Road, Moseley, Birmingham B13 8QB
Recognition and Behaviour Policy

Policy prepared by: Mr D Spicer (AssistantHeadteacher)

Issued: Sept 2025, version 2

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1. Policy Statement

Our Recognition and Behaviour policy is underpinned by the school's values which were written in collaboration with our pupils, staff, parents and governors. Whilst this policy is published on our website, we acknowledge the fact that this is a living document. As a school, we are committed to regularly reviewing our practice as we look to build and strengthen relationships, connectedness and belonging within our school community.

Queensbridge School Values

Respect

Our Queensbridge community is inclusive, accepting and open-minded. We value working alongside each other in harmony and understanding, caring about the feelings, wishes and rights of our whole school family. We prioritise equality and diversity in all that we say and do.

Kindness

Our Queensbridge community is friendly, loving and empathetic. We value treating each other with generosity, compassion and tolerance. We prioritise relationships, forgiveness and happiness.

Resilience

Our Queensbridge community is determined, responsible and brave. We value perseverance, flexibility and independence. We prioritise hard work and doing the very best that we can, in all that we do.

Aspiration

Our Queensbridge community is courageous, curious and ambitious. We value growth, personal fulfilment and taking measured risks. We prioritise the development of self-belief, confidence and creativity.

Leadership

Our Queensbridge community is one that consistently encourages each other to shine. We value teamwork, participation and using initiative. We prioritise nurturing leadership at every level and ensuring that everyone can grow and reach their full potential.

At Queensbridge School, we believe wholeheartedly in building lasting relationships with our pupils. Our staff are well trained to understand the link between behaviour and emotion, an evidence-based approach that provides an understanding of the neuroscience behind behaviour. It is important to recognise the diverse nature of our school community as we collectively strive for consistency in our approach, placing trust in our staff to apply this policy with discretion.

We actively plan and develop opportunities at Queensbridge School whereby we work with our pupils to support the development of positive behaviour, emotional well-being and resilience. Children of all ages have the right to learn, pupils' positive behaviour and participation needs to be recognised and celebrated; poor behaviour – especially that which interferes with the learning of others or that which endangers others' wellbeing – will be challenged appropriately.

Pupil voice plays an important role at Queensbridge School. There is a Pupil Leadership Team who hold various positions of responsibility (e.g. support and organisation in the library) and are actively involved in shaping the direction of the school. Pupil perspective is vital and we embrace it by involving pupils in quality assurance activity throughout the academic year.

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2. Aims

- To promote our core values: respect, kindness, resilience, aspiration and leadership
- To create a culture of exceptionally good behaviour for learning, for community and for life
- To ensure that all learners are treated fairly, shown respect and to promote good relationships
- To refuse to give learners attention and importance for poor conduct
- To help learners take control over their behaviour and be responsible for the consequences of it
- To build a community which values respect, kindness, resilience, aspiration and leadership
- To promote community cohesion through improved relationships
- To ensure that excellent behaviour is a minimum expectation for all
- Outline our system of rewards and sanctions.

3. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [School suspensions and permanent exclusions](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

In addition, this policy is based on:

4. Purpose of the policy

To provide simple, practical procedures for staff and learners that:

- Recognise behavioural norms.
- Celebrate students at every opportunity
- Positively reinforce behavioural norms.
- Promote self-esteem and self-discipline.
- Teach appropriate behaviour through positive interventions.

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- Reinforce behaviour reflective of the school values.
- Utilise recognition at all appropriate opportunities.
- Reinforce the purpose and need for consistent application of the systems set out in the pastoral guide

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Essential in achieving excellent behaviour are two important factors:

Curriculum: ensuring that learning meets the needs, interests and aspirations of all pupils including those with additional needs. Good behaviour is secured through great teaching where learning is differentiated, relevant and therefore engaging.

Relationships – Connectedness - Belonging: nurturing the way that pupils interact with each other and their school community. This includes when, why and how we recognise and sanction behaviour choices.

5. Recognition and Interventions

5.1 Recognition

Central to the whole school approach is recognition. Pupils must be celebrated, for attendance, positive attitude and for upholding our school values (appendix 3). Students will be able to gain recognition throughout the year with specific points of celebration:

- Daily recognition opportunities
- Weekly recognition
- Half-termly celebration
- Termly celebration
- Annual celebration
- Headteacher commendation

Staff will utilise recognition at all available opportunities. The use of recognition as detailed within the Pastoral Guide and reflective of the reason and options available (this is a non-exhaustive list).

- Positive behaviour will be rewarded with:
- Praise (both verbal and written)
- Recognitions points specific to the school values
- Praise postcards linked to school values and attendance
- Edulink communication with parents and positive phone calls home
- Nomination for awards at termly celebration assemblies and the end of year awards evening

Recognition is a powerful motivational tool, as it reinforces positive behaviour and effort, encouraging pupils to strive for continued success. For staff, consistent recognition fosters a supportive culture, boosting morale, performance, and a sense of professional value.

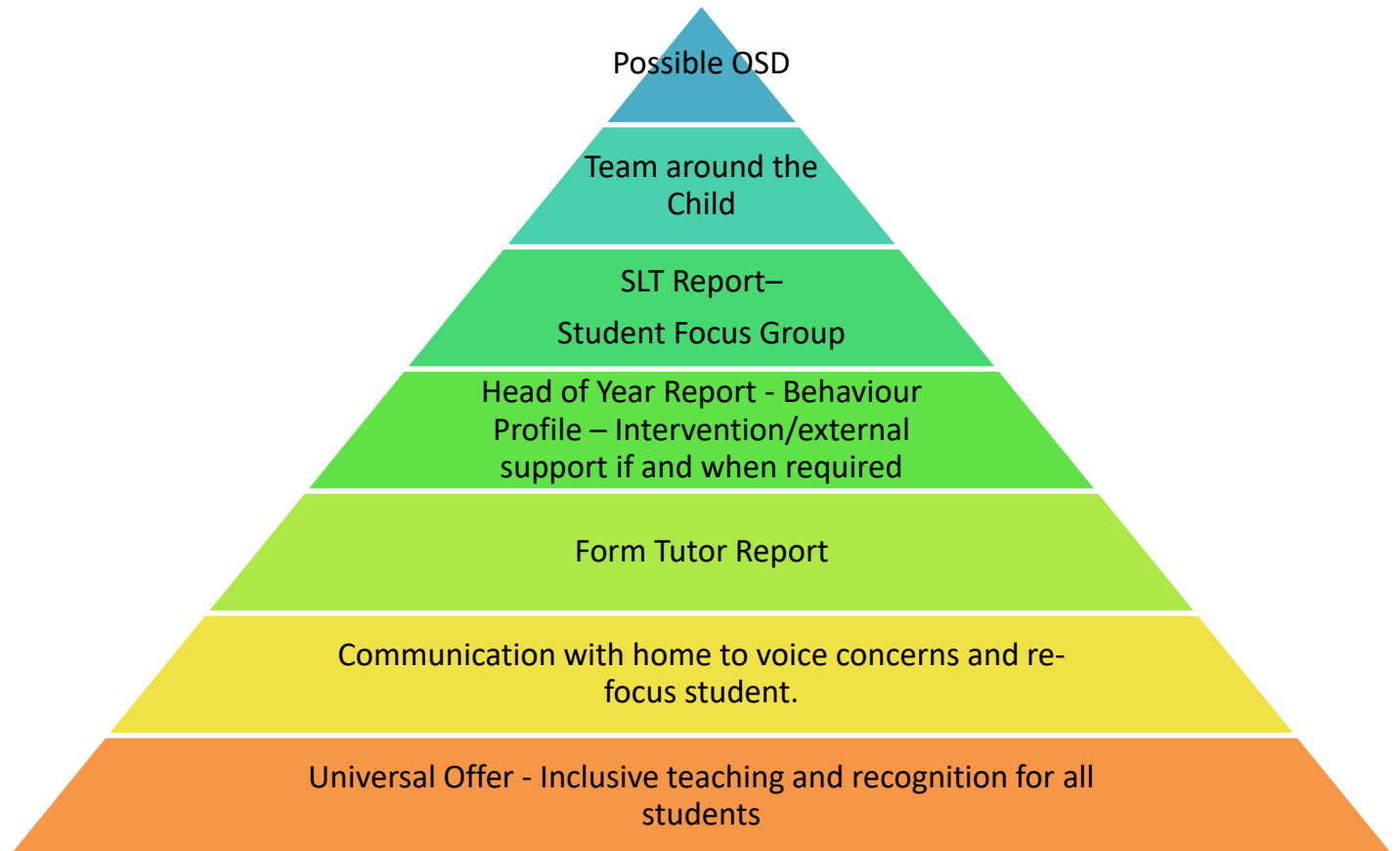
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5.2 Interventions

Intervention model



5.3 Universal Offer

All pupils should have access to inclusive quality first teaching and access to achieving recognition at all times. Departments should work collaboratively and cohesively to support, guide, model and show a unified consistency to learners. Department strategies may include one or more of the following interventions in response to unacceptable behaviour and ATL:

- Verbal reminder of school expectations and values Verbal caution (allowing take up time)
- Use of Stepped Response
- Strategic seating plans
- Behaviour or work target with clear Timeframe Cooldown

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- Timeout with the Head of Department, where available.
- Reparation
- Detention (including reparation and work completion after school with teacher) Detention at break or lunchtime, or after school
- Placement of lesson on to hotspot timetable for SLT support through on call.
- EduLink emails or phone calls home to parents

Some learners will require additional and/or highly personalised interventions to ensure they are able to work at age related expectations or above. The school may use one or more of the following interventions to support learners:

Detention/Reparation: This will be used as a sanction that can be applied by staff as a result on behaviour that is not reflective of school expectations and values. The following sanctions can be applied (see Appendix 8).

- *15 minute reparation*
- *30 min department detention*
- *30 min Head of Department detention*
- *30 min Head of Year detention*
- *45 min Social time withdrawal*
- *1hr SLT detention*

Form tutor report: This will be a re-focus paper report, monitored by form tutor on a daily basis for 2 weeks.

Targeted Intervention if and when required - for in-school groups support and including self-esteem, coping skills, anger management, exam anxiety and healthy minds.

One page profile This will be completed with the child and parents/carers to provide staff with further insight as to the feelings, triggers and coping strategies the pupil feels are present and what could work to support them.

Head of Year report and SLT Report: These will be paper based and bespoke to the targets agreed through parent meeting and taking into account the outcomes provided in the behaviour profile meetings.

Passport: The programme is designed to allow pupils a fully supported 'school experience' within another network school for up to 6 weeks. This protocol has been developed from the experience of the operation of this programme in similar network settings.

Suspension: In the event of a serious misbehaviour/incident that jeopardises the safety of pupils the school will take the decision to exclude a pupil from school. A suspension may range from 1 to 45 days and could result in permanent exclusion. Pupils receiving a suspension on more than three separate occasions will be referred to the Governors Disciplinary Panel. Where it is

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deemed necessary, and school has exhausted a wide range of interventions and strategies to support a pupil the Chair of Governors will meet formally with pupils and their families to outline concerns and next steps if behaviour is not addressed. Queensbridge is an inclusive school and works tirelessly to prevent any pupil being suspended or permanently excluded. If it is deemed necessary to remove a pupil from Queensbridge this is done in consultation with parents through the South Network Sharing Panel which ensures that pupils have a new start in another mainstream secondary school. Queensbridge School adheres to the DfE statutory guidelines for suspensions from school and liaises with the Local Authority where necessary.

5.4 Consistency in Practice

The Local Governing Body will assist the senior leadership team in maintaining high standards of behaviour throughout the school by holding them to account. They will ensure the policy outlines expectations and will ensure that this is shared with pupils, staff and parents/carers.

1. The school will monitor the use of recognition and sanctions to ensure that its arrangements operate with due regard to equal opportunities and anti-discrimination;
2. The school will implement a range of strategies to deal with inappropriate behaviour.
3. To provide a pastoral guide which provides clear guidance as to the implementation of this policy and is transparent to all pupils.

All pupils, every day should

- Uphold our values in all aspects of school life and the wider community

All staff, every day should

- Welcome pupils into school
- Uphold our values to create a positive ethos
- Model positive behaviours
- Recognise exemplary behaviour
- Ensure consistency in application of this policy and its systems
- Ensure equality and fairness

Three ways to recognise conduct that is 'over and above' *

- Values based Recognition points
- Postcards home
- Positive phone calls home
- End of terms recognition assemblies.

Support beyond the classroom

- Targeted support from key staff
- Additional adults supporting learning
- Targetted and specific mentoring

Consequences that build accountability

- Using reparation to supplement sanctions
- Book looks with pupil and parent/carer with a focus on academic outcomes
- Predictability and certainty of response to poor behaviour

Alternatives to suspension

- Targeted intervention
 - Social time withdrawal
 - Internal withdrawal
 - Short term offsite support (Passport)
 - Off-site direction
- (the duration of alternative to be decided by SLT)

* We recognise and reward learners who go 'over and above' our standards. Although there are tiered awards, our staff understand that a quiet word of personal praise can be as effective as a larger, more public reward.

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Consistency in practice

Consistent language; consistent response: simple and clear expectations should be reflected in all conversations about behaviour (see appendices).

Consistent follow up: Ensuring certainty at the classroom, department and senior management level. Never passing problems up the line, teachers taking responsibility for behaviour interventions, seeking support but never delegating.

Consistent, simple rules/agreements/expectations referencing promoting appropriate behaviour, icons, symbols and visual cues, interesting and creative signage.

Consistent respect from the adults: Even in the face of disrespectful learners!

Consistent models of emotional control: Emotional restraint that is modelled and not just taught, teachers as role models for learning, teachers learning alongside learners.

Consistently reinforced rituals and routines for behaviour around the site: In classrooms, around the site, at reception.

Consistent environment: Display the quality of our school, consistent visual messages and echoes of core values with positive images of our learners.

Consistency lies in the behaviour of adults and not simply in the application of procedure.

All staff

- Meet and greet at the door and ensure an orderly dismissal at the end of every lesson.
- Model positive behaviours and build relationships.
- Plan lessons that engage, challenge and meet the needs of all learners.
- Use visible recognition throughout every lesson.
- Be calm and give 'take up time' when going through the stepped response (see appendices). Prevent before consequence.
- Follow up every time, retain ownership and engage in reflective dialogue with learners.
- Never ignore or walk past learners who are behaving badly.
 - Ensure that mobile phones are not seen or used on school site unless needed for a medical requirement. Phones will be confiscated and only collected by a parent.

Middle leaders

Middle leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

- Meet and greet learners at the beginning of the day.
- Be a visible presence in the Department to encourage appropriate conduct.
- Support staff in returning learners to learning by sitting in on reparation meetings and supporting staff in conversations.

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- Regularly celebrate staff and learners whose efforts go above and beyond expectations.
- Encourage use of Postcards and Positive Phone Calls.
- Ensure staff training needs are identified and targeted.
- Use behaviour data to target and assess interventions.

Senior leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency.

Senior leaders

- Meet and greet learners at the beginning of the day.
- Be a visible presence around the site and especially at changeover time.
- Celebrate staff, leaders and learners whose effort goes above and beyond expectations.
- Regularly share good practice.
- Support middle leaders in managing learners with more complex or entrenched negative behaviours.
- Use behaviour data to target and assess school wide behaviour policy and practice.
- Regularly review provision for learners who fall beyond the range of written policies.
- Be a daily visible presence around their corridor and the site, particularly at times of mass movement.
- To undertake timetable on-call periods in order to both support in behaviour management and use the recognition system to celebrate examples of the values being demonstrated by pupils.

6 Definitions

6.1 Behaviour in school: Pupils are expected to follow our school Values

Misbehaviour is defined as:

Disruption in lessons, in corridors between lessons, and at break and lunchtimes

Non-completion of classwork or homework

Poor attitude to learning

Incorrect uniform

Serious misbehaviour is defined as:

Repeated breaches of the school expectations

Any form of bullying

Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)

Sexual harassment, meaning unwanted conduct of a sexual nature, such as:

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Sexual comments

Sexual jokes or taunting

Physical behaviour like interfering with clothes

Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content

Vandalism

Theft

Fighting

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Smoking and vaping

Racist, sexist, homophobic or discriminatory behaviour

Possession of any prohibited items. These are:

Knives or weapons

Alcohol

Illegal drugs

Stolen items

Tobacco, cigarette papers and vapes

Fireworks

Pornographic images

Any article a staff member 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)

Behaviour that occurs outside of school hours, which brings the school into disrepute or involves any of the behaviours outlined in our policy, will be addressed accordingly. This applies to all pupils who are enrolled at Queensbridge School, regardless of whether they are in school uniform at the time of the incident.

Taking part in an illegal or dangerous activity, in or out of school uniform.

Sanctions may also be applied where a pupil has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:

Could have repercussions for the orderly running of the school

Poses a threat to another pupil or member of the public

Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere

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6.2 Bullying

The Anti-Bullying Alliance defines bullying as “the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power”.

Everyone has the right to be themselves and feel safe - don't give this power away to anyone or any group.

Bullying can include:

Type of Bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: Racial Faith-based Gendered (sexist) Homophobic/biphobic Transphobic Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

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Parents can expect:

- to be informed if their child is bullied in all appropriate cases,
- to be informed if their child is involved in bullying of other pupils,
- the school to take appropriate action when incidents of bullying are seen or reported.

Parents may:

- be asked to come into school to discuss incidents of bullying,
- be asked to be involved in any monitoring procedures set up by the Head of Year,
- be asked to complete questionnaires to analyse the success of the bullying policy.

Pupils can expect:

- to be safe from persistent bullying during their time at Queensbridge School,
- to be listened to by all teachers if they report incidents of bullying,
- to receive information and advice during form time, PSHE sessions and at other times,
- appropriate action will be taken against those responsible for incidents of bullying.

Staff are expected to:

- actively discourage all forms of bullying,
- develop high quality resources on bullying for use in curriculum lessons,
- treat information provided on any incident of bullying seriously and sympathetically,
- initially to adopt a problem solving approach when incidents are reported,
- take appropriate action and/or provide information on incidents of bullying to the Year Team Leader,
- try to facilitate meetings between the 'victim' and the perpetrator if appropriate,
- report incidents through the appropriate channels.

For further guidance in relation to bullying, staff should refer to the school's Anti-Bullying Policy.

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6.3 Off-site behaviour: Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This is a non-exhaustive list and examples could include:

Taking part in any school-organised or school-related activity (e.g. school trips)

Travelling to or from school

Wearing school uniform

In any other way identifiable as a pupil of our school

Taking part in an illegal or dangerous activity, in or out of school uniform.

Sanctions may also be applied where a pupil has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:

Could have repercussions for the orderly running of the school

Poses a threat to another pupil or member of the public

Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of the staff member (e.g. on a school-organised trip).

7 School Support Systems

A strong pastoral system is in place to support pupils on their journey through Queensbridge. Staff teams are skilled in understanding the diverse needs of pupils working with families and outside agencies to achieve the best possible outcomes. In order to effectively monitor and track the progress of our pupils:

- Pastoral strategy 1:1 meetings will take place fortnightly with the lead AHT for behaviour where analysis and actions around pupil recognition and conduct will take place and weekly with the attendance champion where attendance data will be analysed. These meetings form the foundation of a clear decision making process leading to targeted intervention for identified pupils.
- Every three weeks HOYS will undertake year group tutor meetings to ensure high quality delivery of the tutor programme, discuss actions and interventions and provide pupil updates.
- Half-termly strategy meetings, with a direct focus on academic achievement will take place with key staff.
- Team around the child meetings will take place, when required. These will be to discuss high profile students and create agreed actions. Senior leaders from all areas of school will be present at these meetings (Behaviour, SEND, Safeguarding, Curriculum, Attendance and Attainment)

Additional support comes in different forms across the school:

Additional Adults: The majority of young people with SEN will have their needs met through

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classroom teaching and regular assessment to monitor progress. Additional adults are allocated to departments and are deployed by the HOD to work with the class teacher to identify areas of support for pupils with SEN. Most Additional Adults are classroom based practitioners, but in addition deliver specific SEN programmes outside of the classroom. Additional adults also support at social times in terms of break and lunch duties.

On Call: Leadership are available at the request of teachers to support pupils with their engagement. A senior member of staff is available to support teachers where necessary throughout the school day. As part of their walk, they also look to further recognise exceptional pupil performance.

8 Roles and Responsibilities

8.1 The Governing Body

The governing body will review this Behaviour Policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

8.2 The Headteacher

The headteacher is responsible for reviewing this Behaviour Policy in conjunction with the governing body, giving due consideration to the school's expectations, systems and processes. The headteacher will also approve this policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour.

The headteacher will also monitor how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils.

The headteacher will ensure that this Behaviour Policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary.

The headteacher will ensure that the data from the behaviour log is reviewed on a weekly basis, to make sure that no groups of pupils are being disproportionately impacted by this policy.

8.3 Staff

Staff are responsible for:

Implementing the Behaviour and Recognition Policy consistently and inline with the Pastoral Guide

Modelling positive behaviour

Providing a personalised approach to the specific behavioural needs of particular pupils

Recording behaviour incidents (see appendix 3 for a behaviour log)

The senior leadership team will support staff in responding to behaviour incidents.

8.4 Parents

Parents are expected to:

Support their child in adhering to the school's expectations

Inform the school of any changes in circumstances that may affect their child's behaviour

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Discuss any behavioural concerns with the class teacher promptly

9 Reasonable Force

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

Causing disorder

Hurting themselves or others

Damaging property

Incidents of physical restraint must:

Be applied using the minimum amount of force and for the minimum amount of time possible

Be used in a way that maintains the safety and dignity of all concerned

Never be used as a form of punishment

Be recorded and reported to parents

10 Searching and Confiscation

Any prohibited items (listed in section 6) found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

11 Pupil Support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

When considering the behaviour of any pupil with SEND, the school will carefully consider whether the pupil understood the rule or instruction, and whether they were unable to act differently on account of their SEND. We will then assess if it is appropriate to use a sanction and if so, whether any adjustments need to be made to the sanction.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

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When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

The school will anticipate likely triggers of misbehaviour and put in place support to try to prevent them.

11.2 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our Child Protection and Safeguarding Policy.

12 Links with other policies

This policy is linked to the following policies:

- SEND policy
- Suspension and Permanent Exclusions Policy
- Child Protection and Safeguarding Policy
- Attendance Policy
- Anti-bullying policy
- Mobile Phone policy
- Vape policy
- Uniform, appearance and equipment policy

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RESILIENCE

Our Queensbridge community is determined, responsible and brave. We value perseverance, flexibility and independence. We prioritise hard work and doing the very best that we can, in all that we do.

ASPIRATION

Our Queensbridge community is courageous, curious and ambitious. We value growth, personal fulfilment and taking measured risks. We prioritise the development of self-belief, confidence and creativity.

LEADERSHIP

Our Queensbridge community is one that consistently encourages each other to shine. We value teamwork, participation and using initiative. We prioritise nurturing leadership at every level and ensuring that everyone can grow and reach their full potential.



Queensbridge
STRONGER TOGETHER

Appendix 2: Stepped Response

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Stepped Response

Use the language of our Values and positive reinforcement to re-engage student



Provide student with a clear warning (privately)



Speak to student outside of the classroom (Reparation)



Use On-Call support (Detention - set by department)



Contact home if no improvement

On-Call

On-call can be requested (via email) if the stepped response has not been effective.

On-call support with either provide you with opportunity to speak with the child 1:1, they will speak with the child or removal of the child to another class within the department, as a last resort.

Appendix 3: Recognition

Central to the whole school approach is in positive behaviour management is recognition. Pupils must be celebrated, for attendance, positive attitude and for upholding our school values.

Daily recognition opportunities

- Recognition points entered through SIMS or Edulink – **1 Point** awarded per display of one of the 5 values or Reading.
- A values postcard sent home
- Send an EduLink praise message direct to parents/carers
- Verbal praise or a praise stamp/sticker entered into a pupil's subject book
- Awarded the Bronze, Silver, Gold, Platinum, Headteachers award for accumulation of recognition points **and for each value** (see next page)

Weekly recognition

- Year group league tables for attendance and recognition
- End of the week trophy and certificate awarded to the leading tutor groups in KS3 and KS4.
- Pupil of the week awarded (highest recognition points in KS3/KS4 for the last 7 days)

Half-termly celebration

- Highest 6 pupils in each year group, for that half term, invited to Breakfast with SLT.

Termly celebration

- Subsidised rewards trips for the highest recognition, for that term– per year group.
- Attendance focus weeks and streaks awards and prize draws.
- All recognition points are reset each term for gaining a place on the trip only.
- Celebration assemblies reflective of the end of year awards evening

Annual celebration

- Awards Evening – July 2025

Headteacher commendation

- Any pupil who has shown outstanding application of one or all of the school values can be nominated for a Headteacher Commendation at any point throughout the academic year.

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Key Stage 3 Recognition Milestones



Recognition total



Value specific recognition

RESILIENCE

ASPIRATION

KINDNESS

- 200 Points
 - Bronze award and certificate
- 400 Points
 - Silver award and certificate
- 600 Points
 - Gold award and certificate
- 800 Points
 - Platinum award and certificate
- 1000 Points
 - Headteacher's Commendation and certificate

- Weekly – recognition league tables
- Termly Celebration Assemblies
- End of year awards evening

**Recognition Trips -
To the beach and beyond!**



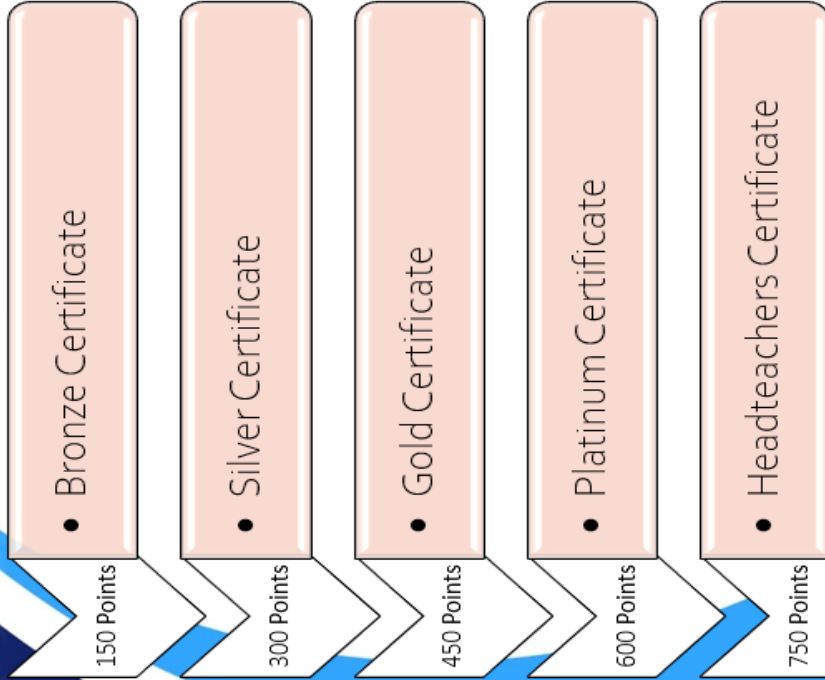
- 50 Points
 - Bronze Value certificate
- 100 Points
 - Silver Value certificate
- 150 Points
 - Gold Value certificate
- 200 Points
 - Platinum Value certificate
- 250 Points
 - Headteacher's Value certificate and badge (Y7&8)

RESPECT KINDNESS RESILIENCE ASPIRATION LEADERSHIP

Key Stage 4 Recognition



STRONGER
TOGETHER



November – Student Voice Trip of your choice

June – Student Voice Trip of your choice

End of term - Subject Superstars
Academic progress and improvement awards

Year 11
Chance to win the Chair of Governors award 2026, the highest award in school

Weekly – recognition league tables

Termly Celebration Assemblies

End of year awards evening



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TOGETHER

LEADERSHIP

ASPIRATION

RESILIENCE

KINDNESS

RESPECT

Appendix 4: Pastoral Toolkit (Reviewed and updated termly) includes addition options menu

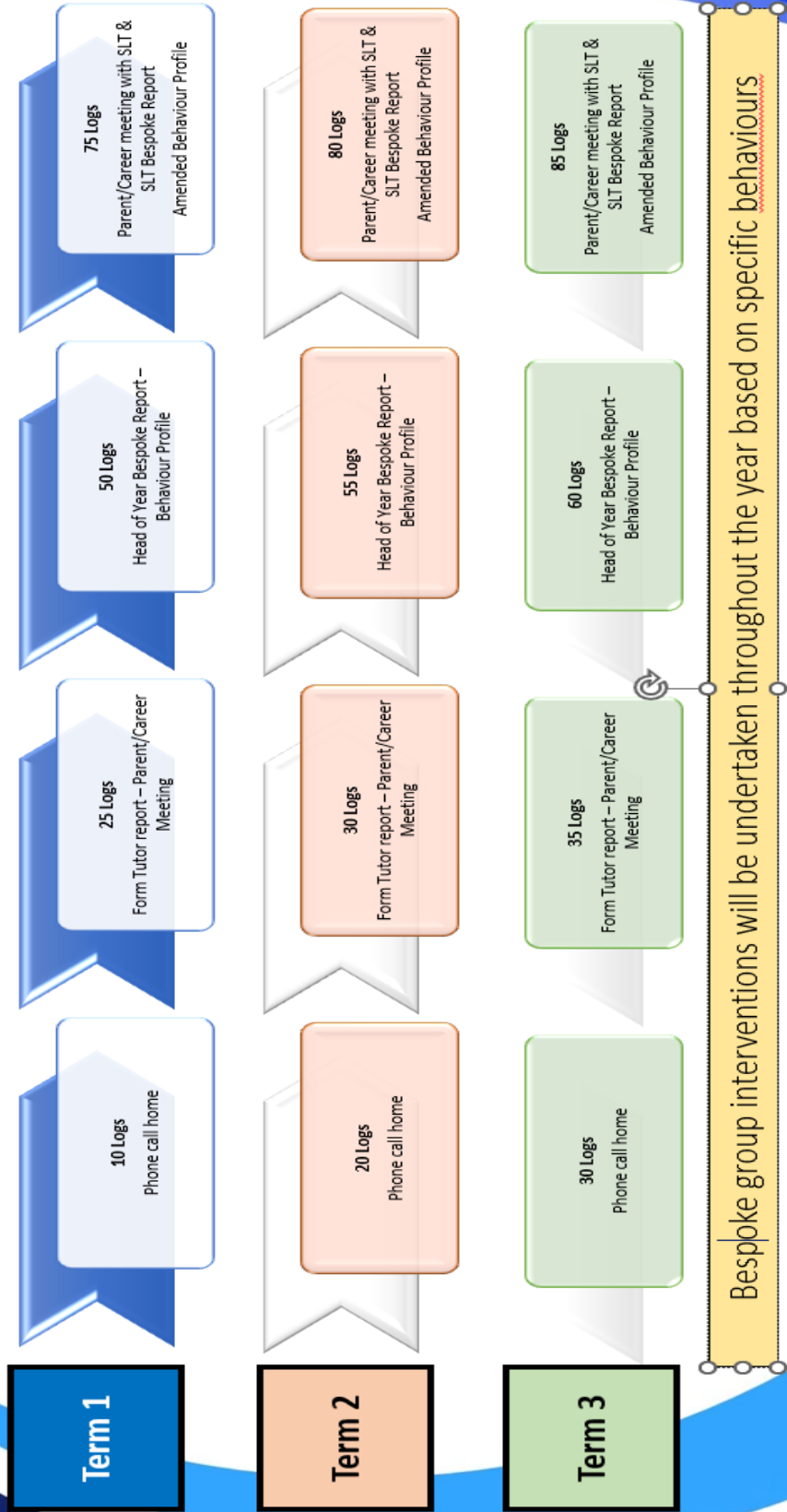
Policy prepared by: Mr D Spicer (AssistantHeadteacher)
Issued: Sept 2025, version 2
Date of next revision: Sept 2026



STRONGER
TOGETHER

Expectations of Queensbridge

Pupils who reach 100 logs will be reviewed by SLT for bespoke intervention



RESPECT KINDNESS RESILIENCE ASPIRATION LEADERSHIP

Policy

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<p>Pastoral Staff</p> <p><u>Attendance and Punctuality</u></p> <ul style="list-style-type: none"> ▪ First day absence calls ▪ Monitor punctuality rates (school and lessons): Punctuality report ▪ Parental phone calls and meetings ▪ Safe and well checks ▪ Check for patterns of absence and take action: Attendance report ▪ Follow attendance strategy ▪ Track attendance daily using My Concern: (create attendance groups) ▪ Complete 3 Houses ▪ SARM Meeting then Fast Track Process ▪ Children Missing in Education: report to DSL or DSO: log on My Concern <p><u>Behaviour and Engagement in Learning</u></p> <ul style="list-style-type: none"> ▪ Positive phone calls home ▪ Engagement in wider learning offer including extra-curricular programme ▪ Targeted interventions (e.g. sailing/Sport4Life) ▪ Residentials: whole-year and targeted (e.g. Blackwell, Snowdon) ▪ Careers programme: careers interview ▪ Trips and visits ▪ TFL and iWeek Programme: engagement and attendance ▪ Daily check-in with pupil ▪ Contact home: phone calls, parental meetings ▪ Lesson drop-ins ▪ Do they have a planner and timetable? ▪ Are they bringing a bag and equipment to school? ▪ Timetable tracking: likes/ok/dislikes ▪ Tracking behaviour reports against timetable to identify patterns 	<p><u>Safeguarding Team and Pastoral Staff Right Help, Right Time</u></p> <ul style="list-style-type: none"> ▪ 3 Houses – remember to upload to My Concern with a summary as to why this was completed along with any actions to be taken ▪ 3 Houses review: 6 weeks later ▪ Early Help Assessment ▪ Family Connect referral (follows Early Help Assessment) ▪ Contact Hall Green Families Early Help ▪ PREVENT Screening Tool: pupil at risk of radicalisation ▪ CSE/CCE Screening Tool: this can be completed alongside the Request for Support (RfS) ▪ RfS: this must be uploaded to My Concern and then DSL/DSO will send to CAS <p><u>In school additional support</u></p> <ul style="list-style-type: none"> ▪ 3 Houses ▪ Year 7 Transition including Summer School ▪ Primary school visits (transition) ▪ Letter to self <p><u>Referrals for in school support</u></p> <ul style="list-style-type: none"> ▪ The Bereavement Box: Nurture UK ▪ The Wellbeing Kit for Teens: Nurture UK <p><u>Referral for Group Support</u></p> <ul style="list-style-type: none"> ▪ Self-Esteem ▪ Coping Skills ▪ Anger Management ▪ Exam Anxiety ▪ Health Minds ▪ Referral to school nurse (medical) ▪ Trainee social worker 	<p><u>Teaching Staff</u></p> <ul style="list-style-type: none"> ▪ All safeguarding concerns should be logged on My Concern (as per training). Please speak to DSL/DSO directly if concern is deemed urgent (do not just log on system) ▪ Implementing principles of TIAAS ▪ Culture and Ethos: Ready, Responsible, Safe ▪ Relentless Routines ▪ V-Position: meet and greet at start of lesson – connect before correct ▪ Bellwork available at the start of each lesson ▪ Orderly end of lesson dismissal ▪ Emphasis on building positive relationships through Recognition ▪ Caution: Give opportunity for pupils to modify behaviour before logging ▪ Use micro-script: clarifying expectations – avoid improvised response ▪ Phone call home ▪ Amend seating plan ▪ Behaviour or work target with timeframe ▪ Cooldown (no more than 3mins) ▪ In lesson support ▪ Timeout (no more than 15mins in an alternative classroom) ▪ Reparation - 1:1 meeting with pupil DT40 (to include Reparation) ▪ On Call Support ▪ Speak to HOD ▪ Department report and/or Work scrutiny ▪ Green Card Intervention
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<ul style="list-style-type: none"> ▪ Round robin: share successful strategies that work for key pupils ▪ Motional and SIMS data informing actions and interventions (Pastoral Filter) ▪ Change of tutor group: see PAW or NDO ▪ Change of teaching group: see JAS ▪ Break and lunch detentions with HOY ▪ Individual risk assessment ▪ Internal Intervention ▪ Passport: 6-week placement ▪ Sharing Panel <p>Other</p> <ul style="list-style-type: none"> ▪ Check My Concern and SIMS – go back to previous years on SIMS. What are the patterns? ▪ If in Year 7, contact primary school for further information ▪ Speak to DSL: is there a paper safeguarding file? ▪ Has the pupil got a friendship group? ▪ Is the pupil being bullied? ▪ What is behaviour like at home? Has anything changed? Divorce? DV? Illness? ▪ Parental mental health? Drugs/alcohol? Bereavement? ▪ Could pupil be young carer? ▪ Would a timeout pass help? ▪ Toilet pass issued: medical evidence needed (see RHA) ▪ Trainer pass: medical evidence needed (see RHA) ▪ Canteen record: check what eating ▪ Pupil search: 2 members of staff – log on MC ▪ Reduced timetable: this must be agreed by DSL. Online form to be completed to inform City 	<p>Referrals for External Support</p> <p>Mental Health and Wellbeing</p> <ul style="list-style-type: none"> ▪ Signpost to Kooth ▪ GP ▪ PAUSE ▪ Stick Team: request a phone consultation (bwc.stickb@nhs.net) ▪ Online referral to FTB (timed 1 hour referral and you can upload supporting documents at the end of the referral) ▪ Criteria met for Early Help Referral or a Request for Support? ▪ Advise family to use Birmingham Children's A&E for urgent CAMHS assessment <p>Bereavement</p> <ul style="list-style-type: none"> ▪ St Edward's Trust ▪ Beyond the Horizon <p>Young Carers</p> <ul style="list-style-type: none"> ▪ Spurgeons ▪ Home Group Mental Health <p>Drugs and Alcohol</p> <ul style="list-style-type: none"> ▪ Aquarius: pupil and parental consent <p>Criminality Concerns</p> <ul style="list-style-type: none"> ▪ Request meeting with Police Link Liaison Office ▪ Police Panel <p>Complete screening tools for risky behaviour (e.g. CCE/CSE/PREVENT – liaise with Safeguarding Team)</p>	<p>Parents</p> <ul style="list-style-type: none"> ▪ Parentmail ▪ Parental e-mails ▪ Phone calls ▪ In school meetings ▪ Signposting parents to online support including eSafety; mental health support; etc; ▪ Home visits
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Appendix 5: Pupil Behaviour Profile (for completion with pupil/parent/carer)

Policy prepared by: Mr D Spicer (AssistantHeadteacher)
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Date of next revision: Sept 2026

Student Name:	Tutor Group:	Date of Profile : Date of REVIEW:	Staff member helping complete profile:
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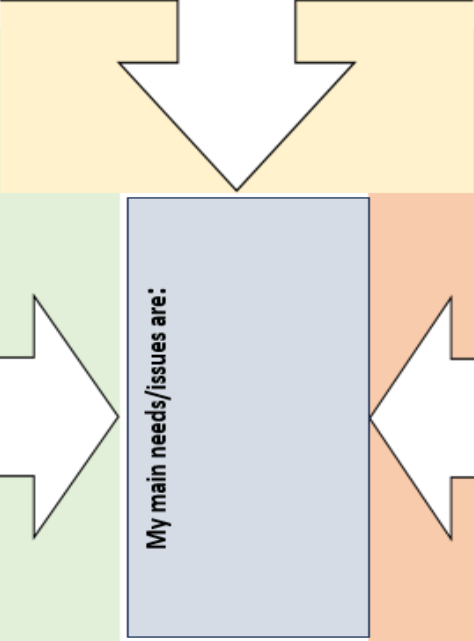


QB STUDENT BEHAVIOUR PROFILE

My positive qualities/achievements and interests are:

What I want to achieve:

My triggers are:



Recognition Points	Behaviour Points

Strategies that will support me:

Barriers that I may experience:

RESPECT	KINDNESS	RESILIENCE	ASPIRATION	LEADERSHIP
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Appendix 6: Pupil Support Check 1 (for completion by staff – to be updated to Microsoft forms version)

Staff Pupil Feedback Questionnaire

Please can you complete the following questionnaire on the pupil that was stated in the email

1.Name of pupil

2.Year Group

3.Subject that you teach this pupil for

4.Please state where this pupil currently sits with regards to their progress in your lessons

Well below expected progress

Below expected progress

At expected

Above expected progress

5.How would you rate this pupils behaviour in your lessons?

6.Please rate the pupil (1 poor, 2 inconsistent, 3 passive, 4 good, 5 outstanding) for - **Attitude to the teacher**

7.Please rate the pupil (1 poor, 2 inconsistent, 3 passive, 4 good, 5 outstanding) for - **Attitude to written tasks in lesson**

8.Please rate the pupil (1 poor, 2 inconsistent, 3 passive, 4 good, 5 outstanding) for - **Engagement in lesson activities (discussion or Q and A)**

9.Please rate the pupil (1 poor, 2 inconsistent, 3 passive, 4 good, 5 outstanding) for - **Ability to meet deadlines**

10.Please rate the pupil (1 poor, 2 inconsistent, 3 passive, 4 good, 5 outstanding) for - **Ability to follow instructions**

11.Please rate the pupil (1 poor, 2 inconsistent, 3 passive, 4 good, 5 outstanding) for - **Homework completion**

12.Please rate the pupil (1 poor, 2 inconsistent, 3 passive, 4 good, 5 outstanding) for - **Attitude to peers in lessons**

13.Please rate the pupil (1 poor, 2 inconsistent, 3 passive, 4 good, 5 outstanding) for - **Readiness for learning (equipped for the lesson)**

14.Please rate the pupil (1 poor, 2 inconsistent, 3 passive, 4 good, 5 outstanding) for - **Appropriateness of behaviour in lesson (i.e. answering back, providing sarcastic answers, making fun of other peoples answers)**

15.How far behind in their learning do you feel this pupil is?

One week

Two to three weeks

Four weeks or more

16.Please describe any specific barriers you feel this pupils faces in your subject area.

17.Any other comments you wish to make on this pupil, please enter below.

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NAME:

I am on report to:

Attitude to Learning Report (ATL)

At the end of each lesson please mark my report with an ATL grade:

Excellent – Good – Inconsistent – Poor

My targets are:

- 1 – I will follow all instructions given to me.
- 2 – I will complete all of my work to a high standard and to the best of my ability.
- 3 – I will remain focused on my learning throughout the lesson, without distracting others.

I must see

at the end of the day to review my day.

Week no. & date	P1	P2	P3	P4	P5	P6	HOY sign	Parent/carer sign
MONDAY								
TUESDAY								
WEDNESDAY								
THURSDAY								
FRIDAY								

Parent/carer: Please support your child and their teachers by signing the report every evening and encouraging the best ATL. Thank you.



STRONGER TOGETHER

Reparation and detention



STRONGER TOGETHER

Outcome	Duration	Possible Reasons	Who	Communication
Reparation	15 Minutes	Disrupted Learning / Failed to complete task	Subject Teacher	Verbal to pupil
Subject Detention	30 Minutes	Late to School Continual disruption to learning / defiance	Head of Year Subject Teacher	EduLink
Head of Year detention In 239	30 Minutes	Failed to attend late detention / poor social time behaviour / late to lesson / Truancy	Head of Year	EduLink
Head of Department Detention	30 Minutes	Failed to attend subject detention / disruption within the department / On Call required to classroom	Head of Department	EduLink and Contact to parents
SLT Detention in 306	1 Hour	Failed to attend HOD detention / significant disruption around school	SLT & Head of Year	EduLink and Contact to parents
Next day social withdrawal (Break & Lunch)	1 Day	Failure to attend HOY detention / Poor social time behaviour	Head of Year	Direct parent contact
Social Time Withdrawal (Break = Hall / Lunch = Canteen)	Up to 3 Days	Failed to attend SLT Detention or persistent/significant poor social time behaviours.	SLT	

RESPECT

KINDNESS

RESILIENCE

ASPIRATION

LEADERSHIP